10-1-1896

Report of the Secretary of the Interior; being part of the message and documents communicated to the two Houses of Congress at the beginning of the second session of the Fifty-fourth Congress; Annual Report of the Commissioner of Education, 1896.

54TH CONGRESS, 2d Session. | HOUSE OF REPRESENTATIVES. | DOCUMENT No. 5.

REPORT

OF THE

SECRETARY OF THE INTERIOR;

BEING PART OF

THE MESSAGE AND DOCUMENTS

COMMUNICATED TO THE

TWO HOUSES OF CONGRESS

AT THE

BEGINNING OF THE SECOND SESSION OF THE FIFTY-FOURTH CONGRESS.

IN FIVE VOLUMES.

VOLUME V—IN TWO PARTS.

PART 2.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1897.

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PART II.

CHAPTER XX.

EDUCATION IN SWEDEN AND ICELAND.

I.

EDUCATION IN SWEDEN.[1]

TOPICAL OUTLINE.—*General features; Schools and their methods; Secondary education; The teaching force; The education of women; The peoples' high school for women; Schools for coeducation; University education; Women in the universities; Technical and sloyd training; Dairy, agricultural, and horticultural schools; Cooking and housekeeping schools; Fresh air fund colonies; Teachers' Association.*[2]

AUTHORITIES CONSULTED.—*Berättelse om Statens allmänna läroverk för Gossar; Berättelse om folkskolorna i Riket; Redogörelse för Kongl. Universitet i Upsala; Slöjd Undervisningsblad; Vor Ungdom; Das höhere Schulwesen Schwedens, von H. Klinghardt; Rapport de Mlle. Matrat sur les écoles scandinaves; Thesis of Dr. N. G. W. Lagerstedt; Palmgrenska Samskolan i Stockholm; Reports from the Swedish Ladies' Committee to the World's Columbian Exposition at Chicago in 1893; Statesman's Year-Book.*

Articles on Swedish education in previous reports.

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[1] Prepared by Miss Frances Graham French, specialist in the school systems of northern and eastern Europe.

[2] A pamphlet entitled "Sveriges Undervisningsväsen: Redogörelse för sjünde Nordiska Skolmotet i Stockholm 1895," which was prepared for the Scandinavian Teachers' Association meeting in Stockholm in the summer of 1895, has just been received at this office. A résumé of the same will be given at a later date.

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GENERAL FEATURES.[1]

Constitutional monarchy; Area, 172,876 square miles; Population, 4,824,150 on December 31, 1893; Capital, Stockholm; Population, 257,037 in 1893; Minister of education and ecclesiastical affairs, Gustaf Frederick Gilljam, appointed November 6, 1891; Total number of youth in schools, 713,304, or 14 per cent of the population; Number in elementary schools, 694,218, or 97.3 per cent of the pupils in all schools.

The general features of the school system indicate that it is established by authority of the State. A law of 1842 provided for a stationary school (fasta folkskola) in each church district or parish, or for ambulatory schools (flyttande folkskola) where the character of the country prevented attendance on the stationary schools. Preparatory schools (småskolor) for children from 7 to 9 years of age are to be established in mountainous districts. A teachers' seminary (normalskola) is to be established in each chief town of a diocese. Higher grade elementary schools (högre folkskolor) have been obligatory since 1858 in villages and districts where there are more than 60 pupils.

The secondary grades (högre allmänna läroverken) include two divisions, which correspond to the classical or Latin schools, and to Real schools with course of study fitting for practical life. Professional schools, special schools, and the universities complete the public school system.

The elementary schools are maintained by the district with help from

[1] Berättelse om folkskolorna i Riket; Das höhere Schulwesen Schwedens, von H. Klinghardt; Rapport de Mlle. Matrat sur les Écoles Scandinaves.

the State; secondary and normal schools receive aid[1] from the State, which also gives subsidies to private schools of this grade. There are special State subsidies for the extension of sloyd training, for technical instruction, and for the universities and medical school.

The general control of the schools is vested in central boards of officers connected with the different ministries at Stockholm. The ministry of education and ecclesiastical affairs has two educational divisions, the one having general control of elementary and normal, the other of secondary and higher schools.

The universities are under direct charge of a council, which is affiliated with the ministry, but has the chancellor or rector of the university as chief officer. Special schools are adjuncts of the ministry of the interior or of finance; military schools of the ministry of army and navy. Special inspectors have oversight of elementary schools in each diocese, visiting the schools and reporting to the district-school board and consistory, and later to the department or ministry of education and ecclesiastical affairs. Each district has its school board, which is under the control of the church authorities; it superintends all elementary and preparatory schools, extends a certain supervision over private schools, and reports to the chapter of the bishopric of the diocese. Thus, it may be seen that one of the main features of the Swedish school system is the influence of the church over the school. The bishop and chapter (consistory) in every diocese carefully supervise all schools, watching over their development. The secondary schools have a board of school directors for local management, but the bishop as ephor of all the schools of the diocese outranks this board. The normal schools are under the direct supervision of the chapter of the diocese in which they are situated, but a higher control over these training schools for teachers is exercised by the chief of the division of the ministry of education and ecclesiastical affairs at Stockholm having special charge of normal schools. The local officials report to the higher officials in Stockholm, as above indicated, and these in turn to the King, who is the highest educational authority, possessing in school matters both legislative and executive power.

SCHOOLS AND THEIR METHODS.[2]

The main features of the administration of the school system having been summarized on the preceding page, it remains to present whatever may appear to be additional to the statements presented in former reports published by this office. The present conspectus necessarily reiterates much that has been said before, but, as it is taken in the main from the "Reports from the Swedish Ladies' Committee to the World's

[1] The instruction in secondary schools is nearly free, amounting to only about $8 or $10 for each pupil. (Thesis of Dr. N. G. W. Lagerstedt presented at International Congress of Education in Chicago, 1893.)

[2] Digest of Report from the Swedish Ladies' Committee to the World's Columbian Exposition.

Columbian Exposition at Chicago, in 1893," there is a noticeable feminine tone, and special stress is laid upon the woman's side of the educational question, the training of girls, etc.

To promote education it is stated that larger amounts "are expended in Sweden than in other European countries in proportion to the insignificant national property of the country." Instruction in the State or national schools is mainly gratuitous and scholarships are bestowed annually. Admission to Government offices requires a high standard of knowledge, and hence the school standard is kept up proportionally. Education in the national or common schools is similar for both sexes, but secondary education for boys is differently organized from that for girls. The boys are educated by the State free of cost, while the higher education for girls is "an entirely private undertaking." Private schools sometimes obtain State and municipal grants; boarding schools are not found in Sweden. There are none for boys and only one of special importance for girls.

The object of the national schools is to give to the rising generation of Sweden the first elements of education. Thus they correspond to the Volks or Elementarschulen of Germany, the Écoles primaires of France, and the board schools of England.

The establishment of such schools goes as far back as the end of the sixteenth and the beginning of the seventeenth century.

According to the ecclesiastical law of 1686 nobody could get married without knowing Luther's catechism,[1] and the rector of each parish, moreover, was to take special care that the young people of his district learned to read "out of a book." The duty of teaching this subject devolved upon the chaplain and the sacristan.

By means of voluntary contributions from private people as well as from parishes, several national schools were established by degrees; but as late as 1840 more than half of the parishes in the Kingdom had no such schools. Many children, however, learned to read at home.

By the ordinance of June 18, 1842, it was settled that in each parish there should be at least one school (stationary if possible) with a duly approved teacher, and that the attendance should be compulsory, with an exception only for those children who obtained corresponding instruction at home or at another school.

The school expenditures were then defrayed by the parishes; a poor parish could, however, obtain a grant from the State for the teacher's salary.

Since 1875 the State has paid two-thirds of a teacher's salary, which amounted to 700 crowns ($187).[2] The rest is paid by the parish. The parish expenses for the national schools amounted in the year 1890 to 19.1 per cent of the sum total.[3] The State allows the parishes more

[1] A short elementary summary of Christian religious doctrine, in the form of questions and answers.

[2] A Swedish crown is equivalent to 27 cents, computed at 26.8.

[3] In the same year the expenses of the parishes for ecclesiastical purposes amounted to 15.6 per cent and for the poor to 15.7 per cent of the whole sum.

than 4,500,000 crowns ($1,206,000), that is, 8 per cent of the whole budget. In 1891 the expenses for the national schools amounted to 13,566,825 crowns ($3,635,915).

In the same year the pupils were 692,093 of both sexes, the whole population amounting to 4,774,409 persons.

The instruction is free and equal for boys and girls.

Coeducation is everywhere prevalent up to 10 years of age; in the rural schools it is generally carried on throughout the school period.

The cost of schoolhouses and apparatus is paid by the parish, and both are—particularly in the large towns—of superior quality. New schoolhouses are built every year, but nevertheless, the classes in town generally have 30 to 40 children each.

The school age is from 7 to 14. In the "Normal plan for instruction in national and infant schools" of 1878, the course of study in a stationary infant school was fixed for two years and that of a stationary national school—being a continuation of the former—for four years or six years.

Within each school district containing a parish, the board—chosen by the voting members of the parish—exercises an immediate influence over the instruction of the people. Above this board is the bishop and the chapter of each diocese. The supreme direction remains with the Government through the medium of the department of instruction, which since 1861 has appointed inspectors, who visit the schools on its behalf.

The national schools are of several kinds:

(1) Infant schools (småskolor) were established in 1858. The object of the infant school is to teach the children the elements of reading, writing, religion, arithmetic, and (in the towns) needlework according to new, practical methods. Sometimes these schools are connected with the national schools. In Stockholm there exist no separate infant schools.

(2) National schools proper (egentliga folkskolor), which must be provided with teachers examined at the training colleges.[1] These schools impart instruction in plain and fluent reading of the Swedish language, printed in Roman as well as black-letter type, generally acquired by the phonetic method; in religion and Bible history, up to the standard required by the clergy for being allowed to attend a confirmation class; in church singing, with exception for those who have no ear for music; in writing, and the four rules of arithmetic. The result gained is that all read well (in Sweden there exist, according to the statistics furnished at the enrollment of conscripts in 1890, only 0.5 per cent of analphabets and among the emigrants to America there are no illiterates); that the majority write a good hand (for good handwriting the national schools of Stockholm carried the first prize at the Philadelphia Exposition of 1876); and they spell fairly well. Beyond this compulsory minimum

[1] The term training college is used for normal school throughout this article.

course, instruction is imparted in geography, Swedish and general history; arithmetic, to and including double rule of three in whole numbers and fractions; geometry, geometrical drawing, and natural history. In the national schools gymnastics and military drill are also taught, and in some of them gardening and manual work. A special grant for manual work (sloyd) for boys was not given until 1878. Needlework is learned in school in towns by the girls and in some of the schools in the country—in all about one-third of the schools. There is a movement to to bring it into every school. In the upper classes for girls cookery has begun to be introduced since 1889, and has led to good results.[1] These schools, however, do not prepare for the higher schools, though there are always pupils passing from the one to the other.

(3) Minor schools (mindre folkskolor), which are to be found in the provinces, and are but few in number, can be said as a rule to extend their instruction only to the minimum course. The teachers in them are not required to pass the national teachers' examination, and have generally a lower salary.

(4) Besides, there are so-called continuation schools (fortsättnings-skolor), the object of which is to give in one or two years further instruction to those pupils who, with good testimonials, have passed through the national school and wish to increase their knowledge for practical purposes.

(5) Higher national schools (högre folkskolor) are schools possessed in common by several parishes in the country and arranged with the purpose of giving an opportunity to the children of the working classes to attain a higher standard of learning, while at the same time the pupils may continue their manual labor. These schools are open but twenty-four weeks a year. Only those pupils who have gone through the national schools are admitted. The subjects are the same as in the schools before named, except that a foreign language is sometimes taught. The teachers must have studied at the university. These schools are not many in number, and should not be confounded with the people's high schools (folkhögskolor) or the burgher schools (borgar-skolor) in the towns. About half of these schools are mixed. The others are for boys. If a school claims a State grant for the teacher's salary the annual time of instruction must extend over eight months in a year at least. The daily hours of attendance in the national school ought not to exceed six and in the infant school not more than five. As a rule, the instruction at almost all of the infant schools has been kept up by women teachers, and for that reason the appointment of women as teachers in national schools may be counted from the time these schools were established (in 1858). Before that time female school teachers were only few in number. At the national school proper the employment of female teachers in ordinary was sanctioned by the stat-

[1] In Germany it began in 1890. Cooking schools will be mentioned farther on. In 1890 in Stockholm, and a year later in Göteborg, warm and cold baths were arranged for the pupils of the national schools, and these baths have exercised a salutary influence both morally and physically.

ute of October 21, 1859, which fixed at the same time the establishment of female training colleges. In 1868 the number of female teachers amounted to 29.6 per cent, compared to that of males. To what extent female teachers have been further employed at the schools appears from the synopsis below:

Year.	Male teachers.		Female teachers.	
	Number.	Per cent.	Number.	Per cent.
1876	4,832	51.8	4,479	48.2
1880	4,829	40.9	5,538	59.1
1885	4,900	42	6,754	58
1890	5,060	39.7	7,684	60.3

Out of the whole number of female teachers in 1885, no less than 4,624 were employed in the infant schools and 850 at minor schools, while only 1,280 served in the national schools proper. Of the last group, 776 were teachers in ordinary, viz, in the country 368 and in towns 408 (in Stockholm alone, 184). Reviewing the state of things in the whole country, such as they presented themselves in 1890, we find 60.3 per cent of the teachers to be women and 39.7 per cent men. Thus, during each of the last twenty-four years, the number of female teachers has on the average risen more than 1 per cent. In the country the salary for male and female teachers is the same; in Stockholm a female teacher receives about two-thirds as much.

The burgher's school (borgarskola) of Stockholm is thus described: The origin of the high, or burgher's, school for the working and middle classes in Stockholm was a Sunday and evening school for men, founded in 1836 by a private society. In 1882 the school was thoroughly reorganized, and advanced classes were established by the side of the lower ones existing before. In 1880–81 female pupils were admitted and at the same time female teachers were appointed. The school is supported by the annual fees of the society members, an appropriation from the city council, the artisan union, etc., and the school fees of the pupils. These, however, are excessively low, 2 crowns (53 cents) a term for twelve hours a week. The national school buildings are thrown open to the free use of the burgher school, the hours of attendance being Sundays 8.30 to 10.30 a. m. and 2.30 to 6.30 p. m.; week days 5 to 9.30 p. m. The subjects of instruction are, in the lower division, Swedish, arithmetic, writing, geometry, free-hand and geometrical drawing; in the higher division (where the subjects are optional), the same, with the addition of bookkeeping and the German and English languages. Lectures are held upon history and geography, history of Swedish literature, politics and national economy, hygiene (with ambulance), chemistry, physics, astronomy, and other natural sciences, out of which four to six are to be found on each year's reading plan. A circulating library is open to the pupils free of cost. The school is managed by a head master with eight male teachers in ordinary and thirty-two assistant teachers, of whom ten are women. In 1890–91 the number of pupils in nine parallel classes was 1,352, 410 of whom were females. These attend the lectures and the language classes simultaneously with the male pupils. Their age ranged from 14 to 30 or above.

SECONDARY EDUCATION.

The secondary schools include the "högre allmånna å Latinlinien fullständige läroverken" and the "högre realläroverken"—that is, classical and modern schools. They were 75 in number in 1892–93, with 14,608 students. It is stated that only about 30 of them fulfill requirements leading to the universities. The cost of instruction amounts to from $8 to $10 for each student. In 1891 there were 650 students (15 women) who passed the required examination for admittance to the universities. Expenditures for secondary education amount to about $1,000,000 annually. These schools are described by Dr. N. G. W. Lagerstedt as follows:

The secondary schools "do not form a direct continuation of the primary schools as in the United States," although they are preparatory to university education. They are all complete in their organization, although usually considered to be of two kinds, the higher or complete schools with nine classes, and the lower or incomplete schools with two, three, or five classes. Yet "the teaching in these classes agrees precisely with that of the corresponding classes of the complete secondary schools." The secondary schools consist of the classical and "modern" (Real) schools. The curriculum comprises nine years and the boys (girls are not admitted to these schools) must be 9 years of age before entering. The plan of instruction is the same for the first three years; during that period German is the only foreign language taught. Then a bifurcation takes place, some pursuing the Latin (classical) course, others the English (modern) course. Still, in all subjects other than Latin and English, instruction is as a rule the same for the two following years. French is taken up in the fifth year, both in the modern and the classical side. The last four years, the sixth to the ninth, the pupils of the modern and classical lines are separated, and at the same period—the sixth year—a new division takes place on the classical side. Greek is taken up by some, English by others—that is, there is "a full classical section and a half classical section." At the close of the secondary course the maturity, or graduation, examination takes place; the diploma attained, the student may then pass to the university, to military or forestry schools, or to low-grade positions in the Government service. This maturity examination is quite a severe one, and the boys of the modern (Real) side, not having studied Latin, must give special evidence of greater knowledge in mathematics, natural sciences, and modern languages than the boys on the classical side.

According to reports of discussions, the intention is to bring the elementary and secondary grades more nearly together by "eliminating one or more of the lower classes of the secondary schools and by making the elementary directly preparatory to the secondary school."

THE TEACHING FORCE.[1]

When the infant schools were established in 1858 it was resolved that female teachers should be employed in them, and that a pupil who had passed the two lower classes of a training college for national schools

[1] Résumé of article on Training Colleges for National School Teachers in "Reports from the Swedish Ladies' Committee to the World's Columbian Exposition at Chicago, 1893," pp. 25–30.

had the right to present herself as a candidate for the post of an infant school teacher. Special training colleges were also established by the district or diocesan authorities or else by private enterprise.

The instruction at these colleges has hitherto generally covered a period of eight months, but has now in many places been extended to one or even two years.

The training colleges provided by the authorities of the district or diocese are at present seventeen in number; those established by private individuals are five. They are all attended by female pupils; in some of the former there are also male pupils.

The subjects of study at these training colleges are religious instruction, Swedish language, arithmetic, didactics (in some also history and geography of Sweden and natural history), handwriting, drawing, singing, gymnastics, and needlework.

In some districts there is a head master; in others, a head mistress. The assistant teacher at the infant school for practice connected with these training colleges is nearly always a woman. The salary of a head mistress varies between 1,200 and 2,000 crowns ($321 to $536).

Besides the training colleges mentioned, there are in the far north of Sweden two establishments maintained by the State for the purpose of training male and female infant school teachers for the Finnish and Lapp schools in that part of the country. The Finnish training school at Haparanda has a course of study extending over three years and is managed by a head master, three male teachers, and a female teacher of needlework. The Lapp training school at Mattisudden (a village in Lapland) has a course of study extending over two years and is managed by a head master and an assistant female teacher.

The instruction, which is carried on in Swedish in both, comprises the following subjects: Religious instruction, Swedish, Finnish (only at Haparanda), Lapp (only at Mattisudden), arithmetic, object lessons, handwriting, drawing, singing, gymnastics, and needlework.

To be qualified for the profession of a national school teacher in Sweden it is necessary to have passed through one of the training colleges of the Kingdom. In 1860 the right of applying for admission to a training college was extended to women, and several female training colleges were established.

Since 1878, to the three classes, of one year's duration each, has been added a fourth, so that the course now extends over four years. The time of instruction at a training college extends annually over thirty-six weeks, divided in two terms. At the end of the spring term a final examination is held with the pupils of class four and an annual one with the three lower classes. The daily sessions are six hours in length, the time for gymnastics not included.

The various subjects of instruction (which are the same at the male training colleges, with the addition of military drill), comprise:

Religious instruction: Bible reading, sacred history, catechism, several hymns, and the outlines of church history.

Swedish language: Grammar, spelling, elocution, recitation, and composition.

Arithmetic: Elementary arithmetic, solving simple equations of one unknown quantity, extraction of the square and cube roots of numerical quantities, and bookkeeping.

Geometry: Geometrical object instruction, measurement and calculation of certain plane and solid figures.

History: Swedish history (detailed) and the political constitution of the country, chief events and lives of the most famous personages out of general history.

Geography: Physical and political (that of Sweden most minutely).

Natural history and science: Zoology (comprehending knowledge of the human body and the laws of health), botany, chemistry, physics, the elements of geology and astronomy.

Pedagogy and methods: Outlines of psychology, a pedagogical and methodical representation of the development of national schools.

Drawing: Freehand and model drawing (also designing of easy objects of art and sloyd), the elements of perspective, and mechanical drawing.

Music and singing: Solo and part singing of chorals and patriotic songs, liturgies and hymns, scales and technical exercises, the principles of harmony, organ.

Gymnastics: With or without apparatus, marches, etc.

Gardening and planting of trees: The elements.

Needlework: The same courses as those of the national schools.

The practical training begins in class 2, the pupils of which teach in the infant classes of the school for practice; it is continued with the pupils of class 3, who teach sacred history, elocution, and arithmetic in the national school classes, and is finished off in class 4, the pupils of which teach the other subjects in the same divisions of the school. The number of hours devoted to practical training are: In class 2, four hours a week; in class 3, four, and in class 4, fourteen.

The teachers at each training college are to be a male head master (rector) and at least four assistant teachers, of whom one must be a woman. The qualifications for a coadjutrix are: (1) To have reached the age of 23 years; (2) to have passed the complete final examination at the higher training college of Stockholm and to have obtained the highest testimonial in didactics and the second best in pedagogy and methods; (3) to have served at least a year at one of the State training colleges and to have gained a good character in that employment, and (4) to have given evidence of practical skill of instruction before the consistory to which the training college is subordinate.

A female teacher, having been nominated coadjutrix, only obtains a warrant of her appointment. If, after that time, she marries, it remains (in virtue of a new statute) with the consistory to decide whether she may keep her place or not. The obligatory time of instruction is twenty-four to twenty-eight hours a week. A coadjutrix enjoys the same salary as a coadjutor, from 1,750 up to 3,500 crowns ($467 to $978). Besides the coadjutrixes, there are female assistant teachers engaged at the schools for practice connected with the training colleges. At a female training college, teachers in the so-called subjects of exercise, drawing, music, singing, and gymnastics, ought also to be women.

At the Riksdag of 1844 the first claim was made on the State to take measures for the purpose of training able female teachers for the higher schools. The matter was dropped at that time, but at the Riksdag of 1859-60 a subsidy was granted for the foundation of a higher female training college. It was established in Stockholm in 1861, and in 1862 a higher school for girls (State model school) was attached to it, in which the pupils had the opportunity of learning how to teach from practice.

The conditions for admitting a pupil to the training college are that she have the standard of education imparted in a complete higher girls' school, which always comprises three modern languages. These conditions, however, have been raised by the fact that there are more applicants than places. The age of admittance was 17, but has now been raised to 18 years. The instruction is free of cost.

The course of study extends over three years, to which a fourth (with complete liberty in the choice of subjects) can be added by those who wish to perfect themselves as teachers of some special subject. Terms, hours of attendance, hygienic conditions, etc., are equal to those of the higher schools. About twenty-five pupils are generally admitted every autumn.

The subjects of instruction in the first division are: Religion, Swedish, French, German or English, geography, history, mathematics, natural history and science, and pedagogics. In the second division, physiology and hygienics are taught also; geography is dropped; German and English, mathematics, with the exception of arithmetic, as well as the conversational classes in foreign languages, are optional. In the third division this is also the case with natural sciences, foreign languages, drawing, and singing. The pupil must, however, study either one language or natural sciences.

The instruction at the training college is adapted to what may prove of use to the future teacher. The courses of study are strictly limited, clearly defined, thoroughly mastered, and the teaching is very methodical. Great importance is attached to the correct writing and speaking of the Swedish language, as also to the pronunciation and grammar of foreign languages studied.

The practical training of pupils is brought about partly by listening to lessons in the model school and giving oral or written accounts of them, partly by exercises in questioning and narrating, and then by giving lessons in the model school.

The fourth course, with the purpose of training specialists, was not established till 1891. In that course the pupil carries on private studies in one to three subjects under the direction of the teachers at the training college. These studies should be more independent and less limited than the preceding ones, which might be said to form a continuation of the systematic school studies. In some of the subjects passed by a pupil during the fourth course her knowledge is considered equal to that for a bachelor's degree.

Instruction is imparted by masters and bachelors of art, paid by the State, and at the same rate with teachers in the boys' schools. They also teach in the model school connected with the training college. Conversational classes in foreign languages are kept up by foreign ladies or persons who have spent a long time abroad. At the head of the training college is a head master and a head mistress. As the number of applicants is very large the establishment of another training college has been spoken of, but since the universities are now open to women there will most likely be no need of it.

THE EDUCATION OF WOMEN.[1]

In 1884 a commission of inquiry was appointed by the Government to examine into higher elementary education for girls and present a scheme for its improvement. This commission inquired carefully into the state of the schools, gathered copious statistics (presented to the public in the report of 1885) and worked out a plan for the higher education of girls. This work, however, has not as yet led to any practical result, either in one way or the other.

The State has attended to the superior education of women by founding special female training colleges and by giving women the same rights as men in studying at the universities.

Women are excluded from the professional schools of Sweden (for engineering, shipbuilding, veterinary surgery, etc.), but the fine-art schools and those for sloyd and gymnastics are open to both sexes. Private industrial schools also exist.

The pedagogical influence exercised by woman upon the rising generation within the house may be said to have aided woman to find a new sphere of action outside her own home. As teachers, head mistresses of schools, members of school boards, lady inspectors, writers on pedagogics, etc., women have attained an influence which is steadily increasing. Woman's work also affects the higher education of her own sex.

As a general observation it may be mentioned that the social position of a woman teacher in Sweden, be it as a governess or a school mistress, is a highly esteemed one. Daughters of higher officers in public service or otherwise, belonging to the best families, devote themselves to this noble calling. Many of the largest young ladies' colleges are founded and chiefly managed by ladies; and the number of lady teachers

[1] As presented by the Swedish Ladies' Committee.

increases with every year. In 1889 women obtained the right of being chosen members of parochial school boards, which exercise their influence on the national schools. Miss Lilly Engström, teacher at the State Model School for Girls, was the first woman elected to this important function, and since then one lady after another has been chosen member of the board. The zeal shown by women in this new office has already been acknowledged.

Parents who do not wish to send their daughters to the national schools, and who want them to get a knowledge of foreign languages, either send them to the higher schools for girls or to private classes, or else have them taught at home by governesses. The latter expedient prevailed up to the middle of our century, and with families living in the country is still in general use.

In Göteborg a merchant, Mr. Kjellberg, founded a school for girls in 1826, and in Stockholm the historiographer, A. Fryxell, and J. O. Wallin, later archbishop, another in 1840. These schools are still in existence, and may be looked upon as the oldest girls' schools of Sweden, in which the course of study includes several modern languages, mathematics, and natural sciences. In the fourth and fifth decades of this century women themselves took the initiative in the direction mentioned, and Miss Cecilia Fryxell and Mrs. Jane Tengberg established schools in Westerås and Upsala, which have exercised great influence on female instruction in Sweden.

At the Riksdag of 1862 a subsidy was granted to a model school for girls in connection with the higher female training college founded the year before, which is the only school for girls that has a staff paid by the State. This school was soon enlarged to a college of eight classes, and became more or less a model for other schools, though this was done voluntarily and without any intervention of the State.

In Sweden there exist at the present moment about 124 higher schools for girls, which fall under two heads.

Endowed schools, with an annual State grant not exceeding 2,000 crowns ($536), and which receive a certain number of free pupils. These schools are under the control of the State, but are at liberty to plan their instruction independently. These number 76. Then there are unendowed schools.

Schools of the two categories belong to parishes, associations, or private individuals. If district authorities contribute toward a girls' higher school, this generally involves the right of electing one or more members of the school board. In most of these girls' schools the board consists of men; at one school it is made up of women exclusively. Some schools have obtained donations from private individuals and societies, but as a rule they are supported by fees, varying between 50 and 200 crowns ($13.40 and $53) a year for each pupil.

In many places the location of the schools is far from satisfactory, especially when compared with the boys' colleges, which are built like palaces by the parish and the State. The appliances can rarely bear comparison with those of the boys' schools. Connected with most of the schools for girls is a preparatory school with two or three classes, receiving beginners (often including boys) generally at 6 years of age.

The higher school proper has in the larger towns eight classes, of one year's duration each. In some of the larger towns there exists, connected with the higher school proper, a so-called continuation school, having for its objects (1) to prepare for admission to the university, or (2) to the higher training college; (3) training of teachers, or (4) imparting knowledge necessary for a good general education or one required in practical occupations.

The school year is divided into two parts—the spring and the autumn terms. The summer holidays extend over the months of June, July, and August. In general, the annual instruction covers only a time of thirty-two weeks. In the preparatory school the hours of attendance are mostly three to four a day; in the school proper and the continuation school, generally five (home work excepted). Of the three modern languages studied in school, two are, as a rule, optional. In many schools this is also the case with geometry, needlework, singing, and drawing.

Instruction by means of questions and answers is the one chiefly in use. Examinations at the end of the school year rarely take place at girls' schools, except in those schools which prepare for the university. The pupil is examined on admission, and then, if at the end of the spring term she has a sufficient number of marks at the repetitions, moves into a higher class; if not, she has the opportunity of making up her marks by studying during the long summer vacation.

Competitions and distributions of prizes hardly ever occur.

Religious instruction begins in the preparatory school with narratives from sacred history, orally rendered and illustrated by pictures, and with easy hymns learned by heart. In the school proper, Bible history is studied out of a text-book; Luther's smaller catechism is learned, with explanations; later on, a Bible manual, and, in the highest classes, church history. Bible reading takes place partly during the Scripture lessons and at morning prayers.

The girls' school of Sweden attempts more and more to make the Swedish language its principal subject. The pupils are taught to express themselves clearly and distinctly in speaking and writing their mother tongue. They are also made acquainted with our best poets and prose writers. Reading is taught by the phonetic method. At about 10 years of age the study of grammar begins; later, composition, which first consists of writing down something told or read to the pupil. In the higher classes, the history of Swedish literature is studied; Norwegian and Danish authors are also read.

Instruction in Swedish history generally begins in the highest class of the preparatory school. In this, as well as in the lower classes of the school proper, the historical facts are imparted chiefly by the teacher's oral narratives out of ancient Scandinavian history. In teaching, attempts are made more and more to abandon that method which consists of the mere learning of names, dates, and dry compilations, and instead to give the pupils a detached and connected description of historical events.

The study of general history begins at the age of 11 to 12 (the study of Swedish history is continued), and is carried on according to the same principles as those for Swedish history. In the higher classes a thorough review is undertaken with the help of more detailed textbooks than those used in the lower classes. In a few schools politics are also taught.

The foreign languages taught are French, German, and English; in the schools preparing for the university Latin is also taught. The first foreign language, generally French, is begun at 8 years of age; the second, usually German, at 10; and the third, English, at 12. In the few schools where Latin occurs it is not studied until after the age of 16. There are modern pedagogues who vote for the precedence of the English language, as being the easiest from a grammatical point of view. Experiments have been made in this direction. Reading, grammar, translation, as well as speaking and writing, are taught.

The question about the proper way of teaching languages has, at the present moment, awakened a most lively interest. The excessive study of grammar has been given up and practical methods are prevailing more and more. The aim and object of the instruction is that the pupil should acquire the ability to understand and speak the language taught. In several schools the instruction in question is given in the foreign language itself. Foreign languages are also the most favored subjects in the girls' schools. A pupil learning the three modern languages devotes more than half of her compulsory time for homework to that study. At school the languages occupy more than 25 per cent of the time for instruction.

Geographical instruction in the preparatory school has for its chief object to clear up geographical ideas by studying the map and learning the geography of Sweden and of Scandinavia in general, thereby gaining a solid foundation for study. Then the other parts of the world are studied. By providing the school library with good and authentic books of travel, the interest of the pupils is awakened to the need of private study. In the highest classes astronomy is generally studied and there is detailed repetition of the geography of Sweden.

The text books of late endeavor, as a rule, to do away with a superfluity of names, to concentrate the study of geography which the pupil then more unfailingly commits to memory. The new methods serve to connect with geography parts of natural history—for instance, botany, zoology, and mineralogy. In some schools map drawing is taught.

Zoology and botany generally begin in the second class (tenth year), and are taught during the next four years. In the higher classes physics as well as chemistry and geology are taught. In class 6 (fourteenth year) rules of health are imparted in connection with the study of anatomy, and in the highest class of many schools hygiene forms a special subject of study. In some schools domestic economy and chemistry applied to household affairs are studied in the highest or in the finishing class (in the so-called continuation school).

Since 1892 practical instruction in cooking has been imparted to the pupils in the continuation class of the State model school, the teaching of which is carried on in a cooking school founded by Mrs. Anna Hierta-Retzius and placed at the disposal of the higher training college and the model school. Other schools in Stockholm and Göteborg also teach cooking.

In spring and autumn botanical excursions are made. The duty of collecting a certain number of living plants during the summer holidays is enjoined upon the pupils. The appliances for instruction vary according to the financial circumstances of the schools.

Arithmetic begins in the preparatory school and is taught objectively by means of little balls. Great importance is attached to readiness in mechanical ciphering, which is brought about partly by mental arithmetic and partly by exercises written at school and at home. In class 3 (eleventh year) the pupil should know the four rules of arithmetic properly. Then common and decimal fractions follow, with their application to interest, discount, division of profit and loss, etc. Special importance is attached to the learning of the metric system. In the continuation school algebra is taught, or an easy course of bookkeeping and economical arithmetic is gone through, by those who are going to devote themselves to practical professions.

Geometry begins in class 5 with geometrical object lessons; the aim is to give a clear idea about lines, angles, surfaces, and geometrical figures. In classes 6 to 8 the three first books of Euclid are generally studied.

Drawing is taught by copying diagrams, models, living plants, plaster casts, architectural and other ornament, and by drawing from life.

The lessons in needlework aim to make the pupils skilled in such kinds of work as may be deemed necessary to every woman. Knitting, darning, patching, and plain needlework are compulsory; opportunity is also given to learn art needlework. In some schools wood sloyd and dressmaking are taught.

Of late great attention has been devoted to the hygienic conditions of schools. In the larger schools physicians are appointed, in part to superintend the hygienic conditions in general, in part to examine the state of health of the pupils and judge whether they may be admitted to gymnastics. The pupils are drilled every day in Ling's gymnastics. In schools possessing a building of their own there is generally a gymnasium provided, with apparatus and dressing room, where the pupils put on their gymnastic costumes.

Attention has been drawn to the danger of intellectual overexertion and attempts have been made to arrange school work so as to allow the pupils out of door exercise during the earlier part of the day.

Instruction in girls' schools is chiefly managed by women teachers. For the training of female teachers there are in Sweden five training colleges for female national school teachers and one higher training college, all founded by the State, and with instruction quite free of cost. Other female teachers have qualified for the university or for a bachelorship, or else, when teaching foreign languages, have perfected their education abroad. In the higher classes, male teachers from the boys' higher schools sometimes give instruction by the hour.

In smaller schools as well as in private teaching, similar methods are followed and the same subjects are studied as those mentioned above, with considerable modifications.

THE PEOPLE'S HIGH SCHOOLS FOR WOMEN.[1]

The pupils of these schools are grown-up girls, chiefly belonging to the farmers' class. There is no entrance examination, neither is any stated preparatory knowledge required. As a rule, the pupils are presumed to possess the standard of knowledge imparted in the national schools.

The movement leading to this kind of school began in Denmark. The Swedish schools developed however independently. The first school for women of this class was founded in 1869; now there are 13.

The object of the people's high schools for women is to develop the mental faculties of the pupils, to make them comprehend true womanliness and to excite an interest in subjects relating to general education and training in manual work.

The people's high school is no housekeeping school and does not want to be considered as chiefly aiming to impart such knowledge to the girls as exclusively belongs to the province of housework. The object in view is principally to develop the mental faculties of the girls as far as this can be attained by a knowledge of the language, history, and character of the native country, by acquaintance with the laws of nature, and by reading the best that our literature offers. In addition to this are held, especially at the Tärna school, so-called free lectures on religio-ethical subjects.

The school admits the importance of the rougher housework most women have to take part in, and for this reason attempts to organize the instruction so as to make the young girl acquainted with the nature of what surrounds her in daily life, as for instance the air, the water, the articles of food, etc., as well as to acquaint her with those laws which rule even in the most ordinary occupations of everyday life, so that she may be able to understand the reason why a thing is done in

[1] Reports from the Swedish Ladies' Committee to the World's Columbian Exposition, 1893, pp. 31–35.

such or such manner and so that she may be thoroughly trained for life's duties.

The subjects of study are: The Swedish language. The instruction aims to teach the pupils to read poetry and prose well; to understand properly the contents of what is read, and to express their thoughts in writing. Literature with recital of excellent excerpts in the evenings. History and geography. Free lectures on religio-ethical subjects. Hygiene, including the structure of the human body, the laws of health, general rules on the proper treatment of diseases, nursing of infants, etc. Knowledge of natural science, including some of the principles of chemistry and physics. In this connection housekeeping is studied, as for instance laundry, cleaning, boiling, roasting and frying, preserving, pickling, etc. French ironing is taught at several of the schools for women. Dairy training (the outlines). Arithmetic, domestic bookkeeping, writing, singing, solo and part singing. Gymnastics are practiced only at three people's high schools for women, but gymnasiums are going to be built within a few years at many schools.

By teaching needlework, the effort is to meet and encourage the girls to like female manual work (sloyd) and, at the same time, to develop taste and sound views within that sphere. The instruction in needlework comprises mending and darning, various kinds of knitting and crochetwork, plain sewing and cutting, white, colored, and flat embroidery, hemstitch and masking of several kinds, making of fringe and tassels, etc.

For the second years' pupils, as well as for those who have proved themselves clever in other kinds of needlework, there are lessons in lace-making and weaving of ancient Scanian textile fabrics for curtains, furniture stuffs, etc. The pupils must be quite expert in ordinary plain weaving to be taught art weaving at the school.

To the development of their skill in manual work the school attaches great importance, and a stated plan is followed in the teaching of this subject. The pupils first must prove themselves skilled in mending, knitting, and plain needlework, then they are allowed to choose between the ornamental kinds of work.

Time of instruction.—All the people's high schools for women are connected with those for male pupils, have the same head master, and are in the same localities. The Tärna school has a head mistress of its own, however. While the course for men is kept up during the six winter months, November–April, that for women covers the three summer months, May–July, during which period the farmers are considered as most able to spare their young daughters. One female school (at Bollnäs) is open during the three autumn months; one at (Fornby) during the four months, February–May, simultaneously with the school for men. Coeducation, as at the people's high schools of Finland, is not customary in Sweden. The course for women is comparatively short, as the same teachers are employed for the summer and winter terms.

Any pupil is welcome to remain for several consecutive terms, though far the greater number only go through one. Separate schools for women with a term of six winter months no longer exist. The morning hours are in most of the schools devoted to study; the afternoon hours to needlework and singing.

Mode of teaching.—The instruction is chiefly imparted by the teacher orally. The pupils are advised to study suitable text-books, by the help of which they can follow the teacher's instruction. By means of questions and repetitions, by conversation and written papers, the certainty is arrived at that what has been imparted has been well understood. As the pupils come to these schools with very different fundamental knowledge, the teacher tries to arrange his instruction so that all may profit by it.

The school fee varies between 10 and 38 crowns ($2.68 and $10.28) a course. In some schools the fee is reduced for penniless pupils or else they get a free place. The second year's pupils generally pay less than the first. Less well-to-do pupils are permitted to apply for scholarships, which are paid by the treasury and usually vary between 10 and 50 crowns ($2.68 and $13.40).

To have one household in common for the head master and the pupils, as is the case at the Danish people's high schools, is not customary in Sweden. In some places, however, the pupils live in the school; at those of Tärna and of Tjörn a woman is engaged to cook the pupils' own provisions for them. As a rule, the pupils lodge in the neighboring peasant homes, where, as at Hvilan for instance, they can board at a rate of about 90 öre a day. The ordinary arrangement, though, is for the girls to bring provisions from home, which are cooked by their landlady for a small gratuity. This turns out to be the cheapest way. At Tärna and Lunnevad the pupils live in the schoolhouse.

Examinations.—The people's high school, not having as an object the qualifying of the pupils for any special employment, gives no testimonial on leaving. The pupil can have at her own request a general statement concerning diligence, conduct, and standard of knowledge acquired. No examination is held on leaving school, this being deemed of no use, but rather apt to impair school work. During the short time allotted to school work attention is directed to the aims of life, not to a more or less successful examination. The school is always open to anyone wanting to obtain proof of the work done. Exhibitions of industrial art made by the pupils are arranged at the breaking up of the school.

The school staff generally consists of male teachers, who also manage the people's high school for men. The head master's wife generally assists in the teaching.

The people's high school, being comparatively young and depending on individual efforts, has been an object of much misunderstanding and a good deal of criticism. Because of the short time allotted to it, people have deemed it able to effect nothing but superficial work and to render the young farm girls dissimilar to their own class. The pupils find time to acquire an astonishing amount of knowledge in the short time given them; their diligence is so great that it rather needs keeping down than spurring on, and it is to be hoped that the impulse they get at school may be such as to serve them as a basis for the school of life.

The school, always located in rural districts, does not remove them out of their ordinary conditions of life, which at school are quite as simple as at home. The people's high school is striving, more than any other school, to be a home to its pupils—a large, good, loving home, where the most intimate intercourse of thought and feeling exists between teachers and pupils. The pupils generally like to spend most of their recreation time at the school. The country people of the neighborhood enjoy coming there to refresh themselves from their everyday toil by listening to the singing and the lectures. In this way the school becomes the center of its neighborhood. The country girl, when returning home, carries with her increased knowledge as well as increased practical abilities, and in addition a mind opened and made acceptable for wider views.

Since the fourth decade of this century the higher education of women has been in a state of progress, and attempts have been made to raise the standard of female education. One party has been trying to make the instruction of girls equal to that of the boys; another has attempted to create an independent form of female instruction; a third one, again, to bring about schools for coeducation by assimilating the standard of knowledge for boys and girls.

SCHOOLS FOR COEDUCATION.[1]

The principle of coeducation has acquired many sincere friends, but still it can not be said as yet to have made any considerable progress in wider circles, though it is realized in the lower classes of the national school. The question about founding higher schools for coeducation has, however, been discussed of late in the pedagogical periodicals as well as at teachers' meetings and at other conferences called together by persons taking an interest in the question. A few schools for coeducation have also been established by private individuals at Stockholm and at Upsala, and are working with good results.

The oldest and largest is the Palmgren school in Stockholm (founded in 1876 by Mrs. A. Hierta-Retzius and by others interested in the question), which has developed under the guidance of the head master whose name it now bears. The school attaches great importance to sloyd, has a State subsidy, and may be said to have served as a model for the coeducational schools of Finland. Coeducation is carried on up to the

[1] From reports of Swedish Ladies' Committee and Vor Ungdom.

qualifying for the university. This school was founded in 1876, and has passed 21 pupils in the final examination.[1]

In the Riksdag of 1893 a government bill was presented which proposed to reorganize the boys' schools of three classes, found in some smaller towns, into schools for coeducation, and where the instruction is to be imparted by male as well as female teachers.

UNIVERSITY EDUCATION.[2]

The State universities at Upsala and Lund have complete philosophical, legal, medical, and theological faculties. The student is free to follow any course. Each faculty confers three degrees: Candidate, licentiate, and doctor; and it is stated that to be a lawyer, doctor, or clergyman in Sweden one must be a university graduate. The universities are under the charge of a board of council, with the chancellor of the university as its chief officer. The academic year has two terms, from September 1 to December 15, and from January 1 to June 1. The salaries of professors range from $605 to $1,206, with the addition of tuition fees, which range from $268 to $402.

The universities of Stockholm and Göteborg have only been in existence a short time, and it is conceded that before long they will pass from private initiative to the same rights, in matters of subsidies, examinations, etc., as the older universities. These new universities intend to admit special students, and their aim is to compete with the older universities "as centers of higher scientific teaching, and to make their instruction and resources accessible to wider circles of students." Number of students in Upsala, 1,446 in 1894, and 638 at Lund; at Göteborg, 743 in 1893; at Stockholm, 160 in 1892.

WOMEN IN THE UNIVERSITIES.[3]

The universities of Upsala and Lund were founded in 1477 and 1668, respectively, and from both women were excluded. It was not until the fourth decade of this century that a call arose for the abolition of this statute. At the Riksdag of 1865 a Swedish yeoman, Carl Johann Svensen, presented a bill for the admission of women to the universities.

This bill occasioned a lively debate. The one side pronounced women to be lacking in both the physical and practical power requisite for carrying on higher studies; the other side showed how unreasonable it was to form a decided opinion on that question when no opportunity had been given woman to try the power of her intellect. Her fitness for the professions of teacher and physician was specially put forth. The result of the debate was a petition for the intervention of Government,

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[1] The Palmgren Practical Work School aims to train both sexes in those studies which lead to practical life. There is no special limit as to the elementary or secondary character of the school, nor as to the age of applicants for admission. (See pp. 433-434 of the Report of the Commissioner of Education for 1891-92; also Palmgrenska Samskolan: Stockholm.)

[2] This subject was so fully treated on pp. 434-436 of the Report of the Commissioner of Education for 1891-92 that a mere résumé is here given.

[3] Information obtained from the Swedish Ladies' Committee and thesis by Dr. N. G. W. Lagerstedt.

demanding for women the right to pass the examinations prescribed by the law for becoming teachers and physicians.

On the 3d of June, 1870, a writ was issued, conferring upon woman the right of passing the examination for the university, of matriculating at the universities, and of following the profession of a physician. Since that time the number of female students has been increasing year by year. This number, however, only comes up to about 1 per cent of that of the male students, but these, in proportion to the population, are too numerous.

During the first years the young ladies passed their examinations at some boys' school, but since 1875 the right of qualifying for the university has been conferred upon girls' schools also. At the present moment there are at least five schools that prepare female pupils for this examination.

The examination for the university is passed either in the classical division or in the mathematical division. The classical division comprises the following compulsory subjects of examination: Swedish composition, theology, Latin, French, German, mathematics and physics, history and geography, zoology and botany, and propædeutics of philosophy. Optional subjects are: Greek, Hebrew, and English, one of which is obligatory.

In the mathematical division classical languages are not studied, but the claims on knowledge in the three modern languages, German, French, and English, in mathematics, and in physics are greater than in the classical department, and, besides, chemistry has to be studied.

Most of the women have passed their examination in the classical department. Of the young ladies who have passed the examination for the university only about 38 per cent have matriculated at the universities. Some have gone back into private life and some have found employment as post, railway, or bank officials, or else as teachers.

The theological faculty in the universities is not open to women.

In the faculty of jurisprudence there are several examinations, out of which the one for a "candidatus juris utriusque" is the principal of those most commonly taken. It requires about five years' hard study. This examination has been passed by one lady.

The course of study in the medical faculty extends over seven to nine years from the time of matriculation. Two ladies have finished their medical studies and are practicing as physicians; a considerable number of women are studying medicine. The medical faculty in Stockholm is opened also to women, and follows the same rules for the examinations.

The philosophical faculty is divided into a philological and a mathematical section.

The examinations within both these sections are:

(1) Baccalaureate, requiring several compulsory subjects arranged in different groups.

(2) Licentiate, a scientific examination comprising one principal subject and two secondary ones.

A licentiate, after having written a scientific dissertation and successfully defended it against opponents chosen by the university, is created doctor of philosophy, with ceremonies which have been in practice for hundreds of years. The baccalaureate, with certain compulsory subjects, and followed by one year's teaching at one of the State schools, qualifies for minor tutorship at these schools.

The licentiate entitles to tutors' higher appointments. About 23 women have passed the baccalaureate, while only one woman has passed for the licentiate, receiving the degree of Ph. D. in 1883. Several women have studied in the philosophical faculty, but, without passing the examination, have applied themselves to scientific works later on. This has been the case with those studying zoology and botany in the faculty of sciences in Stockholm, which, founded in 1878, has, like the faculty of philosophy and philology at Göteborg (founded in 1890), opened its lecture halls to women.

It may be stated here that, although permitted to become a practicing physician, a woman can not hold any Government office in this capacity.

The question whether a woman may become a lawyer is still unsettled. In 1892 the first Swedish woman graduate at law finished her theoretical studies, but is still pursuing the prescribed practical part of her juridical studies in a district court. She aspires to be admitted as an attorney, but may not become a judge.

TECHNICAL AND SLOYD TRAINING.

This subject has been so fully treated in the Report of the Commissioner of Education for 1891–92 (pp. 427–429, 437–440) that no further elucidation seems necessary. It may be stated, however, that in 1892 about 4,775 men and 1,306 women were receiving technical instruction of some kind, while sloyd was taught in about 1,400 schools. The number of schools receiving aid from the State for sloyd since 1884 are enumerated in the Slöjdundervisningsblad, No. 12, 1895, as follows: In 1884 there were 584; in 1885, 727; in 1886, 872; in 1887, 991, to 1,167 in 1888; increase to 1,278 in 1889, to 1,392 in 1890; still further increase to 1,492 in 1891, to 1,624 in 1892; thence to 1,787 in 1893 and 1,895 in 1894. Thus the needs or benefits of sloyd training seem to be thoroughly understood in this division of Scandinavia.

DAIRY, AGRICULTURAL, AND HORTICULTURAL SCHOOLS.

The Government and agricultural societies aid 25 agricultural schools, which aim to give practical education to young men so that they may carry on farms of their own. Dairy schools (2) and dairy stations (18) give regular instruction in dairying, and similar courses are carried on in connection with the agricultural societies. The standard of education is that of the elementary school; the theoretical instruction includes writing, arithmetic, also bookkeeping; practical instruction includes domestic work about the household as well as dairying.

A horticultural school at Norrviken opened in 1890, is coeducational in character. It is the only school of its kind in Sweden, and in a two years' course trains in the practical management of a garden and in floriculture.

COOKING AND HOUSEKEEPING SCHOOLS.[1]

In Sweden it is only exceptionally that cooking and domestic work are taught at the girls' schools.[2] To supply this deficiency in the education of the young ladies, several families send their daughters, after having finished school, to a housekeeping school in the country, where they spend from six to twelve months.

The housekeeping school at Björnsnäs for the education of housewives, receives boarders from the age of 16, and teaches cooking, the principles of housekeeping, practically and theoretically, preserving, baking, salting and curing, washing and ironing, cleaning, weaving, art needlework, etc. The annual time of instruction comprises an autumn term, from August 15 to December 15, and a spring term, from January 15 to June 15. The annual fee is 750 crowns ($201).

Other provincial housekeeping schools, established on the same principles, are the practical school at Samuelsberg for teaching young ladies housekeeping and manual work; Miss Ellen Möller's housekeeping school for young girls; the Alingsås school of languages and domestic work, which, besides imparting instruction in household work, offers an opportunity of learning modern languages, etc.

In Stockholm there are also several housekeeping schools, where the young girls, while living at home, are taught housekeeping during some hours' daily attendance. Such is (1) the new housekeeping school, which teaches educated young ladies the theory and practice of plain or more elaborate cooking, preserving fruit and vegetables, ironing, and other domestic occupations; it thus enables them in a practical way to manage a house. Each course comprises a time of four and one-half months. A limited number of pupils are admitted to each course. To those who have attended three months at least a testimonial is given. The pupils assemble every week day at 8 a. m., and the work is kept up till 4 or 5 p. m. The fee is 225 crowns ($60) for a complete course. For a shorter time, 60 crowns ($16) a month. (2) The Stockholm cooking school, founded in 1882 by Mrs. Anna Hierta-Retzius with a grant of 5,000 crowns ($1,340) from the foundation of "In Memoriam of Lars Hierta," is the first school in Sweden where cooking solely (with baking

[1] Résumé of article in Reports of Swedish Ladies' Committee; also information from Madame Hierta-Retzius.

[2] In Stockholm, cooking is taught in two of the girls' higher schools: Dr. Schwartz's and the Athenæum for girls.

and preserving) was taught with the exclusion of other housework. For this reason, the course has since the very beginning been limited to three months only. In this cooking school, the physiology of nutrition and domestic economy are first theoretically taught by means of lectures on those subjects. The pupils are also trained in marketing under the teacher's guidance. Those who have passed a complete course obtain a testimonial. The food is served à la carte to ladies and gentlemen taking their dinners at the school (from 2 to 4.30 p. m.).

The original object of this school was to introduce cooking as a subject of information among the daughters of the working classes, to qualify them for housework in their own homes after having passed through the national school. During the first three years the fee was 10 crowns ($2.68) a month (and dinner free of charge), but was later increased to 20 crowns ($5.36) a month, and, to make the school self-supporting, admission was granted, with a double fee, to two or three married or unmarried young ladies of the cultured classes, who, up to that time, had no opportunity of learning in so short a time. For ladies engaged to be married a shorter course (of six weeks) was arranged.

Finally, cookery teachers have been trained at this school, to facilitate the introduction in future of cooking as a subject of education in the national schools.

In September, 1892, instruction in cooking and domestic economy having been introduced as a subject of information at the higher training college, Mrs. Hierta-Retzius's Cooking School was made over to the board of the above-mentioned college, the founder, however, having undertaken to guarantee the school funds.

Cooking at a national school was first taught in 1889 at the parish of St. Nicholas, in Stockholm, the information on this subject being introduced on the initiative of Mrs. Sofi Nilsson, a national school teacher, who during many years' work had realized the necessity of raising the standard of practical work.

The school board having agreed to fit up a kitchen in one of the schoolhouses, five to six girls from the highest class were allowed to leave their school work at 10 a. m. in order to learn to cook the food gratuitously distributed to their younger schoolfellows.

On the initiative of Mrs. Hierta-Retzius and by means of an endowment from the foundation of "In Memoriam of Lars Hierta," a national school teacher, Miss Brolinsson, was sent to London to attend "The National Training School of Cookery" in South Kensington, and to study cooking as it is taught in the board schools in London.

On her return the cooking school of St. Mary was founded, partly after the English plan, where a course was given to future cookery teachers. These women, who had previously passed a practical free course at Mrs. Retzius' cooking school and had practiced as cookery teachers in the school kitchen of St. Mary, passed an examination, received a certificate, and have since obtained employments as managers or assistants at cooking schools in Stockholm, Göteborg, and Vesterås.

In four of the Stockholm national schools, those of St. Nicholas, St. Clara, St. Mary, and Hedvig Eleonora, the girls in the highest classes, generally to the number of thirty from each school, have been taught cooking and baking and have undertaken by turns to carry out such work. The girls, who do the washing up, the house cleaning, etc., seem to keep up a lively interest in the matter, and many opinions expressed in the children's homes show that the parents also duly appreciate the instruction given. One thing strictly impressed upon the children is the necessity of cleanliness, order, and economy.

The ingredients of the various dishes, the cost, and the method of preparation are written down by the girls in special books. The quantity and price are, as a rule, calculated for six people. Thus, when finishing school, the girls bring home with them a little cookery book made by themselves and containing receipts tried by them and comprising the dishes mostly used in ordinary, simple houses. The expenses for these cooking schools are defrayed partly by private people, partly by the respective parishes.

The teaching of this subject having begun to gain more sympathy in the national schools of the capital, the following general rules have been established and are to be enforced from the beginning of 1892: (1) The girls who take part in the work at the cooking school are divided into groups of four to six each; (2) these groups are selected out of the two highest girls' classes of the school; (3) the girls who during their school time have taken a share in the cooking work will be allowed to continue it for one term after having left school; (4) no more than three groups (exceptionally and for special reasons, four) are selected out of each school class; (5) each group has instruction for two consecutive days in cooking; (6) after the groups from one class in school have in turn attended the cooking school, four days at least must elapse before they begin again (during the interval, groups from the other class are taught); (7) school girls belonging to the cooking school must, before going there, attend the first two lessons of the day (from 8 to 10).

In 1870 a practical housekeeping school was inaugurated in Stockholm, which served as a model school for those since created in Upsala, Göteborg, Lund, etc. Opening with six pupils some 200 girls (in 1891) had received three years' practical training. Pupils are received at 16 years of age, "if of good disposition;" they learn the duties of laundress, waitress, chambermaid, and have instruction "in finer cooking." In 1879 the school established a shop of its own for the sale of bread, cake, etc., and in 1881 established a store for cooked provisions. The mending of garments is taught one afternoon each week, and there is regular instruction in the sewing room.

FRESH-AIR FUND COLONIES.

As will be observed, the Swedes give practical training of many kinds to their youth, and they do not neglect the "weak and sickly children" nor the hygienic side of education.[1]

In 1885 the Society of the Fresh-Air Fund was established in Stockholm, its object being to provide summer homes in the country for weak and sickly school children, especially from the public schools of Stockholm. From that date to 1891 there were 148 colonies sent out, which included 3,352 children. The number in a colony is usually limited to 25.

As the principal objects of the sojourn are rest and opportunity to be in the fresh air as much as possible, all school work is forbidden, but the children are not idle in consequence. The girls have to keep the rooms in order, set the table, assist in the kitchen; the boys keep the yard and vicinity of the house in good order, carry water and wood, carry the mail, etc. The children have to keep their clothing in order also, under the direction of the matron of the colony or her assistant. The regular life, where strictness with regard to order, cleanliness, and good conduct is the governing principle, has proved most successful in the moral development of the children in the colony homes, and agreeable changes in their behavior after their return to the city have been recognized by their teachers and parents.

The result of the colony life, from a sanitary point of view, is considered by physicians to be especially successful. The examination of 58 children of an average age of 10 years, who had been in two separate colonies in 1891, showed that "the boys gained 1.03 kilograms in weight, 1.3 centimeters in height, and 8 centimeters in breadth of chest, while the girls gained 1.19 kilograms in weight, 1.7 centimeters in height, and 1 centimeter in breadth of chest. The painful and dull expression and the weak, shuffling motions which were observed at the beginning of the outing disappear during the two months' visit in the country, and the bright, happy faces, the clear and frank gaze, the healthy appearance and lively movements, all witness to the benefit gained, not only for a short summer but doubtless for life."

The Woman's Union in Göteborg sent out 181 colonists in 1891, and the cities of Norrkjöping and Gefle are also sending out summer colonies of school children.

TEACHERS' ASSOCIATION.

The seventh meeting of the Scandinavian School Congress (Sjünde Allmäanna Nordiska Skolmötet) was held in Stockholm, August 6–8, 1895. This congress meets every five years at one of the three Scandinavian capitals. In attendance were nearly 7,000 teachers; 3,700 from

[1] For description of the investigation of hygienic conditions by the school commission appointed for such purpose, see Report of the Commissioner of Education for 1888–89, pp. 220–221.

Sweden, 1,200 from Norway, 1,500 from Denmark, and 300 from Finland. During the three-day's session about fifty papers were read and discussed, interest in them being shown by educators and also by the authorities. The minister of public instruction, Mr. Gilljam, took part in the meetings which were presided over by prefect Themptander. The subjects awakening the most earnest discussions were, religious education in the school, historical instruction, and the peace movement. Papers were also read on the peasant high schools, on university extension, the Swedish school system, sloyd instruction, etc. The social pleasures attendant upon this congress were a special feature of the occasion, and the fraternal feeling between the countries seemed strengthened by this congress.

An historical presentation of the peasants' high schools—the first having been established in Rodding, Denmark, in 1844—was given, and due honor was done to N. F. S. Grundtvig, who is considered their founder. The strong development of the Real school, with its practical training for life's duties, was clearly brought out. The absolute need of thoroughness in the mother tongue before other languages are studied was discussed, also the study of phonetics. Physical education awakened interest; stress was laid upon the necessity of the teacher's knowledge of his pupils' organization, or injury, instead of improvement, might result from overtraining. Reform methods in different grades of schools were presented, the desire being to prevent overburdening of mind with its natural reaction upon the body. Hygienic and sanitary methods were discussed from the standpoint of the teachers present from the three countries. In the matter of reform spelling and phonetics the pioneers of this phase of education in different countries were referred to, and those teachers taking part in the discussions recognized the fact that changes might be made which would be beneficial to people of various nationalities (Vor Ungdom, 1895, Hefte 1–6).

II.

EDUCATION IN ICELAND.[1]

AUTHORITIES: Letter from Mr. Magnus Stephensen, governor-general of Iceland; Buisson; Dictionnaire de Pédagogie et d'Instruction Primaire, v. 2, 1re partie; Encyclopedia Britannica, Vol. XII; International Encyclopedia, v. 7; Johnson's Encyclopedia, v. 4; Barnard's Journal of Education, Vol. XXIII; XIX Century, v. 8; Revee Internationale de l'Enseignement, Août, 1895; Statesman's Year Book, 1895.

AREA AND POPULATION.

Ethnologically and politically considered Iceland is an integral part of Scandinavia, that group of kindred countries usually called the North (Norden) by their own peoples. The countries so designated are the "United Kingdoms" (De forenede Riger), Sweden and Norway,

[1] Prepared by Miss Frances Graham French, specialist in the school systems of northern and eastern Europe.

and Denmark, whose chief dependency, Iceland, is 39,200 square miles in area, or 7,000 more than that of Ireland. The greatest length of the island is 300 miles from east to west, and its greatest breadth 201 miles.

It is supposed that the population of Iceland was once 100,000, but it subsequently diminished. Since 1840, when it amounted to 57,094, a gradual increase has taken place, until, in 1880, it had reached 72,000. The chief town is Reykjavik, with about 2,500 inhabitants.

ADMINISTRATION.[1]

Formerly Iceland was divided into four quarters—the east, south, west, and north. Now the north and the east are united under one government and the south and the west under another.

The island is further divided into 18 counties (syslu), and these again into 169 rapes[2] (hreppa) or poor law districts. Ecclesiastically Iceland constitutes one bishopric, divided into 20 deaneries, and these again into 290 parishes. Iceland has its own constitution and administration under a charter which came into force August 1, 1874. By the terms of this charter the legislative power is vested in the "Althing," consisting of 36 members, 30 elected by popular suffrage and 6 nominated by the King. A minister for Iceland, nominated by the King, resides at Copenhagen, but is at the head of the administration. He submits to the King for confirmation the legislative measures proposed by the Althing. It may here be said that the language, laws, and traditions of Iceland are quite distinct from those of Denmark, and its position so remote that there might seem to be difficulties in governing it properly as an integral part of the Danish Kingdom.

The highest local authority is vested in the governor-general, who resides at Reykjavik.

He carries on the Government according to the views of the minister at Copenhagen.

The governor-general (Landshöfðingi) has two aids (or under-governors), one for the south and west, another for the north and east. Then there are the sheriffs (sýslumenn), who act as tax gatherers, and notaries public. The "sýslu-maðr" has an assistant or "hreppstjori," in every poor law district. In such district there are also committees of from three to five members who administer the poor laws and look after the general affairs. These committees are controlled by the committees of the county boards, and these again by the quarter board of three members. The State church is Lutheran, and all Icelanders, without exception, belong to it.

HISTORY.

Notwithstanding its isolated situation, its few natural advantages and sparse population Iceland is of great interest to historian, philologist, and littérateur.

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[1] Résumé of article in Encyclopedia Britannica, V, XII.

[2] A territorial subdivision which, in Anglo-Saxon, is between a shire and a hundred.

The historian is delighted with the exactitude of its historical records and the strange phases of life to which they bear witness, and the singular circumstances which have determined the existence and life of the Teutonic community for a thousand years apart from the rest of the European family.

The philologist looks upon the island as the home of a language which most nearly represents in a living form the tongue of our earliest Teutonic forefathers. Others believe that Iceland had a brilliant period of intellectual life long before the literary eras of England and Germany, and a literature superior to any north of the Alps before the Renaissance.

The historical phase is the only one we can touch upon here, as the present conditions are an outcome of the past.

The unit of Icelandic administration was the homestead, with its franklin[1] owner ("búandi"), its primal organization, the hundred-moot ("thing"), its tie the chieftainship ("góðrð"). The chiefs who led kinsmen to a new land held considerable power, and at first there was no higher organization; but disputes, uncertainties as to laws, etc., brought about the constitution of Ulfliot (in 930). Through this a central moot or "Althing" was created for the whole island, and "a speaker to speak a single law"[2] (principally that followed by the "gula"-moot in Norway). In 964 the reforms of Thord Gellir fixed a certain number of local moots and chieftaincies, dividing the island into four quarters, to each of which a head-court or quarter-court was assigned. Ecclesiastical innovations (Christianity was introduced in 1000) caused upheavals, eventually putting an end to the commonwealth, which had produced men of mark and encouraged progress. The practical rule of Iceland was transferred by the union of the three crowns to Denmark in 1280; it had formerly been under Norwegian viceroys and Norwegian law; the island then received a foreign governor (Earl, Hirdstjóri or Stiftamstmaðr) and was divided into local counties (syslū), administered by sheriffs (sýslumenn); local affairs were attended to by the bailiff (hreppstjóri) and the quarter-courts were abolished.

The ideas agitating Europe percolated through Scandinavia to Iceland and successful efforts were made to educate the peasant class, who were about all that were left after the cruel wars of the thirteenth century had broken down the great houses which had monopolized the chieftaincies. The "Althing" had existed for fully nine hundred years, but sometimes as a mere council of powerless delegates. It was suppressed but reorganized in 1843. Thirty years' agitation brought about home rule in 1874. The absolutism of the sheriffs and the governor was replaced by officials assisted by elected boards. The government may be said to have been at first hierarchic and aristocratic; afterwards it became a kind of aristocratic republic.

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[1] The freeholder of former times held his lands from the Crown free from feudal servitude to a subject superior.

[2] Encyclopedia Britannica, Vol. XII.

GENERAL CONDITIONS.

Two peculiar conditions exist in Iceland; these are the absence of towns and the equality of society in a sense which exists in no other European country. The priest, who has the title "sira," enjoys certain rank and distinction; but even the governor, with his office of power and dignity, is liable to be accosted familiarly by farmer or fisherman.

The people are distinguished for honesty, purity of morals, and a wonderful love of education. Notwithstanding their poverty and other adverse circumstances, it is rare to find an Icelander who can not read and write.

At Reykjavik is the governor's residence; the "Althing," which once met in the valley at Thingvalla, meets here; the bishop has his home here; there is an observatory, a public library of 10,000 volumes, and Reykjavik is the seat of an Icelandic society established in 1794. Three newspapers are printed here, and since 1530 (when the first printing press was set up by Mathieson, a Swede) books, original and translated, have been annually printed in Icelandic. The translations have included portions of Milton's Paradise Lost, Shakespeare, Pope, and Cowper.

As for the language, as a genuine living dialect, spoken and written and even printed in newspapers of the present, Icelandic may claim to be the oldest in Europe. The Romaic has dropped many cases and tenses; Danish and Swedish are modernized and simplified dialects, while Icelandic retains the archaic forms of the ancient Scandinavian tongue once in use throughout northern Europe.

The literature reflects and perpetuates the beliefs and manners of the people through successive generations. Both language and literature are of historical and living interest to scholar and statesmen. Icelandic literature has always been much studied by the people and written in popular idiom; it has preserved the ancient language almost unchanged and hence is an isolated survivor of a bygone historical period.

GENERAL FEATURES OF EDUCATION.

Considering the extent of country, the sparseness of population, and the difficulties of intercommunication, the diffusion of knowledge seems astonishing, even to those familiar with the history of this island. In Reykjavik, and among the clergy in general, men of high literary culture are to be found, some of them scholars who would do credit to any seat of learning in Europe. A child of 10 who is unable to read is not to be found from one end of the island to the other. A peasant understanding several languages is no rarity, and the amount of general information is quite noticeable. Formerly all children were taught by their parents or neighbors; now a few elementary schools have been started; classical and general studies are found at a college in Reykjavik, which has about one hundred students and seven professors.

The general physician of the island, assisted by two medical men, gives lectures to medical students. Those who propose to enter upon a course of law have to attend the University at Copenhagen. There is also a flourishing academy in Mödruvellir, in the north of Iceland; an agricultural college at Olafefjord. The island also supports four seminaries for young women, the first one having been established in Reykjavik in 1876. Iceland has always been a land of learned men, and to this day erudite Icelanders may be found in almost every university of Europe; in no country is a scholar held in more esteem; yet it is stated that the Icelandic student devotes himself more exclusively to languages and literature, to the neglect of science and mathematics. In 1886 a limited suffrage was granted to women, permitting them to vote in the selection of clergy for the parishes. In the same year women were admitted as students in the higher institutions of learning.

Owing to the difficulties attendant upon obtaining any very precise information regarding education in Iceland, a letter was sent, in the autumn of 1895, to the governor-general requesting more specific data. The reply of His Excellency Magnus Stephensen, the governor-general of Iceland, is here incorporated. He says:

In reply to your letter of the 18th September, I have much pleasure in sending you the following notes on education in Iceland. As the bulk of the population is scattered over the country in isolated farmhouses, with long distances between them, schools are impracticable in the rural districts, and the children receive the rudiments of learning from their parents or any other qualified member of the household. This instruction is superintended by the clergyman of the parish, whose duty it is to examine candidates for confirmation, not only as to their religious knowledge, but also as to their proficiency in reading, writing, and the first rules of arithmetic, and to refuse or postpone that rite until the children have acquired the necessary knowledge. Of late years a system of "circuit teachers" has been organized and is in operation in many country districts. These teachers travel from place to place during the winter, remaining for several weeks at each centrally situated farmhouse and teaching the children from all the surrounding farms within reach. They are supported by the people of their districts, and receive a small grant from the Icelandic treasury. In 1894 these circuit teachers numbered 165, and they taught 3,280 children, the subjects being reading, writing, orthography, arithmetic, and religious instruction.

In the towns, trading stations, and fishing villages there are 26 children's schools, which in 1894 were attended by 896 children. These schools are open in the winter time for six to eight and a half months, and have generally one, but sometimes two, teachers. The subjects taught are reading, writing, orthography, arithmetic, religious knowledge, geography, the rudiments of natural science, and Icelandic grammar. Some schools in addition to these teach history, Danish, English, singing, gymnastics, and swimming. All these schools are locally supported, receiving in addition grants from the treasury.

The higher and specialized schools are three schools for women, where the higher branches of education, needlework, and housekeeping are taught; two "Real schools," one at Mödruvellir, supported entirely by the Government, with three teachers; the other, called "Flensborg school," is supported by private endowment and Government grant, and serves also during part of the year as a seminary for teachers; one Latin school or high school in Reykjavik, with seven masters, besides assistants, and 115 pupils last year; four agricultural schools, and one nautical school.

There is also a school for the deaf and dumb.

The professional schools are a theological seminary and a school of medicine, each with four teachers, both situated in Reykjavik.

Tuition is free in all the higher schools; most of them provide free lodging for their pupils, and bursaries are attached to some.

METHODS OF EDUCATION.

Iceland furnishes a singular example of a country which has almost no primary schools, and yet primary education is universal. The pastors refuse to give illiterates in marriage, and these are rarely to be found. The mothers teach their children reading, writing, and arithmetic.[1]

At 7 years of age [says an Icelander] all children know how to read and write their language, and they know how to reckon. Even among the poor fishermen there are none who have not had a good elementary education. The mothers are the instructors; the rural home (boer) is the schoolroom. The nearest clergyman watches over the progress of the children, and the child who does not indicate sufficient knowledge for his years and the instruction given is refused confirmation. The mother of the family would die of chagrin if such were the case; hence she makes all effort to suitably prepare the child. Ask the first child whom you meet who taught him the history and geography of the country, the names of birds and flowers; his answer is invariably, my mother (modre min). Each house is in itself a school of intellectual, religious, and industrial training, after a crude fashion. The long winter evenings are given to reading, to traditional lore, to indoor occupation, by which every child is trained to such handicrafts as the necessities of their position require—making fishing tackle, boats, casks, sails, etc.—and the women to knitting, and working up moss, skins, feathers, and eider down into marketable and domestic use. Every able-bodied adult can do something for a livelihood, and the highest dignitary of Iceland, judge, governor, or bishop, can, if occasion requires, shoe his own horse and repair his own boat and tackle or land vehicle and harness.

The landed proprietors are responsible not only for the education of their own children, but those of their servants and of the families who are their tenants. The clergymen and their aids are expected to observe what progress has been made at least twice a year.

STUDIES PURSUED.

In a few towns on the coast there exist a number of villages which have primary schools. According to terms of the law the course of study includes moral and religious education, national history, reading, writing, and arithmetic.

At Reykjavik there is a gymnasium with 100 pupils, faculties of theology, medicine, and law; at Mödruvellir a school of agriculture, a course of study covering agriculture, Icelandic, Danish, and English languages, geography, history, physics, chemistry, and mineralogy.

The impression seems to be gaining ground that in this little country of the far North the learned men are taking a firm stand in regard to the carrying on of higher studies, and even now the humanities are thoroughly comprehended.

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[1] Buisson: Dictionnaire de pédagogie et d'instruction primaire, V. 2, Pt. 1.

UNIVERSITY EDUCATION.[1]

At the close of the session of the "Althing" in 1893 thirty members formed themselves into a committee to inaugurate a national movement contemplating the founding of a university in Iceland. The committee considers that such an institution would be of material benefit to the country and will add greatly to its moral and intellectual culture. A subcommittee has charge of this effort to establish a university and to take up a subscription in Iceland for that purpose. They hope before long to place funds provisionally in the hands of professors of the law school of Iceland whilst awaiting the decision of the King of Denmark that the university may be opened.

[1] Revue Internationale de l'Enseignement, 15 Août, 1895.

CHAPTER XXI.

TYPICAL INSTITUTIONS OFFERING MANUAL OR INDUSTRIAL TRAINING.[1]

I. CITY PUBLIC SCHOOLS.—*Denver, Colo.; Washington, D. C.; Chicago, Ill.; Moline, Ill.; Louisville, Ky.; Portland, Me.; Baltimore, Md.; Boston, Mass.; Brookline, Mass.; Springfield, Mass.; St. Cloud, Minn.; St. Paul, Minn.; Camden, N. J.; Montclair, N. J.; New York, N. Y.; Cleveland, Ohio; Toledo, Ohio; Philadelphia, Pa.*

II. MANUAL TRAINING SCHOOLS.—*Throop Polytechnic Institute; Chicago Manual Training School; St. Louis Manual Training School; Hebrew Technical Institute; Technical School of Cincinnati.*

III. TRADE SCHOOLS.—*California School of Mechanical Arts; Springfield Industrial Institute; Baron de Hirsch Trade School; New York Trade School; Master Builders' Mechanical Trade School; Williamson Free School of Mechanical Trades.*

IV. NORMAL SCHOOLS.—*Georgia Normal and Industrial College; Teachers' College, New York City; Keystone State Normal School; West Chester State Normal School.*

V. SCHOOLS FOR DEFECTIVE CLASSES.—*American School for the Deaf; Colorado School for the Deaf and Blind; Columbia Institution for the Deaf and Dumb; Illinois Institution for the Education of the Blind; Iowa Institution for Feeble-Minded Children; Maryland School for the Deaf; Michigan School for the Deaf; Ohio Institution for Feeble-Minded Youth.*

VI. SCHOOLS FOR COLORED PUPILS.—*Storr's School; Spelman Seminary; Tougaloo University; Claflin University; Bishop College.*

VII. MISCELLANEOUS.—*Pratt Institute; Drexel Institute; Spring Garden Institute; Workingman's School; Sloyd Training School; Boston Normal School of Cookery; Girard College; Lasell Seminary; University School, Cleveland; Tyler School, Providence; Carlisle (Pa.) Indian School; Soldiers and Sailors' Orphans' Home, Xenia, Ohio; Friendford Industrial School; Free Industrial School, Worcester; New York State Reformatory; Lyman School for Boys.*

The report of this Office for 1893-94 contained a series of tables[2] showing, as fully as possible, the extent of the introduction of hand training in institutions of all grades in the United States, the intention being to include all organized instruction having in view preparation for industrial pursuits requiring training of the hand. This chapter is intended to supplement those tables by showing the purposes and character of the instruction—matters which are not susceptible of statistical presentation.

It is impossible to represent every institution in such a compilation, but it has been intended to set forth as far as possible the aims and methods of typical institutions in sufficient numbers to show all the phases of industrial education in this country in institutions below the collegiate grade.

In seeking the data required, a circular letter was addressed to all institutions concerned, in which information was asked upon the following points:

(1) The central idea in such instruction: Whether it is educational only, preparatory to higher technical study, or with a direct view to actual work or a trade; extent to which manual (or industrial) training is obligatory.

(2) Organization: Connection with public schools or other institutions; means of support; amount charged for tuition.

[1] Compiled and edited by James C. Boykin.
[2] Pages 2093 to 2169, inclusive.

(3) Course of study: In what year of school the various branches are taught; number and approximate age of pupils to whom the several kinds of instruction are given; methods of instruction; unique features of your work.

(4) Material equipment: Description and plans of buildings; equipment of shops; tools provided for pupils.

(5) Cost: Value of plant; annual expense of maintenance.

(6) Results: Effects of manual (or industrial) training upon other studies, and upon the length of school life; occupations of former pupils after leaving school.

All the facts presented on the following pages were, with a few exceptions, obtained in this way. Where quotations have been made from catalogues or printed reports, those documents were furnished in lieu of or to supplement specially prepared statements. Plans of buildings and arrangement of shops were discussed in the paper of Dr. C. M. Woodward, on The Rise and Progress of Manual Training, which was published in the report of this Office for 1893-94, pages 877-949. But little space, therefore, is given to those phases of the subject in the following compilation.

I.—CITY PUBLIC SCHOOLS.

MANUAL TRAINING HIGH SCHOOL, DENVER, COLO.

[From the catalogue of 1896.]

The purpose of this school is to furnish a liberal elementary education, suitable not only for those who contemplate a higher education later, but especially for those pupils who upon leaving school must enter at once upon the active duties of life. The course of study gives ample preparation to meet the requirements for entrance to colleges and technical schools, except to college departments requiring preparation in Greek.

The purpose of manual training is just as truly educational as is that of purely mental training. As a part of public school work it must therefore be broad and liberal in its scope and universal in its applications.

The shop exercises are carefully planned to embody many constructive principles, and to bring into use, one after another, all of the more common and typical tools of modern handicraft.

The articles made in the shops are not offered for sale, and indeed seldom have any intrinsic value, save as illustrations of certain forms and principles.

Since the whole object of this training is educational in character, the student, as soon as he has mastered the principle or process involved in a certain exercise, is set to work upon another. Mere mechanical dexterity is regarded as of secondary importance; thorough mastery of principles, comprehension of the logical steps of the process, together with intelligent execution of the same is all that we demand. Further repetition would doubtless result in greater mechanical dexterity, but as an educational process it would be lacking in mental training. Movements that have become automatic, that is, which no longer require the active supervision of the mind, can not be regarded as highly educational in character. When this point is reached, therefore, it is time for the student to drop that particular exercise and turn to something else.

Notice that we said, "intelligent" execution of the exercise is demanded. This is the key to the whole plan. Students must know how to do certain things, and also why certain processes are employed. They do not blindly copy a piece of work, but trace the logical steps of a process to its legitimate result.

This kind of training can not fail to make thoughtful, intelligent workers; and who will deny that we need more of these in the world?

It is unreasonable to expect that all of our graduates will become mechanics. Some of them doubtless will, and we confidently expect a good account of them. Others will find that their natural abilities lead them in other directions, and they will turn aside into business channels, or push onward through the higher technical school or college toward the professions, such as the law, medicine, engineering, and the various occupations requiring extended scientific training. It is predicted with entire confidence, however, that each and every student will be benefited and strengthened by his manual training work. He will go forth into the world with a mental training, the vigor and practical worth of which could not have been obtained in any other way than by personal contact with tools and materials.

It will be observed that while no specific trades are taught, we do teach the underlying mechanical principles of a great many trades; and that the possible economic applications of these acquired principles is almost limitless in number.

Each pupil will be helped by his school work to discover his natural capabilities and aptitudes, and to make an intelligent choice of occupation.

Visitors to the school sometimes carry away a false impression of its character, because the manual training departments from their novelty attract an undue amount of their attention. It must be borne in mind that manual training work, although important, is not intended to supersede legitimate literary work. It will be found upon investigation that the academic work required of pupils in this school is superior in character. An outline of each year's work will be found herein.

It will also be found that the manual training high school is no asylum for lazy boys and girls; on the contrary, they will be as sadly out of place here as in any other place where activity and industry is demanded.

The object of manual training, as introduced into the public schools, is to develop the faculties through the education of the hand and eye; to familiarize the pupil with tools, materials, and processes, to cultivate habits of thoughtful, intelligent, and accurate work, and thus to bring into close relationship, knowing and doing.

Course of Study.

NOTE.—The figures after the studies indicate the number of school hours per week devoted to that subject.

First year.—Mathematics (5): Algebra and plane geometry. Science (4): Physical geography until January; botany. History and English (3): American literature and rhetoric until January; Greek history. Language (4): Latin or German. Drawing (4): Free-hand (2); mechanical (2). Manual work (10): For boys—Joinery, 16 weeks; wood turning, 12 weeks; wood carving, 10 weeks. For girls—Plain sewing; joinery on alternate days from January to June. Music (1): Chorus singing. Physical culture.

Second year.—Mathematics (4): Algebra; plane and solid geometry. Science (5): Physics with laboratory practice. History and English (3): Roman history until January; rhetoric; English and American literature. Language (4): English or German. Drawing (4): Free-hand (2); mechanical (2). Manual work (10): For boys—Pattern making and molding, 20 weeks; forging, 18 weeks; lessons in brazing and soldering. For girls—Drafting patterns; cutting and fitting undergarments; machine sewing; wood carving on alternate days from January to June. Music (1): Chorus singing. Physical culture.

Third year.—Mathematics (4): Algebra; plane trigonometry; bookkeeping. Science (7): Chemistry with laboratory practice (5); steam electricity and magnetism[1] (2). History and English (5[2]): English history; English literature; civil government. Language (4): English or German; French.[3] Drawing (4): Free-hand (2); mechanical (2). Manual work for boys: Vise work; machine tool work; construction. For girls: Cooking; household science. The manual work of this year occupies 8 hours per week for 16 weeks, and 6 hours per week for 22 weeks. Music (1): Chorus singing. Physical culture.

Fourth year.—Mathematics (4): Spherical trigonometry; surveying; bookkeeping. Science (5): Advanced chemistry (5), or advanced physics (5). Manual work (8): For boys—Machine tool work and construction. For girls—Cooking; household science. Or the pupil may elect advanced work in any of the lines of shopwork already pursued. History (4): One-half year. Study of some period of American history; political economy. Psychology (4): One-half year. Language (5): French, or German, or English. Drawing (2 to 10): Free-hand; mechanical; modeling. Music (1): Chorus singing. Physical culture.

From the above, with the approval of the principal, the student chooses 30 hours' work per week, at least 13 of which must be chosen from the following lines of work: Mathematics, science, history, language. The manual work is required of all students.

DRAWING.

The drawing work of the school may be classified under three heads: Constructive, representative, and decorative work. The time is divided equally between free-hand and mechanical work, the two being carried along side by side throughout the entire course.

The equipment of the drawing rooms includes a good assortment of models, casts, and studies.

Constructive drawing: Includes all drawing relating to the facts of form, such as free-hand and mechanical working drawings, geometric problems, surface developments, projections, intersection of solids, and drawings relating to machine and building construction.

Representative drawing: Drawings dealing with the appearance of form, such as drawing from cast and object with charcoal, pencil, and pen and ink. Perspective problems.

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[1] With the approval of the principal, shopwork may be substituted for this work.
[2] Three for the first four months. One of the five periods is for unprepared work.
[3] French may be substituted for mathematics in the third year.

Decorative drawing: Includes work relating to the decoration of form, viz, elementary design, historic ornament, decorative design in color.

First year.—Free-hand: Working drawings of solids; elementary perspective in outline; water coloring in flat washes; charcoal and pencil drawings from object and cast; historic ornament and design.

Mechanical: Instruction in use of drawing tools; working drawings to a scale; sections, elevations, and details of machines and parts of machinery; geometric construction; problems in orthographic projection; development of surfaces; isometric projection; lettering and borders.

Second year.—Free-hand: Elementary perspective in light and shade from object with charcoal, pencil, pen and ink; water color shading; sketches of machinery; historic ornament and design, conventional forms, designs for ornamental ironwork.

Mechanical: Isometric projection; intersection of solids and development of surfaces; architectural working drawings; elementary perspective; projection of shadows; machine drawing; lettering and borders.

Third year.—Free-hand: Drawing from cast in charcoal and pencil; decorative art work; pen sketching and shading; perspective; designing.

Mechanical: Machine design and construction; perspective; shades and shadows; geometric problems. A finished drawing with full details, embodying all that the pupil has learned in drawing.

CLAY MODELING.

This work is done the first half of the second year, and consists of modeling from casts, plant forms, carvings, and designs.

It is intended to give the pupils along with this work a knowledge of the modeling of the various styles of relief decoration, such as the Greek, Roman, Romanesque, and Renaissance. Also in modeling from plant forms to teach the pupil to see broadly, and while getting the character of the leaf or flower, to eliminate the nonessentials and those features impossible of reproduction in plastic form.

MANUAL WORK.

In disciplinary value, the manual work rises to the dignity of laboratory work, and holds equal rank with the regular academic studies. It embodies a training in habits of careful, patient, systematic, intelligent labor.

The pupil is made to feel from the beginning the necessity for planning his work with the utmost care and exactness, in order to secure accurate results. All exercises made in the shop must agree precisely in form and dimensions with the drawing, usually in the form of a blue print, with which each pupil is provided.

Each exercise is carefully planned to embody some definite mechanical principle, and to bring into use, one after another, the various shop tools. The shop teacher explains the construction and use of each tool as it is needed and gives directions for its care. Then in the presence of the class he shows exactly how to perform the work, and also occasionally by way of a caution, "How not to do it."

Economy of time, labor, and material is taught and enforced by careful supervision. Special attention is given to the formation of habits of neatness and order, and to the employment of workmanlike methods.

For boys the work is as follows:

First year.—Joinery, turning, carving: In the joinery course only hand tools are employed. The object of the course being to give practice in the use of the principal woodworking tools and teach the elementary principles of construction.

The course in wood carving affords instruction in the use of the principal woodcarving tools, and a further training in appreciation of beauty of form in design.

After the work at the bench, wood turning is taught. No kind of shopwork is more fascinating to the student, or presents a greater opportunity for developing an appreciation for grace, symmetry, and beauty in form.

Throughout the year frequent talks are given by the instructor upon such topics as these: Distribution of forests; processes of lumbering; the principal varieties of wood and their leading uses; physical properties of wood; its behavior under various conditions; its proper distribution in construction; preservation of timber, etc.

Second year.—Pattern making, molding, forging: Some foundry work precedes the pattern making, in order that the student may better understand the construction of patterns.

The course in pattern making will consist in plain work; pulley, pipe, gear, and core work. In the foundry the students are taught to make molds and cores, each student pouring for himself into the molds that he has made.

Forging: Exercises in drawing, upsetting, shaping, bending, welding, punching and cutting, hardening and tempering of steel.

During the course each student forges and tempers a set of steel lathe tools, to be used in the shopwork of the following year.

A short course in ornamental ironwork closes the year's work.

Third year.—Vise work and machine tool work: The vise work includes chipping, surface filing, straight, angular, and round fitting, scraping, and finishing.

The machine tool work is designed to teach the uses of the most common machine tools and the elementary principles of machine construction.

It consists of a series of graded exercises involving the uses of the lathe, drill, planer, shaper, milling, and grinding machines, and will include work in cast and wrought iron, steel, and brass.

The ground covered may be summarized as follows:

Lathe work, consisting of centering, drilling, and countersinking, straight and taper turning, chuck work and screw cutting, also hand turning, filing, and polishing.

Planing and shaping, including the production of both plane and curved surfaces, and key seating.

Straight and spiral milling, includes key seating, gear cutting, and the fluting of taps, drills, and reamers.

Grinding and fitting, including the sharpening of milling cutters and reamers, and the grinding of hardened steel arbors and gauges.

During the year some project such as a small motor, dynamo, steam engine, or machine tool is constructed.

MANUAL WORK FOR GIRLS.

First year.—Sewing, joinery: Instruction and practice is given in all the important varieties of plain sewing by hand, including mending and darning, also drafting and cutting patterns of undergarments.

Lectures are given by the teacher upon the nature and manufacture of the materials used in the work. Local mills and factories are visited by the classes.

From January to June, joinery alternates with the sewing. This work is intended to familiarize the girls with the principal wood-working tools, and elementary constructive principles, and thus serve as a basis for their work in wood carving in the following year.

Second year.—Sewing, wood carving: Cutting and fitting garments; care and use of the sewing machine, instruction in selecting and purchasing materials.

From January to June, wood carving alternates with sewing. Instruction is given in correct methods of handling wood-carving tools, and in the principles of applied design for relief ornament. A variety of woods, from soft to hard, are employed.

Third year.—Cooking, domestic economy: The instruction in cookery is both theoretical and practical, and is intended to furnish many illustrations of applied chemistry.

Laboratory methods are employed, and habits of neatness, order, economy, and systematic work encouraged and cultivated.

The course in domestic economy is designed to give instruction upon the subjects of foods, their constituents, comparative values, and proper methods of cooking. Instruction is also given in plain and fancy cooking, invalid cookery, chemistry of foods, adulterants, dietetics, and the care of the house.

The work of the kitchen is done by three housekeepers appointed from the class each day; instruction is given in the use of sapolio and scouring agents, the care of silver, and sweeping and dusting.

Foods are treated in relation to the demands of the body, with attention to physiological subjects. Milk is taken as a type of a perfect food, and its analysis forms the basis of all analytical work. Special study is given to economics and the food questions in household economy, such as the production of the most nutritious foods from the cheapest materials, the best methods of cooking, and the advantageous use of food remnants.

The equipment of the cooking room includes a coal range, a gas range, and an Aladdin oven. The room fittings are designed to accommodate class sections of twenty-four at one time.

The arrangement of the subject-matter of the course for the year is as follows:

Fall term.—Fruit cookery, water, starch, milk, eggs, fish, meats, soup stock, and simple desserts. Special attention is given to the housework, and only the simplest methods of cooking are employed.

Winter term.—Marketing, baking powder, yeast, batters, doughs, bread, and the more elaborate desserts. Work in physiology and dietetics.

Spring term.—Fancy cooking, invalid cookery, preparation of economical menus, dietetics, questions of ventilation and sanitation, practice in laying the table and serving.

EQUIPMENT OF THE SHOPS, ETC.

The joinery shop is 32 by 51 feet. It has 13 double cabinetmaker's benches with set of tools for each bench; each bench has 6 locked drawers in which are kept the individual sets of edge tools of the pupils working at the bench.

The pattern shop is 32 by 60 feet. It is furnished with 12 double cabinetmaker's benches, with set of tools for each bench; the same provisions for individual edge tools are made here, as in the joinery shop, with the addition of a set of turning gouges and chisels. The equipment also includes 25 wood lathes, a band saw, and 2 grindstones.

The foundry has accommodations for class sections of 24. For the present lead is the only metal used in casting.

The forge shop is 35 by 58 feet. It is located on the ground floor, and is equipped with 25 Buffalo Forge Company's improved down-draft forges. The blast is furnished by a fan driven from the motor in the engine room. The equipment also includes 25 anvils and sets of hand tools, a tool rack containing a complete assortment of special tools, a post drill, a powerful hand punching and shearing machine, and 5 vises mounted on the benches which surround the room. In the benches are locked drawers which contain the pupils' work aprons and unfinished work.

The machine shop is 32 by 60 feet. It is equipped with the following machine tools: 6 Reed engine lathes, 14-inch swing, 5-foot bed; 8 Putnam engine lathes, 14-inch swing, 5-foot bed; 1 Pratt & Whitney engine lathe, 16-inch swing, 7-foot bed; 1 Putnam engine lathe, 20-inch swing, 7-foot bed; 2 Pratt & Whitney hand lathes, 9-inch swing, 30-inch bed; 1 Brown & Sharpe 9-inch universal hand lathe; 1 Pratt & Whitney hand lathe, 14-inch swing, 5-foot bed; 1 13-inch Slate sensitive upright drill; 1 22½-inch Barnes upright drill; 1 grindstone; 1 Diamond Machine Company wet emery grinder; 1 Cincinnati Milling Machine Company universal cutter and reamer grinder; 1 Cincinnati Milling Machine Company No. 1 universal milling machine; 1 Gould & Eberhardt 12-inch shaper; 1 Gray planer, 22-inch by 6-foot bed; 1 gas blowpipe for hardening, tempering, and brazing.

Two sides of the room are lined with benches on which are mounted 18 Prentiss vises, for work in chipping and filing. Underneath each vise is a drawer containing steel scale, try square, hand vise, dividers, chipping hammer, etc. In addition to these, each student has a separate drawer in which to keep his assortment of files, chisels, and lathe tools, as well as his unfinished work.

The tool room, which occupies a space 9 by 16 feet in one corner of the shop, contains a complete assortment of necessary appliances, such as chucks, drills, reamers, taps, dies, gauges, surface plates, micrometer calipers, etc.

The engine room is situated directly under the machine shop, and contains a 60-horsepower Reynolds Corliss engine, "1890" frame. It is fitted with indicator pipe and reducing motion, so that by means of the Crosby indicator and Amsler polar planimeter, students are taught how to properly adjust the valves, calculate the horsepower, etc.

This engine furnishes the power for the shops, while a 15-horsepower, slide-valve engine is used to drive the two large ventilating fans which furnish a constant supply of fresh air of an uniform temperature to all parts of the building.

A 12-kilowatt 500-volt Edison motor is used to drive the blower which supplies the blast to the forge shop. The current is supplied from one of the city power plants.

Tools and materials required in the shops are furnished by the school. When the exercise made in school is something which the pupil is to carry away and retain, then he is required to furnish the material.

[From a letter from C. A. Bradley, principal of the school.]

Cost value of plant is about $135,000. The annual expense of maintenance is difficult to tell. Our school is a new one, and this is the first year that all of the departments are in working order. So far as materials for the shops and laboratories are concerned I think that the cost per pupil will average about $6 for the year. In other directions the cost of maintenance will not differ from that of any other first-class high school.

So far as my experience goes it seems that the effect of manual training upon other studies is to stimulate them, or rather to make it possible to do more and better work in the same time. The effect in the laboratory work is quite marked; pupils who have had manual training work are much superior to those who have not had it.

WASHINGTON, D. C.

WHITE SCHOOLS.

[Statement by J. A. Chamberlain, director of manual training.]

1. *The central idea in the instruction.*—There are two classes of pupils who are attracted by the opportunities presented by the manual instruction. The first have higher technical study in view, and this preliminary instruction may be said to thus be "educational only." The other class do not expect to go on to higher study but,

while they have not in every case a definite trade or occupation in view, yet they or their advisers believe the manual instruction would prove valuable in almost any line of work. For this class the instruction may be said to be more or less a direct preparation for actual work. In planning a course of study, therefore, it has seemed necessary to consider the motives leading both these classes of pupils to take the manual work.

The aim in the Washington schools has been to make the educational idea paramount, but it is believed that while serving educational ends the so-called practical side can also be recognized without inviting the criticism that the instruction is tending toward industrial or trades teaching, neither of which is considered proper in public-school work.

In grammar grades seven and eight the instruction is obligatory except for a very small percentage who present valid excuses. In the high school the work is elective. It may be taken as a minor, or half, study for two periods a week, or as a major study for six periods a week.

2. *Organization.*—Manual training is part of the regular public school course of study. Annual appropriation is made by Congress for the purchase of supplies and for pay of teachers. There is no charge for tuition.

3. *Course of study.*

Kind of work.	Grade of school.	Number of pupils.	Approximate age.
Joinery	7 and 8	1,860	12–15
Wood turning and pattern making.	First year, high school	112	15
Forging	Second year, high school	68	16
Machine-shop work	Third and fourth years, high school	40	17–18

Mechanical drawing: All years and pupils indicated above.

The instruction is largely individual, although the class method is followed somewhat. The latter is always supplemented by the former, and to the greatest extent with the youngest pupils. The exercise is executed by the teacher in view of the class, the steps in the process being emphasized. Where possible the uses of the tools are likewise taught by steps. There is no general time limit set for the completion of any piece; each pupil works at his own best gait. When he is through with an exercise he takes up the next in order, regardless of the progress of the rest of the class. The rapid worker is not given more exercises than his slower neighbor. He may be required to produce better results, however, and later in the year he reaps the benefit of his ability by being allowed to make a larger, more elaborate or more difficult special piece or project. Pupils of less ability are given less choice in the selection of a project, but their work is treated with the same consideration.

4. *Material equipment.*—The buildings are old, rented makeshifts, unworthy of consideration in this connection. This statement applies more particularly to the buildings occupied by the high-school shops; many of the shops for the grammar-school work are located in regular school buildings, and answer the purpose very well, except where basement rooms are used.

The 17 bench shops for the use of the seventh and eighth grades are equipped with, altogether, 216 benches and sets of tools. The latter include all the most generally used woodworkers' tools. In each shop there is also a set of such tools as are less often needed; these are for use in common by all the boys attending the shop. The first year high-school shop is furnished with 18 wood-turning lathes and sets of tools and 5 benches and sets of tools; the latter are for such bench work as is required by the pattern work. The second year high-school shop equipment consists of 16 forges and anvils and sets of tools. The machine shop contains 6 10-inch, 1 12-inch, and 1 14-inch engine lathes, 1 10-inch hand lathe, 1 6-foot planer, 1 20-inch drill, 1 10-inch shaper, 1 milling machine and 1 tool grinder. In addition to these machines there are the usual small tools found in a well-equipped shop. There are also vises and benches. All the tools provided for all kinds of work are the best made, and of sufficient variety to insure a suitable diversity of results. As the work is carried on, primarily, for mind training through the hand, many of the "labor-saving" tools and machines are not provided.

5. *Cost.*—About $17,500 have been spent for equipment to date. From this sum $2,500 can fairly be deducted, because spent, in part, for replacing cheap machines which were bought at a time when the small amount of money available and the large number seeking accommodation made it necessary, and in part for labor of twice rearranging the high-school shops in the effort to provide needed facilities in buildings inadequate for the purpose in hand.

Making the deduction indicated above makes the value of the entire plant about $15,000. The annual expense of maintenance is $3,900.

6. *Results.*—The following statements are taken from the reports of regular teachers: "It leads to greater accuracy." "It develops habits of industry." "It relieves the monotony of school work." "It tends to make pupils more skillful in handling school apparatus." "The change in occupation and thought has had a beneficial effect."

There is not much definite information as to the effect of the instruction upon the length of school life, but some instances are known where the pupil remained longer in school than he would have done otherwise, and it is believed that the tendency is to prolong the school life in many cases.

No statistics of the occupations of graduates have ever been collected, though some are known. There is a large number who are advanced students, largely in technical lines. Several have entered the shops of the Washington Navy-Yard as apprentice pattern makers and machinists; several are in railroad and other shops; others are in patent attorneys' offices as draftsmen and assistants, while three are conducting the patent soliciting business on their own account. Three are teachers of manual training.

[From the course of study, 1892.]

WORK IN SHOPS.

Wood—Seventh and eighth years.—Bench work: The correct method of using planes, handsaws, chisels, gouges, brace and bits, hammer, gauge, clamps, and other tools in the working of different kinds of wood.

All construction is from drawings executed by the pupil.

High school—First year.—Lathe work: The proper use of the hand wood-turning tools in the various operations of turning. Blue prints used are taken by pupils from their own tracings and drawings.

Second year.—Forging: The making and management of a forge fire and the forging of small articles of iron involving all fundamental operations.

Steel tool-making, hardening, and tempering.

Third and fourth years.—Machine-tool work: The use of engine lathe, planer, shaper, drill press, and hand lathe in the various processes of metal turning, boring, thread cutting, planing, slotting, drilling, polishing, etc., upon cast iron, wrought iron, steel, brass, and composition.

COURSE IN COOKING.

Seventh and eighth years.—The object of the course is to give the pupils instruction in plain cooking and in housekeeping, so far as it is dependent on the kitchen. In addition to recipes for ordinary dishes, and making and cooking the same in the school, notes are given on the proper way of mixing ingredients, and on the best manner of arranging and preserving provisions. As much of the chemistry of food is taught as is necessary for intelligent cooking. Two hours a week throughout the two years.

COURSE IN SEWING.

Third year.—Basting; running; stitching; overcasting; hemming, three widths, one-eighth, one-half, and 1 inch; top sewing; workbag.

Fourth year.—Teach bias fell; French seam; tucking; gathering, plain and French; patching; buttonholes; drafting of seamless waist and making of same.

Fifth year.—Gussets; Buttonholes and buttons; cloth darning, with and without piece, straight and three-cornered; garment mending, both patching and darning; hemstitching; feather stitching; herring-bone stitch; draft skirt and make same.

Sixth year.—Buttonholes, cotton and cloth; stocking darning; draft drawers and make same; drafting of sleeve; cutting and fitting by measurement, from "The M. O. Jones self-adjusting tailor system," as taught in the sixth grades in the southeast and southwest sections of the city.

[From the report of W. B. Powell, superintendent of public schools, 1893-94.]

The manual training departments of the school were prosperous last year. The work of these departments has been extended from year to year, until now every child within the District limits is provided with tuition in manual training branches belonging to his grade of school, excepting only those pupils attending outlying schools which can not without the expenditure of too much time, and therefore at too great a cost to the District, be reached by the teachers of these branches. The number of such pupils is now, however, very small, owing to the fact that means of convenient transit have developed in nearly every part of the District within a few years.

These branches of education continue to be held in high repute by the parents whose children are taught, while the supervisors, who have given much time and careful thought to the consideration of their value as educational factors, as well as to the consideration of their relation to the other parts of the school curriculum, are unanimous in pronouncing all of them valuable acquisitions to our means and processes of education.

This high opinion of the value of these manual exercises in our schools is held by the majority, if not all, of the teachers. The interruptions occasioned by the division of schools when classes are sent to the shops or to the kitchens offer opportunity to the teacher to get closer to the minds of the pupils that remain, and to understand their needs better, and to provide for them more intelligently. This interruption at first was a source of annoyance and the occasion, possibly, of some loss of time, and was, therefore, objected to by some conscientious and painstaking teachers. But these are not now considered interruptions, but are welcomed as opportunities for doing a work much needed, a work which can be done best when the distracting influences of large numbers are few or altogether absent. The pupil now takes readily to the custom of leaving his schoolroom for an hour or two once or twice a week to engage in other profitable and educating pursuits, and, because the change requires the exercise of other faculties and occasions a variation of processes, he has grown to relish the work and to profit by it.

We have so related the manual training branches of work to the others of the school curriculum, and this articulation or complementary adjustment of school exercises has become so thoroughly understood by the teachers and pupils that not only is economy of work a result, but in many cases certain parts of many subjects are now taught much more efficiently than ever before. The drawing and everything that pertains to it is now either a necessary introduction to or an accompanying part of or a rational outcome of much of the other manual work, and at the same time lays a necessary foundation upon which to build, or establishes the necessary primary concepts out of which only true art can be built or developed. The cooking gives opportunity for the exercise of thoughtful work in several branches of English composition and is used largely for that purpose. Besides this, the children's knowledge of elementary chemistry, elementary physics, and the application of hygiene is increased and made practical. The child finds that when he is at work in the shop he is demonstrating the truth of what he has learned by experiment or from the text-books in the regular schoolroom under another subject nominally and under the direction of another teacher. The arithmetic learned under the tuition of the regular teacher is applied and enlarged, taking on new meanings and greater significance by the boys in the carpenter shop and by the girls in the cutting and fitting shops.

The boy's knowledge of nature is enlarged and enriched by learning of the nature of wood, or iron, or other metal, the place of its growth and the uses to which it is put. The girl's knowledge of nature is correspondingly increased by the study of food products, their sources and their multifarious values, in the cooking school, and by a consideration of the sources and values of the materials which she cuts into form in the cutting and fitting school. These children might study from the one source in the one kind of school and from another source in another kind of school without economy and without making the two schools complementary or mutually helpful and broadening. I am calling your attention to the condition of our schools and the quality of our teaching, about which it is my duty to inform you, to say that this is not the case. The regular and the technical teacher work in harmony alike for the accomplishment of the broader growth of the child, each one supplementing or complementing rather than repeating, under another name or for another purpose, the work of another teacher. It has taken years of labor to accomplish this integration of work or this complementary effort of all who take part in the development of the child. But I need not remind you that this is to a large degree the legitimate and mandatory office or duty of the superintendent and his assistants. That the work has been fully accomplished is not assumed, but I am glad to be able to state that it has reached a high degree of efficiency and that it is improving year by year, and, what is as gratifying, I may also state that the efforts of the supervising corps to accomplish this are seconded in a most commendable degree by the teachers of the schools.

The effect of the manual training connected with the art work and with the primary reading and language work in the lower grades is very evident since it has been in operation long enough for its results to be tested, when the pupils in the higher grades are set to do more intricate work, work requiring care and skill. The effect of this training is observable in the work of the boys when they first go to the carpenter shop, and its growth is also observable when they go from the carpenter shop to the manual training shops and the chemical, physical, and biological laboratories of the high schools. They learn to do well now in one year or in a given time what pupils could do but indifferently in double the time a few years since. The economy in the expenditure of effort, also, on the part of the child no less than on the part of the teacher, compared with what it was a few years ago to accomplish corresponding results, is noticeable.

CHICAGO, ILL.

ENGLISH HIGH AND MANUAL TRAINING SCHOOL.

[Statement by A. R. Robinson, principal.]

1. The central idea of this school is practical education. Not to make the students mechanics, but to round out their powers in the fullest way. The manual training is obligatory. Those who do not wish it may attend some of the ordinary high schools.

2. This is one of the public schools of the city of Chicago and is supported by public funds.

3. Woodwork is taught in the first year, ten weeks being devoted to each of the three branches of it, i. e., wood-turning, joinery, cabinetmaking, and pattern making.

The second year is given to blacksmith and foundry work.

The third year includes the ordinary work in the machine shop.

The average age of the pupils on entering is about 15 years.

The unique feature of the work is that to the greatest extent possible it is individual and is the property of the student when finished.

4. Our buildings have little or no plan, as they were old buildings remodeled and added to as the school needed room.

All the tools used are the property of the school.

5. The cost of the plant outside of the buildings was about $40,000. The amount appropriated for the school each year is from $40,000 to $50,000. Last year we expended about $38,000, nearly $30,000 being for instruction.

6. The effect upon the other studies is good, but the fact that most of the students would not attend any school unless hand training were a part of the course makes it difficult to obtain absolutely reliable statistics.

The occupations the graduates enter are varied. Many enter technical schools, while many others go into some occupation where they can use some of the skill acquired in their school course.

COURSE OF INSTRUCTION.

NOTE.—Numerals in parentheses refer to the number of hours per week in the respective studies.

FIRST YEAR.

First term.—Algebra (4), biology (zoology) (4), rhetoric and composition (4), mechanical drawing (4), free-hand drawing (1), joinery and wood turning (10), lectures on wood.

Second term.—Algebra (4); biology (zoology and botany) (4), 8 weeks; rhetoric and composition (4), mechanical drawing (4), free-hand drawing (1), cabinetwork and pattern-work (10), lectures on wood.

Third term.—Algebra (4), biology (botany) (4), rhetoric and composition (4), mechanical drawing (4), free-hand drawing (1), pattern-work (10), lectures on wood.

SECOND YEAR.

First term.—Geometry (3), physics (3), general history (3), English or French (3), book reviews and essays, mechanical drawing (4), free-hand drawing (1), foundry and blacksmith work (10), lectures on iron.

Second term.—Geometry (3), physics (3), general history (3), English or French (3), book reviews and essays, mechanical drawing (4), free-hand drawing (1), foundry and blacksmith work (10), lectures on iron.

Third term.—Geometry (3), physics (3), general history (3), English or French (3), book reviews and essays, mechanical drawing (4), free-hand drawing (1), foundry and blacksmith work (10), lectures on iron.

THIRD YEAR.

First term.—Solid geometry or shorthand (3), civil government (3), chemistry (3), English or French (3), book reviews and essays, mechanical or architectural drawing (4), free-hand drawing (1), machine-shop work, chipping, filing, and fitting (10).

Second term.—Higher algebra or bookkeeping (3), shorthand continued and typewriting commenced, political economy (3), English or French (3), chemistry (3), book reviews and essays, mechanical or architectural drawing (4), free-hand drawing (1), machine-shop work (use of lathes and planer) (10), lectures on machinery and its work.

Third term.—Trigonometry or typewriting (3), shorthand continued, political economy (3), English or French (3), chemistry (3), book reviews and essays, mechanical or architectural drawing (4), free-hand drawing (1), machine-shop work (use of shaper and milling machine) (10), lectures on machinery and its work.

MANUAL TRAINING IN GRAMMAR SCHOOLS.

[From the report of Mr. A. G. Lane, city superintendent, 1895.]

The beneficial results of the introduction of manual training into the seventh and eighth grades of some of the grammar schools have been clearly demonstrated, and the time has come when the system can be further extended. During the past year assistants were employed in the Tilden School and in the Medill School (to which the class was removed from the Garfield School building), thus allowing the boys from six additional grammar schools to receive instruction and to have shop practice.

Mr. Richard T. Crane, who first provided for manual training in the grammar grades at the Tilden School three years ago, still pays all the expenses connected with that school, except the salary of the assistant teacher, which is paid by the board of education. There are two rooms in the well-lighted basement which are used for shop practice. Classes from the Tilden, Skinner, Brown, Emerson, Hayes, Carpenter, Washington, Armour Street, and Wells schools receive instruction once a week at the Tilden School.

The following schools are accommodated at the Medill School: Dore, Goodrich, Garfield, Throop, Walsh, Froebel, Cooper, and Clarke schools.

Classes from the Jones, Haven, Moseley, Douglas, and Calumet Avenue schools are taught at the Jones School, and the Agassiz, Alcott, Hawthorne, Knickerbocker, and Prescott schools are accommodated at the Agassiz School.

The work continues to attract and greatly interest all boys who are permitted to receive instruction. In several instances requests have been received to permit boys in sixth-grade classes to take the shop practice also.

Boys are surprised to find that they can handle tools, make working drawings, and then execute work in accordance with them. They discover their power to do things, to make things. The discipline of continuous, interesting, and effective work is very valuable.

MOLINE MANUAL TRAINING SCHOOL, MOLINE, ILL.

[Statement by O. Curtis Wicks, director of manual training.]

Our school is five years old, and its central idea is educational, but this being a distinctively manufacturing city we find it best not to ignore the fact that our boys on leaving school enter the shops, and in a sense we teach a trade to meet the needs of the boys. A few of our boys pursue their studies further in the technical school. The work is obligatory on all seventh and eighth grade pupils, but is entirely optional in the high school.

Our school is connected with the public-schools system, is supported from the general fund, and is entirely free.

Course of study.—Seventh grade: Sloyd; cutting tool—knife; laying out tools—gauge, square, compass, rule, pencil. Work taught in regular schoolroom 45 minutes per week. Eighth grade: Fifty-five boys; time, one-half day each week; bench work in wood; elementary useful articles.

Exercises: Gauge exercise, pen tray, half-lap joint, tile handle, key label, string winder, round ruler, paper knife, hone, soap tray, blotter pad, spoon, table mat, ruler (15-inch), towel roller, hatchet handle, mail box, try square, bevel square, open mortise and tenon joint, thorough mortise and tenon joint, half-lap dovetail joint, dovetail joint, book rack.

We always precede the work by making a drawing either from a model or a drawing.

High schools.—First year: Advanced bench work, three periods of 45 minutes each per week, 2 classes of 14 each. Exercises: Bench hook, stool, spoon, knife box, dovetail joint, framed triangle 45°, framed triangle 30° and 60°, tusk tenon, scarfed joint, stool, dovetail brace joint, box-dovetail corners, small paneled door, beveled tray, fly-wheel arms, sash (4 lights).

Second year: Lathe work (time, three periods of 45 minutes each per week, 1 class of 9 boys). Exercises: Cylinder, rolling curves, stepped cylinder, cylinders and concave cuts, potato masher, chair leg, 1 pair indian clubs, 1 pair dumb-bells, rolling pin, chisel handle, ring, mallet, stool, vase form (original).

Our bench room is equipped with 14 single benches, each supplied with 1 rapid-acting vise, 3 planes, 6 chisels, 3 saws, 2 gauges, 1 square, 1 pair wing dividers, 1 hammer, 1 mallet, 1 brush, 1 bench stop, 1 bevel square, 1 rule, 1 oil stone and can, 2 brad awls, 1 screwdriver, 1 bench hook, 1 gauge, 2 files.

We also have about $100 worth of special tools in cases on the wall, including braces and bits, pliers, saw set, saw clamp, spoke shaves, plow hand drill, etc. Our machine room is supplied with 7 wood-turning lathes, 1 scroll saw, 1 circular saw, 1 band saw, and 1 grindstone.

The main aim of our work, as I said before, is educational, but we also plan our work that it may work on lines that shall insure, during and by means of the exercise it affords, the development of the pupil in other definite directions. These are of various kinds. As the more important, it is usual to bring forward pleasure in bodily labor, and respect for it, habits of independence, order, accuracy, attention and industry, increase of physical strength, development of the power of observation in the eye, and of execution in the hand.

Educational manual training has also in view the development of the mental power, or in other words, is disciplinary in its aim.

MANUAL TRAINING HIGH SCHOOL, LOUISVILLE, KY.

[From the Fourth Annual Report of 1894-95.]

The school was founded May 2, 1892, when the following proposition was laid before the board of trustees of the Louisville public schools:

"*To the Louisville School Board:*

"GENTLEMEN: I propose to purchase a suitable lot, to erect thereon a building suitable and sufficient to accommodate 300 pupils, to equip said building with furniture, tools, and machinery suitable and necessary for a manual training high school of the first order, and convey said property, when complete, to the Louisville school board in trust and upon the following conditions:

"First. That the said property shall be used as a manual training high school and not otherwise.

"Second. That the board shall establish and maintain in said building a manual training high school of the first order as a part of the public school system, free to all white boys in the city qualified to enter the male high school, and not under 13 years of age.

"Third. The teachers and professors in the manual department shall in every case be graduates of some reputable manual training school.

"Fourth. The board shall keep the property fully insured, and if destroyed by fire rebuild the property at once.

"Fifth. That no special trade shall be taught in said school nor any articles manufactured therein for sale.

"Sixth. That if the board at any time fail to comply with the conditions herein the trust shall cease at my option, provided that six months' notice of a purpose to declare said trust ended shall be given by me or my heirs to said board; and if within that time the terms of the trust be complied with in good faith, said trust shall not cease, but continue upon the same conditions as before.

"Seventh. If the trust be terminated, as provided in the foregoing section, the board shall reconvey the property herein, on demand, to me or my heirs.

"I propose, upon the acceptance of this proposition, to proceed to carry out my part of the above proposition.

"A. V. DUPONT.

"LOUISVILLE, KY., *May 2, 1892.*"

This proposition was unanimously accepted by the board.

Mr. duPont lost no time in putting his proposition into execution, and on the 3d of October, 1892, the school was opened.

PLAN AND PURPOSE OF THE SCHOOL.

The plan of instruction followed in the manual training high school is such as will best fit boys of ability who are mechanically or scientifically inclined, and who may have neither the time nor means to continue in school after they become 17 or 18 years of age, for positions of usefulness in the various productive and constructive pursuits. * * *

This school recognizes the preeminent value and necessity for intellectual development and discipline. Close and thoughtful study is required in both shops and class rooms. The academic work is taken up as thoroughly as in any school and with a view of giving the student a broad general education, without which any special course of study or work is, to a considerable extent, of little value. The course of study does not include Greek or Latin, as these are properly the special branches taken up in classical schools. In their places this school offers, as its special branches, courses in drawing and in shopwork. In both of these method is taught, and accuracy and precision are insisted upon.

In all constructive work in the drawing room, laboratories, and shops the primary object is construction, and while many articles of commercial value are made from drawings prepared by the student, they are made for the purpose of instruction, rather than that a finished article may be produced. Similarly, many of the tests and measurements made in the laboratories would be of considerable commercial value if performed in the laboratories of business concerns. Their only value here, however, is the instruction which they furnish.

COURSE OF INSTRUCTION.

Provision is made for but one course of study, which occupies three years of two terms each. There are three classes—junior, intermediate, and senior. The junior class enters in September, and entrance examinations for this class are held in the school building in June and September.

No student is permitted to elect any special or partial course. Everyone must take the full work of the class of which he is a member.

Recitations are fifty minutes in length, and the classes are divided into sections, not more than 30 being placed in each division of the junior class, and not more than 24 in each division of the other two classes, so that no more are in recitation at one time than is consistent with thoroughness of instruction. * * *

The subjects composing this course are elementary mathematics, English, German, physiology, physics, chemistry, drawing, and shopwork. The course embraces instruction by text-books, lectures, and laboratory and shop practice, with special reference to practical physics and chemistry, machine design and construction, the properties of materials, etc.

WOOD-SHOP PRACTICE.

Two large shoprooms are used for instruction and practice in the use of wood-working tools. These are equipped with 30 double wood workers' benches, 48 lathes, 2 circular saws, 2 jig saws, and 2 grindstones, besides a bench and lathe in each room for the instructor. Necessary hand tools are provided for the accommodation of 150 students. Power for the lathes and saws is furnished by two 10-horsepower electric motors.

During the junior year students devote ten periods per week to woodwork. The course includes joinery, turning, pattern making, and carving. The first fifteen weeks are given to joinery. The exercises give practice in the use of the principal wood-working hand tools. Each exercise must be carefully laid out with measuring and guiding tools. The students next spend seven weeks with lathes and wood-turning tools. Pattern making follows turning. The making of patterns gives practice in the use of both bench and lathe tools and in building up and gluing stock for large pieces. This work is conducted in such a way as to secure accuracy, care, and judgment. During the intermediate year, students use their own patterns in their foundry practice.

Six weeks of instruction in wood carving concludes the course. At the end of this time students become quick and skillful with hand tools, and difficult designs in grooving and low relief are executed.

FOUNDRY PRACTICE.

One large room in the shop building is equipped with a brass furnace capable of melting 50 pounds of metal; 12 molding troughs, 24 snap flasks, and a sufficient number of small tools to accommodate 24 boys.

The course in foundry work is given during the first half of the intermediate year. The students are taught the names and uses of tools, and are shown in lectures how molds are made, where mistakes are likely to occur, and the effects of these mistakes upon castings.

Students are then given very simple patterns to mold, and as progress is made more difficult pieces are used. Later the molds are cast, first in white metal and then in brass. Instruction is given in the composition of various alloys and in the use of gaggers, chaplets, and cores. From time to time lectures are given upon the manufacture of iron and copper and upon the construction and management of iron cupolas.

FORGE PRACTICE.

The forge shop is well lighted and ventilated and thoroughly equipped. There are 8 forge stands, each of which has under one hood three separate fires, thus accommodating 24 boys.

The work in this department is taken up by the students in the second year, and is begun with work in lead, the cold lead acting very much as hot iron does under the hammer, except that it can not be welded or upset. The purpose of this exercise is to give the student facility in using the hammer and tongs. Instruction is then given in the building and care of fires. Then the forging of iron is taken up and carried forward by the usual steps, such as drawing out, bending, twisting, setting shoulders, upsetting, and welding.

The course in steel work embraces the making and tempering of such tools as screw-drivers, chisels of all descriptions, hammers of various kinds and sizes, and complete sets of lathe tools for use in the machine shop.

In addition to the above course, more or less time is given to project work. This is usually designed by the student himself, and consists in the making of 5 o'clock tea stands, umbrella racks, hatracks, flower stands, and other ornamental work. Much ingenuity and skill are often shown.

MACHINE-SHOP PRACTICE.

The machine shop is equipped with 12 engine lathes, 14-inch swing; 1 engine lathe, 18-inch swing, with grinding attachment; 6 speed lathes; 2 22-inch by 6-foot planers; 1 shaper; 1 20-inch and 1 24-inch drill press; 1 universal milling machine; 1 Pratt & Whitney centering machine; 1 emery grinder; 1 power hack saw, and 1 gas-tempering forge. Besides the above machines, which are of the most improved pattern, the shop is well equipped with vises, taps, dies, drills, reamers, squares, calipers, etc., sufficient to accommodate 24 boys at one time. The instruction in this department is designed to give to students a thorough knowledge of the construction of machines and practice in the use of machine tools. From time to time lectures are given, discussing general methods of machine-shop practice.

TEXT-BOOKS AND TOOLS.

The following list comprises text-books and tools prescribed by the Louisville school board. All students are required to provide themselves with these from time to time, as they are required. Books recommended for collateral reading, books of reference, and tables furnished from the school library are not included in this list:

Milne's High School Algebra, Wentworth's New Plane and Solid Geometry and Trigonometry, Waldo's Descriptive Geometry, Shaw's English Composition, Lamb's Tales from Shakespere and Brown's Rab and His Friends from Maynard's English Classics, Guest's History of England, Pancoast's Introduction to English Literature, Civil Government (Peterman's, or other equally as good), Otis's German Grammar, Bronson's Colloquial German, Storm's Immensee, Avery's Elements of Natural Philosophy, Carhart and Chute's Laboratory Physics, Remsen's Chemistry, Briefer Course; Martin's Human Body, set of drawing instruments, triangular scale, two triangles, one T square, drawing board, drawing paper.

Following is the cost per pupil, for material, for each of the several departments, for the scholastic year of 1894–95: Machine shop, \$3.59; forge shop, \$2.93; molding and sheet-metal shop, \$3.71; woodworking shops, \$2.38; chemical laboratory, \$4.59; physical laboratory, \$0.15; drawing rooms, \$0.09; general shop supplies, oil, etc., \$0.84; repairs of all kinds, \$0.28.

The average cost of material of all kinds, except fuel, for heating, was \$5.89 per pupil. The total receipts for tuition were \$2,119.58.

The average enrollment and attendance by years has been as follows: 1892–93, 118 average enrollment, 115.8 average daily attendance; 1893–94, 178.9 average enrollment, 174.6 average daily attendance; 1894–95, 185.9 average enrollment, 184.4 average daily attendance.

The first class, consisting of 22 young men, was graduated June 15, 1894. Seven of these are now attending higher institutions of learning, as follows: One, the Massachusetts Institute of Technology, Boston; two, the Rose Polytechnic Institute, Terre Haute; one, the State A. and M. College, Lexington; one, a school of veterinary surgery, Toronto; two, schools of medicine in this city. Number of graduates June 18, 1895, 24.

[From a letter from H. G. Brownell, principal of the school.]

Our course as a whole might be described as a "junior technical course." We do not pretend to teach trades. The course is obligatory upon all whose health will permit taking it. School is public and free to residents of city; tuition, \$130 to nonresidents. Cost, \$130,000. Maintenance costs annually \$26,000. Our students as a rule obtain better positions than do graduates from classical high schools. Many go away to technical schools and almost invariably are near the heads of their classes.

The shop discipline and the work taken up there improve the academic work. The number of students who drop out is not greater than in other high schools.

MANUAL TRAINING SCHOOL, PORTLAND, ME.

[Statement by Geo. H. Babb, principal of manual training.]

1. The central idea is primarily educational. Two and a half hours per week are given to each class and everyone is obliged to attend.

2. Manual training is in connection with the three upper grades of the grammar schools and is supported by the city, no tuition being required.

3. There are about 600 pupils receiving manual training, and they are very nearly equally divided between the three grades.

The beginners (third grade) work on thin stock, the knife, rule, and file being the principal tools. No instruction in drawing on paper is given in this grade, as it is sufficient to lay the lessons out on the stock used.

During the second year (second grade) three dimension stock is used, and after two or three preliminary lessons in drawing each pupil makes a concise working drawing from the model, being aided when necessary by the instructor. The plan is to have the drawing completed previous to the corresponding lesson in wood.

The third year (first grade) stock of three dimensions is used as in the preceding grade, but the work is harder, requiring more accuracy in laying out the work, and much more care in working to the lines. In this grade every lesson in the course is planned to be of some use to the boy when completed. The drawings in this grade, like those in the preceding grade, are made from a study of the model, but there is much more individuality to each drawing, as the plan is not to give general instruction, the instructor giving individual help when necessary.

During the year a turning lathe and an electric motor have been added to the equipment. As no class instruction can be given with one lathe, only those boys who desire to remain after hours receive instruction, and what has been given has been of a very practical nature, the object of the lathe being to have the boys keep the chisel handles, vise handles, etc., in repair. The grindstone has also been attached to the shafting and is driven by power.

The boys in the second grade are taught to stone their chisels, planes, etc., only, while those in the first grade are taught to grind as well as stone all the edge tools.

During the last two years considerable time has been given to the study of the different kinds of woods in our own locality. A large wood collection has been added to the school by the boys. This work has proven very interesting to both instructor and boys.

4. There are two rooms, each equipped with 30 benches. Each bench has upon it 4 planes, 3 saws, 3 chisels, 2 files, 1 hammer, 1 brush, 1 mallet, 1 marking gauge, 1 level, 1 trisquare, 1 2-foot rule, 2 bits, 1 bit brace, 1 nail set, 1 screw driver, a drawing board, T-square, triangle, and a bench hook. Besides the bench equipment each room has a good equipment of special tools.

One of the rooms is in the fourth story of a school building, and is very inconvenient everyway. The other is on the first floor of another school building, and has every necessary convenience.

5. The cost of equipping the two rooms was $1,500. The annual expense is: Salaries, $2,300; cost of material and incidentals per year, about $400; total expense per year, $2,700. Average cost per boy, about $4.50.

6. The results of manual training in the class room have been very satisfactory, because it has helped to stimulate correct reasoning, has decreased truancy, and has served to keep boys in school longer.

Baltimore, Md.

BALTIMORE POLYTECHNIC INSTITUTE.

[Statement by John W. Saville, president.]

Manual training is intended merely as a stepping-stone to higher technical study. It does not aim to teach a trade, but does aim to give an insight into many. The central idea of such instruction is to develop all the faculties a youth may possess, whereas in a purely collegiate school we frequently find that there is no association whatever of theory and practice; in a manual training school the two go hand in hand.

Owing to opposition, the promoters of manual training have not yet met with the success that they feel will one day crown their efforts. I boldly predict, however, that when that day does arrive, the superiority of the manual training school boy to the collegiate student can be easily demonstrated. My belief in this prophecy arises from the fact that in this system of instruction may be found the secret of true education; the mind should be stored with ideas, instead of words, using the latter only so far as they are needed to convey the necessary ideas to the mind.

The Baltimore Polytechnic Institute bears the same relation to the public-school system of Baltimore as do the other public schools. It is supported by the taxpayers, thereby making tuition free, excepting to nonresident students, who are obliged to pay a fee of $50 per year.

The completion of the entire course requires five years, two of which are devoted to preparatory work. During each year, except the last, the students work alternately in the metal and wood shops, spending half of the year in each shop. This is obligatory; the students have no choice in the matter. The final year they devote entirely to the construction of some one piece of machinery, such as a triple-expansion engine, a steam pump, lathe, etc. This and the preparatory department constitute the principal unique features of our work.

SCHEDULE OF STUDIES OF THE PREPARATORY DEPARTMENT.

First year (number of students, 195; average age, 13 years):—Language, reading, writing, arithmetic, algebra, geography, drawing, forty-five minutes each day; sketching from models; free-hand drawing; maps of Maryland and of the United States; woodwork, sixty minutes each day for twenty weeks; care and use of tools—make ten lessons; sheet-metal work, sixty minutes each day for twenty weeks; care and use of tools and charcoal furnace—make ten lessons.

Second year (number of students, 202; average age, 14).—Language, reading, writing, arithmetic, geography, history of the United States, algebra, drawing, forty minutes each day; free-hand and maps; woodwork, sixty minutes each day for twenty weeks; care and use of tools—make ten lessons; metal work, sixty minutes each day for twenty weeks.

COURSE OF INSTRUCTION IN THE INSTITUTE.

First year (number of students, 150; average age, 15).—Arithmetic, algebra, geometry, spelling, reading, English grammar, historical essay, one per week; declamation; geography, map drawing, history of the United States, physics, physiology, German; writing, drawing, free-hand first half year, geometrical second half year; shop work, carpentry or wood turning and wood carving, blacksmithing, and the proper care and use of tools; lectures on materials and tools—one each week; military drill, once a week.

Second year.—(Number of students, 58; average age, 16).—Algebra, completed; geometry, first eight books; plane trigonometry; mensuration; oratory, delivering essays written by the students; English and American literature, lectures on rhetoric; history, general; physics, Peck's Ganot completed, and lectures with experiments; physical geography, completed; German; political economy, lectures; steam engineering, lectures, two each week; writing, notes on lectures and simple correspondence, arrangements of papers, ruling, etc.; drawing, architectural and mechanical; shop work, pattern making and molding or chipping and filing, boiler making and lectures; military drill once a week.

Third year.—(Number of students, 28; average age, 17).—Geometry, completed and reviewed, first half year; analytical geometry, elementary, second half year; trigonometry, plane and spherical; English composition, outlines, parts of composition, gathering materials for composition, arrangement of materials, etc.; English and American literature, completed; rhetoric, completed; extemporaneous speaking and journalism; chemistry; physics; German; steam engineering, with lectures; civil government, lectures; geology, lectures and field work; history, English; writing, notes and lectures; bookkeeping; drawing, mechanics and machine design; shop work, machine shop and decorative work; military drill once a week.

Throughout the course, about one hour per day will be given to drawing, and one hour and a half per day to shop work. The remainder of the school day will be devoted to study and recitation.

EQUIPMENT.

The general scientific laboratories are very complete. They are substantially similar to those of other first-class institutions of like grade, and an enumeration of their contents here does not seem to be necessary.

LIBRARY.

The library is furnished with 1,839 volumes of scientific and English literary works and reports, besides nearly all the American scientific weeklies and monthlies for circulation among the instructors and students.

DEPARTMENT OF STEAM ENGINEERING.

This department is fitted up with forty lecture-room chairs. It contains a working model of the Worthington duplex steam pump, a model of the Campbell & Zell boiler, both of which were presented to the school by the patentees; a number of steam gauges and safety valves, a hydrometer, a working model of a slide-valve engine (built by the students), a Tabor steam-engine indicator, a pantograph, a Coffin planimeter and specimens of the different kinds of riveted boiler plates.

COMMERCIAL DEPARTMENT.

A room has been fitted up with offices, etc., as a countingroom or bank, in which practical instruction is given in bookkeeping and banking. This department contains 18 typewriters, and the students are given instruction in this now almost essential branch of a commercial education. It also contains a mimeograph, a cyclostyle, and other duplicators, which the students are taught to use. The senior class will be divided up into firms, and each firm will conduct a general merchandise business with the others, buying, selling, exchanging, and discounting notes, drawing up business forms, corresponding, banking, etc.

FIRST DRAWING ROOM (FREE HAND).

Drawing tables for 50 students at one time, or 300 per day. Drawing boards for 300 students, models and copies, plaster cast of the human body, and ornaments.

SECOND DRAWING ROOM (MECHANICAL).

Drawing tables for 50 students at one time, or 300 per day. Drawing boards, T squares, triangles, and instruments for 300 students, models of fundamental, simple, and complex forms.

MECHANICAL DEPARTMENT.

First—Wood-working shops.—Twelve (double) carpenters' benches, for 24 students at one time, or 144 per day; five small turning lathes, five scroll saws, and one grindstone, with tools for 144 students. The bench tools consist of a jack plane, smoothing plane, foreplane, cross-cut saw, ripsaw, tenon saw, hand hammer, mallet, brace, 6 bits (assorted sizes), bevel, 2-foot rule, 6 chisels (assorted widths), oilstone, drawing knife, spokeshave, try-square, brad awl, punch, chalk line, oil can, hand brush, bench hook, and note book and pencil.

Second—Wood-working shop.—Twenty-seven (double) carpenters' and cabinetmakers' benches for 54 students at one time, with tools, as in last-named shop, for 172 boys per day.

Pattern-making shop.—The pattern-making shop is on the south side of the second floor. Its dimensions are 20 by 64 feet. The equipment consists of 12 double benches and 2 single ones, 13 wood-turning lathes, 1 circular saw, 1 band saw, 1 band-saw filer, 1 jig saw, 2 grindstones, and an assortment of wood-working tools amply sufficient to instruct 25 students at one time, or 150 in each day.

Forge shop.—Located on the first floor, containing 1,609 feet floor space. Fitted with 14 power forges arranged around the four sides of the room. Placed in the center of the room is a power grindstone and bench fitted with 4 vises. The forge beds are 3 by 2 feet, a partition for coal, and furnished with blast from a No. 7 steam-pressure blower. Each forge is fitted with hood and piping, through which the products of combustion are carried off by a No. 6 B pattern exhauster. Placed conveniently to each forge is an anvil of 125 pounds weight, a slack tub, a tool rack containing sledge, hand hammer, tongs with jaws for holding various shapes of iron, hot and cold chisels, swedges, fullers, flatter, set hammer, hardie, heading tools, punches, callipers, and 2-foot rule.

SHEET-METAL WORKING DEPARTMENT.

Fitted out with a forge for brazing and annealing, with a sufficient number of benches and gas soldering-iron heaters to accommodate 25 students at one time, or 150 per day; 1 small cornice brake, 1 forming, 1 folding, 1 wiring, 1 beading, 1 turning, and 4 burring machines; 1 mandrel, 2 beak horns, 4 double-seaming, 1 conductor, 4 square face, 2 blow-horn, 1 creasing, 1 candlestick mold, 2 needle-case, 2 bottom, 2 round head, and 2 hatchet stakes; shears, riveting hammers, raising hammers, chisels, squares, mallets, rivet sets, steel punches, compasses, soldering irons, and grooving tools; dividers, lead blocks for punching sheet metal, wooden rules, flat chisels, and 6 bench vises.

MACHINE SHOP.

No. 1 Brown & Sharpe universal milling machine with overhanging arm; 1 24-inch swing by 12-foot engine lathes with table for cylinder, being built by Draper Machine Company; 8 10-inch swing by 3½-foot bed engine lathes, made by W. C. Young & Co.; 4 10-inch swing by 4-foot bed engine lathes, made by F. E. Reid; 1 12-inch swing by 5-foot bed engine lathe, made by W. C. Young & Co.; 4 14-inch swing by 6-foot bed engine lathes, and 1 15-inch swing by 8-foot bed engine lathe, made by Prentice Bros.; 1 16-inch swing by 9-foot bed engine lathe, made by W. C. Young & Co.; 1 engine lathe 8-foot bed by 14-foot swing, built by students of the institute, class 1894; 1 metal planer 18 inches square; 1 24 by 24 by 6 foot planer; 1 universal cutter and reamer grinder; 150,000-pound testing machine (Riehle); planer 18 by 18 by 4 foot table, made by Putnam; 1 Biskford radial drill; drills to center of circle, 5 feet 9 inches; 1 20-inch wheel feed drill press; 2 6-inch Boynton & Plummer shapers, and 1 shaper 15-inch stroke; 1 double emery grinder for 10-inch wheels (dry); 1 24-inch Barnes's water emery grinder; 1 Worcester twist-drill grinder, style

B; 1 24-inch grindstone and trough; 30 vises and benches for same; 1 set pipe tools, from one-eighth inch to 2 inches; one 12-inch 3-jaw combination chuck; 3 7-inch 3-jaw combination chucks; 3 4-inch 3-jaw scroll chucks; drill chucks, twist drills, tap reamers, files, chisels, hammers, scales, squares, etc., for 150 students. These shops were fitted up by the students and instructors.

Power is supplied by 2 Campbell & Zell boilers, and a 25-horsepower horizontal direct-acting steam engine (of 9-inch diameter of cylinder and 14-inch stroke of piston) built by the members of the graduating class of 1893.

The value of our plant is $60,000. The annual expense of maintenance is $30,000.

The study of manual training seems to increase the desire of the learner to pursue other studies. Seeing, each day, in the mechanical department, the practical application of the rules which they are taught in the academical department, it is but natural that they should take an equal interest in both theory and practice.

NIGHT CLASSES.

In October, 1894, the board of school commissioners authorized the opening of night classes to meet the desires of students who were unable to attend the day school. Classes were organized in arithmetic, algebra, bookkeeping and penmanship, mechanical and free-hand drawing, carpentry, spelling, typewriting, stenography, and electricity.

The classes in drawing and bookkeeping have been very large. The efforts of the students have been enthusiastic throughout, and they have shown great appreciation of their privilege.

The experiment has been very successful and the continuance of these classes is assured. The classes meet on Monday, Wednesday, and Friday nights of each week. The total number in attendance during the year has been 759.

SEWING.

[From the report of Mr. Henry A. Wise, city superintendent, for 1893.]

Instruction in sewing is given to the girls in the third grade of the primary schools and to those of the fourth, fifth, sixth, seventh, and eighth grades of the grammar schools.

The instruction is given by 14 special teachers under the supervision of a directress of sewing. Thirteen thousand six hundred and fifty-seven pupils are taught this branch, each of whom receives an hour's lesson once a week. The reports received from principals and teachers generally speak very decidedly in favor of the great advantages this instruction is to the girls and of its good effect upon the other work of the school. It is claimed by some of the principals and teachers that since the introduction of sewing into the schools the interest of parents in the work of the schools has increased, better attendance has been secured, the girls have become neater, more orderly, and that more interest has been awakened in the other studies pursued in the schools.

COURSE IN SEWING.

[From the report of board of commissioners of public schools, 1894.]

Third grade.—First half year: Practice correct position, thimble exercise, holding the needle, holding the work, moving and threading the needle, making a knot, using scissors; stitching canvas, using chenille thread and split zephyr, basting, running, back stitching, overcasting, hemming, and seaming. Second half year: Instruction about implements and materials for sewing; inch measure; review, practical work, using colored cotton and sewing needle.

Fourth grade.—Develop cotton plant from the sowing of the seed to the manufacture of the cloth; history of the cotton gin; names of the threads, in all woven fabrics; review work of the preceding grade, using half-bleached cotton cloth, using red and blue cotton; the blue marking the improvement in the work. Basting, running, stitching, hemming, overcasting, overhanding.

Fifth grade.—Patching, stocking darning, resoling stocking, hemming gathers and half-back stitch gathers to bands, tucking, gathering, placket, band.

Sixth grade.—Felling, buttonholes, loops and eyelets, tear darning; French hem, buttonholes and buttons.

Seventh grade.—Gussets, gores, bias cutting and piecing, facing, plaiting; French gathers; overhand gathers to band; hooks, eyes, and loops; inserting.

Eighth grade.—Ornamental stitching, hem, herringbone, feather, chain, Kensington outline, blanket, tapestry; buttonholes in cloth; cloth darning.

BOSTON, MASS.

MECHANIC ARTS HIGH SCHOOL.

[From the report of George H. Conley, supervisor, 1896.]

The Mechanic Arts High School will complete the third year of its existence in June and the class which entered when its doors were first opened will graduate. * * *

The course of study following serves at present as a guide for the work of the school, and in all probability, with such changes as in time may prove desirable, it will continue to be observed as the permanent arrangement or the general plan of work; but to arrange a course of study that shall carry out to the best advantage the purposes intended in the organization of this school will require such length of time as shall be amply sufficient to demonstrate its needs. It is only through experience that these needs can be ascertained and that a satisfactory course, one adapted and adequate to meet future demands, can be developed. * * * The intention is, as may be seen from the course of study, to provide in about equal measure for the study of the elements of the mechanic arts and the practical academic branches intimately connected with them:

Course of study.

FIRST YEAR.

Academic.	Hours per week.	Months.	Mechanic arts.	Hours per week.	Months.
Algebra	5	10	Drawing	5	10
General history	2	10	Carpentry	10	7
English	3	10	Wood carving	10	3

SECOND YEAR.

Academic.	Hours per week.	Months.	Mechanic arts.	Hours per week.	Months.
Algebra (alternate days)	2½	10	Drawing (alternate days)	2½	10
Plane trigonometry	4	10	Wood turning, pattern making	10	5
History of the United States, civil government (alternate days)	2½	10	Forging	10	5
English	2	10			
French	4	10			

THIRD YEAR.

Academic.	Hours per week.	Months.	Mechanic arts.	Hours per week.	Months.
Solid geometery	5	5	Drawing (alternate days)	2½	10
Plane trigonometry	5	5	Machinist's work with hand tools mainly	10	2
Physics (alternate days)	2½	10	With machine tools mainly	10	7
English (alternate days)	2½	10			
French	5	10			

The study of algebra extends through two years of the course. The first year's work has special reference to the attainment of proficiency in the more important processes and extends through simultaneous quadratics. The second year's work is a review of the work of the preceding year and extends through progression. Algebraic methods are employed in the solution of such problems as are met with in the study of physical science and in the mechanical departments of the school. Also during the second year the subject of plane geometry is completed.

The first half of the third year is devoted to the principles of solid geometry and to numerous exercises illustrating and enforcing them, while the remainder of the year is given to plane trigonometry and reviews. The work in trigonometry is designed to familiarize the student with the fundamental principles and formulæ that are constantly used in surveying, mechanics, physical science, and the higher mathematics.

The central purpose of the mathematical course is to give pupils clear notions of the value and convenience of mathematical processes in the investigation of practical problems. The readiness with which pupils master the difficult problems of the machine shop that involve the application of mathematical principles testifies to the value of this training.

In history and in civil government the course consists of a rapid survey of general history, followed by a study of the history of England, with special reference to its influence upon the colonial period in America. A topical review of the history of the United States during the second year is designed to fix in the mind the causes and results of important historical movements. The instruction aims to trace clearly the growth of the principles of free self-government in England and their development when transplanted into America, to give clear notions of the character and functions of the colonial government, and of the municipal, State, and Federal governments of the present day.

The instruction in English aims to cultivate a taste for good literature, and the course is largely determined by the requirements for admission to New England colleges. A careful study of the authors read is made, with a view to awaken a genuine interest in literature in the pupils, to raise their standard of reading and thinking, and to improve their literary tastes. This work in literature is supplemented by exercises whose merits rather than defects are emphasized for improving the style of expression. Applications of the principles of grammar and rhetoric are drawn from Carpenter's Exercises in Composition and from portions of Hill's Foundation of Rhetoric, and other sources; but these books are used more as aids and for reference than as text-books. The distinguishing feature of this work is the emphasis placed upon practice in writing and speaking correctly.

The two-years course in French is adapted to enable pupils to read easy French at sight and to give them considerable practice in elementary French composition. It is designed to meet fully the admission requisitions of the leading scientific schools.

The work in physics consists of a limited number of carefully selected laboratory exercises that are performed by all pupils, supplemented by lecture-table experiments, explanations, and recitations, designed to give clear ideas of the fundamental principles and laws in every department of elementary physics. On account of the training given in the shops, a smaller amount of quantitative laboratory work appears to be required than in the other high schools, and it is deemed undesirable to limit the work to the narrow range of a brief laboratory course. Special attention will be given to the principles of electricity and their recent practical applications. Ample provision has been made to equip the school adequately with illustrative apparatus, so that the course in physics can be made highly interesting and instructive.

The aim of the course in drawing is to teach the proper use of the pencil and drawing instruments, and to give facility in the expression of ideas of form by the various methods of free-hand and mechanical representation. About two-fifths of the time assigned to drawing each year is devoted to free-hand work and the remainder to mechanical drawing. The free-hand work consists of the drawing of type solids, simply and in groups, machinery, historic ornament and original designs for wrought iron work, light and shade in charcoal, and the theory and practice of lettering. Much attention is given to the rapid production of drawings of models sufficiently accurate for many useful purposes, but by no means finished work. Such sketches frequently furnish the data for complete working drawings. The mechanical drawing embraces geometrical problems, elementary principles of working drawings as applied to shop exercises, intersections and developments, isometric projection, applications of principles of projection to working drawings, geometrical problems applicable to machine design, working drawings of machines, and house plans.

It is the aim of the mechanical departments to teach in a thorough and systematic way the elements of carpentry, joinery, wood carving, wood turning, pattern making, forging of iron and steel, chipping, fitting, iron filing, and machine-tool work. For each department a carefully graded series of models has been chosen, the construction of which illustrates every fundamental principle or process. The models in the primary series are made by all the members of a class. Running parallel with the primary series is a set of supplementary models that involve the application of principles already learned to more difficult work. The supplementary exercises are undertaken only by those who are capable of doing more than the regular work of the class. This arrangement makes it practicable to adapt the rate of movement of the class to the needs of pupils of fair ability, while the more rapid and skillful workers employ their spare time upon interesting exercises that demand their best efforts. The work is planned so as to require the exercise of judgment, thought, and care. No tasks are repeated merely for the sake of gaining facility, for the educational value of shop exercises depends largely upon the amount of careful thought they are adapted to develop; and as soon as the difficulties of a given process have been fairly mastered a new problem is substituted.

It is unnecessary to give a full description of all the branches of work performed in the different departments of shop work, since some of them have been described in former reports. It will suffice to describe briefly the exercises in the machine shop, which was completed and made ready for occupancy in September last.

The hand tool work at the bench and hand lathe consists of exercises in chipping, filing, fittiug of sliding parts, drilling, etc. Some of the articles made are surface gauges, surface plates, calipers, electric binding posts, and turned brass ornaments.

The machine tool work consists of exercises in grinding and setting tools, and practice upon models that exemplify the various uses of the different machines, such as straight, taper, and irregular turning; screw-cutting, chucking, boring, and reaming; use of boring bars as in the cylinder of the steam engine; plain and irregular work on the planer, shaper, and milling machine.

The models, except at the very outset, consist of articles of practical use, introducing as materials cast-iron, wrought iron, steel, malleable iron, brass, and composition. Some of these articles are bolts, shafts, handwheels, pulleys, tools for various purposes, and parts of machines designed as class projects. When the parts of a machine are assembled, all parts are rejected which would not pass the inspection of a reputable manufactory. All the exercises are adapted to furnish the pupil with material for earnest thought; to compel him to make careful and accurate observations concerning the nature of different materials, the action of various tools, and the operation of various machines. He soon learns that no work is successful that is not carefully planned and thoughtfully executed.

One purpose of the course of study is to attract to the school those boys who would not ordinarily attend a high school, by offering them an opportunity to pursue practical studies in connection with shop exercises which are calculated to call forth their best efforts, to develop their judgment, and to give them a thorough knowledge of the elements of the mechanical arts as well as some degree of mechanical skill. A further purpose is to furnish preparation for admission to such institutions as the Massachusetts Institute of Technology and the Lawrence Scientific School. The course as arranged affords excellent preparation to this end, and is sure to arouse in many boys an ambition to continue their studies in these higher institutions or other scientific and technical schools. However, this is an ulterior purpose; but, fortunately, no better course, it is thought, can be devised for those whose school life is to end with the high school than one that insures satisfactory preparation for the higher scientific schools. In any calling the worth of such preparation will be felt, and in any scientific pursuit its value is priceless. In the higher scientific and technical schools boys who have passed through good manual training courses have a decided advantage over those of equal ability who have not had such training, as evidence at hand plainly shows. Manual dexterity, with a knowledge of tools, materials, machinery, and mechanical processes, tends to insure in the scientific laboratories a more rapid progress and more ready mastery of difficult subjects.

For all the pupils of the school the subjects of study are the same, but the amount of work required in each subject is proportioned to the varying degrees of ability displayed by the pupils. The classes are so divided and the work so arranged that no pupil may be taxed beyond his power, while those who work rapidly receive the stimulus of demands calculated to call forth their best efforts. The amount of work accomplished is deemed relatively unimportant in comparison with the mastery of correct methods and the formation of good habits.

The school has suffered on account of the trying delay in providing for its pressing needs, and the satisfaction is great, indeed, to be able to state that its equipment is now complete. I may add that in regard to the school building, while some changes in construction and finish are desirable and even necessary, the class rooms and shops are all well lighted, perfectly ventilated, and attractive in every way.

GRAMMAR SCHOOLS.

[From the report of Mr. Frank M. Leavitt, principal of manual training schools, 1895.]

There are at present for the use of the grammar schools 15 rooms equipped for wood working. Considering an average class to be 25, and that the supply of pupils is limited to the three upper grades, these rooms are capable of accommodating 3,635 boys per week. There are this year 2,522 boys thus accommodated, as follows: Class I, 397; Class II, 1,923; Class III, 202. These boys are receiving instruction in wood working under 12 teachers, 11 special and 1 regular. Each special teacher has weekly an average of 225 pupils in his charge. * * * In addition to the boys' classes there is a class of 30 girls from the Bowditch school. * * *

The general need of this department to secure its future welfare is the equipment of more manual training centers, which will decrease the extent of the districts, and the greatest improvement within our reach is the further introduction of the work into the first or third classes, or both. * * *

The present policy of the school committee permits this extension of manual training in the same spirit as that which dominates the movement to enrich the grammar-school course. Any principal of a grammar school, finding the conditions under which his school is working favorable to the introduction of manual training into his first or third classes, or both, is invited to make that extension without waiting until every other grammar school enjoys equally favorable conditions.

COURSE IN MANUAL TRAINING IN GRAMMAR SCHOOLS.[1]

The relation of manual training to the study of elementary science is intimate and essential. Moreover, the relation of both to other departments of school work—especially to language, geography, and drawing—is so close as to result in mutual helpfulness and in economy of time and effort.

The exercises in manual training are a means not only of physical and intellectual but also of moral, culture. They train to habits of accuracy, neatness, order, and thoroughness; they make a helpful occupation for otherwise unemployed time, or a relaxation from less pleasurable work; they present an incentive to good work in all directions, and offer at all times and in all connections a moral stimulus and preparation for usefulness at home and in the community.

Classes VI, V, IV (two hours a week).—Sewing, light tool work, or clay modeling.

NOTE 1.—All the girls in Classes VI, V, and IV are to spend two hours a week in sewing. If, however, any girl shall have passed a satisfactory examination in sewing, she will be allowed to substitute for it some other branch of manual training.

Classes III, II (two hours a week).—Cookery, wood working, or clay modeling.

NOTE 2.—Every girl is to pursue a course of twenty lessons of two hours each in cookery as a regular part of the work either of Class III or of Class II. But a girl who shall have passed a satisfactory examination in cookery will be allowed to substitute for it some other branch of manual training.

NOTE 3.—If the whole or a part of the time assigned to specified branches of manual training be not used therefor, such time may be given to any other of its authorized branches.

Class I (two hours a week).—Drafting and cutting, wood working, or clay modeling.

PRIMARY SCHOOLS.

Course of observation lessons and manual training.

Class III (three hours a week).—Observation lessons on color, form, size, place, and prominent qualities of objects, to be related to and illustrated by each of the following branches of manual training:

Clay modeling of sphere, cube, and cylinder, and of familiar objects approaching these types (e. g., apple, nest, basket; box, house, stove; bottle, rolling-pin, mug); also of hemisphere, square prism, and triangular prism, and of familiar objects approaching these types (e. g., bowl, spoon, saucer; cake, brick, steps; cradle, boat, stool).

Paper folding and cutting of faces, edges, and sections of the above-named solids, in blue, red, and yellow papers, carefully measured and divided, with study of squares, circles, angles, and lines.

Sewing in colored threads (blue, red, yellow) on coarse cloth or canvas (stitches over and under, counting threads) in vertical, horizontal, and oblique lines; the same, in parallel lines; and in outline forms as in paper folding.

Stick laying, preceding and conformed to the regular drawing lessons for this grade.

Class II (three hours a week).—Observation lessons on plants, on animals, and on the human body, to be related to and illustrated by each branch of the manual training and by the drawing: (*a*) Flower, leaf, stem, root; bud, fruit, seed. (*b*) Domestic and other common animals. (*c*) The parts of the human body and their uses and movements; the care and protection of the body.

Clay modeling of the ovoid, ellipsoid, cone, and square pyramid, and of plant and animal forms approaching these types (e. g., leaf, petal, corolla, seed vessels, heads and trunks of various animals, bills of birds, eggs).

Paper folding and cutting, in colored papers (red, blue, yellow, orange, green), of plane figures made by sections of the above-named solids, and of plant and animal outlines approaching these types (e. g., leaf, sections of fruit, flower, seeds, starfish, shells); also of bilateral and radiate designs based upon these, for decorative work.

Sewing on canvas, with colored threads, on the same lines of development as in the paper cutting.

Stick laying, preceding and conformed to the drawing lessons for this grade.

Class I (three hours a week).—Observation lessons on nature, on plants, on animals, and on the human body.

Clay modeling of symmetrical designs on plaques, and of plant and animal forms in relief on plaques, or as models for art.

[1] A letter from Mr. E. P. Seaver, the city superintendent, dated May 25, 1896, states that "the course of wood working in the grammar schools is still under consideration and has not been reduced to definite form."

Paper folding and cutting in all colors, tints, and shades, for harmony of color and beauty of design; also in bilateral curves conformed to the drawing lessons for this grade.

Sewing on soft cloth, in colored worsteds, for harmony of color, beauty of design, and free use of curved lines.

Light cardboard constructive work: Modifications of type forms, for use or beauty; representations of toys, utensils, furniture, etc., with use of glue.

COOKING.

[Based on the report of Amabel G. E. Hope, principal of cooking schools, 1895.]

It is now ten years since the study of cooking was introduced into the public schools of Boston. There are 14 school kitchens in the city under 10 teachers, 3 assistants, and a principal or director. The course of study in all the kitchens is uniform, and consists of 36 lessons. The girls work in sets of 6 to 8, a plan that has reduced the cost of food materials to $80 per year, as against $600 under the former method of allowing each girl to cook a separate dish.

All the pupils are from the second class of the grammar schools, the girls going for instruction to the kitchen nearest their regular class rooms.

COURSE IN SEWING.

Material desirable for the workbox.—One-half yard of cotton cloth; 3 spools of white cotton, Nos. 40, 60, 80; 1 spool of colored cotton, No. 50; needlebook containing needles, Nos. 7, 8, 9, or assorted, Nos 5 to 10; 2 darning needles, Nos. 4, 6; pincushion filled with pins; thimble; emery; scissors; measure; tape needle.

First year.—Instruction: Position of pupils while sewing; how to choose the needle and thread; the proper length of thread; drill in threading the needle; also in drawing the thread; how to make a knot; the use of the thimble; how to hold the scissors, with practice in cutting paper; the use of the emery; the position of the needle, and the proper way of holding the work in the different stitches taught; how to begin, join and fasten the thread; length and regularity of stitches; how to fold a narrow hem; neatness and order in the care of work. Stitches taught: Basting, backstitching, hemming, overcasting, running. Articles which may be made: Plain aprons without gathers, bags, towels, napkins, bibs, handkerchiefs. Any plain article illustrating the required stitches.

Second year.—Instruction: Review of first year's work; the proper way of cutting and putting together an apron with band; the proper way of cutting or tearing bands; gathering and laying of gathers; stitching gathers into a binding, and finishing the band by hemming; measuring and basting wide hems; practice in buttonhole stitch on folded edge of cloth, and in the preparation of buttonholes before working them; basting of selvages and folded edges; overhanding on selvages and on folded edges; overhanding on lace trimming. New stitches taught: Gathering, half-backstitching, and combination of one running and one half back-stitch, overhanding, buttonhole stitch. Articles which may be made: Aprons of various kinds, pillow slips, fringed towels and napkins, any plain article illustrating the required stitches.

Third year.—Instruction: Examination and review of work of previous years; cutting simple garments from measurements; setting gathers into a band; making plackets; putting in gussets; sewing on buttons; patching and darning on cotton cloth; buttonholes on cotton fabrics tucking if practicable. New stitches taught: Patching, darning, gathering on flannel, feather and herringbone stitches, chain and cross stitching. Articles which may be made: Cotton skirts, flannel skirts, drawers, underwaists, stocking bags, shoe bags, sweeping caps, buttonholes; any garment illustrating the required stitches.

Fourth year.—Instruction: Examination and review of work done in all previous classes; darning stockings; darning diagonal and corner tears and rents; cutting bias bands; mending and patching woolen and cotton fabrics; basting ordinary garments. New stitches taught: Stocking darning, straight and bias felling, whipping and sewing on ruffles, hemstitching, blind stitching, tucking, if not taught previously, gathers overhanded to a band, sewing on hooks and eyes and buttons, eyelets, loops. Articles which may be made: Children's dresses, night dresses, night shirts, skirts and drawers with tucks, sampler, articles illustrating the required stitches.

Fifth year.—A system of dress cutting by which girls are taught to take measures, draft, cut, and fit a dress waist.

Drafting and cutting garments from patterns.

BROOKLINE, MASS.

[Statement of S. T. Dutton, superintendent of schools.]

The central thought in all our manual training is education, and not with reference to technical study or to trade. We make all branches of hand work in our grammar schools, including bench work, sewing, cooking, etc., obligatory—that is, it is a part of our regular course.

In regard to the course of study, we are trying to have some manual work in every grade, beginning with the kindergarten. The first three years consists of modeling in clay, cutting in paper, water color, painting, and drawing. The fourth year we have cutting upon wood of two dimensions, done at the pupil's desk. Commencing the fifth year, we have sloyd, which gradually develops in the upper grades into simple construction and wood turning. In one grammar school we are teaching sloyd, pure and simple, after the models prepared by Gustaf Larson, of Boston. The instructor has taken a course at Naas, Sweden.

I am unable to give you the value of our plant. My usual estimate for the fitting up of a shop for bench work is $500; for a school kitchen, $250; our wood-turning department costs $2,500; our foundry, $200, and our forge shop, $1,200.

We are well satisfied that manual training has a good effect upon pupils with respect to other studies. Many who are slow in the more abstract subjects are very successful in the shop, and get courage and confidence which helps them in their other work. Manual training helps to develop the manly tone and pride, which is one of the best products, as I think, of school life. We have one very large grammar school where the children come from the homes of working people. Many of these pupils after leaving school are going into mechanical pursuits, and some of them are making a good record. We are offering elective studies in the way of advanced manual training, domestic economy, and needle work to all the classes in our high school. As this is the first year in which this plan has been pursued, I am unable to make any definite statements as to the results, but quite a number of our pupils who are preparing for college are taking this work.

COURSE OF STUDY IN MANUAL TRAINING.

The following schedule provides one year of preparatory practice in wood of two dimensions, one year of work upon sloyd models, a year of joinery, a year of wood carving and construction, a year of wood turning, and a final year in pattern making and foundry work.

In all elementary manual training there should be a maximum of interest. Only neat and accurate work is accepted. All wastefulness of material is carefully avoided. While class instruction is given upon the various exercises, each pupil works independently. Those who complete their work in advance of others are given supplementary exercises.

Fourth grade.—The work of this year is done upon slips of basswood one-eighth of an inch thick and 4 inches square. These are shaped by the knife into simple flat forms, some being put together with glue or small nails. The work is done in the schoolroom upon the desk, a cutting board protecting the desk and holding the wood for the knife. In addition to the knife, each pupil has a pencil and rule. The occasional tools are the hammer, nails, a brad awl, and sandpaper and glue.

There are sixteen models in the regular course, with extra ones for the more advanced pupils. The teacher makes a working drawing of the model upon the blackboard, then demonstrates the construction of the model and the uses of the tools required. The pupils draw the outlines upon the wood and cut to the lines.

The objects to be derived from the training of this course are to read and to make simple working drawings, to take accurate measurements, and to work to those dimensions, thereby fitting the pupil for the next year in bench work.

Fifth grade.—The work of this year is upon sloyd models. There are 20 models in this course, with extra models for the advanced pupils.

The tools used are the essential wood-working tools. The pupil works from his own drawing, made from the model, and estimates the worth of the work done by judging each part of the model.

Sixth grade.—The work of this year is joinery. There are 14 models in this course. These models include the essentials of joinery, with some applications. The pupil works from his own drawings and blue prints.

The theory of the use and construction of the tools is taught during this year. The stock used is clear pine.

Seventh grade.—The work of this year is carving and constructive work. The carving course consists of 11 models which require the common carving tools.

The latter part of the year is spent upon case work, as a further application of the work of the preceding years.

The pupil makes one or more of the models in construction, as his time permits.

Eighth grade.—The work of this year is wood turning. There are 21 models.

Ninth grade.—The work of this year is pattern and foundry work. There are 21 models in the course, 15 of which are required.

COURSE OF STUDY IN DOMESTIC ECONOMY.

The course extends over the last four years of the grammar school, each class receiving two hours' instruction per week. In the first year it is intended to give the pupils an idea of the scope of cooking, to be elaborated during the succeeding years; the course of each year is, however, complete in itself. It is the aim to combine both the art and the science of cooking. At the beginning of each year the actual cooking is to be made as simple as possible, in order to avoid confusing the child and also to give time for the necessary details of housework. The sequence of the lessons is followed as closely as possible, but in many instances seasons and prices must be the guide.

FIRST YEAR.

Housekeeping.—The pupils wash their own dishes at the desks as soon as they have finished using them. There are three housekeepers appointed at each lesson, who have general oversight of the room, their duty being to see that the room is kept and left in a good condition. Thus, No. 1 attends to the fire and care of the stove; No. 2 has general charge of the room and cupboards, while No. 3 sees that the sink is left clean.

Since the important part that dust plays as a carrier of micro-organisms is becoming more and more recognized, attention is given to household bacteriology. Lessons are given on how to sweep the floor; how to get rid of the dust; to wash dishes; the care of dish towels; the care of the sink, and the use of the various cleaning agents, such as sapolio, pearline, borax, putz-pomade, electro-silicon, pumice stone, etc.

Lessons on the chemistry of foods.

The food in order to enter the blood from the alimentary canal must be made soluble. The solution of food may be greatly aided by the preparation it receives before entering the alimentary canal. Water, playing the part of nature's great solvent, is considered first.

Water.—(1) Effect of cold water upon gelatin; (2) effect of boiling water upon gelatin; (3) difference in taste between freshly boiled water and that which has been boiled for some time; cause of difference in taste; (4) temperature of boiling water; cooking in high altitudes; (5) way in which the boiling point of water may be raised; (6) amount of water in some of the common vegetables and fruits; illustrate both by experiment and charts.

Milk.—After water, milk is studied. Milk is a natural food and contains the food materials in the perfect proportions: (7) Allow milk to stand in a glass tube; notice what happens at first; later on; (8) temperature of boiling milk; (9) study chart giving composition of milk; (10) study chart giving composition of the commercial products of milk. The food materials in milk are taken up in turn—albumen, fats, sugar, and mineral matter.

Albumen.—The white of egg is typical albumen. Eggs illustrate the form of a concentrated food. (11) Effect of heat on albumen; illustrate by dropped egg; (12) carefully separate and examine the yolk and white of an egg; set each aside for future study; (13) examine same in the dried state; (14) make beef tea; study the albumen in meat; note the effects of different degrees of heat of the water solution; (15) drop a piece of beef into boiling water; result.

Fats.—(16) Extract fat from the dried yolk of egg by means of naphtha; (17) extract fat from corn meal with naphtha; (18) temperature of smoking fat; correct the expression "boiling fat;" cause of bubbles when the fat is heated.

Sugar.—(19) Burn some sugar. Show that it contains carbon. The reason that carbohydrates and fats are heating is because they burn as a fuel in the body.

Starch and cellulose are the forms of carbohydrates found in the vegetable world. These are considered next.

Starch.—(20) Pop some corn; this illustrates the effect of heat on the starch grains; (21) steam rice; this illustrates the necessity of water with starchy foods; measure before and after cooking; (22) pour boiling water upon dry starch powder; result; (23) break open lump and examine interior; (24) mix starch with sugar, pour on boiling water; (25) mix starch and cold water, pour on boiling water; induction in regard to pudding sauces, etc.; rule for making laundry starch; (26) put starch and sugar into separate tumblers, add cold water to each; give terms "solubility," "insoluble," "dissolve;" (27) masticate a piece of cracker thoroughly; effect of saliva on starch; (28) masticate a piece of corn meal; compare with former; (29) get starch from a potato; (30) get starch from flour; give term "gluten" to substance left after the starch is washed out of the flour.

Cellulose or woody fiber.—(31) Get cellulose from the potato; (32) get cellulose from the turnip.

Cooking.

The experiments just given indicate the plan of the first year's work. Following are given a few of the dishes that may appropriately be given to illustrate these principles. The other side, namely the manipulation, is also to be considered, and attention is given to the various processes of cooking, viz, steeping, boiling, steaming, broiling, pan broiling, sautéing, frying, and stewing.

Water.—Lemon gelatin; the beverages, e. g., tea, coffee, etc.

Fruits.—Stewed fruits, scalloped apples.

Water and cellulose.—Vegetables—potatoes, turnips, carrots, beets, onions, spinach.

Milk.—Rennet custard, milk toast, blanc mange.

Albumen.—Beef tea, beefsteak, stews, hamburg steak, boiled mutton, soups, fish, eggs.

Starch.—Rice, macaroni, the cereals, lemon sauce. Additional dishes—biscuit, corn-meal muffins, bread pudding, bread.

SECOND YEAR.

Housekeeping.—The housekeeping is the same as in the previous year. A review is made of the various cleaning agents. Each pupil is responsible for her own desk, and the housekeepers for the whole room.

Chemistry of foods.—A review of the previous year's work is made. Since meats are to be studied this year, more attention is given to albumen, and how to cook it. As the foods are studied, attention is called to their value as foods and to their composition.

The children are to learn to recognize the different food materials and food adjuncts, both by sight and by taste.

Prices and how the different foods are purchased should be considered.

The pupils should be led to see that the laws of harmony apply to the mixing and combinations of food, as they do in music and color.

Cooking.

The practice work of this year consists in cooking meats and fish, white sauce, and simple desserts.

Meats.—By means of diagram draw from class which cuts will be best for soups, steaks, etc. With fresh meat show difference between tough and tender fiber. Cook different parts of the animal and thus get the class familiar with the different cuts as well as with the various methods of cooking: Beefsteak, tripe, chops, drippings, meat balls, liver, stew, small roast, beef roll, bacon, fricassee, minced meat on toast.

Fish.—Fish illustrates well the cooking of albumen. Baked stuffed fish, boiled fish, fish chowder, fried codfish.

White sauce.—Demonstrate. Thick white sauce may be served in various ways: Salmon in white sauce, creamed salt fish, scalloped fish, creamed vegetables. A thinner white sauce may be used for milk toast, and egg sauce for fish; very thin white sauce for egg vermicelli. The principle of white sauce is used in one method of thickening soups. Illustrate by making tomato soup or potato soup. Some meat gravies are made in same way. When possible, make gravy when cooking meat, and thus give additional practice in making a smooth sauce.

Desserts.—A few simple formulas are given and the method of work carefully demonstrated. From these few principles many varieties may be made either by a change of flavoring or by combinations. The following will suggest the work done in this line: (I) Cornstarch mold, (II) soft custard, (III) meringue, (IV) lemon gelatin, (V) omelet.

When once it is understood how certain effects are produced, an endless variety may be made, thus: Italian jelly, variation of IV; orange pudding, combination of I, II, and III; snow pudding, combination of III and IV; fruit tapioca, based on I; Spanish cream, combination of II, IV, and V, and so on.

Some language work may be brought into the work, thus: The legends in regard to the introduction of tea and coffee as beverages are read to the class, from which abstracts are written.

Dictionary exercises are given, and the pupils are taught the use of the following terms, with their derivatives: Digestion, maceration, to steep, infusion, decoction, percolation, simmer, garnish epicure, etc.

THIRD YEAR.

The science of the past two years is reviewed and made broader. In connection with doughs the chemistry of baking powder, and the various ways to obtain carbon dioxide to make the dough porous, are considered.

Foods are studied in a way leading to the subject of dietaries.

The cooking consists of a series of lessons on invalid cookery. Just before Christmas a lesson is given on home-made candies. Then the subject of doughs and batters is studied carefully. The latter part of the year the food materials are studied topically, leading to the combinations of food for simple meals, with the cost and quantity necessary. The whole meal is not always prepared, but parts are, and the cost of the whole estimated.

Invalid cookery.—Dishes suitable for sick-room diet are cooked, with a few suggestions relative to the comfort of the patient. At the end of the series of lessons each pupil is to prepare a paper on the care of an invalid, and also be able to arrange an invalid's tray.

Dishes to be prepared. Cooling drinks: Lemonade, apple water. Mucilaginous drinks: Irish-moss lemonade, flaxseed lemonade. Gruels: Corn-meal and oatmeal gruels, milk porridge. Oysters: Oyster stew, parboiled oysters. Simple desserts: Apple snow, lemon gelatin with prunes, blanc mange. Additional dishes: Eggnog, steamed custard, albumenized milk, chops.

Demonstrate to class: Flaxseed poultice. How to wring a cloth from boiling water. What to do in case of a burn or a cut.

Doughs.—The subject of doughs and batters may be made very simple. By classing those of a kind together much may be done in the time allotted. A few things are considered carefully: The ways in which gas is introduced to make the mixture light. The consistency of doughs required for certain results. Manipulation in regard to rolling the doughs. From the simple biscuit formula is shown how the other doughs may be evolved.

Biscuit.—Dutch apple cake, strawberry shortcake, flour muffins, graham, rye, and corn-meal muffins, griddle cakes, cake, cookies, etc.

FOURTH YEAR.

The work of the last year is a résumé of what has been given the past three years. Many of the children may never have a high-school training, therefore it is intended to apply as much chemistry and physiology as is practicable. The foods are studied topically, and attention is given to dietaries suitable for different seasons. A review is made of the dishes already studied. Attention is given to garnishing, and pupils are instructed how from simple dishes more elaborate ones may be made.

MANUAL TRAINING SCHOOL, SPRINGFIELD, MASS.

[Statement by George B. Kilbon, principal.]

The central idea in our school is education, either fitting a boy for higher technical schools or for business, or to learn a trade more easily. The work is not obligatory.

It is a part of the public-school system and is supported by yearly appropriation. Any boy in the eighth or ninth grades of the grammar school can attend once a week, one and one-half hours. Any boy in the high school has hitherto been allowed to attend every day, two hours, for three years. A course of four years in the high school goes into effect next year, which is composed of two academic studies daily with drawing and manual training. This fits for technical schools or business.

Our methods are by dictation where possible, and by performing in the presence of the class such operations as are difficult or impossible to describe. Drawings are made and worked from sometimes and blue prints worked from sometimes.

We commenced in 1886 with an appropriation of $1,000, which has been yearly increased. From $500 to $1,000 has been spent yearly in additional equipment. We have also in grades 4 to 7 a system of knife work which all of the 1,200 boys in those grades take, while girls in same grades take sewing. These two branches of intermediate grammar instruction are both very successful and highly appreciated by our citizens. The knife work has been gradually built up since 1887, when $10 was expended for equipment and a class of 12 boys taught in one school. For several years our regular teachers took lessons in knife work at the Manual-Training School and taught them to their own pupils. For three years past, however, a special teacher has been employed.

The building occupied for high school and eighth and ninth grammar grades is 70 by 50 feet, two stories and a basement. Forging and molding are in the basement, ironwork and wood turning are on the first floor, joinery benches on the second floor. Individual tools are provided for pupils in grades 4 to 7 and general tools in grades 8 and 9 and high school, except individual planes for high-school pupils.

The building is one formerly owned by the county of Hampden and used as a workshop in connection with the jail. It was bought by the city for about $8,000. It with the entire jail buildings is to be torn down next fall and the site used for a new high-school building. Then the present high-school building will be devoted to manual training.

Cost of equipment in this building at present is about $7,500; annual expense of maintaining the work in this building, about $4,000; annual expense of maintaining knife work in grades 4 to 7, $800.

Results: A widespread interest in our community in manual training; an acquaintance on the part of all of our boys with tool work and on the part of some of them to the extent of acquiring skill and ability; the interest they take in it reacts on all other school work, promoting interest and aiding discipline; the grammar manual training is known in some cases to prolong school life. The high school is so much hampered by contracted quarters and new building plans that its manual training suffers with other branches in proper development.

Of 19 graduates since 1891, 1 is now teaching in our own manual training school, 6 are engaged in drafting, 4 have finished or are pursuing a technical course, 1 is a clerk in a hardware store, 4 are employed as mechanics, 1 enters college, and 2 take additional study next year in our high school.

Woodworking equipment.—This consists of 34 benches and sets of tools, costing $850; 256 drawers for holding work in process, 200 drawers for holding prepared material and supplies costing $484.

The benches are each 4½ feet long by 2 feet wide by 34 inches high. Pupils of small stature are accommodated with movable platforms. The bench tops should be 2 or 3 inches above the wrist when the pupils stand erect. Benches are arranged in rows about 3 feet apart each way.

The following is a list of tools with which each bench is supplied: Bevel, 6-inch; bit brace; bits, auger, one-fourth, three-eighths, three-fourths inch; bits, drill, five thirty-seconds, seven thirty-seconds inch brad awls in handle; chisels, firmer, one-eighth, one-fourth, one-half, 1 inch countersink, dividers with pencil, gauge; gouge, one-half inch inside, ground; gouge, three-fourths inch outside, ground; hammer, claw; hammer, pein; hand screw, 10 inch-knife with two blades, mallet, oil-stone, oil can; 1 lead pencil, medium; plane, the Bailey iron smooth, 8-inch; plane, the Bailey iron block, 6-inch; plane, wood smooth, 8-inch; pliers, rule, 12-inch; solid boxwood, saw, 18-inch; panel, slitting, saw, 18-inch, ; panel cutting-off, saw, 10-inch; back; saw block; screw-driver, 3-inch; try square, 4 inch; dustpan, broom for floor, brush for bench top, whisk broom for clothing.

The school is further supplied with 8 22-inch iron Bailey jointers, 12 framing squares, and 2 26-inch handsaws.

Each bench is provided with a vise at the left-hand end and a shove-plane block at the right. On or about each bench a place is provided for each tool.

The drawers above mentioned are each 21 inches long by 10 inches wide by 7½ inches deep, inside measure, and are inclosed in cabinets, each 6 feet high by 4 feet 5 inches wide by 2 feet deep, each cabinet containing 32 drawers. Each pupil has a drawer for his exclusive use, his name being on a card attached to the front.

Wood-turning equipment.—This consists of 15 lathes, 4 feet by 10 inches, with 15 sets of tools, costing $900. The lathes were made by F. E. Reed & Co., of Worcester, Mass. Each lathe is provided with head and tail centers, screw face plate, 4-inch diameter, plain face plate, 6-inch diameter, 5-inch rest, 10-inch rest, oiler, oilstone, slip stone, and the following tools: One-inch gouge, ground straight across the edge for roughing; three fourths-inch gouge, round end; three-eighths inch gouge, round end; 1-inch chisel, skew edge; three-fourths inch chisel, round edge; three-eighths inch chisel, skew edge; one-half inch chisel, straight edge; one-eighth inch chisel for parting; mallet, 10-inch calipers, 7-inch dividers, rule and lead pencil, dust brush and pan.

Carving equipment.—The carving equipment of 24 sets was purchased of White, Van Glahn & Co., New York, and Goodnow & Wightman, Boston. It comprises seventeen tools in each set, designated in J. B. Addis's catalogue as follows: One-half inch, No. 1; one-fourth inch, No. 1; three-eighths inch, No. 2; three-fourths inch, No. 3; three-fourths inch, No. 4; five-eighths inch, No. 5; seven-sixteenths inch, No. 5; one-half inch, No. 7; one-eighth inch, No. 7; seven-sixteenths inch, No. 9; three-eighths inch, No. 9; three-sixteenths inch, No. 9; one-fourth inch, No. 11; one-eighth inch, No. 11; three thirty-seconds inch, No. 11; one-fourth inch, No. 39; one-eighth inch, No. 39.

Also a pencil gauge and 2 stamps, 1 one-fourth inch square, and 1 one-eighth by three-eighths inch, both of which were made by the pupils. Pupils also made octagonal handles for the above tools.

Each carving set is arranged in a portable tray, the trays being fitted in a cabinet built for them. Cost of carving equipment, $205.

Pattern-making equipment.—The joinery benches and tools and wood-turning lathes are used for pattern making, a few inside ground gouges being added.

Molding equipment.—This consists of 12 troughs and sets of tools, with 12 drawers for holding work, costing $230. Calcined plaster is used sometimes for pouring. Also lead is melted at a furnace built in part by the school.

Forging equipment.—This consists of 12 forges, 28 by 40 inches; 12 anvils, 125 pounds each, and 12 sets of tools, as follows: Hardie, set hammer, 1¼ inches; flatter, 2¼ inches; top and bottom fullers, each three-eighths, one-half, and three-fourths inch; top and bottom swages, each three-eighths, one-half, and three-fourths inch; tongs, each one-fourth, three-eighths, one-half, and three-fourths inch; hot and cold chisels; ball-pein hammer, 1¾ pounds; 2 sledges, 8 pounds; 3 sledges, 6 pounds; 1 sledge, 5 pounds. The blower and exhauster driven by power. Cost of forging equipment, $1,200.

The school has 4 grindstones, costing $65, each of which is furnished with a water faucet and with a drip box and pipe connected with sewer.

Ironwork equipment.—This consists of 6 engine lathes, 6 feet by 14 inches, each fitted with a 12 by 7 inch and a three-fourths inch chuck; 1 planer, 4 feet by 20 inches; 1 drill press, 20 inches; 8 vises and 8 sets of bench tools; an assortment of drills and reamers; 1 gig saw; 1 drill lathe; 1 twist drill grinder, and 1 emery stand. The four last-mentioned machines were made by the school.

From 1887 to December, 1891, power was furnished by a 6-horsepower Shipman engine. Since the latter date it has been furnished by a 15-horsepower electromotor, manufactured by the Elektron Manufacturing Company, of Springfield.

The drawing room, which is in the main high-school building, is supplied with 24 wooden tables of original design, 24 T squares, 24 pairs of triangles, 50 drawing boards, with a rack to hold them, and a case of trays to store drawings, also of original design. Pupils furnish their own drawing instruments. Each table is 36 inches high, the dimensions of the top being 34 by 22 inches, and is provided with four drawers, 14 by 6½ by 3½ inches, inside measure, each drawer having a metallic projection or staple on the side, corresponding when the drawer is closed to a like projection on the side of its pocket, so that the hasp of a small padlock may be thrust through the staples, thus enabling pupils who wish to secure each his own instruments.

Lessons in mechanical drawing are given to grammar pupils in the grammar schools by regular teachers, under the direction of the supervisor of drawing.

Knife-work equipment.—In grade 4 the tools used are rule, pencil, compasses, and small pocket knife. As this work is confined to knife carving, no protection is needed for the desk but a small piece of thin wood.

In grades 5, 6, and 7 the gauge and try-square are added and a larger knife furnished. A desk cover is necessary in these three grades when the work is pursued in the ordinary schoolroom. Each boy has his own set of tools kept in a box made of one-fourth inch stock, 8½ by 4½ by 1$\frac{5}{16}$ inches, with his name and number attached. Ten of these boxes are placed at the close of every lesson in a larger box, made of one-half inch stock, 25 by 9 by 3½ inches, inside dimensions, or in some schools they are deposited on suitable shelves. Knives which become dull are sharpened every week by a regular workman.

COURSES OF LESSONS.

Knife work.—Lessons principally given are described in a book entitled Knife Work in the Schoolroom, prepared in 1890 by George B. Kilbon, principal of the Manual Training School, and published by the Milton Bradley Company of Springfield. Knife carving, taught in grade 4, has been developed since the preparation of that book, and will be found better described in The Northampton System of Manual Training, arranged by F. W. Hinckley, of Northampton.

Work done in grades 6 and 7 is on wood five-sixteenths, three-eighths, and one-half inch thick, successively. Also forms are cut from wood seven-eighths inch square and 1¾ inches square, with still others of miscellaneous dimensions, interspersed with problems in construction.

Eighth and ninth grammar grade courses.—A course prepared in 1886 for the ninth grammar grade has until recently been used in that grade. This course is described in Elementary Wood Work,[1] prepared by George B. Kilbon. Its contents will be found below. The admission of eighth-grade boys to the Manual Training School in 1892 has caused some changes in this course, as it is now made to cover two years.

Contents of elementary course for eighth and ninth grammar grades.—Use of hammer, use of gauge, measurement, use of try-square and bevel, explanation of saws, use of saws, surface planing, edge and end planing, use of bit and brad awls, shove planing, square prism and cylinder, use of chisel and gouge, use of hand screw and screw-driver, to make a pair of scales, to make a beveled box, grinding tools.

[1] Lee & Shepard, Boston, Mass.

HIGH-SCHOOL COURSE IN MANUAL TRAINING.

First year.—Fall term: Academic studies: Algebra, zoology, English language and grammar. Tool work: Joint making, sandpapering, staining and varnishing, grinding and honing tools, lecture on grain of wood. Mechanical drawing. Winter term: Academic studies: Algebra, zoology, followed by physiology, English language and grammar. Tool work: Wood turning. Mechanical drawing. Spring term: Academic studies: Algebra, physiology, followed by botany, English language and grammar. Tool work: Wood turning, scraping, polishing, saw filing. Mechanical drawing. Summer term: Academic studies: Algebra, botany, English language and grammar. Tool work: Carving, lecture on kinds of wood and their uses. Mechanical drawing.

Second year.—Fall term: Academic studies: Plane geometry, general history, botany, followed by physics. Tool work: Forging, welding, tempering. Mechanical drawing. Winter term: Academic studies: Plane geometry, general history, physics. Tool work: Soldering, brazing, lecture on kinds of metal and their uses. Mechanical drawing. Spring term: Academic studies: Plane geometry, general history, physics. Tool work: Pattern making. Mechanical drawing. Summer term: Academic studies: Plane geometry, general history, physics. Tool work: Molding, casting. Mechanical drawing.

Third year.—Fall term: Academic studies: Rhetoric, higher algebra, chemistry, French or German (optional). Tool work: Chipping and filing metals. Mechanical drawing. Winter term: Academic studies: Rhetoric, followed by American literature, higher algebra, followed by solid geometry, chemistry, French or German (optional). Tool work: Turning, planing, and drilling metals; study of machinery. Mechanical drawing. Spring term: Academic studies: American literature, solid geometry, chemistry, and geology, French or German (optional). Tool work: Turning, planing, and drilling metals. Mechanical drawing. Summer term: Academic studies: American literature, solid geometry, geology, French or German (optional). Tool work: Machine construction. Mechanical drawing.

ST. CLOUD, MINN.

[Statement of S. S. Parr, city superintendent.]

The schools of this city have a system of drawing, sloyd, paper folding, clay molding, etc. The leading lines are those of drawing and sloyd. These forms of training extend through the eight grades (nine years). The drawing includes the simple laws of perspective, a study of how objects appear to the eye and how they must be represented, the geometrical basis of form and drawing, the study of the simplest view of historic design, and the application of color in the representation of objects.

The sloyd consists of whittling from the second to and including the sixth grades, and the use of the commoner tools in the seventh and eighth grades, for the production of some forty different models of towel holders, coat supports, brackets, rolling-pins, etc.

The immediate purpose is purely an educational one. It seeks to develop skill of hand and eye and acquaintance with the simplest principles of mechanical construction.

These courses of instruction are supported the same as other teaching, by appropriations from the public-school funds. There is no charge for tuition.

COURSE OF STUDY.

First grade: Clay modeling, paper folding and cutting, color work, drawing.

Second grade: Same subjects as first.

Third grade: Clay modeling, paper folding, cutting, and pasting, color work, drawings from objects, and whittling.

Fourth grade: Same subjects as third.

Fifth grade: Drawing, including shading, simplest laws of ornamentation, whittling simple models.

Sixth grade: Same subjects as fifth.

Seventh grade: Drawing, including shading and perspective, the use of saw, try-square, square, jack and smoothing planes, auger and bit, spokeshave, chisel, rasp, shaving knife, gauge, sloyd knives and gimlet, working drawings.

Eighth grade: Same as seventh, with addition of leading forms of historic ornament.

The value of the plant (tools) is about $250.

The effect of manual training has been to give added interest to the work; parents tell of mechanical things their children do, showing increased skill in constructive power. The high school and eighth grade now have more boys than girls, whereas before the opposite was true.

The effect has been altogether helpful. The community is apparently well satisfied of the utility of what is attempted.

St. Paul, Minn.

[From the Thirty-seventh Annual Report of the Board of School Inspectors, 1894–95.]

AN OUTLINE OF WORK IN MANUAL TRAINING FROM FOURTH GRADE TO HIGH SCHOOL.

Fourth grade.—Drawing: Use of drawing tools; extension and dimension lines; making free-hand and instrumental drawings of models constructed. Woodwork: Use of knife; cutting of straight line geometric designs, making articles useful in home, school, or play. Tools used: Knife, T square, 45° and 60°—30° triangles, 12-inch scale. Some of the models are (1) oblong, (2) octagonal mat, (3) key tag, (4) Greek and Maltese crosses, (5) kite string reel, (6) match strike, (7) blotter, (8) 6-inch rule, (9) hexagon, (10) 45° and 60°—30° triangles, (11) paper knife, (12) frame.

Fifth grade.—Drawings: Use of compasses, drawing and dimensioning an arc; free-hand and instrumental drawings of the problems to be executed in wood. Woodwork: Cutting convex and concave surfaces; finishing with sandpaper. Tools used: Knife, T square, 45° and 60°—30° triangles, 12-inch scale and compasses. Models made are (1) quatrefoil, (2) fish-line reel, (3) yarn winder, (4) pencil sharpener, (5) pen wiper, (6) calendar board, (7) keyboard, (8) match scratcher, (9) paper knife, (10) valise or key tag, (11) frame, (12) bracket.

Sixth grade.—Drawing: First principles of orthographic projection; use of two views to express the facts of a model; making working drawing of the simple geometric solids and of the assembled problems to be constructed. Woodwork: Geometric solids; free-hand modeling with the knife; making of useful articles having more than one piece to a problem; assembling of parts; use of hammer and brads. Tools used: Knife, hammer, try-square, gauge, T square, 45° and 60°—30° triangles, 12-inch scale and compasses. The models are (1) square prism, (2) cylinder, (3) sandpapering block, (4) pointer, (5) bracket, (6) easel, (7) pencil tray, (8) glove darner, (9) brush rack, (10 and 11) windmill.

Seventh grade.—Drawing: Free-hand working sketches and working drawings of all exercises to be made. Woodwork: Use of chisel; making models illustrating the application of the simple joints used in practical wood working. Tools used: Knife, chisels, backsaw, hammer, mallet, try-square, gauge, file, T square, 45° and 60°—30° triangles, 12-inch scale, compasses, and dividers. Models are (1) wedge, (2) bangle board, (3) toothbrush rack, (4) cross-lap joint, (5) match box, (6) inkstand, (7) book-stall, (8) T square and triangles.

Eighth grade.—Drawing: Working drawings, full size or to scale; working sketches of pieces of apparatus to be used in school work; theory of projection. Woodwork: Use of plane; making useful articles and pieces of scientific experimental apparatus. Tools used: Knife, chisels, planes, saw, hammer, mallet, try-square, gauge, file, T square, 45° and 60°—30° triangles, 12-inch scale, compasses, and dividers. Models made: (1) Ruler, (2) bill file, (3) box, (4) footstool, (5) box with partitions, (6) towel roller, (7) knife box.

For the schools having no chisels and planes to do the regular seventh and eighth grade work a series of exercises in chip carving has been laid out, the construction and ornamentation being of such a nature that it can be done with the regular sixth-grade equipment.

Some of the models that have been made in this series are (1) line cutting, (2) notches based on square, (3) notch pattern based on equilateral triangle, (4) flower-pot stand, (5) paper knife, (6) frame, (7) thermometer boards, (8) box, (9) knife, (10) blotter, (11) bread boards, (12) portfolio, (13) bookstall.

In the fourth and fifth grades the drawing gives but one view of the model.

In all grades a free-hand sketch is first made of the model, using as many views as is necessary to express the facts. The model is then analyzed step by step, and the dimensions thus obtained put on the sketch.

From the data of the sketch the accurate working drawing is made.

Courses of study for the mechanic arts high school.

FIRST YEAR—FIRST SEMESTER.

Boys.		Girls.		General.	
Algebra	5	Algebra	5	Algebra	5
Latin, German, or French	5	Latin, German, or French	5	Latin, German, or French	5
History and English	5	History and English	5	History and English	5
Joinery	5	Mechanical drawing	3	Joinery or drawing	5
Mechanical drawing	3	Free-hand drawing	2	Mechanical drawing	5
Free-hand drawing	2				

SECOND SEMESTER.

Algebra	5	Algebra	5	Algebra	5
Latin, German, or French	5	Latin, German, or French	5	Latin, German, or French	5
History and English	5	History and English	5	History and English	5
Turning	5	Mechanical drawing	3	Turning or drawing	5
Mechanical drawing	3	Free-hand drawing	2	Arithmetic	5
Free-hand drawing	2				

SECOND YEAR—FIRST SEMESTER.

Algebra	4	Algebra	4	Algebra	4
Latin, German, or French	5	Latin, German, or French	5	Latin, German, or French	5
History and English	6	History and English	6	History and English	6
Carving	5	Wood carving	5	Wood carving or drawing	5
Mechanical drawing	3	Mechanical drawing	3	Bookkeeping	5
Free-hand drawing	2	Free-hand drawing	2		

SECOND SEMESTER.

Geometry	4	Geometry	4	Geometry	4
Latin, German, or French	5	Latin, German, or French	5	Latin, German, or French	5
History and English	6	History and English	6	History and English	6
Cabinetmaking	5	Wood carving	5	Cabinetmaking, wood carving or drawing.	5
Mechanical drawing	3	Free-hand drawing	5	Bookkeeping	5
Free-hand drawing	2				

THIRD YEAR—FIRST SEMESTER.

Geometry	3	Geometry	3	Geometry	3
Latin, German, or French	5	Latin, German, or French	5	Latin, German, or French	5
Physics	5	Physics or botany	5	Physics or botany	5
Pattern making	5	Wood engraving	5	Pattern making, wood engraving, or drawing.	5
Mechanical drawing	2	Free-hand drawing	4	Civil government	4
Free-hand drawing	2	History and English	3	History and English	3
History and English	3				

SECOND SEMESTER.

Solid geometry	5	Solid geometry	5	Solid geometry	5
Latin, German, or French	4	Latin, German, or French	5	Latin, German, or French	4
Physics	5	Physics	5	Physics	5
Forge work	5	Modeling	5	Forge work, drawing or modeling.	4
Mechanical drawing	2	Free-hand drawing	3	Commercial law	5
Free-hand drawing	2	History and English	2	History and English	2
History and English	2				

FOURTH YEAR—FIRST SEMESTER.

Trigonometry	5	Latin, German, or French	5	Trigonometry	5
English literature	5	English literature	5	English literature	5
Chemistry	5	Chemistry or zoology	5	Chemistry or zoology	5
Machine shop	4	Modeling	4	Machine shop, or drawing, or modeling.	4
Mechanical drawing	2	Free-hand drawing	4	History	2
Free-hand drawing	2	History	2		
History	2				

SECOND SEMESTER.

United States history	5	United States history	5	United States history	5
English literature	5	English literature	5	English literature	5
Chemistry	5	Chemistry or botany	5	Chemistry or botany	5
Mechanical drawing	3	Free-hand drawing	5	Machine shop, drawing	5
Free-hand drawing	2				
Machine shop	5				

CAMDEN, N. J.

[Statement of Mr. Horatio Draper, supervisor of manual training.]

The central idea of this work with us is entirely an educational one as distinctive from technical or industrial, in the commercial sense.

In the eight grades of our grammar and primary schools (four grades to each) we have a course laid down in manual training that is obligatory on teachers and pupils. The aim and basis of this course is form study—stick and tablet laying, color work, drawing with the straightedge and pen from the object, paper cutting, paper folding, cardboard, etc., constructions, geometric designs made of colored papers.

Through the eight grades we use White's "New Course in Art Instruction."

In addition to the above, on the girls' side we require a course in plain sewing, based chiefly on Hapgood's "Sewing in the Schoolroom."

In the high school we have both young men and young women, ranging in age from 13 up to 17 years. We have a course of twenty-nine exercises in joinery for both sexes; a course in carving in wood with light tools, both sexes; a course in wood turning and pattern making—models and patterns of parts of steam engines, etc., anvils, tool handles, etc., for the young men only; a course in machine work—chipping, filing, scraping etc., young men only; a course in tin work—open cylinders, telescoping, plain seam and lap seam, cones, pyramids etc., and related forms, as cups, elbows, T joints, funnels, pans, etc., for young men only; a course in forging—drawing out, upsetting, welding, etc., for young men only.

We have a full course in drawing, from the object—orthographic, isometric, and scenic projections, free designs, in ink, charcoal, etc., the use of colored washes; the study of color—arranging, matching, etc. We make use of the color wheel, and use colored inks and colored paper of a fine grade.

Our wood-working class room is 41 feet long and 18 feet wide. It accommodates 24 pupils at one time, the classes rotating between the academic class rooms and the manual-training class rooms. It contains 12 double benches, each bench supplied with planes of four sizes (block, smooth, jack, and fore), a set of chisels one-fourth inch up to 1½ inch, a claw hammer, a screw-driver, a marking gauge, a 1-foot rule, a bench dog, and 1 12-inch backsaw.

In common 2 cross-cut saws, 2 ripsaws, 1 gluepot, 1½ dozen wooden cabinet-makers' clasps, 1½ dozen iron clamps of different sizes, 1 grindstone, run by a 5-horse power C. & C. motor; 2 Crown power wood lathes, and a Victor power scroll saw.

During the first year pupils are confined to the use of hand tools; they are not allowed to use the scrollsaw, miter box, or lathe. For carving we use Addis's sets of carving tools—12 tools to a box; each student is supplied.

Our metal working class room is about 41 by 18 feet. It contains 3 long, double benches for machine work, supplied with 24 Parker vises with brass clamp. Each student is supplied with a cap chisel, flat chisel, 12-inch steel straightedge, 1 6-inch steel scale, 1 4-inch graduated steel try-square, 1 steel scribe, 1 steel scraper, 1 pair 5-inch spring calipers, 1 pair combination dividers, 1 12-inch flat bastard file, 1 8-inch hand bastard file, 1 dustbrush, 1 tool rack, 1 center punch, 1 bolt peen, (1 pound), hammer; general tools; 6 surface plates, 6 scribe gauges, 6 steel 12-inch protractors, and 6 oil cans. These benches and tools accommodate 24 students.

For forging (the same room): Two 100-pound anvils, 2 Buffalo forges, 1 10-pound sledge, 2 pair close tongs, 2 pair hollow-bit tongs, 2 set hammers, 1 hardie, 1 grindstone (footpower), 1 truing device for same.

Tinsmithery (in the same room): One bench, 18 by 2 feet, accommodating 6 students at a time; 2 double iron gas furnaces, one-half dozen tinner's mallets, 4 hand grooving tools, 3 riveting hammers, 2 pair 6½-inch flat-nose pliers, one-half dozen 1½-pound soldering irons, 3 pair plain dividers, one-half dozen scratch awls, 2 rivet sets and headers, 2 pair tinner's straight shears, 1 pair tinner's crooked shears, raising hammers, 2 beakhorn stakes, 1 creasing stake, 1 square stake, 1 creasing swedge, 1 square-face swedge, 2 iron bench plates, 3 bottom stakes (1, 2, 3,) 1 hatchet blade, 1 hollow mandrel, 1 wire gauge, 2 pair round-nose pliers, 1 pair 5-inch cutting pliers, 2 pair 6-inch flat pliers, one-fourth dozen Chesterman's rules, 1 blow-horn stake, etc. We use box tin, solder, muriatic acid, and zinc. We find the exercise in tin work useful in bringing into play geometric developments and sections.

All exercises are constructed from drawings done by the students.

The drawing room accommodates 24 students; it contains 24 adjustable drawing desks, racks for 145 drawing boards (25 by 20 inches), 1 rack for clay boards (12 by 6 inches), clay and plaster of paris.

Manual training is kept up by the city and State—by special tax the city raises a certain amount, and the State appropriates a like amount, only in no case will the State appropriate more than $5,000; and the money from both city and State can be used for no other purpose than manual training.

Pupils, with us, are required to furnish for themselves a box of drawing instruments and from two to three aprons.

Manual training was started in Camden, February 4, 1891; from that time up to date our plant has cost us: Drawing, $719.90; modeling, $1,954.19; sewing, $1,234.75; metal work, $1,242.07; woodwork, $1,695.92; carving, $163.84.

During the year ending June 30, 1896, 129 students were taught the higher grades of drawing in the manual training high school; 4,898 males and 5,339 females were taught the various exercises in modeling (including drawing) in the eight grades of the district schools of the city, and 239 boys and 3,174 girls were taught sewing.

The cost of manual training for the city during the year, $7,603.98.

Fifty-one young men and 78 young women were taught joining and carving in the manual training high school; 51 young men were taught metal work, including forging and tinsmithing, in the manual training high school.

In sewing there is 1 lesson per week, of 60 minutes; in modeling two lessons per week, of 45 minutes each. By modeling we understand all construction work, of paper, cutting, etc., including color work; we have no clay work in the district schools.

In the manual training high school two to four lessons per week, of 45 minutes each, in shop work.

In drawing there are 4 lessons per week, of 45 minutes each.

Since the introduction of manual training I have noticed a greater interest among parents in all school work; that we keep a certain class in school longer, and educate a certain element, at least, in accuracy, neatness, etc., that seemed beyond our reach under the old methods. By the manual exercises we awaken an interest in and get a hold on this element. Once having roused an interest in the pupil the skillful teacher can and does carry that interest over to the ordinary class-room work. The number of discipline cases is fewer, and the degree of offense less.

MONTCLAIR, N. J.

[Statement of Randall Spaulding, city superintendent.]

The object in all instruction in this department is disciplinary. It is not our aim to teach any trade, but simply to train the hand and the eye coordinately, and, through them, the mental faculties. We have no objection to teaching useful arts, but utility, in a commercial sense, is not our chief aim. Manual training is obligatory with all pupils of both sexes and in all grades until the high school is reached.

The work is a part of our public school course for which, of course, no tuition is charged. Manual training in New Jersey is subsidized by the State, the State giving to the town each year a sum to be devoted to manual training, a sum equal to that which is raised for the same purpose by the town itself. The town in order to avail itself of the State subsidy must raise at least $500, while $5,000 is the maximum that can be received from the State.

In the sixth to ninth grades inclusive, instruction is given by special teachers and in rooms suitably furnished for the purpose.

We have two buildings. One is a one-story building about 25 by 50 feet and is used for carpenter work, wood-carving, lathe-work in wood and metal, and vise-work. About twenty-eight sets of carpenter tools are provided and an equal number of sets of wood-carving tools. Five wood lathes are furnished and the same number of metal lathes for turning, respectively, wood and metal; also a suitable number of vises.

Our other building is of two stories. The first story includes (*a*) room for cooking and demonstration, (*b*) scullery, (*c*) dining-room. The second floor is devoted to advanced work in clay modeling and is suitably fitted up with closets, tables, and modeling tools.

Value of plant, $8,000; annual expense of maintenance, $5,000.

Interest and proficiency in other studies are, so far as I can judge, secured in quite as high degree as before the introduction of manual training. Students in certain branches, especially those that require the use of apparatus, derive a marked advantage from their previous training of the hand and eye. I have no statistics concerning the effect of manual training upon the length of school life. I believe that the effect is not very marked in our town. The town is exclusively residential and a very large proportion of the pupils enter the high school. I have no statistics to prove it, but I hold the impression strongly that manual training has had the effect of turning many of our boys into such institutions as Stevens Institute and Columbia School of Mines; that is, into schools of engineering.

NEW YORK, N. Y.

[Statement of Mr. John Jasper, city superintendent.]

The central idea in the manual training instruction is purely educational and it is applied as far as possible from the lowest primary to the highest grammar grade.

"Manual training schools" here are not schools devoted solely to manual instruction or training, but they are schools having the full course of instruction, including not only subjects in which the hand is trained, but every other branch taught in the regular schools. They are maintained in the same way in which the ordinary schools are maintained, and no special charge is made for tuition therein. Following is the course of study in detail:

MANUAL TRAINING COURSE OF STUDY PRESCRIBED FOR PRIMARY SCHOOLS.

SIXTH GRADE.

Language lessons.—Reading familiar words, phrases, and simple sentences (from blackboard, charts, etc.); spelling familiar words from dictation; lessons on the obvious parts and common use of familiar objects; also on common colors.

Form and drawing.—Form: Sphere, cube, square, oblong; position of straight lines, vertical, horizontal, oblique; angles, right, acute, obtuse; surface, face, edge. Drawing: Straight lines; vertical, horizontal, oblique; letters composed of straight lines; angles, right, acute, obtuse; representing (with straight lines) positions of strings, sticks, and edges; square and oblong faces of solids; squares and oblongs from stick laying.

Writing.—Short words (from copies on blackboard or chart).

Number.—Counting by ones to 100, by twos and threes to 30; also, counting backward by ones from 10; adding by ones, twos, and threes mingled, to 20; numbers to be read to 100 and written to 30.

Vocal music.—Simple exercises in singing to train the pupils in the use of musical sounds.

FIFTH GRADE.

Language lessons.—Reading from the blackboard, charts, and a first reader; the meaning of phrases and selected words to be associated with their use in the sentences read; spelling words selected from the reading lessons; also, other familiar words; lessons on the obvious parts and uses of familiar objects, and on common colors, continued.

Form and drawing.—Form: Cylinder, square, prism, hemisphere, circle, semicircle, triangle; curved surface, curved face, curved edge, curved line, measured lengths (inches). Drawing: Angles, right, acute, obtuse; triangles; square and oblong faces of solids; curved and straight lines combined; circles and semicircles, by free-hand movements; divide lines into equal parts; draw inch lengths.

Writing.—Short words (from copy).

Number.—Counting by threes, fours, and fives to 50; adding by twos, threes, fours, and fives to 30 (on the blackboard and the slate); subtracting, by splints, etc., from numbers below 20; multiplying two by the numbers below six; numbers to be read at sight from the blackboard, and to be written through three places; roman numbers through XII; also, their use on the clock face.

Vocal music.—Continued as in sixth grade, with two or three simple songs, and the scale by rote; represent steps of the scale, and give simple ideas of time.

FOURTH GRADE.

Language lessons.—Reading through a first reader, or in an easy second reader; the meaning of phrases and selected words from the sentences which have been read; spelling words selected from the reading lessons, and other familiar words; lessons on familiar objects continued, with obvious qualities added; also, on color.

Form and drawing.—Form: Triangular prism, rhomb, rhomboid; right, acute, and obtuse-angled triangles; faces, plane, curved; circle, circumference, diameter; square, diameter, diagonal. Drawing: Square, rhomb, oblong, rhomboid; three kinds of triangles; squares drawn in group, to represent surface of a cube; oblongs and squares in group, to represent surface of a square prism; circle with diameter; squares with diameters and with diagonals; parallel lines; front and end of square and of oblong boxes; groups of circles.

Writing.—Short sentences (from copy).

Arithmetic.—Numeration and notation through six places; adding single columns of seven figures, including 6, 7, 8, and 9; also orally, by sixes, sevens, eights, nines, and tens; subtracting threes, fours, fives, and sixes from numbers below 20; multiplying two by numbers below 11; simple practical questions; Roman numbers to include L.

Vocal music.—Instruction as in fifth grade continued, with additional songs by rote.

THIRD GRADE.

Language lessons.—Reading in a second reader; the meaning of phrases and selected words which have been read; spelling words selected from reading lessons, and other familiar words (orally and in writing); lessons on familiar objects continued.

Form and drawing.—Form, cone, base, vertex; pyramid, square, triangular; equilateral triangle; squares on diameters, on diagonals; concentric squares. Drawing, cylinder, cone oblong, triangle with two equal sides; faces of a solid, in group; circles, diameters; parallel lines; squares on diameters and on diagonals, add curved lines symmetrically arranged; two adjacent faces of a solid; common objects, window, door, groups of tablets.

Writing.—Sentences continued; short words without capitals.

Sewing.—Threading of needle; use of thimble; over-handing.

Arithmetic.—Addition, three columns of ten figures (including examples with concrete numbers); simple practical questions in addition and subtraction (to be worked without slate and pencil); multiplication table through six times twelve; Roman numbers to include D.

Vocal music.—Instruction continued, with the use of staff, clef, notes of different length, time, etc.

SECOND GRADE.

Language lessons.—Reading through second reader; the meaning of phrases and selected words which have been read; spelling as in previous grade; lessons on familiar objects continued.

Form and drawing.—Form ellipsoid, ovoid; vase; ellipse, oval; quadrant, radius, arc; octagon, hexagon, pentagon. Drawing, ellipse, oval; vase form, reversed curve; quadrant, radius, arc; octagon, hexagon, pentagon; crosses, Latin, Greek, Maltese, St. Andrew's; circles on half diameters and half diagonals of squares; objects—pitcher, teapot, etc.; ornamental groups of tablets.

Writing.—Sentences continued, with all the capitals.

Sewing.—Hemming; seam sewing; overcasting.

Arithmetic.—Addition, subtraction, and multiplication (multipliers not to exceed 12), with practical examples; multiplication table completed; Roman numbers to number of the year; tables, Federal money, time, liquid measure, and dry measure.

Vocal music.—Instruction continued as in previous grade; singing notes in groups, pupils to beat time.

FIRST GRADE.

Language lessons.—Reading of the grade of an easy third reader; the meaning of phrases and selected words which have been read; spelling as in the previous grade; lessons on objects, as in the previous grades, with more complete descriptions.

Geography.—Without text-book; points of the compass; location and direction of familiar places; elementary terms; shape of the earth, and situation of the principal bodies of land and of water, on globe and on map.

Form and drawing.—Form, construction of forms of regular solids by drawing, cutting, folding, and pasting paper, etc.; construction in clay from drawings—steps of stairs, slate frame, concentric squares, etc.; representation of islands, etc., with clay. Drawing, circular faces, seen directly and obliquely; objects, oil can, ash can, tea canister, street lamp, kite, etc.; tablets arranged as borders and other ornaments. Draw, as maps, the clay representations of islands, etc.

Writing.—Brief description of familiar objects; words with capitals. During the latter half of this grade one lesson each week to be written from dictation.

Sewing.—Seams, backstitching, and stitching; plain fells; bias fells.

Arithmetic.—Numeration and notation through nine places; addition and subtraction continued; multiplicand not exceeding six figures, multiplier not exceeding four figures; division, divisor not exceeding 12; practical examples in the several rules; tables, long measure, avoirdupois weight, and miscellaneous table, with review of previous grade; simple, practical questions.

Vocal music.—Instruction continued as in second grade; teach the singing of simple tunes in the natural scale by numerals, syllables, letters, la, la, la, and by appropriate words.

MANUAL TRAINING COURSE OF STUDY PRESCRIBED FOR GRAMMAR SCHOOLS.

EIGHTH GRADE.

Language lessons.—Reading of the grade of a third reader; oral lessons on the qualities and uses of familiar objects, such as articles of clothing, food, material for building, etc.; compositions; spelling, meaning, and use of words, chiefly from the lessons of the reading book and from the oral lessons of the grade; also, selected miscellaneous words in general use, at least 100 in number, to be taught chiefly by writing them separately and in short sentences from dictation.

Geography.—The world, from globes and outline maps.

Arithmetic.—Through the simple rules and Federal money, with practical examples; selected tables of weights and measures, with simple, practical applications.

Penmanship.—Words with capitals.

Form and drawing.—Drawing (free-hand) semicircles; arrangement of simple and compound curves; simple historic borders, symmetrical arrangements of cordate leaves; simple objects from nature; maps; (mechanical) use of instruments; applications of simple, practical problems of geometry; patterns formed from intersecting parallel lines, surface patterns, hexagonal and octagonal; parallel lines as used for shading. Cutting and modeling from drawn work.

Sewing.—Review hems and bias fells; French seams; gathering.

SEVENTH GRADE.

Language lessons.—Reading of the grade of a third reader (a different book from that used in the eighth grade); oral lessons on animals; compositions; spelling, meaning, and use of words, as before—at least 100 additional words, and review of those previously taught.

Geography.—Western Hemisphere in outline, together with review of preceding grade without text-book.

Arithmetic.—Through subtraction of common fractions, with practical examples; selected tables of weights and measures, as before.

Penmanship.—Words and phrases.

Form and drawing.—Drawing (free-hand) circles; borders, two different units to be used in each; symmetrical arrangement of hastate leaves; simple objects, from nature; maps; (mechanical) applications of simple practical problems of geometry; straight lines, "dotted," etc.; door with panels and window with panes, from measurements made in class; running patterns from circles and arcs; trefoil in triangle. Cutting and modeling from drawn work.

Sewing.—Buttonholes; sewing on buttons; patching.

SIXTH GRADE.

Language lessons.—Reading of the grade of an easy fourth reader; oral lessons on plants; compositions; spelling, meaning, and use of words, as before—at least 100 additional words, and review of all previously taught; easy exercises in suffixes.

Geography.—Eastern Hemisphere in outline, together with review of preceding grade, without text-book.

Arithmetic.—Common fractions completed, with practical examples; selected tables of weights and measures, as before.

Penmanship.—Phrases and sentences.

Form and drawing.—Drawing (free-hand) ellipses, ovals; vases; original designs with leaf and flower; simple objects, from nature; maps; (mechanical) applications of simple practical problems of geometry; table, etc., from measurements made in the class; arches, by arcs of circles; quatrefoil in circle; designs (ornate), circle and contents; window, pointed arch. Cutting and modeling from drawn work.

Sewing.—Herring-bone stitch and flannel patching; darning stockings, darning tears and cuts.

FIFTH GRADE.

Language lessons.—Reading of the grade of a fourth reader; oral lessons on the human body; compositions; spelling, meaning, and use of words, as before—at least 100 additional words, and review of all previously taught; exercises in prefixes and suffixes.

History of the United States.—A brief general outline without text-book.

Geography.—Western Hemisphere in detail, with special attention to the United States, together with a review of preceding grade.

Arithmetic.—Decimals, with practical examples in common and decimal fractions; reduction, ascending and descending, of integral denominate numbers.

Penmanship.—Phrases and sentences.

Form and drawing.—Drawing (free-hand), regular pentagon; Greek vase with perspective effect; Egyptian and Greek borders; flowers and trilobate leaves in original designs; maps; elevations, plans, and other views of cubes, prisms, cylinders, and cones; (mechanical) simple graphic solutions of selected geometrical theorems, elevations, etc., already drawn free-hand; drawing required for shopwork. Modeling, relief maps, shopwork, use of tools, knife, and jack plane; making joints, butt, butt miter, lap, etc.

Sewing.—Review all previous work; tucking, gussets.

FOURTH GRADE.

Language lessons.—Reading of the grade of a fourth reader (a different book from that of the fifth and the sixth grade) and in supplementary reader upon the subjects of the oral lessons of this or previous grades; oral lessons on common minerals and metals; compositions; spelling, meaning, and use of words, as before—at least 100 additional words, and review of all previously taught; exercises in prefixes and suffixes continued; English grammar (without text-book), the construction of sentences, with a view to develop a knowledge of the parts of speech and to illustrate the terms subject, predicate, and object.

History of the United States.—Outline with greater detail, without text-book.

Geography.—Eastern Hemisphere in detail, with special attention to Europe, together with review of preceding grade.

Arithmetic.—Denominate numbers completed, with practical examples.

Penmanship.—Practice in large and small writing.

Form and drawing.—Drawing (free-hand), the spiral; flowers and lobed leaves in original designs; mediæval and moresque ornaments; ornamental vases; maps; working sketches of tools and joints; sections of solids; (mechanical) simple graphic solutions of selected geometrical theorems continued; working drawings for shopwork. Modeling, relief maps.

Shopwork.—Use of tools; add crosscut saw, hammer and nails, and chisel; making joints, etc.

Sewing.—Measuring, cutting paper patterns, and fitting.

THIRD GRADE.

Language lessons.—Reading in supplementary reader upon subjects of the oral lessons in this or in previous grades; oral lessons on the simple facts of natural philosophy; compositions; spelling, meaning, and use of words, as before; exercises in the formation of derivative words; English grammar (without text-book) continued.

History of the United States.—Through the Revolutionary war; class reading in text-book and in historical supplementary reader. No home lessons to be given.

Geography.—General review, with special attention to the United States and Europe. Supplementary reading in geography.

Arithmetic.—Percentage, its application to ordinary business transactions which do not involve the consideration of time.

Penmanship.—Practice in different styles; letter writing.

Form and drawing.—Drawing (free-hand), historic vase, decorated; original pottery form, decorated; historic ornaments; original surface covering, not less than two different units to be used; original circular border; maps; working sketches for shop work; (mechanical) simple graphic solutions of selected geometrical theorems continued; working drawings for shop work. Modeling, relief maps; simple forms for carving. Shop work, use of tools, add gouge, ripsaw, centerbit, and hand screws; cutting moldings, etc.; making joints, lap scarf, and miter.

Cooking.—Materials of the human body; tissues, waste of; repair of. Digestibility, cooking solid materials to prepare them for digestion. Nutritiveness, nutritive values of foods; palatability. Food elements, groups of, mineral; starch and sugar; fats; albuminoids. Related facts, physical and chemical; kinds of fuel; effects of heat on water, boiling points; temperatures of flames; physical effects of heat on albumen, on starch; on gluten, etc.; proper temperatures for various purposes; chemical effects of overheating; principle and action of yeast powders; of leaven; of yeast; important function of the sugar in flour. Utensils, their selection, use, and preservation. Purchasing food, discrimination as to wholesome and unwholesome; choice of parts. The "germ theory" applied to foods.

Practical exercises in cooking involving simple applications of facts and principles taught.

SECOND GRADE.

Language lessons.—Reading, supplementary, as before; oral lessons on the simple facts relating to air, water, light, heat, and sound; compositions; spelling, meaning, and use of words, as before; exercises in the formation of derivative words continued; English grammar, the construction of compound and complex sentences, with the view of teaching propriety of expression.

History of the United States.—Completed, with very brief outline of Federal, State, and municipal government; instruction as in third grade.

Arithmetic.—Interest and discount; simple proportion.

Penmanship.—Paragraphs; business forms, such as bills, receipts, drafts, etc.; letter writing continued.

Form and drawing.—Drawing (free-hand) original designs for industrial purposes; from the model—cube, square prism, square pyramid, cylinder, and cone; working sketches for shop work; (mechanical) working drawings for shop work. Modeling, simple forms for carving. Shop work, joints, dovetail, mortise.

Cooking.—As in third grade.

FIRST GRADE—FIRST YEAR.

(*a*) For those desiring to enter the city or the normal college.

English.—Six hours per week. Reading: Standard authors, including poetry and fiction. Elocution: Selections of from 15 to 25 lines to be memorized and recited or declaimed, each pupil to deliver at least six selections during the year. Words: Meaning, use, and spelling. Compositions: Including letter writing, at least once each week. Grammar: Analysis of simple, complex, and compound sentences continued. One exercise each week to be the criticism and correction of composition.

Arithmetic.—(Written and mental) four hours per week. A review of the business arithmetic of the preceding grades; also, exchange, equation of payments, averaging accounts, partnership, mensuration, and square and cube roots.

Penmanship.—One hour per week; paragraphs, business forms, letter writing, and business correspondence continued. One exercise each week to be the writing of compositions. Writing from dictation.

History of the United States.—One hour per week; historical supplementary readers.

Geography.—One hour per week; geographical supplementary readers.

Form and drawing.—One hour per week; (drawing free-hand) original designs for industrial purposes; historic ornaments; from the model—prism (hexagonal and octagonal); groups of solids; working sketches for shop work. Mechanical: Working drawings for shop work.

The remaining time per week to be distributed at the discretion of the principal.

(*b*) For those not desiring to enter either of the colleges.

English.—Eight hours per week. Reading: The later American and English standard authors in prose and verse, with short biographical sketches of the more important ones. Elocution: As in subdivision (*a*). Words: As in subdivision (*a*); synonyms, the discrimination of 40 sets whose meanings are frequently confused. Compositions: As in subdivision (*a*), with business correspondence. Grammar: Analysis and synthesis of sentences; the laws of syntax in connection with the criticism and correction of compositions.

Arithmetic.—Two hours per week; as in subdivision (*a*).

Bookkeeping.—One hour per week; details as prescribed by the committee on course of study. Commercial terms, business forms, and statements derived from trial balances.

Geometry.—Three hours per week; Hill's, two books.

Civics.—One hour per week; Dole's (by reading and talks).

Commercial geography.—One hour per week; Tilden's Commercial Geography, complete, excepting footnotes.

History of the United States.—One hour per week; by use of supplementary historical readers.

Drawing.—Two hours per week, as in subdivision (*a*); also, mechanical—elements of architectural drawing.

FIRST GRADE—SECOND YEAR.—SUPPLEMENTARY COURSE.

For those not desiring to enter either of the colleges.

English.—Eight hours per week. Reading: Earlier English authors (seventeenth century) in prose and verse, with short biographical sketches of the more important ones. Elocution: As in subdivision (*a*). Compositions: As before, and including critical essays on books read at home. Words: As before. Grammar: In connection with the reading and compositions, with study of style.

Bookkeeping.—Two hours per week; details as prescribed by committee on course of study.

Geometry.—Three hours per week; Hill's Plane Geometry completed.

Physics.—Two hours per week; Shaw's.

History, general.—One hour per week (text-books).

Phonography.—Two hours per week; details as prescribed by committee on course of study.

Drawing.—Two hours per week. Free-hand and mechanical, continued.

German or French.—Two hours per week. Begun or continued.

To show more readily the extent to which this course of study is pursued in our system, and also the distribution of the pupils through the several grades, I submit the following statement: The course is now pursued in 43 different schools or departments, namely, 7 grammar departments for males, 8 for females, and 3 for both sexes; also in 25 primary schools and departments. One primary department gives instruction to girls alone; in the remaining 24 primary schools and departments instruction is given to both sexes.

The following table shows the number of pupils in the several grades:

Grades.	Grammar grades.						Primary grades.			
	Males.			Females.						
	Number.	Average age.		Number.	Average age.		Males.	Females.	Age. *a*	
		Yrs.	*mos.*		*Yrs.*	*mos.*			*Yrs.*	*mos.*
First grade	475	14	8	532	15	0	935	990	10	8
Second grade	377	14	0	424	14	1	1,175	1,159	10	0
Third grade	448	13	6	498	13	8	1,181	1,169	9	4
Fourth grade	525	13	1	613	13	2	1,334	1,490	8	7
Fifth grade	704	12	8	685	12	8	1,360	1,314	7	9
Sixth grade	834	12	3	884	12	3	2,295	2,347	6	8
Seventh grade	952	12	0	963	11	9	*b* 44	*b* 62	5	7
Eighth grade	1,230	11	2	1,332	11	2	....	....	....	
Total	5,545	....		5,931	....		8,324	8,531	....	

a The ages of the males and females are averaged together.
b The seventh is a kindergarten grade.

On December 31, 1895, the number engaged in the several subjects more particularly relating to a manual training course were as follows: Free-hand drawing, taught in all the primary grades (7) and grammar grades (8), 28,331; mechanical drawing, taught in all the grammar grades, 11,476; cutting from drawn work, taught in the highest primary and the lowest three grammar grades, 8,120; clay modeling, taught in the highest primary grades and in all the grammar grades except the highest, 12,394; sewing, taught to all female pupils in the highest three primary grades and the lowest five grammar grades, 7,695; shopwork (in wood), taught to all male pupils in the highest five grammar grades, 2,529; cooking, taught to all female pupils in the second and third grammar grades, 922; carving (wood), taught to all male pupils in the second and third grammar grades, 825.

It should be stated, for the clearer understanding of the course, that clay is used in form study by all the primary children excepting those in the first and seventh grades; that is, by 14,920 children. Also, the folding and cutting of paper are employed in the study of form and design.

In noting the grades, please to keep in mind the fact that, with the exception of the highest grammar grade, the terms are half-yearly. The highest grade in each class of schools is called the first.

The school buildings are similar to those in which the regular course of study is pursued, excepting only provision is made for a shop or kitchen, or both, and, in some few cases, for a room specially fitted up for clay work.

The manner of keeping the accounts will not permit us to give definite information as to cost and annual expense. The purpose of the board is not to separate the manual-training element from but to make it an integral part of the educational plan.

We have no means of knowing the occupations of former pupils after leaving school.

Cleveland, Ohio.

[Statement of W. E. Roberts, supervisor of manual training.]

The fundamental idea in our manual training work is that it is a part of general education and not special training, and that its value in public-school work lies in its contribution to mental development as a result of hand and eye training. That our manual training high schools give excellent preparation for higher technical school courses is simply incidental, as is also the industrial side of the question.

Manual training is obligatory in the first six years of school and optional in the two highest grammar grades and the high schools.

The work is entirely under the direction of the board of education, as a part of regular school work, and a special tax levy is provided by State law for its support.

No charges are made for tuition. Below the high school all supplies are provided for pupils free of charge. In the high school a charge of $5 per year is made for materials used.

The course of study covers eleven years, beginning with the first year in school and ending with the third year of the high school.

In the first four or primary years the manual training work is based upon the study of form by means of clay modeling, paper folding, stick laying, outlining with needle, paper and cardboard construction work, and drawing, color and arrangement being taught incidentally.

In these four grades about 32,000 children receive manual instruction, boys and girls working together. The average ages of children in these four grades are 6.6, 8, 9.2, and 10.5 years, respectively.

In the fifth, sixth, and seventh years different lines of work are provided for boys and girls. A course in knife work, requiring the use of the simplest tools—the knife, rule, try-square, compass, and pencil—is provided for boys, and a course in sewing for girls. In the eighth year bench work is given to boys and cooking to girls. The work of the seventh year is not yet fully developed and in most cases seventh-year pupils have had bench work and cooking.

At present, means are insufficient to extend manual training privileges to all pupils of the four grammar grades. About 2,400 now receive instruction in the fifth and sixth years and about 1,200 in the seventh and eighth years. The average ages of these grades are 11.5, 12.5, 13.2, and 14 years, respectively.

We have two high manual training schools. In one of these the work is taken by high-school pupils in addition to the work of a high-school course, and in the other as a part of a high-school course, in which the manual work counts as a study, or may also be taken as additional work by pupils in any course.

The work for boys consists of wood joinery, wood turning, and pattern making the first year, forging and chipping and filing the second year, and machine-tool work the third year, with free-hand and mechanical drawing throughout the course. For the girls, wood joinery the first year, wood turning and clay modeling and plaster casting the second year, and wood carving and a final project involving the ideas of the entire course the third year, with drawing each year.

The high-school work is taught to about 300 pupils of from 14 to 18 years of age. All of the work is under the general direction of a supervisor, and an assistant who has charge of the work in the four primary grades and the sewing in the fifth, sixth, and seventh years. All of the instruction below the seventh grade, or seventh year, is given by the regular room teachers, under the direction of the supervisors.

For the seventh and eighth grades two special teachers of woodwork and two teachers of cooking are employed, and for the high schools a principal and six assistants, the supervisor acting as principal of one of the schools. The time devoted to manual training varies from one-half hour per week in the first grade to one and one-half hours per week in the eighth grade and seven and one-half hours per week in the high school.

For the seventh and eighth grades four special rooms are provided, two for woodwork and two for cooking, to which pupils go from adjacent school buildings. The woodworking rooms are each arranged with small benches, sets of simple woodworking tools, cupboards, etc., for 20 pupils to work at one time, and the cooking rooms each with tables, dishes, ranges, cupboards, etc., for the same number of pupils.

The Central Manual Training School for high-school pupils, erected in 1893–94, is a two-story building with basement, of neat and appropriate design, built especially for manual training work. The basement is occupied by the boiler and engine and forge shop, arranged for 20 pupils to work together. On the first floor are the offices, wood-turning rooms, with benches and lathes for 24 pupils, and the machine shop, which is not yet complete in all its details, but which is to have an equipment in proportion to that of the other departments. The second floor is occupied by the wood-joinery room, with benches and tools for 24 pupils, and two drawing-rooms.

The West Manual Training School occupies the building formerly used for the West high school, remodeled to meet, as far as possible, the needs of a manual training school. The equipment is very similar to that of the Central school, though less expensive, and is arranged on a basis of 16 pupils working in a department at one time.

In all of the manual training work all tools and materials are provided for the pupils, except that high-school pupils are required to furnish their own drawing instruments.

It is at present impossible to give very accurate estimates of the value of equipments and buildings. For the four primary grades the permanent equipment is small, not exceeding an average value of $10 per building or $450 in all. This would include the scissors used in the sewing work of the grammar grades. The knife-work equipments of the fifth, sixth, and seventh grades cost about $40 per building, or about $320 for the work now in operation. The present equipment of the two eighth grade wood-working rooms cost $300 each, and of each of the cooking rooms

$240, making a total of $1,400 for equipment of grammar grade work. The Central Manual Training building cost about $27,000. An estimate of the cost of equipment can not be given. The equipment of the West Manual Training School cost about $6,000.

The annual cost of supplies—clay, paper, paste, etc.—for the work of the four primary grades, as at present conducted, is about 2 cents per pupil. For the knifework and sewing of the grammar grades, supplies cost about 5½ cents per pupil per year, and for the grammar grade bench work and cooking about 30 cents per pupil. No estimate of high-school supplies that would be of value can be given.

Our manual training work is so new in the lower grades that but little systematic information has been collected as to its effect upon other school studies. Teachers are finding it a means of gaining the attention of classes not in this work alone, but that its influence in this direction is extended to other school work. Many instances are noted of pupils whose interest in school has begun with manual training and has been extended through its means to other lines of work. A point of particular interest noted is the power of pupils in advanced work who have had a year's training to think and act clearly and decisively for themselves and to anticipate and describe the steps in a process.

In connection with the high-school work there have been better opportunities for observation, and more definite statements can be made. It is certainly safe to assert that in general the influence of manual training upon other school work is good, and in a large number of particular cases that have been observed the final and successful completion of school work was due to manual training. Many have continued in high school until the manual training work was completed who would otherwise have stopped with or before the completion of the first year, and some have been led by its means to complete the high-school course and go on to higher education.

As yet it is difficult to judge much of the influence upon the occupations of former graduates. Of those that it has been possible to follow, a very large per cent are now in classical or technical colleges. Of those remaining all, so far as is at present known, are filling positions principally in mechanical work.

COURSE IN MANUAL TRAINING.

First Grade.

FIRST TERM.

Stick laying.—(1) Outline parallelogram, horizontal, size of desk, length of desk, half the width; vertical, width of desk, for height; 1 inch, 2 inches, etc., wide, oblique; upper left-hand corner to lower right, 1 inch, 2 inches, etc., wide; vary sizes; make outline of doors, windows, etc.; (2) to lay lines of different lengths, as directed.

NOTE.—Keep in harmony with arithmetic assignment.

Follow first three points of assignment in drawing; outlining with needle.

Modeling.—(1) Use wooden model of sphere. Each child may have a smaller sphere, as a marble; discover its properties; give its name; give name of surface, round surface. (2) Each child model a sphere of clay; (3) change model as directed, so as to make apple, melon, etc.; (4) model small spheres to harmonize with lessons taught on fruits.

Tablets.—(1) Pupils select circular tablets; give name, circle; (2) arrange on desks or paste on paper, as directed.

Sewing.—(1) Outline circle; (2) Outline spherical objects, as pattern directs, as bunch of cherries, apple, etc.

NOTE.—In a similar way work with a hemisphere.

SECOND TERM.

Study of the cube. Use solid form as in first term.

Modeling.—(1) Children model cube from sphere; (2) observe that each face of cube is a square; (3) model cubical forms, as a lump of sugar, etc.

Stick laying.—(1) Lay squares of given dimensions, as directed.

Tablets.—Lay square tablets as directed, spacing equally, corner to corner, etc.; (2) combine square with circular tablets, as directed.

Paper folding.—(1) Fold one square into halves; into fourths; (2) horizontal, vertical.

Sewing.—(1) Outline one square; bisect it; divide into quarters, etc., as directed.

NOTE.—Keep in line with number work.

THIRD TERM.

Modeling.—(1) Outline forms of roots, leaves, and simple flowers in the flat.
Stick laying.—(2) Outline forms of leaves, using leaves from nature as patterns.
Sewing.—(1) Outline form of roots, leaves, and flowers, as directed.
NOTE.—Teachers will use their discretion about pupils modeling stories in language work in flat relief, as story from Hiawatha, Little People of the Snow.

SECOND GRADE.

FIRST TERM.

Paper folding.—(1) The square. Fold once: fold each of these parts once. Horizontal; vertical; observe results, horizontal or vertical lines, parallel, parallelograms. Compare size. (2) Fold in several folds as directed vertically, then horizontally. Observe results. (3) Fold lower left corner to meet upper right. Result. Fold in opposite direction. Observe result, etc.
Paper cutting.—Pupils may cut through the lines made by folding.
Pasting.—These forms may be pasted to make patterns as directed.

SECOND TERM.

The circle treated as the square. (See first term.)
Folding and cutting.—Triangles, cut from folding square, name, angles.
Pasting.—(1) Arrange triangles as directed to make pattern. (2) Combine squares and triangles to form patterns as directed. (3) Combine circles and triangles.

THIRD TERM.

Drawing and cutting.—Front view of objects, as tables, etc., may be drawn and cut.
Pasting.—These front views when cut may be pasted at discretion of teacher.
Building cubical box.—Squares cut for faces: narrow rectangles cut for binding; sewed to form box.

THIRD GRADE.

FIRST TERM.

The cylinder: Use the solid, as sphere and cube were used. (See first year.) Discover properties; learn name.
Folding.—(1) Make paper cylinder, fold square as directed, paste. (2) Make half cylinder.
Construction.—Make shallow box, cylindrical form.
Square prism.—Use the solid. Give name. Compare with cube.
Folding.—Pupils may make square prism by folding, cutting, and pasting as directed.
Construction.—Build boxes of pasteboard, cylindrical or form of square prism by folding, cutting, sewing, or pasting as directed.
Equilateral triangular prism.—Use methods preceding, folding; cutting; sewing; or pasting. Construction.

SECOND TERM.

The cone. Give the form. Give name.
Folding.—Fold square and cut as directed.
Construction.—Make paper cone.
The truncated cone.—Fold, cut, sew or paste. Many pretty and useful objects may be constructed from this form.
Ellipse.—Use the form. Fold, draw, cut. Result, ellipse.
Tablet laying.—Pupils may cut their own tablets; arrange as directed; combine with circle, etc. Many pleasing patterns may be made; pasted at discretion of teacher.
Vase form.—Folding and cutting. Fold square as directed. Cut as directed. This form may be varied in many ways to give pleasing results.

THIRD TERM.

The cross.—By folding and cutting as directed, various forms of crosses may be made. These may be cut from bright colored papers and pasted on neutral tint, at discretion of teacher.
Varieties of forms.—Teacher may use discretion in choice of forms cut, and of objects constructed.
Sewing.—Instruction in threading needle, making knot in thread. Give a few exercises in sewing on buttons; spacing evenly.

FOURTH GRADE.

FIRST TERM.

The square pyramid.—Use type solid. (See previous assignment.) Discover form of sides; of base.

Folding.—As directed fold and cut all the triangles at once.

Sewing or pasting.—Complete form of pyramid. Vary dimensions: fold, cut, construct.

Truncated pyramid.—(See truncated cone, third year. Teacher should use opportunities for constructing as many articles as possible from this form.

Equilateral triangular pyramid.—Follow directions preceding.

Tablet laying.—Pupils may now cut their own tablets, using triangle principally. But other forms previously learned may be combined to give pleasing variety. Paste on neutral ground.

SECOND AND THIRD TERMS.

Construction work in cardboard. (*Boys.*)—(1) Objects made by means of laps based on type forms as directed.

NOTE.—If the work of the previous years has been well done, the work of these terms will afford much satisfaction to the pupils.

Sewing. (*Girls.*)—(1) Instruction in the use of thimble and scissors, manner of preparing work, of holding work. (2) Stitches taught: Basting, overcasting, oversewing, running, hemming, outlining, buttonhole stitch. (Buttonholes at discretion of teacher.) (3) Preliminary work. Use colored paper with white thread, or colored thread with white paper, to teach stitches, when necessary. (4) Fold paper for hemming. (5) Sewing on cloth. Material to be brought from home; only such work attempted as requires kind of stitches mentioned above.

Each girl may make herself a sewing bag in this year; time at discretion of teacher.

NOTE.—Teacher should from the first insist on neatness of work.

FIFTH GRADE.

Woodwork.—Surface forms involving two dimensions only. Tools: Rule, square, gauge, compass, pencil, and knife. Material: Pine, one-eighth and three-sixteenths inch thick.

Exercises: Laying out work; use of rule, square, gauge, compass, and pencil. Cutting: Use of knife; straight, end, oblique, convex, and concave cutting.

Drawing: Construction of geometrical figures upon which the models are based and working drawings of the models.

Models: (1) Ruler, cutting rectangle. (2) Garden label, cutting point. (3) Puzzle, cutting square, right triangle, and rhombs. (4) Whirligig, cutting circle. (5) Table mat, cutting hexagon. (6) Calendar, cutting pentagon. (7) Yarn winder, cutting convex and concave. (8) Vase, cutting symmetrical forms. (9, 10, and 11) Fish-line winder, star, and arrow, cutting recessed edges. (12) Picture frame, cutting square hole. (13) Picture frame, cutting round or elliptical hole.

The remainder of the year is to be devoted to constructions based upon the exercises and principles already given.

Models: (14) Triangle. (15) T square. (16) Penrack. (17) Easel. (18) Wall bracket. (19) Corner bracket. (20) Box.

NOTE.—In the woodwork of the fifth, sixth, seventh, and eighth grades give particular attention to correct position, correct use of tools, and to accuracy of work.

Sewing. (*Girls.*)—Attention given to use of thread, needle, and scissors, and manner of holding work.

Stitches: Stitching, back stitching, felling, gathering, sewing gathers, buttonholes (in addition to work of fourth grade).

Preliminary work: Use paper to teach folding, as in a fell.

Material: See fourth year.

Cutting: In this year practice should be given in cutting in given directions as dictated; this, however, only to involve preparation of seams. Striped paper may be used to commence practice on.

NOTE.—Careful attention should constantly be given to neatness of work.

SIXTH GRADE.

Woodwork.—Solid forms involving three dimensions. Tools, material, and exercises (see fifth year).

Drawing: Working drawings of models, full size.

Models: Geometrical solids. (1) Square flower stick. (Prism and pyramid.) (2) Round flower stick. (Cylinder and cone.) Joints: (3) Flowerpot stand. (4) Windmill. (5) Book rack. (6) Picture frame. Symmetrical form work: (7) Dough spade. (8) Hammer. (9) Vase. Irregular form work: (10) Knife. (11) Hatchet.

Sewing. (*Girls.*)—Careful attention should be given to correct use of utensils, as well as to neatness of work.

Stitches: All the stitches of the previous grades should be practiced; herringbone or catstitch taught; particular attention should be given to making buttonholes, gathering and sewing gathers, sewing on buttons. In addition, patching (involving the use of plaid, striped, and figured cloth) should be taught.

Cutting: Particular attention should be given to cutting patches and preparation of cloth for patch.

Material: See fourth year.

SEVENTH GRADE.

Woodwork.—Bench work, involving use of bench and a complete set of the principal hand wood-working tools.

Exercises: Laying out work, measuring, squaring, gauging. Sawing, rip, crosscut, oblique, and back sawing. Planing, edge, surface, smooth, oblique, block, joint, convex, jack board, rabbet, and groove planing. Chiseling, vertical, horizontal, oblique, convex, concave, groove, rabbet, and gauge chiseling. Boring, vertical, horizontal, brad awl, and countersink boring. Securing work, nailing, screwing, and gluing. Finishing, scraping, filing, and sandpapering.

Drawing: Working drawings to scale.

Models: (1) Tool rack. (2) Cutting board. (3) Flowerpot stand. (4) Flowerpot stool. (5) Coat hanger. (6) Bench hook. (7) Keyboard. (8) Towel roller. (9) Frame. (10) Box.

Sewing. (*Girls.*)—Particular attention should be given to neatness of work.

Stitches: All the stitches of previous grades to be practiced; most attention to be given to the stitch in which pupils are least proficient; teach darning.

NOTE.—This will only be pleasing when pupils are able to do it well. Teach feather stitch; hemstitching, at discretion of teacher.

EIGHTH GRADE.

Woodwork.—Work of the seventh year continued.

Drawing: Working drawings from description. Principles upon which working drawings are based.

Models: (11) Pen tray. (12) Picture frame. (13) Drawing board. (14) Knife box. (15) Spoon. (16) Book rack. (17) Tool chest.

Cooking.—(Thirty-four lessons.) (1) Fire building, definitions, measuring. (2) Broiling—steak, chops, meat cakes. (3) Baking—croutons, potatoes, bread crumbs. (4) Boiling—potatoes, eggs, mashed potatoes, potato cakes. (5) Toasting—dip toast, milk toast, egg vermicelli. (6) Baking—apples, crackers, cheese, cracker brewis. (7) Boiling—meats, beef tea, gravy. (8) Warming over meats—minced meat on toast, scalloped mutton, tomato sauce, rissoles. (9) Steaming—oatmeal, apples, potatoes, hasty pudding. (10) Bread and biscuit. (11) Griddlecakes, corn-meal cakes, breakfast puffs. (12) Muffins, brown bread, baking powder. (13) Graham gems, baking-powder biscuit, corn cake. (14) Beef stew, dumplings, apple pudding, plain sauce. (15) Gingerbread, plain cookies, soft-molasses cookies. (16) Soup stock, tomato soup, potato soup, croutons. (17) Soups—mixed, vegetable, tomato, rice. (18) Warming over potatoes—lyonnaise, creamed, princes, in white sauce. (19) Pastry—apple pie, custard pie. (20) Frying—croutons, fishballs, doughnuts. (21) Frying—croquettes, fresh fish, fritters. (22) Sauteing veal, French toast, potato turnovers. (23) Stewing—cranberries, prunes, apricots, apples. (24) Beverages—cocoa, chocolate, coffee, tea. (25) Salt meats—frizzled beef, creamed codfish, corned beef. (26) Hash, mead souffle, cottage pie. (27) Baked fish, stuffing, drawn butter sauce, trying out fat. (28) Simple puddings—cornstarch, chocolate, bread, hard sauce. (29) Cheese souffle, macaroni and cheese, cheese puffs. (30) Omelets and various ways of cooking eggs. (31) Steamed puddings—plain suet, ginger suet, fruit suet, lemon sauce. (32) Invalid cooking. (33) Salads. (34) Cake.

MANUAL TRAINING SCHOOLS.

FIRST YEAR.

Shop practice.—Wood working: Bench work, sawing, planing, mortise, tenon, dovetailing, doweling, joining, cabinetwork, simple carving, plain and ornamental turning, chuck, and face plate work, scroll sawing, pattern making, molding and casting in a light form.

Drawing.—Geometrical drawing, principles of projection, simple developments of surfaces, mechanical and free-hand working drawings, sketching, free-hand perspective design, lettering—25 plates.

SECOND YEAR.

Shop practice.—Metal working: Forge work, forging, bending, drawing, upsetting, punching, cutting and welding iron; ornamental ironwork—forging welding, tempering, and annealing steel. Machine work, vise work, chipping, filing, scraping, and work on speed lathe.

Drawing.—Geometrical drawing, intersections of solids, isometrical drawing, details of machines from measurement, mechanical perspective, line shading, design, architectural drawing, ornament, water color in flat washes, lettering—20 plates.

THIRD YEAR.

Shop practice.—Metal working: Machine work, turning, boring, drilling, planing, screw-cutting, tool making. Study of mechanics: Design, construction, steam engine and boiler.

Drawing.—Geometrical drawing, projection of shadows, machine drawing, including the laying out of belt motions, screws, gears, cams, etc., tracings and blue prints, pen sketching, lettering—12 plates.

TOLEDO, OHIO.

TOLEDO MANUAL TRAINING SCHOOL.

[From the Tenth Annual Report of the Directors, 1894-95.]

The organization of this school was made possible through the bequest of a citizen of Toledo, the late Jesup H. Scott. Mr. Scott had, during his life, an intense appreciation of the value of trained intelligence in industrial affairs. It was also his desire to elevate labor and the laboring men to a higher plane, and clothe both with more dignity and respect. For these reasons he had cherished the idea of founding, at some time, a university of arts and trades. A short time before his death Mr. Scott matured his plan of the Toledo University of Arts and Trades, and conveyed to trustees of the same, as an endowment fund, valuable lands lying adjacent to the city of Toledo. This fund was afterwards greatly increased by gifts by the sons of Mr. Scott. Mr. William H. Raymond also generously contributed to the fund a sum of $15,000. But in 1884, owing to some adverse circumstances, the trustees found they would be unable to realize the purposes of the donors on the projected scale, and so made a tender of the entire university property to the city of Toledo on condition that the city would assume the trust under the powers and obligations imposed by the statutes of Ohio.

In March, 1884, the common council of Toledo accepted the trust in behalf of the city, a new board of trustees was appointed, and the department of manual training was organized as a part of the public school system, to be managed jointly by the university trustees and the board of education. In October, 1884, the manual training work began in an experimental way in the rooms of the high school building. The work began with a class of 60 boys and girls, under the instructions of but one teacher. For the first year the only studies pursued were carpentry or light woodwork, and free-hand and mechanical drawing. But so popular and useful seemed the work, and so eager were others to enter upon it, that it became necessary greatly to enlarge the facilities for these studies.

The school is now completing its tenth year of work. It has proved itself useful and popular, and may be regarded as having passed beyond the experimental stage of its history and become a fixture in the educational system of Toledo.

EXPENSES.

For the residents of Toledo instruction in the manual training school is free like the other public schools, a small charge for material only being made as follows: The first year, $6; the second, $7.50; the third and fourth years, $9 each; payable in three installments at the beginning of the fall, winter, and spring terms.

For nonresidents of Toledo, tuition, including high school fee and regular material fee, is charged as follows, payable in the same manner as above: For the boys, first year, $45; second year, $60; third and fourth years, $75 each. For the girls, first and second years, $45 each; third and fourth years, $60 each.

The work of the student is the property of the school, but may be given to the pupil at the discretion of the superintendent.

THE BUILDING AND EQUIPMENTS FOR MANUAL INSTRUCTION.

The building for manual instruction is 60 by 120, and four full stories in height. The drafting rooms occupy the fourth floor of the east half of the building and one-half of the west wing on the ground floor. These rooms are admirably lighted and fitted with blackboards, drawing tables, and closet racks, so that the pupils have each a place to put away their work, as class after class successively occupy the rooms. As drawing is the foundation for almost every species of correct mechanical work, students of the manual school continue to work in these rooms from the beginning to the end of their school course.

The woodworking department occupies two rooms, one on the third and one below it on the second story, each 40 by 55 feet. The former contains 1 jig saw, 12 heavy double work benches, with full sets of tools for each pupil, and is equipped to accommodate four classes of 24 students each per day. The second-floor room contains the same equipment as the third-floor room, and in addition 24 improved wood-turning lathes and 1 emery grinder. The former room receives the boys of the first-year course, and the latter the boys of the second-year course. A complete equipment of belting and gearing moves all the saws and lathes in the woodworking rooms.

The wood-carving and clay-modeling room is 40 by 27 feet, has plenty of light, and is equipped with 12 suitable benches, with racks and cases designed especially for wood carving and clay modeling. As in all other departments, each pupil has his own tools and drawer.

The forging room occupies the whole of the ground floor on the east side, and is a room 40 by 55, 12 feet high. The room is well lighted and is equipped with 18 forges and anvils, with all needed tools for each, and benches, vises, grindstones, emery stones, etc. A system of galvanized-iron pipes is over all the forges, and a large exhaust fan ventilates into large chimneys. The forge blast is obtained by means of a power blower.

The machine shop is a room 40 by 55, 12 feet in height. It has an equipment of 8 Putnam engine lathes, 2 speed lathes, 2 drill presses, a good-sized planer, a shaper, an excellent universal milling machine, 1 power hack saw, an emery grinder, and a grindstone. Vises of the most improved pattern are fixed upon benches placed under the windows of the room.

In the domestic economy department, opposite the drawing rooms on the fourth floor, and occupying the whole of the west half of the building, are the cooking and textile-fabric rooms, lighted by side and skylight, warmed by steam, and perfectly ventilated.

The cooking room is equipped with two large ranges and 2 gas cooking stoves, 5 double tables, each made to accommodate 4 pupils; each pupil has her own table space for work, and a small gas stove on the table between each two, the accommodations being for classes of 20. Each table has 4 drawers, and cupboards below for all essential utensils. At the end of the room are pantry closets and a commodious wash room, with all conveniences for girls, including individual closets for each to keep aprons, clothes, etc.

The textile-fabric room is equipped with furniture and appliances for teaching domestic handiwork in the cutting and making of garments, house furnishing, hand and machine sewing, etc.

The boiler and coal room is under the sidewalk of Tenth street, in a vaulted room especially adapted to the purpose. The boiler is a 70-horse power steel tubular, and furnishes power to run the engine and steam to heat the entire building. A 50-horsepower Ball engine, the source of power for all the shops, occupies a place in the main hall on the ground floor, and instruction is given the pupils in the use and care of the boiler and engine in all their details; and these, as well as the force pump, feed water, heater, hot-water receiver, and steam apparatus, are all used to illustrate the generation and application of steam.

COURSE OF INSTRUCTION.

First year.—Language: Composition; English classics, Latin, French, or German. History: Ancient. Mathematics: Geometry, algebra. Science: Physical geography, commercial geography, and bookkeeping. Drawing: Free-hand and instrumental working drawings, free-hand perspective, cast drawing, illustrative drawing. Manual work: For boys, bench work in wood, clay modeling; for girls, sewing and cooking, clay modeling.

Second year.—Rhetorical analysis; English classics, Latin, French, or German. History: English and general. Mathematics: Solid geometry, algebra. Science: Physiology, botany, and physics. Drawing: Instrumental drawing, cast drawing, historic ornament; sketches in pencil, free-hand and pen and ink; illustrative drawing. Manual work: For boys, wood turning, pattern-making, foundry molding; for girls, dressmaking, hygiene, home nursing, cooking.

Third year.—Language: English literature; essays, Latin, French or German. History: American. Science: Physics, with laboratory practice. Mathematics: Trigonometry and higher algebra, or business arithmetic and accounts. Drawing: Free-hand and instrumental drawing, charcoal drawing, design; water color, sketching. Manual work: For boys, forging, chipping, filing, machine construction; for girls, purchasing household supplies, cooking, chemistry of cooking, garment cutting and making.

Fourth year.—Language: English literature, debating, public speaking, Latin, French, or German. History: Political. Civics: Political economy. Mathematics: Mechanism, steam, strength of materials. Science: Chemistry, with laboratory practice; home sanitation. Drawing: Free-hand and instrumental drawing, charcoal drawing from the antique; design, water color, sketching. Manual work: For boys, machine shop, steam and electrical engineering; for girls, cutting, making, and fitting of garments, millinery, household decorations, typewriting, stenography.

INSTRUCTION IN DETAIL.

DRAWING AND ART.

First year.—Free-hand perspective; pencil sketching from still life; charcoal drawing from still life and ornament; history of design, with practical work in color; historic ornament in color and pen and ink; clay modeling from ornament.

Second year.—Perspective sketching of interiors and exteriors; pencil sketching from still life and nature; pen-and-ink rendering; elementary water color from still life; interior decoration; charcoal drawing from masks; clay modeling—heads.

Third year.—Sketching from life and costumed figure; pencil sketching from nature; charcoal drawing from heads and full-length figure; advanced water color; clay modeling from full-length figure; history of art.

Fourth year.—Charcoal drawing from life—head; water color from nature; charcoal drawing from full-length figure; sketching from life and costumed figure; pen-and-ink sketching; clay modeling from life; anatomy—history of art.

DRAWING AND SHOP WORK FOR BOYS.

WOODWORK.

Drawing.—Free-hand work on blackboard, such as sketches from objects, studies of geometrical surfaces and solids; lettering; free-hand pencil work, drawing from objects, parts of machines; homemade sketches once a week of simple, familiar objects; working drawings in pencil for shop use, consisting of simple projections and figures; pen lining and use of ink; geometrical figures; geometrical problems; mechanical lettering; figured sketch of a simple machine or piece of joinery; tracing and blue print.

Carpenter shopwork.—Care and proper use of tools; exercise in sawing and planing; making mortise and tenon, square and oblique dovetails, scarf and keyed joints and braces—in all about 30 exercises; turning, "roughing down" straight, concave and convex surfaces; ornamental hard-wood turning, tool handles, rosettes, dumbbells, pattern making, etc.; cabinetwork, ornamental picture frames, models, fancy workboxes, tables, bookcases, etc. Each pupil works from drawings made by himself in drafting exercises.

FORGING.

Drawing.—Shop drawings in ink, figured; problems in oblique projection; isometric projection; shade and shadow; mechanical perspective; development of surfaces; pencil sketch, figured, of machine or architectural work; tracing and blue print; homemade sketches once a week in pencil.

Blacksmith shopwork.—Care of fire; exercises in drawing out, upsetting, bending, twisting, punching, welding iron; tempering steel, staples, nails, hooks, rings, T's, hatchets, fire shovels, punches, chisels, bolts, lathe tools, blacksmith tongs, wrenches, lathe dogs, flatters, swages, hammers, screw drivers, etc.—all from drawings made by pupil himself in drafting exercises.

MACHINE WORK.

Drawing.—Shop detail drawing; sketches and working drawings from measurement of machine or architectural work; general plan, elevation, etc., worked up from details; tracings and blue printing.

Machine shopwork.—Use and care of machinery; exercise in chipping, filing, and finishing cast and wrought iron; boring, turning, planing, drilling, milling, and grinding; making reamers, taps, drills; work on triple-expansion steam engine. Drawings made by pupils whenever possible.

During the year trips of inspection are made to various foundries, forge shops, and rolling mills.

DOMESTIC ECONOMY.

SEWING.

The educational value of sewing, training the eye and hand, developing ingenuity, precision, patience, and industry, cultivating good taste, love of beauty, and appropriateness of dress make it an approved means of all-around culture, while the ease with which it is introduced as an exercise into the regular class room, and the small cost of material and instruction, give it some advantage over other forms of manual training. The following outline indicates the course of instruction:

Hand work.—Basting, running, backstitching, overcasting, hemming, damask hem, reversible seam, fell, overseaming, flannel seam, ruffle, patch, darning, buttonholes, glove mending.

Machine work.—Use and care of the machine, hemming, tucking, gathering; patterns made from actual measurements; cutting and making of drawers, skirts, and nightgowns; instructions concerning manufacture of pins, thread, cotton, linen, etc.

DRESSMAKING.

Dressmaking is taken by pupils of the senior high-school class. To enter this grade the pupils are required to have taken the work in sewing of the junior year. The time given to dressmaking is one hour and a half each day during the school year. When a pupil finishes her work before the rest of the class, she is allowed to do extra work. No work is required to be done at home. Practice material and the appliances with which to work are supplied by the school, and the garments are selected and furnished by the pupils. Two girls work together and each one is responsible for the measuring and fitting of the other's dress.

First term.—Making buttonholes with twist; sewing on buttons, hooks and eyes, and loops; talks on choice of material, color and designs for dresses; taking measures for skirt; drafting a skirt; making a dress skirt of plain material; taking measures for a basque; drafting a basque; making a basque of plain material; taking measures for a sleeve; drafting a sleeve; making sleeves for the basque; examination; sketching objects in outline and in light and shade; sketching from life.

Second term.—Talks on the nature and manufacture of woolen textiles; cutting from patterns; making stripes and figures; making a dressing jacket or basque to apply matching; drafting a waist with two under arm pieces; planning a princess dress; talks on the growth and manufacture of silk; sketches, in water color and pencil, of gowns.

Third term.—Make a dress; talks on the manufacture of cloth; examination; making a wash dress and shirt waist; examination; designing of costumes.

COOKING.

The design of this course is to furnish thorough instruction in applied housekeeping and the sciences relating thereto, and students will receive practical drill in all branches of housework; in the purchase and care of family supplies, and in general household management; but will not be expected to perform more labor than is actually necessary for the desired instruction.

The social, hygienic, and economic questions involved in such instruction are of the greatest practical concern, and it is believed that the careful and systematic teaching needed in this branch of study will yield the best possible educational results.

In the high-school classes four practice lessons and one in the theory and chemistry of cooking are given each week. The practice lessons include all the operations of a kitchen, and cover the following instruction and practice: (1) Boiling, (2) baking, (3) broiling, (4) frying, (5) mixing.

1. Boiling.—Boiling and simmering water and its action on starch and albumen. Practical application of facts thus learned to boiling of meats for soups, for stews, and to be served whole, to vegetables, eggs, and beverages.

2. Baking.—Bread raised with yeast. Bread raised with baking powder. Meats, pies, puddings, cakes, vegetables, and fish.

3. Broiling.—Steaks, chops, fish, oysters, etc.

4. Frying.—Chemical and mechanical principles involved and illustrated in the frying of vegetables, fritters, croquettes, fish, etc.

5. Mixing.—The art of making combinations, as in soups, salads, sauces, dressings, ice cream, ices, etc.

Pupils prepare and serve a complete breakfast, lunch, and dinner.

HOUSEHOLD SCIENCE, INCLUDING CHEMISTRY AND THEORY OF COOKING.

(1) Definition and illustration of physical and chemical changes. Study of elements and compounds. (2) Carbon, nitrogen, hydrogen, oxygen, and sulphur;

their properties and uses. (3) Heat. Combustion. (4) Composition of fuels. Building and care of a fire. Construction of a stove, damper, etc. (5) Composition of the human body. (6) Classification of food. (*a*) Nitrogen or flesh forming. (*b*) Carbonaceous or heat producing. (*c*) Water. (*d*) Mineral matter. (7) Nitrogenous foods. Uses in the human body; daily amount necessary for health. (8) Nitrogenous foods. Relative food value illustrated by charts. (9) Carbonaceous foods. Fats and carbohydrates; their food value; daily amount necessary for health. (10) Study of digestion. (11) Daily income and outgo of foods illustrated by blocks and charts. (12) Fermentation, lactic, alcoholic, and acetic. (13) Study of yeast plant. Properties of carbonic acid gas. (14) Alcoholic fermentation as applied to bread making. (15) Chemical composition of wheat, rye, etc.—their food value; manufacture into flour; cost. (16) Baking powder. (*a*) Cream of tartar. (*b*) phosphate. (*c*) Alum. (17) Tests of baking powder for adulteration. (18) Water. Germ theory; filtration; hard and soft water. (19) Rain water, river water, surface water, deep wells. (20) Food adjuncts: alcohol and natural acids. (21) Alkaloids, such as caffeine in coffee and tea. Preparation of tea and coffee. Adulteration. (22) Spices. Culture, preparation, and adulteration. (23) Canned fruits and meats. (24) Manufacture of soap. (25) Ventilation, heating, and lighting. (26) Situation of the house. Removal of waste. Plumbing and care of fixtures. (27) Disinfectants and antiseptics. (28 to 36) Include general plan of household work, care of every portion of a house, invalid cooking, and the preparation by each pupil of a dietary for six persons for one week, total cost not to exceed $5.

COURSE IN SHORTHAND.

The work is divided into three grades: Elementary, intermediate, and advanced. The first grade covers a term of three months, the second three, and the third four. Five lessons per week are given. Forty-five minutes a day is devoted to each lesson.

The work is divided as follows:

Elementary grade: Derivation and classification of characters. Learning the alphabet. Combination of characters. Position alphabet. Coalescents. Shading to express letters. Diphthongs. Modifications of characters. Abbreviation by suffixes and affixes.

Intermediate grade consists in phrase writing, reading exercises, dictation of simple matter, transcription of notes.

Advanced grade consists in dictation and transcription of letters pertaining to advertising, banking, brokerage, insurance, manufacturing, railroading, mercantile, and grain business. Dictation and transcription of law forms and court work, embracing depositions, affidavits, chattel mortgages, form of deeds, wills, notes, drafts, etc. Dictation and transcription of general matter, literary selections, newspaper articles, etc.

COURSE IN TYPEWRITING.

Forty-five minutes a day is devoted to typewriting for six months. Instruction is given on the Remington, Yost, and Smith Premier.

Course of study.—Location of letters. Special duty of each finger. Word practice. Sentences. Touch writing. Business correspondence. Legal forms and testimony. Dictation. Architectural specifications. Manifolding and mimeographing. Transcribing shorthand notes. Tabular work. Ornamental writing. Letterpress copying. Mechanism, adjustment and care of machine.

SENIOR GRAMMAR PUPILS.

Pupils of this grade receive instruction as follows:

Drawing.—Free-hand and mechanical.

Manual work.—For boys: Bench work in wood. For girls: Sewing and elementary course in cooking.

MANUAL INSTRUCTION IN WARD-SCHOOL CLASSES.

SEWING.

In October, 1894, there were 88 classes organized in 20 ward-school buildings, with an enrollment of 2,318. The average attendance during the year was 1,871. Nineteen special teachers were employed, with Miss Olive Parmelee as supervisor. In addition to 1,766 pieces of work completed in school, 2,948 were completed at home, and 12,528 stockings were darned, and 9,126 garments mended.

On every side is seen a growing appreciation of the great importance of this branch of education. Those most interested desire to see this work made compulsory.

This work in the ward schools consists of four different courses: The beginners, second, third, and boys' course.

Beginners' Course.

(1) *Drills.*—(*a*) Holding needle; (*b*) threading; (*c*) using thimble; (*d*) making knots. (2) *Stitches.*—(*a*) Basting; (*b*) running; (*c*) backstitching; (*d*) overcasting. (3) *Hemming.* (4) *Seams.*—(*a*) Common seam; (*b*) fell; (*c*) bias; (*d*) French seam; (*e*) flannel; (*f*) overseam, French hem on sides. Application of work done: towels, dusters, wash rags, bags, holders, etc. (5) Gathering; shirring; ruffle. (6) Sewing on buttons, hooks and eyes. (7) Hemstitching; etching; marking. Work on towels, dolls' clothes, sheets, pillowcases, handkerchiefs, napkins, bibs, etc.

Second Year's Course.

(1) Bag. (2) Darning, card, scrim. (3) Bias piecing, cut and make. (4) Patching. (5) Darning cashmere. (6) Piping in plaiting. (7) Buttonholes and loops on cotton cloth. (8) Aprons, cut and make. (9) Pocket, cut and make. (10) Bibs, cut and make. Articles to make, aprons, bibs, oversleeves, etc.

Third Year's Course.

(1) Tucking. (2) Whipping ruffle, mitered corners. (3) Gussets. (4) Plackets. (5) Skirt, cut and make. (6) Drawers, cut and make. (7) Nightgowns, cut and make. (8) Buttonholes in cashmere. Articles to make, undergarments, etc.

Boys' Course.

(1) *Drills.*—Holding needle; using thimble; threading needle; making knots. (2) (*a*) Basting; (*b*) running; (*c*) backstitching; (*d*) machine stitch. (3) Overseaming. (4) Carpet stitch—cover ball. (5) Hemming. (6) Darning on cardboard. (7) Darning on scrim. (8) Darning on stocking. (9) Darning on cashmere. (10) Sewing on buttons and tape. (11) Buttonholes. Articles of simple make brought from home if desired. Instruction in the history and manufacture of needles, pins, thimbles, shears, buttons, hooks and eyes, silk, wool, flax, cotton, thread, etc., is given to all pupils.

Cooking.

In December, 1893, *classes in cooking were first organized.* The course comprises *one lesson each week for a period of thirty-six weeks, each lesson being an hour and a half in duration.*

Practical instruction is given in boiling, broiling, baking, frying, and mixing, as illustrated in the preparation of soups, cereals, vegetables, meats, pastry, cakes, breads, desserts, etc.

A study is made of the nutritive properties of the commonest foods, the effect of heat upon different substances, the action of yeast or its substitutes upon breads, and the approximate money value of materials used.

During the lesson some branch of domestic work other than cooking is considered, as care of the kitchen, cellar, and sink, washing and wiping dishes, sweeping, dusting, scrubbing, washing windows, setting and cleaning off the table, serving at table, waiting at door, etc.

At the close of a term a breakfast, luncheon, or dinner is cooked and served by the girls of each class.

The following is the course of lessons:

Lessons.

(1) Construction of a stove, forms of fuel, heat, measuring. (2) Rules for washing dishes. Boiled and mashed potatoes. Potato cakes. (3) Care of sink. Oatmeal and corn meal mush. Creamed and fried potatoes. (4) Scouring. Carrots in white sauce, corn bread, turnips, and fried parsnips. (5) Sweeping. Macaroni and cheese, boiled and escaloped cabbage, tea. (6) Dusting. Coffee, cocoa, cranberry and apple sauce. (7) Blacking stove. Potato soup, mock bisque. (8) Disposal of scraps. Oyster and celery soup. (9) Stock, tomato and mixed vegetable soup. (10) Irish stew, beef stew, and dumplings. Cuts of beef, mutton, and veal illustrated by charts. (11) Scrubbing. Broiled beefsteak and lamb chops, hash and minced mutton. (12) Serving and setting table. (13) Care of cellar. Broiled ham and mackerel, minced ham on toast. (14) Washing windows. Roast beef, gravy, cottage pie, escaloped oysters. (15) Adulteration of baking powder. Biscuit, creamed codfish, codfish balls, corn-meal muffins. (16) Fermentation. Yeast and bread. (17) Bread and milk. (18) Care of dish towels. Graham bread, rye, and muffins. (19) Steamed brown bread, corn-meal and sour-milk griddle cakes. (20) Waiting on door. Creamed dried beef, scrambled eggs, omelet. (21) Apple, pumpkin, and rhubarb pie. (22) Cottage pudding, plain sauce, corn-starch pudding, boiled custard.

(23) Brown betty, apple tapioca, lemon jelly. (24) Fried potatoes, doughnuts, gingerbread. (25) Serving a breakfast. Table manners. (26) One-egg cake, sponge cake, frosting. (27) Poached eggs, cookies. (28) Potato and cabbage salad. (29) Invalid cooking. (30) Bread pudding, hard sauce, French rarebit. (31) Pease, asparagus. (32) Prepare and serve a dinner.

EVENING CLASSES.

Evening classes are maintained for six months, from November 1 to May 1, each year, in free-hand and mechanical drawing, cooking, sewing and dressmaking, chemistry and physics. To the foregoing will be added next season classes in English, shorthand and typewriting, etc.

PHILADELPHIA, PA.

[From a report on woodwork in grammar schools, by Edward Brooks, city superintendent, 1893.]

In the development of the manual training idea Philadelphia has not been behind her sister cities. In 1880 the board of education introduced sewing as a regular branch of study into the girls' high and normal school. This experiment was found so satisfactory that in 1885 sewing was added to the course of study of the elementary schools of the city. In the same line of progress, cooking was introduced into the grammar grades for girls in 1887—a movement that has been productive of most excellent results. In 1880 a course in woodwork, devised by Mr. Charles G. Leland, was adopted by the board, represented to-day by the carving exercises at the Industrial Art School, the earliest institution of its kind in America. In 1885 the boys' manual training school was established, the phenomenal success of which has occasioned the organization of a second similar school and given a wide reputation to our city in that line of work. An experiment was also made last year in sloyd work in the James Forten Elementary Manual Training School.

THE PHILADELPHIA MANUAL TRAINING SCHOOL.

[From the tenth annual catalogue, 1895-96.]

The Philadelphia Manual Training School is an institution of high-school grade, forming an integral part of the public school system of Philadelphia. It was organized in September, 1885, with a class of 130 pupils. So rapid was its growth that at the end of three years there were no accommodations for many candidates properly qualified for admission. In order to meet the demands of those desirous of availing themselves of the "new education," a second school was organized September, 1889, in the northeastern part of the city. These two schools have separate principals and faculty, and thus constitute independent establishments. They are under the direction of different committees of the board of public education, but they pursue, as far as possible, parallel courses of study.

They are open to boys who have completed the course in the twelfth grade of the grammar schools. Boys from private schools who successfully pass the annual examination in June for admission may also be admitted.

This school affords an opportunity to pursue the usual high-school course in literature, science, and mathematics, and at the same time to receive a thorough course in drawing and in the use and application of tools.

The object of a manual training school is the education of all the faculties, and not the training of any special group. The boy is trained æsthetically, mentally, and physically. It is meant that the school shall help each pupil to enter upon his advanced or special training with the best economy of time and with some conception of his fitting occupation.

It should be borne in mind that a manual training school is not a trade school. The name, unfortunately, is misleading. In the school there are five departments—literature, mathematics, science, drawing, and manual training. The name of one department has been made to cover all, and this misnomer is responsible for much of the current misapprehension concerning the work and purpose of the school. It is, however, a name so firmly rooted in our school nomenclature that it would, perhaps, be unwise to attempt to eradicate it. It only remains for us to give the name a broader meaning and to associate with it in the public mind the full scheme of high-school culture of which it forms a part.

It is not the purpose of this school, therefore, to produce mechanics any more than it is to produce any other class of specialists. What it aims to do is to surround boys with the realities of life in both thoughts and things, and to fit them more closely to their environment. It is a system of education which is perfectly general in its character, and which is recommended with the same confidence to the future student of the humanities as to the prospective worker in force and matter.

COURSE OF STUDY.

The course of study covers three years. The school time of the pupils is about equally divided between literary and manual work. One hour per day is given to drawing, two hours to shop work, and three hours to the usual academic studies.

The course of study embraces five parallel lines, as follows:

First.—A course in language and literature, including the structure and use of English, composition, literature, history, economics, German, and French.

Second.—A course in mathematics, including arithmetic, algebra, geometry, trigonometry, bookkeeping, and surveying.

Third.—A course in science, including geology, physics, chemistry, physiology, mechanics, steam engineering, and applied electricity.

Fourth.—A course in freehand, constructive, and agricultural drawing, designing, and modeling.

Fifth.—A course of tool instruction, including joinery, parquetry, pattern making, wood turning, wood carving, forging, soldering, ornamental ironwork, molding and casting, vise work, and mechanical instruction.

Post-graduate course (fourth year).—A post-graduate course has been added to the curriculum of the school. This course is elective, and is intended for those graduates who wish to pursue an extended course in literature, history, mathematics, and the sciences, thus giving them a full and rounded literary course equal to that of any high school.

It will enable those who satisfactorily complete the course to enter the more advanced classes of a collegiate course, and it also provides adequate training for those graduates who wish to pursue a special course as a preparation for the teaching profession.

COURSE IN DRAWING.

The importance of drawing in its application to manual training can not be overestimated. It is, in fact, the first step in manual training. Without drawing, the use of tools becomes a mere mechanical imitation and has little value as an educational factor. From the conception of the idea to its expression in the concrete material, the drawing is the description by which the mechanical processes are logically developed and brought to a definite and practical form.

From the beginning, therefore, the pupil is taught to make and interpret working drawings and to reproduce from them the indicated forms. He must understand this universal language in which they are described, and acquire by education and experience the ability to use it.

Parallel with this work, the pupil's powers of observation and expression and his artistic sense are cultivated by the study and representation of the appearance of objects, and by designing on paper and in clay and wood for their ornamentation.

While drawing underlies all industrial work, its application is not limited to material purposes. Throughout all the departments drawing is the common language used in explaining facts, ideas, and principles. By means of historical, botanical, and topographical maps, literary and economic charts, physical and mechanical diagrams, anatomical and geological sketches, the pupil graphically expresses the lessons taught in the class room.

The course in drawing has three general divisions:

First. Constructive drawing, as the basis of all industrial pursuits.

Second. Representative drawing, designed to educate the sense of form and proportion, to train the eye to observe accurately and the hand to delineate rapidly the appearance of objects.

Third. Decorative drawing, used as a means of cultivating the taste and developing an appreciation and love of the beautiful.

COURSE IN TOOL INSTRUCTION.

In this department, which is a distinctive feature of the school, each exercise involves a mechanical principle, and the chief object of the instruction is the development of this principle rather than a finished piece of work. The exercise has value only as it has rendered educational service during its construction. In the changing conditions of the thing in hand during its construction there is a constant necessity for creating new means to meet new requirements, and the directive skill and logical processes thus evolved make manual training rise to the level of scientific or mathematical studies as a means of intellectual development.

Other values of a specific nature—accuracy of measurement, precision of adjustment, delicacy of manipulation, exactness in every particular—must be taken into account in estimating the educational value of manual work.

The shop instruction is simply a part of the laboratory methods of education. The term "shop" in this connection is as much of a misnomer as is the term "manual training" when applied to the whole school. It would seem more fitting, therefore, in speaking of this department to call it a laboratory, a term which carries with it the educational significance of its work.

All the articles made in the shops are required to be of precise forms and dimensions given in a drawing made by the pupil himself previous to taking up the exercise. The aim is to teach the pupil to express his thought in a concrete form with the least waste of material, in the most workmanlike manner, and in accordance with the most approved methods.

A feature of the work in the manual training departments is a weekly lecture bearing either upon the principles involved in the work of the week or the nature of the material used in construction.

Curriculum of the Philadelphia Manual Training School.

JUNIOR CLASS (C)—FIRST YEAR.

	Hours per week.
Literature, history, etc.:	
Fall, winter, and spring terms—	
Literature and composition	5
Mathematics:	
Fall and winter terms—	
Algebra	5
Spring term—	
Geometry	5
Science:	
Fall term—	
Natural history (geology)	5
Winter and spring terms—	
Natural history (biology)	5
Drawing:	
Fall term—	
Constructive	3
Free-hand and perspective	2
Winter and spring terms—	
Constructive	3
Free-hand and design	2
Manual training:	
Fall term—	
Joinery	5
Vise work (chipping and filing)	5
Winter and spring terms—	
Joinery	3
Pattern making	2
Vise work (chipping, filing, and fitting)	3
Smithing	2

INTERMEDIATE CLASS (B)—SECOND YEAR.

Literature, history, etc.:	
Fall term—	
Ancient history	3
Literature	2
German	2
Composition.	
Winter term—	
Mediæval history	3
Literature	2
German	2
Composition.	
Spring term—	
Modern European history	3
Literature	2
German	2
Composition.	
Mathematics:	
Fall and winter terms—	
Geometry	3
Spring term—	
Geometry	4
Science:	
Fall term—	
Physics (mechanics)	5
Winter term—	
Physics (heat)	5
Spring term—	
Physics (light and sound)	4

Curriculum of the Philadelphia Manual Training School—Continued.

INTERMEDIATE CLASS (B)—SECOND YEAR—Continued.

	Hours per week.
Drawing:	
Fall term—	
Constructive	3
Free-hand and perspective	2
Winter term—	
Constructive	3
Clay modeling	2
Spring term—	
Constructive	3
Design	2
Manual training:	
Fall term—	
Pattern making	5
Smithing and molding	5
Winter term—	
Pattern making	3
Joinery	2
Smithing	3
Vise work	2
Spring term—	
Wood carving	3
Parquetry	2
Ornamental ironwork	3
Vise work	2

SENIOR CLASS (A)—THIRD YEAR.

Literature, history, etc.:	
Fall term—	
United States history	3
Literature	2
German	3
Composition.	
Winter term—	
Civil government	3
Literature	2
German	3
Composition.	
Spring term—	
Political economy	3
Literature	2
German	3
Composition.	
Mathematics:	
Fall term—	
Plane trigonometry	4
Algebra	2
Winter term—	
Analytical geometry	4
Trigonometry	2
Spring term—	
Surveying	4
Bookkeeping	2
Science:	
Fall and winter terms—	
Chemistry	3
Electricity	3
Spring term—	
Chemistry	3
Electricity and steam engineering	3
Drawing:	
Fall term—	
Constructive	2
Free-hand	2
Winter term—	
Constructive	2
Architectural	2
Spring term—	
Constructive	2
Architectural and perspective	2
Manual training:	
Fall, winter, and spring terms—	
Constructive work (machine tool practice)	6

Curriculum of the Philadelphia Manual Training School—**Continued.**

POST-GRADUATE COURSE—FOURTH YEAR.

	Hours per week.
Language and civics:	
English	2
German	2
French	2
Politics	2
Mathematics:	
Calculus	2
Natural science:	
Biology	2
Mental science:	
Psychology, ethics, and logic	2
Business preparation:	
Stenography	2
Bookkeeping	1
Telegraphy	1
Manual training:	
History and principles of art	1
Art course—	
Drawing, modeling, and wood carving	11
Engineering course—	
Mechanical drawing, mechanical construction, and electrical steam engineering	11
Course in applied chemistry—	
Laboratory work, inorganic chemistry, and organic chemistry	11

EQUIPMENTS OF THE MANUAL DEPARTMENTS.

Woodwork (first year).—Twenty-five cabinetmaker's benches, with set of tools for each bench; 8 wood lathes; 1 grindstone, 1 gluepot.

Woodwork (second year).—Twenty cabinetmaker's benches, each with its full set of tools; 6 wood lathes; 1 grindstone; 1 gluepot.

Metal work (first year).—Twenty-five vises, with set of tools for each vise; 1 grindstone; 1 surface plate.

Metal work (second year).—Twenty-four forges, 24 anvils, each supplied with a set of tools; troughs for molding; furnaces, trowels, sieves, flasks, etc., for foundry work; 2 light drill presses.

Mechanical construction (third year).—Six engine lathes; 2 hand lathes; 1 planer; 1 shaper; 1 drill press; 6 vises; 1 emery-grinding machine; 3 large surface plates; 1 grindstone; 1 cabinetmaker's bench, with full set of tools; 1 punch; 1 shearing machine; 1 screw press; 1 wood lathe (the last four made by the pupils).

Power is furnished by a 60-horsepower Corliss engine, with a 70-horsepower boiler; one Thomson-Houston dynamo, 13 kilowatts, and 1 multipolar dynamo, 17 kilowatts.

OCCUPATIONS OF GRADUATES.

An examination of the records of the 520 graduates reveals the fact that the claims made by the school as to its practical value in gaining a livelihood are fully substantiated, about 70 per cent being engaged in those pursuits in which a high order of intelligence, as well as skill of hand, is required. Already a large number occupy positions of trust and responsibility, as superintendents, managers, foremen, etc. That the school fosters a desire for higher education is shown in the fact that about 25 per cent of the graduates are students in colleges, universities, or technical schools.

The occupations are classified as follows: Teachers, 17; physicians, 5; law students, 8; dentists, 2; surgeon (veterinary), 1; civil engineers, 6; electrical engineers, 13; mechanical engineers, 7; architects, 10; machinists, 7; engravers, 5; designers, 7; opticians, 3; chemists, 5; druggists, 2; draftsmen, 63; electrical work, 47; carpenters, 2; plumbers, 2; business pursuits, 33; clerks, 34; bookkeepers, 10; agents, 2; reporters, 3; stenographers, 3; bookbinders, 2; collectors, 3; artist, 1; sculptor, 1; salesmen, 18; miscellaneous, 9; unemployed, 10; deceased, 5; students in colleges, universities, and technical schools, 125; positions of responsibility, as superintendents, managers, foremen, etc., 37.

INDUSTRIAL ART SCHOOL.

[From the report of J. Liberty Tadd, principal, for 1890.]

The school was first started in 1880, permission having been obtained of the board of public education by Mr. Charles G. Leland for the use of certain rooms in the Hollingsworth Building for the purpose of demonstrating the feasibility and practicability of training the mind and hand of our youth at one and the same time. The school was but an experiment, and there being no appropriation for its maintenance the board had nothing to offer but the use of the rooms.

Through the enterprise of Mr. Leland, however, these obstacles were easily overcome, and the school was opened with 120 children, who came every Tuesday and Thursday afternoons for two hours, permission first having been obtained to absent themselves from their regular schools.

The results of the first year were more gratifying than was even hoped for, and it was not long before the school had passed its experimental stage.

The following year the educational board took charge of this new departure in education; regular teachers were appointed and the school placed upon a permanent basis, with more than double the number of pupils in attendance.

Since then it has grown in numbers and enlarged facilities provided, until now the number receiving instruction each week has reached almost 1,700, embracing pupils from the lowest primary grades to the highest grades in the grammar school, as well as the teachers' classes. The annual cost per pupil is but $3.50. Of course, with the experience attained since the opening of the school, there have been material changes in the methods employed, a regular graded course of instruction has been adopted, new graded series of plaster casts have been provided, and in many minor details has the equipment of the school been improved.

The four fundamental principles now employed in the school are:

First. Free-hand drawing in its simplest form, or, as it might be called, delineation on a flat surface. For instance, we make on the blackboard a circle, one of the elementary forms in use. In making this circle the pupils are taught to swing their hands around without support, to get the motion and to make a clear-drawn circular line. When any simple form can be put down at a stroke, we have acquired a certain amount of manual training of a most desirable kind. Pupils are taught to make all elementary forms in this manner.

Second. To make those elementary forms in soft clay.

Third. To make those same forms in the opposite of soft clay, i. e., tough wood.

Fourth. Designing, creating forms on flat surfaces, in soft clay, and in tough wood.

By these four processes the pupils are taught to draw simple forms, to memorize them sufficiently to put them in any direction, thus creating original designs and then to carry out the idea in clay or wood.

There are to-day nearly two hundred and fifty trades, and there is not one of them that does not have one of these four principles as a fundamental element; for if the eye, the hand, and judgment—all tools—are well trained, the tools of any trade will be freely handled, and with reason.

[From the report of 1895.]

Number of pupils attending from grammar schools, fall term.

	Boys.	Girls.	Total.
Monday	146	48	194
Tuesday	129	57	186
Wednesday	126	58	184
Thursday	72	116	188
Friday	127	57	184
Total	600	336	936

The number of pupils (teachers) enrolled in teachers' manual training classes for the fall term of 1895 was as follows: Elementary drawing, 45; advanced drawing, 31; elementary modeling, 22; advanced modeling, 10; wood carving, 22; post-graduate classes, 41; total, 171.

I have addressed a circular letter to our graduates for the years 1890, 1891, 1892, and 1893, in order that we might obtain some permanent record of the results of the public industrial art training.

From the answers already received I find that the pupils still pursuing their studies at the public schools are distributed as follows:

At the high schools, 40; Central Manual Training School, 13; Northeast Manual Training School, 7. At the more advanced institutions of learning, I find at the School of Design, 9; School of Industrial Art, 5; Drexel Institute, 7; Spring Garden Institute, 3; Temple College, 2; University of Pennsylvania, 3.

These figures do not include the pupils provided for by the city scholarships at these different schools.

The total number of answers received to our letters was 130, and among all these graduates of the Public Industrial Art School 14 are now earning their living at some artistic pursuit, either as engravers, designers, interior decorators, or lithographers.

COURSE OF STUDY FOR THE CHILDREN'S CLASSES.

ELEMENTARY DRAWING AND DESIGNING.

First period.—Nonimitative elements and line work. *Second.*—Conventional forms. *Third.*—Plant forms. *Fourth.*—Combination of preceding. *Fifth.*—Greek elements and style. *Sixth.*—Roman elements and style. *Seventh.*—Moresque elements and style. *Eighth.*—Gothic elements and style.

All work to be free-hand.

Designs in the various grades in every case to be original and for the purpose of being used in wood, clay, metal, fabrics, etc. Pupils must indorse on each piece of work its character and purpose.

The importance of designing for some purpose and in some materials to be kept constantly in view.

Making designs to obtain proficiency in linear drawing and simple washes.

Working designs in monochrome and training the pupils in handling the brush.

BLACKBOARD WORK.

Free-hand drawing with left and right hands on the blackboard by each pupil every session, in the designing room, in the modeling room, and in the carving room. Each pupil to work at least five minutes.

Pupils will invariably begin with the first period, units and elements, upon entering the school.

Lectures and blackboard demonstrations on the structure and meaning of ornament and design in material.

MODEL AND OBJECT DRAWING.

All work must be free-hand in this department; no rules or compasses.

First period.—Simple geometric forms in linear. *Second.*—Simple geometric forms. *Third.*—Elementary forms from models. *Fourth.*—Elementary forms from models. *Fifth.*—Geometric forms in perspective. *Sixth.*—Geometric forms in perspective. *Seventh.*—Drawing from models. *Eighth.*—Drawing from models.

CLAY MODELING.

First period.—Nonimitative and elementary forms. *Second.*—Conventional and plant forms. *Third.*—Elements used in drawing for preceding month. *Fourth.*—Elements used in drawing for preceding month.

How to temper the clay, keeping moist, wedging, etc.

Training in the use of tools.

Modeling in low and high relief from original designs.

Modeling in low and high relief from casts.

WOOD CARVING.

First period.—Linear, straight, square, and angle cutting. *Second.*—Simple low relief. *Third.*—High or low relief in style. *Fourth.*—Original panel.

Instruction in the use and care of tools.

Low and high relief carving in hard wood, bosses, scrolls, mold sinking.

Carving enrichments for cabinetwork, panels, etc.

Synoptical table of the course of instruction.

FIRST YEAR.

Class D, first term.

	First month.	Second month.	Third month.	Fourth month.
Elementary drawing and designing.	Nonimitative and elementary line work.	....	Conventional forms.	....
Blackboard drawing.	Units of above....	....	Units of above....	....
Model and object drawing.	Simple geometric forms in linear.	....	Simple geometric forms.	....
Clay modeling	....	Nonimitative and elementary forms.	....	....
Wood carving	....	....	....	Linear, square, straight, and angle cutting.

Class C, second term.

	Fifth month.	Sixth month.	Seventh month.	Eighth month.
Elementary drawing and designing.	Plant forms......	....	Combination of preceding forms.	....
Blackboard drawing.	Units of above ...	....	Units	....
Model and object drawing.	Elementary forms from models.	....	Elementary forms from models.	....
Clay modeling......	....	Conventional and plant forms.	....	....
Wood carving	....	....	....	Simple low relief.

SECOND YEAR.

Class B, third term.

	First month.	Second month.	Third month.	Fourth month.
Drawing and designing.	Greek elements and style.	....	Roman elements and style.	....
Blackboard drawing.	Units of above....	....	Units of above....	....
Model and object drawing.	Geometric forms in perspective.	....	Geometric forms in perspective.	....
Clay modeling	....	Elements used in drawing for the preceding month.	....	....
Wood carving	....	....	....	High and low relief in style.

Class A, fourth term.

	Fifth month.	Sixth month.	Seventh month.	Eighth month.
Drawing and designing.	Moresque elements and style.	....	Gothic elements and style.	....
Blackboard drawing.	Units of above ...	....	Units of above....	....
Model and object drawing.	Drawing from models.	....	Drawing from models.	....
Clay modeling	....	Elements used in drawing for the preceding month.	....	....
Wood carving	....	....	....	Original panel.

JAMES FORTEN ELEMENTARY MANUAL TRAINING SCHOOL.

[From the report of Hannah A. Fox, principal, for 1895.]

The majority of the pupils of the school are of Russian parentage, and many upon entering have no knowledge of the English language. Twenty-two per cent of the whole number enrolled were colored.

Our aim has been to blend the work of the kindergarten into the higher grades. In the kindergarten, elementary knowledge in many branches is begun, and an attempt has been made to carry on progressively these beginnings in the grades that follow. For instance, card sewing with worsteds is one of the occupations of the kindergarten. A systematic arrangement of advanced card sewing with worsteds is therefore taught in the first grade. It has been found that this drill prepares the pupils to begin with ease the regular course of sewing in the second grade, consequently there is no break in pursuing this branch from the kindergarten till the pupils leave school. The same plan is carried out in a sequential order in paper folding, paper cutting, parquetry, form making, and drawing.

Simple science lessons in physiology, geology, zoology, botany, and chemistry are taught in each grade.

The lessons in vocal music are continued, and are a pleasant and helpful feature. * * *

In the cookery department 61 girls from this school have received training and 383 girls from neighboring grammar schools. The attendance is good; the girls seem to be glad to avail themselves of the opportunity for drill in order, cleanliness, and the simple, wholesome preparation of food.

In the sloyd department 70 boys and 27 girls from this school have received training and 90 boys from neighboring grammar schools. The pupils appear to consider this work a recreation. They are always willing to remain after school hours to complete unfinished work. While the manipulation of the tools is regarded as the more interesting by the younger children, the working drawing, which in the advanced stage requires thoughtful consideration and nicety of execution, is preferred by the older ones. * * *

In the early days of the school, before all the rooms were needed for classes, one was reserved for sewing. Here all the necessary materials were kept, and the girls met for their lessons in this branch as in an ordinary sitting room. Now the materials are placed in closets in different parts of the building, and the sewing is taught in the class rooms. If a room for sewing purposes could be added to the building, the former more convenient and pleasant plan would be resumed.

SEWING.

[From the course of instruction in sewing, 1893.]

Instruction in sewing was introduced into the girls' high and normal school in 1880. The experiment was so satisfactory that in 1885 arrangements were made for a general introduction of the subject into the elementary schools of the city.

Instruction is given to the girls in all the grades above the primary—that is, beginning with the third year of the school system.

Special teachers are employed. These are assigned to districts comprising adjacent schools, and they perform their duties in accordance with programmes which are arranged by the principals of the several girls' schools and the sewing teachers.

There are at present over 1,800 girls in the high and normal school, and about 58,000 girls in the elementary schools, who receive regular instruction in sewing. There are 41 special sewing teachers employed in the public schools of the city.

The city of Philadelphia provides each pupil with needles, pins, thimble, scissors, button-hole scissors, cotton (both for sewing and darning), dressmaker's scales, emery bags, and paper for drafting patterns. Muslin, bleached and unbleached, is also furnished. A square foot of this is given at first to each pupil, and the quantity is repeated as soon as the amount given is used. The city allows 6 cents per annum for each child engaged in sewing.

Garments to be made or mended are also brought from their homes by the pupils.

COURSE OF INSTRUCTION FOR THE ELEMENTARY SCHOOLS.

Third school year—first half.—Position: The proper position of the body during sewing. The correct method of using the thimble finger, the first finger and the thumb of the right hand. The proper position of the left hand for holding the work. Drill: Drill in the method of threading the needle. Drill in the proper method of taking a stitch and of drawing the thread through the material. Teach correct way of holding the scissors for cutting. Paper must be supplied for this purpose. Sewing: Hemming: (*a*) turning the hem; (*b*) basting the hem; (*c*) sewing the hem. Paper may first be used instead of muslin, to give the pupils practice in turning the hem with accuracy. Teach the pupils how to begin basting, how to fasten the thread when beginning a hem, the slant of the stitch and the direction of the needle in hemming. Teach the method of fastening a new thread in the progress of the hem. Overseaming: Overseaming on turned edges. Teach how to fasten the thread in beginning this seam, and how to fasten a new or a broken thread. Cutting: Teach pupils to cut to a straight line. Pupils who sew reasonably well may bring towels, wash rags, and similar articles to be hemmed.

NOTE.—Pupils should be required in all the grades to express in correct English all that has been taught.

Third school year—second half.—Review work of preceding grade. Special attention to be given to the proper use of thimble and scissors, to threading the needle, and to the direction of the needle in basting, hemming, and overseaming. Sewing: Running seam (unequal basting to be used for this seam); backstitch seam; backstitch and running seam; half-backstitch seam; the raw edges of all seams to be overcast; towels, napkins, and desk covers may be hemmed; sewing bags, pillow slips, oversleeves, iron holders, and bibs, to be made. Drafting: Bibs and simple straight waists with strap over the armholes.

Fourth school year—first half.—Review work of preceding grades. Special attention to be given to the proper use of thimble and scissors, to the threading of the needle, and to the direction of the needle in basting, hemming and overseaming. Sewing: Reversible seam. Plain fell sewed with running stitch, strengthened by occasional backstitch, finished with hemming; square patches; sheets and tablecloths to be hemmed; pillow slips, dust caps, penwipers, underwaists, with seam over arm, to be made; books to be covered; four-holed buttons sewed on. Drafting: Yokes; underwaists with seam over the arm; underwaists with seam under the arm; covers to fit books.

Fourth school year—second half.—Review the work of the preceding grades. Special attention to be given to the plain fell. Sewing: Gathering, (*a*) placing or stroking the gathers; (*b*) sewing the gathers on a band, using half-backstitching, the band to be finished with hemming. Darning: (*a*) Stocking darning; (*b*) dress darning (straight line). Making: Plain aprons; children's dresses with yokes; children's aprons with waist and skirt, and underwaists with seam over and under the arm. Books to be covered; shoe buttons sewed on; worn garments to be mended. Drafting: Underwaists with under-arm and shoulder seams; drawers; children's aprons with waists and skirts; children's dresses with yokes; infant's nightdress.

Fifth school year.—Review work of preceding grades. Sewing: Making narrow hems and fells. Tucks (threads should not be drawn to secure straight tucking). Stocking darning, patching, and angular dress darning. French fells. Angular patch made. Fine gathering, with band hemmed to the gather. Buttonholes: (*a*) cutting; (*b*) overcasting cut edges; (*c*) barring; (*d*) buttonhole stitch; (*e*) mending the thread. Drawers, combing capes, shoe bags, stocking bags, aprons, underwaists and plain skirts—to be made. Drafting: Drawers; underwaists with one dart and with spring to fit the hip.

Sixth school year.—Review work of preceding grades. Sewing: Special attention to be paid to buttonholes. Bias seams of all kinds. Gussets. Stockings re-soled. Herring-bone stitch and feather stitch for flannel garments. Buttons without eyes or shanks to be sewed on. Circular patch made. Gored skirts, chemises, blouse waists, nightshirts, and flannel skirts—to be made. Drafting: Chemise; gored skirt; dress sleeve; nightshirt; blouse waist.

Seventh school year.—Review work of preceding grades. Sewing: French gathering; gathers to be overseamed to a band. Buttonholes with tailor finish. Cutting, fitting, and making plain garments. Special attention given to nightdresses, corset covers, and men's shirts. Drafting: Corset covers; nightdresses; men's shirts, and nightshirts.

Eighth school year.—Review work of preceding grades. Sewing: Cutting, fitting, and making garments of all kinds. Special attention to men's shirts and to dresses to fit pupils. Drafting: Dress waists; skirts; and sleeves.

II.—MANUAL TRAINING SCHOOLS.

THROOP POLYTECHNIC INSTITUTE, PASADENA, CAL.

[Statement of Charles H. Keyes, president.]

The Throop Polytechnic Institute, of Pasadena, Cal., was founded by Hon. Amos G. Throop in 1891. The institute comprises three distinct departments—a sloyd school, a manual training academy, and a college department. Manual training is one of the leading characteristics of the institute.

The primary idea in the work is educational rather than preparatory for higher technical study. It chances, however, that a large number of students come to us and after taking our work for two or three years go out to labor successfully as tradesmen and mechanics. To that extent the school is incidentally a successful teacher of some trades. None of our manual training work is obligatory, although more than 280 of the 313 students take some manual training.

The institution is independent of all other schools or institutions beyond keeping up its relationship for admission of students from public schools and the transfer of students to Berkeley and Stanford. It has a prospective endowment of about $60,000 when the final decree of distribution of the Throop estate shall be received. Beyond this it depends for its support upon the tuition, which for the ensuing year is $105, and upon the gifts and donations solicited for its support. During the last two years we have secured $49,630 in the shape of gifts.

The total plant is valued at about $110,000. The annual expense of maintenance varies from $25,000 to $30,000.

The very large election of subject-matter under the advice of teachers and parents is characteristic of our work from the secondary school age upward. Attention to the peculiar wants and demands of progress of the individual made possible by keeping the number of pupils in a class below 25 is also a peculiar feature of our work.

SHOPWORK.

Woodwork.—The work is given to the student by means of a blue print taken from a working drawing. From these he constructs his model. These drawings are made with the greatest care and accuracy. Helpful notes in reference to the work accompany each drawing. This method acquaints the student with the reading of accurate working drawings and the working therefrom. After the model has been made, he then makes his own working drawing from it.

The course in joinery is composed of eighteen progressive exercises, involving the construction of sixteen different joints, the drawing of analytical and free-hand curves, and the use of fifty different tools and machines.

The student is allowed to exercise his individuality in the exercises in inlaying and cabinetwork. These exercises are made from his own drawings and after his own designs, which are submitted to the instructor before the work is begun.

The course in turning consists of fifteen progressive exercises given in the following order: Center work, face-plate work, chucked work, and long work.

The problems in woodwork are taken in the order of joinery, inlaying, turning, and cabinetwork. This work is calculated to be finished by the average student in one school year, working one and one-half hours daily.

At the end of the year there will be held a written examination upon the methods employed and the technical terms used in the work.

Forging.—Mechanism of and care of forge; preparation of forge for fire; building and managing fire.

Instruction in the care and use of tools.

The processes involved in the year's work are: Drawing, bending, upsetting, different kinds of welding, punching, drilling, fullering, swaging, cutting cold, chipping, cutting hot, splitting, twisting, filing, brazing, hardening, tempering, and ornamental ironwork.

Hardening in water and oil, tempering or drawing, temperatures and colors used, and processes in tempering tools for wood and iron work.

At the close of the year each student will be required to design some special piece involving the various elements of forging mastered.

Pattern making and machine work.—The work in pattern making alternates with that in the machine shop. The course commences with the simpler forms of pattern making embodying the fundamental principles of the subject, such as allowance for shrinkage, finish, etc. Later, more difficult work is taken up, involving core making.

Each student is expected to make for himself or assist in making patterns for a finished piece of work. For example, during the past year one student has made patterns for a breech-loading brass cannon, 20 inches in length; another, a full set of patterns for an 8-inch swing wood lathe; another, a set of patterns for a 2-horsepower waterwheel—Pelton style; another, a set of patterns for a gas engine of new design; the balance of the class have made a full set of patterns for a 4-horsepower automatic steam engine with valve of new design.

One molding bench is provided where the students test their patterns.

Work in machine shop comprises chipping and filing, use of taps and dies, reamers, etc., hand-tool work in speed lathes, work on engine lathes, turning, boring, screw-cutting—outside and in.

During the course each student will work on the following machines, besides the lathes: Planer, shaper, drill press, and milling machine. All special tools are made by the students and tested with micrometer calipers.

Special attention is given to accuracy in measurement, finish of work, care of tools and machines.

Example of work done during the past year: Making planer bolts, face plates for wood lathes, mounting chucks, finishing of castings made from patterns in above list. Three engines are being made from the steam-engine patterns, one of which has been finished as class work; the other two are being made by two students, each one doing the entire work on the engine alone.

Plain sewing five days a week, two periods a day. The fundamental principles of hand sewing, basting, running, hemming, hemstitching, tucking, felling, sewing on lace, darning, etc. Machine sewing. Plain stitching, hemming, tucking, and gathering. Continuation of plain sewing. Practical experience in shopping by each pupil. Neatness and accuracy demanded in the work.

During the year a complete suit of underwear must be made by each pupil; also a shirt waist, a cotton dress, and a wrapper or dressing sacque. Same preliminary study in designing for the dressmaking course will be done.

Modeling and carving.—Modeling of simple leaf forms, followed by the various styles of historic ornament from the cast and from the flat, including original designs, masks, busts, and bas relief. Instruction in the principles of decorative designs as applied to wood, metal, and stone, the principles of form and proportion involved in designs of various kinds, and the adaptation of modeled ornament to different surfaces.

Instruction in the care of tools; their use by practice in cutting to a line and to a given depth; Egyptian and Greek ornament studied and expressed by lining and incising; the Moorish, Byzantine, Romanesque, Gothic-Roman, and Renaissance styles in succession, advancing from simplest to more complicated forms.

Special work on busts and full-length figures from the antique, the successful completion of one of the latter being required of each pupil who receives the regular credits for this course.

The principles of design studied by taking the scroll framework as a basis for developing surface patterns, continuous scrolls, and the various form of radiating designs; practical application of these principles to designing and ornamenting furniture, such as easels, stools, chairs, jardinieres, bedsteads, desks, etc. The successful completion of a piece in Italian Renaissance is required of all students before they receive the regular credit for this course. The growth of woods and their adaptability for various uses is studied, and pupils are taught to select material and have it cut and dressed. They are also instructed in working drawings, light carpentry, and in finishing work in various styles of polish.

Carving in the round is begun with work on heads, and followed by full-length figures.

Cooking.—The fundamental principles of cookery and practice in the preparation of vegetables, soups, meats, cereals, biscuits, eggs, cost of materials; care of a kitchen; serving a simple dinner.

Instruction in preparation of more complicated dishes; bread, fish, oysters, pastry, croquettes, game, etc.; care of silver and glass; setting and serving a table; table etiquette.

Entrees, salads, desserts, cake, jellies, and creams; giving of entire breakfasts, luncheons, and dinners; ordering; proportions of food needed; garnishing; short course in invalid cookery; carving.

Presentation of the physiology of nutrition by special lecturer.

In connection with cookery, the following topics will be taken up: Classification of foods; water, boiling, simmering, its action on starch and albumen; practical application in cooking meats and vegetables; composition of foods; the cheapest and most wholesome foods; the greatest amount of nutriment obtained for 25 cents; digestion, assimilation; study of yeast plant; properties of carbonic-acid gas; fermentation, lactic, vinous, acetic; baking powders, soda, cream of tartar; flour, composition, food value; adulteration of foods; tea, coffee, alcohol, their effects on the system; disinfectants; spices; general plan of household work; house cleaning; care of every portion of a house; preparation of a dietary for six persons for one week, not to exceed $10; invalid cookery, dietary; table etiquette; duties of a cook; duties of waitress; special lectures on chemistry of cookery, bacteriology.

Throughout the year dietaries and nutrition will be kept constantly in mind, the object being as much, or more, to study the scientific principles of foods as to prepare palatable viands.

Dressmaking.—The course in dressmaking is devoted to the principles of drafting a basque and sleeves from actual measurements; cutting, fitting, and finishing a basque; cutting and making a skirt; choice of material, price, quantity and amount needed; cutting of fancy fronts to basques; pupils are required to plan an entire dress with written description of it before beginning, including collar, trimming sleeves, etc.; making of dress.

In connection with the dressmaking the cultivation of taste will be studied. The proportion of the human figure. Dress as appropriate to individuals; sketches for dresses made in pencil and color. Harmony of color in fabrics.

With the foregoing special attention to bearings of dress on health; how to dress to preserve health and strength; rational dress reform studied; presentation of physiology of dress by special lectures.

During the year three gowns and a house jacket or waist will be required from each pupil.

SLOYD SCHOOL.

The urgent need of educational manual training in connection with the work ordinarily done in public schools inspired the establishment of a sloyd department in the institute. Pupils will be admitted to this department who have completed the usual third year of the public school. The work, as arranged for this department, consists of two lines: (1) The ordinary bookwork and (2) that of sloyd proper.

The sloyd department consists of (1) teachers' training classes; (2) students' classes; (3) children's classes.

Admission to the *teachers' training classes* can be gained only by persons who are graduates of high schools, normal schools, or colleges, or by persons passing the special examinations required.

The studies and manual work in this course are classified as follows:

Manual work.—Mechanical drawing; completion of 36 sloyd models; the completion of 12 wood-turning models; sharpening and care of tools.

Theoretical work.—The psychology of sloyd; pedagogy of sloyd; history of sloyd; mechanics of sloyd; study of materials, botanical structure and properties of wood, etc.

Sloyd and drawing are correlated. They are in fact inseparable, for there is an inner organic connection between those subjects.

As no methodical work in material, especially wood, can be done except after the performance of some outline drawing, the drawing must precede the woodwork; and one of our capital aims is to combine manual instruction organically with drawing instruction, for without this organic connection the sloyd, as well as any other form of manual training, will not effect mind training.

The course in drawing includes the following subjects: (1) Geometrical constructions; (2) principles of representation; (3) representation in reduced size by the use of scales; (4) projections, orthographic and isometric; (5) inking and tracing; (6) perspective, linear; (7) blue printing.

The drawing involves not only inventional and descriptive geometry, but also an appropriate amount of free-hand drawing, and teachers who complete the sloyd course will also be able and prepared to teach what is termed industrial drawing.

The students' classes, distinguished from the children's classes by the advanced work and the age of pupils, are formed for young boys and girls, who take up this branch of study with a view to obtain that broad and important culture which comes from the education of the eye and hand in connection with the training of the mind.

Admission to these classes may be gained by boys and girls of 14 years of age.

The course for these classes consists of the making of 24 sloyd models; the making of 15 wood-turning models; mechanical and free-hand drawing.

The aim and end of the instruction in these classes is not chiefly to prepare for any other specific department of the institution, but to cooperate to the mutual and general end the harmonious development of mind and body.

The drawing in these classes is a complete course in industrial drawing per se, inasmuch as special importance will be given it, and that it involves, in addition to free-hand drawing, such intellectual problems as will make it not merely an eye-and-hand training, but ideally a mind education.

The students will receive one lesson a day of an hour and a half, and the course will extend through the entire school year. The wood turning will begin at some suitable time in the second term of the year. Carving as well as wood turning are introduced for the sake of broadening and cultivating the æsthetic ideas of the students, and also because this refreshing extension of the work has been found to gain for the students a large fund of distinct ideas from which they otherwise would be cut off.

The children's classes are by far the most important functions of the sloyd department. The course begins with elementary work. The first year's course is characterized by the geometric motives in the outlines of the objects. It proceeds from the simple, straight, oblique, and round forms, and advances step by step to higher and more complicated forms. No abstract, meaningless exercises are performed, but each exercise results in some finished article, as labels, key tags, table mats, vase stands, cutting boards, keyboards, triangles, pencil sharpeners, shelves, brackets, picture frames, etc. These are methodically arranged in a progressive order, which is followed, so that each child receives a successive training of the thinking powers in connection with the training of the physical powers.

The drawing, free-hand and constructive, is a conspicuous part of the work in these classes, and precedes the woodwork. This course, including both woodwork and drawing, leads up to and through the advanced course taken up by the students' classes.

In this connection it may be profitable to present an analysis of the exercises embodied in the models, and also an analysis showing the interwoven application and recurrence of some exercises. The analysis illustrates the well-regulated repetition of the exercises, and that this repetition is performed under varied circumstances and on advanced work.

Each model represents a certain number of exercises. The models thus are the expressions of said set of exercises, and from the analysis is found that each model with its set of exercises is but a sequence of the preceding ones. It further shows the fact that every model exists only for the purpose of introducing new cognitions, new tools, new exercises in drawing and wordwook, in an organic, progressive growth, keeping pace with the growth of mind and body of the student.

EQUIPMENT FOR MANUAL TRAINING.

Most of the shops and laboratories of the manual training department are located in the Polytechnic Hall, which is a two-story brick structure with a frontage of 140 feet on Fair Oaks avenue and 80 feet on Chestnut street.

The wood shop, which is located on the second floor, has been provided with 20 work-benches, at each of which 4 students can work daily. Every bench is provided with a drawer for each student who has occasion to use it, in which, under Yale lock, are placed the planes, chisels, and turning tools used by the student to whom that drawer is assigned. These tools are left to his care; for to sharpen and keep tools in proper condition for use involves probably as much skill as does their actual use. Accordingly, no two students are permitted to handle the same edged tools.

Each bench has a set of tools which are used in common by four students during the day, and comprise the following: One try-square, 1 T bevel square, 1 foot square, 1 marking gauge, 1 pair of inside calipers, 1 pair of outside calipers, 1 pair of compasses, 1 block plane, 1 hammer, 1 mallet, 1 oil can, 1 oil stone, 1 backsaw, 1 hand-saw, 1 rip-saw, 1 screw-driver, and 1 6-inch Coe's wrench. At the student's right hand on the bench is a 14-inch lathe while at the opposite end of the bench is placed his bench-stop and lightning-grip wood-worker's vise. The shop is supplied with a large band saw for cutting up stock, and also a fine fret saw. Besides these, the following, which are less often used, are at his disposal when needed: One combined rabbet, beading, and slitting plane, 1 plow plane, braces and bits, cabinet scrapers and files, carving chisels and veniers. He is thus equipped with all the appliances and tools necessary to do thorough work in joinery, turning, inlaying, and scroll sawing. A special pattern-maker's lathe and well-equipped bench are provided for the use of the instructor.

The forging room, situated on the first floor in the east wing of the Polytechnic Hall, is equipped for 23 pupils.

The furnishing consists of 5 nests of Buffalo quadruple forges and 3 single forges, Each forge has a telescopic hood. The fires are urged by a No. 9 pressure blower, and the room is kept reasonably free from smoke by a 60-inch exhaust fan.

The anvils are furnished with all necessary tools, such as hammers, hardies, swages, fullers, flatters, tongs, and squares. In addition to these tools for individual use, special sets of sledges, heading tools, set hammers, hot and cold cutting chisels, punches, calipers, taps and dies, drills, etc., are provided for general use. A hand blower, double emery grinder, combined hand and power drill, and 4 blacksmith vises complete the furnishing of the room.

The equipment in the pattern shop is similar to that of the wood shop, but more extensive. In addition, it is provided with a well-equipped molding bench, where the students may test their patterns and gain some knowledge of the principles of molding. The adjoining lumber room contains a band saw and a scroll saw.

The machines in the machine shop, including a 55-horsepower engine, are of the latest style, having all the modern improvements.

The shop contains the following machines: A 24-inch by 6-foot "Powell" planer; a "Hendy" shaper, 15-inch stroke; a 24-inch "Prentiss Bros." drill; a Sigourney sensitive drill; "Brown & Sharp's" No. 1 Universal milling machine, with overhanging arm and universal milling head; a two-wheel emery grinder; a grindstone; a 24-inch by 10-foot "Reed" lathe, with compound rest; a 16-inch by 8-foot "Reed" lathe; four 14-inch by 6-foot "Reed" lathes, one of which has a taper attachment; two 14-inch by 6-foot "Prentiss Bros." lathes; a 14-inch by 6-foot "Putnam & Sons'" lathe; a 14-inch by 6-foot "Hendey-Norton" lathe, which has the latest improvements for screw cutting, also a compound rest, and two 12-inch by 4-foot speed lathes. It contains a bench provided with six machinists' vises. In the tool room is an 8-inch by 32-inch Mosely & Company bench lathe.

The following is a partial list of tools in the tool room: One 24-inch, one 16-inch, and three 12-inch four-jawed independent chucks; three 12-inch, two 9-inch, and one 6-inch three-jawed universal chucks; cutters, and mills, and attachments for the milling machine; a set of twist drills, from one-fourth inch to 1¼ inches by thirty seconds; from 1¼ to 2 inches by sixteenths, a set of hand reamers from one-fourth inch to 1¼ inches by thirty-seconds; a set of "Rose" reamers one-fourth inch to 1¼ inches by sixteenths; a set of taps and dies from seven-sixty-fourths to one-fourth inch by sixty-fourths and taps from one-fourth to 1 inch by sixteenths; a full set of dogs and two sets of arbors. Revolving frame contains calipers, squares, etc. Other tools are in the drawers and hung about the room.

The check system is used in giving out tools and the students in turn caring for the tool room.

The sewing and garment-making room is located on the first floor. It has been equipped with 4 large tables, furnished with a sufficient number of drawers to accommodate 3 classes of 16 members each in garment making. Seven Standard sewing machines, a patent gas iron heater, pressing boards, together with necessary needles, scissors, thimbles, scales, tapelines, etc., for the use of individual students, constitute the equipment of this department. Adjoining the main sewing room a retiring room for fitting purposes is provided.

The cooking room is located on the second floor, and is supplied with tables, upon which are gas stoves. Along either side of each table are the drawers, containing the caps, aprons, sleeve protectors, notebooks, etc., of the two young ladies assigned to work at that side of the table. A drawer contains cooking utensils, mixing and measuring dishes, stirring spoons, kitchen knives and forks, etc., while in the cupboard beneath is a full assortment of stove and kitchen furnishings. At either end of the table towels, lid lifters, etc., are hung. Two girls work at each stove, each student participating in every process called for in the instruction. A large dust-proof cupboard, containing meal and flour bins, dish closets, etc., a large water heater and Lowe patent gas range, and a large refrigerator and cupboard for furnishings are also provided.

The sloyd department, located in the basement of the east hall, is equipped with 20 sloyd working benches, each of which is provided with a set of high-grade cabinetmaker's tools; charts, models, blackboards, and cases divided in compartments, where students keep their work, material, drawing instruments, etc., are also provided.

The work in clay modeling is carried on in a light, well-ventilated room on the main floor of east hall. The department is equipped with a fine selection of casts of ornament, 118 having been added this year. It is also furnished with a complete set of anatomical charts, besides the usual lockers, stands, etc., for clay work.

The department of wood carving occupies two rooms in east hall, one of which is fitted with worktables, lockers with tools for students' use, and cases for exhibition of work. The instructor's private room adjoins this, and is used for special lines of advanced work. These rooms are fitted with a good selection of casts and charts, showing the various styles of historic ornament.

CHICAGO (ILL.) MANUAL TRAINING SCHOOL.

[Statement of H. H. Belfield, director.]

This school, the first independent manual training school in the United States, is now in its thirteenth year. While its peculiar feature is manual training, it also furnishes thorough instruction in the essential studies of a high-school course, thus fitting its graduates for immediate entrance into active life, or for admission to higher institutions of learning.

The central idea in our instruction is educational. It is true, however, that the manual work has an industrial value, and that many of our pupils enter the school in order to fit themselves to earn a living, notwithstanding that we have, on every proper occasion, distinctly stated that the school does not teach a trade or trades. About 50 per cent of our graduates (and many pupils who do not graduate) enter upon life without further school instruction, many finding remunerative employment as draftsmen, designers, machinists' apprentices, and in other callings in which manual skill is necessary. About 50 per cent of our graduates continue their studies in higher schools, principally technological.

Our manual training work is obligatory upon all pupils.

This school is not connected with the public school system of the city or State, and does not receive funds from either. It is under the control of a board of nine trustees, who are elected by the Chicago Manual Training School Association, which association is composed exclusively of members of the Commercial Club of Chicago. The board of trustees is organized under a general law of the State. Our means of support are principally two: First, tuition, which averages $100 a year; second, income from an endowment of $50,000, a bequest to the school by the late Mr. John Crerar, a member of the Commercial Club and of the board of trustees until his death.

The average age of pupils entering is about 15 years of age; the average age of those graduating is about 18 years.

We aim to adopt the most approved methods of instruction, including laboratories for physics and chemistry. Drawings are made from models, casts, machinery, etc. The shop work passes from exercises to constructive work as soon as possible; the interest of pupils being better sustained in this way than by mere exercises. Among the latest material products of the school are a large gap lathe (1,500 pounds weight) and a tower clock with Westminster chime of steel bars. Manufacture, however, is subordinate to education.

The cost of the plant is about $125,000. The expense of maintenance about $25,000 a year.

We believe that manual training has its effect upon other studies, both directly and indirectly. For instance, the drawing and shopwork assist to a better understanding of geometry, physics, and chemistry. They assist also, we believe, in the development of clearer habits of thinking, and contribute to the development of the judgment and will power to an extent not reached by the study of mere books. We have found that the influence of manual training is to retain pupils in school longer than they would otherwise stay.

The experience of more than twelve years confirms my belief that manual training is an important part of education; that it has a purely pedagogic value. An examination of the curriculum of this school will show that it makes as great demands upon its pupils as does the usual high-school course, in academic work, in addition to shopwork and drawing. That this academic work is as well done as similar work is done in nonmanual training schools can be proved by the testimony of college officers. It is true, however, that the daily school hours of this school are about ninety minutes longer than the usual high-school hours; and it is believed that manual training school pupils devote more time to their school duties than do pupils in nonmanual training high schools.

Occupations of graduates.—In schools of technology, 105; of literature, 35; of law, 11; of medicine, 5—156. In manufacturing establishments, as designers, 7; as foremen, 12; as draftsmen, 27; as machinists, 12; as electricians, 8—66. Engineers, mechanical, civil or electrical, 38; superintendents and managers, 53; teachers, 14; lawyers, 7; architects, and in architects' offices, 10; clerks, bookkeepers, salesmen, etc., 115; miscellaneous, 14; unknown, 27; deceased 11; total, 511.

Courses of study.—I. Business. II. Technological.

JUNIOR YEAR.

Academic studies.	Weeks.	Drawing.	Weeks.	Shopwork.	Weeks.
1. Elements of algebra (Wentworth's Elements)	40	In pencil: Free-hand construction and perspective, groups of models. Pastel and water-color	20	Joinery	10
2. Physiology (Martin's B. C.)	20	Mechanical drawing in geometric construction, parallel and angular perspective. Text book: Geometrical Drawing, Faunce. (Five hours per week.)	20	Turning	10
2. Plane geometry (Wells)	20			Cabinet making	10
3. English or Latin texts (Tuell & Fowler)	40			Pattern making	10
				Proper care and use of tools. (Seven and one-half to ten hours per week.)	

MIDDLE YEAR.

1. Plane and solid geometry (Wells)	30	Orthographic and isometric projection, including intersection and development of solids, shades, and shadows; machine details; design, especially in wrought iron. (Five hours per week.)	40	Molding and casting	8
1. Plane trigonometry (Wells's Essen.)	10			Forging, welding, tempering, including the making of smiths' and lathe tools, chisels, etc	30
2. Physics, with laboratory (Carhart & Chute)	40			Soldering and brazing. (Seven and one-half hours per week.)	2
3. General history (Myers) or Cæsar (Lowe & Ewing), Latin prose (Jones)	40				
Cicero's orations. *a*					

a Elective.

Courses of study.—I. Business. II. Technological—Continued.

SENIOR YEAR.

Academic studies.	Weeks.	Drawing.	Weeks.	Shopwork.	Weeks.
Course I.—Business.		*Courses I and II.—Machines from measurement.*		*Courses I and II.*	
1. Chemistry, with laboratory (Remsen's B. C.)	40	Text-books: Gearing, Geo. B. Grant. Machine Design, Low. Descriptive Geometry, Faunce. *a*	40	Chipping, filling, and scraping; fitting; turning; drilling; planing. Study of machinery. Management and care of steam engines and boilers. (Seven and one-half to ten hours per week.)	40
2. Bookkeeping, Rhetoric, Physiography, } O. M. Powers. Tarr.	16 12 12	Or			
3. Civil government (Hinsdale)	8	Architectural perspective details; building from measurement. Text-books: Descriptive Geometry, Faunce. *a*		Instruction is given each year in the production, properties, and uses of the shop material used in that year.	
Rhetoric (Genung)	12	History of Architecture, T. Rogers Smith. (Five hours per week.)			
Political economy (Walker's B. C.)	20				
Course II.—Technological.					
1. Chemistry, with laboratory (Remsen's B. C.)	40	Free-hand and measurement sketches, in pencil, pen and ink, or in color, throughout the course of three years.			
2. College algebra (Wentworth)	30				
Spherical trigonometry (Wells)	10				
3. French (Joynes' Grammar, Van Daell's Reader; texts), or Virgil, Latin prose (Jones)	40				
Analytic geometry (Wentworth). *a*					

a Elective.

III.—College preparatory course.

First year.—Arithmetic, Latin, United States history, English language.

Second year.—Algebra: Geometry. Cæsar: Latin prose. Greek or history. English classics.

Third year.—Geometry: Physics. Virgil: Latin prose. Greek or French. English classics.

Fourth year.—Algebra, Cicero, Greek or French, English classics, Greek and Roman history.

The drawing and shopwork of the second, third, and fourth years will be the same as in the junior, middle, and senior years, respectively. The drawing and shopwork of the first preparatory year will be less in amount. The exact amount will be governed by circumstances.

In the senior year the pupils have choice of either machine or architectural drawing.

Throughout the course one hour each day is given to drawing, and from one and a half to two hours each day to shopwork. The remainder of each school day is devoted to study and recitation.

Equipment.—The equipment of the mechanical department of the school is mainly as follows:

Wood rooms: 48 carpenters' benches; 7 cabinetmakers' benches; 24 speed lathes; 1 pattern-makers's lathe, 42-inch swing, 8-foot bed; 2 circular saws; 1 band saw; 1 planer; 2 grindstones; bench, lathe, and general tools.

Foundry: 2 brass furnaces; crucibles, troughs, flasks, trowels, rammers, sieves and other apparatus.

Forge room: 30 forges; 30 anvils; 1 drill press; 1 emery wheel; 1 shears; 3 vises; tongs, hammers, fullers, flatters, swages, etc.

Machine shop: 17 engine lathes, from 14-inch swing, 6-foot bed, to 20-inch swing, 8-foot bed; 2 speed lathes; 1 planer, 6-foot bed; 1 shaper; 1 drill press; 1 sensitive drill; 1 universal milling machine; 1 cutter grinder; 1 upright 8-horsepower steam engine, for tests; 1 grindstone; 1 emery grinder; 24 benches; 24 vises; lathe and vise tools, such as chucks, boring bars, taps, dies, hammers, chisels, files, etc.; also 1 forge, 1 anvil.

Power is supplied by a Corliss engine of 52-horsepower and by two steel boilers.

MANUAL TRAINING SCHOOL OF WASHINGTON UNIVERSITY, ST. LOUIS, MO.

[Statement of C. M. Woodward, director.]

The St. Louis Manual Training School is a subdepartment of Washington University. Besides the usual college or literary department, the university contains six professional schools, all of high grade. There are three subdepartments: An academy for girls, a classical school for boys, and the manual training school.

The manual training school is a secondary or preparatory school between the district or grammar school on the one hand and the high-grade engineering school on the other. It was organized to effect several ends:

(1) To furnish a broader and more appropriate foundation for higher technical education.

(2) To serve as a developing school where pupils could discover their inborn capacities and aptitudes, whether in the direction of literature, science, engineering, or the practical arts, while securing a liberal elementary training.

(3) To furnish to those who looked forward to industrial life opportunity to become familiar with tools, materials, drafting, and the methods of construction, as well as with ordinary English branches.

The central idea is intellectual growth and development—the more healthy such growth and the more complete such development the better is the student prepared for whatever he may undertake after leaving the school. This is especially obvious if he enter upon higher technical study, or if he enter industrial life. Of late I have noticed that many graduates of several years' standing have taken up the study of law and medicine. This result has been somewhat of a surprise.

No student is allowed to enter the manual training school except upon the understanding that he takes all the manual training (shopwork and drawing) in regular order, and that last catalogue states that "Under no circumstances will a student be permitted to enter upon the shopwork of a higher grade while he is deficient in the academic work of the lower."

The St. Louis Manual Training School has an invested endowment of about $115,000, the income of which enables the school to offer annually between fifty and sixty free scholarships. The full tuition fees for the three years are as follows: $75, $100, $120.

The average age of pupils entering the school is about 15 years. I do not regard any of our work as unique unless it is this: The instruction in tool work is systematic and regular; our teachers do not hesitate to teach the best methods and the proper appliances in manual training any more than they do the best methods and proper appliances in drawing, physics, Latin, algebra, history, and English composition. I have noticed in many schools a disposition on the part of the shop teachers to encourage pupils to find out for themselves what tools to use and how to use them. I regard the practice as unscientific, unphilosophical, and wasteful in the extreme. This unscientific style of conducting manual training is sometimes defended on the ground that it is desirable to encourage originality and free development. I do not find that careful teaching destroys opportunity for such desirable results. On the contrary, I find that judicious instruction stimulates and expands the intellectual powers far more than the inevitable failures and waste of time which result from attempts to rediscover and reconstruct all the principles and appliances for manual work.

The course of instruction covers three years, and embraces five parallel lines, as follows:

First. A course of pure mathematics, including arithmetic, algebra, geometry, and some trigonometry.

Second. A course in science and applied mathematics, including zoology, botany, chemistry, physics, and mensuration.

Third. A course in language and literature, including English grammar, spelling, rhetoric, composition, literature, history, and the elements of civic and political economy. Latin, French, and German are introduced as electives with a part of the English and science.

Fourth. A course in free-hand and instrumental drawing.

Fifth. A course of tool instruction, including joinery, wood carving, wood turning, molding, pattern making, brazing, soldering, forging, and bench and machine work in metals.

During the second and third years of the course an average of two hours per week is devoted to systematic instruction and practice in military drill.

FIRST YEAR.

Algebra (four hours a week for the year): Fundamental processes, factoring, fractions, equations of one and of two unknown quantities, and problems involving the same. Text-book: Well's Academic Algebra.

Mental arithmetic (one hour a week for the year): Special attention to the use of fractions. Text-book: Stoddard's Intellectual Arithmetic.

Themes (five hours a week for one term): A one-page theme four times a week, and a long theme, with "brief" for the same once a week, on subjects chosen principally by the pupils from observation or from experience.

English history (five hours a week for one term): From the beginnings through the Georges. Text-book: "Leading Facts of English History."

Literature (one hour a week for the year): A study of a few typical early English ballads, same of Wordsworth's lyrics, Shakespeare's Macbeth, and George Eliot's Silas Marner with a view to cultivate an ability to appreciate literature. (The boys taking Latin, French, or German write and revise one theme a week in connection with this study.)

Biology (four hours a week for sixteen weeks): The study of typical animal forms, their structure, and habits. Reference book: Burnet's "School Zoology." All instruction is given in the biological laboratory, and the pupils study actual specimens of insects, fishes, or animals, with the aid of glass and instruments. Drawings and written descriptions are required of all pupils.

Kinds and uses of wood (fifteen exercises).

Botany (four hours a week for fifteen weeks): A study of the growth and structure of plants. Text-book: Bergen's "Elements of Botany."

Free-hand drawing (five hours a week for fourteen weeks): Projection of points, lines, and solids in space; lettering in many different alphabets, and elements of surface decoration.

Instrumental drawing (five hours a week for twenty-four weeks): One sheet of straight lines and circular arcs in an interlaced design, one of line shading, and two sheets of machinery details from free-hand sketches. The preparation of drawings for the exercises in woodwork.

Joinery (ten hours a week for fourteen weeks): The use of the different hand tools and the making of simple joints.

Wood carving (ten hours a week for five weeks): The use of carving tools in ornamental line work and the shaping of simple designs in low relief.

Wood turning (ten hours a week for nineteen weeks): Face plate and center turning. Polishing and simple designing.

Electives.—Those who show a satisfactory proficiency in the use of the English language will be allowed to choose Latin or German or French in the place of themes and history, provided there be a sufficient number to form a division in any one of those studies.

Latin (five hours a week for the year): Grammar and reader. Latin composition.

French (five times per week): Grammar, Whitney's Practical French, La Langue Française (Bercy).

German (five times per week): Grammar, Joynes-Meissner; conversation, Fischer's Practical Lessons; reading, Der zerbrochene Krug (Zschokke).

SECOND YEAR.

Algebra (five hours per week for twenty weeks): The use of fractional exponents, reduction and combination of radicals, the solution of quadratic equations and equations containing radicals. The graphical interpretation of equations of first and second degrees is considered, and simultaneous values are illustrated. Text-book, Wells's Academic Algebra.

Geometry (five hours per week for twenty weeks): Five books of Wells's geometry are thoroughly mastered. The ability to reason correctly is cultivated not only by standard demonstrations, but by numerous independent theorems and problems.

English (five hours per week for twenty weeks): Standard books in prose and poetry (Dickens, Goldsmith, Scott, or Holmes) are carefully read and used as the basis of frequent themes.

History (four hours per week for twenty weeks): English history for those who did not have it during the first year; otherwise, ancient history, especially Persian and Grecian.

Composition (one hour a week for twenty weeks): Themes written from field notes and observations among the industries of St. Louis.

Chemistry (four hours per week for twenty or forty weeks, as per electives): First term, sixty experiments are made and recorded by each student. Additional and more difficult experiments are made by the teacher and recorded by pupils. Second term, Remsen's Manual is completed by the class.

Drawing (five hours per week for forty weeks): Orthographic projections of intersecting solids and the development of their surfaces; tinting with brush; free-hand detail sketches, and instrumental drawings from the sketches; isometric drawings and graining; geometrical drawing; ornamental lettering and border design.

Pattern making and molding (ten hours per week for ten weeks): Patterns made, molded, and cast in plaster; cores made and baked. The principles of soldering are acquired and sheet-metal forms are produced.

Forging (ten hours per week for thirty weeks): All elementary processes of the forge are learned, including welding iron, and forging and tempering a set of steel tools for each pupil. Projects of ornamental wrought iron or steel work.

Military drill (two hours a week for thirty weeks): The school of the soldier and the company.

Electives.—Latin may be continued through three books of Cæsar; or German or French may be continued or taken up in the place of one term of history and one term of chemistry by those who desire it and whose standing in English work will admit.

Latin (five hours per week through the year): Grammar and composition continued and three books of Cæsar.

French (five times per week): Whitney's Practical French continued. Selected readings, sight-reading, and written exercises.

German (five times per week): Grammar continued; conversation; Der Einsiedler (Wildermuth); sight-reading, selected.

Third Year.

Geometry (five hours per week for thirty weeks): Wells's solid geometry is completed.

Trigonometry (five hours per week for about ten weeks): The functions of angles and their relations studied. The formulæ for plane triangles derived and applied. The nature and use of logarithms.

Physics and laboratory practice (four hours per week for forty weeks): Elementary principles illustrated and fundamental laws tested and interpreted by the use of apparatus especially constructed for this laboratory. On the basis of this work, general theories are developed and complex operations are discussed.

Civics and political economy (five hours per week for forty weeks): The functions of municipal, State, and national governments; the duties of the citizen and the officer; the structure of society; the nature and relations of industrial, commercial, and educational institutions. Frequent themes and reports.

Literature (one hour a week for forty weeks): The reading of one of Shakespeare's plays, and the study of classic authors.

Drawing (five hours per week for forty weeks): Higher geometrical drawing, *conics, cycloids, and helices; shades and shadows; house plans; brush shading and conventional drawing; orders of architectural ornament; sketching and project drawing.*

Tool work (ten hours per week for forty weeks): Metal work by machine and hand tools; the nature and uses of all the tools in the shop, in connection with exercises devised to bring out those uses. Each student takes part in the construction of a "project" or finished machine intended to embody a great range of tool practice and constructive skill.

Military drill (two hours per week for thirty weeks): The school of the soldier and the company.

Electives.—Five hours per week for forty weeks may be devoted to the continuation of the study of German or French, if the interest of the student requires it. This will take the place of civics and political economy. Students are expected to master the details of grammar and be able to read easy prose at sight.

Details of Shop Instruction.

Shop instruction is given similarly to laboratory lectures. The instructor at the bench, machine, or anvil fully explains the principles to be used or illustrated, and in all elementary work he executes in the presence of the whole class the day's lessons, giving all needed information, using drawings and the blackboard freely. After every step has been explained the class proceeds to the execution of the task, leaving the instructor to give additional help to such as need it. At a specified time the lesson ceases and the work is brought in, commented on, and marked. It is not always necessary that the work assigned should be finished; the essential thing is that it should be well begun and carried on with reasonable speed and accuracy.

Precision and system are taught at every step. The particular shapes are given with the intent to familiarize the pupil with the customary styles and methods of construction, to teach the meaning and fitness of common tools, and the exact force of names and descriptive words.

During the first half year previous to the execution of a lesson in wood each pupil is required to make a working drawing of the same, inserting all necessary dimensions in figures.

By the end of a half year the pupil has become so familiar with the execution of shop drawings, and so expert in their use, that it is no longer of educational value for him to make the drawings from which he works; accordingly he is then furnished with blue prints.

With the introduction of each tool the pupils are taught how to keep the same in order. They are taught that good tools are absolutely necessary to good work.

The taste of the pupils is cultivated by the introduction of forms of grace and the practice of design.

A series of lessons is given in wood carving. The lessons are purely elementary, and calculated rather to suggest elaborate and delicate forms than to give opportunity for their production.

The object of the forging shop is to enable every pupil in the school to master the fundamental principles of forging iron and steel. This work is, in one essential feature, different from any other kind. Wood or cold iron will wait any desired length of time while the pupil considers what he is to do and how he is to do it; but here comes in temperature, subject to continual change. The injunction is imperative to "strike while the iron is hot," and hence quick work is demanded—a hard thing for new hands. To obviate this difficulty bars of lead are first used, with which the lesson is executed, while all the particulars of form and the methods of holding and striking are studied. The lead acts under the hammer very much like hot iron, and permits every operation on the anvil except welding. After the lead come iron and steel.

The various operations of drawing, bending, upsetting, punching, welding, and tempering are learned in connection with simple exercises, which generally have no end other than the progress of the student. Occasionally such pieces as hooks, stirrups, chains, tongs, hammers, etc., are made for use in the shop.

The final exercises consist of the construction of a set of tempered steel tools, which the pupil will himself use in the machine shop during his third year.

Forging "projects" are generally in the form of ornamental wrought-iron work. These "projects" are designed and executed entirely by the pupils. The interest they take in them may be inferred from the care and skill their pieces show.

The course in pattern making and molding, with some exercises in soldering, occupies ten weeks; i. e., less than eighty hours.

Castings are made of plaster or lead. Though comparatively little molding or casting is done, enough practice is given to illustrate the principles, to test the accuracy of molds, and explain the use of technical terms. In some instances ornamental or art forms are molded and cast.

In the machine shop it is obviously out of the question to furnish a class of 20 pupils with a lathe, planer, drill, etc., each. The cost of such tools puts the matter beyond discussion. Hence, it is not possible to have all the pupils in a class of 24 performing the same exercise at the same time, as is the case in all the shops just described. Nevertheless, this fact does not interfere with the use of systematic lessons and uniform practice. By exercises suited to the uses of each machine, and to bench work, and by regular rotation of the class, each pupil does the same work. The verbal instruction and illustration at the machine for any lesson is given to the whole division at once, though several days may intervene between the giving of the instruction and the pupil's performance. Thus it is practicable to secure, in a large degree, the benefits of the class system.

This course includes work at the (*a*) bench: Use of hammer and chisel, file, scraper, hand dies, taps, and reamers. (*b*) Hand lathe: Use of hand tools, drilling, countersinking, filing, and polishing. (*c*) Engine lathe: Turning, boring, with bar and lathe tool, screw cutting, external and internal chucking and machine fitting. (*d*) Drill press: Drilling and boring. (*e*) Planer and shaper: Producing flat or curved surfaces and fittings. (*f*) Care of tool room; the preparation of shop drawings; study of the engine and boilers. (*g*) Construction of a machine, tool, or device invented or selected by the student.

Opportunity for the mastery of these processes determines the nature of the practice pieces. The cutting tools the pupil uses are those made, tempered, ground, and adjusted by himself.

Each wood-working shop is upward of 40 feet square, and has uniform accommodations for a class of 25 or 26 pupils.

Each pupil has one of the uniform sets of hand edge tools for his exclusive use, kept in a locked drawer. For the care and safety of those tools he is held responsible.

The school has 51 speed lathes[1] for wood turning, 51 benches, 51 iron vises, 51 sets of common tools, 51 sets of wood-carving tools, and 150 individual sets of edge tools in as many drawers.

Each shop has 2 grindstones, which run continuously during shop hours.

The molding and casting room contains 24 benches and sets of tools, flasks, etc., for molding. A small gas furnace is used for melting alloys and for heating the core oven. Separate benches and furnaces are provided for soldering.

[1] Two of these lathes are of iron made for the school by the class of 1888, and one by a member of the class of 1889.

In this shop is the band saw, which is used for cutting lumber into sizes suited to class exercises.

The first floor of the shop wing is devoted to metal work, and comprises the machine shop and the forging shop. The forging shop is 40 feet square, and has its complete equipment of 25 forges, anvils, tubs, and sets of ordinary hand tools. The blast is supplied by a power blower, and a large exhaust fan keeps the shop reasonably free from smoke and gas, even when all the forges are in use. Brazing is taught in this shop after general forging.

The machine shop is 40 by 50 feet. It possesses an equipment of 16 engine screw-cutting lathes, 6 speed lathes,[1] 2 planers, 2 drills, a shaper of 15 inches stroke, a large and a small emery grinder, a gas forge,[2] an anvil and tools, and a tool room. Ten vises and benches afford opportunity for bench work. The shop is furnished for a class of 24 pupils at once.

The engine room is below this shop. The engine is capable of about 40-horse-power. It has a 12-inch cylinder and 12-inch stroke, and runs at the rate of 200 revolutions per minute. The steam-generating apparatus of the university consists of a battery of three large steel boilers, set and furnished in the most approved manner. These boilers furnish heat for the entire group of university buildings, as well as steam for the engine in the shop. The equipment of steam power furnishes to pupils of the third-year class the means of becoming familiar with machinery on a practical scale.

The plans of our building are not given, inasmuch as I do not regard our present quarters as models for other schools to copy. Elsewhere (see the paper I recently contributed to the Bureau on the "Rise and progress of manual training") I have discussed plans and given illustrations of some of the best.

I have given estimates of the cost of tools and shop furniture in the two books which I have written (see the Manual Training School: Its Aims, Methods, and Results, D. C. Heath & Co.; also Manual Training, Scribner & Co.). I have also discussed the question of cost and annual expenses in the article already referred to contributed to the Bureau of Education.

I do not hesitate to say that all experience justifies the claim originally made for manual training that it (*a*) stimulates an interest in other studies; (*b*) it arouses the ambition of boys who have poor memory for literary and historical studies, but who are strong in executive matters; (*c*) that it lengthens the school life for many boys, not only extending it through the manual-training school, but carrying it into higher education to a very unexpected degree; (*d*) the moral influence is very great (this point I have discussed quite fully in the two books referred to); (*e*) for the occupations of the graduates of the St. Louis Manual Training School, I refer to the record of the alumni in the Report of the Commissioner of Education for 1894–95. The high, manly character of our alumni is so fully recognized in this community that the board of directors of Washington University have recently authorized the alumni association to elect annually from their number one of the members of the board of control of the school.

HEBREW TECHNICAL INSTITUTE, NEW YORK, N. Y.

[Statement of Edgar S. Barney, principal.]

The Hebrew Technical Institute is an institution having a three-years' course for Hebrew boys between 12½ and 16 years of age. The "central idea" is to give its pupils a general education in the mechanic arts combined with a good English education.

During the last year special attention is given to one of four courses, depending upon the aptitude of the pupils—woodwork, metal work, electrical work, and mechanical drawing.

It is not a preparatory school for higher institutions, but educates boys for actual mechanical work.

Manual training is obligatory, about one-third of the time being devoted to it.

The institute was organized in 1883 and has no connection with the public schools or any other institution.

It is supported by the members and patrons of the society, the members paying $10 per year and the patrons $25 per year.

Woodwork and drawing are taught throughout the course. Metal work is introduced in the second year. Laboratory work in physics is taught during the first and second years, leading to electricity in the third year.

We are about to erect new buildings and our plans are not yet completed.

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[1] Two of these lathes were made for the school by the class of 1887.

[2] The gas forge is furnished with an air jet from a tank kept filled by an oscillating cylinder air pump made by certain members of the class of 1888. A new air pump is in the course of construction by members of the class of 1896.

Record of graduates.

Class.	Number of graduates.	Deceased.	Number following mechanical pursuits. Woodworkers.	Metal workers.	Electricians and employees in electrical houses.	Draftsmen.	General mechanics.	Foremen and superintendents.	Manufacturers.	Architects and designers.	Jewelers and engravers.	Teachers and students in colleges.	Clerks, salesmen, bookkeepers, and stenographers.	Pursuits unknown.
1886	19	2	1	....	......	1	....	2	1	3	1	......	2	6
1888	11	....	....	2	......	....	....	1	1	......	2	1	2	2
1889	17	....	1	2	3	3	1	......	....	......	......	......	3	4
1890	16	1	1	2	3	1	1	1	....	......	......	1	3	2
1891	18	....	....	....	2	8	1	......	....	......	......	2	5	....
1892	34	1	....	2	5	5	3	1	....	......	......	......	12	5
1893	26	1	3	3	4	3	....	......	....	......	......	1	5	6
1894	31	....	4	5	7	2	7	......	....	......	......	1	2	3
1895	34	....	5	4	7	8	3	......	....	......	......	2	4	1
Total	206	5	15	20	31	31	16	5	2	3	3	8	38	29

The number of graduates whose pursuits are known is 173; of this number, 139, or 80 per cent, are following mechanical work; of all the graduates, 69 per cent are known to be following mechanical work.

Earnings of graduates.

Year.	Number graduated.	Average age at graduation.	Average age at present.	Average weekly earnings.
1886	19	$16\frac{1}{3}$	25	$20.00
1888	11	$15\frac{2}{3}$	23	19.00
1889	17	16	22	20.00
1890	16	16	21	13.00
1891	18	16	20	14.00
1892	34	16	19	11.00
1893	26	$15\frac{3}{4}$	$17\frac{3}{4}$	9.00
1894	31	16	17	7.00
1895	34	16	....	5.00

The average weekly earning is based upon the known earnings of 133 out of 201 graduates. Several are proprietors and do not have a fixed weekly income.

Relative number of pupils that have remained throughout the course.

	Year of entrance. 1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1884 to 1894.
Number of pupils that have remained longer than six weeks.	45	37	82	68	60	85	92	78	74	116	125	128	687
Pursued the second year's course	28	16	22	30	30	52	54	43	34	66	53	.....	375
Pursued the third year's course.	19	10	16	15	17	30	33	32	31	47	.....	.....	250

Of the total admissions, 55 per cent have remained during the first and second years and 36 per cent have completed the course.

The Technical School of Cincinnati, Ohio.

[Statement of J. B. Stanwood, director.]

As stated in the articles of incorporation, the object of this school is to furnish pupils instruction and practice in the use of tools, mechanical and free-hand drawing, mathematics, English language, and the natural sciences; to develop skill in handicraft, and to impart such a knowledge of essential mechanical principles as will facilitate their progress in the acquirement of manual trades.

Our work is principally educational. When our pupils leave they are prepared to either enter business or to take a course in some higher college. Manual training is obligatory on all pupils.

We have no connection with the public schools, and the school gets its support from the tuition of pupils and from private subscription of citizens. The tuition is as follows: For the high-school department: First-year class, per term, $37.50; per year, $75; second-year class, per term, $50; per year, $100; third-year class, per term, $62.50; per year, $125. Intermediate department: Per term, $25; per year, $50.

Pupils furnish their own books, drawing instruments, and materials, scales, rules, calipers, oilstones, etc., and their own aprons and overalls. The school furnishes all shop tools and materials.

Drawing instruments and materials cost from $10 to $12 for the first year and from $2 to $3 thereafter.

A laboratory fee of not more than $2 per year is required of each pupil. This is paid to the teacher in assessments as needed.

Our pupils generally enter the intermediate department at about 12 years of age or the high-school department at about 14. Our graduates are generally about 16 to 18 years of age.

The cost of the plant is $13,286.66. The annual cost of maintaining is about $300, not including teachers' salaries.

We find manual training very helpful to our school. Our pupils, having taken a three years' course, enter college one year in advance of the city high-school pupils, whose course is four years.

COURSE OF STUDY.

High-School Department.

First year.—Mathematics: Algebra; arithmetic. Science: Botany; forestry; physiology. Literature and history: English; American literature; English history. Language: German. Drawing: Free-hand, outline, and model; shop details; simple projection and geometrical construction; color studies. Carpenter shopwork: Proper care and use of tools; carpentry; joinery; wood turning.

Second year.—Mathematics: Geometry. Science: Chemistry. Literature and history: English; general history; English literature. Language: German. Drawing: Shop details; orthographic projection; isometric projection; principles of perspective; development of surfaces; machines from measurement; free-hand; coloring. Blacksmith shopwork: Forging, welding, tempering, and tool making.

Third year.—Mathematics: Higher algebra; plane trigonometry. Science: Physics. Literature and history: English; civil government; political economy. Language: German. Drawing: Machine drawing; general plans; detailed working drawing; shop details, or architectural drawing; interior decoration; buildings from measurement; architectural perspective; free-hand. Machine shopwork: Chipping; filing; fitting; turning; drilling; planing; milling; construction of some machine or machines.

Intermediate Department.

Mathematics: Arithmetic, including necessary reviews, followed by compound numbers, mensuration, concrete geometry, applications of percentage, and the principle of algebraic equations. Science: Geography, with which are associated elementary botany, meteorology, geology, and zoology. English and history: Reading, speaking before the class, composition, United States history; American literature. German: Conversation, reading, writing, and principles of grammar. Drafting and writing: Industrial and free-hand drawing; colors; penmanship. Shopwork: A course in woodwork closely allied to the Swedish "sloyd."

SHOP INSTRUCTION IN THE HIGH-SCHOOL DEPARTMENT.

Carpenter shop for first-year pupils.—Two series of construction exercises constitute the general work of the carpenter shop. The first series is made at the bench, the second at the turning lathe. These exercises are so arranged as to bring into use different tools, to familiarize the pupils with the forms of construction, to develop a reasonable amount of skill, to bring into action the muscles of the arms, trunk, and legs, to develop judgment, and to train the mind to get control of and maintain supremacy over the body.

Heretofore, with few exceptions, these exercises have had no intrinsic value. Many of them are now so designed as to be, when completed, either useful or beautiful, and at the end of the year the articles may become the pupil's property. We find that pupils show greater interest and care if their finished products can be put to use or kept as souvenirs. In addition to this series of exercises, which each boy completes, there is carried on some larger or more important work, upon which groups of boys are employed.

Blacksmith shop for second-year pupils.—The course in the blacksmith shop consists of a series of exercises in iron and steel. This embodies the most important principles of welding iron, welding iron and steel, tempering, hardening, and annealing steel, and the construction of tools. It is in this work that pupils learn to "strike while the iron is hot," and to know what it is "to have many irons in the fire;" all of which develop quick judgment.

The articles comprising the series of exercises and the order in which they are made are as follows: 1, paper weight; 2, cold chisel; 3, center punch; 4, picture frame; 5, plain weld; 6, ring for a flower stand; 7, butcher knife; 8, L weld; 9, bracket; 10, forging hammer; 11, tongs; 12, wrench; 13, wood chisel; 14, pick; 15, easel; 16, flower stand.

In addition to these exercises special work is done, consisting of ornamental pieces of hammered iron, for which original designs are drawn by the pupils in the drafting room. This gives practical training in designing and construction.

Only the simplest measuring instruments are used, the idea being to train the eye to estimate dimensions.

Machine shop for third-year pupils.—The methods of instruction in a machine shop must be different from those in a shop where all pupils work simultaneously at the bench or forge; for with a variety of machines there must be a variety of work. As all pupils of a class must be at work at the same time, some are put at lathes, others at planers, others at vises, etc.

It is, consequently, impossible to instruct by means of a systematic series of exercises, but we have found that excellent results can be effected by constructing some one machine. In building a machine, the special treatment that each detail requires and the knowledge of machine anatomy that is obtained gives a variety and breadth of experience that a series of exercises does not.

In the machine shop of the technical school attention has been given chiefly to the construction of the steam engine, the great tool of modern times. Three have been built in the past four years; the first was a simple slide-valve engine of 10 horsepower; the next, a noncondensing compound engine of 15 horsepower, is now driving all the machinery of the school; the last, a triple-expansion engine of about 30 horsepower, was put in place last year. The pupils prepared the working drawings for all of these engines. It is the purpose of the school to construct from time to time engines of different types, thereby creating an interesting and valuable collection.

Fifteen turning lathes for the carpenter shop have been constructed.

The equipment of the workshops is as follows:

EQUIPMENT.

Carpenter shop.—Fifty-two cabinetmaker's benches; 30 speed lathes, 15 of which have been made by the pupils; 1 rip and cross-cut circular saw; 1 grindstone; 2 emery wheels; bench tools for 100 boys; turning tools for 50 boys.

Blacksmith shop.—Thirty forges; 30 anvils; 2 vises; 1 blower; 1 exhaust fan; 1 bellows; 1 grindstone; 1 drill press; 2 workbenches, with the necessary tools; tongs, hammers, flatters, fullers, and swages, etc., for 90 boys.

Machine shop.—One engine lathe, 20-inch swing, 10-foot bed; 1 engine lathe, 17-inch swing, 8 foot bed; 5 engine lathes, 14-inch swing, 5-foot bed; 1 Brown & Sharpe speed lathe; 1 Brainard milling machine; 1 Cincinnati Milling Machine Company cutter and reamer grinder; 1 26-inch by 7-foot Gray planer; 1 14-inch shaper; 1 26-inch Lodge-Davis drill press; 1 Slate sensitive drill; 1 Diamond wet emery grinder; 1 Washburn twist drill grinder; 1 52-foot bench, with 10 vises; lathe and vise tools for 24 boys; also necessary chucks, boring bars, taps, dies, and reamers necessary for same. The power is derived from a 5 by 8 by 12 inch compound steam engine, built by the pupils of the class of 1891, taking steam from two tubular boilers in the basement. There are also 2 other steam engines built by the pubils.

OCCUPATIONS OF GRADUATES.

Students in schools of technology, 8; in universities, 6; in business colleges, 4; in medical school, 1; in law school, 1; teachers, 4; draftsmen, 10; civil engineers, 4; mechanical engineers, 2; electricians, 3; machinists, 3; architect, 1; artists, 2;

jeweler, 1; superintendent manufacturing establishment, 1; telegraph operator, 1; merchants, 3; farmers, 2; clerks and bookkeepers, 7; reporter, 1; at home, 6; indefinitely stated, 5.

III.—TRADE SCHOOLS.

California School of Mechanical Arts, San Francisco, Cal.

[From the catalogue of 1896-97.]

The California School of Mechanical Arts is the outcome of the public spirit of James Lick, a citizen of California. Having been brought up in narrow circumstances, earning his living in early manhood as a mechanic, he sympathized with the struggles of the young for a place in life, and resolved to found a school where those who were dependent upon themselves could receive such an education as would give them a foothold in the world.

On September 21, 1875, Mr. Lick executed a deed of trust, by which he conveyed to certain trustees a large amount of property for various purposes of public benefit, of which this school was one.

The execution of this particular portion of the trust was delayed by prolonged litigation, and it was not until January 3, 1895, that the buildings were completed and the school formally established.

On Monday, January 14, 1895, instruction was commenced.

PLAN OF INSTRUCTION.

A complete course covers a period of four years, of which the first half is devoted to a preliminary course and the last two years to a formal apprenticeship in some one department.

The prime object of the school is to teach trades. It aims to give each student a thorough knowledge of the technique of some one industrial pursuit from which he may earn his living. It offers, however, something more than the mere equivalent of a workshop apprenticeship.

(1) Before commencing work exclusively at his trade each student must first complete a graded course of woodwork and ironwork, involving the elements of carpentry, pattern making, forging, molding, and iron fitting, and covering the first two years of attendance.

(2) A systematic course of instruction in English, mathematics, science, and drawing precedes and parallels the purely apprenticeship instruction of the last two years.

By means of these lines of preliminary instruction the student's acquaintance with tools and materials and with science and art is made broad enough to allow the fullest expansion in any trade that he may select, and to permit of his ready adjustment to the new and varying conditions that are constantly taking place in all the mechanical and industrial arts.

(3) There is the additional advantage that the shop instruction throughout is based upon work that is selected, as far as possible, for the benefit of the student, and not for the profit of his employer. This does not imply that his time of labor is frittered away, or that he is not made to realize the conditions he will have to face in after life. On the contrary, a large proportion of his time is devoted to the manufacture of marketable goods, and his success in the school is measured by his ultimate ability to execute his work in such a manner and at such a rate that the product of his labor, if placed upon the market, will stand the test of competition.

The school has facilities for teaching the following trades and technical courses: (1) Carpentry, (2) pattern making, (3) forging, (4) molding, (5) machine-shop practice, (6) machine drawing, (7) archictectural drawing, (8) technical design, (9) modeling, (10) wood carving, (11) cookery, (12) dressmaking, (13) millinery, (14) preparatory for technical college course.

PRELIMINARY COURSE.

The two years' preliminary course serves as a foundation for the different trades and technical courses. This part of the curriculum is essentially the same as the course given in the so-called manual training schools. It is different for boys and girls as regards tool work and domestic branches, but otherwise it is the same for all students, and is required of all. It divides its time equally between academic and industrial branches.

The academic branches include English, mathematics, science, and history. One period of fifty minutes per day, for two years, is devoted to each of these subjects, with the exception of history, which is given on alternate days.

The instruction in English includes word study, grammar, and rhetoric, practice in written and oral expression, and a study of literature through English classics.

The mathematical instruction includes elementary algebra, and plane, solid, and spherical geometry, carried on side by side throughout both years.

The science work consists of physics during the first year, and chemistry during the second year.

The preliminary instruction includes, also, a general course of ancient, mediæval, and modern history.

The industrial branches are made up of the three elements: Tool work, industrial art, and household art and science.

The industrial art instruction begins the same for boys and girls. Free-hand representative and decorative drawing, mechanical drawing, modeling, and carving are substantially the same for both up to the middle of the second year, from which point of divergence the boys continue along the mechanical and architectural lines, while the girls do more of the free-hand work, such as designing.

The tool work (for boys only) consists of a graded course of carpentry, molding, and pattern making during the first year; forging, molding, and iron fitting during the second year; and during the first term of the third year machine-shop practice.

The work in household art and science begins in the first year with a course of plain sewing and the preliminary parts of cutting and fitting. Drafting and dressmaking proper are completed during the first term of the second year. The rest of the second year is used for millinery. The third-year work of this department comprises cooking and a comprehensive course in the direct application of science and art in the household, including interior decorations and furnishings, heating, lighting, ventilating, and other sanitary conditions, and hygiene.

TRADES AND TECHNICAL COURSES.

At the beginning of the third year each student must elect one of the courses enumerated and must serve in it an apprenticeship of two years.

All apprentices are required to meet one hour per week, either in a body or in sections, for the purpose of discussing papers and reports to be submitted by individual members, somewhat after the seminary plan. The subjects of these reports are selected or assigned by the pupils themselves, as far as possible, and relate to manufacturing processes and devices, to topics from the history of art and industry, and to scientific subjects. Each report must be exhaustive, and will be placed before the class as clearly as possible by means of printed abstracts and the stereopticon, the presentation to be followed by a thorough discussion.

All apprentices are given a brief course in political economy, commercial geography, physical geography, and United States history and government.

The mathematical instruction for apprentices is different for different courses, as indicated under each course. Nearly all apprentices take one or more of the following: (1) Heat calculations, including a general study of transformations of energy; (2) theoretical mechanics and elementary kinematics; (3) strength of materials, graphical determinations, construction of trusses and beams, and problems of tensile strength and elasticity; (4) bookkeeping and business forms; (5) logarithms, and the use of tables in general; (6) plane and spherical trigonometry; (7) those who elect technical course No. 14 are required to review the entire subjects of algebra, geometry, and trigonometry, and to add such parts as are required for admission to the universities.

Science work for apprentices is selected from the following: (1) Tests upon the school boiler and engine; (2) metallurgy of iron; (3) experimental mechanics; (4) use of microscope; (5) phenomena of combustion; (6) physical and chemical properties of foods; (7) adulterations; (8) sanitary chemistry; (9) chemistry of dyestuffs; (10) physics, sound, and light.

The following is an outline of the shopwork and other instruction for apprentices in each department:

1. *Carpentry.*—Actual construction of cabinets, stairs, etc., and of a large model of frame house, in all its details; specifications, contracts, and estimates; ventilation, heating, plumbing, foundations, painting, and plastering; methods of manufacturing, seasoning, and preserving lumber; woodworking machinery and mill methods; building materials, their properties, prices, sources, etc.; mathematics, subjects numbered 2, 3, 4, 6, above; science, subjects numbered 3, 8, 10, above; Saturday excursions to mills and to buildings in course of construction. Each student enrolled in this course may be required to work as a helper on some building during the summer vacations, and at such other times as may seem advisable.

2. *Pattern making.*—Continuous work upon patterns from drawings executed by students in course 6, for machine parts to be molded by students in course 4, and upon similar work to be assigned by the instructor in charge; methods of manufacturing, preserving, and seasoning lumber; woodworking machinery; mathematics, 2, 4, 5, 6, above; science, 2, 10, above.

3. *Forging.*—Continuous practice in forging difficult machine parts and structural ironwork; designing and execution, in conjunction with students in courses 4, 7, 8, and 9, of extensive architectural ornamental ironwork; estimates, contracts, specifications, etc.; properties, sources, and prices of material, etc.; mathematics, 1, 3, 4, 6, page 1078; science, 2, 3, 5, 10, page 1078; Saturday excursions to ironworking establishments.

4. *Molding.*—Casting from patterns made by students in course 2 of machine parts, to be finished by students in course 5; designing and execution in conjunction with students in courses 3, 7, 8, and 9 of architectural ornamental ironwork; practice in piece molding, molding in gelatin, wax, and sulphur, and by the lost-wax process for undercut work; mathematics, 1, 4, 6, page 1078; science, 2, 3, 5, 10, page 1078; Saturday excursions to ironworking establishments.

5. *Machinist's course.*—Finishing work on castings made by students in course 4; machine-shop practice in all its details; estimates, contracts, specifications, etc.; properties, sources, and prices of materials used; mathematics, 1, 2, 3, 4, 5, 6, page 1078; science, 1, 2, 3, 10, page 1078.

6. *Machine drawing.*—Execution of drawings for actual use in the pattern shop and elsewhere. Specifications and contracts; mathematics, 1, 2, 3, 4, 5, 6, page 1078; science, 1, 2, 3, 10, page 1078.

7. *Architectural drawing.*—A continuation of the execution of plans, elevations, details, and perspectives. Landscape drawing; history of architecture; designs for architectural ornament to be executed at the school in wood, iron, terra cotta, and cement; specifications, contracts, estimates; ventilation, heating, plumbing, foundations, painting, and plastering; methods of manufacturing, seasoning, and preserving lumber; woodworking machinery and mill methods; building materials, their sources, properties, prices, etc.; mathematics, 2, 3, 4, 5, 6, page 1078; science, 3, 10. Saturday excursions to buildings of recognized excellence of architecture.

8. *Technical design.*—This course will be necessarily restricted by the lack of facilities at the school for executing designs for oilcloths, fabrics, stained glass, wall paper, mural decorations, etc., but this defect will be corrected, as far as possible, by frequent visits to factories and by inquiries among manufacturers. Since the school itself will have means for executing designs in wood, clay, terra cotta, and iron, the fundamental laws of design will be deduced from work done in these materials. Excursions to museums, art exhibitions, etc.; chemistry of materials used, their properties, preparation, etc.; science, 10, page 1078.

9. *Modeling.*—In this course the student may choose between a course of sculpture or one of industrial modeling.

The former will include anatomy; copying of ornaments from casts, photographs, and natural objects; laws of composition and their application; figure modeling from casts, antique and life; low relief, high relief, and the round.

The latter will include the different methods of molding, such as piece molding, molding in wax, sulphur, and gelatin, and by the lost-wax process; the reproduction of modeled objects in preservable materials, such as iron, bronze, terra cotta, cement, marble, etc.; designing and execution of more or less extensive projects of architectural ornament, in conjunction with students of courses 3, 4, 7, and 8. Chemistry of materials used; mathematics, 6, page 1078; science, 10.

10. *Wood carving.*—Designing and manufacture of chairs, tables, frames, cabinets, and other pieces of furniture, and the execution of architectural ornaments designed by students in courses 7 and 8. Methods of manufacturing, seasoning, and preserving lumber; oiling, varnishing, etc.; history of art and architecture; excursions to museums, art exhibitions, etc.; mathematics, 4, 5, 6, page 1078; science, 10.

11. *Cookery.*—A continuation of the third year's course of cooking from a more scientific standpoint. More advanced processes, as canning, preserving, pickling, desserts, ice creams, etc.; cooking for invalids; physiological considerations and nutritive values; preparation of menus; table decorations; mathematics, 1, 4, page 1078; science, 4, 5, 6, 7, 8.

12. *Dressmaking.*—Designing and manufacture of tea gowns, princess dresses, tailor-finished suits, jackets, children's garments, etc.; history of costume; study of drapery; sketching; hygienic principles; methods of manufacturing threads, cloths, and other materials used; excursions to manufactories; mathematics, 4, page 1078; science, 9, 10.

13. *Millinery.*—Covered hats and bonnet, crepe bonnets, shirred and velvet hats, etc.; manufacture of frames and braids; trimming with choice materials; history of costume; sketching; methods of manufacturing materials used; mathematics, 4, pago 1078; science, 9, 10.

14. *Preparatory for technical college course.*—A thorough review of English, mathematics, and science, to comply with the requirements for admission to the universities in the courses of civil, mechanical, electrical, and mining engineering.

EXPENSES.

There is no charge for tuition, but students are required to furnish their own books, drawing instruments, overalls, aprons, and edge tools, and to pay the actual cost of working materials. The total expense averages about $20 a year.

Working materials, such as lumber, iron, clay, chemicals, sewing materials, drawing materials, etc., are purchased in quantities for each department, and at the opening of each term payments are required in advance for the estimated cost of materials for the ensuing half-year. For the year 1896-97, this charge has been fixed at $5 a term.

Drawing instruments can be purchased from the school at cost, if desired. It is important that these instruments should be of good quality, and well selected. The sets handled by the school are sold at prices from $5 to $10. These are to be purchased at the beginning of the first year, and they last throughout the course.

A set of chisels and plane-blades for carpentry and pattern making can be purchased from the school, if desired, at a cost of $2.50. They are required of all boys at the beginning of the first year.

A set of carving tools is required during the second year. These may be purchased from the school at a cost of $3 per set of ten tools.

Each boy entering the machine shop must provide himself with the following tools: 5-inch try-square; 8-inch outside calipers; 4-inch outside calipers; 6-inch inside calipers; 6-inch dividers; 12-inch steel straightedge; three-fourths-pound hammer. These are sold by the school for $5 per set.

All other tools and appliances are furnished by the school, and loss or breakage, resulting from carelessness, is charged to the pupil responsible for such damage.

Beginning with the year 1896-97, a new plan for furnishing overalls, aprons, and towels will be put into practice. For the sake of uniformity, and to avoid confusion, these garments must be of a prescribed pattern for each line of shop-work, must be washed at intervals to be designated by the instructor in charge, and each suit must be marked with the name of the owner.

SPRINGFIELD (MASS.) INDUSTRIAL INSTITUTE.

[Statement of L. P. Strong, director.]

Our several departments cover almost all lines of practical work, the central idea in the trade school being the trade. In the high school department is the manual training course for the first year and a half, at the completion of which, the student chooses a trade to which he devotes the remaining year and a half.

Our engineering department, being a preparation to higher technical study, the practical work being compulsory even in this course.

This is a private institution; our shops are thoroughly equipped to do business, and do work for outside firms which goes a long way toward our support. The amount charged for tuition varies from $50 for the trade school to $90 in the engineering department.

The high school boys must be 15 years of age; the trade school boys must be at least 17 years of age and most of them are older.

Our building is a four-story brick structure 160 feet long and 50 feet wide. The machine shop has 29 engine lathes, 1 planer, 3 drills, 1 shaper, 1 universal miller, 1 tool grinder, emery wheels, hack saws, cutting off saws, etc., and a well stocked tool room in charge of a machinist where students can get any tools for their immediate use.

Our carpenter shop equipment consists of 8 wood-turning lathes, 1 pattern-makers' lathe, 1 jig-saw, 1 pattern makers' saw, and 1 jointer. We have a tool room here also where the extra tools are kept; each student has a drawer with lock and key containing the most common sizes of chisels, bits, planers, etc.

The cost of the plant including equipment is about $50,000.

BARON DE HIRSCH TRADE SCHOOLS, NEW YORK CITY.

[Statement furnished by J. Ernest G. Yalden, superintendent.]

This school, organized five years ago by the trustees of the Baron de Hirsch fund in order to assist Russian and Roumanian Jews to gain a knowledge of some trade, is as yet little known to the general public. * * *

Its object is to render it possible for a young man to gain, during his stay at the school, a sufficient knowledge of the English language and the principles of some trade to enable him on leaving school to obtain work as a helper or "junior" at that trade.

The trade school is not intended to turn out skilled mechanics, but to give a young man such a training in the principles of a trade and the proper ways of doing work that he is better fitted quickly to acquire, upon active practice at the trade, that necessary skill and quickness which is required of the first-class mechanic. * * *

The school offers free course of instruction in six grades: Plumbing, carpentry, wood turning, machinist, house painting, and sign painting.

Each course is five and one-half months in length, and the pupil is required to complete the same satisfactorily in order to obtain a certificate.

A kit of tools is given to each graduate and efforts made to obtain work for them at the completion of their course.

The first class to graduate was composed of 23 young men, distributed among the departments as follows: 5 carpenters, 8 machinists, 6 plumbers, and 4 sign painters. Eighty-seven per cent of these graduates came from Russia, the remainder from Roumania, and the average age was 19.1 years. Within three weeks after leaving the school 91 per cent were working at their chosen trade. * * *

All exercises, whenever possible, are made directly from drawings and exactly to size. Shop methods are followed as closely as possible, and during the course frequent visits to large shops are made by the pupils, under the guidance of an instructor, who points out the significance of the work viewed.

The machine shop is 25 by 50 feet and accommodates about 20 pupils. It is equipped with 5 12-inch and 2 18-inch lathes or shapes, 2 drill presses, 2 planers, and all necessary hand tools, besides ample bench room for vise work.

The pupil is required to first complete some thirty exercises, in most part the completion of some finished article, involving as far as possible all the fundamental principles of the machinist trade, i. e., bench work, drill press, planes, and lathe practice.

Toward the end of the course the class is divided into squads and put at construction work, such as the completion of a copy press or similar article. Lectures are given throughout this course on the tools, material, and operations of the trade.

The carpentry and wood turning shop has a floor space of 1,250 square feet and can accommodate 12 carpenters and 8 turners. It is equipped with 10 turning lathes, circular saw, band saw, and all necessary benches for the carpenters. Each pupil first completes some twenty-four exercises, embracing the use of nearly all the carpenter's tools and showing the fundamental operations of woodwork.

These exercises include a complete set of joints, the application of mitering, dadoing, rabbetting, chamfering, etc. The pupils then construct a number of articles, such as boxes, cupboards, arch centers, house trimmings, etc., and, finally, the class builds a small cottage complete from plans.

In the wood-turning course the pupil is taught the names, uses, and care of the turner's tools; the use of the lathe, circular and band saws; finishing, staining, and polishing, and the construction of finished articles.

The plumbing shop accommodates about 20 pupils and is equipped with 20 solder pots, benches, and all necessary tools of the trade. The course in plumbing and gas-fitting is very complete. Each pupil completes a set of exercises in lead work, such as joint wiping and sheet-lead work. The use of cast-iron pipe, wrought and galvanized iron pipe in plumbing work is fully explained, and each pupil has practice in handling such material.

In the house-painting course the pupil is taught plain painting, preparation of surface for painting, and how to remove old paint; kalsomining; painting in two and three shades; flatting, stippling, gilding, graining, etc.; paper hanging and the preparation of stencils.

The sign-painting course includes the drawing, with chalk and triangle, the different alphabets used by sign painters; preparation of colors and boards for painting; lettering on wood and metal; glass sign painting in plain colors and gold; drawing of ornaments, scrolls, and borders, and the preparation of stencils.

Instruction in drawing is given to the members of the machinist and carpentry departments, and consists of exercises in practical geometry; then the drawing of plans, elevations, and sections of various objects; and, finally, the making of simple working drawings from objects or written descriptions.

This is decidedly a practical course, its object being to enable the graduate to read drawings and to work understandingly from them, though in nearly every instance the pupil becomes skilled enough to make a very creditable working drawing.

A course of instruction in English is offered to such pupils as are not familiar with the language, and also some instruction in arithmetic.

Evening lectures are given at intervals throughout the course on general, scientific, and ethical subjects.

NEW YORK TRADE SCHOOL, NEW YORK CITY.

[Statement of H. V. Brill, general manager.]

Our school is exclusively a trade school, and instruction is given in trades only. By our system of instruction we fit our graduates to earn their livelihood at the trade they come to the school to learn. The manual training school does not have this particular purpose in view, the instruction in the handicrafts being supplementary and an aid to literary work.

The New York Trade School is an incorporated institution and has a charter from the University of the State of New York. It is managed by a board of trustees and is not connected with the public schools or any other institution. The school is supported by tuition fees from students and the income from a permanent endowment fund. The rates of tuition vary from $12 to $16 for an evening course, and from $25 to $40 for a day course. The charges for instruction include the use of tools and materials.

The school is restricted to young men between 17 and 23 years of age, and the instruction furnished is of the same practical character as will be met with in actual practice at the trade. A course of instruction is arranged for each trade for the student to follow. The course commences with simple work, and step by step advances on work more complicated. Skilled mechanics are employed as instructors, and the student receives individual instruction. The scientific principles which underlie the practical work is also taught by means of lectures, so that the student acquires not only manual skill but learns why work should be done in a certain way.

The workrooms of the school are equipped the same as first-class workshops. The school furnishes all tools and material.

The value of the school plant is $275,000. The annual cost of maintenance is $30,000.

The yearly attendance is 500. In the evening classes the members are residents of the city. Those who come to the day classes attend from all parts of the United States and Canada.

[From the catalogue for 1896-97.]

Evening instruction is given in bricklaying, plastering, plumbing, electrical work, carpentry, house painting, stonecutting, fresco painting, blacksmith's work, printing, sign painting, and cornice work.

There are day classes in plumbing, house and fresco painting, sign painting, bricklaying, carpentry, steam and hot-water fitting, and printing.

The evening classes are intended to give young men already in the trades an opportunity to improve themselves, and to give young men who are earning their living at other occupations during the day a chance to learn a trade.

The day classes, which are also open to beginners as well as to those who have some knowledge of the trade, graduate young men who are possessed of the skill of the average journeyman and have a wider knowledge of the trade in all its branches. The past few years much work of an advanced character has been introduced in the various day courses, and the constant practice gained by continuous application, such as the hours of the day classes afford, enables a pupil to rapidly acquire both skill and proficiency.

MASTER BUILDERS' MECHANICAL TRADE SCHOOL, PHILADELPHIA, PA.

[Statement of William A. H. Allen, superintendent.]

The school was established for the instruction of boys desiring to enter the building trades as apprentices, or those already engaged in those trades, but whose term is not yet completed. The pupils make their own choice of the trade, and instruction is given in actual work, both practical and theoretical, the former taking precedence. With the present accommodations there are no advanced classes, but pupils often attend a second term, and not a few have taken a third term.

The school was founded by the Master Builders' Exchange, and though now incorporated, still bears its name. The income is derived from instruction fees, from a small but increasing endowment fund, and an appropriation from the State of Pennsylvania—any deficit being made good by the Master Builders' Exchange. The instruction fee paid by each pupil is $27 for the term.

The schools at present are divided into seven departments, in which instruction is given in the following trades, viz: Carpentry, bricklaying, plastering, stonecutting, blacksmithing, painting, and plumbing.

Each department is furnished with competent instructors and is under the direct supervision of three members of the committee of that particular trade, and the schools as a whole are in charge of a superintendent.

For the present, evening classes only have been formed, but should a sufficient number of applications be received to warrant the management in so doing, day classes will be established.

Three evenings per week are occupied in the instruction of each class, two being devoted to shopwork and one to theoretical instruction, calculation, and drawing. The pupils begin work at once in the trades they have chosen.

The present (sixth) term has 90 admissions in all, of an average age of about 18 years.

In mechanical instruction the instructors follow printed forms, the lesser details being left to their discretion. The theoretical instruction is given in the form of questions and answers, the pupils writing the latter from dictation, and any required explanation is given on the following evening. These questions form the basis of the examination at the end of the term. Working drawings only are made, the object being rather to teach the understanding of plans than to make draftsmen.

The pupils are expected to have the elements of a common school education, and, if deficient, assistance is given. All the instruction is arranged to meet the practical needs of those intending to become workmen at the several trades.

The basement of the exchange building is used as a workshop and an upper floor for the drafting room. The shop is equipped with the usual hand tools of the different trades, and both tools and materials are furnished in both the shop and the drafting room.

The cost of the plant is about $4,500 and the usual expenses of maintenance about $6,000 per annum, varying somewhat with the number of pupils. The majority of the pupils have been taken as apprentices by members of the exchange, who speak in very favorable terms of their acquirements, and are willing to reduce their term of apprenticeship where a certificate is obtained. Of those who complete their time with the same employer a record can be kept, but it is of necessity incomplete in the case of many.

It has but seldom come to our knowledge that pupils have taken up some occupation other than the trade learned at the school, and several who attended the earlier terms are now in business for themselves. The later admissions have been greatly due to the recommendations of former pupils, and when these have been visitors, it has been with a satisfaction which they were very willing to express.

It has been contemplated to add other mechanical trades in connection with building when circumstances allow removal to quarters affording increased accommodation. The present space is fully occupied, and in some trades the number of applicants has exceeded the capacity of the school.

Williamson Free School of Mechanical Trades, Williamson School, Pa.

[Statement of John M. Shrigley, president.]

Our support is entirely from the income of the endowment fund given us by Mr. Isaiah V. Williamson. Our machine and carpenter shops are provided with hand and power tools and our bricklaying shop with all the appliances required in that trade. Our plant, including 200 acres of ground, has cost $426,757.36. The cost of maintenance in 1895, average number of pupils having been 163, total population 205, was $60,695.56. Our first class was graduated in the spring of 1894, and many of its members are now receiving full journeymen's wages at their trades. A very large proportion of our graduates follow the trades taught them here. We have not the exact figures at this moment, but 90 per cent of the entire number will closely approximate the percentage so doing.

[From a circular of the school, 1896.]

This school was founded by Isaiah V. Williamson for the purpose of giving poor and deserving boys a good English education, for training them in habits of morality, economy, and industry, and for teaching them mechanical trades.

Only natives of the United States are eligible for admission, and no one will be accepted who is not able-bodied, intelligent, healthy, and possessed of natural aptitude and liking for mechanical work. Candidates to be successful must also be of good moral character and be sufficiently educated to readily enter on the school work.

The school is only for pupils who intend to follow mechanical pursuits for a living.

The scholastic examination is held four to five months prior to the date of admission, and covers reading, writing, spelling, arithmetic, including fractions, and weights and measures, geography, United States history, composition, and language.

All scholars are bound as indentured apprentices to the trustees for the term of three years, with the provision that the indenture may be canceled at any time by the trustees for the scholar's incompetency or bad conduct, or if for any other reasons the trustees think him unworthy of future and continued support and education.

By the indenture the scholar will be obligated to conform to all regulations and restrictions prescribed by the trustees or their representatives, and all right or claim to control them during the period they remain at the school will be vested in the trustees.

Each scholar is given a preparatory course in woodworking and mechanical drawing, in connection with studies in the schoolroom and extending through six months. At the end of that period he is placed at one of the following free trades, the selection of which is made by the trustees, due regard being given to the inclination and adaptability of the boys to the trades to which they are assigned:

Woodworking in its various branches, such as carpentering, pattern making, cabinetmaking, etc.

Building, including bricklaying, range, furnace and boiler setting, plastering, etc.

Machine trade in all its usual details, including practical training in steam and electrical engineering, steam fitting, etc.

Each scholar takes but one of the trades named, and his instruction in mechanical and free hand drawing, which continues during the entire three years, tends in the general direction of his trade. The courses are systematic and thorough, and based on instructional methods.

The branches taught in the academic department are reading, writing, arithmetic, algebra, geometry, physical and political geography, history, elocution, physical science, English literature, physiology and hygiene, civil government, chemistry, vocal music, theory of the steam engine, strength of materials, and building construction.

The school and shops are in session eight hours daily on five days of the week and four hours on Saturday, each scholar spending about four hours in the class rooms and four hours in the shops daily the first year, the proportion spent in the shops gradually increasing toward the close of the apprenticeship.

The school term continues the entire year, but those pupils who merit it are given about two weeks vacation in summer and a few days at Christmas.

Ample facilities are provided for in and out of door games, and each scholar, in turn, performs a moderate amount of open-air work.

Scholars are required to bring with them a modest outfit of plain clothing, but while at the school no charge is made for boarding, clothing, or instruction, the benefits of the institution being free.

The domestic life of the school conforms, as far as is practicable, to good family government. To that end the scholars are divided into families of twenty-four, each having its matron and its own distinct home or cottage, cared for by its occupants. The homes contain no kitchens, dining rooms, or laundries, these being located in other buildings.

The trustees deem it to be quite as essential to have the pupils become good men as good mechanics, and special attention is given to their moral training.

IV.—NORMAL SCHOOLS.

Georgia Normal and Industrial College, Milledgeville, Ga.

[From the Third Annual Announcement and Catalogue, 1894.]

The object of the State in establishing this school is to provide for the young women of Georgia an institution in which they may get such special instruction and training as will prepare them to earn their own living by the vocation of teaching or by those industrial arts that are suitable for women to pursue. Subsidiary to these two main objects the institution also teaches those branches of learning that constitute a good general education. It furthermore instructs and trains its pupils in those household arts that are essential to the complete education of every woman, whatever her calling in life may be or in whatever sphere of society she may move.

In other words, the purpose of the college is to prepare Georgia girls: (1) To do intelligent work as teachers, according to the best methods known to modern pedagogics. (2) To earn their own livelihood by the practice of some one or other of those industrial arts suitable for women to follow. (3) To exert an uplifting and refining influence on family and society by means of a cultured intellect, which can only be attained by a systematic education in the higher branches of learning. (4 To be skillful and expert in those domestic arts that lie at the foundation of all successful housekeeping and home making. (5) To accomplish this fourfold educational purpose. the courses of study to be pursued in the school are divided, in a general way, into four principal departments, namely: The normal department; the industrial department; the collegiate department; the domestic department.

It must not be supposed that each of these departments constitutes a distinct and separate school. On the contrary, they are coordinate and coequal parts of one complete system, and are so united as to form one harmonious whole. Many of the studies pursued in the college belong in common to all of the departments, but in certain lines of study the departments differentiate, giving rise to the above fourfold classification.

INDUSTRIAL DEPARTMENT.

The object of this department is to give thorough instruction in those industrial arts that are suitable for women to follow as a means of livelihood. The department will confine itself for the present to the following branches: (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 employment whatever. The fifth in the list, namely, free-hand and industrial drawing, was selected mainly for its culture value, though if pursued as a specialty for two or more years by persons who have a natural aptitude for drawing, it will afford the most pleasant and lucrative means of livelihood of any of the industrial arts taught in this school. Cooking, the sixth and last art in the list, was selected almost entirely for its domestic or household value.

SCHOOL OF DRESSMAKING.

The whole practical work of dressmaking is taught in this department, including cutting, fitting, draping, hand sewing and machine sewing. Careful instruction is also given in the principal branches of sewing in white goods.

The S. T. Taylor system of dressmaking, generally acknowledged to be the best in the world, is used. It is based on strictly mathematical principles, which insures accurate results, and, where it is well learned, guarantees a perfect and artistic fit in every case. Although thoroughly scientific, it is simple and not very difficult to learn.

The department is furnished with an abundance of the very best and finest makes of sewing machines, and with all other furniture, implements, and devices that go to make up a perfect equipment.

There are two classes of pupils who study this art in our college: (1) Those who wish to learn it merely for home or domestic uses. (2) Those who wish to learn it as a trade. For the first class, one hour a day devoted to the work throughout the session is usually sufficient, but for those who wish to become professional, artistic dressmakers, from three to five hours a day for at least one year are necessary.

All pupils studying dressmaking are required, by way of practice, to make their own college uniform dresses, or to do any other work that may be required of them by the principal.

In order to afford those pupils who intend to make dressmaking a profession the practice absolutely necessary to acquiring a high degree of proficiency in this art, there has been organized in connection with the department a regular dressmaking establishment, which carries on the trade of dressmaking under strictly business regulations. The establishment is in direct charge of Mrs. Fannie Shealy, under whose careful supervision all work will be done. A number of licensed assistants from among the most skilled pupils in the department will be appointed for this establishment, and they will receive reasonable compensation for any work they may do. All contracts for work to be done must be made directly with Mrs. Shealy, and all money paid for work must pass through her hands. No work shall be done for pay in the dressmaking department except in this trade school and under these regulations.

It is hoped that this will in time become one of the best and most artistic dressmaking establishments in Georgia. The charges will be reasonable and all work will be strictly guaranteed.

Those pupils who wish to learn cutting and fitting must provide themselves with the S. T. Taylor text-book and accompanying drafting and measuring instruments. The whole outfit costs $7, and can be purchased at the college. Pupils who wish to take only sewing or any branch of needlework will not require this outfit.

All students of dressmaking, unless specially excused, are required to take the industrial-English course of study.

SCHOOL OF COOKING.

This is the pioneer institution of the sort in the Southern States. Neither expense nor pains have been spared in fitting it up. During the three years of its existence it has accomplished much good, but in several important particulars it will do better work next session than ever before. The course of study will be better adapted to the particular needs of the Southern kitchen and to the dietary of Southern households than heretofore, and the methods of instruction will be more thoroughly practical. To the gas stoves and oil stoves with which the school is already abundantly supplied the common wood cooking stove will be added, so as to familiarize the pupils with its use. The aim of the course of study will be to acquaint the girls with all the fundamental principles of cooking and to give them a practical training in the most healthful and economical methods of preparing such articles of food as are usually found on a well-appointed Southern family table. Special stress will be laid upon the making of plain bread and biscuit, the cooking of ordinary meats and vegetables, and the preparation of simple desserts; sufficient attention will also be paid to fancy dishes. Several special lessons are given on cooking for invalids.

Each cooking class consists of twelve pupils and each class receives one lesson of two hours' duration every week, and at each of these lessons every pupil in the class does actual cooking directly under the eye of the teacher. In connection with every lesson instruction is given in hygiene as related to foods, in the nutritive properties and values of the materials used, and in the chemical changes caused by cooking.

Dining-room training.—As an adjunct to the cooking school there will be established next session a well-equipped, nicely appointed dining room, in connection with which girls will be taught to make out bills of fare, to set the table, to serve meals, and to do everything in this branch of housekeeping in the best and most approved manner. They will also be carefully instructed in the etiquette of the table and in everything that constitutes good dining-room manners. Both in the kitchen and in the dining room great pains will be taken to train the girls into habits of absolute cleanliness and neatness.

The cooking school occupies a very large, conveniently arranged room in the top story of the college building. It is equipped with the most improved implements and appliances.

The cooking lessons are obligatory upon all members of the senior class. No student shall be awarded a diploma from this college until she has taken the course in cooking and has stood a satisfactory examination in the same. Ordinarily only seniors are allowed in this department, but girls over 16 years of age who expect to be in the college only one year will also be permitted to take the lessons if they wish to do so.

An incidental fee of $2 is charged in this department, and must be paid when the student's name is enrolled in the class. No other charge is made.

TEACHERS COLLEGE, NEW YORK CITY.

[Statement of Charles A. Bennett, professor of manual training.]

The manual-training work of Teachers College is divided into five parts:

(1) College work: Training teachers.

(2) High-school work: Macy Manual Training High School, four years' course, including science, language, mathematics, history, drawing, and manual training. Fits for Columbia School of Mines in three years. Manual-training work in this school is obligatory.

(3) Horace Mann School: An elementary school, consisting of eight grades between kindergarten and high school. Manual training work obligatory in each grade.

(4) Extension work: (*a*) Saturday morning classes for teachers; (*b*) afternoon classes for boys and girls; (*c*) evening trade classes for young men.

(5) Summer School of Manual Training.

Teachers' College is an independent institution supported by voluntary contributions and tuition fees. Tuition in college, $75; in Macy Manual Training High School, $150; in Horace Mann School, $75 and $100; in extension classes, (*a*) Saturday classes for teachers, 29 weeks, $5; (*b*) afternoon classes for boys and girls, 15 weeks, $5; (*c*) evening trade classes, 20 weeks, $15; summer school, 5 weeks, $25.

Course of instruction in Horace Mann School: Grade 1, clay modeling, paper working, sewing. Grade 2, clay modeling, paper working, sewing. Grade 3, clay modeling, paper working, sewing. Grade 4, clay modeling, paper working, metal working. Grade 5, clay modeling, paper working, sewing for girls, wood working for boys. Grade 6, paper working, sewing for girls, wood working for boys. Grade 7, clay modeling. Grade 8, clay modeling, cooking for girls, wood working for boys.

Macy Manual Training High School: First year, for boys, wood joinery, wood carving; for girls, sewing, clay modeling, wood carving. Second year, for boys, wood turning, pattern making, foundry work, sheet-metal working; for girls, sewing, cooking, clay modeling, and wood carving. Third year, for boys, forging, chipping, filing, fitting, and machine tool work; for girls, cooking and sewing (elements of dressmaking). Fourth year, a pupil may elect special courses in the department of manual training and art education to fill up the time allotted to manual training.

The number of pupils in the Horace Mann School below high-school grade are as follows:

Grade.	Boys.	Girls.	Grade.	Boys.	Girls.
First	12	13	Fifth	10	12
Second	11	12	Sixth	11	15
Third	16	4	Seventh	6	13
Fourth	13	12	Eighth	13	18

The number of pupils at present in the Macy Manual Training High School are as follows:

Year.	Boys.	Girls.
First	7	2
Second	17	8

The equipment for the wood-joinery room is as follows: 30 benches for pupils, 1 bench for teacher, 31 sets of tools, 31 tablet chairs arranged in front of blackboard and teacher's bench, 1 grindstone mounted on iron frame, 1 teacher's desk, 1 case for drawings, 1 case of pigeonholes for unfinished work, 1 table for glue-pot outfit, 1 museum case containing models of course of study, specimens of wood products, etc. (Connected with this room is a locker and wash room, a storeroom, and a dumb waiter leading to the stock room in the basement.) Each bench is equipped with the following tools: 1 back saw, Disston's No. 4, 10-inch, 13 points to the inch; 1 Hammond adze-eye bell-face hammer, No. 0, 7-ounce; 1 Bailey's patent adjustable iron jack plane, No. 5; 1 round hickory mallet, Bliss Manufacturing Company, No. 4, 2⅝-inch face, with handle screwed into head; 1 tang firmer chisel, Buck Bros., No. 2; 1-inch, handled and sharpened; 1 ditto, one-fourth inch; 1 Russell Jennings dowel bit, five-sixteenth inch; 1 ditto, one-half inch; 1 Barber's bit brace, No. 14, 6-inch sweep, 1 sliding T bevel, Eagle, 9-inch; 1 iron handle try-square, No. 12, 6-inch, Stanley Rule and Lever Company; 1 marking gauge, No. 64½, Stanley Rule and Lever Company; 1 octagon-handled screw-driver, No. 77, 4-inch, Hammacher, Schlemmer & Co.; 1 nail set, "round points," No. 77, one-fourth inch, Buck Bros., one-sixteenth inch point); 1 foot rule (special pattern, made by Patterson Bros.); 1 knife (made by Patterson Bros.); 1 bench brush (Patterson Bros.); 1 pencil, Dixon's M; 1 bench hook, special pattern; 1 sharpening outfit, consisting of 1 lily-white Washita oilstone 6 by 1¼ inches, in mahogany case with leather strap on top of the case; 1 No. 0 steel oiler, 1 waste holder, and a board to which these are attached.

Macy Manual Arts Building fully equipped cost about $250,000.

The work in manual training reenforces work in other branches, especially in drawing, mathematics, and science.

[Extract from course of study of the Horace Mann School.]

ART AND MANUAL TRAINING.

First Grade (Five Periods Each Week).

Color.—Colors of the spectrum observed. Lessons given in relations of color and harmony of color. Typical colors taught—red, yellow, blue. Scales of these colors.

Drawing.—Free expression of the simplest typical forms—sphere, cube, and cylinder; and of natural forms—fruit, leaves, and flowers. Occasionally a story is illustrated by the children.

Clay modeling.—Modeling in clay of simple forms—objects, fruit, vegetables.

Paper working.—Tablet laying, cutting and pasting of colored paper to make borders and radiating arrangements. Geometric figures used—circle, square, and oblong.

Sewing.—Drill lessons given to gain muscular control. Colored wool on burlap used for first sewing. Free choice of colors allowed. Work with coarse needle on unbleached muslin given in the latter part of the year. For practical application of the stitches little useful articles are given near the end of the year.

Second Grade (Five Periods Each Week).

Color.—Relations of color; harmony of color. Typical colors—blue, and green. Scales of these colors.

Drawing.—The drawing is the free expression in light and shade of simple typical forms, such as cube, square prism, triangular prism, pyramid. There is also drawing of good, simple objects and of natural forms—vegetables, fruit, and plants.

Clay modeling.—Modeling of simple objects—fruit, vegetables, leaves.

Paper working.—Application of color lessons in cutting and pasting paper to form borders and radiating arrangements. Geometric figures used—right triangle and equilateral triangle.

Sewing.—Quick review of the stitches given in the first grade. Sewing on buttons. Application of all exercises previously given in making such articles as bags, needle-books, and aprons.

THIRD GRADE (FIVE PERIODS EACH WEEK).

Color.—Relations of color; harmony of color. Typical colors taught—violet, red orange, yellow orange. Scales of these colors.

Drawing.—Shaded drawings of simple typical forms; also drawing of objects, natural forms, vegetables, fruits, and plants.

Clay modeling.—Modeling simple objects—fruit, vegetables, leaves.

Paper working.—Cutting and pasting colored paper to form borders and radiating arrangements. Geometric figures used—ellipse, oval, and Greek cross.

Sewing.—The work begins with a study of the principles of sewing. The children are shown how to make little looms of sticks and strings. The stitches given in previous years are renewed on new models. This is followed by new principles, which are developed in later work. The girls' work is coarse darning and making dolls' clothes; the boys', a national flag, sails for a toy ship, and baseball covers.

FOURTH GRADE (FIVE PERIODS EACH WEEK).

Color.—Typical colors, yellow green, blue green. Study of colors as applied in every day art.

Drawing.—Shaded drawings of geometric solids given singly and in groups. Development of principle of foreshortening of planes in free-hand perspective. Free drawing of natural forms.

Clay modeling.—Modeling geometric forms, such as quatrefoil and trefoil and natural forms suggested by nature lessons.

Paper working.—Drawing, with instruments, for paper cutting and pasting. The quatrefoil and trefoil used for borders and surface coverings. Photographs and prints used to illustrate the quatrefoil in Gothic architecture.

Metal working.—Bent iron work, involving the use of snips and pliers. The course consists of exercises in cutting, bending, and binding, and of making a variety of useful and ornamental articles.

FIFTH GRADE (FIVE PERIODS EACH WEEK).

Drawing.—Free drawing of geometric models (shaded) of objects and natural forms. Drawing, with instruments, in connection with wood working and paper working.

Clay modeling.—Modeling exact forms, such as half sphere, half cylinder, and vase forms in the half round. Designing and modeling in the half round of simple useful objects, such as a cup and bowl. Modeling of historic forms, such as the Egyptian pyramid, lotus, and winged sphere; of natural forms—fruits, vegetables, and leaves.

Paper working.—Development of surface of solids; construction of cubes, prisms, pyramids, cylinders, cones, and objects similar in form.

Sewing.—For girls only. A series of exercises in making stitches used in outer and under clothing. Planning and cutting a petticoat and a doll's dress. Making up and trimming a gingham dress of small size.

Woodworking.—For boys only. Work in thin wood, involving the use of a saw, a chisel knife, and drawing instruments.

SIXTH GRADE (FOUR PERIODS EACH WEEK).

Color.—Study of relations of color and harmony of color. Typical colors used—red violet and blue violet.

Drawing.—Study of Greek ornament, illustrated by casts, photographs, and prints. Drawing of Greek rosette and Greek scroll in color. Drawing of geometric forms, objects, and natural forms in groups. Drawing, with instruments, in connection with wood working and paper working.

Paper working.—Cutting and pasting simple forms of ornament, such as Greek lily and Greek rosette.

Sewing.—For girls only. Course in plain sewing completed. Darning and patching on various materials. Fancy stitches and plain embroidery on linen and flannel.

Woodworking.—For boys only. Chip carving and construction work in thin wood. Outfit of tools the same as used in fifth grade. Course of instruction includes joints, frames, boxes, brackets, and carving exercises.

SEVENTH GRADE (TWO PERIODS EACH WEEK).

Drawing.—Development of principles of free-hand perspective, foreshortening of planes, and convergence of edges. Drawing of geometrical models and objects placed in various positions above and below the eye, parallel with the observer, and turned. Study of shade and shadow.

Clay modeling.—Modeling natural forms—leaves and plants.

EIGHTH GRADE (SIX PERIODS EACH WEEK).

Drawing.—Free-hand—Development of principles of foreshortening of planes and convergence of edges in geometric solids which are in angular perspective. The same principles are illustrated by objects, presented at first singly, then in groups. Study of shade and shadow on objects and groups.

Mechanical.—Simple geometrical work involved in drawing diaper patterns and interlaced designs; easy lettering; projections of simple objects; working drawings; sections, drawing to scale; developments. All work done in pencil.

Clay modeling.—Modeling geometric solids and good vase forms in the half round. Modeling simple forms of historic ornament, such as lotus capital. Modeling of natural forms—fruit, vegetables, and plants.

Cooking.—For girls only. An elementary course in which the principles of cookery are illustrated in the making of simple dishes. The sequence of practical work is in general as follows: Starch, cereals, and fruits, vegetables, batters, and doughs, eggs, shellfish, fish, meats, salads, desserts.

Woodworking.—For boys only. Wood joinery taught in a room equipped with benches and sets of woodworking tools. The course consists of exercises, joints, and their applications in a few useful articles. In connection with the work much instruction is given about the tools and materials used.

MANUAL TRAINING IN THE COLLEGE DEPARTMENT.

[From circular of information for 1895-96.]

AIM AND SCOPE.

The aim of the department is (1) to train teachers and supervisors of manual training and art education, and (2) to give instruction in manual training and art work to students pursuing major courses in other departments of the college, to special students, to pupils of the Horace Mann School and of the Macy Manual Training High School. Aided by the other departments of the college, this department gives not only the principles of teaching special branches and practice in such teaching, added to a thorough drill in subject-matter, but also a broad professional training, enabling graduates to view their specialty not merely as an isolated subject, but in its true relation to the other branches of education. As an experiment station, this department aims to assist in the solution of many problems connected with the introduction of manual training and drawing into the public schools.

EQUIPMENT.

The home of the new department is the Macy Manual Arts Building. This building, completely equipped, was given by Mrs. Josiah Macy as a memorial to her husband. It is 147 feet long, 71 feet wide, and is five stories high, including a well-lighted basement. It occupies a commanding position, overlooking Morningside Park, the Harlem River, and Long Island Sound on the northeast, and Riverside Park, the Hudson River, and the Palisades on the northwest. The view from the upper windows can hardly be surpassed in New York City. It contains three large rooms for woodworking—joinery, carving, turning, and pattern making; four for metal working—chipping and filing and soldering, molding and casting, forging and machine tool work; two for clay modeling; one for mechanical drawing; one for architectural drawing; one for elementary manual training; two for elementary free-hand drawing, and two large studios for advanced drawing and painting. In addition to these is a lecture room, provided with a stereopticon, many smaller rooms, such as offices, store rooms, a library, museum, conference room, photography room, engine room, and stock room.

The machinery, tools, cases, and furniture constituting the equipment of the various departments have been selected with special reference to the requirements of the work to be done in these departments. Whenever it has been impossible to find such furnishings in stock, special pieces have been made.

The departmental library contains many books and pamphlets on manual training and art education. In the corridors and on the walls of various rooms are many photographs illustrating the history of art. In the museum and scattered through the work rooms are vases, reliefs, models, carvings, and casts. The purpose has been to make the building and its equipment complete and in every way adapted to its use.

COURSES OF STUDY.

FIRST INTRODUCTORY YEAR.

1. *Free-hand drawing.*—Ten periods weekly. A course designed for students who are making a specialty of art work.

2. *Free-hand drawing.*—Four periods weekly. An abridgment of course 1, intended students who are not making a specialty of art work.

3. *Mechanical drawing.*—Four periods weekly. A course designed for those who are taking up the subject of mechanical drawing for the first time. It includes geometrical problems, lettering, drawing to scale, parallel and angular projection, sections, intersections, and developments.

SECOND INTRODUCTORY YEAR.

4. *Wood joinery.*—Six periods weekly. A comprehensive course in bench work, intended to prepare students for course 14 given in the junior year. It includes exercises intended to teach the use of the fundamental woodworking tools, the use of many of the principal joints in construction, and the application of these joints in making useful articles. From time to time during the course special illustrated lessons or talks are given on such subjects as standard measurements, cutting edges, structure and growth of trees, lumbering and the preparation of timber, warping and shrinking of timber, and consequent allowances in construction.

5. *Wood carving.*—Four periods weekly. A course covering the fundamental principles of the art. In the first part of the course attention is given to the handling and sharpening of tools and to the carving of typical pieces of ornament involving the various uses of the tools. Later the student takes up the work from the standpoint of the decorator and learns to work in the following styles: Moresque, Norse, Byzantine, Roman, and Renaissance. Throughout the course careful attention is given to modeling and design.

6. *Metal working.*—Four periods weekly. A course of hand tool work in three parts: (*a*) Chipping, filing, and polishing cast iron, wrought iron, malleable cast iron, steel, and brass; (*b*) sheet-metal working, including many of the processes of tinsmithing and sheet-iron working, and (*c*) forging, including ornamental iron work and hardening and tempering steel, in addition to numerous exercises in drawing, bending, upsetting, and welding.

7. *Free-hand drawing.*—Ten periods weekly. This course is a continuation of course 1 and consists of drawing in charcoal and water color monochrome from groups of colored objects and casts of ornament and the human figure. It is designed to give the student an appreciation of the perspective appearance of all simple objects and the ability to give artistic expression to what he sees by means of light and shade and color.

8. *Free-hand drawing.*—Four periods weekly. A continuation of course 2, intended to give a student sufficient training in free-hand drawing to enable him to enter the junior year in any major course in the college excepting Major Course B in the department of manual training and art education.

9. *Clay modeling.*—Four periods weekly. A technical course, consisting of work from ornament and the antique. Each student is given practice in making plaster casts from his own clay models.

10. *History of art.*—Three periods weekly. A course of reading, conferences, and lectures illustrated by lantern photographs. The subjects will be taken up in chronological order, and will cover mediæval, Renaissance, and modern architecture, sculpture, and painting.

11. *Mechanical drawing.*—Four periods weekly. This course follows course 3, and consists of advanced work in intersections and developments, including conic sections, a study of mathematical curves as applied in cams and gearing, the principles of shades and shadows and linear perspective. Special attention is given to the making of working drawings from free-hand sketches.

JUNIOR YEAR.

12. *Elementary manual training.*—Four periods weekly. In this course are taken up several lines of manual training, which are adapted to children in the elementary schools. Each of these is of such a nature that it may be carried on in the ordinary school room at any school desk to which an appropriate desk cover has been added. The course includes: (*a*) Knifework in thin wood for children in the fifth grade,

involving much geometry and drawing; (*b*) more advanced work in thin wood for the sixth or seventh grade, involving problems in construction and chip carving; (*c*) free whittling for children in the sixth or seventh grade; (*d*) construction work in paper and cardboard for grades four, five, six, and seven; and (*e*) bent ironwork which may be correlated with free-hand drawing in several of the grades of the elementary school.

Students pursuing this course are expected to take complete and accurate notes of all lectures, but are not required to make all the models.

13. *Elementary manual training.*—Two periods weekly, second half year. An abridgment of course 12, intended for major students in the department of elementary teaching.

14. *Wood joinery.*—Four periods weekly. In this course the subject is taken up from the standpoint of method. Course 4 or its equivalent is required on admission. The course consists of: (*a*) Lectures on methods of working, methods of teaching, and subjects connected with the tools and materials used; (*b*) discussions, recitations, and the writing of papers on topics requiring the consultation of books in the library; (*c*) working out a course of models for grammar schools, also a course for high schools; (*d*) advanced work in hard wood, involving many of the principles of cabinetmaking.

15. *Wood joinery.*—Two periods weekly. An abridgment of course 4, intended to give students the ability to construct simple apparatus for scientific experiments.

16. *Wood turning, pattern making, and foundry practice.*—Six periods weekly. A course in two parts, suitable for manual training high schools. (*a*) Spindle turning, face-plate turning, chuck and templet turning, in which much attention is given to beauty of outline and proportion; (*b*) pattern making, in connection with which practice is given in the foundry. The course contains patterns which may be used to illustrate draft, use of split patterns, "making a joint," use of green-sand core, use of dry core, use of chaplets, "stop-over molding," three-part molding, and hanging a core.

17. *Metal working.*—Six periods weekly. A course combining hand tool and machine tool work, involving standard processes of modern machine shop practice. At the end of the course each class constructs a lathe, a grinder, a motor, or some other small machine. The equipment for this work consists of 10 engine lathes, a universal milling machine, a grinding machine, planer, upright drill, sensitive drill, and the necessary smaller tools, all of which have been carefully selected from the latest patterns of the best tool manufacturers.

18. *Free-hand drawing and clay modeling.*—Four periods weekly. A course from the standpoint of the teacher. The subject for the first part of the year will be the work of the primary school; that for the last part of the year the work of the secondary school.

19. *Drawing and painting.*—Eight periods weekly. This course is arranged so that the student first makes a light and shade study from the object or group of objects, and afterward makes a color subject from the same object. This plan affords an opportunity for the study of black and white values in connection with color values, and emphasizes the importance of the light and shade work as applied to painting. The course includes studies from fruit, flowers, still life, and the human figure, and in the latter part of the year out-of-door sketching.

20. *Free-hand drawing.*—Two periods weekly. A special course for major students in domestic art.

21. *Mechanical drawing.*—Four periods weekly. The work of this course is taken up from the standpoint of method; hence a knowledge of the subject-matter is necessary on entering the course. During the course a comparative study is made of the mechanical drawing courses of elementary and secondary schools of recognized standing, with a view of arriving at conclusions as to what should be included in a course of mechanical drawing, and what method should be employed in teaching. The notebook work is an important part of this course.

SENIOR YEAR.

22. *History and principles of manual training.*—Two periods weekly, first half year. This course includes a study of the development of the manual training idea in education; the Russian system; Swedish sloyd; Danish sloyd; manual training in England, France, and Germany; American manual training; pedagogic principles underlying manual training; methods of teaching manual training; planning courses of instruction for elementary and secondary schools; the manual training high school—its distinguishing characteristics and its place in American education.

23. *Plans and equipments.*—Two periods weekly, second half year. The teacher of manual training is called upon not only to lay out his courses of instruction, but often to plan and equip rooms for manual training work. With this requirement in mind, a course has been designed covering the essential principles involved in planning and equipping for manual training work in elementary and secondary schools.

In this course the following points are considered: Planning with reference to number, size, and location of rooms needed; their light, accessibility, and convenience one to another; tools and appliances necessary for a given range of work; how to purchase tools and machinery; arrangement of these with reference to use, convenience, and safety of operation; location of line shafting; selection of motive power, hangers, belting, and other material required.

Classes usually work from assumed data, although in some cases data is supplied by schools desiring the assistance of Teachers College in planning new buildings. In such cases the school furnishing the data receives a copy of the completed plans free of charge.

24. *Wood carving.*—Four periods weekly. A course in two parts. The first part is a continuation of course 5, students being expected to work from their own designs. The second part is a course from the standpoint of method, which is adapted to secondary schools. In the second part students are expected to take accurate notes of all lectures, but are not required to make all the models.

25. *Drawing and painting.*—Eight periods weekly. A continuation of course 19 consisting of studies in black and white and in color from casts, still life and from life, and out-of-door sketching in color. Talks on perspective, light and shade, composition, color, anatomy, etc., are given from time to time as the work progresses. In this class much individual instruction is given, thus enabling a student to do advanced work in any branch he desires especially to teach.

26. *Designing.*—Four periods weekly. A course in principles of design, including a study of the historic styles of ornament. Working designs are made for: (*a*) Wood carving, (*b*) wood turning, (*c*) pyrography, (*d*) bent iron work, and (*e*) stained glass. The course is closely related to courses involving construction.

27. *Planning courses in drawing.*—Two periods weekly. A course for supervisors and special teachers of drawing. This course will include the study of conditions existing in schools; courses of instruction in drawing, modeling, and decoration; the adaptation of work to the ability of classes, to the season of the year, and to the equipment. Attention will be given to the correlation of drawing with other subjects. The relation between supervision and special teaching, the holding of teachers' meetings, the giving of typical lessons, and the making of programmes will be considered. Equipments will be planned, material for the different grades in public and private schools selected, and the expense estimated.

28. *Free-hand drawing.*—Two periods weekly. A course from the standpoint of method, beginning with primary work. It includes drawing from models and objects from nature, illustrative drawing, and modeling from typical and natural forms. This course is designed for major students in the departments of the kindergarten and elementary teaching.

29. *Machine design.*—Four periods weekly. The course involves the consideration of the strength of material and the form and proper proportion of such machine elements as the following, which are employed to a greater or less extent in all forms of machinery: Rivets, keys, bolts and screws, journals and their bearings, shafting, couplings, cams, and gears. Later the subject of machine design is taken up with reference to simplicity, proportion, beauty of outline, cored and ribbed sections, harmony of parts, etc. Finally, some machine is designed and a set of working drawings made.

30. *Architectural drawing.*—This course in the elements of architecture will not be opened until September, 1896.

31. *Clay modeling.*—A continuation of course 9, consisting of advanced work from the antique and from life. The course will not be opened until September, 1896.

32. *Methods, observation, and practice teaching.*—Two to six periods weekly. The first half year is devoted to lectures on methods of teaching manual training and drawing and to the systematic observation of classes in the Horace Mann School and the Macy Manual Training High School. The second half year is devoted to practice teaching and criticism.

The following is a brief outline of the work: (1) Observing expert teaching and assisting in giving individual instruction; (2) written report of observations; (3) class discussion of lesson observed or conference with critic teacher; (4) written plan of (*a*) a series of lessons and (*b*) of a single lesson with reference to purpose, subject-matter, and method of teaching; (5) criticism of written plan; (6) practice teaching; (7) criticism of practice teaching; (8) written plan of typical lesson; (9 criticism of plan of typical lesson; (10) giving typical lesson in the presence of classmates and the faculty; (11) class criticism of typical lesson.

Each candidate for the college diploma must observe and teach in at least two subjects during the year, and no student will be recommended for a diploma whose work in this course is unsatisfactory.

Department conference.—One hour weekly. A meeting of professors, instructors, assistants, and major students to report on current literature and discuss questions relating to manual training and art education. This hour has proved to be one of great value to all who attend the conference.

MAJOR COURSES.

These extend over two introductory and two college years and lead to the college diploma. In general the work of the two introductory years is intended to give technical skill, while the work of the two college years is taken up from the standpoint of method. Three major courses are offered:

Course A, designed to equip teachers and supervisors for all grades of manual training work in elementary and secondary schools.

Course B, designed to equip teachers and supervisors of art education for all grades of elementary and secondary schools.

Course C, designed to equip teachers and supervisors of both manual training and art education for elementary schools only.

MINOR COURSES.

Any course offered by the department may be pursued by qualified students as a minor in connection with courses offered in other departments of the college and will be counted as a part of the work leading to a college diploma.

DEGREES.

Candidates for the degrees of A. M. and Ph. D. may elect to do a part of their work in this department.

SPECIAL STUDENTS.

The directors of the department are at liberty to admit as special students at any time such persons as in their judgment are qualified to work profitably in the department. No diploma is given to special students.

SATURDAY CLASSES.

On Saturdays, from March to October, a number of special courses are open to teachers and others who can not attend classes earlier in the week. During the year 1895–96 such courses are offered in the following subjects with the provision that no class be formed with less than six students: (1) Wood joinery, (2) wood carving, (3) wood turning, (4) metal working, (5) elementary manual training, (6) free-hand outline drawing, (7) light and shade, and (8) mechanical drawing. Registration fee for each course, $5.

EVENING CLASSES.

Under the joint management of the Harlem branch of the Young Men's Christian Association and the department of manual training and art education of Teachers College evening classes will be opened in October, 1895, in the Macy Manual Arts Building. The following courses will be offered: (*a*) Mechanical drawing, (*b*) forging, (*c*) wood joinery and drawing, (*d*) sheet-metal working and drawing. Other courses in mechanical and art work may be opened during the year.

SUMMER SCHOOL.

On account of the large number of applications for instruction during the summer months, it has been decided to open a summer school of manual training and art education at Teachers College in 1896. The entire equipment of the Macy Manual Arts Building will be utilized, including library, photographs, casts, models, and exhibits.

It will be possible to offer courses in (*a*) psychology as applied to manual training and art education, history and principles of manual training, methods of teaching manual training, methods of teaching drawing, planning and equipping manual training schools; and (*b*) in wood joinery, wood carving, wood turning, pattern making, foundry practice, forge work, chipping and filing, machine tool work, elementary manual training, claymodeling, designing, outline drawing, light and shade, water-color painting, architectural drawing, mechanical drawing, and machine design. The work will consist of lectures, conferences, recitations, and practice. The number of courses opened will depend upon the demand. The school will be open six weeks.

MACY MANUAL TRAINING HIGH SCHOOL.

In order to provide better opportunities for observation and practice teaching in manual training and art work the Macy Manual Training High School for boys and girls was established in May, 1895.

The general plan of the school requires the pupils to divide their time in school about equally between English, mathematics, and other academic studies, and manual training and art work. Throughout the entire course of four years each regular student pursues six lines of study—language, mathematics, science, sociology, drawing, and manual training.

The course is so arranged as to fit a grammar-school graduate for the School of Mines, Columbia College, in three years.

DEPARTMENT OF DOMESTIC SCIENCE AND ART.

MAJOR COURSE.

This course is designed for those who wish to prepare themselves to become teachers of cooking and sewing in accordance with educational principles.

Candidates for admission to this course will feel the need of a broad and liberal education. A good high-school course, with two years' added experience as teacher or student, is the least that should be considered adequate; much more is desirable. All candidates for admission will be required to pass the examinations for entrance to the college.

The course continues two years, and includes instruction in plain cooking and plain sewing, cutting and fitting; drawing; the application of chemistry, physics, physiology, and hygiene to matters of the household; psychology and general method, history of education, methods of teaching and practice teaching.

From two to four periods weekly are assigned for observation and practice in the Horace Mann School. The assignments are changed as often as the best interests of the individual require.

The laboratory work in cooking includes practice in all branches of cookery. More attention, however, is given to such economical and wholesome cooking as can be properly taught in public schools and in industrial classes than to the preparation of elaborate dishes. Careful study is made of the different methods of applying heat to food materials, and in these experiments the student learns to operate coal, gas, gasoline, and kerosene stoves and the Atkinson cooker. It is the purpose of the course to reduce cooking to a science by the exact methods of the chemical laboratory. In all the processes the aim is to study the conditions and learn to control them until uniform results are obtained.

The course in sewing includes all branches that are required by public and industrial schools; plain sewing, plain embroidery, the drafting, fitting, and cutting of simple garments. A course of lectures is given on methods of teaching sewing; the materials and tools in use and their development and manufacture; color in connection with dress and home furnishing; healthful dress; hygiene, etc. There is also a course of lessons in drawing and color for the study of the human form and drapery.

A collection of raw materials, textiles, and tools for demonstration lessons has been procured, and is of great value to the student.

Training is given in such details of departmental management as the purchasing of supplies and the planning of courses of lessons and equipments for cooking and sewing classes. A special feature is made of economical cooking and sewing outfits, and the student is given such practical problems as the planning of an inexpensive outfit for a class of twenty and the making of the best selection of utensils to be obtained for a given sum.

Occasional visits are made to the schools of New York and vicinity to study the conditions of the work, and many of the students acquire excellent experience by teaching classes in some of the mission schools in New York when the hours do not interfere with college work.

MINOR COURSES.

The following minor courses are offered to those who do not intend to become teachers of cooking and sewing, but who desire a practical knowledge of the subjects:

Cooking.—Five periods weekly.

Sewing.—Two periods weekly.

Art of costume.—Five periods weekly.

Cooking.—One and one-half hours weekly, October 5 to March 14.

Sewing.—One hour weekly, October 5 to March 14.

Any person, with the consent of the teacher in charge, may elect any one or more of the above courses.

KEYSTONE STATE NORMAL SCHOOL, KUTZTOWN, PA.

[Statement of W. W. Deatrick, director.]

Our manual training is educational, with especial reference to later work of the pupil teachers in the construction of apparatus, charts, etc.

The plant was established by the State Normal School and tuition is included in general charges. Materials are paid for by pupils.

Instruction is given in the senior year only. Average age of pupils about 19 years. In cardboard sloyd and wood sloyd pupils work from blue prints, which each one is required to make. The required course in cardboard and wood includes the making of geometrical forms, surfaces, and solids, which may later be used as apparatus. Turning, scroll sawing, metal working, are optional. Fifteen charts, covering a course in color, are required; also two large wall color charts. Ten large wall charts, astronomical, anatomical, physiological, or psychological are required. In making these, some must be drawn by the method of squares, some by pantograph, and some by the use of the optical lantern. Several charts of geographical projections are required. Five pieces of apparatus are expected from each pupil. Photography is taught to pupils electing the same. The chart making appears to be the most valuable feature of our work. Clay modeling occupies several weeks of the year.

Equipment.—Sixteen sets of wood-working tools; a full line of extra tools, not in sets; lathes, wood and metal; gasoline furnace, photographic outfit, drills, vises, scroll saws, and optical lantern and slides.

Four large work benches, each accommodating four pupils at a time; a long filing bench, running the entire length of the room; all in a large, airy, well-lighted room, in the basement of the "central" building of the school. The windows are all above ground and the floor is cemented.

The value of tools, etc., is $1,000 to $1,200. No cost of maintenance, except as salary of instructor, is included in general current expenses. Instructors have other work. Pupils pay for materials used.

The training in construction of apparatus and chart making has materially influenced the public schools. One superintendent says: "I can see an improvement in the schools of the county with reference to schoolroom apparatus since the introduction of manual training into the normal school at Kutztown."

The metric system is used in all measurements and every graduate must thus acquire a practical acquaintance with that system.

The department is under the direction of the professor of psychology and pedagogy.

State Normal School, West Chester, Pa.

[Statement of George Morris Philips, principal.]

We have a workshop well located in our recitation hall, about 70 by 30 feet, with an adjoining room about 30 by 25 feet. We have benches for 40 students, each fitted up with all the ordinary tools. Students in the last two years of the normal course are required to spend three quarters of an hour per day every other day in the shop. During the first of those years they take substantially the graded course in woodwork of the Philadelphia Manual-Training School. The second year they spend in making school apparatus of various sorts, especially philosophical apparatus, which they are privileged to take with them to their schools when they leave. Working drawings are made by the students in all cases, and the work done from these drawings. All other students in the school are privileged to take this work and many do. In our model school the children, both boys and girls as young as 8 or 9, take it regularly with much pleasure and with satisfactory results. The course in woodwork is taken by the young women in the school just the same as by the young men, and their work is practically as good. We confine our work at present wholly to woodwork and the necessary drawing.

V.—SCHOOLS FOR DEFECTIVE CLASSES.

The American School for the Deaf, Hartford, Conn.

[Statement of Job Williams, principal.]

Briefly, the object of our manual training is to teach with a direct view to actual work. Every boy old enough to do so is expected and required to spend about three hours a day in one of our shops.

We have a cabinet shop and a shoemaker's shop. The expenses of the shops are a part of the general expenses of the school.

About 25 pupils are taught in each shop.

Cabinetmaking tools and shoemaking tools are provided. We use no machinery.

Colorado School for the Deaf and Blind, Colorado Springs, Colo.

[Statement of D. C. Dudley, superintendent.]

The central idea in teaching industries is to form industrious habits. Few of our pupils follow the trades learned here, but they are willing to work at what they can get to do.

Two and one-half hours a day are required in industrial work, though such pupils as have any talent devote one hour a day out of this two and one-half hours to art.

No charge is made for tuition. It is part of this school's regular work.

Branches taught: Printing, carpentry, and baking to deaf boys; mattress making, broom making, cane seating, piano tuning to blind boys; sewing, crocheting, knitting, dressmaking to deaf girls; sewing, crocheting, knitting, bead work, hammock weaving, and basket work to blind girls. Pupils range in age in each shop from 8 to 20 years.

We have a beautiful building for the industrial departments and the shops have a reasonable amount of suitable machinery for hand work.

The principal expense of maintenance is salaries of foremen.

The results are good in improving discipline of pupils while in school and forming an industrious habit, and the work is no hindrance to other studies.

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB, WASHINGTON, D. C.

[Statement of E. M. Gallaudet, president.]

We give instruction to the boys of our Kendall school in carpentering and cabinetmaking. We expect to give instruction in printing next year. To the girls we give instruction in sewing (including machine work), dressmaking, and housework. We do this mainly because of its acknowledged educational value.

INSTITUTION FOR THE EDUCATION OF THE BLIND, JACKSONVILLE, ILL.

[Statement of W. F. Short, superintendent.]

The central idea in our instruction is educational and with direct view to actual work or trade. Some form of manual training is obligatory upon all our pupils

This institution is supported by appropriations from the legislature, and there is no charge for board or tuition.

All the branches of manual instruction are carried on throughout the school year and are arranged according to the age and capability of the pupil.

The workshop is equipped with suitable tools and machinery.

The cost of the workshop was $15,000. The annual expense of maintaining it and other branches of manual instruction is about $1,500.

The effects of manual training upon other studies we regard as very salutary.

The average length of the school life of the pupils is about twelve years. The pupils usually follow the occupation of the trades learned in school.

MARYLAND SCHOOL FOR THE DEAF, FREDERICK, MD.

[Statement of Charles W. Ely, principal.]

The central idea in our industrial instruction is the cultivation of habits of industry, training in the use of tools, with a view chiefly to acquiring such a degree of skill as to enable the pupil to turn his hand to any kind of manual work. We teach shoemaking, cabinetmaking, and carpentery, chair caning, turning, wood carving, and finishing. We also teach dressmaking and finer needlework.

This manual training is carried on as a department of our school, which is supported by the State. There is no charge for tuition except for persons from other States.

The course in manual training is not commenced in any particular year, but is determined rather by the age of pupils. They are placed in the industrial classes at 10 to 12 years of age. It is our purpose to give each pupil training in the use of all the tools used in the shop to which he is attached. In the shoe shop, for example, every boy learns to perform every part of the making of a shoe, in the different grades of work, up to the cutting. The same rule applies in the other shops.

We have a building recently erected, two stories in height with a basement, 65 by 30 feet. The first floor is occupied by the cabinet shop, the other is divided between the shoe shop and printing office, while the basement is used for storage. An engine, 15 horsepower, runs the machinery. The cabinet shop is supplied with a planer, jointer, circular saws, scroll saw, mortiser, tenon machine, turning lathe, all run by steam, and there is also a good equipment of tools for cabinetmaking and joiner work. The printing office has a Hoe Enterprise Cylinder of the latest make, a small Gordon press and a good supply of type of considerable variety. In the shoe shop steam power is not used. We have several sewing machines and the usual tools found in a well equipped shop.

Value of the plant, about $6,800. Cost of maintenance, $642.08.

As a rule I think the industrial training has tended directly toward making better scholars. Undoubtedly parents are better satisfied to have their children remain in school longer than they would if instruction looking toward employment were not furnished.

Michigan School for the Deaf, Flint, Mich.

[Statement of F. D. Clarke, superintendent.]

Our manual instruction is with a view to actual work and a trade. It is obligatory. This school is supported by the State, and no charge is made for tuition.

Pupils or parents select a trade at the beginning of the sixth year, and are expected to continue at it at least a year. At the end of that year, for reason, are allowed to change. After the first year they continue till they know all of the trades we can teach. Our pupils in shops average from 12 to 21 years old, except art, drawing, etc., where they begin at 8. Number taught shoemaking, 38; cabinetmaking, 25; tailoring, 20; baking, 3; printing, 23; sewing, 57; art, 33.

Our shops are fairly well equipped with tools and machinery.

Cost, exclusive of buildings, $9,645.71. Annual salary of instructors, $3,700.

Effect on other studies is good, and it lengthens the time we are able to keep our pupils. Many pupils follow the trade they learn at school, while almost all of them acquire "the habit of industry" and work regularly and steadily after leaving school. I attribute the good habits of the deaf largely to this regular work at school.

Iowa Institution for Feeble-Minded Children, Glenwood, Iowa.

[Statement of F. M. Powell, superintendent.]

While we consider industrial training an essential and important part of the system of training, we have not yet a very systematic course on account of lack of facilities. There is provided a wood-working room with machinery and tools at cost of $2,000. In this division twelve to eighteen boys work at intervals during the day. The benefits derived are expected to be educational as well as preparatory to actual labor later on in life. Wood carving constitutes a part of the labor. In this the boys are benefited especially in hand and eye training. Wood turning, planing, and a variety of work are accomplished in this department. The majority of boys at work here also attend the regular school exercises; in this way it becomes a part of their educational training.

On the same floor four to eight boys work at intervals during the day in leather work, for the same reason involved in other industrial work. In this quite a number have become proficient in handwork, even where the mentality rates low.

The expenses connected with this department are nearly counteracted by the sale of manufactured goods. There is a brickyard on the premises in which are made all the brick that enter into the construction of new buildings. Its sales also yield considerable profit. A number of the boys participate in this labor of production.

Farming and gardening are especial sources for remunerative, as well as educational labor. Forty to fifty boys work in this department during the spring and summer.

The industrial departments are carried on in connection with other branches of the institution so closely that we have not made any effort to itemize expenses separately. Each year we learn to appreciate more fully the value of industrial training.

Ohio Institution for Feeble-Minded Youth, Columbus, Ohio.

[Statement of G. A. Doren, superintendent.]

In connection with school work almost all the children are engaged in some kind of work about the house and grounds dependent upon their needs and those of the institution. They are instructed in farming and gardening, carpenter work, painting, shoemaking, tailoring, sewing, and other kinds of work, with reference to the requirements of the institution. The industrial training is made useful in the economical working of the household. The children are happier to be occupied in this way when not engaged in schoolroom work, and are made self-supporting to a greater or less degree. The exercise, too, is very often very beneficial. Their education is with reference to life in the institution, the object being to brighten their lives in every way possible and to make them self-supporting.

VI.—SCHOOLS FOR COLORED PUPILS.

Storrs School, Atlanta, Ga.

[Statement of Ellen E. Roper, principal.]

We teach only sewing to girls. All take the course except those in the highest grade. The object of our teaching in this branch is primarily to render them competent to make their own clothing, also to teach them tidiness and a horror of rags.

Several, having natural taste for sewing, have been able, after finishing our course, to get positions with dressmakers. We also teach dressmaking when it is desired.

The industrial work is in connection with Storrs School, founded and supported by the American Missionary Society.

SPELMAN SEMINARY FOR WOMEN AND GIRLS, ATLANTA, GA.

[From the catalogue for 1895-96.]

INDUSTRIAL DEPARTMENT.

The industrial department is made a prominent feature in this institution. The results accomplished through the aid of the Slater Fund prove beyond a doubt the desirableness and practicability of industrial training in connection with our course of study. Every year increases our firm conviction that labor of the hands for a part of the day, directed by skilled instructors, promotes good discipline, good morals, and good mental energy as nothing else can. Every woman should be a good housekeeper, for her own honor and the progress of civilization. For all, especially for those who are to be teachers and mothers, we believe industrial training to be essential to give self-reliance and self-support. Our great aim is to make education practical. Hence all the boarders are required to learn the art of housekeeping in all its branches. The time of eight teachers is mainly devoted to this department.

Regular courses of instruction are pursued, and certificates are awarded accordingly. Each student receiving a certificate in this course has attended the school at least two years, is of good moral character, and has served creditably in the following branches taught in the industrial department: Chamber work, table work, dish washing, cooking, washing, ironing, and plain sewing.

Printing is an elective study. Sewing, dressmaking, and printing may be taken by day scholars as well as boarders.

HOUSEKEEPING.

The daily routine of life in the institution gives practical instruction in housekeeping. Boarders take care of their own rooms, and of the schoolrooms, halls, and dining rooms. Every pupil is expected to give at least one hour daily to housework. Each one has her duty to perform daily, and the assignments are changed once a month. By this means table work, dish washing, bedmaking, sweeping, and dusting, and all the other arts that make home neat and pleasant are taught to all.

COOKING.

The daily cooking for our family of boarders is done under the eye of the matrons by students. In addition to this, there is a class in cooking, consisting of the candidates for the industrial certificates, who study cooking as a science, with a regular course of instruction which includes both plain and fine cooking. Bread making is considered of great importance.

WASHING AND IRONING.

A large, airy, fireproof laundry gives ample provision for fine laundry work. Each boarder is expected to do her own washing and ironing under the supervision of a competent teacher.

SEWING AND DRESSMAKING.

Every boarding pupil is required to learn the art of plain sewing. There are four classes in sewing, and promotions are made from the lower to the higher as fast as the pupil's proficiency will allow. Mending, the cutting and making of undergarments, and buttonhole making are taught. Fancy needlework is taken up after skill in plain sewing is acquired. Those desiring to learn the dressmaker's trade thoroughly have an opportunity to do so. The most approved methods of fitting are used.

Day scholars who wish to make a specialty of dressmaking can enter for that branch alone.

PRINTING.

One of the pleasantest trades open to women is that of compositor in a printing office. We call the attention of parents to our facilities for teaching this trade. Our printing office issues monthly an eight-page school paper, the Spelman Messenger; it also prints our annual catalogue, besides the letter and bill heads, envelopes, programmes, cards, and labels required for school use. This variety of work insures instruction in a variety of typesetting.

NURSE TRAINING DEPARTMENT.

The profession of nursing the sick is to-day attracting women of all ranks. Every young woman should be familiar with the fundamental principles of good nursing, so that she may care for her own health and that of her family. Many a valuable life has been lost for the lack of skillful nursing. All who contemplate missionary work should be prepared to nurse the sick. In no way can one be more sure of following in the footsteps of Christ than in entering a sick room with a trained hand and a sympathetic heart.

We offer two courses, nonprofessional and professional. The former is for those who wish merely such instruction as will enable them to care intelligently for the sick in their own homes. The latter requires three years' study. During the first two years physiology and the theory of nursing are studied in connection with English studies; during the last year the entire time must be given to practical work. All the sick of the school are cared for in the Everts ward by the senior nurses, and they do district nursing among the poor and private nursing in the families of the rich. Certificates are given on the completion of the course. Every graduate must possess a good moral character, must pass satisfactorily the required examination, and must have acquired skill in practical work. It would be possible for a person of good education to complete the course in two years by giving to it her entire time. Atlanta physicians constantly employ and recommend our graduates, who receive very high wages. Students under 17 years of age can not enter this course.

TOUGALOO UNIVERSITY, TOUGALOO, MISS.

[Statement of Rev. Frank G. Woodworth, president.]

The central idea of the instruction is educational—the development of manual skill as part of the education of the whole person. Incidentally there is the impartation of such skill as will enable the student readily to use tools in actual work and give fitness for further technical instruction. The manual work is obligatory, forming a part of the regular curriculum as much as does arithmetic or grammar.

The chief support of its teachers is from the Slater fund. The tuition charge is $1 per month for the full school work. No special charge is made for the industries.

There have been in the past year 110 pupils in woodworking and forging, 30 in mechanical drawing, 100 in needlework and cookery. The ages average about 18. So far as it is possible, the methods used are those of the better manual-training schools, like the Rindge School in Cambridge, St. Louis schools, and the Pratt Institute. The time spent in the industrial period is ninety minutes per day. In all branches the endeavor is made so to teach that the pupils shall have ability to teach others.

In addition to the strictly manual training class work there is opportunity given for practice on finished work, and very creditable cabinet and iron work have been produced. A somewhat unique feature in the girls' industries is the practical housekeeping in the girls' industrial cottage, a most admirably arranged and equipped building, in which eight girls at a time can keep house for two months, learning all the practical details of household economy under the direction of a competent teacher. As a preparation for that home making which is so essential a part of the training of the colored people, if they are to rise at all, this cottage work is of incalculable value.

The material equipment includes a building 40 by 26 feet for the woodwork and drawing, with an addition 26 by 20 for the ironwork. There are full sets of admirably made benches and carpentry tools for 24 pupils, 4 forges, and full drawing outfits for 20. The girls' industries are taught in a specially constructed "industrial cottage," of three stories, 30 feet square, having sewing and cooking class rooms thoroughly furnished, and the rooms for the housekeeping above mentioned. This building has been pronounced the most complete of its kind in the South.

The value of the industrial plant used for purely educational purposes is $7,000. We have also painting, steam sawing, farming, market gardening, nurse training, which I do not include in this estimate. The annual expense of maintenance is $4,000.

The effort to coordinate the manual training with other studies has been attended with no small difficulty, but our observation has been that the hand work helps the bookwork. The habits which must be developed in successful manual work have a directly helpful effect on studies in general. It is found that industrial education becomes an inducement to lengthened school life. We have knowledge of many students who are making use of the industrial training received here as carpenters, blacksmiths, mill hands, mechanics. Some of them have been able to receive large wages through the acquired skill. Not a few of the girls are seamstresses and dressmakers, and many are making good homes as the result of the impetus and training given.

After nine years of observation and practical experiment, it is my opinion that the most valuable form of industrial education for the colored people is a combination of strictly manual training with the trade school. In each of the large schools all should have the opportunity for the best manual training and this should be obligatory, so that all may have the discipline of it and also the gain that comes from familiarity with tool manipulation. Then those who have special aptitude should have the opportunity for development through thorough technical training. In this way the largest material lift can be given to the race.

CLAFLIN UNIVERSITY, ORANGEBURG, S. C.

[From catalogue of 1893-94.]

DEPARTMENT OF MANUAL TRAINING.

The advantages arising from the systematic training of the hand and the teaching of trades and industries, in connection with courses of literary culture, are so patent, that no excuse or argument is needed to convince the thoughtful mind of the wisdom of the undertaking.

Over $80,000 have been spent in supplying outfits for the various industrial departments of Claflin University, and it is the purpose of the management to make it a first-class manual training school.

The object of the industrial feature is to give instruction in manual training and to teach trades in connection with literary studies.

In order to provide for manual training, there is no effort to lower the literary standard of the university, to consume time that properly belongs to that department, or to detract in any way from the broadest and most thorough literary culture. * * *

Experience has demonstrated that the subjects taught in the literary departments receive a new inspiration from the practical applications which are made of them in the manual training departments. For instance, there is scarcely a principle of mathematics that is not found useful and helpful in the mechanical departments. Students soon learn that mathematics is as essential to them as the tools in their hands, and, consequently, a subject that has seemed abstract and uninteresting suddenly becomes one of the most entertaining in the curriculum.

Claflin University has in successful operation the following manual training departments:

	Students.
Agriculture	55
Architectual drawing	15
Mechanical drawing	170
Masonry	150
Wood working	44
Iron working	37
House painting, etc	89
Milling	3
Dressmaking	33
Sewing	118
Cooking	41
Laundering	33
Millinery	21
Stenography and typewriting	14
Domestic economy	12
Typesetting and printing	4

ARCHITECTURAL AND MECHANICAL DRAWING.

Students are taught to work out their lessons on paper, and when the object they desire to make is clearly defined in their minds, the tools and material are placed at their command for an actual verification of the principles they have learned.

COURSE OF STUDY.

Selection and uses of drawing instruments. The use of the scale as applied to drawing. Simple geometric constructions involving the use of instruments, definitions, etc. Lectures on the history and development of architecture. Free-hand drawing of scrolls, irregular objects, etc. Drawing from models to a scale. Sections and intersecting drawings. Drawing plans and elevations for wood, brick, or stone construction and foundations. Principles of designing. Original designing, plans, elevations, etc. Detail or working drawings. Exercises in writing specifications, contracts, etc. Lectures on buildings and superintendence. Lectures on historic styles of architecture and ornamentation. Lectures on ventilation. Practice in determining the strength of materials.

SCHOOL OF WOOD WORKING.

This department is furnished with benches, tools, etc., for classes of 20. Lessons are given in mechanical drawing. Students are taught the names and use of tools and how to keep them in order.

A variety of actual work is performed, such as building cottages, shops, repairing buildings, making and repairing furniture, ornamenting buildings and campus, building and repairing fences, making and repairing agricultural implements, etc.

The following is the course of study pursued: (1) Exercises in methods of holding and using try-square, gauge, dividers, bevel, saw, mallet, chisel, and plane. (2) Elementary framework: Cross lap joint, tenon and mortise joint, end T. and M. frame, and blind T. and M. brace frame. (3) Lathework: Cylinders, spindles, handles, rosettes, etc. (4) Advanced framework: Miter lap joint, dovetail joint, lap dovetail joint, methods of scarfing, keyed joints, double dovetail puzzle, etc. (5) Small articles, embracing framework, nail driving, turning, scroll sawing, and miscellaneous work. (6) Cabinetwork: Sawing, turning, framing, wood carving, paneling, brackets, plain bedsteads, washstands, tables, etc.

WOOD WORKING BY MACHINERY.

This department is supplied with 2 80-horsepower boilers, an engine, 2 planers, ripsaw, jig saw, cut-off saw, variety machine, 3 turning lathes, boring and mortising machine, tenoning machine, band saw, carving machine, shaping machine, paneling machine, sash machine, etc. Students are taught how to operate the machines and how to keep them in order. With these facilities the university has been enabled to do its own building, repairing, and to manufacture its own furniture.

During the past year the industrial departments have put up a 4-story brick annex to the main building, 63 by 80 feet.

SCHOOL OF IRON WORKING.

This department is fitted up with 8 forges, driven by a steam fan, and with the necessary outfit of tools, vises, drills, etc. The course of instruction includes the care and management of the fire and lessons in heating, holding, and striking iron; drawing, upsetting, shaping, bending, punching, cutting, breaking, welding, hardening, and tempering steel.

Considerable attention is given to repairing. Many shoptools have been made, such as tongs, hammers, swedges, fullers, punches, chisels, flatters, cleavers, hardies, headers, bending forks, tire sets, drawjacks, traverse wheels, wrenches, bevel squares, try-squares, screw-drivers, pincers, clinch knives, toe knives, shoe hammers, masons' hammers, calipers, etc. Special attention is given to filing and finishing, and there are many specimens of work on exhibition that do credit to the department.

This department is supplied with a planer, power drill, turning lathe, and a 20-horsepower engine.

SCHOOL OF MILLING.

A first-class mill has been furnished, and students are taught how to grind corn into meal, grits, and hominy. Feed is also ground for the stock.

BRICKLAYING.

Students are first taught the names and uses of the tools; then follow lessons in the kinds of materials and their uses, mixing mortar, cement, etc.

Practice is given in laying walls, corners, window and door caps, arches, flues, chimneys, cornices, etc.

During the early part of the course good work only is sought, but later good work and speed are insisted upon.

Instruction is also given in reading plans and specifications. Students who wish to stand at the head of their business will join a class in architectural drawing.

Two large boilers were set, several foundations for buildings put down, forges and flues built, and a 4-story brick building, 60 by 83 feet, was put up last year.

PLASTERING.

Special instruction is given in lathing, plastering, whitewashing, and frescoing. Samples of this work are upon exhibition at the university.

This department is attractive, and many students have learned enough in one year to command good wages during their vacation.

STEAM LAUNDRY.

A commodious 2-story building has been furnished with the most improved laundry machinery, the entire outfit costing $4,000. The object of this enterprise is to give instruction in all that pertains to good laundering, so that young ladies may have the advantage of their training in their homes or may follow it as a business. The work of the university is done here, and girls of moderate means may earn a part of their necessary expenses by doing extra work.

SCHOOL OF PRINTING.

This department has been under the management of an experienced printer. The office is furnished with two good presses, paper cutter, and a good supply of type and other necessary furniture. During the session of the school a small paper is published four days in the week, known as The Claflin Daily.

HOUSE PAINTING.

Lessons are given in colors and materials, and in mixing and applying the same. Instruction is given also in graining and staining woods; in lettering and sign painting; in glazing, and in frescoing. Students become quite accomplished in this department in two years.

MILLINERY.

This is one of the most attractive and successful departments. Advanced students only are received. They are taught to bleach and sew straw, and shape and trim hats and bonnets. The department is under the direction of a lady of large experience in the business.

SCHOOL OF COOKING.

Classes in cooking are taught both at the university and at the Simpson Home. The departments are furnished with the necessary implements and materials to do most kinds of plain cooking. We have adopted in part the methods used in the public schools of Washington and in part the methods taught at Chautauqua.

Course of study.—Cooking: Definition, purposes, processes, and incidental and general information respecting materials, sources, processes of preparing and combination, care and selection of materials, care of ranges, fires, and cooking utensils. Processes: Boiling, stewing, broiling, baking, frying, and preserving. Boiling: Meats, vegetables, cereals, doughs, and liquids. Stewing: Meats, vegetables, and fruits. Broiling: Steaks, chops, fish, and oysters. Baking: Bread, meats, cake, pies, puddings, and vegetables. Frying: Fish, oysters, batters, and cakes. Preserving: By sugar, vinegar, and salt.

Cooking for the sick.—Meat soups and broths, cooling beverages, cereal soups and broths, dainty dishes and relishes.

NURSE TRAINING.

This department undertakes to give such instruction as shall enable students to take intelligent care of themselves and the sick.

NURSE-TRAINING COURSES.

NONPROFESSIONAL.

First year.—Study as to care of sick room: Ventilation, temperature, furnishings, disinfectants in infectious and contagious diseases. Philosophy of hot and cold-water baths and how to administer them in all diseases. Study of applications: Cupping, enemata, suppositories, poultices, counterirritants, lotions to relieve pain. Massage and Swedish movements. Instruction in fever nursing: Typhoid, malarial, scarlet, etc.; smallpox, measles, mumps, diphtheria.

Second year.—Method of ascertaining and noting pulse, temperature, and respiration. Administrations of anæsthetics. Surgical nursing. Application of bandages and splints. Preparation and method of serving food. Preventing and dressing of bed sores, and arranging positions. Method of stopping hemorrhage. What to do in emergencies: Drowning, sunstroke, struck by lightning, burns, bites, bleedings.

PROFESSIONAL.

Third year.—To complete a course preparatory to professional nursing the following additional year of study is required. Special anatomy and a thorough course in midwifery, chemistry, materia medica, therapeutics, toxicology, theory of poisons.

PLAIN SEWING.

All of the girls not members of the dressmaking classes are required to take plain sewing. So far as we are able we provide them with material for the making of useful articles, but many are kept upon sample or practice work.

SIMPSON INDUSTRIAL HOME.

Another important industrial feature is the Simpson Memorial Home, established by the ladies of Philadelphia, in memory of the late Bishop Matthew Simpson, one of the bishops of the Methodist Episcopal Church. A neat two-and-a-half story building, containing twelve rooms, has been erected and furnished throughout. The home is under the care of a matron, who gives daily instruction in the art of domestic economy. Several girls reside permanently in the home, and have the constant benefits of the same; others are sent by classes from the university for instruction in cutting, sewing, and ornamental work.

COURSE OF STUDY IN THE SIMPSON INDUSTRIAL HOME.

First term: Plain cooking, plain needlework, laundry work, general housekeeping, good manners.

Second term: Bread making, cutting and sewing, laundry work, care of the sick; hygiene—lectures. Pastry cooking, dressmaking, fine laundering, hygiene, and sanitary regulations. Care of rooms, general housework, and work in the dining halls required every day.

DEPARTMENT OF AGRICULTURE.

The School of Agriculture was established in 1872, and is sustained by a portion of the interest accruing from the land-scrip fund, the Morrill fund, and a small appropriation from the State of South Carolina. The farm consists of about 120 acres of arable land and about 30 acres of pasture land. The farm maintains 7 head of horses and mules, 7 head of Holstein-Friesian and 7 head half Jersey cattle, 20 head hogs, and some coops of choice fowls. The farm is under excellent cultivation, as its products will indicate.

The crop last year was as follows: 1,000 bushels of corn, 1,200 bushels of sweet potatoes, 300 bushels of oats, 50 bushels of clay pease, 3 bales cotton, 1,000 gallons of milk, and vegetables and eggs.

HORTICULTURE.

This is a new department. Twelve acres have been planted in Irish potatoes, sweet corn, turnips, collards, cabbage, tomatoes, squash, melons, beans, okra, asparagus, eggplant, cucumbers, etc.

These departments furnish employment and experience to students, and supply, at the market prices, provisions fresh and crisp for the boarding department. We hope to place these departments among the most attractive in the institution.

BISHOP COLLEGE, MARSHALL, TEX.

[Statement of F. N. Goble, superintendent of the industrial department.]

Our idea in such instruction is educational, but with a direct view to actual work. We keep these as distinct as possible. The regular manual-training work is divided up as in most such schools, and is obligatory on all students, as all other classes are. The trade work is for those who wish to learn a trade, and they put extra time on the special trade they may select.

The work is in direct connection with the regular school work, and no special or extra charge is made for it.

The principal work is in the academy, but begins in the grammar school and runs on up into the college work, though of a different character in each. The work is modeled after the best schools of the North, and is quite similar in many respects. The age of the pupils will probably be older in the same grades than in the North.

We all feel that the effects of the industrial work show themselves in all the other school work in increasing exactness, dexterity of hand, neatness, and general good work. The department has not been in operation long enough to give any definite answer as to the occupation of pupils. One effect of the printing-office and the training the students have received there is that the standard of printing in the colored offices of the State has been raised.

VII.—MISCELLANEOUS INSTITUTIONS.

PRATT INSTITUTE, BROOKLYN, N. Y.

[From the catalogue of 1895-96.]

Pratt Institute was established after many years of investigation on the part of its founder, Mr. Charles Pratt, of Brooklyn. Its object is to promote manual and industrial education, as well as cultivation in literature, science, and art; to inculcate habits of industry and thrift, and to foster all that makes for right living and good citizenship.

It is now generally recognized that manual training is an important and necessary adjunct to the education of the schools, and that mind and eye and hand must together be trained in order to secure symmetrical development. Manual training aims at the broadest, most liberal education. While developing and strengthening the physical powers, it also renders more active and acute the intellectual faculties, thus enabling the pupil to acquire with greater readiness and thoroughness and to use more advantageously the academic education that here goes hand in hand with the manual.

But the need of manual training as a developing power is not greater than that of industrial education,—such education and training in the application of knowledge as will give a more complete mastery of life, whether in domestic, business, or professional pursuits.

Accordingly, the institute seeks to provide facilities by which persons wishing to engage in educational, artistic, scientific, domestic, commercial, mechanical, or allied pursuits may lay the foundation of a thorough knowledge, theoretical and practical, or may perfect themselves in those occupations in which they are already engaged.

The institute is based upon an appreciation of the dignity as well as the value of intelligent handicraft and skilled manual labor. It endeavors to give opportunities for symmetrical and harmonious education; to establish a system of instruction whereby habits of thrift may be inculcated; to develop those qualities which produce a spirit of self-reliance, and to teach that personal character is of greater consequence than material productions. Its purpose is to aid those who are willing to aid themselves. Its classes, workshop, library, reading room, and museum are for this purpose, and while tuition fees are required, yet it is the endeavor to make possible, by some means consistent with self-helpfulness and self-respect, the admission of every worthy applicant.

In accordance with these principles, the work of the institute is prosecuted upon several lines, with four distinct aims in view:

(1) Educational, pure and simple; the purpose being the harmonious development of the faculties, as in the work of the high school.

(2) Normal, the ultimate aim being the preparation of the student to become a teacher. Normal training is at present given in the department of fine arts; in the department of domestic art; in the department of domestic science; in the department of science and technology, and in the department of kindergartens.

(3) Technical, or special training to secure practical skill in the various branches of industrial and domestic art, the handicrafts, the applied sciences, and the mechanical trades.

(4) Supplementary and special, intended for the benefit of those who wish to supplement the training of school or college by attention to special subjects conducing to more intelligent direction of domestic, financial, social, or philanthropical interests.

The institute is provided with a liberal endowment, which enables it to make merely nominal charges for tuition, and, at the same time, to secure the best talent and facilities for the accomplishment of its aim and purpose. All receipts from tuition and other sources are used for the maintenance and advancement of its work.

HIGH SCHOOL.

The high school of Pratt Institute aims, as far as is possible in the time given, to fit boys and girls for an industrious and useful life, whether the graduate begin life work immediately or after more advanced study. In the words of its founder, Charles Pratt, "the idea of the school is not to teach any trade, but to educate the pupils to work patiently, systematically, and constantly with the hand, eye, and brain."

It is not expected that only pupils of peculiar mechanical or artistic tastes will undertake the work of the school; the course is planned to develop that culture, information, and character distinguishing the best citizenship. To this end, a thorough course in the usual academic subjects is supplemented by art studies and manual training. The technical studies of the course are given for their educative power.

Such students as may be able to continue systematic instruction beyond the course of the high school are encouraged to enter other departments of the institute or to enter college.

Subject to the approval of the principal, pupils intending to enter college may select such work as is required for admission to the college they desire to enter.

The equipment to carry out the designs of the course is thoroughly complete, as permitted by the organization of the high school as an integral part of Pratt Institute. A brick building with three stories and basement, south of and adjoining the main building on Ryerson street, has been erected for the especial use of the school. The academic classes recite here, and in the basement are a gymnasium, lockers, and bathrooms. The experimental and theoretical work of the natural sciences and the manual work for boys are carried on in the laboratories and workshops of the department of science and technology; the manual work for girls, in the departments of domestic art and of domestic science; and the drawing, in the department of fine arts.

The institute library is directly across the street from the high-school building, and supplies the high-school reading room with special collections of books for reference as needed by various classes. The museum of the institute maintains permanent art and industrial collections in the school, besides lending material for classroom use.

The cultivation of an appreciation of good art is sought throughout the whole course of study. Contributing to this result, a collection of over four hundred framed pictures is hung upon the walls of the high-school building. It comprises a permanent loan of the Century Company and photographic reproductions of art works, besides paintings lent by friends of the school.

The expenses of the school for tuition are $45, payable $15 each term. The tuition for special classes, open only to members of Pratt Institute, is $3 per term for each class. In addition to tuition fees, students are required to provide their own books, drawing instruments and materials, clothing for use in shops, and, in the case of girls, most of the materials used in the work in sewing, millinery, and dressmaking. All tools and materials required for work in the shops are furnished by the school.

Course of Instruction.

First year.—Language: Composition; English classics; Latin, French, or German. History: Ancient. Mathematics: Algebra. Science: Physical geography. Drawing: Free-hand and instrumental working drawings; free-hand perspective; cast drawing; illustrative drawing. Manual work: For boys, bench work in wood; for girls, sewing. Music and voice culture. Physical culture.

Second year.—Language: Rhetorical analysis; English classics; Latin, French, or German. History: English and general. Mathematics: Plane and solid geometry. Science: Physiology and botany. Drawing: Instrumental drawing, cast drawing, historic ornament, sketching in pencil, free-hand, and pen and ink; illustrative drawing. Manual work: For boys, wood turning, pattern making, foundry molding; for girls, dressmaking, hygiene and home nursing. Music and vocal culture. Physical culture.

Third year.—Language: English literature; essays; Latin, French, or German. History: American. Science: Physics, with laboratory practice. Mathematics: Trigonometry and higher algebra, or business arithmetic and accounts. Drawing: Free-hand and instrumental drawing; charcoal drawing; design; water color; sketching. Manual work: For boys, forging; for girls, millinery. Music: Chorus singing. Physical culture.

Fourth year.—Language: English literature, debating, public speaking; Latin, French, or German. History: Political. Civics: Political economy. Mathematics: Mechanism, steam, strength of materials. Science: Chemistry, with laboratory practice, home sanitation. Drawing: Free-hand and instrumental drawing; charcoal drawing from the antique; design; water color; sketching. Manual work: For boys, machine shop; for girls, cookery, dressmaking. Music: Chorus singing. Physical culture.

Drawing and Art.

The drawing of the high school is threefold in character—constructive, representative, and decorative. The work is both free-hand and instrumental, the two being carried forward in parallel lines throughout the entire course. The course includes—

Constructive drawings.—Work relating to the facts of form, namely, free-hand working drawings, instrumental working drawings, geometric problems, surface developments, intersection of solids, and all drawing relating to machine construction.

Representative drawing.—Work relating to the appearance of form, namely, freehand perspective drawing, outline and light and shade from cast, pencil and pen-and-ink sketching, and perspective drawing in color.

Decorative drawing.—Work relating to the decoration of form, namely, elementary design, historic ornament, decorative design in color, and clay modeling of ornament.

Illustrated art lectures are given regularly each year and an effort made to familiarize the student with the best in architecture, sculpture, and painting, as well as to surround him with influences likely to develop the love for the beautiful.

MANUAL WORK FOR BOYS.

In the educational work of the high school, the manual exercises stand in equal regard with the regular academic studies. Their office is not to turn the student aside from intellectual studies, but to reenforce them; to prepare not for any particular mechanical pursuit, but for the common activities of life. The discipline of care, patience, judgment, promptness, celerity, and skill is sought for in this work.

The work for boys, which is under the direction of the department of science and technology, is given below.

To carry out this work, the department is equipped with a series of shops and laboratories, which are supplied with every appliance that can in any way enlarge the scope or promote the efficiency of the instruction.

The exercises of the bench-work course are designed to give practice in the use of the principal woodworking tools—the saws, the plane, the chisel. By use of the measuring tools, the pupil is led to see the necessity of laying out work with care in order to secure accurate results. After this, practice in joinery is taken up; at first with simple examples, and then, as the pupil becomes more skillful, leading on to more complicated forms and more difficult constructions.

After the work at the bench, operations in wood turning are pursued. No line of shopwork affords so great an opportunity to develop the appreciation of form in design as does wood turning. The free outline of its projects offers constant illustration of the subtile qualities of curves, and every exercise affords an opportunity of presenting a model of good proportions and grace of form.

Work in pattern making follows the practice in turning; the making of patterns requires operations both with the bench tools and in turning, and involves very exacting requirements of care and forethought. With his patterns already prepared, the pupil is introduced to the foundry, and there practices the operations of molding in sand.

The methods and applications of plaster casting in the arts are also explained at this time, and duplicates of clay and other originals are obtained by the students.

Next comes forging. Of all the shopwork in the school course, none is more beneficial in its effect upon the character of the pupil than this practice at the forge. In other kinds of work there is time for deliberation, but here one must "strike while the iron is hot," must think quickly and act quickly.

The exercises embrace a comprehensive course in drawing, bending, and welding different forms in iron. They end with the forging and tempering of a set of steel lathe tools, to be used in the shopwork of the later classes. The course is generally finished by the construction of some simple ornamental pieces, which serve to indicate the possibilities of wrought iron in this direction and to emphasize right principles of design.

The last shop entered is the machine shop.

The bench-work course comprises chipping, surface filing, straight, angular, and round fitting, and the making of calipers, try-squares, and inside and outside gauges, in sheet steel.

The first portion of the machine-tool course gives practice in plain and taper turning and fitting, screw cutting, etc. After this come exercises introducing various operations on the different machines, and finally a set of taps, twist drills, and reamers is made and finished.

Practice in these, the most exacting of all mechanical operations, enforces methods of patient accuracy, and does much to develop the power of persistent, careful application. In addition to this, the work with the power tools affords an insight into the principles governing the action of machines, and an acquaintance with numerous examples of mechanical device in accomplishing various ends.

MANUAL WORK FOR GIRLS.

The subjects are chosen to afford the girls of the high school a training in the expression of thought and an exercise of the executive faculties similar to that obtained by the boys in wood and metal working, as well as to prepare for a more intelligent administration of the home. They comprise cooking, sewing, dressmaking, and millinery.

These last three branches, which are closely related to each other and also to the course in instrumental and free-hand drawing, are under the direction of the department of domestic art. A room has been especially equipped for the classes, with everything which can inspire the student to do good work. The courses are based upon the same lines as those pursued by the special classes of the department, but are somewhat modified in order to increase their educational value and to bring them within the limited time allowed.

The courses in sewing, dressmaking, and millinery are arranged to make clear the fundamental principles of these arts, and to lead the students to appreciate the necessity of forethought, design, accuracy, and thoroughness in all good work.

The course in sewing occupies about four hours each week. Practice is given in all important varieties of hand sewing upon small pieces of cloth, muslin, cashmere, etc., until a reasonable degree of proficiency is attained. During this time the student applies the knowledge gained to measuring, cutting, and folding squares, oblongs, triangles, hems, square corners, mitered corners, etc. The nature and manufacture of materials used in the work are studied and are illustrated by specimens from the museum; and the management of different kinds of sewing machines is taught. Attention is also given to the position of the body and the care of the eyes while sewing. Considerable time is devoted to teaching mending and darning, with practice upon articles of clothing brought from home by the pupils.

The pupils take measurements of each other, in order to learn cutting and fitting of skirts, and make simple garments, using both machine and hand sewing.

Throughout the last term of the first year nearly two hours each week are devoted to making free-hand drawings and sketches of hats and dresses, in preparation for the courses in dressmaking and millinery which are taken up in the following two years. This study, in connection with the general course in drawing pursued in the art department, leads the pupil to appreciate good form and proportion, and educates the taste in dress.

In the course of dressmaking the students are first taught to take measurements of the figure and to draft skirts and waists. Here, again, they apply their knowledge of mathematics and instrumental drawing. When the student can make correct drafts for all figures, she makes for herself a simple dress of cotton fabric. To assist her in a proper selection of material, the teacher shows to the class samples of dress materials, explaining their suitability for different uses. A talk upon color and form, and their relations to dress, is also given.

Four hours each week during the first and second terms of the third year are devoted to a study of the principles of making and trimming hats. Here the laws of form, proportion, and color must be observed. The pupils practice trimming upon straw and felt hats, using colored cotton flannel, sateen, and cheese cloth, in place of velvet, ribbon, crape, etc. These materials they purchase themselves, with as much care in regard to the color as if they were to be worn. When the elementary principles of millinery are understood, each pupil selects materials and makes for herself a finished hat. A house dress from an original design by the pupil is made, a thorough preparation for this final project having been gained by the previous training in sewing, dressmaking, millinery, instrumental and free-hand drawing, and elementary design.

The instruction in cookery is based upon laboratory methods, and is both theoretical and practical. The chemical, physiological, and economic consideration of foods leading to the science of nutrition forms a course parallel with instruction and individual practice in culinary treatment. The calculation of dietaries affording a sufficiency of nutriment to meet the body's needs, as estimated by standard authorities, is one form of written work required. The practical work includes simple invalid cookery, and the preparation of cereals, vegetables, meats, soups, salads, fancy desserts, cakes, frozen creams, a breakfast, a luncheon, and a dinner.

DEPARTMENT OF SCIENCE AND TECHNOLOGY.

This department affords instruction in various scientific and technical subjects, as well as a practical training for the principal mechanical trades.

The instruction in manual training included in the high-school course is also under the direction of this department. To carry out this work the department is equipped with a series of shops and laboratories, which are supplied with every appliance that can in any way further the purpose and increase the efficiency of the instruction.

Although the chief aim of the various courses is to afford instruction of direct value in industrial and technical pursuits, certain of the courses also serve to continue the education of those whose school training has been necessarily limited.

NORMAL CLASS IN MANUAL TRAINING.

This course has been organized in response to the large number of applications received for trained teachers of manual training in the upper grammar and high-school grades.

The work of the course occupies the entire school session from 9 a. m. to 5 p. m. upon five days of each week, and requires in addition a considerable amount of time devoted to study.

A thorough study of the practical details of manual training is obtained by a large amount of practice in each of the shops, and by special instruction in regard to methods of presentation. The problem of equipment is considered at some length. The cost of tools and fixtures is carefully compiled, and plans for different conditions of school work embodying all details of construction and expense are prepared by the class.

The courses of the most prominent manual training schools of the country are illustrated by drawings and models, and the character and sequence of the exercises are analyzed. The history and present condition of manual training work in the United States and European countries is studied, and considerable reference reading is required.

Among the other subjects considered are: A history of tool development from the rude implements of the Stone age to the highly specialized forms of to-day; principles of teaching as applied to manual training instruction; coordination of studies; mechanical and free-hand drawing. Systematic instruction in physcology and the history of education is afforded throughout the course.

For students who have had considerable experience in practical work and who wish to give special attention to one particular branch a course of one year is arranged.

DRAWING AND MACHINE DESIGN.

The course aims primarily to furnish a thorough training in mechanical drafting, but is also designed to afford a sound equipment to all desiring a knowledge of machine construction. The work occupies the entire school day, the mornings being devoted to drawing and the afternoons to mathematics, technical studies, and shopwork.

The course in drawing covers working drawings, projection, development and intersection of surfaces, machine and engine details, problems in mechanism, assembly and shop drawings, and finishes with problems in construction and machine design. Besides the above, students are required to take a considerable amount of work in free-hand drawing.

The instruction in mechanism, theory of steam engine, and strength of materials is planned to give a sound knowledge of the principles underlying machine construction.

The class room instruction in the last two subjects is supplemented by a large amount of practical experiment in the steam and testing laboratories. In order to deal most efficiently with the above subjects, instruction in algebra and geometry is given throughout the two years, and a course in elementary physics, including the subjects of mechanics and heat, is given in the first year.

Practice in shopwork occupies the latter part of the afternoons, and comprises a progressive course in joinery, turning, pattern making, molding, forging, and machine work.

A study of the processes of iron and steel production, which serves to prepare the student for the work in strength of materials, is taken during the course, and the various branches of the subject are illustrated by visits to the iron and steel plants in the vicinity.

TRADE CLASSES.

The day courses in carpentry and machine work prepare beginners for practical work at the trades.

These courses are a modern substitute for the old apprenticeship system. During the school training the entire attention is given to the development of the learner, and the large waste of time inevitable under the old system is avoided. The school does not aim to turn out journeymen mechanics, but to afford a training that further practice in active work will perfect.

The hours of session are from 9 a. m. to 5 p. m. for five days each week, giving practice for 35 hours per week.

The evening courses of the department afford to the students in these classes valuable opportunities to study the mathematical and theoretical subjects bearing upon the trades.

CARPENTRY.

The course is one year in length. Practice is first given in the use of saws, planes, chisels, and laying out tools, and is followed by a thorough course in joint work.

After this practice a model of a frame house is made, and the different methods of framing are illustrated. Partitions are set and bridged, and floors laid. Door and window frames are made and placed in position, and the house is sheathed, clapboarded, shingled, and corniced. Finally, inside trimming is taken up; doors, sashes, and shutters are made and hung; wainscoting, baseboards, and stairs built, etc.

Systematic instruction in drawing is given during the course, and constant practice in laying out work from plans is obtained.

MACHINE WORK.

This course is one year in length. Bevel, surface, and keyway chipping are first practiced, after which the class is put upon straight surface filing until ability to file straight and true is obtained. This is followed by straight, corner, round, and dovetail fitting, free-hand filing, filing to templet, making calipers, square, bevel, and gauge in sheet steel, use of taps and dies, and practice in scraping.

The tool work gives practice on the engine lathe in plane and taper turning, chucking, and boring, outside and inside screw cutting and fitting; after this, exercises are introduced in hand turning, followed by varied operations on the planing machine, shaper, drill, drilling machine, and grinding machine. The theory of cutting tools is analyzed and the construction of the different machines explained. After the above course is completed, constructive pieces are gradually introdueed, and throughout the remainder of the course the student is constantly employed upon examples of practical work.

Systematic practice in forging, ending with making and tempering of steel tools, as well as instruction in making working drawings, is given in this course.

PLUMBING AND FRESCO PAINTING.

With the completion of the new trades school building for the ensuing year, it is proposed to open day classes in plumbing and fresco painting, provided a sufficient number of applications are received.

EVENING TRADE CLASSES.

The evening classes aim, principally, to broaden and extend the training of those already engaged at the trades.

Carefully arranged courses of practical work are provided, in which the reason of each step is clearly explained. Frequent talks on methods and materials are given throughout the courses. Under such a system time is economized to the utmost extent and progress is necessarily rapid.

Applicants must be between 16 and 25 years of age. All courses are at least six months in length, and no applicants will be admitted later than two weeks after the beginning of the term. All tools and materials are furnished without extra charge.

The hours of session for evening classes are from 7.30 to 9.30 on Monday, Wednesday, and Friday of each week.

CARPENTRY.

The plan of work is similar to that described under the day class, but is greatly abridged in amount and variety. About one-half of the course is devoted to practice in the use of tools and to joinery, and the remainder to house construction.

MACHINE WORK.

The course follows the same general lines as those laid down for the day classes, but is necessarily limited to practice work. Construction is not attempted. The course requires two years for its completion. One term is spent upon bench work and three terms upon the machine tools.

PLUMBING.

The Journeyman Plumbers' Association of Brooklyn cooperates in the direction of these classes. At the end of a two-years' course a committee of the association examines the members in regard to both manual skill and knowledge of trade methods, and awards certificates to those showing satisfactory proficiency, which certificates, in case of the holder afterwards applying for admission to the association, are accepted in place of the examination of like character otherwise required.

The plumbing shop is equipped for about 50 pupils, each member having a gas furnace for melting solder, and a drawer holding a set of tools. Instruction is both practical and theoretical, lectures being given from 8.30 to 9.30 every Wednesday evening.

The manual work includes the use of tools; preparing wiping cloths; making soil; tinning soldering iron, brass, iron, lead, and tin; making solder; soldering seams;

making cup joint, overcast joint, straight-wiped joint, flange joint, and branch joint; working sheet lead into bends, traps, service boxes, and safes; lining tanks; calking iron pipe joints, and bending with sand and kinking irons.

The lectures deal with the material used in the trade; the proper arrangement of drain, soil, and waste pipes; trapping and ventilating the same; supply pipes; boilers; tanks; fixtures, and pumps. Charts and diagrams are freely used in the instruction, and the examples of defective plumbing illustrated in the trade journals are frequently studied. Special pains are taken to make clear the principles underlying the plumbing rules of the city of Brooklyn.

HOUSE, SIGN, AND FRESCO PAINTING.

The Master Painters' Association of Brooklyn cooperates in the direction of the painting classes. At the end of the course a committee of the association examines the work of the students and awards certificates to those showing satisfactory proficiency.

The equipment for the house-painting class consists of screens containing doors, windows, and wainscoting; and for the fresco workers, of booths, plastered on sides and ceiling, with varied forms of cove and cornice. In addition to these, two large rooms containing facilities for drawing from the cast are provided for the advanced work in fresco painting.

House painting.—The house-painting course includes both elementary and advanced classes, the former having practice in the preparation of surfaces, mixing paints, and plain painting on wood, brick, and plaster surfaces; and the latter in varnishing and hard-wood polishing, polish white, gilding, lining, graining, and paper hanging. Lectures are given on the harmony of colors, mixing colors, proportion of oils and driers, and the various materials used in painting.

Sign painting.—The instruction includes preparation of surfaces, spacing, and plain lettering, followed by ornamental lettering in gold and colors, and painting on glass and metal.

Fresco painting.—This course extends over three years. Its purpose is not only to afford training in the technical practice of the trade, but also to provide for the thorough study of fresco design.

In the first year instruction is given in preparing walls and ceilings in kalsomine, in lining, laying out work, making and applying pounce and stencil, and putting on flat and shaded ornaments.

The next two years are devoted to the study of design, and include practice in freehand drawing, drawing and painting relief ornament, study of historic ornament, and composition of ornament for wall and ceiling decoration.

Candidates for the advanced work who have not taken the elementary course are admitted only on approval of some member of the Master Painters' Association, or after giving satisfactory proof of proficiency in plain fresco painting.

DEPARTMENT OF DOMESTIC SCIENCE.

The purpose in the domestic science courses is to afford training and instruction in these special subjects which must be considered in the daily administration of every home.

To meet the varied needs of students in these lines, courses affording both theoretical and practical instruction are offered. Large, well-appointed chemical and physical laboratories, attractive kitchens, valuable charts and models, an extensive library, and a rich museum, here constitute an efficient equipment for theoretical and practical work.

LECTURES.

The work of the normal course is supplemented by a series of lectures, open to the public, given by special investigators in their different fields.

NORMAL COURSE (FIVE DAYS EACH WEEK TWO YEARS).

This course, which requires two years for its completion, aims to meet the increased demand from the secondary schools for teachers thoroughly trained in domestic science.

Instruction will be given by means of lectures and recitations, supplemented by as much laboratory work as the best methods demand.

***First year.*—Drawing, German, physics (energy and heat), chemistry (general and qualitative), biology (bacteriology and physiology).**

***Second year.*—Chemistry (quantitative), chemistry of cooking, chemistry of foods and calculation of dietaries, household science; emergencies, home nursing, and hygiene; public hygiene; original work (thesis).**

The applied work includes courses in cookery, laundry work, and sewing.

The field-work involves a study of manufacturing processes. Through this real knowledge of commercial methods is acquired a valuable fund of information of practical use.

Psychology and the history of education, together with instruction in normal methods, observation of class work, and practice in teaching, receive due attention throughout the two years.

In the last term of the second year, a thesis is required of each diploma candidate, which tests her ability to do original work.

A brief consideration of some of the more conspicuous branches of the normal work will reveal something of its philosophy.

Chemistry and physics.—A trained intelligence being the aim, subjects contributing alike to training and to technical acquirement are fundamental. Following the steps that all properly conducted laboratory work involves, the study of physics and chemistry will develop the daily demanded power to observe, to compare, to conclude. Among the desirable habits formed will be those of system, accuracy, and economy. Aside from this inestimable training of mind and hand, any serious consideration of physiology and of foods requires the technical acquirement that these subjects confer.

The chemistry of cookery and of foods, the study of ferments, of food adulterations and their tests, naturally follow as the resultant of the previous studies.

Bacteriology.—The bearing of bacteriology upon sanitary science renders desirable a scientific and practical study of this side of biology. Primarily the purpose is to show that cleanliness is a first condition of sanitation.

German.—A reading knowledge of German is necessary for bacteriology, as well as for physiological chemistry, which is an essential feature of a scientific study of food problems.

Household science.—The essential principles of house sanitation, household art, and household economy are taught by means of lectures, recitations, laboratory and field work.

The principal laboratory work includes tests for impurities in water, the study of antiseptics and disinfectants, the determination of the "flashing point" of oils, and other investigations bearing directly upon the topics.

The field work comprises the study of sanitary conditions and appliances and their application in private and other houses.

Emergencies, home nursing, and hygiene.—The aim of these courses is to give a sound, if limited, knowledge of the laws of health, to enable women to care intelligently for sudden illness or accident, and to perform the duties of nurse where trained service is not employed.

Public hygiene.—The courses devoted to the consideration of house sanitation and to individual hygiene culminate naturally in the study of problems concerning the public health or the care of the body politic.

For detailed outlines of these subjects, see Special Courses.

Cookery.—The aim of the work in this direction is to illustrate applied science, physics, chemistry, and physiology.

The instruction based upon laboratory methods is both theoretical and practical. The chemical, physiological, and economic consideration of foods forms a course parallel with the instruction in the culinary treatment.

Occasional papers are required treating of various food ingredients and foods. The composition, sources, chemical and physical tests, microscopic features, food value, and cost are some of the topics discussed. A nutritive, attractive, and varied bill of fare, at a minimum cost, is another form of written work occasionally required.

The elementary practical work includes a course in invalid cookery, the preparation of cereals, vegetables, batters and breads, meats, soups, salads, fancy desserts and cakes, frozen creams, a breakfast, a luncheon, and a dinner. Advanced courses follow the elementary courses.

Laundry work.—Theoretical and practical instruction is given in the twelve lessons forming the course in laundry work. A study of the principles underlying the various processes is followed immediately by individual practice in these processes. Soaps, starch, washing fluids, bleaching powders, and bluings are chemically and practically considered. Visits to the manufactories of these articles form a feature of the work. In the practical work every variety of article, from bed linen to the most delicate colored embroidery, is laundered.

Sewing.—The requirements include hand and machine work, the cutting and making of several pieces of underwear, and theory and practice in drafting a gown.

While the normal course thus briefly outlined is designed especially for students preparing to teach domestic science, its classes are open to all women qualified to enter, who desire the preparation thus afforded for the serious duties and the fine art of home keeping.

SPECIAL COURSES.

A few of the courses already referred to under the normal curriculum are repeated as special courses, some of which offer both day and evening classes.

The evening classes are in all cases reserved for those who are occupied during the day.

HOUSEHOLD SCIENCE.

A course of thirty-six lectures, considering the evolution of the house as well as the essential principles of household art, house sanitation, and household economy, is offered in the terms beginning in September and in January. Following is a brief outline of the course:

Household art.—Architecture, interior decoration, furnishing.

Home sanitation.—Situation of the house, surroundings, and cellar; removal of wastes; plumbing and care of fixtures; substitutes for water carriage; water supply; ventilation, heating, lighting; sanitary furnishing and general care of the house.

Household economy.—The arrangement of work and furnishings; the care, in detail, of every part of the house; house cleaning; household accounts; mistress and maid; household amenities.

EMERGENCIES, HOME NURSING, AND HYGIENE.

The following course of thirty-six lectures is offered in the terms beginning in September and in January.

The work of bandaging, producing artificial respiration, application of splints, lifting helpless patients, and preparing and applying poultices, is done by the pupil under the personal supervision of the instructor until a reasonable degree of proficiency is attained.

(*a*) Heart and circulation of the blood. General direction of main arteries. Various bleedings and ways of arresting them. Immediate treatment of persons fainting, apparently drowned, or otherwise suffocated, or suffering collapse from injury. Immediate treatment of burns, scalds, wounds, and bruises. Observing and recording pulse, respiration, and temperature. Furnishing, warming, and ventilating the sick room. Bathing, dressing, and administering food and medicines to patients. Practical bandaging, bedmaking, and lifting and propping helpless patients.

(*b*) Prevention and management of bedsores. Treatment of fevers; bathing, sponging, diet, use of disinfectants. Nursing special diseases and children; immediate treatment of fractures, sprains, unconsciousness, epilepsy, hysteria, poisonous bites, sunstroke, frostbites; poisons and their antidotes. Practical preparation and application of poultices, blisters, and stupes; packs and vapor baths. Carrying the sick and injured.

(*c*) Hygiene of infancy and childhood; growth, food, and artificial feeding, teething, clothing, exercise, etc. Outlines of physiology and hygiene for adults; care of eyes, ears, skin, digestion, and lungs, illustrated by rough dissection of animal heart, lungs, and eye.

PUBLIC HYGIENE.

The following course is offered only in the April term. The principal subjects considered are: The care of streets, sewers, water supply, etc.; precaution against the spread of contagious diseases; quarantine disinfection; the laws, and the reasons for the same, concerning the inspection of milk, butter, meat, etc.; school hygiene.

COOKERY (DAY AND EVENING CLASSES).

The varied needs of normal, high school, Saturday morning schoolgirls', physicians', or nurses', housekeepers', and maids' classes are met by respective courses of study.

With all these students the economic and other advantages of the Aladdin oven and other modern appliances are demonstrated.

The classes of the regular course (housekeepers') receive two lessons per week.

The certificate of the institute will be awarded to those students who complete to the entire satisfaction of the department the full course of instruction in cookery.

Saturday morning schoolgirls' class.—The schoolgirls' class, meeting only on Saturday mornings, is designed for girls from 12 to 16 years of age. The course of study is a graded one, and consists of forty-eight lessons, twelve of which form a course in invalid cookery.

Physicians' or nurses' class.—In the physicians' or nurses' class, where the study of nutrition is of first importance, special emphasis is directed to the results of laboratory and hospital investigations bearing upon the nutritive value and the digestibility of foods as affected by seemingly unimportant conditions in their preparation.

Housekeepers' class.—The housekeepers' class is designed for mothers and housekeepers, many of whom, though without scientific training, nevertheless desire a somewhat deeper study of foods and their preparation than a merely technical one affords. An outline of the practical work follows:

First course—twenty-four lessons.—Making and care of fire, measuring, dish washing and care of kitchen, table laying, cereals and vegetables, eggs, soups, marketing, meats and warmed-over dishes, broiling, roasting, batters, breads, pastry, cake, puddings, and sauces.

Second course—twenty-four lessons.—Canning, preserving, pickling, soufflés and croquettes, salads and mayonnaise dressing, entrées and sauces, roast game, fancy desserts, frozen creams, a breakfast, a luncheon, a spring dinner, a winter dinner.

Fancy course.—Pupils qualified for advanced work are offered a course in fancy cookery. In this class the materials are furnished by the pupils, and the class is limited to eight members.

Chafing-dish course.—A series of demonstration lessons upon the use of the chafing dish, illustrating the convenience and attractiveness of this method of cookery, is given on consecutive Tuesday afternoons.

Maids' course (Wednesday evenings, one lesson per week).—A condensed course, embracing the essential principles of the first and second courses, with instructions in table laying and serving, is offered maids who are unable to give the time required by the separate courses.

Course of study.—Making and care of fire; measuring; dish washing and care of kitchen; vegetables, soups, meats, fish, breads (plain and fancy), salads, puddings, sauces, cake, pastry, desserts.

Camping course.—In this series of ten lessons the limitations as to both food and utensils imposed by camp life are observed as far as possible.

Private lessons.—Private lessons are given to those desiring special instruction. To all pupils, except those taking the fancy course or private lessons, materials are furnished free of charge.

Canning, preserving, and pickling.—The essential principles and the best methods of preserving and pickling are taught in a course of six lessons offered twice during the fall term.

Marketing lectures.—A series of lectures of value to all housekeepers is given each term. How to buy and how to keep meats, fish, green and dry groceries, are the topics considered in the course of twenty-four lectures.

FOOD ECONOMICS.

A demand for persons trained as purveyors for public institutions, hospitals, and schools led to the announcement of a course in food economics, embracing the following topics:

1. The selection of food material as to quality, food value, and cost. Marketing and buying by samples.

2. (*a*) Methods of preparation in the large way and by appropriate apparatus. This will include New England kitchen dishes and the use of the Aladdin oven and other modern appliances. (*b*) The care of food—cold storage, etc.

3. (*a*) Serving—embodying general dining-room economy, labor-saving appliances, etc. (*b*) Field work—visits to public kitchens, manufactories of kitchen and hotel furnishings.

The institute kitchen and lunch room, serving daily between 200 and 300 guests, will provide the laboratory facilities necessary for the course.

This course is intended for men and women already qualified for responsible positions by character and practical experience.

Applicants deficient in a knowledge of the practical details of cookery may fit themselves for this course by entering the regular cookery classes of the department.

The course will cover only three months, and will be repeated each term, beginning in September, January, and April.

LAUNDRY WORK (DAY AND EVENING CLASSES).

The articles washed in one lesson are ironed in the following lessons. The course covers three months, offering one lesson each week, and includes the following lessons:

(1) Some historical notes regarding laundry work, location of the laundry, appointments, care of appointments. Classification of articles to be laundered: White—table linen, bed linen, body linen; colored—flannels. (2) Talks upon water, washing soda, soaps, bleaching powders, bluings, with tests. Methods of removing stains. Practice work: Scalding, rinsing, and bluing bed linen and towels. (3) Sprinkling, stretching, folding, and ironing. Starch—history and preparation. Practice work: Starch making; table linen. (4 and 5) Body linen and handkerchiefs. (6 and 7) Shirts, collars, and cuffs; cold and boiled starch. (8) Underwear—silk, merino,

flannel. (9) Prints and hosiery. (10) Clear starching: Infants' dresses, fancy handkerchiefs. (11) Laces and embroidery. (12) Crewel embroidery; colored silk embroidery.

DEPARTMENT OF DOMESTIC ART.

This department provides comprehensive and systematic courses of study in those branches which are related to healthful and appropriate clothing of the body.

The laws of nature as interpreted by science and art are studied in their bearing upon the physical development and clothing of the human body. Such study leads to more healthful living, and to the cultivation of good taste and wise economy, and supplements the education usually gained in school life. The courses now given are

Sewing.—Hand and machine, drafting and making garments, study of materials.

Dressmaking.—Drafting, cutting, fitting, and making dresses and jackets. Form, color, design, study of textiles.

Millinery.—Drafting, making and trimming hats, bonnets, and caps. Form, color, design, study of materials.

Drawing.—Sketching dresses and hats in pencil and in water color; outline and proportion of the human form; historic costume.

Physical culture.—Free exercises and exercises with light apparatus to stimulate and develop all parts and organs of the body. Special exercises to strengthen weaker members.

Normal course.—Sewing, dressmaking, millinery, drawing, physical culture, and normal methods.

General course.—Domestic art and domestic science.

The courses of instruction are carefully graded, not only to insure a thorough knowledge of the subject, but also to impress upon the pupil the value of order. accuracy, economy, and logical sequence. The methods of instruction are such as lead pupils to grasp the artistic and scientific principles underlying all good work, and encourage them to observe and judge for themselves, thereby gaining self-reliance.

The rooms devoted to the work of the department, situated on the third floor of the main building, are large, sunny, well lighted and ventilated, and fully equipped with the apparatus essential for good work. The electric lights are so arranged as to allow work to be carried on with as much comfort in the evening as in the day. The rooms are also provided with casts of the best sculpture and photographs and colored plates of costume. The museum contains many specimens of textile fabrics, both ancient and modern, and affords pupils ample opportunity for study. The library is also an important factor in the usefulness of this department. The best and latest books treating of domestic art and science are constantly added, and material on the topic in hand is collected for the pupils.

LECTURES.

Public lectures on subjects closely related to the work are given during the year by well-known specialists. Attendance is expected from the pupils.

NORMAL COURSE (FIVE DAYS EACH WEEK—TWO YEARS).

This course is organized to fit women to fill the increasing demand for trained teachers of domestic art in public and industrial schools.

Applicants are admitted only in September, and must be at least 20 years of age. In addition to the general institute examination for normal courses, a special preliminary examination in technical ability is required to prove the applicant's knowledge of the cutting and making of garments.

The course of study will require the entire time of the student for five days each week, and will cover the full regular courses in sewing, dressmaking, millinery, and physical culture. Instruction in normal methods, the history of education, observation of class work, and practice teaching form a part of the course.

For students who have had considerable experience in practical work and who wish to specialize upon one particular branch, opportunity will be afforded to finish the course in one year.

SEWING.

The full course is divided into four parts, each of which is arranged to cover one term of the school year. Applicants are required to pass an examination in simple fractions, and must be at least 15 years of age.

The first term 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 suitable materials, which are furnished by the school; other materials are furnished by the pupil. In the second term sewing by machine is introduced, and the pupil is taught the use and care of various machines; also drafting, fitting, and making drawers and skirt.

In the third term the student is taught to draft, cut, fit, and finish a dress of washable material, without a lining, and to cut and make from pattern either a dressing sacque or shirt waist. This part of the course, satisfactorily completed, fits the pupil to enter the dressmaking and millinery classes.

The fourth term is devoted to fine hand and machine sewing, and the making of a child's dress, dainty undergarments, and baby linen completes the course.

In connection with the course, talks are given upon the various materials used, with special reference to judicious purchasing. A collection of specimens of the different kinds and qualities of materials used is arranged in the class room for the inspection of the pupils.

Pupils are required to record in notebooks, which are submitted for correction, the instruction received at each lesson, and written examinations are given during the course. A certain amount of sewing is required to be done at home between the lessons. The following is the course of study:

Varieties of stitches used in hand sewing; patching, darning, and making of buttonholes and eyelets; talks on the nature and manufacture of the materials used; machine stitching; practice in taking measures; drafting, cutting, and making drawers and skirt; advanced machine work; cutting, fitting, and making dressing sack or shirt waist; drafting, fitting, and making a dress without lining; drafting, cutting, and making nightdress; drafting and making baby's dress by hand; child's dress made from pattern by hand and machine.

Special course.—(Four mornings each week—six months.) The class is organized in September, and completes in six months the full course as described above. It has been arranged for those who can devote their entire time to the study. The students meet on Monday, Tuesday, Thursday, and Friday from 9 to 1 o'clock. Sufficient home work is required to occupy the rest of the day. This class is a satisfactory one for those who wish to become seamstresses or desire to complete the course in as short a time as possible. Upon the completion of the second grade, orders received for undergarments and wash dresses are executed by the pupils, who in this way are able to pay their tuition in part. Once a week the students attend the lectures on the history and development of art, given by the director of the department of fine arts.

Applicants must be at least 16 years of age, and are required to bring for inspection a garment, made by themselves, which shows some knowledge of hand and machine sewing. They must also pass an examination, including hand sewing and simple fractions, which proves their ability to take up the work.

Children's classes.—These classes meet from 9.30 to 11.30 o'clock on Saturday mornings, and are for children between the ages of 6 and 15 years. The course of study has been arranged to suit their capacity and to arouse their interest. Children learn to sew easily and with pleasure, thus laying a foundation for becoming good workers in later years. Throughout the course the pupil writes in a notebook the important points of each lesson, illustrating as fully as possible by diagrams. The following is the course of study:

Method of threading needle, making knot, and using thimble; position of body while sewing; running; basting and overhanding; method of weaving explained; turning hems by measure and hemming; making workbag; stitching, backstitching, and overcasting; felling; talk on the manufacture and history of the needle and thimble; gathering, stroking gathers, and putting on bands; making an apron for doll; making buttonholes and eyelets; sewing on buttons; putting in gussets; herringbone stitch on flannel; talks on the nature of emery and of wool; chainstitching, featherstitching, and mitering corners; making flannel skirt for doll; hemmed and overhanded patching; talk on the growth and manufacture of cotton; hemstitching, hemming, and whipping ruffle; darning; darning on cashmere; French hem on damask; machine stitching; drafting and making drawers; drafting, cutting, and making skirt; cutting and making underwaist.

Dressmaking.

The complete course is systematically graded, and is divided into four parts, each of which covers a term of the school year. Two lessons a week, of three hours and a half each, are given, two hours being devoted to practical work and one hour and a half to free-hand drawing and design.

Applicants must be at least 18 years of age, and must have successfully completed the first, second, and third grades of the sewing course, or must submit samples of their work which prove their knowledge of hand and machine sewing and their ability to make simple garments and cambric dresses. An examination, including simple fractions, is also given.

Materials used are selected and furnished by the pupils. Large tables for drafting, tracing, and cutting; sewing machines, dress forms, mirrors, books of models, samples of dress materials, and lockers for storing work are supplied by the school.

In order that the pupil may gain a knowledge of design and the ability to originate and make tasteful garments, talks are given throughout the course on hygiene, on the selection of fabrics, and on form and harmony of color in dress.

During the first term the principles of cutting skirts from measure, and of neatly finishing and hanging them, are taught. Close-fitting waists are cut from a pattern made for each pupil according to the system used throughout the course. Pupils are shown a variety of materials, and are instructed in regard to the texture, color, and suitability of each for various uses and for different types of wearers. The talks on form treat of the most becoming manner of making a dress by adapting the lines of the material to those of the figure, and in selecting trimmings suited to the material and to the character of the figure. Dresses are planned to carry out these principles. Each pupil is required to complete one dress for herself, and to do as much practice work at home as is possible.

The pupils are required to record in notebooks, which are submitted for correction and criticism, the instruction received at each lesson. Throughout the course the work cut and planned in the class must be finished at home. Pupils are also required to show a satisfactory knowledge of the elementary work before undertaking the more advanced, and examinations are held at intervals during the course.

In the second term the drafting and fitting of waists are taught. Much time is given to practice in taking accurate measurements as the basis of success in fitting garments. Home practice in drafting is required. One waist of plain material is completed, and one of striped or plaid material is cut and fitted.

The making of house and evening dresses which embody artistic lines and harmony in coloring is taught in the third term. A princess dress and an evening dress are completed by each student.

Instruction in drafting a child's dress, and in the drafting, fitting, and making of jackets, affording a knowledge of tailor finish as applied to ladies' coats and gowns, completes the dressmaking course, and covers the fourth term.

Drawing.—A parallel course in drawing, under the direction of the art department, forms a part of the dressmaking course. All students in day classes are required to complete the course in drawing as well as that in practical dressmaking.

No previous training in drawing is required, and though the student may not become technically skillful, the course cultivates the taste, and is found most helpful and suggestive in home decoration, as well as in the selection of wearing apparel.

The course is designed to train the eye and hand, and to give to the student the ability to see objects in their true proportions, and to express them in simple light and shade, in pencil, and in water color. All work is done, except in specified cases, from the object. Some time is given to the study of the human form in outline, to the character of different textures, to historic costume, and to designing hats and gowns. Practice at home is required between the lessons.

The classes are held in a room especially equipped for the purpose with models, casts of ornament and of the figure, photographs of famous statues and paintings, and colored plates of historic costume.

The course covers four terms, and includes pencil sketching, the appearance of objects, simple ornament in outline, the study of drapery in pencil and in color, the drawing of gowns, study of the human form in outline, sketches in water color, and the designing of gowns.

The course in drawing and costume design may be undertaken apart from the courses in dressmaking and millinery, provided the applicant can give evidence of a practical knowledge of either subject. The following is the course of study:

Instruction in the choice of materials; study of color and textiles applied to dress; cutting skirts from measure; finishing skirt and trimming or draping; study of form, line, and proportion in relation to draping and trimming; cutting waists and sleeves from pattern; basting, fitting, trimming, finishing; practice in taking waist measures; study of form, including artistic and hygienic principles of dress; instruction in drafting close-fitting waists; cutting and fitting waist linings; cutting and fitting. trimming and finishing plain cloth waists; cutting and matching striped or plaid waists; instruction in choice of materials for house and evening wear; color and texture; the growth and manufacture of silk explained; taking measures and drafting princess dress; study of the contour and poise of the body as essential in artistic dress; cutting and making princess dress; practice in draping, illustrating the principles of variety, unity, and repose; cutting and making house or evening dress from original design by pupil; the manufacture of woolen textiles explained; drafting jackets of various styles; cutting, basting, fitting, and pressing; making various styles of pockets and collars; lining and finishing jacket; drafting child's dress and coat. Drawing: Pencil practice, appearance of objects; ornament from casts; drapery, bows, gowns; outline and proportion of the human form; practice in the use of water color; sketches in water color of drapery and gowns; study of historic costume; designing gowns and dresses.

Special course.—(Five days each week—one year). This class is organized in September, and completes in nine months the full course in dressmaking. It has been arranged for those who can devote their whole time to the study. The class meets daily, except Saturday, from 9 to 1 o'clock, and from 2 to 5 in the afternoon.

Two afternoons each week are given to the course in drawing, and all students attend the lectures given once a week by the director of the department of fine arts upon the history of art. These lectures are fully illustrated by lantern slides. Lectures upon hygienic, artistic, and historic dress are given by the best authorities. Instruction in physical culture and in the methods of keeping accounts and making out bills is given by trained specialists. The literature of hygienic and artistic costume is brought to the notice of the pupils, and it is expected that they will make use of the valuable books contained in the library of the institute.

This class is a satisfactory one for those who wish to become dressmakers, since they have an opportunity to make dresses for others in order to gain experience, and are thereby able to defray part of their expenses.

Applicants must be at least 18 years of age, must have a knowledge of making dresses from pattern, must bring for inspection a dress which in its finish proves their ability to do good work, and must pass a written examination on the making of a simple dress.

Millinery.

The object of this course is to give a thorough training in the practical, scientific, and artistic principles of millinery in order to prepare the student to make head coverings according to the best methods, and to cultivate the taste of the student in color and design, as related to costume. The first part of the course is valuable in developing lightness of touch in the making of bows and trimmings which are used in dressmaking as well as in millinery.

In this branch of the department the full course comprises four terms of three months each with two lessons a week.

The sessions are three hours and a half in length, two hours being devoted to practical work, and one hour and a half to free-hand drawing and design. Applicants must be over 18 years of age, and able to do neat hand sewing. They must also pass an examination in simple fractions.

Pupils are required to record in notebooks the instructions received at each lesson. These are submitted for correction and criticism.

Instruction is given during the course on the suitability of materials, combination of colors, and character of lines and form as essential to artistic millinery. In the class rooms there are cases containing hats of choice materials, selected with care, and used as models to educate the eye of the pupil; also a collection of examples of the various materials used in millinery, and photographs and colored plates illustrating the history of costume.

The first term of the course consists of instruction in the methods of making the various facings and edges used on hats, and in trimming with suitable bows. This forms the basis of all subsequent work, and is therefore most important.

Materials used for this practice work are colored cotton flannel to represent velvet, and harmonizing shades of sateen cut and used as ribbon. In order to apply the principles learned in practice work, time is given to making and trimming a hat of choice materials selected by the pupil.

In the second term the method of making plain covered hats and various kinds of bonnets is taught, and also the making of mourning hats and bonnets of silk and crape.

During the third and fourth terms the pupils work in choice materials to gain confidence and experience, each pupil making three or more hats for herself and friends, suited in style and materials to the season. The work of the two seasons differs so materially that it is absolutely necessary that the student have experience in both before a certificate can be granted.

As a help toward original work, pupils are required throughout the course to make hats and bonnets at home, and to submit them for criticism. Pupils are also required to record in notebooks the instruction received at each lesson. These are submitted for correction.

Drawing.—The parallel course in drawing, under the direction of the art department, is an essential part of the course in millinery, and all students in day classes are required to complete the course in drawing as well as that in millinery. Its aim is to train the eye and hand, thus enabling pupils to apply the laws of design to millinery, and to sketch their own designs.

The course includes pencil practice, the appearance of cylindrical objects, simple ornament in outline, and the study of bows and drapery; drawing of trimmed hats and bonnets, and practice in the use of water color, sketches in water color, study of the head in outline, and designs for hats. Practice at home is required between the lessons. The following is the course of study: Study of form, line, color, and texture as applied to millinery; talks on the growth and manufacture of materials used; lessons upon the care and renovation of materials; instruction upon the different facings and finishes used upon brims of hats and bonnets; practice in making varieties of bows, and in trimming hats of various shapes; designing, drafting, and making hat and bonnet frames for heads of different proportions; some of the principles applied in trimming a hat of choice materials; making and trimming covered hats and bonnets, also mourning bonnets of crape and of silk. Winter season: Making draped toque, evening bonnet, street bonnet, and velvet hat. Spring season: Making hat of fancy straw braid over frame, also lace bonnet and shirred hat. Drawing: Pencil practice, appearance of objects. Ornament from casts: Drapery, bows, hats; outline and proportion of the head; practice in the use of water color; sketches in water color of drapery and hats; study of historic costume; designing hats and bonnets.

Special course.—(Five days each week—six months.) This class, completing in six months the full course described above, is organized in September, and has been arranged for those who can devote their whole time to the study, as well as for those who wish to become milliners.

The class meets daily, except Saturday, from 9 to 1 o'clock and from 2 to 5 o'clock. Two afternoons each week are devoted to the course in drawing, and all students attend the lectures given by the director of the department of fine arts upon the history of art. These lectures are fully illustrated by lantern slides.

Lectures upon hygienic, artistic, and historic dress are given by the best authorities.

Instruction in physical culture and in the methods of keeping accounts and making out bills is given by trained specialists. The literature of hygienic and artistic costume is brought to the notice of the pupils, and they are expected to inform themselves upon these subjects, making use of the library of the institute.

Applicants must pass an examination in hand sewing and in simple fractions, and must also submit for inspection a hat which has been made by themselves, and which shows their ability to undertake the course.

General Course in Domestic Art and Domestic Science (five days each week—two years).

To enable young women to meet more intelligently the demands of home and society, the following course offers training in some of those arts and sciences more closely related to daily life.

The certificate of the institute will be awarded to those students who complete the work of these courses to the entire satisfaction of the departments concerned. The following is the curriculum:

First year.—Domestic art: Drawing, form and color study; history of art; sewing; millinery; dressmaking, hygienic clothing; physical culture. Domestic science: Chemistry; bacteriology; emergencies; marketing, quality, food value, cost of food materials; cookery, housekeepers' course; invalid cookery; laundry work.

Second year.—Domestic art: Drawing, outline and proportion of the human form; history of costume; dressmaking, with study of textiles; millinery, with study of textiles; physical culture. Domestic science: Chemistry of foods, with calculation of dietaries; household science, with working drawings; household art; home sanitation; household economy; public hygiene.

These subjects will be pursued by the student of this course in the regular classes of the departments.

Instruction will be given by means of lectures and recitations, supplemented by as much laboratory work as the best methods demand.

The course will require the entire time and attention of the student during the school year, the work occupying the greater part of each day.

Tuition.

The school year is divided into three terms for day classes and two terms for evening classes.

Tuition is payable in advance, and no part of the tuition fee will be refunded to pupils who withdraw or who are dismissed from the institute before the close of the term for which the fee is paid.

The tuition as given below, unless otherwise stated, is for a single term of three months:

	Day classes.	Evening classes.
Department of domestic art.		
Sewing, two lessons per week—three months:		
First, second, third, and fourth grades, each	$5.00	$2.00
Children's class, one lesson per week	2.00	....
Special course, four lessons per week	15.00	....
Dressmaking, two lessons per week:		
First grade	15.00	5.00
Second grade (including chart)	15.00	10.00
Third and fourth grades, each	15.00	10.00
Special course, five lessons per week	25.00	....
Millinery, two lessons per week:		
First, second, third, and fourth grades, each	10.00	5.00
Special course, five lessons per week	25.00	....
Physical culture, one lesson per week	5.00	2.00
Normal domestic art course	25.00	....
General course in domestic art and domestic science	25.00	....
Department of domestic science.		
Normal domestic science course (daily)	25.00	....
General course	25.00	....
Food economics (course of three months)	25.00	....
Marketing lectures (twenty-four)	10.00	....
Single lecture	.50	....
Household science:		
Home sanitation, Household economy, Household art } thirty-six lectures	10.00	4.00
Emergencies and home nursing (thirty-six lectures)	10.00	4.00
Public hygiene	3.00	....
Cookery:		
Canning, preserving, and pickling (six lessons)	4.00	....
Girls' Saturday morning class (each course)	2.00	....
Housekeepers' class (twenty-four lessons)	15.00	4.00
Physicians' or nurses' course (twelve lessons)	5.00	3.00
Fancy course (twelve lessons) (materials extra)	15.00	....
Chafing-dish course	5.00	....
Maids' course (twelve lessons)	....	2.00
Maids' advanced course (twelve lessons)	....	4.00
Private lessons—materials extra	2.00	2.00
Laundry (twelve lessons)	3.00	1.00
Private lessons	2.00	....
Department of science and technology.		
Drawing and machine design	15.00	5.00
Algebra, Geometry } each	....	3.00
Physics, Chemistry, Electrical construction, Steam, Strength of materials } each	....	8.00
Machine design	....	5.00
Carpentry, Machine work, Plumbing, Painting (house), Painting (sign), Painting (fresco) } each (six months)	15.00	15.00
Normal class in manual training	25.00	....

DREXEL INSTITUTE OF ART, SCIENCE, AND INDUSTRY, PHILADELPHIA, PA.

[From circulars of the institute for 1896-97.]

The Drexel Institute was founded by the late Anthony J. Drexel, in 1891, for the promotion of education in art, science, and industry. The chief object of the institute is the extension and improvement of scientific, industrial, artistic, and commercial education, as a means of opening better and wider avenues of employment to young men and young women.

The institute, as at present constituted, comprises eleven departments. While each department is organized with reference to its special objects and courses of instruction, it sustains important relations to the other departments, and the various lines of work are carried on in so broad a spirit as to give a certain unity of purpose to the scope and ends of the institution as a whole. The organization of the several departments is as follows: (1) Department of fine and applied art; (2) department of mechanic arts; (3) department of science and technology; (4) department of commerce and finance; (5) department of domestic science and arts; (6) department of physical training; (7) normal department for the training of special teachers; (8) department of evening classes; (9) department of free public lectures and concerts; (10) library department; (11) museum department.

DEPARTMENT OF MECHANIC ARTS.

The department of mechanic arts provides a thorough course of instruction and training in mathematics, science, drawing, and shopwork, in connection with the essential English branches of a secondary education.

While the education given is intended to prepare for business or industrial pursuits, it seeks to develop and cultivate those qualities of mind and character that are of most value in the conduct of life. The object at every stage is to give the student the power to think and act for himself—the practical ability that is the best result of school training.

The whole course of instruction is so broad and yet so practical that the graduate can not fail to find some occupation for which his taste and aptitude fit him; and at the same time he will be prepared for such an advanced scientific or technical course as he may desire to pursue.

The department of mechanic arts prepares students for admission to the technical courses in electrical engineering and machine construction, and to the course in architecture, in the institute.

COURSE OF INSTRUCTION.

FIRST YEAR.

First term.—Language: Common figures of speech, punctuation, letter writing; reading of American classics. Mathematics: Algebra—Metric system, review of simple equations, quadratics, ratio and proportion, variation, the progressions, use of logarithms, computation rules, plotting of simple equations. Geometry—Solid geometry, including the geometrical properties of the conic sections. Drawing: Mechanical, free-hand; descriptive geometry. Science: Elementary chemistry—lectures, recitations, and laboratory work. General history: Ancient history. Shopwork: Woodwork; joinery; ironwork; chipping and filing.

Second term.—Language: Composition; biographical studies of American classics. Mathematics: Higher algebra—Binomial theorem, partial fractions, convergency and divergency of series, summation of series, reversion of series, variables and limits. Plane trigonometry: Solution of triangles, practical problems in heights and distances and in triangulation, trigonometrical equations, the circular functions, plotting of the trigonometric curves. Drawing: Mechanical, free-hand; descriptive geometry. Science: Elementary chemistry—lectures, recitations, and laboratory work. General history: Medieval and modern European history. Shopwork: Woodwork; joinery; ironwork; chipping and filing. Physical training in the gymnasium, twice a week, throughout the year.

SECOND YEAR.

First term.—Language: Sentences, diction, composition; selected plays of Shakespeare. Mathematics: Algebra, theory of equations, development of series. The elements of theoretical mechanics: Statics, dynamics, hydrostatics, treated without the aids of the Calculus. Drawing: Mechanical, free-hand; descriptive geometry finished. Science: Physics—Introductory laboratory work, consisting of manipulation and measurements. Chemistry of metals—one lecture per week and recitations. American history and civics. Shopwork: Woodwork, turning; pattern making begun; ironwork; forging begun.

Second term.—Language: Grammatical principles, composition. English classics. Mathematics: Plane analytic geometry; straight line, circle, parabola, ellipse, hyperbola, some higher plane curves, the general conic; both rectangular and polar coordinates are used. Drawing: Mechanical, free-hand. Science: Physics—Introductory laboratory work, consisting of manipulation and measurements. Chemistry of metals—one lecture per week and recitations. American history and civics. Shopwork: Woodwork, pattern making finished; metal work; forging, molding, and founding. Physical training in the gymnasium, twice a week, throughout the year.

THIRD YEAR.

First term.—Language: Rhetorical principles, structure of the English language, essay writing; English classics. Mathematics: Solid analytic geometry; spherical trigonometry. Drawing: Mechanical, architectural; historic ornament. Science: Physics, mechanics of solids, liquids, and gases—lectures, recitations, and laboratory work. Theory and practice of the steam engine. Economics: General principles and their practical applications. Shopwork: Machine work.

Second term.—Language: Essay writing. Historical outlines of English and American literature; English classics. Mathematics: Practical mathematics; recitation and field work; use of transit and theodolite for practical problems in plane surveying and navigation. Drawing: Mechanical; architectural styles. Science: Physics, heat, sound, light, electricity—lectures, recitations, and laboratory work; some practical work in the electrical engineering laboratory, in connection with the instruction in physics; lectures on practical geology and metallurgy. Theory and practice of the steam engine. Human physiology and hygiene: Lectures. Economics: General principles and their practical applications. Shopwork: Machine work. Physical training in the gymnasium, twice a week, throughout the year.

Students attend five days a week, from 9 a. m. to 4 p. m.

The time of the student is about equally divided between the class-room and laboratory studies and the shopwork.

The scientific instruction is given chiefly by lectures and laboratory work, the text-book being used only for reference and review.

The English instruction, which is carried throughout the entire course, is thorough and comprehensive, and furnishes a basis of sound, liberal culture for all the other studies.

The practical instruction given in the shops affords a valuable aid to the scientific studies. It brings the student into direct and intimate relation with natural forces, where a practical application of these studies is required. While no attempt is made to teach the student a trade, yet a good knowledge is imparted of the technical apparatus involved in the mechanic arts, this knowledge being indispensable in the work of the mechanical or electrical engineer, in order that his designs may be practicable and of economical construction.

Visits are made by the students, accompanied by the professors, from time to time to the chief industrial establishments of the city and neighborhood.

A diploma is granted to students who complete the course and pass all the required examinations.

Special courses can be arranged to suit the individual needs of students who are fitted to pursue them advantageously.

LABORATORIES AND WORKSHOPS.

The chemical and physical laboratories are large, well lighted, well ventilated rooms, and are supplied with extensive collections of apparatus and with every appliance for the work done by the students.

The technical shops for woodwork, bench work, machine work, and forging are unsurpassed in the completeness and perfection of their appointments. A small Corliss engine, which is placed in the machine shops, supplies the power to all the shops and is used also for the instruction in steam engineering.

There are two electrical laboratories, besides smaller rooms devoted to electrical work. The engineering laboratory is a finely appointed room and is provided with a 40-horsepower Porter-Allen engine, a 40-horsepower Armington-Sims marine engine, dynamos of the most recent design, storage batteries, and all the necessary apparatus and appliances for practical instruction in electrical science and its applications. The smaller laboratories are situated in the annex and are well equipped with apparatus and conveniences for the study of theoretical electricity.

The extensive mechanical and electrical plant of the institute building is also made available in the technical instruction.

FEES AND TERMS.

First and second years, $25 per term; third year, $30 per term.

A rental of 50 cents per term is charged for the use of a coat locker, with individual combination key, which gives to each student absolute control of his own property.

These fees include all materials and tools used in the chemical, physical, and electrical laboratories and the workshops. Students are responsible, however, for their own breakage in the laboratories and workshops. A deposit of from $5 to $10 is required at the beginning of the year, which is returned, less the cost of the apparatus destroyed.

Students supply their own text-books and drawing instruments.

There are two terms in the year, beginning in September and February, respectively.

COURSES IN COOKERY AND HOUSEHOLD ECONOMICS.

The following courses in cookery and other subjects connected with the household are offered:

I. General cookery. II. Invalid cookery. III. Housekeeper's course. IV. Talks on food materials and other matters relating to the household. V. Course for waitresses. VI. Course in laundry work. VII. Children's Saturday morning class. VIII. Normal course for the training of teachers of domestic science. IX. Evening classes in general cookery.

I. *General cookery.*

There are three courses in general cookery. Each course occupies one term, and is complete in itself. The three courses are consecutive, and must be taken up in regular order.

First course.—This course includes instruction in the composition and dietetic value of food materials. The lessons are arranged in logical order, and each principle is illustrated by the preparation of simple dishes. The instruction is largely individual, each student preparing an entire dish. The object of the course is the preparation of food in the most digestible and appetizing forms.

Second course.—This course includes instruction and practice of an advanced character in the preparation of more complicated dishes and menus than are included in the first course.

Third course.—This course includes the preparation of still more elaborate and expensive dishes; lessons in marketing and carving; practical demonstration in the cutting of meat.

In each course one lesson of three hours is given weekly.

II. *Invalid cookery.*

This course is intended for professional nurses and other persons desirous of acquiring a practical knowledge of cookery suitable for the sick room. The course extends throughout one term, with one lesson of two and one-half hours each week. A carefully prepared syllabus is made the basis of the instruction.

Classes of medical students desirous of taking this course can receive instruction in the afternoon or evening.

III. *Housekeeper's course.*

This course is offered in the belief that greater skill and intelligence are needed in the management of the home, and for the purpose of providing thorough training for women possessing the requisite qualifications to fit themselves for positions as housekeepers or as matrons of public institutions. The course occupies one year. It embraces the following subjects: The general courses in cookery; the course in invalid cookery; marketing; lectures on physiology and hygiene; familiar talks on food materials and other matters relating to the household; the course in laundry work; business forms and accounts.

IV. *Talks on food materials and other matters relating to the household.*

This course is intended to present the scientific, hygienic, and sanitary features of the household in such a manner as will prove of practical benefit to women who manage their own homes. It supplies the kind of information needed by young women preparing themselves for household duties and responsibilities. The course occupies one term. The instruction embraces the following subjects: Composition and nutritive value of foods; comparative value of animal and vegetable foods; home kitchens and public kitchens; use of coal stoves and ranges, oil and gas stoves, Aladdin oven; buying of supplies; cold storage; marketing; national and State laws regarding the inspection of meat; canned goods; food adulterations; water filters; tea, coffee, cocoa, and other beverages; cereals, vegetables, fruits; breads, flour, yeast; dairy products—milk, cheese, butter.

V. *Course for waitresses.*

This course consists of six lessons, and includes the following subjects in which every well-trained waitress should be expert: Care of dining room and pantry; care of silver and cutlery; serving of breakfast, luncheon, and dinner; washing dishes; washing and ironing table linen; removal of stains.

The classes meet in the afternoon or evening. Each lesson occupies two hours.

VI. *Laundry work.*

This course includes practice in washing and ironing fabrics and articles of various kinds. Instruction is given in the scientific principles of laundry work, as well as practical training in the laundry. It is intended for students taking the normal course, and as a special course when classes of sufficient size are formed.

VII. *Children's Saturday morning class.*

This class is for young girls unable to attend on the other days of the week. The instruction is specially adapted to girls between 12 and 18 years of age. The class meets on Saturday, at 10 a. m. Each lesson occupies two hours.

VIII. *Normal course in domestic science.*

This course, which occupies two years, includes, besides the theoretical and practical training in cookery, household economics, observation and practice in teaching, chemistry, physics, physiology, and hygiene, bacteriology, economics, history and institutes of education, physical training, English language and literature (optional). The laboratories, equipment, and appliances which are used in connection with this course are in accordance with the most advanced demands of scientific instruction.

EQUIPMENT.

There are two large school kitchens, the equipment and appointments of which are unsurpassed. Everything necessary for the scientific instruction, as well as for the practical training of the students, is provided.

LIBRARY AND READING ROOM.

The library of the institute, which contains 18,000 volumes, is supplied with an extensive collection of books relating to the subjects embraced in the several courses of instruction. The leading home and foreign periodicals are supplied in the reading room.

ADMISSION.

Applicants for admission to the housekeepers' course must have a good general education and be at least 25 years of age.

FEES AND TERMS.

The fees for the several courses, per term, including all materials, are as follows: First course in general cookery, $10; second course in general cookery, $15; third course in general cookery, $18; invalid cookery, $10; classes of nurses from hospitals and of medical students, $6; housekeepers' course, $25; talks on food materials and other matters relating to the household, $5; course for waitresses, $3; laundry work, $3; children's Saturday morning class, $8; normal course, $40. There are two terms in the year, beginning in September and February, respectively.

EVENING CLASSES.

In the evening classes instruction is given in the first two courses of general cookery, and is similar to that of the day classes. The session extends through six months, from the beginning of October to the end of March. One lesson of two hours is given weekly. Fee for the entire session, which includes all the materials used in the instruction, $5.

COURSES IN DRESSMAKING.

The following courses in dressmaking are offered: I. Regular course. II. Special course. III. Normal course. IV. Evening classes.

I. *Regular course.*

The regular course of instruction consists of four grades, each occupying one term, or half the school year. Each grade is complete in itself, but the four consecutive grades are essential to thorough training in the practice of the art.

First grade.—This grade is devoted to the fundamental principles of dressmaking. One plain dress is completed. Two lessons of two hours each are given weekly.

Subjects of instruction.—I. Implements and appliances used in dressmaking. II. Cotton staple, its various uses; choice of materials; textiles, as to color and application to dress. III. Taking measurements; drafting foundation skirt; drafting draperies and principles of same; finishing skirt for trimming or draping; making lined skirt. IV. Form, proportion, and line relating to ornament in dress. V. Plans for completing skirts; cutting waists with seams from patterns drafted by students of the advanced grades from measurements taken from different members of the class; basting; fitting; planning trimming; general finish.

Second grade.—In this grade attention is paid to taking measurements of different figures and to drafting patterns from the same. The first dress made is of plain material; the second is a waist or entire garment of striped or plaid material; the third, a garment on the princess form, may be a tea gown or a dress. Two lessons of two hours each are given weekly.

Subjects of instruction.—I. Color and textiles; their various uses and relations to personal adornment; growth of wool and silk; manufacture of fabrics. II. Taking measurements; drafting plain waist from different measurements; drafting waist with extra seams for large figure; cutting and matching striped, plaid, or figured material for waist; making and trimming the same; drafting and making dresses on the gown form; artistic dress in its relations to the body; design in drapery; making dress on gown form from the student's own design.

Third grade.—The work of this grade is chiefly an extension of that of the two preceding grades, with the additional subjects of instruction named below. For further practice students may receive and execute orders. Two lessons of two hours each are given weekly.

Subjects of instruction.—I. Advanced drafting. II. Drafting of children's garments. III. Making child's dress. IV. Seamless waists. V. Making evening dresses.

Fourth grade.—This grade completes the regular course. It includes instruction in tailor finish, as applied to dresses, jackets, and coats. Orders may be received and executed by students. One lesson, of four hours, is given weekly.

Subjects of instruction.—I. Material used in making coats, as staple and manufactured. II. Drafting jackets and coats of various styles; cutting, basting, fitting, pressing; practice in making pockets, applying same to garment; making buttonholes, sewing on buttons; lining and finish of coat; making collars. III. Principles applied to tailor-made dresses.

All materials, except those supplied in the third and fourth grades for ordered work, must be furnished by the students.

All work cut and planned in the class room must be finished at home.

Each student is required to keep a record of the demonstration lessons in a notebook, and to submit the same for inspection at stated intervals during the term.

In addition to the lessons in dressmaking, instruction is provided in drawing and water color, for the purpose of giving the students a knowledge of line and form and the ability to execute designs for the various kinds of dresses, coats, etc. The instruction includes outline drawing, light and shade, proportions of the human figure; draperies, dresses, gowns, and coats, in monochrome and color. One lesson, of one hour, is given each week.

In the second term of each year instruction is also provided in accounts, business forms, and correspondence. One lesson, of one hour, each week.

Courses of lectures in the chemistry of dyeing and cleansing and in physiology and hygiene with reference to dress are given during the second term of each year. These lectures are made as nontechnical as possible, with a view to interesting the students and furnishing them with knowledge that can be made practically available.

II. *Special course.*

This course is arranged to meet the needs of those who wish to accomplish the work of the regular course in one year, and who desire additional practice in executing orders which they may take on their own account during the second half of the year.

Attendance is required every day, except Saturday, from 9 a. m. to 1 p. m. Students have the use of the dressmaking rooms until 4 p. m.

Students receive the full course of instruction in drawing and water color, and in the keeping of accounts, business forms, and correspondence, given in the regular course. Students taking this course are expected to attend the courses of lectures in the chemistry of dyeing and cleansing and in physiology and hygiene with reference to dress.

Every applicant for admission to the special course must have a good knowledge of hand and machine sewing, and present for examination a dress made by herself from patterns.

Applicants are admitted to this course only in September of each year, and for the entire course.

CERTIFICATES.

Certificates are granted to students who satisfactorily finish all the grades and meet all the requirements, either of the regular or of the special course.

III. *Normal course in domestic arts.*

The normal course is intended for those who desire to fit themselves to be teachers of dressmaking, millinery, and allied branches. No one is admitted to this course who has not a good English education and spent at least one probationary term in either the regular or the special course in dressmaking.

Besides all the studies of the regular courses in dressmaking and millinery, the normal course includes such additional branches as are essential to the teacher's work. Opportunity is afforded for practical training in teaching in connection with the evening classes of the institute.

The normal course occupies two years, including the probationary period. An average attendance of at least four hours daily, except Saturday, is required.

Students who finish the full course of instruction and training and meet all its requirements receive a normal diploma.

ADMISSION.

For admission to any of the courses applicants must be at least 18 years of age and must be able to do hand and machine sewing. An examination in sewing is held at the beginning of each term.

FEES AND TERMS.

Regular course.—First grade, $15 per term; second grade, $20 per term, including the drafting chart; third grade, $20 per term; fourth grade, $20 per term.

Special course.—Thirty-five dollars per term.

EVENING CLASSES.

In the evening classes instruction is given in the first, second, and third grades of the regular course. Each grade occupies one session.

The session extends through six months, from the beginning of October to the end of March. Two lessons a week of two hours each are given.

Fees for evening classes.—First grade, $3; second grade, $8, including the drafting chart; third grade, $7. The fee is for the entire session. Certificates are granted only to students who finish the three grades.

COURSES IN MILLINERY.

The following courses in millinery are offered: I. Regular course. II. Special course. III. Normal course in domestic arts. IV. Evening classes.

I. *The regular course.*

The regular course in millinery consists of three systematic grades, each occupying one term. Each grade is complete in itself, but the three grades are essential to thorough training in the practice of the art. In each grade two lessons in millinery, of two hours each, are given weekly.

First grade.—In this grade the work is begun with the study of the hat in detail. The methods of preparing the various fittings for the brim are taught upon a straw and a felt hat, cotton flannel and cheese cloth being used, which represent, respectively, velvet and crape. The hat is then trimmed with suitable bows of sateen to represent ribbon. Harmony of color is carefully studied in all this preliminary work. One hat is made of choice materials.

Second grade.—The study of the bonnet and the toque, using for practice the materials appropriate to the same. The latter part of the grade work is devoted to the making of bonnets and toques of choice materials.

Third grade.—Throughout this grade students work in choice materials to gain confidence and experience; they are allowed to receive and execute orders.

GRADUATE WORK.

Students who have finished the three grades of the regular course may remain an additional term for the purpose of doing more original work and gaining additional practice in dealing with the designs and materials appropriate to the two millinery seasons. The work may consist largely of orders taken by the students.

II. *Special course.*

The special course differs from the regular course only in completing the work of the three grades in one year. It is intended especially for those intending to become practical milliners, and who desire additional practice in executing orders, which may be taken by students on their own account during the second term.

CERTIFICATES.

Certificates are granted to students who satisfactorily complete all the grades of the regular course, or finish the special course, and pass all the required examinations.

All materials are selected and furnished by the students.

In addition to the technical training in millinery, instruction is provided in the regular and the special course in drawing and water color, for the purpose of giving the students a knowledge of line and form and the ability to execute designs for the various kinds of hats, bonnets, toques, etc., in monochrome and color.

During the second term of each year instruction is given in the keeping of accounts and in business forms, customs, and correspondence. A course of lectures in the chemistry of dyeing and cleansing is also given during the same term.

Constant use is made of the extensive collection of books in the library and of the important collection of textiles in the museum. The leading American and foreign fashion periodicals are supplied in the millinery rooms.

III. *Normal course in domestic arts.*

The normal course is intended for those who desire to fit themselves to be teachers of millinery, dressmaking, and allied branches.

No one is admitted to this course who has not a good English education, and has spent at least one probationary term in either the regular or the special course in millinery.

Besides all the studies of the regular courses in millinery and dressmaking, the normal course includes such additional branches as are essential to the teachers' work.

The normal course occupies two years, including the probationary period. An average attendance of at least four hours daily, except Saturday, is required.

Students who finish the full course of instruction and training and meet all its requirements receive a normal diploma.

ADMISSION.

For admission to any of the courses, students must be at least 18 years of age and have a good knowledge of hand sewing. For admission to the special course, applicants are required to submit a specimen piece of millinery for the approval of the director.

FEES AND TERMS.

Regular course, $12 per term; special course, $20 per term; normal course, first year, same as in regular course; second year, $35 per term.

There are two terms in the year, beginning in September and February, respectively.

EVENING CLASSES.

In the evening classes instruction is given in all the grades of the regular course. The session extends through six months, from the beginning of October to the end of March. Two lessons a week, of two hours each, are given. The fee for the session is $3.

JUNIOR AND ELECTIVE COURSES IN DOMESTIC SCIENCE AND ARTS.

COURSES OF INSTRUCTION.

The following courses are offered: I. Junior course. II. Elective courses.

I. *Junior course.*—The junior course is a nonprofessional course of prescribed studies and is designed: (1) To supply that training for the duties and responsibilities of home life which the ordinary academic education fails to give; (2) to lay a broad and solid foundation for the technical work involved in the direct preparation for a profession or trade. The course of instruction covers two years.

This course is based upon the recognition of the fact that the training for the practical business of life should have its due place in the education of the individual during the plastic period of life. Experience is constantly showing the soundness of this position.

Of the classes that have thus far been graduated, more than three-fourths of the pupils have developed aptitudes for one or another of the arts and sciences, and are now taking advanced courses in chemistry, biology, domestic science, millinery, or dressmaking, with a view, in each case, to following the pursuit as a profession.

As a result of this preparatory training in a well-arranged and soundly correlated course of study, these pupils have the advantage of entering upon the pursuit of their technical courses with good habits of thought and study, and with the ability to take an intelligent delight in their work.

The course is divided broadly into scientific work, academic work, and industrial work—about one-third of the time being given to each.

The list of studies is as follows:

FIRST YEAR.

First term.—Sewing, millinery, cookery, household economics, mathematics, drawing, history, current topics, English and American literature, rhetoric and composition, physical training.

Second term.—Sewing, millinery, cookery, household economics, mathematics, drawing, history, current topics, English and American literature, rhetoric and composition, physical training.

SECOND YEAR.

First term.—Dressmaking, household economics, elementary physics, general chemistry, biology, drawing applied to dress and ornament, English literature, rhetoric and composition, current topics, business principles, physical training.

Second term.—Dressmaking, household economics, elementary physics, general chemistry, physiology and hygiene, laundry work, drawing applied to dress and ornament, English literature, rhetoric and composition, current topics, business forms and accounts, physical training.

II. *Elective courses.*—The elective courses are intended only for advanced students who are qualified to make a choice of studies for specialization. These courses are designed for young women who desire a course of training in the sciences or arts, combining with such training, when necessary, courses in the academic branches.

Students may elect a single study or a "group course" from the several courses offered below.

The institute affords superior advantages for students who wish to specialize. The following courses are offered: (1) Mathematics, physics, chemistry, biology, physical training; (2) cookery, millinery, dressmaking, household economy, chemistry of foods, laundry work; (3) free-hand drawing, drawing from the antique, mechanical drawing, painting in oil and water color; (4) rhetoric and composition, English and American literature, history of art, civics and economics.

ATTENDANCE.

In the regular prescribed courses, attendance five days a week, and, upon an average, five hours a day is required. Work begins at 9 a. m. and continues to such hours (up to 4 o'clock) as the programme of studies demands.

FEES.

Regular course, $30 per term. Advanced elective courses, according to the group of subjects chosen. The cost of the materials used in the science and the cookery classes is included in the fee.

All the materials used in the dressmaking and millinery classes and all text-books and stationery are supplied by the student.

SUBJECTS OF INSTRUCTION.

The following outlines furnish more detailed information concerning some of the subjects of instruction embraced in the junior course and the elective courses:

Cookery.—A thorough course in all the ordinary processes of cookery, with individual practice during each lesson. Each pupil performs the whole of the process treated in the lesson and produces a complete dish from a given recipe. Of the four hours per week, three are given to practice and one to theory. The theoretical part considers, in an elementary way, the chemical properties and constituents of foods and their nutritive value.

Millinery.—The fundamental principles of trimming and making hats, with thorough practice in wiring, binding, puffing, facing (plain and shirred), covering of buckram frames, trimming hats in choice materials, making of shirred hats. The course fits the pupil to do thoroughly all her home millinery and forms a solid basis for a professional course.

Sewing and dressmaking.—Practice in sewing various materials used in making a dress.

Cutting, drafting, fitting, and making plain dresses, waists, etc. The course fits the pupil to do all her home dressmaking and forms a solid basis for a professional course.

The incidental instruction in millinery and dressmaking includes the principles of hygienic dressing and the consideration of form and color as applied to dress.

Laundry work.—During the last term of the senior year practical instruction is given in washing and ironing in the scientific laundry of the institute. The students here make important applications of the facts of chemistry in regard to the removal of stains, the preservation of texture and color, and the use and constituents of soaps, washing fluids, bleaching powders, and starches.

Household and social economy.—This term covers broadly the instruction in the various subjects that relate to the growth and well-being of the household and of organized society. The instruction is given (1) incidentally as opportunity occurs in the course of the daily work, and (2) in a series of lectures and lessons systematically arranged with a view to correlating kindred subjects in their bearing upon the household and upon social life and organization.

The following general outline indicates the scope of the work. It will be noted that every part of the work capable of demonstration has its outcome in actual laboratory work.

The home.—Evolution of the home; significance in the social economy; relation to the individual, to the community. Administration of the home. Relation of income to expenditure; the common sense of economy; the vulgarity of extravagance. The executive functions of the housekeeper. The question of domestic service.

The house.—Evolution of the house and its furnishings; its construction, sanitation, heating, lighting, water supply, drainage, plumbing, cleaning. Points to be noticed in a house when one wishes to buy or rent.

Furnishing of the house.—Sanitary considerations. Artistic considerations. Influence of environment upon character and disposition.

Food and drink.—Relation of food and drink to life. Food and growth; food and energy; food and heat. Nature, chemical composition, and nutritive value of various foods. Comparative value of animal and vegetable foods. Suitable foods for infants, for growing children, for adults, for the aged; for the sick, for the convalescent, for the well who wish to keep well. The adulteration of food. Discrimination in the selection of food materials; how to tell good meats, etc.; how to market generally. Drink: Fluids required for the body; effects. Beverages: Nature and composition; effects upon the human sytem. Alcohol.

Construction of dietaries.—For the different periods of life; for different seasons of the year; for different occupations of life; for different incomes. Actual practice in turning the percentages and quantities of carbonaceous and nitrogenous food required to maintain health into economical dishes for families with limited incomes.

Related physical, chemical, and physiological facts.—General principles of baking, roasting, broiling, frying, etc. Chemical effects of heat on various food constituents—albumen, starch, gluten, etc. Chemical effects of overheating, on bread, fats, etc. Injurious effects of acroline. Chemical and physical principles involved in raising bread, biscuits, etc. Errors in present general systems of cookery; principles of slow cookery. Comparative value of fuels—coal, kerosene, gas, electricity. The Aladdin oven.

Clothing.—The hygienic considerations of clothing. Clothing for infants, for school children, for adults; night clothing, bedclothes. Materials for clothing. Discrimination in purchasing cottons, linens, woolens, silks, etc. Artistic considerations of dress. Use and value of decoration. Laws and principles of decoration.

Emergencies and home nursing.—Practical application of those facts and principles of physiology and anatomy that fit one to give that first aid so invaluable in the absence of a physician.

SPRING GARDEN INSTITUTE, PHILADELPHIA, PA.

[Statement of Addison B. Burk, president.]

The institute has three departments: Art, mechanical handiwork, and electrical departments. The art school is educational in its aim, and prepares some pupils for higher studies and others for work as designers. The mechanical school is strictly a workshop school, the pupils working eight hours a day. There is no intention to teach a particular trade, but in the course of their training the metal workers become machinists, and the woodworkers pattern makers. They have, however, general knowledge of various other trades, and are fitted to become learners in any of them. They have also a good foundation upon which to pursue higher studies. In the electrical department laboratory instruction is given as well as practical work in wiring, winding dynamos, etc., so that the pupils may become linemen, makers of electrical apparatus, or electrical engineers.

The institute is independent of other institutions, and is maintained by fees of pupils and interest on its endowment fund. The fees of pupils range from $40 to $75 for the day classes, and from $5 to $15 for the night classes, the bulk of the pupils paying $40 in the day classes and $5 at night. The higher charges are for electricity. The unique feature of our work is the maintenance of workshop schools, with no theoretical studies and work at the bench for eight hours a day.

The shops are fully equipped with hand and machine tools. The pupils are furnished with all tools and materials that may be required.

The value of the plant exclusive of buildings is probably $25,000. The annual expense of maintenance is probably $1,000.

The result of our system is that boys become highly skilled mechanics (without commercial speed) in the course of two years. They become so intelligent (without being taught to do anything but work) that they readily acquire theoretical knowledge by the reading of books. Our aim is that of Stephen Girard, to teach them things, not words, and let them pick up the words afterwards.

WORKINGMAN'S SCHOOL, NEW YORK CITY.

[Statement of Maximilian P. E. Groszmann, director.]

Our school is in no way connected with the public schools, and receives no State aid. It is supported by the United Relief Works of the Society for Ethical Culture, a fund of voluntary subscriptions. We have about 400 pupils in our schools, three-fourths of whom enjoy free tuition. The tuition for the others is $75 in the kindergarten and $125 to $150 and $200 in the school classes a year.

The Workingman's School aims to be a model public school and to serve as an experimental field in which new methods of education, as they arise, may be tried for the benefit of the entire public-school system. This is the function which it aspires to fulfill. It hopes to remain in constant touch with the public schools, to work with them and for them, and for their advantage to try new educational ideas, such as can be tested under more free and favorable conditions by an institution outside of the system than by one that forms a part of it.

Manual training is one of the special features of the school. Manual training has been introduced into the high-school course of several of the public schools of the country with the expectation that it will work its way downward into the lower grades. To us, the opposite way of proceeding seems far more logical. The plan of education should develop from below upward, like a tree, unfolding its several branches more and more as it rises in height, and thus maturing toward perfect fruition at the top.

The school, however, is in no sense a trade school for the education of artisans, nor merely a manual-training school. It is a complete day school in which manual training is utilized solely on account of its educational value.

The equipment consists of one 6-horsepower steam engine, 1 engine lathe, 6 speed lathes, 6 sets soldering tools, 6 sets carpenter tools, 10 sets carpenter tools, 10 sets metal-working tools, 20 sets mechanical drawing tools, 4 sets forge tools. The pupils are provided with all the tools.

The cost of equipment is about $3,000, and the annual expense for material and supplies about $200.

It is difficult to determine the effects of manual training upon the length of school life. It is true that our children, even those who are the children of the working classes, remain with us longer than is usual, but whether this is due to the effect of manual training only or to the general spirit of the school can not be ascertained. There are a number of our pupils who have taken up a technical course after graduation.

COURSE OF INSTRUCTION.

The course of instruction comprises in all classes: Elementary natural science (object lessons), geography, geometry (form lessons), construction (manual work), mechanical drawing, free-hand drawing, designing, modeling in clay, reading (literature), composition, language and spelling, German, writing, arithmetic, history, ethics, vocal music, gymnastics. In the three highest grades algebra is taught in connection with arithmetic and geometry. Latin has been introduced in the two highest classes. Coeducation of the sexes in the same class room and studies is the rule; from the third grade up, however, the boys receive their instruction in manual work in the workshop, the girls being taught in the sewing room; and in some of the lessons in gymnastics the exercises of the boys and girls are conducted in separate classes.

MANUAL WORK AND MECHANICAL DRAWING.

First grade.—Paper folding, cutting, and pasting (geometrical forms and designs, partly in connection with exercises in color perception); stick laying. Geometrical work with splints. Simple bricklaying and construction of steps, bridge, chimney, and small house, with building blocks, from drawings and dictation. Sketching and drawing from the same structures by the pupils. The more difficult structures are built by groups of children. Sewing: Coarse sampler, different kinds of stitches and borders.

Second grade.—Work in lead wire (straight lines, conventional forms, and familiar objects); construction of simple models of wood (ladder, clotheshorse, etc.) to a scale (wood being furnished cut in strips; tools used, knife and brad awl). Mechanical sketching of simple objects in two views, free-hand. Sewing: Central design in running stitch (mat), plain corners, hemming. Practice in making seams (running, strong running, stitching, and back-stitching stitches).

Third grade.—Mechanical drawing: Parallel lines from construction lines; construction of simple surfaces in connection with geometrical paper cutting and folding. Boys: Work in lead wire completed (construction of link and loop chains); simple scroll sawing; construction of simple models of wood (rake, picket fence, shed, farm wagon, etc.) to a scale (same as in second grade, only more difficult objects; work partly done by groups of pupils). Girls: Flat fell, bag seam, bias fell, and reversible seam. Tucking gusset and gathering sampler.

Fourth grade.—Mechanical sketching and drawing (cardboard geometry; drawing in ink, two or three views of blocks of wood of different forms). Boys: Work in copper and brass wire (conventional forms, hooks, loops, rings, chains, etc.); elementary woodwork (sawing, boring holes, planing); construction of models of household furniture, to a scale, of wood. Girls: Straight skirt, placket openings, child's drawers.

Fifth grade.—Geometrical drawing in connection with mathematical work; construction of angles and surfaces. Boys: Mechanical sketching and drawing; projection of lines, surfaces, and simple solids; sketching of familiar objects from home (two projections). Tin cutting and forming. Woodwork of fourth grade continued and enlarged, including cutting of chamfers and grooves with the chisel. Group work: Combination of geometrical solids, constructed of cardboard and wood, into models of engineering work, such as bridges, locomotives, etc. Girls: Mechanical sketching of simple household articles in two projections. Cutting true bias, matching patterns, making buttonholes and loops, darning and patching, binding, round apron.

Sixth grade.—Accurate construction of triangles and study of angles as measured from their arcs. Boys: Mechanical drawing; solids drawn in three projections; parts of machinery from sketches made in shop, sketching of ornamental ironwork to connect with designing and carving. Elementary carving in wood (chamfer edges, relief work); wood turning (turning between centers, hollow chuck work, and face-plate work). Elementary brass turning (use of the graver). Group work: Physical apparatus as required by E. H. Hale's Elementary Lessons in Physics. Girls: Sketching of plain household furniture; drafting of lines and curves at given angles, preparatory to dress cutting. Machine sewing: Chemise and nightgown. Hemstitching and feather stitching.

Seventh grade.—Drill in accurate geometrical construction. Boys: Mechanical sketching and drawing of details of architectural works, such as doors, windows, parts of structures, etc. Blue printing. Making in wood of simple patterns for casting; green sand molding and casting in lead; iron chipping, filing, and drilling; brass turning. Group work: Series of physical apparatus as begun in sixth grade, completed. Girls: Solids in two projections. Millinery.

Eighth grade.—Drill in accurate geometrical construction. Boys: Working, detailed, and assembled drawings of engine in shop and pump in boiler room. Architectural drawings from photographs and dictation. Sketching of detailed parts of machinery, to be worked up for quick working drawings. Lead and iron forging; engine-lathe work. Group work: Construction of simple models of machinery in wood and metal. Girls: Solids in three projections; drafting in connection with dress cutting. Drafting waist, using Brown's system; making of a simple dress. Both sexes: Factory excursions.

SLOYD TRAINING SCHOOL, BOSTON, MASS.

[From a circular of the school, 1895.]

This school was established by Mrs. Quincy A. Shaw in 1888. It represents private experimental work in the interest of education, and offers free instruction to teachers in the hope of giving them such acquaintance with the subject of manual training as will tend to an understanding of the pedagogical basis of the work, as well as to give thorough instruction in mechanical drawing and woodwork.

Heretofore the work of the Sloyd Training School has been confined to the preparation of teachers for grammar-grade pupils. The superior facilities of the new location of the school not only afford better opportunities for the training of teachers, but make possible the introduction of a course of work for high schools based on the educational principles characteristic of sloyd. The recent act of the Massachusetts legislature regarding manual training in high schools and the demand for thoroughly equipped teachers make more than ever apparent the need for this work.

The Sloyd Training School now occupies nearly the entire upper floor of the North

Bennet Street Industrial School. Two large, well-lighted and well-ventilated rooms, thoroughly equipped, are devoted to the normal classes.

Another room accommodates classes of children, giving to normal students ample opportunity for observation and practice of teaching.

The commodious office contains a careful selection of books for the use of students, and also complete and graphic illustrations of various manual-training courses.

COURSE OF STUDY.

Daily lectures on the educational principles of manual training, including reasons for and explanation of the exercises and their progression, and also the application of gymnastic principles to movements and positions in working.

Lectures on: The nature and development of the child as the guide to that which the teacher must provide; history and growth of manual training; the great educators, as Comenius, Rousseau, Froebel, Cygnæus; the use, construction, and care of tools; woods, their growth, qualities, and structure; suitable sloyd room, proper outfit, prices, etc.

A course of lectures on psychology is also given by a recognized authority.

Students are required to produce weekly abstracts from the lectures, and also papers showing their ability to demonstrate the educational value of the work.

REQUIRED TECHNICAL WORK.

The satisfactory completion of 31 models, including the making of 15 different joints and involving the use of 47 tools. The course represents 72 different exercises.

Working drawings of each model, full size and to scale.

Simple projections and geometrical problems.

The sharpening of every tool used in the course.

Recognition and selection of the proper material for each model.

Oiling, shellacking, and polishing.

Selection and preparation of specimens of various woods.

Working out in wood, steps showing the progression of exercises in the first six models.

Invention of a sloyd model involving certain exercises. This model to be the property of the school.

Estimate of proper wood and outfit for a given number of pupils.

Criticising and marking the finished work is an important feature of the course. Two of the teachers and two or more students examine each model and pass judgment upon it before it receives the mark of the school.

The high-school course will include wood turning, wood carving, and advanced drawing, besides more practice with tools than is given in the grammar-school course, and on a different set of models.

In addition to the above, the following are required: Observation of children at work as a basis for child study; teaching of individuals and classes; a thesis on a given subject concerning educational manual training.

Twenty-five hours a week for eight months must be given to the study of the theory and practice of educational manual training.

A working drawing must be made previous to the making of each model. The drawing to be handed in, with the complete woodwork, for approval.

Models must be made in the given sequence.

Notes must be taken of the "talks" given in class, and students will be required to read such notes in class when called upon.

Each student will be required to keep his tools sharp. The use of dull tools will not be permitted.

The use of file or sandpaper will not be allowed until the work is as well done as possible with the edge tool, and is accepted by the teacher.

Students must select lumber and submit it to the class teacher for inspection before using.

Models made out of school hours will not be accepted.

The benches and tools must be left in perfect order, also the pigeonholes and lumber on the shelves.

Admission to the high-school course will be granted only to men who give evidence of special fitness and to graduates of the Sloyd Training School.

Students are received on probation. Those showing little aptitude for the work will be advised to discontinue the course.

Students will be expected to follow a special course of reading, and are advised to obtain the following books:

The Theory of Educational Sloyd. By Otto Salomon. Price, $1.25. Published by Silver, Burdett & Co., Boston.—Psychology. (Briefer course.) By James. Price, $1.60. Published by Henry Holt & Co., New York.—Education. By Herbert

Spencer. Published by D. Appleton & Co. Price, $1.25.—Mechanical Drawing. By Linus Faunce. Price, $1.60. Published by the author, Massachusetts Institute of Technology.—Bench Work in Wood. By W. T. M. Goss. Price, 80 cents. Published by Ginn & Co., Boston.—Working Drawings of Models in Sloyd. By Gustaf Larsson. Price, $1.50. Published by E. L. Kellogg & Co., New York.—Handbook of Geometrical Wood Carving. By Gustaf Larsson. Price, 50 cents. Published by E. L. Kellogg & Co., New York.

The making of the models and drawings alone is not considered by the Sloyd Training School a sufficient preparation for teaching sloyd. The educational bearings of the subject should be studied thoroughly in connection with the bench work, and for this reason: The regular diploma and the badge of the Sloyd Training School will be given to students who satisfactorily complete the whole course of study, giving continuous daily attendance during the school year.

Special classes are formed for those who are engaged in teaching.

A special certificate will be given to members of weekly classes.

SLOYD FOR AMERICAN SCHOOLS.

[By Gustaf Larsson, principal.]

The course for grammar schools in tool work and drawing here submitted is one which is adapted to the teaching of classes in elementary schools. It includes the making of 15 different joints and involves the use of 47 tools. The course represents 72 different exercises. * * *

Sloyd is not the outgrowth of a single mind, or of the experiments at one time or place, but the result of the work of wise investigators and practical teachers in many countries. Based, as is the kindergarten, on the philosophy of Froebel and Pestalozzi, sloyd aims primarily, by its appeal to many activities, to make the boy, and not the wooden model. This system was originally planned after the Swedish sloyd as taught under the direction of Herr Otto Salomon, who has devoted a lifetime of faithful study to this subject at Nääs, at which place educators from all parts of the world have contributed their thought. As a result of actual experience in Boston, since 1888, with classes of boys, it has now been carefully adapted to the needs of American children. The drawing as an integral part of sloyd work is a conspicuous American gain. * * *

AIM OF SLOYD.

The harmonious development of the pupil, during the formative age, giving him by manual exercises and the use of the creative instinct such general training as will tend to fit him, mentally, morally, and physically for any subsequent special training.

Sloyd is not limited to work in wood. Clay, cardboard, and iron, if adapted to the physical and mental requirements of the pupils, may serve as sloyd materials.

CONDITIONS AND MEANS.

In pursuance of its aim, sloyd insists upon the necessity for:

(1) Properly located, well-ventilated and well-lighted workrooms, with sufficient space for freedom of movement for each pupil.

(2) Adjustable benches which are so constructed that they can be adjusted at any lesson.

(3) The maintenance of gymnastically correct positions in the performance of all kinds of work.

(4) The exclusion of all kinds of tools and forms of work tending to retard growth, to injure or malform the body.

(5) Giving prominence to the use of such tools as require the exercise of both sides of the body equally, and to those which require strong muscular effort.

TOOLS.

Since the chief object of this training is the evolution of forces, not the acquisition of skill, as such, a great variety of tools are provided, calling constantly for new effort in gaining control. In fact, sloyd employs more tools, more exercises, and requires greater variety of manipulations than any other course of manual training yet presented for schools.

To insure careful thought, the more mechanical contrivances are avoided and hand tools requiring a higher degree of muscular control are employed. Right understanding of a tool and a certain degree of control resulting from using it are what the worker is intended to gain, not such mastery of any one tool that using it requires a minimum amount of effort. This is one of the differences between industrial and educational manual training. Yet even if technical skill were the only object in view, the sloyd method would be found far more successful as a means of securing it than abstract exercises and long practice with a limited number of tools.

The manner of using tools in sloyd having reference always to the physical and mental need of the worker will increase his ability to handle skillfully and successfully the instruments of any occupation or profession, because it gives him control of himself. A surgeon, a lawyer, a clergyman, a chemist should be as much indebted to sloyd for the gain of power as the cabinetmaker or carpenter. No peculiar methods, however, are used which followers of the latter occupations would have to unlearn.

It is of utmost importance that the first impression of the purpose and method of using a tool should be correct and effective.

In using any tool the results produced by it, in the wood, should be tested at every step, in order that the purpose for which the tool is used may be fulfilled.

EXERCISES.

An "exercise" in sloyd is the specific use of a tool involving certain mental and physical effort.

The progression of exercises follows carefully the increase of power in the child. The models are based on the exercises.

MODELS.

(1) Models should be simple but pleasing in appearance. Form and proportions should be as far as practicable such as a true artist would approve.

(2) The models should be serviceable articles for home use, suited to local requirements.

(3) The exercises in each model should be so related to the previous steps that they "constitute a gymnastic exercise of the attention and the will, never an exhausting labor."[1]

NOTE.—It has been found that, as a general rule, a suitable progression does not allow more than four nor less than one new exercise in a model.

(4) The finished article should be a truthful expression of the amount of effort or skill the child has exercised in making it.

(5) A large proportion of the models should involve such exercises as will require testing by the unaided eye and the sense of touch.

The principles previously stated have been so carefully followed in arranging the course here illustrated, and the course has been so well tested by experience that it is presented with great confidence for the training of children from 12 to 15 years of age; but it is not considered in any particular as a finality. Better means are constantly sought and suggestions leading to improvement most cordially welcomed.

It will be seen that the value of a course of sloyd models should only be tested by considering their fidelity to the fundamental principles, and that changes of models should be made with great care. It is also evident that while no one series of models need be arbitrarily used, all adaptations which conform to the same principles will possess strong points of resemblance. So long as the completed object forms the basis of judgment, there will be as many systems as there are persons to make new models, and the educational value of manual training will suffer. Not until the motive and the significance of the progression of exercises is understood can the value of any system of work be estimated. Thorough investigation of manual training courses is urged upon those who are concerned in the introduction of the subject into schools or reformatories. Such investigation will show that this is not a matter of mere theory, but, in the words of a prominent reformatory officer who has seen the work of sloyd for several years, that "The moral improvement of the individual is as clear and indubitable as his advance in skill."

DRAWING.

The making of the working drawing, which is a concise means of thought expression, should precede the making of each model. The drawing would be taught to greatest advantage in the regular schoolroom by the class teacher or the drawing teacher, who should be supplied by the sloyd teacher with models and directions about the drawing. New life would be given to the drawing, for the pupils would be eager to understand and draw the objects to be made in the sloyd room, a great gain on the blind copying of processes which is now carried on in so many schools.

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[1] Guyau.

The connection of sloyd with the regular school work in this way would lead to a better appreciation of its value by teacher and parents and to greater interest in the drawing on the part of the pupils.

In introducing mechanical drawing into schools, independent of sloyd, objects can be selected from the sloyd models and these rules followed:

(1) The pupil should be led to see that drawing is a convenient and forcible means of thought expression.

(2) In teaching orthographic projection the third angle is employed; that is to say, the object is placed below the horizontal plane and behind the vertical plane.

(3) Pupils should be taught to read understandingly any simple working drawing.

(4) A working drawing should contain only such views, lines, and dimensions as are actually necessary to a clear comprehension of the object to be made.

(5) The objects used should present such a combination of principles as will afford variety, and also sufficient repetition to impress them upon the pupil's mind.

(6) As a rule, no object should contain more than four new facts.

(7) All the objects should be made to exact dimensions.

(8) The inspiration which comes from the use of the creative instinct is as useful in drawing as in other lessons, and therefore, even when drawings are to be made independently of tool work, they should represent, as far as possible, objects of use.

TIME.

It is difficult to say just how many sloyd exercises can be executed in a given time, for, as has been stated, the work is based on growth, and this varies in different individuals; however, from observation and experience the following course shows approximately what can be accomplished in three years (forty school weeks in a year), giving two hours per week to the work.

This course might be taken in one year, if six hours a week (three two-hour lessons) were allotted to the subject.

NOTE.—Whenever this time has been given to sloyd, under a thorough teacher, improvement in the ordinary school studies has been marked.

ELEMENTARY SLOYD.

The demand for manual work for children younger than those provided for by the sloyd course has led to various attempts to meet this want.

The danger of exacting from young children work which requires constant repetition of fine precise movements has been so plainly pointed out by physiologists that in the following course there has been constant endeavor to provide for exercising the larger groups of muscles. But this work is still experimental, and it must be clearly understood that it is not so confidently recommended as was the previous course.

Elementary sloyd is a course of work in two dimensions of the wood, requiring, in most cases, but one view in drawing.

A special room, fitted with suitable benches, is necessary for this work. But the outfit is not so expensive as the regular sloyd, the tools being fewer and smaller. The knife is not used in this course. The objects are suited to the age of the children (9 to 12 years), and the exercises are very simple. Elementary sloyd is considered a valuable training by the teachers, who have observed its results in the children.

Before attempting to teach this course it is important that the regular sloyd course be completed in order that the principles of the work be understood and sufficient mastery of tools acquired.

Special attention should be paid to the selection of tools for elementary sloyd. There must be suitable benches, with proper vises. The splitting saw should be 14 inches long, with 12 teeth to an inch; turning saw 8 inches long, one-eighth inch blade, 15 teeth to an inch; smoothing plane 8 inches; center bit well adjusted and sharpened, etc.

WHITTLING COURSE.

Many earnest teachers, particularly in the smaller towns, feel the need of manual training in their schools, but are unable to secure it on account of the expense involved.

A special teacher and sloyd outfit being out of the question, a course of woodwork that can be given in the schoolroom by the regular teacher, and requiring but few implements, has been planned for such cases.

With simply a desk board, sketchbook, pencil, rule, compasses, try-square, knife, and sandpaper block (all costing about $1) for each pupil, the course here outlined can be executed.

The exercises are chiefly whittling, but are planned to give as great variety of thought and movement as possible. The exercises involve drawing, lining, measuring, testing with rule, try-square, etc.

While I would not recommend a course of woodwork requiring the use of one cutting tool only, if a fuller outfit were possible, yet I feel sure that the development which will be gained by such a course as this is far better than having no manual training in the school.

A sharp distinction must be made between cutting wood with the point of the knife, "knife work" (so called), and whittling.

The former is done in a bending or sitting position and with a cramped muscular movement. Though a great variety of forms may be cut in this way, there is not sufficient stimulus to new thought after cutting the first pieces, the muscular action being nearly the same in all cases.

Whittling, on the other hand, is done in a good, standing position, with free muscular movements. New thought is constantly required in making the various articles which are carefully selected with reference to awakening and holding the interested attention of the worker.

The pupil should in most cases express his thought of the model in a correct working drawing before making each model (such a drawing to include but one view of the object).

Thus drawing becomes of more consequence to the pupil as he realizes that the care and accuracy with which he measures dimensions and makes his drawing go far to determine the excellence of his model.

The pupil should also have practice in reading working drawings from the blackboard.

No teacher who has not herself satisfactorily completed both the drawing and the whittling of the entire course should undertake to teach it.

FIRST YEAR.

[Children 12 to 13 years. Time, two hours a week.]

Drawing.	New exercises.	Repeated exercises.	New tools.	Models.	Kind of woods.	Dimensions (inches).
Concise and correct thought expression.	An exercise in sloyd is a specific use of a tool involving certain mental and physical efforts.		Instruments by which the hand gives material expression to thought.	Child's motives for the exercises.	Variety of native woods suited to character of the objects.	
Working drawings, full size, including free-hand curves and simple geometrical problems excepting Nos. 4, 6, 11, 13, when the children read another's drawing.	1. Straight whittling. 2. Oblique whittling. 3. Cross whittling.		(Drawing instruments: Drawing board, T-square, triangle, pencil, rule, and compasses.) 1. Knife.	1. Wedge.	Pine.	2$\frac{1}{2}$ x $\frac{3}{4}$ x $\frac{1}{4}$.
	4. Point whittling. 5. Sandpapering (without block).	1, 2, 3.	2. Sandpaper.	2. Flower pin.	Pine.	12 x $\frac{1}{2}$.
	6. Ripsawing. 7. Narrow surface planing. 8. Squaring.	2, 3.	3. Splitting saw. 4. Jack plane. 5. Try-square.	3. Flower stick.	Pine.	15 x $\frac{1}{2}$ x $\frac{1}{2}$.
	9. Boring with drill bit. 10. Fitting a peg. 11. Curve whittling.	1, 3, 2, 5.	6. Drill bit. 7. Bit brace.	4. Penholder.	Pine.	7$\frac{1}{2}$ x $\frac{1}{2}$.
	12. Crosscut sawing. 13. Gauging. 14. End planing (in bench hook). 15. Boring with auger bit (vertical). 16. Sandpapering (with block).	6, 7, 8, 3, 1.	8. Backsaw. 9. Marking guage. 10. Block plane. 11. Bench hook 12. Auger bit.	5. Tool rack.	Pine.	16 x 1$\frac{3}{4}$ x $\frac{3}{4}$.
	17. Curve sawing. 18. Smoothing with spokeshave. 19. Boring with brad awl.	6, 7, 8, 13, 14, 5, 16.	13. Turning saw. 14. Spokeshave. 15. Brad awl.	6. Coat hanger.	Pine.	15$\frac{1}{2}$ x 1$\frac{3}{8}$ x $\frac{3}{4}$.
	20. Broad surface planing. 21. Vertical chiseling. 22. Horizontal boring. 23. Filing. 24. End planing (without bench hook).	12, 7, 8, 17, 13, 16.	16. Cutting-off saw. 17. Winding sticks. 18. Firmer chisel. 19. Flat file. 20. Divider.	7. Cutting board.	Pine.	18 x 7 x $\frac{5}{8}$.
	25. Nailing. 26. Sinking nails.	12, 6, 7, 8, 13, 14, 1, 3, 16.	21. Hammer. 22. Nail set.	8. Flowerpot stand.	Pine.	15 x 5$\frac{1}{8}$ x 1$\frac{7}{16}$.
	27. Making halved-together joints.	12, 6, 7, 8, 13, 14, 1, 3, 21, 16.		9. Flowerpot stool.	Pine.	5$\frac{1}{8}$ x 1 x $\frac{3}{8}$.
	28. Countersinking. 29. Gluing. 30. Screwing.	12, 6, 20, 7, 8, 13, 14, 24, 9, 21, 22, 19, 21, 16.	23. Countersink. 24. Screw-driver.	10. Bench hook.	Pine and cherry.	14 x 5$\frac{1}{2}$ x 1$\frac{3}{8}$.
	31. Modeling with spokeshave. 32. Scraping.	12, 6, 7, 8, 13, 14, 17, 18, 23, 5, 16.	25. Smoothing plane. 26. Half-round file.	11. Hatchet handle.	Beech.	14 x 1$\frac{3}{4}$ x $\frac{3}{4}$.
	33. Beveling with spokeshave.	12, 6, 7, 8, 13, 14, 11, 15, 20, 24, 17, 18, 31, 5, 16, 25, 26.	27. Cabinet scraper.	12. Corner bracket.	Pine.	10 x 10 x 1$\frac{1}{8}$.
	34. Oblique planing.	12, 6, 7, 8, 13, 14, 17, 18, 31, 23, 32, 5, 16.		13. Hammer handle.	Beech.	12 x 1$\frac{1}{4}$ x $\frac{5}{8}$.

SECOND YEAR.

[Children 13 to 14 years. Time, two hours a week.]

Drawing.	New exercises.	Repeated exercises.	New tools.	Models.	Kinds of wood.	Dimensions (inches).
Concise and correct thought expression.	An exercise in sloyd is a specific use of a tool involving certain mental and physical effort.		Instruments by which the hand gives material expression to thought.	Child's motives for the exercises.	Variety of native woods suited to character of the objects.	
	35. Spacing with compasses. 36. Veining. 37. Carving.	12, 6, 7, 8, 13, 14, 16.	28. Bevel. 29. Veining tool. 30. Skew chisel.	14. Keyboard.	Pine.	15 x 2 x $\frac{1}{2}$.
	38. Wedge, planing. 39. Filing edge. 40. Notching. 41. Punching.	12, 6, 7, 8, 13, 24, 11, 31, 23, 32, 36, 37, 16.	31. Round file. 32. Carver's punch.	15. Paper knife.	Maple.	13 x $1\frac{1}{4}$ x $\frac{1}{4}$.
	42. Beveling edge with jack plane and file. 43. Boring with center bit.	12, 6, 7, 8, 13, 14, 32, 16.	33. Center bit.	16. Ruler.	Maple.	16 x $1\frac{3}{4}$ x $\frac{3}{16}$.
	44. Planing a cylinder. 45. Fitting axle.	12, 6, 20, 7, 8, 13, 14, 15, 1, 3, 23, 35, 36, 37, 40, 34, 21, 15, 5, 28, 30.		17. Towel roller.	Pine.	$18\frac{3}{4}$ x $4\frac{1}{4}$ x $2\frac{1}{4}$.
The same as the first year, increasing in difficulty as the models become more complex.	46. Open mortise and tenon joint. 47. Making and fitting dowels.	12, 6, 7, 8, 13, 21, 15, 24, 16.	34. Mortise gauge. 35. Mallet.	18. Frame. [a]	Pine.	10 x 8 x $\frac{3}{4}$.
	48. Fitting and nailing square joints.	12, 6, 20, 7, 8, 13, 14, 16, 26.		19. Box.	Whitewood.	11 x 5 x $2\frac{3}{8}$.
	49. Grooving with gouge.	12, 6, 7, 8, 13, 14, 32, 5, 16.	36. Firmer gouge.	20. Pen tray.	Gum wood.	$10\frac{1}{2}$ x $2\frac{1}{4}$ x $\frac{3}{4}$.
	50. Chamfering. 51. Straight edge beveling.	12, 6, 20, 7, 8, 13, 15, 45, 21, 23, 11, 2, 16, 29.		21. Hatrack.	Pine.	18 x $2\frac{1}{4}$ x $3\frac{1}{2}$.
	52. Half lapping. 53. Grooving with chisel.	12, 6, 7, 8, 13, 14, 21, 36, 37, 42, 16, 30.		22. Picture frame. [a]	Gum wood.	10 x $8\frac{3}{4}$ x $\frac{1}{2}$.
	54. Compass sawing.	12, 6, 20, 17, 13, 18, 15, 49, 32, 31, 23, 5, 16.	37. Compass saw.	23. Cake spoon.	Cherry.	13 x 2 x $\frac{5}{8}$.
	55. Grooving with rabbet plane. 56. Mitering.	12, 6, 7, 8, 13, 29, 25, 26, 42, 30, 16.	38. Rabbet plane.	24. Picture frame.	Cherry.	$8\frac{1}{8}$ x $6\frac{1}{4}$ x $\frac{7}{16}$.

[a] Size of frames may be chosen by the pupil and submitted to the teacher.

THIRD YEAR.

[Children 14 to 15 years. Time, two hours a week.]

Drawing.	New exercises.	Repeated exercises.	New tools.	Models.	Kinds of wood.	Dimensions (inches).
Concise and correct thought expression.	An exercise in sloyd is a specific use of a tool involving certain mental and physical effort.		Instruments by which the hand gives material expression to thought.	Child's motives for the exercises.	Variety of native woods suited to character of the objects.	
Working drawings to scale and from description. Difference between orthographic, isometric, and perspective drawing. Lettering work and making blue prints.	57. Half-oblique dovetail.	12, 6, 20, 7, 8, 13, 24, 34, 22, 17, 11, 16, 29, 21, 18, 25, 26.		25. Footstool.	Pine.	13 x 7 x 6.
	58. Vertical gouging. 59. Cutting with drawing knife.	12, 6, 7, 8, 13, 24, 17, 21, 18, 49, 32, 5, 11, 23, 16.	39. Firmer gouge (beveled inside). 40. Drawing knife.	26. Scoop.	Cherry.	$9\frac{1}{2}$ x $1\frac{3}{8}$ x $2\frac{3}{4}$.
	60. Plain dovetailing. 61. Carving curve design.	12, 6, 20, 7, 8, 13, 24, 17, 11, 1, 23, 16, 29, 25, 26.		27. Book rack or bracket.	Pine.	16 x $5\frac{1}{4}$ x $6\frac{1}{2}$, or $8\frac{1}{2}$ x 7 x 5.
	62. Plain jointing. 63. Square grooving. 64. Quarter-round planing.	12, 6, 20, 7, 8, 13, 14, 60, 16, 29, 15, 54, 17, 18, 11, 5, 24.	41. Jointer plane.	28. Knife box.	Pine.	$12\frac{1}{2}$ x 9 x $2\frac{9}{16}$.
	65. Use of matching plane. 66. Cleating.	12, 6, 20, 62, 29, 13, 7, 8, 24, 15, 30, 16.	42. Matching plane. 43. Cabinetmaker's clamp.	29. Drawing board.	Pine.	19 x 13 x $\frac{1}{2}$.
	67. Dovetailing with a miter. 68. Shellacking.	12, 6, 20, 7, 8, 13, 14, 15, 54, 17, 18, 11, 23, 5, 16, 29, 24, 64, 36, 37, 19, 28, 30.	44. Parting tool.	30. Tray.	Pine or cherry.	16 x $10\frac{5}{16}$ x $2\frac{1}{2}$.
	69. Panel grooving. 70. Half-blind dovetailing. 71. Blind mortise and tenon joint. 72. Fitting hinges and lock.	12, 6, 20, 7, 8, 13, 24, 60, 16, 68, 29, 56, 25, 26, 64.	45. Miter box. 46. Framing chisel. 47. Plow plane.	31. Tool chest or cabinet.	Pine.	$27\frac{1}{4}$ x $13\frac{1}{8}$ x $9\frac{3}{4}$.

NOTE.—Wood turning may be practiced after 13-24-31.

ELEMENTARY SLOYD.

[Children 7 to 12 years.]

Drawing.	New exercises.	Repeated exercises.	New tools.	Models embodying the exercises.	Kind of wood.	Dimensions (inches).
Concise and correct thought expression.	An "exercise" in sloyd is a specific use of a tool involving certain mental and physical effort.		Instruments by which the hand gives material expression to thought.	Child's motives for the exercises.	Variety of native wood.	
	1. Measuring. 2. Lining. 3. Ripsawing. 4. Cross-cut sawing.		1. Pencil. 2. Rule. 3. Try-square. 4. Splitting saw. 5. Back saw.	Preparation for each model.		
Working drawings, one view of each model to be made or read by the pupil previous to the making of each model.	5. Planing with the grain. 6. Planing across the grain. 7. Squaring. 8. Sandpapering (with block).		6. Smoothing plane. 7. Block plane. 8. Bench hook. 9. Sandpaper.	1. Ruler.	White, $\frac{1}{4}$.	6 x 1.
	9. Oblique planing.	5, 6, 7, 8.		2. Label.	White, $\frac{1}{4}$.	5 x 1.
	10. Filing. 11. Boring.	5, 6, 7, 8.	10. Compasses. 11. Flat file. 12. Centerbit.	3. Key tag.	White, $\frac{1}{4}$.	4 x $1\frac{1}{2}$.
	12. Gluing.	5, 6, 7, 9, 10, 11, 8.		4. Pencil sharpener.	Cherry, $\frac{3}{16}$.	$5\frac{1}{2}$ x $1\frac{1}{4}$.
	13. Curve sawing. 14. Smoothing with spokeshave. 15. Screwing.	10, 11, 8.	13. Turning saw. 14. Spokeshave. 15. Screwdriver.	5. Teapot stand.	White, $\frac{1}{4}$.	6 x $\frac{1}{4}$.
	16. Boring arcs. 17. Boring with brad awl.	5, 6, 7, 8.	16. Brad awl.	6. Fish-line winder.	Cherry, $\frac{3}{16}$.	6 x $1\frac{1}{4}$.
	18. Nailing. 19. Sinking nails.	5, 6, 7, 8.	17. Hammer. 18. Nail set.	7. Flowerpot stand.	White, $\frac{1}{4}$ and $\frac{1}{2}$.	$5\frac{1}{2}$ x $4\frac{1}{4}$.
	20. Blockplaning without bench hook. 21. Quarter-round filing.	4, 9, 10, 8.		8. Vase stand.	White, $\frac{1}{4}$.	5 x $\frac{1}{4}$.
	22. Modeling with spokeshave.	13, 14, 10, 8.		9. Bread board.	Pine, $\frac{1}{2}$.	$11\frac{1}{2}$ x 8.
	23. Fitting and nailing square joints.	5, 6, 7, 8, 18, 19.		10. Pen tray.	Gum, $\frac{1}{4}$ and $\frac{3}{8}$.	10 x $2\frac{3}{4}$.
	24. Modeling to a sharp edge.	5, 6, 7, 22, 10, 8.	19. Round file.	11. Paper knife.	Cherry, $\frac{3}{16}$.	11 x 1.
	25. Making symmetrical corners and curves.	5, 6, 7, 11, 16, 10, 23, 21, 8.		12. Letter box.	Gum, $\frac{1}{4}$.	$4\frac{3}{4}$ x $4\frac{1}{2}$.
	26. Making cylinder with spokshave. 27. Oblique planing of broad surface.	5, 6, 7, 11, 14, 22, 10, 8.		13. Spade.	White, $\frac{5}{8}$.	18 x 3.
	28. Sawing and filing concave curves.	5, 13, 14, 10, 11, 18, 19, 8.	20. Half-round file.	14. Bracket.	Gum, $\frac{1}{4}$.	6 x $3\frac{1}{2}$.
	29. Compass sawing.	5, 6, 7, 11, 10, 18, 8.	21. Compass saw.	15. Frame.	Cherry, $\frac{3}{16}$.	$8\frac{1}{2}$ x $6\frac{1}{4}$.

The following models are suggested as parallel numbers for the more able and rapid workers: Fence, watch stand, triangle, keyboard, corner bracket, box, bird house, cart.

WHITTLING IN THE SCHOOLROOM AND SIMPLE EXERCISES IN WORKING DRAWING.

[Children 10 to 12 years.]

Drawing (one view and section).	New exercises.	No.	Models embodying the exercises.	Kind of wood.	Dimensions (inches).	Tools.
Measuring, lining, squaring, etc., on paper and wood.						
Oblong, dimensions, extension lines, arrowheads, figures.	Straight and cross whittling, sandpapering with block.	1	Rule*	Bass, $\frac{1}{8}$-inch	6 x 1	For each pupil: Desk board, sketchbook, pencil, rule, compasses, try-square, knife, sandpaper block.
Dimensioning oblique lines, use of fractions.	Oblique whittling	2	Label	Bass, $\frac{1}{8}$-inch	5 x 1	
Circles and semicircles	Whittling to a convex line, boring with hand auger.	3	Key tag	Bass, $\frac{1}{8}$-inch	4 x $1\frac{1}{2}$	
Center line, tangent, arc	Gluing sandpaper	4	Pencil sharpener	Birch or cherry	$5\frac{1}{2}$ x $1\frac{1}{4}$	
Square, dimensioning corners	Cutting out square corners (use of the board).	5	Thread winder	Bass, $\frac{1}{8}$-inch	$2\frac{1}{4}$ x $2\frac{1}{4}$	General tools in care of the teacher: Cutting-off saw, backsaw, hatchet, hand auger ($\frac{1}{4}$-inch), brad awl, oilstone, oil can, leather strop, cotton waste, sandpaper Nos. 1 and 0.
Review of Nos. 3 and 4	Whittling to a convex line, with square shoulders.	6	Match striker	Bass, $\frac{1}{8}$-inch	6 x $2\frac{1}{4}$	
Construction of hexagon	Whittling a hexagon	7	Mat (hexagon)	Bass, $\frac{1}{8}$-inch	4 x 4	
Review of Nos. 4 and 5	Cutting triangular incisions	8	Fish-line winder	Birch or cherry, $\frac{1}{8}$-in.	5 x $\frac{3}{4}$	
Review of No. 5	Cutting and whittling right-angled triangles.	9	Silk winder	Bass, $\frac{1}{8}$-inch	$2\frac{1}{4}$ x $2\frac{1}{4}$	
Construction of quarter foil	Whittling a quarter foil	10	Mat (quarter foil)	Bass, $\frac{1}{8}$-inch	$4\frac{1}{2}$ x $4\frac{1}{2}$	
Arcs with given radii	Whittling concave curves	11	Yarn winder	Birch or cherry, $\frac{1}{8}$-in.	$3\frac{1}{2}$ x 2	
Incomplete cross section	Modeling with knife, notching	12	Clay-modeling tool	Cherry or birch, $\frac{3}{16}$-in	6 x $\frac{3}{4}$	Price of tools for each pupil, $1.
Review of No. 12	Beveling to a sharp edge	13	Letter opener	Cherry or birch, $\frac{3}{16}$-in	6 x $\frac{1}{2}$	
Intersection of curves and straight surfaces.	Round and point whittling	14	Flower pin	Pine, $\frac{1}{2}$-inch	12 x $\frac{1}{2}$	
Review of No. 14	Modeling hook	15	Crotchet needle	Cherry or birch, $\frac{3}{16}$-in	9 x $\frac{3}{16}$	General tools for class, $5.
Construction of equilateral triangle	Modeling to a sharp edge	16	Paper knife	Cherry or birch, $\frac{3}{16}$-in	11 x 1	
Free-hand symmetrical curves, invisible lines.	Curve and round whittling, fitting a peg	17	Penholder	Pine, $\frac{1}{2}$-inch	$7\frac{1}{2}$ x $\frac{1}{2}$	Wood for each pupil in this course, 20c.
Detailed drawings, or drawings from description.	Making halved-together joint	18	Windmill	Pine, $\frac{1}{2}$-inch	6 x $\frac{1}{2}$	

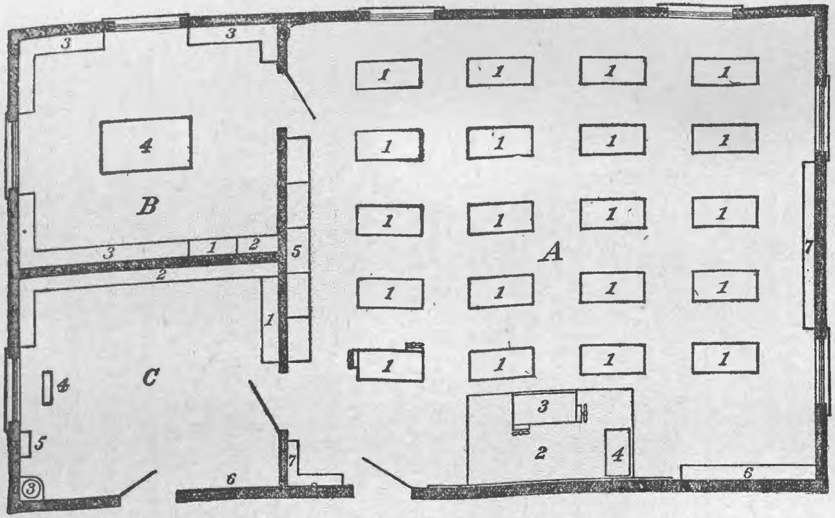
The whittling should be done in a good standing position, the cutting and drawing while sitting at the desk.

Sandpaper should not be used until the work is as well done as possible with the knife, and approved by the teacher.

Parallel numbers for the more able and rapid workers consisting of objects, type forms, and figures, which are suited to the capacity of such children, should be selected by the teacher.

*The rule may be spaced for a measure after completing model No. 7.

PLAN OF SLOYD ROOM—CLASS OF 20 PUPILS.



Room A—32 feet by 28 feet.

1. Sloyd benches (Larsson adjustable).
2. Platform.
3. Demonstration bench.
4. Desk.
5. Pigeonholes.
6. Closet for material.
7. Shelves for general tools.

Room B—16 feet by 13 feet 9 inches.

1. Teacher's wardrobe.
2. Bookcase.
3. Shelves with doors.
4. Table.

Room C—16 feet by 13 feet 9 inches.

1. Closet for material.
2. Shelves for lumber.
3. Stationary washstand.
4. Grindstone.
5. Shelf for oilstone.
6. Hooks for clothing.

Price of complete outfit (benches and tools), $475. Sloyd Training School, Boston, Mass.. Gustaf Larsson.

THE BOSTON NORMAL SCHOOL OF COOKERY, BOSTON, MASS.

[From circular for 1895-96.]

The Boston Normal School of Cookery was founded by the late Mrs. Mary Hemenway. It is designed to enable those who wish to become teachers of or experts in the theory and practice of cookery and allied subjects to obtain adequate preparation for positions in public or private schools, medical schools, or other institutions, training schools for nurses, etc.

The course of instruction has covered hitherto only one year, but experience has shown that this time is insufficient, and it will henceforward extend over two years. By this means it becomes possible to supply better laboratory facilities, more advanced instruction, and more thorough practical work.

Provision has now been made for a sound elementary training in chemistry, physics, biology, physiology, and hygiene (in which subjects the instruction, by special arrangement, is given in the laboratories of the Massachusetts Institute of Technology), as well as in the theory and practice of cookery and the cognate household arts. For the latter subjects, a kitchen laboratory in one of the public school buildings of Boston has been fitted with all necessary appliances, and placed under the supervision of an expert teacher. Here are taught the manifold practical details of kitchen and laundry work, as well as the domestic applications of modern science.

THE COURSE OF STUDY.

First year.—First term: General chemistry, physics (elementary), the household arts, first principles. Second term: Chemical analysis (qualitative), biology (elementary), cookery (theory and practice).

Second year.—First term: Physiology and hygiene, chemical analysis (volumetric), bacteriology (lectures and laboratory), cookery (special practice). Second term: Physiology and hygiene, chemistry (sanitary), practice in teaching classes in cookery, thesis work.

SUBJECTS AND METHODS OF INSTRUCTION.

Chemistry.—Inasmuch as cookery is based upon an application of chemistry to food preparing, and deals with food stuffs and their treatment by fire and water or by other mainly chemical methods, chemistry has been made one of the principal features of the course. After a general introduction and practice in elementary analysis covering the entire first year, the students proceed to volumetric analysis, and, finally, to the careful chemical examination of air and water, as well as of milk, butter, bread, and other foods. Constant laboratory work accompanies the more formal lectures and recitations.

General biology, physiology, bacteriology, hygiene, etc., are of equal importance with chemistry to the expert teacher of cookery. The income and outgo of the human body, its sources of energy, its relation to food stuffs and foods as illustrated by digestion and indigestion, absorption, circulation, metabolism, and excretion—these and many kindred topics, such as food economy, should be familiar to every teacher of cookery. The modern advances in bacteriology, which underlie a scientific comprehension of canning, preserving, refrigeration and cold storage, yeasts, and fermentation, sterilization or pasteurizing of milk, etc., will also henceforward claim a much more considerable equipment on the part of well-informed teachers of the household arts.

Professional work.—The principal object of the school is the fitting of persons, adequately prepared, to become teachers of cookery and the cognate household arts. To this end, therefore, all the other instruction offered is tributary. Side by side with the more general and theoretical training there goes throughout the course instruction in the theory and practice of cookery; and in the last half year the students themselves become teachers, and actually apply in practice what they have learned. Each student is also expected to prepare a thesis embodying careful personal study of some appointed subject relating to the professional work of the school. The following is a more detailed outline of the courses in cookery.

The work is arranged on educational as well as technical lines, and affords both theoretical and practical instruction, which is given in the well-equipped kitchen laboratory already referred to. There are four courses.

(1) The fundamental principles of foods and cookery. The preparation of simple food stuffs, dishes, and courses. Cost of materials and arrangement of simple meals with consideration of nutritive values.

(2) The second course includes instruction and practice of an advanced character. The application of chemistry to cookery; chemistry of foods and calculation of dietaries; public school observation and practice.

(3) After a very careful and thorough study of the essentials of the subject as being most important, a course is given in the making of more elaborate dishes, as fancy breads, desserts, entrées, frozen dishes, cakes, etc.

(4) Cooking for the very sick.

This course affords special instruction in the use and preparation of dishes for the very sick as well as for convalescents. The pupils are thus enabled to make a specialty, if desirable, of training medical students and nurses.

COURSE 2.

(1) Fuels. Construction of ranges, stoves, use of Aladdin oven. The building and regulation of fires; the use of gas and oil with relative costs of various fuels.

(2) The physiological relations between food and the body. Average composition of the body under given conditions.

(3) Composition of food stuffs and a study of the "food principles" thus afforded for the body. The effect of heat with objective points to aid digestion by taste, solution and dilution of food materials, and partial chemical change (or decomposition). A study of the physical and chemical properties of foods with experiments to illustrate such properties.

(4) Special consideration of nutritive value. Cost and food value obtained for a given outlay.

(5) How to select, combine, and prepare the most necessary and wholesome food materials.

(6) Practical instructions in marketing as to different cuts of meat and their selection, with relative costs and values.

REQUIREMENTS FOR ADMISSION.

To be admitted to the Boston Normal School of Cookery candidates must not be less than 17 years old, and must give evidence satisfactory to the director, by examination or otherwise, that they possess a good elementary education, and sufficient proficiency in English, arithmetic, algebra, plane geometry, French or German, and history, or equivalent subjects, to make it likely that they are qualified to undertake with success the work of the school, and, eventually, to become teachers. Graduation from an ordinary high school should in general enable one to enter.

REQUIREMENTS FOR GRADUATION.

Diplomas will be awarded to those who, having completed the course and satisfied all the requirements, have given evidence of their fitness to teach.

FEES.

The tuition fee is $150 a year, payable as follows: Upon entering, $75; on February 1, $75.

Students furnish at their own expense their text-books and dissecting instruments, but in the several laboratories pay only for their breakage.

GIRARD COLLEGE, PHILADELPHIA, PA.

[From the report of the president for 1895.]

MANUAL TRAINING.

Our manual training school has had a successful year. There has been a marked increase in the interest shown by the boys in their work. The improvements in the building have been accomplished by still greater improvements in the work of instruction. Every effort is being made to get the best results, to give the boys that training which is best for hand, eye, and mind. Heretofore the metal working has been, to an extent, the center around which the work of the other departments has revolved. That is to say, the work of other departments has been largely preparatory to that of the metal-working section. While this line of work will be continued, it will not be given quite so much emphasis. We do not know what the future of any boy of the college will be. The question for us to consider is, "In what way and by what means can we best develop the special capacities and aptitudes of each boy, so that he may most easily find his proper place in life and become a self-dependent and self-governed man?" The new curriculum now being developed and applied enlarges the work of each department, gives it greater variety and more practical worth, places all departments more or less on the same level, and encourages the head of each to make the most of his own sphere of labor. * * *

Some friends of manual training are now advocating trade teaching. Whether this is better than to give mere skill of hand and knowledge of the use of tools is a question. In Girard College, in which the boys are all very young, I believe that the best results are obtained by giving the all-round training which will enable the lad to employ his time to the best advantage when he leaves the college to earn his livelihood. From statistics it would seem that specializing has not brought the best returns. During the five years ending with 1894 we did some trade teaching in several departments, and yet the number of boys going to mechanical occupations on leaving school was 40 per cent less than during the previous five years when little or no trade teaching was attempted. These statistics may not be, and probably are not, conclusive. We can understand, however, that there are many boys who care more for manual skill than for trade skill, who are pleased with the idea of being taught the use of carpenters' tools, but who lose interest at once when they suspect that they are to be taught the carpenter's trade. * * *

While we would emphasize the fact that manual training is not trade teaching, we hold that it brings pupils a long way on toward the learning of the trades. This is because the instruction is based on the principles underlying the trades, not in the details of the trades themselves. It is the result of applying the science of education to the learning of trades. As a trained mind is the best preparation for the study of a profession, so are the trained hand and the trained eye the best preparation for the successful acquisition of a trade.

We believe that the problem is now being satisfactorily solved under the wise action of the board, recently taken, first in restoring class teaching in place of the elective system, and, second, in giving to graduate pupils the privilege of taking a special course in any one of the departments of the mechanical school. This will give manual training to all and trade instruction to such as shall desire and merit it.

Lasell Seminary, Auburndale, Mass.[1]

[From the catalogue for 1893-94.]

COOKING.

Since the management of a household is to be the occupation of most women, we endeavor so to train our pupils that this responsible office shall seem to them an interesting and noble one by showing them, practically, in some departments of work, what a vast difference intelligence and skill, forethought and self-possession can make; as, for example, in cooking. For eighteen years women who are known throughout the country as skilled specialists in their work have cooked and explained their methods in the presence of all the pupils.

Miss Parloa, Mrs. Daniell, Mrs. Lincoln, Mrs. Oakes, and Miss Barrows need but to be named to give assurance that the instruction has been the best to be obtained in this country.

We hold that applied science can have no better uses for most girls than in scientific housekeeping—since in no technical art will a little practical knowledge go farther to simplify what is otherwise complicated and laborious; or do more toward what is a chief result of all science—adding to the comfort and happiness of the human race. The application of chemistry and physics to daily living, and of such knowledge of sanitary principles and domestic economy as can be turned to practical use in homes by housekeepers and mothers, seems to us an essential part of girls' education, and not to be neglected. Hence, for instruction in cooking we have a thoroughly furnished lecture room, with raised seats, and the appliances of a well-ordered kitchen, and we give the subject a place in the required curriculum. In other branches of domestic accomplishment instruction is also given. Dress cutting and fitting, mending, house furnishing and management, marketing, etc., receive careful attention.

The results have been well tested in homes, and numerous testimonials to practical efficiency from delighted mothers prove the thought and work to be no visionary one. Better than all is the approval of earlier pupils, bearing now the burden of life in their own homes, who thank us especially for this instruction, assuring us that it has helped them over many hard places in a young housekeeper's life.

The instruction in cooking is arranged for a course of three years—the whole free of cost to pupils, and attendance required of all until satisfactory acquirements have been made. Those who pass examinations in the first year's work are advanced to the second year; those failing are conditioned, or recommitted to the first-year class, as seems best; from the second to the third year pupils are passed in the same manner. The first and second year's work is by demonstrations; that of the third year is done entirely by the pupils in the practice kitchen.

Private classes for personal work, at fixed rates, for any grades, are open to all pupils.

[1] A private institution of secondary grade for girls.

DRESS CUTTING.

An opportunity is given to learn dress cutting by the most approved method.

The best dress cutters are always in demand, and receive high wages. Some of our former pupils are now earning their living by this; others doing all the work at home. Many a woman who fails in music or art might excel in some handicraft. Foolish prejudices must yield to the increasing necessities of the age. The department of dress needs the influence of educated women. The actual work done in this branch has shown its practicability.

MILLINERY.

Like thorough instruction is offered in millinery; the pupils, if they wish, making their own hats or bonnets. The success in this class has been encouraging.

MENDING.

We do what time permits to teach those who need it, how to mend their clothing. The matron will give special attention to any for whom her offices are requested.

These, like other studies, may not be suited to all; but to many they will furnish added elements of independence and strength for the needs of life.

All is furnished at the lowest possible expense. It is not proposed to make money, but to fit our girls to be self-helpful.

UNIVERSITY SCHOOL, CLEVELAND, OHIO.[1]

[From the catalogue for 1894-95.]

The aim of University School is to develop the pupil symmetrically in mind and body, to impart to him as much as possible of useful knowledge, and to aid him in acquiring healthful and manly habits and in forming an earnest and upright character.

The courses of study are arranged with the aim of fitting pupils to enter any college or technical school, and of giving a good education to those who intend to go from the school immediately into business life. During the first four years the work is substantially the same for all pupils. For the last four years the course is so planned that each pupil may pursue such studies as will fit him for his future work.

The studies are arranged in two courses, the scientific and the classical. The aim of the classical course is to thoroughly prepare boys for the best American colleges, care being taken that, without detriment to his general scholarship, each boy shall be fitted in every subject required by the college of his choice.

The scientific course is designed to meet the wants of those who desire to prepare themselves for business or for technical schools. The special aim is a thorough training in the English branches. The study of some language, ancient or modern, is required, as essential to a proper mental development. For pupils preparing to enter a technical school, the work in Latin, German, and French is adapted to meet the requirements.

The study of mathematics, science, English, and history forms a part of each course, and is regarded as essential for all.

The work in manual training is begun in the first year with free-hand drawing, which is continued during the second year. In the third year this is replaced by clay drawing or modeling, and in the fourth year by wood carving. This is followed in the fifth year by mechanical drawing and wood work, in the sixth by mechanical drawing and metal work, and in the seventh by mechanical drawing, forging, and machine work. In the eighth year are introduced the study of engines, boilers, and other machinery, experimental work, and the visiting of manufacturing establishments.

The pupils in the classical department are not required to take all of the shop work, but it is believed desirable for the best development that all should follow the course through the fifth year. Classes are so arranged that older pupils may, if they wish, do special work in free-hand drawing or in wood carving.

TYLER SCHOOL, PROVIDENCE, R. I.[2]

[Statement of E. B. May, sloyd teacher.]

The work is intended for educational purposes, and is a part of the regular school course, which covers the primary and lower grammar grades. The boys are obliged to give two hours a week to manual training.

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[1] A private school for boys. [2] A parochial school.

The school is parochial, and is under the immediate supervision of the rector of the cathedral. It is supported by the church, there being no charge for tuition.

The course is the Swedish sloyd, as adapted to American schools by Mr. Gustaf Larsson, of Boston, Mass. There are 31 models, intended to cover three years' work. There are also 15 preliminary models for pupils of the lower grades.

There are 6 classes of 8 to 16 boys, with a total of about 80.

The average age is about 11 years.

The method of instruction, owing to the small number in the classes, is almost wholly individual.

A working drawing is first made by the pupil from a model belonging to the school, and from this drawing he afterwards makes a similar model. This shows him the connection between the working drawing and the model, and also why certain lines, etc.—dimension lines, for instance—are necessary.

Each pupil is allowed to advance as rapidly as he is able, not being obliged to wait for those slower than himself.

The building itself is of the common style of school buildings, four stories in height, and contains ten class rooms and hall beside the manual-training department.

The equipment is as follows: Nine double and two single benches. The double ones each have 1 common ripsaw and 1 cutting-off saw, and on each side 1 10-inch backsaw; 1 jack plane; 1 smoothing plane; 1 block plane; 1 marking gauge; 1 sloyd knife; 1 spokeshave; 1 bench hook; 1 5-inch try-square; 1 2-foot rule; 1 hammer; 4 chisels. There are also a number of common tools—files, braces, bits, turning saws, etc.—at the sides of the room. There are several foot-power machines, but they are not used by the boys.

The drawing room is fitted up with adjustable desks, cases for drawing boards, materials, etc.

The cost of equipment is stated as being $1,600. The annual expense is from $1,200 to $1,500, including the teacher's salary.

Outside of the skill obtained by the pupils there seems to be very little to show for the time spent.

The age of the boys is considerably against very great results, as the majority are under 12 years.

UNITED STATES INDIAN SCHOOL, CARLISLE, PA.

[Statement of A. J. Standing, assistant superintendent.]

This school has practiced industrial and manual training from its beginning, seventeen years ago. The object of such training has been instruction, occupation, and utility.

Beginning, as this school did, with a class of pupils who had no knowledge of the English language, it was not practicable to give instruction by any course of lessons or explanation of processes. Of necessity, therefore, skill in any trade had to be acquired by observation and practice. A competent mechanic was placed at the head of each workshop, whose duty it was to show the apprentices how to do their work. The education has been wholly practical, the carpenters working on necessary buildings and repairs for the school; shoemakers and tailors on articles needed for school use; tinners and harness makers on supplies required by the Government; blacksmiths and wagon-makers on necessary work for the school farm and in building wagons for Government use at Indian agencies. The instruction from the first, therefore, has been productive and at a small cost, for the reason that the various mechanics employed as instructors have done, with the help of their apprentices, the work of the school in their various lines, which otherwise would have had to be done by outside mechanics. This system was the only one open to us under the circumstances, and we also think that with undisciplined and uneducated minds it was the best system to pursue; there was not the ability to appreciate a progressive technical course, but the lowest intellect can derive some satisfaction from being able to make something complete, as a tin-cup, a pair of shoes, a horseshoe, a table, etc.

Another feature of this system is its great utility to the school, keeping us supplied with many articles which, if not manufactured here, would have to be purchased, combining therefore instruction, occupation, and production.

The system that experience has shown to be the best for us is a half day in the workshop and a half day in the schoolroom for all. Thus each teacher and mechanical instructor has two complete sets of pupils, changing each half day, and the whole reversing each month; so that neither set of pupils will be confined too long to the same daily period at school or work.

While the foregoing applies more especially to the instruction given to the boys, the same system is pursued with the girls, but with a less variety of occupations, they being instructed in all that pertains to household work, plain sewing, dressmaking, cooking, and some tailoring; but nothing for girls has been attempted aside from these usual and necessary lines.

The school is purely a Government institution for the education of Indians; it is supported by Government appropriation at the rate of $167 per capita per annum, all Indians of the United States being eligible without charge except the Five Civilized Tribes.

The graduating point of the school is somewhat in advance of the ordinary grammar grade. Pupils are of all ages, from 8 to upward of 20 years, some entering as adults, without any education whatever or even knowledge of the English language. They are therefore of all grades, from the adult primary to the graduating point.

Industrial training in the workshops commences when the pupil is of a suitable age, and if already grown, when they have made selection of the particular trade which they wish to learn.

For the younger pupils a sloyd department has been established in connection with the class-room work at the schools, where the instruction is purely educational. A modification of the Swedish system is used by a competent teacher trained in Sweden. A basement room in the school building has been fitted up for this purpose, which is light and sunny and well ventilated. Ordinary manual training benches made in the school workshops are used in this department, the equipment being simple, but sufficient.

Observation by the teachers leads them to the conclusion that sloyd instruction quickens the interest of the younger pupils in their studies and makes them more practical and active. In the matter of discipline it is also helpful, makes them more cheerful and intelligent, and gives them pleasant exercise, developing a taste that will in a marked degree determine their future. It is also expected that when the pupils now in the sloyd department are passed on into the trade shops they will make much more skillful and intelligent mechanics.

The school workshops were formerly cavalry stables; they occupy three sides of a quadrangle, the buildings being one story brick, 40 feet wide, with 12-foot ceilings, and a total length of 332 feet.

The constant aim has been not to introduce a multitude of expensive appliances, but to work with such tools as a young man could easily purchase for himself, the idea being that the use of hand tools makes the best mechanics.

In the printing office, which is extremely valuable as an educational and industrial factor, there are published two papers, all the mechanical work being done by the students. The office is the second story of a building 40 by 70 feet; it is well lighted, and supplied with a cylinder and three smaller presses, and is a well-equipped office, the plant being valued at about $3,000. The motive power is now electricity.

The buildings occupied by the workshops are valued at about $8,000, the plant—i. e., tools, etc., exclusive of the printing office—probably $2,000 additional.

The annual expense of maintenance is very small, for the reason that all the operations are productive, with very little waste material, and the labor of instructors counts in actual work done for the school. Instruction is therefore practically without cost.

Experience has demonstrated, in the case of this school at any rate, that literary progress is almost as great under the half-day system with an evening study hour as by having all-day school, while the gain to the class of pupils under instruction in other ways is of inestimable value, contributing to their education, health, and discipline.

Another result of industrial education is that it preserves an equilibrium between the abstract and physical in education. It also gives the student an advantage by opening another avenue for excellence which he may pursue simultaneously with his literary work. The dull student has also a chance to achieve excellence industrially where he may be a positive failure in the schoolroom. This success, of course, gives him encouragement and self-confidence, so that by the end of his five years' school term he may be sufficiently well equipped in his chosen trade to enter the labor market himself.

In order that a distinction may be made in the workshops between those who are active and intelligent and those who are lazy and unprogressive, a system of grading has been established, promotions being made from one grade to another by examination at the end of each quarter, grades being that of helper, apprentice, efficient apprentice, and journeyman, no one being graded until having worked at a trade four months and shown sufficient ability and adaptitude to follow it up.

Whatever may be the experience elsewhere, at this school we could not do without our industries, the theory of the education here given being first a knowledge of the English language; second, some industry that will give ability for self-support; and lastly, a knowledge of books or purely literary education.

SOLDIERS' AND SAILORS' ORPHANS' HOME, XENIA, OHIO.

[Extracts from State laws relating to the home.]

The trustees shall afford to all pupils under their charge such literary, technical, industrial, and art education as can be made accessible to them. The trustees shall have power to establish schools for the purpose of education, and shall also establish and maintain within the grounds of the home shops wherein suitable trades may be taught and practiced in a thorough and comprehensive manner; and under their regulation the superintendent shall have power to employ the proper persons to teach the pupils under their charge and to dismiss such instructors for cause.

The trustees, and, under their regulations, the superintendent, shall have power to purchase books, materials, tools, and machinery necessary to carry out the said purposes, and to dispose of the productions of the pupils to the best advantage of the institution.

Those pupils working inside the institution shall be entitled on their discharge to the net earnings during the two years previous, to be approximated by the trustees; and, under their regulations by the superintendent, the pupils shall have the right to select for themselves such trade or occupation as they may wish to engage in, but every pupil, male or female, remaining in the institution after having completed his or her fourteenth year, except in case of disability or ill health, must devote himself or herself for part of his or her remaining time to the learning of one of the occupations provided for, and when the pupils are discharged the trustees, through the superintendent, shall, so far as practicable keep in communication with the pupils, to enable them to report to the governor and general assembly in regard to these children of the State.

The curriculum of the studies of the home of those having passed the thirteenth year shall be such as to assist them most effectively in their future pursuits. The division and assignment into schools and classes shall be so regulated that the pupils may have the benefit of instruction in approved literary branches at such hours as would appear to be most practicable, whether given in evening schools, half-time schools, or in schools during certain seasons only.

Whatever branches of industry the trustees may find it proper to introduce shall be taught and practiced in such a thorough and comprehensive manner, that the Soldiers' and Sailors' Orphans' Home shall be considered as a model school for these particular branches; and said board of trustees shall have power to make all necessary arrangements to carry into effect the purposes of this chapter.

It shall be the duty of the superintendent of the Soldiers' and Sailors' Orphans' Home, located at Xenia, Ohio, four weeks before each child that has been admitted, or may hereafter be admitted there, arrive at the age of 16 years, to ascertain what, if any, trade said pupil has learned while at home, and what trade or business each of said pupils so arriving at the age of 16 desires in the future to engage in; thereupon said superintendent shall forthwith cause a notice to be published in two newspapers printed and of general circulation in the State, one of which shall be published in the county which said pupil was sent from, that said pupil desires a situation in the business, as the case may be, and desires a home in a respectable family, and compensation to be paid to such pupil as the employer may agree upon with said pupil and the superintendent. The said superintendent shall answer all communications and inquiries relating to the securing a respectable home and employment for said pupil and keep a record thereof, which shall be kept open to public inspection.

EXTRACTS FROM REPORTS FOR 1894.

[From the board of trustees.]

We have in the institution 272 children over 14 years of age—boys, 153; girls, 119. Two hundred and sixty-nine are receiving preliminary instruction in industrial pursuits. The importance of industrial training can not be overestimated.

The clothing department furnishes a good illustration of what may be accomplished in the way of economy, as well as the great advantage these industries are to the boys and girls. To do the work of this department, there were employed in 1890, 19 lady assistants; in 1891, 25 lady assistants; in 1892, 27 lady assistants.

Since the introduction of machinery and the conversion of the department into a school of industry, the present foreman and instructor, with one lady assistant, aided by his pupils, manufactures all the clothing for the children.

Many other occupations are doing equally well. The interesting reports showing the condition and progress of all of them are herewith published, and deserve special attention. During the year there has been organized a school of telegraphy, and as soon as the necessary funds can be commanded we hope to see a school of electricity established.

[From the superintendent.]

In no other year of the history of the institution has the manual training department made a better exhibit. The introduction of first-class machinery, especially in the printing, clothing, shoe, baking, and engineering departments, has successfully demonstrated the wisdom of training these children in habits of industry and to be self-supporting. The reports of the heads of departments show that the labor of these children has been utilized in the interest of economy. In every department savings are shown, aggregating many thousands of dollars.

It is the intention, as near as possible, as Henry Ward Beecher said, "To find the bent of each child." That this is so, the vocations followed by many of our graduates and ex-pupils give ample proof.

It is noticeable that the greater number of our children take pride in their trades, and the hours devoted thereto do not lessen their interest and standing in the schools. A child in every instance employed a half day at industrial training will keep up in the study room with a child who goes to school all day.

Pupils learning trades.

Occupation.	Boys.	Girls.	Total.
Printing	21	....	21
Tailoring	7	53	60
Cooking, cutting, and fitting	....	54	54
Plastering	....	....	....
Shoemaking	23	....	23
Tinning	5	....	5
Carpentering	6	....	6
Blacksmithing	6	....	6
Painting	4	....	4
Baking	15	....	15
Stenography and typewriting	20	12	32
Telegraphy	9	....	9
Engineering	15	....	15
Floriculture and gardening	11	....	11
Farming	3	....	3
Butchering	5	....	5
Unassigned	3	....	3
Total	153	119	272

[From the chief matron.]

The school of domestic economy, in charge of Miss Belle Pigott, continues to instruct successfully our girls in practical and scientific housekeeping and dressmaking, thereby dignifying domestic service. Everything that tends to elevate labor and make our pupils self-reliant, as well as thorough and competent in all the branches taught in schools of a like nature, is here promoted and sustained.

[From the printing office.]

At the time of my last annual report 25 boys were at work in the printing office; since then 11 have been admitted and 14 discharged, leaving now on the roll 21 names.

The work of the department is conducted with the fact constantly in view that this is a manual training school and not a commercial printing office; that is, that the work is done not for its own value, but to teach how it should be done. The effort is made to give each boy who works two years as a half-day pupil a knowledge and experience in the trade at least equal to that of the usual apprentice of a full year's experience. Each one, besides typesetting, is given experience in making-up, pressfeeding, and other miscellaneous work of a printing office; and one boy in each half-day's force is regularly detailed to do the job printing, which, though limited in variety and mostly plain in character and of standard forms, gives fully as varied an experience as would be acquired in the same time in any office.

Of the boys discharged the past year 7 have been reported to me as working at printing, though 2 of these gave up their situations to attend school. Of the others, some are working in different lines of business and some have not written as to their employment. The past record of the department is still sustained that more boys from this department find good positions and continue to work at the trade after their discharge than from any other of our industrial departments.

[Report of shoe shop.]

I have had an average of 22 boys at work learning the trade. Twelve have been discharged; all are fully able to make a living at the trade.

The work of the past year has been 2,145 pairs of new shoes, worth $4,972.50, and the mending to the value of $4,326.50. I have now in stock 675 pairs of shoes of our own make, worth $1,521. Stock and tools purchased during the year to the amount of $2,359.65. Salary paid to employees, $1,500.

I find the machinery which was placed in this department a little over a year ago of great benefit to the boys who are learning this trade. This also enables us to turn out a greater number of shoes and of better quality.

FRIENDFORD INDUSTRIAL SCHOOL, ROXBURY, MASS.

[Statement of E. C. Hunneman, superintendent.]

The school, which is a part of the work of the Ruggles Street Baptist Church, meets each Saturday morning at 10 o'clock for a two hours' session. The term opens the last Saturday in October and closes on the first Saturday in May.

The opening exercises each week consist of responsive reading by superintendent and school, singing and repeating the Lord's prayer, after which the several classes are formed and work lasts till noon, when the school is dismissed. The membership of this department is something over 125.

The central idea in the work of the school is educational—intellectually, practically, and morally. In many cases the influence here is the only refinement the child receives aside from the public schools, where the size of the class prevents the personal attention we endeavor to give. If so desired, the work may be carried on outside in a trade.

The boys enter the school of their own desire, but regular attendance and punctuality are required. The line of work is optional—sloyd, carpentry, and woodcarving, machine drawing or free-hand work.

The school was organized and is supported by the Ruggles Street Baptist Church and friends, being in no way dependent on the city for maintenance. No tuition is charged, but each boy pays for the material he uses, having the result as his own property. In the carpentry and wood-carving and sloyd classes each pupil is expected to make something which may be sold for the benefit of the school.

Various classes are as follows: Primary, ages 5 to 8; about 20 pupils. Work suitable for age of pupil, emphasizing drawing. Elementary mechanical, ages 7 to 9; about 12 pupils. Use of ruler and T square and angles taught, with application and drill of each. Preparatory sloyd, ages 9 to 13; about 30 pupils. In this class the pupils draw the models instrumentally to scale, placing dimensions correctly. A clear understanding of the work at hand is given by skillful questioning on the part of the teacher and from use of model, but no copying from finished drawing is allowed. Accuracy and neatness are insisted on as being the fundamental principles of all good working drawings. Sloyd, ages 10 to 16; about 28 pupils. Here the pupil is assigned the model to be made. First, he draws the model (this time working it out for himself, the teacher watching the result step by step), after which he carries his drawing to the shop, where wood is given him, and he makes the model he has drawn. Machine drawing, ages 9 to 13; about 12 pupils. Projection forms the early work of this class, as well as geometry, leading up to the drawing of parts of machinery, learning use, etc., of each part of itself and as related to whole machine. Carpentry and wood carving, ages 10 to 16; about 22 pupils. Use and handling of tools taught. Small articles of furniture, crickets, stands, frames, etc., are made and carved for ornament; and some larger pieces have been made by the boys of this class, as chairs, tables, and bookcases. Free-hand, ages 8 to 15; about 16 pupils. This is the only free-hand class, so the work is fitted to the pupil. Outline drawing from models and objects (singly and in groups), light and shade (charcoal) drawing of same, as well as from casts, covers the work.

A year is supposed to be spent in each class, though under favorable circumstances promotions are made from the younger to the next advanced class as deemed expedient.

One of the most gratifying results of the work is the strong interest the children have for the school. They show hearty enjoyment in their classes and are very proud of their work when it is exhibited at the close of the term. A roll of honor is awarded to those perfect in attendance, deportment, and faithful work throughout the year, and a card of honorable mention to those nearly perfect in the same.

As this school is one of the many charities of the church, and there is but one session a week, the drawing-rooms are not reserved for us alone. One large room or hall accommodates the drawing classes. A table on horses is placed between two seats for a class which has 10 pupils.

In the free-hand class easels and chairs are provided.

In the basement is the shop given to the sloyd and carpentry and wood-carving classes. Here each student has a bench with tools necessary for his work.

Annual expense of maintenance for boys' department, between $200 and $225.

Manual and industrial work trains the child to think more clearly on other studies, and, after thinking clearly, to execute his ideas. It has a moral effect in that it insists on truth, accuracy, and neatness, and leads to practical use of acquired knowledge in all branches of work. Manual training offsets the mental training a child is constantly receiving, thus making him a well-developed all-round being.

Some boys after leaving school go to work with carpenters or machinists, a few carry on the work toward draftsmanship, and others do not follow the line at all.

Free Industrial School, Woburn, Mass.

[Statement of Willis S. Carter, principal.]

Six years ago the Woburn Free Industrial School was started with 12 pupils in woodwork, 25 in the sewing department, and 30 in the cooking department. The school is run during the summer months only, and has been free to everybody until this year, when the age is limited from 10 to 21 years. The school is not a trade school; there is no course of study, but each child takes one or more of the courses as he chooses, and is constantly advancing. Everything is furnished for the pupils. The plant is an old academy building called the Warren Academy. There is a fund connected with the estate, part of the interest being given to support the industrial school. It costs between $800 and $1,000 to run the school one term. Last year we had a total of 400 pupils; this year, 350, the falling off being due to limiting the age.

The school, ever since established, has been very successful, the pupils, parents, and general public being interested in the work.

New York State Reformatory, Elmira, N. Y.

[Statement of Z. R. Brockway, general superintendent.]

The central idea of instruction in the trades school of this reformatory is the preparation of the inmates in skill and disposition to earn legitimately the means of their satisfaction when released. The outlines of instruction in the several trades are prepared for a course of one year. Those who by good conduct and gained confidence of the management are adjudged, after so short a period as one year, to be reasonably well fitted for orderly behavior in free society again are not longer detained to perfect themselves in their trades, but having had a year of experience and training, if they can find employment as advanced apprentices or in any way in connection with the business carried on in society which involves the use of the technical knowledge imparted here even in this brief period, they are generally released. Of course, others who by misconduct or for any reason remain longer than a year get more training than those who are discharged in the shortest time. The organization of the trades classes here embraces instruction in thirty-four trades, the instruction being given at present in the evening—two evenings each week for most of the trades, and three evenings for a few of them. The evening trades school session is of two hours' duration. I may properly add that, since, under the new constitution of the State of New York, productive industries must cease in the prisons and reformatories after the 1st of January next, it is contemplated to bring these trades classes under instruction during some portion of every day, thus adding very greatly to the number of hours of trades instruction the pupils will receive during the period of one year.

The processes of the several trades are subdivided under suitable heads, and there is assigned to each division of the processes of each trade a given number of hours in which that portion of it is to be accomplished, when always an examination occurs; and so, again, at the termination of the arranged course of instruction, a review examination is also had. These examinations determine, to the proper extent of them, the progress of each prisoner toward his release. A pupil failing in his trades school examination for any month has lost that month, having made no progress during it toward the goal of his desired release; this is with opportunities to recover losses, of course. The trades classes are under the special care of a trades school director—a graduate of Cornell University, mechanical engineering department—who has a trained assistant also, the remainder of the instruction being given by mechanics resident in the institution or employed to come in from the city adjacent and assisted by advanced pupils from among the prisoners.

The means of support for the institution consist of annual appropriations by the legislature and whatever of incidental earnings the inmates accomplish while pursuing their trades. The amount of earnings last year was $40,000; the appropriation by the legislature $200,000. I repeat, as above stated, that after the 1st of January next there can be no more earnings, since productive employment is prohibited by law.

The age of the pupils for admission here is fixed by law at from 16 to 30 years—those convicted of felony, not known to have been previously convicted of a felony. All the inmates are confined under the so-called indeterminate sentence.

The material equipment of the trades classes, aside from the buildings, is a very complete one.

The buildings are within the reformatory inclosure and are a part of the group of buildings which, together with the ground upon which they stand, has necessitated an investment, roughly stated, of $1,500,000. The average period of detention of inmates is about two years.

Manual training is for other purposes than the practical instruction of the pupils in trades by which they are to earn their living. It is a new departure here, and likely to be very much developed to the extent of the systematic manual training for the purposes intended for say 300 to 500 of the inmates. From the very complete records kept in the institution of the whole previous history and of the physical and mental peculiarities of inmates on admission, it has been practicable to easily select those manifestly defective as indicated by the records kept, and after a time, during which they fail to progress under the ordinary régime of the institution, to withdraw them and subject them to the manual-training treatment. This departure was initiated on the 1st of October last. At present there are 100 defectives receiving manual training, not for the purpose of trades instruction, not for the ordinary common school manual training purpose, namely, the facilitating of progress of pupils in the ordinary common-school studies, but rather for the purpose of overcoming by assigned manual exercises, in connection with physical training and the educational work of the school of letters, the peculiar discovered mental defect of each pupil. A general classification or division of the hundred pupils was made at the beginning into three separate groups: First, those apparently ordinarily normal in all respects, except in their inability to accomplish simple arithmetical processes—those showing a manifest defect in the mathematical faculty of the mind. The second group is composed of those possessing ability enough in every direction except in the matter of moral control of their conduct. Third, the matoids or stupids. In this general classification into three groups the instructor proceeds to assign such manual tasks as are believed to most surely call into play the defective faculties, namely, the arithmetical faculty of the mind, additional moral control, and with the third division the awakening and quickening of interest and development of intellectual power. This latter, I suppose, is substantially the purpose of manual training in the common schools. Not time enough has yet elapsed to enable a summing up of the work attempted to be accomplished or a tabulation and presentation of any results. So much of promise appears upon the surface here in this new educational effort for the defective inmates of the reformatory that it is contemplated to greatly extend it. At a late meeting of the managers authority was conferred to employ additional instructors, and it is believed that for a large number of the inmates, apparently incorrigible under the ordinary régime of the institution, something very valuable may be accomplished by these means, and many of them be rescued and ultimately be rehabilitated. I have no published matter relating to this, but we shall at the close of the fiscal year, September 30 next, write it up in our report to the legislature.

Lyman School for Boys, Westboro, Mass.

[Statement of T. F. Chapin, superintendent.]

We have two shops especially devoted to manual training. The central idea of instruction in each is educational, and the training is obligatory. In one shop the training is the sloyd system, as worked out for public schools by Gustaf Larsson, of Boston. In the other we have wood turning, machinery, benchwork, and forging.

About 100 different pupils are instructed in sloyd each year, receiving about 200 hours each; in the other shop about 32 boys, receiving 400 hours shopwork each. The boys are from 13 to 16 years old. Those receiving the iron and wood work combined are, as a rule, 15 or 16, while those receiving the sloyd are, as a rule, not much over 15.

As far as possible, the instruction is class instruction. In order to provide for the quick boy and the slow boy, the boys are classified somewhat with reference to their rate of working, and also those who do rapid work are permitted to make designs which they work out in their spare moments, thus giving them a kind of busy work.

The sloyd shop is equipped with 25 benches; the other shop with 16 forges, 16 benches, and 8 turning lathes. The outlay is principally for tools, and represents, perhaps, $2,500. The cost of maintenance aside from instruction is not far from $350 a year for material, light, and heat for the sloyd, and $250 for the forge and wood-turning shop.

The cost of instruction in sloyd is $900; for iron and wood turning, $1,000. The pupils who take this course are visibly more competent in other lines of work, and they seem to do, on the whole, better in their school work.

In a good many individual cases the pupils instructed in manual training, going out from the school, seem to do better and get better places to work. We have no sufficient data to make a generalization upon in this respect, however.

CHAPTER XXII.

HIGHER AND SECONDARY EDUCATION IN THE UNITED STATES.

By Dr. GABRIEL COMPAYRÉ.[1]

HIGHER EDUCATION IN THE UNITED STATES.

The following abstracts include the substance of M. Compayré's report on higher education in the United States. They are translations, with little or no condensing of the passages selected. The aim has been to present only M. Compayré's own observations or comments on the character and scope of higher education in this country as it was presented to him for study, principally at the Columbian Exposition at Chicago. So far as possible, therefore, all the details of information which are contained in the reports of the Bureau of Education and the catalogues and programmes of institutions which M. Compayré was obliged to publish and digest as the basis of his observations have been omitted in giving the results of his study, they being besides well known. In the course of his work many reflections occur to this competent observer from studying the influence upon education of the peculiar form of democracy exhibited in this country, which are interesting and valuable—not to say entertaining—not only to those who are interested in the special subjects under investigation (the teaching of metaphysics, for example), but to the general student of social conditions as well.

M. Compayré begins his review with noting the multiplicity of universities in the United States. They abound, he says, in this country. If we have few in France, and if even the projects of reconstruction of our higher education promise us only a small number of them, it may be said that the Americans have too many, at least apparently. With them the word university has lost its high significance. Any institution, however small its pretensions, where Latin and mathematics are taught, does not hesitate to give itself the pompous title of university. This great name has become vulgarized and almost dishonored by the great number and the mediocrity of some of the institutions which have assumed it. There are many pseudo-universities which have nothing, or almost nothing, to do with higher education. In the statistics published in 1889-90 by the Bureau of Education there are no less than 125 universities, and they are of all kinds, including Protestant of all denominations, Catholic, and nonsectarian. Some are open to young men only, while others are for the benefit of both sexes, and some have been founded expressly for negroes (these latter are institutions of an inferior grade, established since the war of secession). Their efficiency also varies from those having more than 200 professors and several thousand students to others having five or six professors and less than a hundred students. Professor Bryce, in his American Commonwealth, speaks of a Western

[1] Translated from his official reports as delegate to the Columbian Exposition, Chicago, 1893, representing the Ministry of Public Instruction, France.

university where the faculty consisted only of the president and his wife. A glance over the list of these 125 or 130 so-called universities is sufficient to show that the distinction between secondary and higher education is not clearly established. A university simply represents a scholastic institution of a somewhat elevated character. To baptize it with the name of university little attention is given to the character of its instruction, whether secondary, technical, agricultural, industrial, or superior, in the sense which we attach to the latter term in Europe. This is so true that some of the real universities, which by the number of their students and the high plane of their studies best merit the name, have preferred to content themselves with their old and more modest name of colleges. It was only in 1887 that the traditionary title of "Yale College" was changed to "Yale University." If we attempt to distinguish in this multitude of nominal universities those which are in reality only small institutions of secondary instruction, comprising the preparatory and collegiate departments, and those which approach more or less to the conditions which we expect of universities in Europe, there still remains a great number of institutions which aspire to give, wholly or in part, what we call in France higher instruction—theology, law, medicine, and high scientific, literary, and philosophical culture—together with technical instruction, in varying proportions, which in France is reserved for special schools:

A first glance at American universities gives an impression of diversity, an indefinite multiplicity of forms, and an absence of a common type. To begin with, there are the universities which have been founded by private individuals, and which are the most powerful and the richest in the country, such as Harvard, Yale, Columbia, and Princeton, which date from the seventeenth and eighteenth centuries; others, like Cornell and Johns Hopkins, of recent date; and still others—Clark University, the University of Chicago, and Leland Stanford University, in California—which were founded only within a very short time. In these institutions, which owe nothing or next to nothing to public assistance, which are independent of the State, which owe their existence to the liberality of private individuals, and are private corporations—some being nonsectarian, while others are under the auspices of a church or a denomination—it is natural that the character of the studies should be influenced by the private initiative, or the original wishes of the founder, or of the body of men who now have their control. In these institutions the instruction must be adapted to the object for which they were founded, which is evidently not the same in universities free from all religious control and pervaded with a purely scientific spirit, such as Johns Hopkins or Clark, and where, consequently, there is no theological instruction, and in those which are under Methodist or Baptist auspices, as at Boston and Chicago. The studies are selected with a view to local needs and different environments. At Cornell, for example, professional instruction is uppermost, while at Harvard or Yale the old classical training prevails. As means allow and when suitable donations have been made for the purpose, new departments of instruction are organized. In a word, each university has its own constitution, nor is it obliged to follow a single and uniform model, but adapts itself with an admirable facility to its varied circumstances, having its own character and ways and its own distinct originality. Some have the stamp of time upon them, and while endeavoring to regenerate themselves and advance in new ways, must still obey their ancient traditions, while others, founded from day to day, with millions at their command, can, in the full independence of their youth and novelty, make innovations at will and inaugurate bold experiments hitherto untried. Side by side with the institutions of private origin are the State universities (28 in number in 1889–90), which are maintained at the public expense, and which, after the primary and high schools, complete and crown the national system of education. In them, too, a great diversity prevails. They have no fixed rules nor a common programme. In the absence of a central power imposing a uniform system of regulations over the whole country, each State, like each private corporation, acts in its own way, distributes the studies as it pleases, and restricts or enlarges, as it has means, the number of departments of instruction. These State institutions also show great diversities in their means, ranging from Ann Arbor, with a yearly grant of $274,272 (in 1889-90), to others, in Nevada and Oregon, with $30,000, and the teaching corps varies correspondingly from over 100 to 14 or 15, while the number of students varies from over 2,000 to a little over 100.

We do not mean to say that this diversity is in itself an evil. If it is due to a settled intention to develop one part of higher education in particular without neglecting the others it would be rather a good. Even when it owes its origin to circumstances it has the advantage of parceling out higher culture over the whole country. In France, where we are suffering from the contrary evil, we would like to have a little more flexibility and variety introduced into the rigid framework of our tradition-bound faculties. The question was proposed and answered favorably to such a proposition at the Lyons meeting in 1894. It must be said, however, that the excessive American decentralization presents grave drawbacks, and leads to a dispersion of effort and a real waste of force. Aside from a very small number of institutions, seven or eight at most, which really possess all the apparatus for high education, American universities are, generally, only the beginnings or fragments of universities. The different portions of superior instruction are scattered in a multitude of separate institutions so that both professors and students are in insufficient numbers in most of them. This is a necessary consequence of a system of excessive liberty of initiative. Each State and each city wishes to have its university, and there appears the contrary of what happens in France, where we sometimes have the thing but not the name—they have the appearance and paraphernalia of a university without the solid and substantial reality. In America they first build a city, open its streets, lay the pavements and gas pipes, or light with electricity, and then the inhabitants come if they can. I ought to add that they generally do come, and in large numbers. But the same process applied to the foundation of universities does not always succeed. The buildings are erected, the programmes drawn up, the professors appointed, and then the students are awaited, but it sometimes happens that they do not crowd to the new institution.

LAW SCHOOLS AND MEDICAL SCHOOLS.

If we reflect that there are 52 law schools in the United States, it is not necessary to consult statistics to learn how prejudicial this excessive dissemination is to the study of law, there being neither a sufficient number of capable professors nor of students to constitute solid and vital centers of instruction. [The statistics quoted show that the number of students ranged from 1 to nearly 500, and the professors from 1 to 23.] Harvard and Yale had only 153 and 106 students, respectively, while there is no law school at Johns Hopkins, or Princeton, or Clark University. So with medical schools; the report for 1888-89 showed that aside from many nonregular schools there were 94 distinct institutions in that year, with a great range in numbers of students and professors.

DISPERSION OF EFFORT AND WASTE OF FORCE.

We can not too often repeat that, sustained by their enormous wealth, the Americans give themselves over to a veritable waste of force. They commit follies in the way of education. Carried away by local pride, or, rather, to speak more accurately, moved by the legitimate desire to put higher education within reach of the young in as many places as possible, they increase the number of foundations of the same kind without caring for doubling the expenditure of money for the same purpose or disturbing themselves about competition, so that it too often happens that their costly institutions, which have been established under unfavorable conditions on an unfruitful soil, languish painfully, and only make a problematical success. But how could it be otherwise when we find three or four schools of law or medicine not only in the same region but in the same city?

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This is a luxuriant vegetation of which we can form no idea in our country of restricted activity and limited initiative, a vigorous growth which springs up on every side, and if it is impossible to disguise the bad features of this unrestrained fecundity, we can not repress our admiration at the extraordinary power of the sap which so profusely nourishes the numberless branches of the tree of knowledge even at the risk of their mutual injury from their varied superabundance and intergrowth.

THE IDEA OF THE UNIVERSITY.

From what has been said upon the schools of law and medicine, one might be tempted to conclude that the Americans have but little conception of the necessity of uniting or grouping side by side, like the different children of a family, the different branches of superior instruction, and that the idea of the university—that is to say, of an intimate association of all the higher studies—does not exist in the United States. Such a conclusion would not be absolutely exact. There is undoubtedly a marked disposition to regard the schools of law and medicine as capable of separate growth and function in the condition of professional schools, which is their official title. They have a separate place in the report of the Bureau of Education, under the head of professional instruction, by the side of the theological schools. In the same way, conformably to this spirit of special classification, the schools of pure or applied science (of technology, agriculture, and mechanic arts), some endowed by the State and the others private institutions, are placed separately under the head of schools of science, even when they are annexed to universities. The contrary tendency, however, is making its appearance in the opinions of some of the leaders of American pedagogy and is also becoming realized in fact. Thus, at the Chicago congress we heard Prof. Woodrow Wilson, of Princeton, announce his deliberate opinion that a professional school could not exist by itself. It must, he said, form part of a university, so that the university atmosphere may envelop and penetrate it. And, in fact, in most of the leading universities, those which, by their work of two centuries or more, have gradually enlarged their scope, like Harvard and Yale, and also in those which we see springing out of the ground at the magic call of their millionaire founders, like Leland Stanford, for example, the idea of the universality of instruction seems to prevail. Compared with so many other institutions which are, as we have seen, only fragments or portions of universities, the most renowned of the new institutions aspire, not without an evident exaggeration, to embrace and contain everything in the nature of high instruction.

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Harvard and Yale disconcert our habits of measurement and surpass our mediocre imaginations by offering to the choice of their students fifteen or twenty distinct programmes of special studies. They resemble towers of Babel, where all languages are spoken, or rather scholastic caravansaries where one can provide oneself with all articles concerning instruction. The truth is that we are in the presence of two opposite conceptions of the development of the university, between which the leaders of American pedagogy have not yet made a final choice. On one hand is the tendency to particularization, as shown by the existence of so many schools of law and medicine, and independent and isolated scientific schools, as is shown also by the recent creation of universities really worthy of the name, which, expressly disclaiming a complete education, aim at excelling some parts only of the entire field of knowledge, such as Clark University, which is above all and almost exclusively a school of experimental sciences analogous to one of the sections of our École française des Hautes Études; such, also, as Cornell University, which is principally a school of agriculture and mechanic arts, the equivalent to both our Institut agronomique and our École centrale. On the other hand, there is the opposite tendency toward the excessive centralization of all these studies and the full application of the formula of Comenius, "omnia doceantur." M. Compayré then proceeds to follow the discussion, given in the "proceedings" of the Chicago meeting, of the question whether universities should be of a uniform type, and concludes that if, even in France, where central authority has such weight, the effort to compel uniformity has been unsuccessful, still less is it to be expected that the dissertations of educational theorists could force uniformity in a country where each university corporation and each political community can dispose of its resources as it wishes.

FINANCIAL RESOURCES OF AMERICAN UNIVERSITIES.

The want of money alone can prevent the growth of American universities, which is an improbable event, says M. Compayré, in educational matters in the rich and generous American democracy. What, he continues, are our expenditures of ten or twelve millions [of francs] for higher education, obtained, too, with difficulty, compared with the sumptuous liberality, nay, the princely prodigality, for its universities of which America is constantly giving examples? We could not understand the situation of higher education in the United States if we did not consider, above all, how rich the universities are there, and how the dollars flow in to endow them and maintain them in a splendid condition. In the first place—and it is a circumstance which is hardly met with elsewhere and certainly exists nowhere else in the same degree—there is the extraordinary emulation among private benefactors—enriched individuals of the industrial and commercial classes—who believe that they can not make a better use of their fortunes than by devoting them partly, sometimes wholly, to the foundation, support, or development of schools of higher instruction. Sometimes, if they are particularly rich, they create at one stroke a new university, complete from top to toe. Sometimes, to increase the scope of an old institution, they present it with a department or faculty which it needs, or, at least, with a special chair; and, again, if they can do nothing more, they enrich libraries already existing with collections of books, or equip laboratories and museums with costly instruments and rare specimens. What is elsewhere only an accident or a rarity is a habit in America. The United States is the only country in the world where proper names are given to the universities, the names of the generous men to whom they owe either their existence or their aggrandizement. Harvard, De Pauw, Cornell, Vanderbilt, Johns Hopkins, and Clark are at once the names of universities and of the free givers who have contributed more or less, in proportion to their means, to building up these different houses of study. Sometimes the benefactor conceals his identification with the university by suppressing his name. For example, the foundation of the Catholic University at Washington was due to the liberality of Miss Caldwell, of Philadelphia. So, also, Mr. John D. Rockefeller would certainly have a right to be called the godfather of the recently founded University of Chicago, since he presented it with more than $5,000,000 for its christening.

Of course the universities of the United States have not always had such splendid beginnings, such fortunate births. But even those which, like Harvard and Yale, had an humble origin and received only a moderate endowment from their original benefactor, have seen their treasury increase year by year, thanks to the incessant and continuous generosity of their former students, their protectors, and their friends. What the fanciful munificence of a Leland Stanford could do at one stroke in California an uninterrupted succession of small gifts has accomplished, or almost accomplished, at Harvard. In two centuries and a half Harvard has come to possess an annual revenue of $720,000. Who is to ask such wealthy institutions to moderate their ambition and contract the sphere of their activity? Their resources are enormous, nearly unlimited, and it is natural that their scope should be correspondingly great.

After giving a brief account of State institutions and State aid, including land grants, M. Compayré proceeds to the subject of degrees and their multiplicity in America. He continues as follows: American universities, therefore, are rich and even opulent from various sources, but it is not their popularity alone (whereof their riches are the proof) which will maintain and develop them. It must be said that there is another cause, of an entirely different order, which tends to promote the excessive multiplicity of educational institutions, and that is the conferring of degrees. This prerogative, which is too easily accorded to institutions of all grades, is a power which those who possess it appreciate very highly and which they are not disposed to surrender; and this explains, in part, the great number of colleges and universities in America. We all know the extent to which the division and subdivision of degrees are pushed in the United States, and this fact would suffice to show, without any examination of the programmes, how fragmentary and scattered, and consequently how superficial, to some extent, much of the American education is. It is true that we suffer from the same evil in France to some extent, and there is the story of a candidate for a degree who presented himself before one of our faculties on the morning when he was to begin his written examination, perhaps a little sleepy or confused by the near approach of the dreaded ordeal, and who declared that he did not know exactly in what particular series of what particular section he was to begin his work. He was like a traveler who enters a railway station where there are many trains ready to start and asks anxiously for the proper train to which his ticket entitles him. I know that much can be said in favor of this system, and that just as it is fortunate that the network of railways by their multiplicity make communication easier, so it may be urged that by splitting up and diversifying the baccalaureates, licenses, and doctorates we facilitate success by augmenting the number of ways of reaching it. Nevertheless we must say that the object to be attained has been exceeded in the United States. We are far from equaling the Americans in this respect, with their endless nomenclature of diplomas of all kinds. Nowhere, except in the country of the mandarins, has the superstition of degrees been pushed to such an extreme; and it may be said in passing that in America it is not always well to refuse diplomas even to those who do not deserve them. With us the victims of the examinations content themselves with reviling their judges. Bad marks are rare, and the rage for obtaining diplomas is only equaled by the facility with which they can be obtained at least from certain institutions.

(The statistics quoted show that in 1889-90 some 400 colleges and universities conferred nearly 10,000 degrees of twenty-four or twenty-five different kinds.)

THE DEGREE OF DOCTOR OF PHILOSOPHY.

We will not insist upon what is so strange from our European point of view, viz, seeing bachelors in music or painting, or doctors of veterinary medicine, nor upon other singular peculiarities such as that one can become a bachelor in philosphy after having followed a course simply of geology, chemistry, or architecture, nor upon the confusion which results from giving different names to the same degree. What merits our attention more, and what the Americans themselves most complain of, is the absence of guaranties, the insufficiency of the conditions under which the degree of doctor in philosophy is granted, a degree which assures to its possessors more consideration than any other. The question was discussed fully at Chicago and the evil was clearly defined. On one hand is the ardor with which the title of Ph. D. is sought if only for the sake of being called "doctor," and on the other is the culpable compliance of some institutions which lend themselves, unfortunately, to the unjustified pretensions of the seekers after diplomas. It is interesting to remark that while in France we aspire to a certain degree of diversity, the Americans would like to have a little more centralization. We complain of an excess of regulations, while they regret the absence of a common directing power. One of the speakers at the Chicago congress, Mr. Sproull, dean of the faculty of the University of Cincinnati, expressed the wish that there should be a general understanding in regard to the essential conditions to which the examination for the degree of doctor in philosophy should conform. As there could be no appeal in such a matter to a ministerial department or a central government, it was suggested to appoint a committee composed of the chiefs of the principal universities. It should be the duty of this committee to draw up a list of the institutions which it should judge were qualified by their importance and the value of their studies to confer the degree. A journal, to be the organ of the committee, would publish this list, which might be extended or restricted from year to year. This proposition was accepted by the congress and a committee was appointed, including the presidents of the Johns Hopkins, Yale, Columbia, Princeton, Chicago, and California universities, with instructions to take the necessary steps to maintain the plane and protect the significance of the degrees of doctor of philosophy and of science.

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This committee will have only a moral effect, as it has no legal sanction or authority.

Moreover, it is not only in itself and at the moment of conferring it that the high degree of doctor allows of criticism and is too easily acquired. On this point it is some defense to say that the evil is not general; that certain institutions maintain the dignity of this title, and that after all an enlightened public opinion can distinguish the tares from the wheat. A graver fault is that even the more serious universities open their courses of law and medicine to students who are insufficiently prepared. It is not yet a settled question in the United States whether an antecedent liberal education should be required of students in law and medicine or not. Americans are right in retaining the titles of professional schools for their schools of law and medicine. The instruction which is usually given in those schools, as it does not rest upon the solid base of a liberal, that is to say general, education, hardly merits the dignified name of higher education. As it is given to young men who have not received secondary instruction, and are therefore without sufficient preparation, who often leave college in their freshman year to enter the professional school, the instruction they receive in the latter can only form practitioners and empirics without breadth of mind or a wide scope, and who will be imprisoned closely in the circle of routine and daily business. The Americans are well aware of this defect, but are at a loss how to remedy it. Opposed to the interest of society, which demands better instructed physicians and lawyers, is the interest of the individual, who demands the shortest cut to the practice of a lucrative profession. There is no appeal to the law. "One of the principles the most intimately and tenaciously united with our conception of a democratic government is that admission to the different professions should remain almost absolutely free, and our legislators are unwilling to place any restrictions upon it." So it is public opinion, as usual, which must be convinced, and that is far from being won over. "Public opinion is not disposed to act summarily in this matter, because it has not yet learned that general education ought to precede professional instruction. A given community is proud that its lawyers were admitted to the bar after only six weeks of study." As long as the public is satisfied, doctors and lawyers without education will continue to multiply. Even if public opinion should reach the idea of reform it would not be easy to carry it out. "In America reforms can only be made bit by bit, by way of trial and example; there is no central authority which can impose them all at once and in their entirety." [The name of the author from whom M. Compayré takes these quotations is not given.] In short, the remedy must come from those universities which, like Harvard, are rich and strong enough to be severe, and demand from their students sufficient evidences of qualification, and if the mere conception of the ideal were sufficient to realize it, higher education in America would have nothing to desire.

The evil is aggravated by the short duration of the course of study; while primary and secondary studies are relatively long and slow in America, and are free from the feverish, dizzy rapidity which seems to whirl everything along, university studies are too much abridged and too hurried. By a kind of regrettable compensation, after the American student has loitered and reflected a little in the high schools and academies and then in the colleges, from which he emerges as a bachelor of arts at the age of twenty-one, two, or even three years of age, in the universities he is obliged to quicken his pace, and in three years he becomes a doctor of medicine, or in four a doctor in law. This triennium or quadriennium also is a maximum, and is only required in the more important universities. In many institutions less time is required, as the statistics quoted show.

RECRUITING OF PROFESSORS.

The requirements which must be fulfilled in France before a candidate can receive the appointment of professor do not obtain in the United States. "Anybody who chooses may call himself a professor" (Discourse of President Jordan, Proceedings, p. 34). But the great universities at least make the greatest efforts to obtain a personnel which shall be of the highest rank. Cardinal Newman's saying is often quoted in America, "Install your universities in hovels or tents, if you will, but give them great teachers." The Americans do not install their universities in hovels, but they do try to give them great teachers, and for this purpose they resort to aid on every side. The titular professor of the chair of European history at Leland Stanford University is Dr. Andrew D. White, who was envoy extraordinary and minister plenipotentiary from the United States to Germany from 1879 to 1881, and in 1892 to Russia. His name gives reputation to the chair assigned him. At the same university Mr. Harrison, who was Mr. Cleveland's predecessor as President of the United States, is the professor of constitutional law. These are things which are only seen in the United States, and we would have difficulty, in France, in imagining a former President of the Republic, Mr. Grévy, for instance, giving lectures on law. Of course, it is hardly necessary to say the salaries of the university professors are large. They also enjoy all sorts of facilities for their work. They are allowed to visit Europe periodically and study on the spot, at some university, the progress of their favorite science. When Mr. Stanley Hall was nominated as president of his university, and before he assumed his duties, he made a lengthy visit in Europe to examine the organization of higher education there. A great number of American university professors have studied in Europe, especially in Germany. They also move about a good deal in their own country and change their residence frequently, on account of the great number of institutions and the difference in the salaries.

WHAT IS THE RÔLE OF THE UNIVERSITY PROFESSOR?

American pedagogy has clearly conceived, in its dreams for the future, even if there is no present realization, that the function of a university professor is not only to transmit ready-made knowledge to his students, but that his mission is to create knowledge as well—that is to say, to add to the patrimony of acquired truths and extend the field of knowledge by original researches. President Jordan says that "a professor to whom original investigation is unknown should not find a place in a university. The day will come when our universities will understand that the most useful of its professors may be those who give no lectures, but devote all their strength and time to profound investigation. Their presence and example are, perhaps, a hundred fold more valuable for a body of students than the lectures of other teachers." The idea of a higher instruction looking to the future rather than the past and opening out new ways to science is, therefore, not new to American pedagogy. It even appears that in certain universities it dominates with some exaggeration and diverts a certain number of teachers from their original duties. If we may believe a Harvard professor, who has described the spirit and tendencies of that university in the Educational Review [for April, 1894, an article by Professor Santayana], it sometimes happens that some of his colleagues, in the exclusive preoccupation of their investigations and personal work, come to forget and neglect their professional occupations. He says: "There still remain at Harvard some professors of the old school, with whom intimate and moral relations with the students is the first care, but for the typical young professor the principal interest is science," and we are shown these teachers demonstrating with indifference and almost with disdain the well-known principles, which are, however, the foundation of instruction, and only becoming animated when they come to speak of the novelties and discoveries of the day. They aspire to be scholars and are teachers only by accident.

STUDIES, TEACHERS, AND METHODS.

Speaking in a general way, it may be said that the best American universities sensibly approximate the ideal of higher instruction, but in the greater number of universities of second or third rate the common defects are excessive specialization, a dribbling out of knowledge, the want of a broad initiation into the principles of science, and an anxiety to get a diploma as soon as possible. Of these institutions the criticism may be repeated that has already been made of English colleges. "In them letters are not literary enough and science is not learned enough; in the former they only study texts and in the latter processes." (Quotation from Demogeot et Montucci, De l'enseignement secondaire en Angleterre.) Whatever may be the speculative efforts of friends of the university in the United States, it is not in vain that their surroundings are utilitarian, so that their institutions are like scholastic oases planted in an immensity of workshops, grain elevators, cattle yards, docks, and manufactories of every kind, and that they have the formidable task of maintaining the rights of thought and opening the springs of moral and intellectual life in the midst of a society which is a prey to an infernal industrial activity, and is, as it were, possessed or bewitched by the demon of business. It is impossible that the universities themselves should not be affected, in their tendencies and spirit, by the practical and positive character of the entire nation. Even in the schools of the greatest renown the methods in repute would not accord with our ideas. In the law school at Yale, for example, the methods consist largely in learning by heart. The lecture rooms have the significant name of recitation rooms. Properly speaking, there is no didactic course, no lectures ex cathedra. The student studies his text-book in his own room and is questioned upon it in the lecture room, the teacher limiting himself to giving explanations upon the subject studied. "It is the conviction of the faculty of law," say the Yale programmes, "and it is also the tradition of the entire university, that precise and durable impressions of the principles of every abstract science are best acquired by the study of text-books at leisure in the student's room, and supplemented by the questions and explanations which are given in the recitation room." We must add that this method of instruction is not of general use in American law schools. At Harvard, for instance, the method by recitation is formally repudiated; the regulations declare that it is not desirable to memorize pages of text-books. In the law schools, as in all others, care is taken to favor practical exercises, and the students are encouraged to discuss the subjects taught, either by themselves or under a professor. So in the scientific schools extreme importance is attached to manipulations and laboratory experiments; without suppressing theoretical instruction, greater attention is given to the practical side, to things which the student learns by himself in the laboratories, which are admirably furnished with all the instruments and appliances of research.

One thing which acts as a constraint upon the full development of American universities is that they find difficulty in freeing themselves from the traditions of secondary instruction. (Secondary in the French sense, as here used, relates to the lycée, which corresponds to our high or preparatory school with two years of our colleges.)

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They started, for the most part, with being simply colleges, and only gradually have the schools of law and medicine, of letters and higher sciences been added to the primitive colleges, usually by the wills of generous benefactors, like so many annexes, which are rather juxtaposed than associated and fused together in a harmonious plan. New departments, institutes of fine or industrial arts, of music, schools of veterinary medicine or electricity or archæology are constantly added to a pedagogical domain which is constantly widening, and this indefinite branching out is not always crowned with success. Harvard, for example, has recently found that it is difficult for studies which are too dissimilar to prosper side by side. The Bussy Institution, which was established there at great expense, only had six students in 1892–93. In many years it has only conferred three or four diplomas of bachelor of agricultural sciences, most of its students being only amateurs.

The great evil which pervades the whole system of American education is that it is without definitions and delimitations. In France we do not mix different things, and are fond, perhaps excessively so, of logical regulations. We allow only well-defined categories and precisely determined divisions. In American institutions, on the contrary, everything is confused and intermixed. Secondary instruction is divided into two portions, one, corresponding to our grammar schools (classes de grammaire), in the high schools and academies, and the other, which is nearly equivalent to the higher classes in our lycées, in the colleges and the universities. Out of 2,000 students at Yale, only some 500 take the higher instruction. Of 1,300 at Cornell and 1,000 at Princeton, there are not over 200 who take university courses, properly so called. Everywhere the collegians, the under graduates, that is the students of secondary instruction, form the great majority. Anyone can see the great disadvantage of this coexistence of two kinds of instruction which are profoundly distinct in their character and objects. Is there not danger that the interests of one or the other might be sacrificed; that the secondary instruction might become too specialized and too technical, so as to lose its proper character, which is to give a general culture to the mind? May it not be that professors who teach both in the university and the college (at least as far as letters and science are concerned) might either import into their secondary instruction the requirements and habits of learned research which do not belong to it, or, conversely, might they not introduce into their higher instruction the elementary methods of college instruction, whereby the higher culture would be lowered and lessened, the line of demarcation between the two not being well defined? If we complain in France—and not without reason—that the professors of the faculties of letters and sciences are impeded in their proper work of scientific investigation and original work by the heavy and tedious drudgery which the baccalaureate examinations impose upon them several times a year, in America the evil is still greater, because there the professors not only have charge of the examinations but of the studies which precede them besides.

[M. Compayré devotes a short notice each to students, clubs and university extension, and concludes this introductory review with presenting the views of well-known American university presidents upon higher education in America. He can not refrain from admiring the spacious and sometimes even palatial buildings of universities and schools.] "Undoubtedly," he says, "the largest and finest buildings in America are generally those of banking and commercial houses or hotels, but the buildings for educational institutions, whether universities or primary schools, are the rivals, at least, of church edifices both in size and the ornamental character of their architecture. Externally they look like strongly built chateaux or citadels with towers, buttresses and battlements. Within, with their large, vaulted halls, their colonnades and bas-reliefs, they resemble temples. Ah, what fine class and lecture rooms there are at Harvard and Yale! How spacious and convenient, with plenty of light and air! It is impossible to visit them without thinking how good it would be to study or lecture in them."

[The remaining chapters of the work are devoted to details of the various universities and their programmes. We pass to the chapter on instruction in philosophy, to which, as the highest branch of learning, M. Compayré devotes considerable attention, and give the following extracts.]

AMERICA HAS AS YET NO ORIGINAL PHILOSOPHY.

The story goes that an intensely patriotic citizen of Chicago once asked his fellow-citizens if they would like to establish a school of "American geometry." We need not be astonished at this naive outburst of nationalism in the midst of a people which voluntarily affects to depend on itself alone, and which would like to show itself original in all things. It must be acknowledged, at any rate, that there is yet very little originality in philosophy in America despite very laudable efforts in that direction, and that if an American geometry is impossible, there is, properly speaking, no "American philosophy." Undoubtedly there has been a great change since De Tocqueville wrote, in all truth, "I believe that there is no country in the civilized world where so little attention is given to philosophy as in the United States. The Americans have no philosophical school of their own, and they care very little about those which divide Europe. They hardly know even their names." On this point, as on some others, the reflections of the author of "Democracy in America" have become somewhat antiquated. Time has been moving, and to keep oneself au courant and not fall behind in studying a nation particularly active and alive, which is always going ahead, one must strike the balance of its progress every year and almost every month. The Americans of to-day differ in their intellectual and moral condition from those described by De Tocqueville nearly as much as some of their large cities—Washington, or Chicago for instance—Chicago especially—are different now from what they were fifty years ago. Even in the domain of philosophical speculation, where progress is least perceptible, meritorious attempts have been made in these latter days, and some interesting results have been reached, especially in direct contrast to what De Tocqueville affirmed, and what he was justified in saying, half a century ago. It is true that the works of European philosophy, preferably the latest, are now studied with ardor and often with enthusiasm, and it would not be paradoxical to say that German philosophers are better known and more frequently translated and read at the present time in America than in France. However, De Tocqueville uttered a permanent truth when he said that "the social condition of the Americans turns them away from speculative studies." Without taking too strictly the humorous adage which the Americans themselves repeat, that philosophers are as rare in America as snakes in Norway, we must acknowledge that they are not numerous, and it is not difficult to discern the reason of their rarity.

SUPREMACY OF THEOLOGY, OR, AT LEAST, THE CHRISTIAN SPIRIT.

What strikes us at first is that philosophy is much more under the influence of religious belief in the United States than in Europe. The "servant of theology" is far from having shaken off the old yoke in most American colleges and universities. The State University of California, for instance, announces itself as nonsectarian, but it nevertheless remains religious in tone, as its president declares. In a country where theology and religious thought are diversified and separated into an infinity of distinct sects and denominations, philosophical thought finds in this same diversity a semblance of freedom and easily accommodates itself to each creed. And, on the other hand, a vague, undefined Christianity is always exercising its sway, even over the most enfranchised minds, so that, in one way or another, it is almost always under the patronage of religion that philosophy strives hesitatingly to develop itself.

THE NONTHEOLOGICAL SPIRIT IS RARE IN AMERICA.

The "lay" spirit, as we understand it in France, is a rarer thing than would be expected in the free American society. Even when they believe that they do not belong to any religious denomination, that they are unsectarian, the educational institutions, as we have said, can not always detach themselves from biblical traditions. Here is a striking example: "When I visited Girard College," says M. Paul de Rouziers [la vie Americaine, p. 656], "the janitor asked me if I was a clergyman. I was surprised, and made him repeat the question; and when, after I had answered in the negative, I was admitted into the building, I related the circumstance to the president. 'These are the instructions,' he replied, 'because Girard, the founder, declared in his will that no minister of any denomination should ever cross the threshold of the college.' 'But what is the meaning of that handsome chapel?' I asked. 'It is for religious exercises. We have prayers there morning and evening, and on Sunday one of us gives a lecture on the Bible.' 'And do you think that the shade of Girard is pleased with these lectures?' 'Oh, you know the Bible is unsectarian.'" So here is a college which its founder, a French freethinker grown rich in the United States, endowed generously on the condition that no clergyman should ever be admitted to it, and whose legatees, faithful as is usual in America to the wishes of the testator, really believe that they are carrying out his will by refusing, very vigorously it is true, the entrée of the college to clergymen even for a visit, while they throw the doors wide open to the sacred books of Christianity. In such a medium—of men completely imbued with Christianity, even when they belong to no denomination—philosophy—that is to say, the spirit of independent research which goes right on to the conquest of truth, without caring either for the beliefs which it may injure on its way or the dogmas which it will have to contradict ultimately—philosophy necessarily remains the privilege of a select number of enterprising and bold men. The crowd of thinkers continues to move in the narrow and impassable circle in which traditional opinions inclose the steps of human reason without feeling its limitations or aspiring to a liberty of which they feel no need.

We have examined a great number of catalogues of American colleges. Philosophy is certainly represented in them, but in the most elementary and humble form. In general the president of the college takes charge of instruction in philosophy, which is usually moral and pedagogical and most often designed as an instrument of edification or of Christian moralization rather than an ensemble of free and scientific research. The professor is rarely a specialist in philosophy; he unites with that accidental instruction other and very different kinds. If it is true that in Spain, as is said, there are still professors of Latin and singing, and if we remember to have known at the college of Soréze in France a regent who boldly styled himself "professor of rhetoric and physics," this confusion of things which, with us, is a very rare exception, is of very frequent occurrence in America.

THEOLOGICAL TENDENCY OF PHILOSOPHICAL INSTRUCTION.

But it is not only the insufficiency or the want of specialization on the part of the teachers which compromises the future of philosophical studies in the United States. The primordial cause of the evil—we must repeat—is the semitheological tendency of the instruction. This tendency is favored and developed by the private nature of most of the secondary and superior institutions of learning. In France, political and social centralization, of which the university is the scholastic expression, undoubtedly has its inconveniences and dangers. But it at least permits the State to disengage a sort of general conscience from the ensemble of diverse and often contradictory individual aspirations, which becomes the rule of education and elevates university studies above all sectarian spirit and any particular religious tendency. In our lycées and faculties a teacher of philosophy is not responsible to anyone except his own conscience and society—the nation at large. Now, the nation is neutral as far as religious opinions are concerned, and consequently theological prejudices do not enter the philosophical lecture room. In America, on the contrary, where the system of private initiation prevails, so fruitful from other points of view, where colleges and universities owe their existence for the most part to the liberality of some private individual enriched by commerce or industry, who has become philanthropic in his old age, and where the institutions are under the supervision of a committee of trustees who are the vigilant depositories and guardians of the will of the founder, and sometimes under the direction of the founder himself, if he is still alive, it is to be feared that the freedom of the teacher of philosophy may often be only a myth.

Those who have contributed from their means to create and maintain an institution naturally wish that the spirit of its studies should conform to their own opinions or doctrinal preferences. They, or their executors, have the choice of teachers, and it can not be expected that they should take professors from outside the ranks of the faithful of their own denomination. The college or university becomes thus the chattel or property of one man or a small number of men. It would be unjust not to add that these observations do not apply to all the universities of America. At Harvard, at Columbia, and half a dozen other institutions—to take the figures of Mr. Stanley Hall—emancipation is nearly complete. We are only speaking of the generality of colleges and universities.

It is noticeable, too, that the American who is so active and energetic in business matters becomes indifferent and indolent about questions which have no direct relation with practical life. Doubt does not seem to be in any sense an American product. It is astonishing how easily ready-made dogmas and a well-determined religion, which is accepted without discussion, satisfy positive, busy men, who have no time to seek for truth at their own risk and peril, through the difficulties and obscurities of philosophical speculation, and who yet wish to satisfy their need of belief. And so they like to observe Sunday by complete repose after the feverish labor of the week, and they are willing to bestow, as the crowning act of their tormented life, a docile acquiescence upon any religion which will free them from all intellectual worry and offer them the tranquil shade of traditional beliefs. Add to this that the flexibility of American theology is of a nature to facilitate adherence. If you find that you are unwilling to accept some of the numerous Christian dogmas, which you are called upon to believe, do not let that disturb you; there will always be some accommodating sect which has effaced the objectionable articles from its creed, and so can free you from the trouble of submitting your belief to them. In this profusion of different denominations, if we may be permitted to use so familiar an expression, all tastes can be satisfied. The choice is easy; the supply always responds to the demand. In France, if you have broken with one of the two or three accredited religions, you are reduced to the necessity of entering at once the diocese of free thought; there is no intermediate ground between belief and unbelief. But in the United States there is a multitude of degrees of successive steps and insensible transitions interposed between ignorant and blind bigotry on the one hand and free thought on the other, the latter being rarely met with.

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But, however convenient for preserving liberty of conscience may be these manifold forms of a Christianity, which is more and more attenuated, in which dogma is, so to speak, reasoned out in different ways, so as to respond to a diversity of appetites, it is none the less true that the American is usually tied to some theological party or definite sect or other, so that if he does flatter himself that he is as little religious as possible by having reduced his beliefs to a minimum, he has none the more become philosophical.

ABSENCE OF TRADITIONS.

The American philosophical spirit is not sustained by the traditions of the past as it is in our old countries of Europe. Assuredly, in one sense, it is an advantage not to be compelled to follow furrows already made and to be free from the incumbrance of oppressive hereditary traditions which prescribe the course of our thought. Originality appears to have everything to gain by the absence of established schools, and the Americans, who are a young people without a history and but recently awakened to the life of thought, seem to realize in actual life that fictitious condition of the tabula rasa in which Descartes essayed to place himself when stripping his mind of all old opinions he attempted to approach the problems of nature and the soul with a reason entirely fresh and freed from prejudices. Still, the inheritance of long-continued previous labor, even if it leaves the field of thought covered with much deadwood, is nevertheless a necessary condition for serious philosophical

development. Philosophical systems can not be improvised; they are not built in a day like a gigantic house or a colossal bridge. The complicated, refined, and penetrating turn of mind which distinguishes philosophers can only spring from the slow preparations of a progressive evolution. In Europe how many philosophers there are who are only such because they have followed the footsteps and developed the thought of some distinguished or eminent thinker whose reputation was established years or even centuries ago. From this kind come the "scholastics"—tradition has its bad side—who survive long after the disappearance of the head of their school, and who too often paralyze all invention and innovating tendencies. But in return, thanks to these legacies from the past, the habit of philosophizing has gradually insinuated itself into our minds; numberless suggestions and inspirations come to us from those who have struggled with the same problems before us; we are ~~rounded with~~ examples and lessons; we live in an atmosphere saturated with questionings, hypotheses, problems proposed, and formulated solutions. All this is wanting in the United States, hence Mr. Stanly Hall observes "As a nation we are not yet old enough to have had time to develop a philosophy."

IMITATION OF EUROPEAN PHILOSOPHY.

The same author continues in the article here quoted:[1] "We have too much curiosity and are too receptive to despair of having one hereafter." To prepare themselves for this event Americans resolutely go abroad for assistance from foreign schools. Having no philosophical traditions of their own they go to Europe for them. Philosophy is an imported article with them and, it should be added, German philosophy particularly. Our classical French philosophers are generally little known; Descartes is the only French writer who is studied in America. Among philosophers of the nineteenth century Cousin is cited once or twice in the programmes; Auguste Compte is scarcely mentioned and I hardly see any French writers besides Janet and Ribot, who are quite widely known. The Germanic influence is manifestly preponderating, not only in the domain of psycho-physiologieal researches, the success of which in America is not surprising, but also, and this is more remarkable, in the higher speculations of the great metaphysicians. Hegel and Kant are among the authors who are most read, if not textually, at least in the critical expositions which American authors have made of their doctrines, and it is astonishing that such a transcendental philosophy could find a place in an industrial and business community. "Kant is the Julius Cæsar and Hegel the Augustus of modern philosophy," says Professor Everett of Harvard. And, again, "Hegel is the sovereign in the world of thought and Fichte in that of life." The following translations of German philosophical classics have been published at Chicago: Kant's Critic of Pure Reason, by Morris; Watson's Schelling's Transcendental Idealism; Everett's Fichte's System of Knowledge; Kedney's Hegel's Æsthetics; Noah Porter's Kant's Morals; Morris's Hegel's Philosophy of History; Harris's Hegel's Logic. The programmes show what a large place is given to German thinkers. This preference for German philosophy over English philosophy itself, although difficult to explain fully, seems to be due to several causes. First of all, and it would be ungracious not to recognize the fact, it must be attributed to the scientific value and power of German philosophic thought, and then to a number of minor reasons. When Americans go to Europe to study they hardly ever go to English universities. If only for the sake of learning a foreign language, they go to Berlin or Heidelberg or Jena, and while learning German they learn the German philosophy. On the other hand, it must not be forgotten that German immigrants are the most numerous in America, and the saying is nearly true that the market for German books is nearly as good in the United States as in Germany itself. There was at one time quite a pronounced Hegelian movement at St. Louis, and it was there, it is said, that Dr. Harris became acquainted with the philosophy of the pantheistic German. The

[1] Philosophy in the United States, Mind, 1879.

Journal of Speculative Philosophy, which is devoted to metaphysics, is published at St. Louis. Is not the explanation of this kind of intellectual activity to be found in the fact that in this city of French origin—it was ceded by Louis XV in 1763—out of a population of 450,000 inhabitants about 180,000 are German? Whatever may be the cause, the fact is incontestable that German influence predominates in philosophical matters in the United States, even over English. The latter, however, also has its weight. The English psychologists from Locke to Sully are held in high esteem. Critical expositions of the doctrines of Stuart Mill and Spencer have been published, and scientific instruction is thoroughly impregnated with the evolution theory; Darwin is a la mode, his teachings being reconciled, of course, with religion and Christian doctrines. American philosophy is in process of formation under these diverse influences of continental philosophy, and what augurs favorably for its future is the prominence which is given to its study in the colleges and universities.

BROAD MEANING OF THE TERM PHILOSOPHY.

It is obvious that the term philosophy has not the same meaning in the United States as with us. In some universities, Columbia for instance, it is a synonym for the ensemble of literary studies; the philosophical faculty in Germany is a school of philology more than philosophy proper. This broad use of the term is pushed still further and is applied to scientific studies of all kinds and even to technical. Columbia College confers the title of bachelor of philosophy upon candidates who have studied only geology and paleontology, analytical and applied chemistry, or followed a course of architecture. In many universities the single degree of doctor of philosophy crowns studies of every kind, philological and scientific as well as those which are exclusively philosophical.

PHILOSOPHY PROPERLY SO CALLED.

Philosophy proper, understanding by that term the special study of psychology, logic, morals, and even metaphysics, is no less in honor in American universities. And as far as psychology is concerned, including physiological and experimental psychology, for studying which special laboratories are provided, furnished with every kind of instrument for research, American universities have nothing to envy in those of the Old World. Photographs of the different rooms of the psychological laboratory at Harvard, to cite only one instance, were shown and much admired at Chicago. In America philosophical studies are regarded as peculiarly belonging to higher education, and it would seem at first sight as if the intention was to exclude them from secondary instruction, but such is not the fact. Philosophy is not reserved for graduates alone but helps to form graduates—bachelors of arts and of philosophy. It is part of the college curriculum before becoming part of the university course. Nor is it, as with us, reserved for a single class—the last in our plan of studies—but is taught in the last two years of the college course to juniors and seniors, and sometimes to sophomores. At the present time when the question is being discussed in France whether the teaching of philosophy should be retained in the lycées or be relegated to the faculties, it will not be uninteresting to consider in detail how the matter goes in some of the more important institutions of the United States. [After giving the programme of Harvard and the report of the experimental laboratory, the author concludes as follows:] It is not only at Harvard that the psychological laboratory is organized. Clark, Johns Hopkins, Yale, Columbia, and others have equipped them at great expense. This is one of the distinctive traits of the philosophic movement in America. Professor Royce declares that two branches of philosophical study have prospered in the United States, one is experimental psychology and the other the history of philosophy. To this should be added, perhaps, the study of social morals, which is certainly carried further in American universities than with us, where it is too much neglected. Here is the course of applied ethics at Clark: The subjects of study are normal and pathological forms of human life; criminal anthropology, criminal embryology, the object of which is to collect from "all the kingdoms of nature"—i. e., even from animals—"the acts which committed by man become criminal." Then there are divisions and subdivisions of anthropometry, craniology, physiognomy, teratology, etc.

It is, therefore, incontestable that the colleges and universities of America are making praiseworthy efforts to develop for their students an almost complete system of instruction in philosophy. From 16 to 20 years the American student can, if he wishes, acquire a better idea of philosophy than his comrades of the same age in Europe; and these ideas are taken from the most recent authors. There is no reserve of even the most delicate questions. The school youth are placed au courant with everything which contemporary innovators are thinking. There is, besides, no official doctrine or uniform tendency. Opposite opinions are often met with in the same university. It is true that by a general understanding all teachers show themselves respectful and deferential to religious beliefs.

SECONDARY EDUCATION IN THE UNITED STATES.

We take from M. Compayré's report on secondary instruction in the United States several extracts in which the author brings out features that impressed him as a foreigner and which he was able to criticise, both as a competent observer of great experience, and especially as an outsider. In selecting the passages on methods of study it has been the aim to take those which treat especially of the subjects that conduce to culture rather than those in which the studies that qualify for business are handled. M. Compayré begins with general considerations on secondary instruction which is given, he says, in high schools, academies, and in colleges. In other words, notwithstanding appearances and the intentions of the Americans themselves, who in their defective definition only assign high schools and similar institutions to this grade of instruction, American secondary instruction comprises two parts and is divided into two periods. On one hand are the public or private schools, which are either common to both sexes (when they are public) or are for one sex only, which differ in their programmes and in the duration of their studies, and give a course of instruction corresponding nearly to that of our classes of grammar (sixth, fifth, and fourth), or of the first year of our secondary modern instruction; and on the other hand are the colleges with their traditionary four years of freshman, sophomore, junior, and senior classes, which are nearly the equivalent of the higher classes of the French lycées, and lead to the baccalaureate degree, which is obtained on graduation. The Americans, therefore, give, so to speak, without knowing it, secondary instruction in their colleges, while they refer these institutions to higher and professional instruction. Words do not have the same meaning with them as with us. Secondary instruction in their point of view only represents an intermediary grade or transition between primary studies and the higher instruction of colleges and universities. In France a lycée or a college consists of a series of progressive classes, in which the same students receive a continuous instruction, formed on the same principles, which is adapted to a general preparation for active life or for professional studies. In America secondary instruction is made up of pieces or portions, at least of two portions, the high schools and the colleges. And in some States, in Massachusetts notably, certain secondary studies, that of Latin for example, have been introduced into the grammar schools which are the highest grade of primary schools, so that a little secondary instruction is found in every grade of instruction without being distinctly organized in any one. It is true that in the great majority of colleges the two parts of American secondary instruction are found associated or juxtaposed by combining the preparatory departments, so called, with the collegiate. Of 384 colleges and universities enumerated in the statistics for 1888-89 there were only 40 which did not have both a preparatory and collegiate department. It is to be remarked that the colleges without a preparatory department are found principally in the Eastern States—New York and

Massachusetts—where pedagogical organization is most complete, from which it may be inferred that the separation is regarded as an advance, and that where the high schools are numerous and well organized the colleges do not concern themselves with preparatory instruction.

The Americans themselves are the first to recognize the imperfections of their system of secondary instruction, but are not, perhaps, so sensible as we would be of the incoherence of an organization which intrusts to different institutions the successive development of one uninterrupted grade of instruction. One inconvenience which results from this arrangement is that a majority of the high-school pupils do not pursue their studies further. While in France nearly all the pupils of the quatrième continue their studies until the end of the secondary grade, hardly a sixth of the population of the American high schools pass on into the colleges. Possibly the Americans do not yet realize sufficiently what confusion there is in the management of their high schools, which are half secondary and half superior primary institutions, by the simultaneous attendance of pupils who do not intend to pass beyond the high schools and those who are preparing for college and the universities. Think what disorder, what a pedagogical medley would result if all the grammar classes were suddenly suppressed in our colleges and lycées and the superior primary schools were to take their place, and, by a partial transformation, through the introduction of Latin and Greek into their course, were to invite to their heterogeneous lessons—half French and scientific, half classic and Greek-Latin—an indiscriminate crowd of pupils, some of whom intended to take the humanities while the others expected no more than simple primary instruction of a superior grade. The evil from which American secondary instruction suffers has an historical explanation. When their existence began in the seventeenth and eighteenth centuries there was no intermediate grade between the primary schools and the colleges and universities. Later the State, or, to speak more correctly, the States, took in hand the organization of the primary schools, which became the common schools, but they left the colleges and universities alone as having an independent life of their own. Then the directing powers proceeded to intercalate an intermediate class of institutions between the common schools and the private colleges, which should unite the two and also be public schools. This was the origin of the high schools, and as they were established at the public expense, it was necessary to take into account both their adaptation to the wants of the majority of the citizens who do not wish their children to have a complete course of secondary instruction, and also the needs of a small number of scholars who desire to enter college.

OPINION OF DR. HARRIS.

But if American pedagogues do not sufficiently apprehend the vices of the general organization of their secondary instruction, which is, so to say, composite and derived from different sources, and consequently wanting in order and unity, they do not hesitate to declare themselves on other points of their inferiority. The proof is that the question of the reform of secondary instruction has become more than any other the order of the day. In 1892 a committee was appointed under the auspices of the National Educational Association to consider the improvements which might be introduced into the courses of study in the high schools and academies. This committee published a long report, of which Dr. Harris declared that it was the most important pedagogical document ever published in the United States. In his letter of introduction to this report Dr. Harris says that it is admitted by all that the most defective part of education in the United States is that which is given in secondary schools. He points out the discrepancies which exist in the regulations, plans of study, selection of subjects, and the different importance which is attached to the latter in different institutions. He speaks of the uncertainty of opinion upon the definition of secondary instruction and the unfortunate consequences which have followed this state of confusion, both on the part of the elementary schools, which can not tell on what condition their pupils will be admitted to the high schools, and on the part of the colleges and universities because the pupils of the high schools are not well qualified to enter them. All of which shows that American pedagogy, having cut secondary instruction in two, finds it difficult to fit the two pieces together.

OPINION OF PRESIDENT ELIOT, OF HARVARD.

It is interesting to observe that this eminent educator decides in favor of our French system of secondary instruction; and it is especially to be noted that in reaching his conclusions, which are so favorable to European methods, President Eliot makes his comparison between the common and universal methods of our 300 lycées and colleges, and what is a rare and exceptional type in the United States, the programme of the Boston grammar schools and the Latin school. He says, "The French programme is decidedly more substantial, that is to say, it calls for greater exertion on the part of the pupil than the American, introduces the children earlier to serious subjects, and is generally more interesting and stimulating to the intelligence." In France the child of 8 studies a foreign language, English or German; in America he does not begin such studies before the age of 13, when the most propitious time for learning foreign languages is past. Then, at 8 years the French boy begins his history, which is presented in a peculiarly attractive and instructive form, that of the lives of great men. The American boy does not begin history until he is 13, and he is launched at the start into Greek history. On the other hand, the American programme gives three times as much arithmetic as the French, and yet it does not appear that the French are less skillful in handling figures than the Americans. The French scholar also begins natural history earlier than the American, and the subject is better presented to him. The French scholars generally are of the age prescribed by their plans of study, which is not the case with Americans. At the Boston Latin School, while the plan of studies is designed for pupils from 11 to 16, the real age is from 13 to 18.

So far we have repeated what the Americans themselves have criticised in their secondary instruction, but our study will show, on the other hand, whatever of good there is in the efforts already made and the results obtained. In the first place, there is the long duration of secondary studies, during which young people of both sexes receive a liberal education, designed to be an instrument of general culture for developing the faculties and character. Then the comparatively late period of completing secondary studies—21 or 22 years of age—is a good rather than an evil, and it seems evident that a complete education, intimate and profound, which must penetrate into the marrow of the souls, subjected for a long time to the intellectual and moral discipline of its liberalizing influence, must result from such a long-continued course of training, lasting even to majority. Why say anything of what everyone knows already—the material conditions under which American secondary instruction is developed? Everywhere sumptuous high schools, like palaces, are established in the cities within reach of all the children of the people, while, by way of contrast, the colleges are situated in the country in the midst of verdure and groves, far from the unhealthy excitement of the feverish life of cities. This is found in every State of the Union. Everywhere are comfortable, sometimes elegant, and at any rate spacious, buildings, and often in the colleges there are rich libraries of 50,000 volumes like those of universities; besides, also, laboratories and museums which offer the greatest resources for personal research or artistic culture. The high schools have no dormitories and their pupils live at home, but even in the colleges where the contrary system prevails there is the greatest freedom. While offering the students the advantages of the common refectory and rooms in the dormitories, these college authorities allow them freedom to live in private houses if they prefer to do so. But those who sleep and board in the college are nevertheless treated like day pupils (externes) or, as it is expressly stated, like gentlemen, and they are constantly reminded that they are responsible for their own actions. Sometimes even collegians help to form a council of administration, which acts with the official authorities in maintaining order and decorum. Education of the character is the principal care, and to this end associations and societies of all kinds are encouraged, not only athletic clubs, but literary societies, where the young men practice debates and learn to conquer the timidity of their age and speak in public. There are also musical and singing societies, and in some institutions there is a general meeting of professors and students every week, in which, under the form of lectures, readings, etc., the effort is made to develop elevated sentiments and cultivate the minds of the scholastic community.

EXTENT AND FLEXIBILITY OF THE PROGRAMMES.

What strikes us especially in this investigation is the organization of intellectual training in the United States, comprising both the extent and richness of the programmes and the flexibility and elasticity of the studies. Strictly speaking, the authorities in charge of American secondary instruction do not themselves choose the different subjects of which their programmes are composed; it is rather the pupils who make the choice. They are offered a great variety of studies which, taken together, would make a veritable encyclopedia; the scholar who can not take all decides in favor of such and such a study, according to his tastes and aptitudes. It is like a richly served table, supplied with dishes of every kind, which is set before the student, who sits where he pleases and helps himself to whatever he wishes. How far removed from the uniform and tyrannical regulations of secondary instruction in Europe is all this. The general rule in America is for each student to choose for himself. The road is pointed out to him—in fact, two or three—at the end of which a different baccalaureate awaits him. But even to reach the same end and attain the same degree students can take one route or another, as best suits them; can concentrate their attention on some subjects and neglect others, and, in short, act in full freedom, and consequently work with more spirit and succeed better in studies which are voluntarily undertaken and which they have chosen in preference to others. We do not hesitate to say that the system of elective courses which is more or less practiced in the secondary schools of America confers upon these schools a character of vitality to which our lycées can not pretend, because our pupils are all constrained to follow the same course of instruction, without regard to their different intellectual capacities or social destinations. And it is to be noted that this liberty of choice allowed to young Americans does not carry with it, as might perhaps be expected, an abandonment of classical studies, for the Latinists are quite numerous. Greek-Latin instruction, too, is in esteem and holds its place through public opinion, nursed by the leaders of education, who, in spite of the practical and utilitarian tendencies of a commercial and industrial nation, understand the value of the old humanities and, so far from consenting to sacrifice the classics upon the altar of science and practical arts, defend and maintain them with as much conviction and enthusiasm as the humanists of the old world.

The report of the committee of ten, appointed by the National Educational Association makes it evident that there is a tendency to give a large place to what may be called modern instruction—the physical sciences, natural history, geography, history, and modern languages—in opposition to the preponderance hitherto given to classical instruction—Greek, Latin, and mathematics—which Americans call "old and venerable subjects." There is no danger of breaking with Latin. If there is anyone who would like to "deliver us from the Greeks and Romans," as there are in France, it would seem as if there would be no hope for him in America. The Americans manifest almost a religious veneration for the classical humanities; but they also feel, and very sensibly, the need of strengthening the course of positive and scientific studies.

Of the diverse subjects of study in the high schools and colleges we can only give M. Compayré's remarks on Latin, Greek, and history. He says: "Despite the movement which is making itself felt in America, as everywhere else, toward modern and scientific studies, Latin has remained in practice one of the fundamental studies of the high school. And in theory nearly everyone recognizes its importance as an instrument of intellectual discipline. What strikes us at first is the late period (i. e., about 15 years of age) at which, according to the traditionary usages of Europe, American scholars begin Latin. The two essential points in the study of Latin as it is understood in secondary schools of the United States are reading the Latin text and Latin composition. The latter is only used because it is regarded as an excellent means of penetrating the secrets of Latin construction more thoroughly, learning the meaning of the words and remembering the forms and inflections of nouns and verbs; of giving, in short, a better understanding of the rules of syntax. Now this is what one must know in order to be able to read a Latin author easily, which is the object sought. The pupil is therefore exercised in composition not in order that he may acquire the useless talent of writing Latin, but in order that he may surmount all the difficulties which he meets in reading the text. It can not be denied that Latin and Greek studies in America are conceived in a somewhat narrow spirit. I do not dispute the advantages which may follow from studying only one author and only one work of that author. [The programmes show that Cæsar's Gallic Wars and the Æneid are the only Latin books studied the first two years in the high schools.] It was the method of the middle ages when there was hardly more than one book studied in each faculty. But how much more liberal is the modern method which introduces the scholar to all the productions of Greek and Latin genius, and opens to him the treasures of classical antiquity! Is there not danger that by restricting as much as it does the list of authors to be read and explained, American pedagogy may transform a rich study, which is fertile above all others, into a mechanical and sterile routine? The conference has, however, declared that the selection of Cæsar's Gallic Wars is most unfortunate, as the work is too difficult for beginners and uninteresting from its too exclusively military character. Its vocabulary also is limited by the nature of the subject."

The committee of ten also points out that Latin is not to be studied merely to understand the meaning of words and the form of construction, but also in order to enter into the spirit of Latin literature, and so gain an idea of the thoughts and sentiments of a people who have contributed so largely to the civilization of the present day. Accordingly they recommend certain works of history and criticism in which modern authors treat of Cicero, Cæsar, and Virgil, and their times.

To sum up, the features which distinguish elementary instruction in Latin in the high schools of America are, the beginner is brought in contact with difficult authors sooner than with us; composition is considered more useful and is more generally practiced than [written] translation; grammar is only taught as an adjunct to the explanation of the text or when translating English into Latin; the number of authors studied is very limited, and, what is remarkable in a land of absolute freedom of choice, the same authors are used everywhere.

GREEK.

The number of scholars in the high schools who take Greek is very small, not over 3 per cent of the school population, and of this small number Massachusetts alone has one-third; and this small number does not carry its study very far. The students of Greek are those who are fitting for college, and the council of ten does not deem it desirable that the study should be extended. While the Greek classes of the high school correspond in degree pretty nearly to those in which French boys begin their Greek, the age of the American scholars is greater than that of the French by three years. The books studied are the Anabasis and the Iliad, and the conference has protested against the exclusive use of the Anabasis as not sufficiently important. The beauties of Homer are not celebrated in France with more conviction than in America, as shown in these words: "The prospect of reading Homer is no small inducement to pupils to study Greek; in schools where children have been encouraged to read translations of Homer the number beginning Greek has been considerably increased. The Homeric poems appeal to the pupil's imagination and arouse his interest in the life and thoughts of the Greeks," and the "Odyssey deals with fairyland, enchantment, and human effort."

American teachers hardly recommend written translations of Greek any more than of Latin, but they place great stress on the merits of oral or written composition. These exercises are limited to the ideas and words of the lesson of the day, contained in the texts studied in the class room. The exercises of Greek composition are considered necessary to a complete understanding of the texts studied in the class. The object assigned to the study of Greek by the conference is thus defined: It is to teach the language of classic Attic prose by making the Attic grammar understood and by reading Attic texts, but the object is also to excite a taste for Greek literature by reading Homer. Reading, and cursory reading at that, is the great instrument for the acquisition of languages, according to the Americans. This reading is of course accompanied by explanations on questions of geography, history, and mythology suggested by the text, and these explanations are expressly recommended. Nevertheless, the progress of the student is measured by the number of lines or verses he has read. One teacher felicitates himself on his success and judges it by the fact that a few years ago his students only read three books of Homer, while later they could read five, and still later eight, and he hopes to go still further with them. The knowledge of grammar, in other words, is in no sense the final object of the study of Greek, but is only a means for reaching the real end, which is facility in reading a Greek text, and as the student does not begin Greek until he has studied Latin for a year or more he is forced to rely upon his knowledge of Latin syntax to understand more easily and quickly that of the Greek.

[The author cites authorities to show that the same idea prevails in teaching modern langages. The teachers are recommended to confine themselves to instructing their pupils to read French and German readily without requiring them to write or speak those languages.]

HISTORY IN THE HIGH SCHOOLS.

The study of history has not obtained the importance it deserves in the secondary schools of the United States, only 27.31 per cent of the attendants of these schools having taken it in 1889-90. In later programmes it also occupies a subordinate place. In the high schools of Chicago, for example, there is no history until the third year, when general history appears. It then gives place to other studies. There is no ancient history for students of the general course and no national or modern history for students of the classical course, nor do the young scholars have any instruction in history before entering the high schools, and none in the grammar schools until the third year, when the history of the United States until the Administration of Washington is introduced. The child is therefore 13 years old before he learns the history of his own country. Is this not because the practical American, absorbed by his care for the present and future, is indifferent to a past which he disdains and can not see the use of studying the Old World? The committee has made a remarkable report on this subject. Rarely have the importance of historical study and the influence which it exerts on the development of the mind, when properly directed, been better defined.

MORAL EDUCATION IN THE HIGH SCHOOLS.

These schools are attended by scholars who only come a few hours a day to follow a certain course of study, and they would seem to be above all and almost exclusively schools of intellectual education. Are they schools of moral education as well? The Americans say that they are and that they contribute with the church and family to form the morale of the young from 14 to 18 years of age. It is a universal testimony, says Mr. Huling, that the senior classes of the high schools show a manifest moral improvement over the lowest classes. They have developed in reflection, conscience, and propriety. They have a sense of responsibility and duty, are less egotistical, and more devoted to goodness for itself. There is less lying and flirting, and a general progress in dignity and self-respect. Doubtless this moral progress is in the first place the natural effect of mental work. But the studies are not allowed to exercise their moral effect unaided. Every opportunity that instruction in history and literature can afford for forming the character is utilized, and advantage is taken of public exercises and religious or other lectures to impress the minds of the students with a high ideal of morality. Use is also made of private conversations adapted to the wants of individuals, and even the aid of parents is invoked to the the same end.

LATIN AND GREEK IN THE COLLEGES.

We find nearly the same authors studied in all the colleges. Except Virgil, which is a book of the high school, nearly all the great Latin prose writers or poets figure in the programmes. The aim of the instruction given is manifestly to teach the students to read Latin easily, and also to use the study of the text as a means to know the history of the manners and arts of the Roman people. The programmes of Greek instruction lead us to the same conclusions. [Gives Greek programmes of Oberlin, Amherst, and Williams.] The Greek authors studied in American colleges, it will be seen, are nearly the same as those used in France. The question is, are they studied in the same spirit? They are, assuredly, in some points. The Amhurst programme says: "It is our aim to give the student an exact appreciation of the style and thought of the Greek writers and open to him the treasures of wisdom and knowledge which their works contain." But what especially characterizes the American Hellenists is that they try to have a good deal of Greek read and read rapidly. Thus, at Oberlin, it is specified in the programme that "all the comedies of Aristophanes will be read" except certain ones which, for obvious reasons, are read only in part. Greek composition, like Latin, is not practiced after the freshman year, nor is Greek [written] translation regarded with favor any more than Latin. Cursive explanation of the text is the rule. We must add that the study of the Greek language is combined with that of the literature, institutions, manners, and art of Greece. At Williams, for example, while reading the Odyssey the principal Homeric questions are discussed, and while translating Lysias, the political and social circumstances alluded to in his orations are explained. The use of dictionaries of Greek antiquities is recommended, and Athens and Olympia are studied from the topographical and archæological point of view. In a word, the study of Greek is not limited to a dry apprenticeship to the language alone, but it penetrates into the genius of the Greek race and attempts to know its thought and life, and it is declared that the knowledge of Greek is an inestimable discipline for the mind and is at the same time an indispensable condition of the knowledge both of ancient and modern languages and literature

CHAPTER XXIII.

MENTAL FATIGUE IN SCHOOL.

The Annual Report of 1894-95 contains an article under the caption "Mental Fatigue in School" (see Part I, pp. 449-460), in which the views of leading German and other European educators and investigators are stated. It contains quotations from Richter, Kræpelin, Mosso, Burgerstein, and others, and attempts to represent the pedagogical side of the question. The subject of mental fatigue has occupied English and American educators and a very interesting discussion has ensued, the sum and substance of which is here sketched.

Prof. M. V. O'Shea, of the School of Pedagogy in the University of Buffalo, says in Intelligence, after defining mental fatigue from a physiological standpoint:

"Many nervous diseases have their origin in the schoolroom, and are due in part to the ignorance and neglect of teachers in their watchfulness of individual children; we say in part, for certainly the unhygienic conditions of the ordinary schoolroom are far more blamable than the teacher who, while charged with grave responsibilities, yet must work under the conditions imposed upon her.

"The practical questions for the teacher in the study of this subject are, What conditions produce fatigue more easily in some children than in others? What are the signs by which the existence or approach of this state may be detected? In the first place, it should be understood that fatigue means simply that the nervous system has been depleted of energy which can be restored through proper nutrition or rest. But, if one should speak correctly, rest and nutrition mean one and the same thing, for they both imply the filling up and enlivening of nerve cells by means of proper elements from the blood. In sleep this process of repair goes on more rapidly than waste, provided there are sufficient nourishing properties in the blood, for then there is, or should be, little effort to use up nerve force; and by mental effort must be understood not simply intellectual activity, but all emotional and volitional activity as well. If, then, fatigue implies a lack of nutrition of the nerve centers, from whatever cause produced, it is necessary for the teacher to know, in the first place, whether individual pupils, in whom she may find signs of undue nervousness, partake regularly of a sufficient amount of proper food, and whether there is assimilation of the essential elements of the food, even if there is the right amount and kind. It may be easy enough to find out about the quality and quantity of food, but it is not so easy, of course, to determine what each individual appropriates therefrom, and perhaps this can only be found out by the advice of physicians. But however the problem be met, it is an extremely important matter, and one which will explain the restlessness and apparent stupidity of at least some pupils in the classroom."

After citing some examples observed in the schools of Buffalo, the writer goes on to say:

"It will not be necessary to multiply examples, for in all likelihood every teacher can recall a number in her own experience. But there are other conditions besides improper food that may cause fatigue easily in individual children. A pupil who is without being stimulated, and time and quantity of the action of the nerve centers are not determined by circumstances around. A slight noise may make him start; on the other hand, speaking to him may not be followed by a ready reply; the useless starting movement is in excess; the reply we want can not be obtained from him. You will find it difficult in this condition of the child's brain to form any new organization for movements, or to get him to learn anything. Further, there may be a tendency to an action the opposite to that usual under the circumstances—an inverted ratio of action among the centers. When irritable, the child may turn his head away from the sight of objects at which in happier moments he would look. You say he turns his head away from his dinner because he is irritable and peevish; his nerve centers turn his head away at the sight of food because they are not in good acting order. Reflex action is usually in excess in the state of exhaustion; movements upon touch are excessive, hence it is not well to try to impress the child much when in such a condition.

"The condition termed 'irritability' in a child is usually an accompaniment of fatigue or exhaustion. Such a state is indicated by the following sign: A slight noise makes him start. This is a reflex movement in excess—a reflex that does not occur in the more perfect condition of health under such stimulus. In irritability other stimuli besides sound may produce excessive reflex action; a touch upon the shoulder is followed by sudden movement. Not only is the amount of reflex movement excessive and out of due proportion to the stimulus, but the kind of movement may differ from that usually following such a stimulus under better conditions of the nerve system. A child 3 years of age, when irritable, may turn away his head from a familiar object such as usually attracts his attention, or from the sight of his food and say 'No, no!' Here the sight of the object, instead of causing a reflex movement of head, eyes, and hand toward the object, moves them all from it. The irritability of the nerve centers is indicated by movements in the opposite direction from that which the same stimulus would produce in a more restful condition. Besides these reflex signs, we find the voice altered. When spoken to, he may answer sharply; the motor force generally is lessened and irregular in kind; twitching, irregular movements like the spontaneous movements of younger children are not uncommon in this state of irritability, which seems to be a condition of reduction to a more infantile state. Nervous children often show marked signs of irritability; the spontaneous postures assumed are those of fatigue, with the addition of slight irregular twitching movements. This irritability may result from exhaustion, and, like explosions of passions, it may lead to exhaustion. Abnormal conditions in the body, particularly in the stomach, may render the child irritable; so may fever or other illness. The child that is irritable may require rest and feeding. Inquire as to his sleeping, and do not try to produce much impression on him by talking while he is in this state.

"Fatigue and exhaustion are best removed by feeding and rest. Restfulness implies recreation of the parts fatigued or exhausted; the nerve centers are the parts most needing rest after work, and they do not all get equally tired. One occupation exercises or tires one set of centers; a different occupation may exercise another set of centers and allow the first set to rest; reading may be followed by writing, and this exercise by singing, which employs the respiratory nerve apparatus. On the other hand, the centers concerned in mental work may alone be fatigued, as indicated by the eyes not being readily drawn to the work, and by uncertainty to reply to questions and delay in replying. The nerve-muscular apparatus concerned in active play may be found in good order when the lesson is finished.

"Complete rest is needed at all times; the whole of the body and brain at times requires to go through a period of quiet nutrition, without any expenditure of force that can be avoided. This may best be effected after feeding, when the blood is rich with nutritive material. The signs of restfulness are negative—the absence of movement, as in sleep; indeed, this state differs from sleep only—we will not say in the retention of consciousness, but in the signs of impressionability; the child when resting speaks if spoken to, and is impressed with what he sees and hears. To procure complete rest, let the sources of impressions be removed from around him. It has been said that the signs of rest are negative; that rest has been effected is known by subsequent activity and increase of spontaneous action, greater capacity for the proper functions of the brain, and the removal of all signs of fatigue.

"Rest is a condition of nutrition leading to the signs of recreation indicated by subsequent activity. The most essential element in the expression of the condition of rest is the subsequent activity. During rest there is still impressionability which affords a distinguishing character between simple rest and sleep; arising out of this we have the fact that in rest uncomplicated by sleep the eyelids usually remain open.

"One of the special characters of rest is the absence of movement, although impressionability is retained. Rest is usually preceded by fatigue, and it is followed by activity; the sequential signs of recreation and activity indicate that during the period in which movement was absent there was rest. Rest is expressed by the present signs of rest, followed by the signs of recreation and activity.

"As a matter of interest it may be noted that forces, such as the sound of soothing music, may affect movements. Music may cause a man to keep quiet and rest.

"In contradistinction to the state of rest we have activity. The condition of activity is indicated by actions, i. e., movements. In activity with strength the movements are probably fewer in number than in the state of irritability, and the kinds of movements differ in the two conditions.

"One sign of healthy activity is a quick response to movement upon stimulation. For example, the movement quickly follows upon the sight of the object or on hearing a sound. If such movements are looked upon as reflex actions, the quick and ready answer is a reflex series of movements when the period of latency is short; this, of course, implies also that impressionability is good.

"The necessity for alteration of activity and rest in training young people arises from the fact that each is necessary to aid the nutrition, growth, and development of the body and brain.

"The signs of nutrition are so important that, although the subject has been touched upon, I must speak of it here again. A well-nourished body has a weight and height equal to that of the average for the age; the proportions of the various parts are the normal; the skin is of healthy color, and the tissues beneath it are firm; the face is full and bright. A body thus well nourished is not necessarily possessed of a well-nourished brain; a body badly nourished is probably never possessed of a brain well nourished, for this, of all parts of the body, suffers first in conditions of depression. The state of the brain must be observed independently of the rest of the body of which it is a part: look to the various signs of brain action as they have been described. When brain action is defective, observe how impressions are produced upon it by sights and sounds. It may not be sufficiently stimulated by the events of daily life, and it may need special training.

"Nutrition may be expressed by (1) form of growth and (2) by motion, which is due to nutrition.

"As evidence that motor signs, or movements and the results of movements, may express nutrition, let us examine a few examples.

"1. In an ill-nourished infant spontaneous movement is much lessened, or the child may lie almost motionless, instead of being constantly full of movement while awake. The return to spontaneous movement is a sign of the improved nutrition.

"2. In a man, after a severe illness, such as a fever, the tone of the voice is usually altered so that we can no longer recognize the individual by his voice. This motor sign, as well as the worn countenance, indicates the man's lowered nutrition. Returning health is shown by the patient 'looking like himself' and recovering his old voice.

"3. In a child 7 years old emaciation and ill nutrition, indicated by loss of weight, may be accompanied by St. Vitus's dance or by finger twitching, which disappears when weight increases and nutrition is improved.

"4. A strong, well-nourished man is less fidgety than a weak one.

"Now, as to the expression of nutrition by form and growth, proportions of growth often indicate conditions of nutrition. Let me describe a typical example of a nervous child. Reports may be made of a child that he sleeps badly, talks at night, grinds his teeth, emaciates, although there is no disease of any of the organs, often suffers from headache, and is irritable, though quick in mind and affectionate. Let such a child stand up, and observe him. As to conditions of growth, defects of proportional development are commonly seen. The form and make of the head and the features, as well as the character of the skin, may be good. The height of the child, in relation to circumference or to weight, is defective; the child is too tall and too thin; either fat or muscle or both may be defective in quantity. The emaciation may be unequally distributed. Often it is less in the face than in the limbs and trunk.

"Now, as to the motor signs, indicating the state of the nerve system. Let the hands be held out with the palms downward and the fingers spread. The left upper extremity is probably at a lower level than the right. 'The nervous hand' is seen on either side, perhaps marked on the left. There may be finger twitching, separate digits moving in flexion and extension or laterally. The head is slightly flexed, with some inclination and rotation, usually to the right. The spine is arched too much forward in the loins, often with inequality in the level of the shoulders, and slight lateral curvature. The face as a whole is too immobile, although there may be some overaction of the muscles, widening the mouth on one or on both sides. The eyes move much, mostly in the horizontal direction, these movements not being fully controlled by the sight and sounds of objects around, except under strong stimulation. The tongue, when protruded, is too mobile; some of the teeth are usually found ground at their tips. This is most commonly the case with the canines.

"Such a child should be watched carefully as to matters of health. He should rest much, and never be allowed to get exhausted by work, play, or late hours.

"Certain general conditions of the brain will now be described in terms which indicate points for observation. A child is said to be inert when slow in all his movements, each movement itself being slow, the formation of compound movements (associated movements), and the time of action after stimulation being all behindhand. In such a case look for signs of defective make of the features, signs of ill nutrition and exhaustion. In any case a wisely conducted training is especially necessary to aid brain development. In such a child you will want to see signs of increasing brain power, quicker movement upon stimulation, the action being more exactly and quickly controlled by the eye and the ear; greater strength for fatigue; greater capacity for the formation of the groups of movements or unions among nerve centers. Increasing brain development is also shown by lessened spontaneous movement, as the child grows up, concurrent with increase of intelligent movements controlled through the senses. The power to sleep and rest should remain unimpaired.

"The indications of mental anxiety and bodily pain may be compared. In looking at children it is well to see what is wrong before trying to find out the cause. Looking at the face you may see an average of fixed expression, principally located in the frontal zone, as vertical furrows, not apparently due to present impressions through the senses, but apparently to a delayed expression of long antecedent impression. Such usually indicates a brain state corresponding to mental anxiety or pain as distinguished from suffering due to states of other parts of the body. Suffering produced by some part of the body at the time of observation is indicated in the lower part of the face by depression of the angles of the mouth. Depressed angles of the mouth suggest inquiry as to some cause of pain or something acting and about to produce an outburst of crying. In searching for the cause of the expression of mental anxiety, watch the face as you touch upon various subjects in conversation; see what increases or diminishes the appearance. It may be that all conversation lessens the appearance of anxiety, which returns the most when the child is left unimpressed. Then it is probably due to some fixed thought or fear. In the condition of mental pain, corresponding to a memory or a sad thought, the expression there is written on the forehead, the eyebrows being drawn together, causing vertical creases. I have seen a class of boys all frowning and their eyebrows thus knit when hard at mathematical work. A placid face with changeful expression is an index free to show us varying brain states."—(Mental Faculty, Warner, pp. 74–86.)

While the foregoing quotations are, for the most part, merely argumentative, though evidently based on careful observation, and carry conviction by circumstantial evidence chiefly, a witness may now be introduced who presents an array of facts carefully gleaned from teachers and students. The statements are based upon individual reports of 116 teachers, hence are the depositions of eyewitnesses.

Mr. Francis Galton, F. R. S., president of the Anthropological Institute of Great Britain and Ireland, published a few years ago, in the journal of the institute, a paper read at one of its annual meetings, in which he says:

"I determined to test the matter of fatigue, and sent out a number of selected questions bearing on the subject. The Teachers' Guild kindly assisted me by circulating my questions. The replies received form the basis of the following remarks:

"The objects of my questions were, first, to determine the signs and effects of incipient fatigue in as measurable a form as possible, for it is obviously most desirable to know what the tests of fatigue should be, in consequence of the contradictory opinions entertained frequently. There ought to be no room for doubt as to whether the pupils in a particular school or class and at a particular time were or were not overfatigued. Secondly, I wished to hear from the teachers whether they had themselves ever broken down from overwork, and what their own experiences might be concerning their pupils and friends. The actual questions are subjoined: Nos. 1, 2, and 3 regard the person addressed; Nos. 4, 5, and 6 regard their pupils and acquaintances:

"*Question 1.*—What particular mental work can you perform easily when your mind is fresh that you find difficult or impossible when your mind is somewhat fatigued?

"*Question 2.*—Has illness, due solely to mental overwork, independent of domestic anxiety and worry, ever incapacitated you for more than a month at a time from ordinary school work? If so, give dates and symptoms? Do you consider your present health to be in anyway affected by that illness?

"*Question 3.*—Has experience discovered to you any warning signs, bodily or mental, distinct or obscure, of the imminent approach of mental fatigue other than the growing sense of becoming fatigued? If so, describe them.

"*Question 4.*—What particular intellectual work do you find your pupils perform with ease when their minds are fresh in which they fail, more or less, when they are mentally fatigued, even though they are still interested in their work?

"*Question 5.*—Have you known cases of more or less serious prostration from mental overwork as distinguished from the effects of domestic or other anxiety? If so, give initials and dates and a very brief notice of the severity and duration of the illness.

"*Question 6.*—Has experience discovered to you any warning signs of imminent mental fatigue among overzealous pupils?

"The upshot of the replies to the questions is as follows:

"*General aspect.*—Experienced teachers place most dependence on the general aspect of their classes, due to a variety of small indications, such as jaded expression and abnormal skin color. They more especially speak of a strange look in the eye, which is variously described as dazed, weary, fixed, or lack luster, as being a peculiarly characteristic indication that work should be slackened at once.

"*Nervous irregularities.*—Restlessness appears to be the commonest sign of partial fatigue, that is, of the attention being wearied, while the muscles are craving to be employed. I may here for one moment break my plan of not traveling beyond my brief by alluding to a short account I wrote in Nature, vol. 22, page 174, but signed only with my initials, entitled 'Measure of fidget,' describing how I had succeeded in counting the varying rate of fidget of a section of a large audience during the reading of a wearisome memoir. I have since frequently tried this method. It is an amusing way of passing an otherwise dull evening; but, in drawing conclusions from the number of movements, the average age of the audience and their habits of thought have to be taken into account. Children are extraordinarily mobile, and those adults who are little accustomed to concentrate their attention are rarely still, except when spellbound by eloquence. On the other hand, I have frequently noticed at meetings of the Royal Society that as many of the persons present as I could hold in a glance were all as rigid as statuary for many seconds together. Yawning and lolling are common among tired children, and twitchings and grimaces, which in serious cases culminate in St. Vitus's dance. Here are some extracts from the various replies:

"(1) Sudden muscular movements. (2) Grimaces, frowning, or compression of the lips are marked signs. (3) The fingers sometimes twitch and the whole nervous system seems affected, (4) Twitching of the face. (5) Twitching, blinking the eyes. (6) Fluttering of the eyelids. (7) Tendency to nervous laughter or movements. One correspondent has fits of sneezing in the early morning when he has been fatigued over night.

"General unsteadiness of muscular coordination is shown by bad and shaky handwriting; this is sometimes specifically mentioned, but more often implied by such phrases as: (8) Careless writing or (9) failure in all work requiring neatness. (10) Sometimes a loss of power to continue writing, the pen going crooked, etc. Fatigue is also very frequently indicated by disordered utterances, as (11) tendency to stumble over words when speaking; (12) refusal of the tongue to obey the will, so that in speaking or reading I substitute one word for another.

"Irregularity of nervous action is further shown by conditions of pallor or of flushings in the face. They sometimes alternate, testifying to a depression of general nerve power, combined with morbid excitability. Allusions to abnormal skin color are frequent in the replies. One teacher goes so far as to lay particular stress on the color of the tips of the ears in deciding whether and in what way the girls of her class are suffering. If the tips are white, flaccid, and drooping, she concludes the girls are thoroughly weary in mind. If they are relaxed but purplish, she concludes that they are tired not with study but from struggling with their nerves, which the average schoolgirl of 14 or 15 very rarely has completely under control.

"*Headaches.*—The frequent occurrence of headaches in varied forms and in every degree of severity may be accepted as a matter of course, similarly as regards cold feet, faintness, and actual faintings. Sleeplessness in a very serious degree is another well-known sign; much more rarely somnolence. Grinding the teeth at night and talking in the sleep are frequently mentioned; somnambulism occasionally so. I do not propose to enter into details respecting any of the matters just mentioned, as they are all of them well-known signs of over fatigue. It may, however, perhaps interest the meeting to see a drawing I hold in my hand made in sleep not many weeks ago by a young friend and connection of my own, who was studying rather too hard for a Government examination. He awoke in the night and found himself in his nightgown, sitting at his table, with the gas burning and with his grotesque sketch of an elephant's head and of some other animals just completed. The ink was still wet. He had not the slightest recollection of anything previous to the act of awakening, but there had been conversation before he went to bed that probably suggested the sketch.

"*Disposition.*—Irritability is perhaps the commonest sign of incipient fatigue. My correspondents freely acknowledge it to be so with themselves, and it is very easily noticed among their pupils, who become cross and peevish when tired. I shall not enter further into this, as the fact is a familiar one; it is also well known that the nerves of sensitive people become so irritable by overwork as to be painfully jarred by what they wholly disregard when well, such as the ticking of clocks and the rattle of the street. A most pitiable amount of suffering is disclosed in these replies, due to nervous irritability. Much is said of the gloomy way of looking at life that is brought on by overwork; of the sense of incapacity, of magnifying trifles, and of dread of society. Irritability is sometimes accompanied by a notable amount of ordinary excitablity expressed by such remarks as: (1) I get nervous and start at noises; (1) I start sometimes at a sudden noise or movement in the room.

"It is, I need hardly say, known by experiment, that both the quickness and the magnitude of the reaction to any stimulus is greatly affected by fatigue.

"There is an experiment, not so well known as it should be, that after a class had practice in performing it, can be repeated at any time in a few seconds, which gives an excellent measure of the varying amount of reaction time. The class take hands all around, the teacher being included in the circle; a watch with a second-hand lies on the table before him. All the pupils shut their eyes. When the second-hand of the watch comes to a division the teacher gives a squeeze with his left hand to the right hand of the pupil next to him. That pupil forthwith with his left hand squeezes the right hand of the next pupil, and so on. Thus the squeeze travels around the class and is finally received by the right hand of the teacher, who then records the elapsed time since he started it; or he may let it make many circuits before he does so. This interval, divided by the number of pupils in the class and by the number of circuits, gives the average reaction time of each pupil. The squeeze takes usually about a second of time to pass through each dozen or fifteen persons. We should expect to find uniformity in successive experiments when the pupils are fresh; irregularity and prevalent delay when they are tired. I wish that teachers would often try this simple, amusing, and attractive experiment, and when they have assured themselves that their class enters into its performance with interest and curiosity, they might begin to make careful records at different periods of the day, and see whether it admits of being used as a test of incipient fatigue. Deceptions must of course be guarded against.

"*Senses.*—The frequency with which serious alteration in the power of hearing and of seeing is mentioned, and the feelings sometimes of intense sensitivity and sometimes of numbness, show that the delicacy of the senses is markedly affected by fatigue.

"Hearing is often heightened in keenness; sometimes it is dulled. It is heightened in those numerous cases of irritability of which I have spoken, when the tired brain becomes almost maddened by an organ grinder. It is temporarily paralyzed in others. The following is a mixed case: (1) My hearing had never been very acute, and I think the first symptom of fatigue is a feeling of deafness, but at the same time that I can not hear the voices I want to hear, the outside noises of traffic, bells, etc., become intolerable. Other cases of deafness from fatigue are (2) inability to hear in school without a painful effort and (3) increased deafness.

"Vision is greatly affected by over fatigue, not only owing to the strain upon the eyes from much reading in a bad light, but apparently through more deeply seated causes as well. It it difficult otherwise to account for the following interesting case in which color-blindness was brought on by fatigue and disappeared after rest. It has much physiological interest and well deserves being placed on record. The lady allows me to mention her name for the sake of authenticity. She is Miss J. Beckett, Girls' Grammar School, Ripon. She reports as follows:

"'After several hard hours of continuous study I have been subject to attacks of color-blindness, which leave me after resting. The first time I noticed that I was not able to distinguish one color from another was when I was reading for the London matriculation years ago. I was at the same time etching for an American magazine and teaching most of the day. This lasted from Christmas to July, when I began to feel considerably worn out. One day I went to spend a few hours with a friend, and while there began to paint some ivy leaves on a terra-cotta plaque. Imagine my distress when my friend told me the leaves were orange instead of green. On my return I went into my study, and to my astonishment the curtains, which were blue in color, looked a kind of dingy yellow. However, in a few hours I was quite well. Toward the end of the year I was obliged to give up work on account of my health. I got well and took up my work again, still subject to temporary color-blindness when tired.' In answer to further inquiries she adds: 'I do not remember whether I have any difficulty in recalling colors when tired. From a little child I have been particularly fond of them, and can readily paint flowers, foliage, and neutral tints from memory.'

"The frequency and severity with which the sight is affected by fatigue is sufficiently shown by the following extracts:

"(1) The eyes fail first. Sometimes after hurrying to a lesson, on my arrival I could not see a single note on the page of music for a few minutes. After writing and playing long everything goes black, or black spots dance up and down. (2) A time of great excitement or worry will so affect my sight that for about half an hour at a time I can see nothing clearly. The outline of everything is deficient in some part, so that I only see half of a thing at a time. There seems to be a bright wheel of light whizzing in the corner of one or the other eye. (3) At first the lines of the page become indistinct, then at intervals they appear to vibrate; finally they merge into one mass. (4) The words appear to rise from the paper, and frequently a double row of words is visible. (5) Lights and after images are distinct before my eye. (6) A confusion in the lettering of mathematical diagrams is sometimes an early symptom of fatigue among my pupils.

"As regards sensations in the eye itself, beside such remarks as: (7) A dazzling and burning sensation in the eye, the following is a case of an affection of the eye being subordinate to that of the brain rather than vice versa. (8) A nervous sensation in the eyes as though the eyeballs were loose in my head and would fall whichever way the head is inclined. The sensation is worse on lying down. I am somewhat nearsighted and wear glasses, but only feel this disagreeable sensation when mentally weary, not necessarily through overreading.

"*Memory.*—A very common and early symptom of fatigue is failure of memory, using that word in the allied senses of recalling ideas at will, or else of former ideas presenting themselves readily by association, or else of the sure association of muscular movements engaged in utterance with the idea of the words intended to be uttered. I have made extracts of no less than twenty-five cases of failure of memory, out of which I will select half a dozen.

"(1) My first indication of mental failure is an inability to spell common words; my second, an omission of words in writing; my third, sudden forgetfulness of what I am actually saying. (2) Tendency to forget the meaning of words in a foreign language which are usually well known or have been met with quite recently. Tendency to make stupid blunders in subjects in which, when the mind is in full vigor, it is accurate without effort. Simple and obvious mistakes are increased twofold in number, and that throughout the class. (3) Through days and weeks together the utterance of wrong words or sentences not intended or desired to be spoken, and the writing of wrong words. (4) Tendency to stumble over words in speaking, and to misplace letters in writing, generally putting them too soon, as 'Wesday' for 'Wednesday.' (5) Want of power of calling at will to memory names and little matters connected with everyday life. (6) Some of the pupils never spell correctly when tired.

"*Arithmetic and mathematics.*—The studies that are the first to fail under fatigue differ in different individuals, but in the majority of cases those of arithmetic and elementary mathematics go soonest. Though many of the 116 replies come from teachers who have little, if anything, to do with those subjects, no less than 47 specially mention them. For example:

"(1) The merely mechanical processes of arithmetic become bewildering at the end of a day in which I have been particularly engrossed with school work. (2) Arithmetic and algebra become impossible when fatigued, not as being disagreeable or painful, but because I then blunder so much that it is hardly any use attempting them. (3) Another correspondent speaks of the impossibility when fatigued of doing work that requires both accuracy of detail and a certain force of will to fix the attention, such as arithmetic. (4) Speaks of the difficulty to tired boys of working out any common-sense problem in arithmetic.

"Though very many similar answers could be quoted in corroboration of these, there are two that tell in an opposite direction. They are: (5) Whenever my mind is wearied it affords me a certain amount of relief to do some work which involves the solving of arithmetical and algebraical problems, and by preference such as call for the use of logarithms or of the slide rule. (6) I find accounts a great rest when I can not exert my mind usefully in any other way.

"I may be permitted again to break my rule by adding a case from my own knowledge of a very distinguished man, now deceased, who, having always found repose in his favorite mathematics when he was fagged and worried by multifarious duties, naively recommended the same remedy to a friend whose brain had so broken down for a time that he shrank from the least mental exertion as from a fatal danger.

"*Languages.*—A difficulty in translating is another of the noticeable effects of incipient fatigue, and is partly due to the lapses of memory already spoken of. (1) In translating, words and phrases do not occur readily to the mind. (2) Translation into or out of a foreign language with which I am not very familiar. (3) I have occasionally lost the power of speaking German when fatigued, though when in my ordinary condition I speak it without conscious effort. The failure to translate well is due, of course, to much more than the simple failure of memory in small things, and depends on the loss of power of grasp, and on depressed mental vigor generally. The following is an instructive case:

"When I taught young boys of ages 8 to 13 all day, I took arithmetic and Latin in the morning, and English reading, geography, etc., in the afternoon. On some occasions the Latin lesson got put off till the afternoon, and I was surprised to find that lesson, which was always a successful one in the morning, failed entirely in the afternoon. The boys wished to learn but could not. Their ordinary work, which made less demand on the intellect, they did in the afternoon well enough. This and such like cases fall more properly in the next division.

"*Failure of mental grasp.*—The evidence that the mind fatigued is unable to work up to its normal standard, and that it wastes itself in futile exertion, are very numerous. They are such as: (1) Failure of ability to grasp the meaning of even simple things. (2) Failure of the portative memory. In reading, complete inability to take in the matter whilst mechanically scanning the page. A curious incapacity to count the cups when serving tea. (3) Reading sentences without recognition of what was read. (4) Confusion alternating with excessive clearness of thought. (5) Tendency of thoughts to wander. Failure in pupils to grasp the meaning of what is said to them quickly and fully. (6) Before the actual sense of power to grasp ideas, and of an incapacity for conveying them clearly. (7) Inability to read the Journal of Education. (8) Rapid disappearance of immediately preceding concepts, and hence difficulty in establishing connections between paragraphs, as in writing a review article. (9) Tendency to use long words. (This strikes me as a very suggestive reply.) (10) Any book in which the language is wanting in ease and simplicity, though its subject may be familiar or easily understood. In short, to use a common and vigorous phrase, the mind ceases to bite when it is fatigued.

"*Failure of energy.*—It requires no evidence to corroborate the well-known fact that energy fails as fatigue increases. New subjects are distasteful; teaching dullards becomes almost an impossibility. Sustained effort, vigorous inspection, quick decision—all are impossible.

"*Possibility of tests of incipient fatigue.*—The replies I have received do not contain any distinct proposition of tests of incipient mental fatigue, and I am myself far too ignorant of the practice of education to venture to formulate any. On the other hand, the replies are not deficient in indications of what such tests might be directed to ascertain. They are principally as follows:

"(1) The length of time during which neatness of execution can be sustained in performing a prolonged task. (2) Promptness and sureness of memory in simple things. (3) Common-sense arithmetical problems. (4) Reaction time. The measure of fatigue is inversely the measure of endurance, and this strikes me as being a faculty that well deserves investigation. Under the strain and exhausting calls of modern civilized life, the power of endurance is rising continually in importance. Men and women have nowadays to act rapidly and for many hours, and not only to act exceptionally well. It therefore seems very reasonable that teachers should direct their attention to some fair way of appraising the relative power of endurance among their pupils. It is of course incidentally discovered in the ordinary course of tuition, but one would like to see appropriate tests directly applied to determine it, and such as would show at any time, in a definite and unmistakable manner, whether the minds of pupils were fagged or not.

"*Breaking down.*—I now come to the evidence given in these replies respecting the frequency with which both pupils and teachers are found to break down. There is an intelligible and very transparent tendency in not a few of the respondents to say that such a thing as overwork is impossible in their respective schools. Some of them protest so much and so extravagantly as to raise not a little suspicion. There are even a few who say they have never heard of a case of breaking down.

"Taking all the replies together, I find that, out of my 116 correspondents, no less than 23 of them have at some period of their lives broken down, and that 21 of these have never wholly recovered the effects. There are 6 other cases of a less serious kind, some of them slight. In other words, 1 out of 5 teachers has, so far as the evidence before me goes, been severely stricken. As to the cases well known to my correspondents, there is a vagueness in some of the replies where the word 'several' and the like are used, to which I am quite unable to assign a numerical value, but 59 sad cases are specified in detail in answer to question 5: 'Have you known cases of more or less serious prostration from mental overwork, as distinguished from the effects of domestic or other anxiety? If so, give initials and dates and a very brief notice of the severity and duration of the illness.'

"In many other cases the writers express the difficulty they feel in distinguishing between worry and overwork. The latter is a consequence of the former, while the former often results from the gloom, anxiety, and sense of incapacity caused by the latter. It is a self-regenerating circle of evil.

"I draw two conclusions from the replies. The first is, that the reason why mental fatigue leaves effects that are so much more serious than those of bodily fatigue is largely owing to the cause just mentioned. When a man is fatigued in body he has very similar symptoms to many of those mentioned above, but there is a great after difference. As soon as the bodily exertion has closed for the day, the man lies down and his muscles have rest; but when the mentally fatigued man lies down, his enemy continues to harass him during his weary hours of sleeplessness. He can not quiet his thoughts, and he wastes himself in a futile way.

"The other conclusion is that cases of breakdown usually occur among those who work by themselves, and not among pupils whose teachers keep a reasonable oversight. Overzealous pupils are rare, as many of my correspondents insist. But the danger is not so much at school, when the hours of study and those of play and exercise are fixed, as it is at the age when young persons are qualifying themselves for the profession of a teacher, and who have also to support themselves, and perhaps to endure domestic trials at the same time. Dull persons protect their own health of brain by refusing to overwork. It is among those who are zealous and eager, who have high aims and ideas, who know themselves to be mentally gifted, and are too generous to think much of their own health that the most frequent victims of overwork are chiefly found."

The Pædagogium, an educational monthly of high reputation and great influence, published in Leipsic and edited by Dr. Friedr. Dittes, recently deceased, contained in the January number (1896) an article on "Mental overpressure in schools," which may be regarded as an authoritative expression from an educational standpoint. The article is here reproduced in English as a valuable addition to the discussion. The author is Dr. Alfred Spitzner, of Leipsic. He says:

"The question resolves itself into an inquiry into the causes of nervousness among children from overtaxation in school. In examining the following points, most important in my estimation, I beg leave to define my attitude from a pedagogical standpoint. We may ask, To what extent does the evil exist and in what direction is it to be looked for? These points are by no means so well defined as many people, the members of the medical profession in particular, incline to suppose. From the present understanding of the question the practical teacher has good cause to proceed in its examination with the greatest precaution. Let us consider the first point.

"(1) To what extent are schools responsible for the nervous conditions existing among the pupils of both sexes?

"Excepting a few cautious and conservative physicians, we find the medical profession generally convinced that nervousness, as a disease, is on an appalling increase even among children, and that this is chiefly due to their being overtaxed in elementary as well as secondary schools. 'The demands of city schools, particularly, are greatly endangering the health of the coming generation'—'Every third child attending a city school has, as a rule, poor blood'—'Thirty per cent of the school children of Europe suffer from nervous affections'—'Chorea, hysteria, and psychosis among children are consequences of school work.' Such and similar remarks are frequently heard; the foregoing are culled from resolutions passed by medical conventions.

"The educator who is conversant with the actual conditions of a child's life in primary, grammar, as well as high schools, must, in view of his own experience and psychological knowledge, earnestly protest against these statements of medical men which, in case they be retailed among the people, will result in a pernicious reaction against the cause of civilization, i. e., public education.

"The basis of this protest is the consideration that the statistical material upon which medical opinion is based can not be accepted as sufficiently demonstrative; all of it is collected from the statistics of the consultation rooms and private inquiry. As far as I know, there is no such thing as a comprehensive, officially organized investigation and compilation of facts referring to the existence and cause of nervousness among school children. In consequence, despite the careful investigations of Hertel and Key and several others on a smaller scale made in England and America, the categorical expressions of nerve specialists concerning dangers to the health of school children are by no means sufficiently well established to be generally accepted, or to lay the foundation for reformatory measures.

"The protest is furthermore based on the fact that often it is absolutely impossible for nerve specialists to determine with any degree of certainty whether in any one case of nervousness the school be responsible or not. Error is the more likely to prevail the more physicians accustom themselves to consider headache, a dull feeling in the head, palpitation of the heart, indigestion, anæmia, and the various injuries of children's intellectual powers simply symptoms of nervousness, overestimating them in their diagnoses, and the more they rely on their memory in retailing the statements of children and their parents. Mindful of the dignity of the school, the educator must demand of nerve specialists that they treat the question How and where does nervousness in school children originate? and not merely ask What percentage of school children have nervous affections? The attention and experience of the medical profession alone do not suffice for an exact and true ætiology of nervousness in children; they must be combined with psychologic-pedagogic observation and experience. Unfortunately this is almost entirely overlooked, to the detriment of the school. In consequence schools are held responsible for many evils originating elsewhere. When the new science of 'child study' has so far advanced that the experience of both the teacher and the physician finds adequate consideration, there will be milder judgment on the part of the physician in regard to how far the school is at fault.

"We must enter into detail on this point. To form a fixed opinion on the causes of the phenomena specified the teacher must, in the first place, point out the frequent existence of somatic defects which the child in question has either inherited or acquired from some general source altogether independent of school. And in the second place he must point out the fact that many forms of nervousness are chiefly caused by the evils of public life and of domestic relations, by which children are influenced.

"What I have said is nothing new. I only wish to emphasize that in explaining nervousness in children and its causes the facts referred to must be considered more in their real meaning and should be considered in the light of a teacher's experience.

"Professor Kollmann and others maintain that nervous diseases are hardly known in the lower social strata, but are caused by the increase of duties in the higher strata. Every elementary school teacher knows from personal experience that not a few children enter school physically weak and very nervous. In my class of 24 boys between 12 and 13 years of age only 10 are physically strong; 14 are feeble, infirm, and ailing. One boy is epileptic; 2 are afflicted with St. Vitus's dance; 1 has serious heart trouble; 5 suffer from disturbed or weak power of sensation; 4 from diseased or weak vegetative functions; 1 boy has a stiff leg; 8 are indisputably nervous. Surely neither the school nor myself would be held responsible for such distressing cases. The epileptic is the son of an innkeeper and spends much of his time in the barroom. One of the boys afflicted with St. Vitus's dance is the son of a builder, and being much in company with his father's workman became a whisky drinker early in life. Most of the others with nervous affections have passed through severe contagious diseases. In forming a true judgment of diseases among school children the fact that many children are not in good health when entering school should not be underrated.

"Educators must lay special stress upon the fact that in many instances the nervousness found among children is to be charged to the families from which they come. 'Overpressure' is a very convenient term for the use of parents and superiors of children to cover the evils chargeable to their account. Teachers must therefore, as far as is within their power, expose the falsity of such excuses and give vent to their feeling of regret that many physicians countenance this action on the part of the parents by disparaging schools above all other things in their medical advice. It is a teacher's common experience, before and after summer vacation, to receive petitions addressed, in pursuance of medical advice, to school authorities stating that this or that child of (wealthy) parents needs an earlier or more extended trip in the country for the sake of rest from mental application. I am far from wishing to deprive children of this rest. I maintain, however, that unless there has been a serious illness the need for rest in such cases is commonly attributed to school. Now, do physicians in charge know these children well? Do they know exactly what work is required of them in school and how much they are able to do? Generally not. The teachers of these often pitiable creatures can point to other causes than overtaxation in school. They know the imperfections, perversions, inconsistencies, and senseless principles of home training and the sad consequences of excessive severity and overexcitement through ambition that torment children in many families. Teachers learn to know the sad state of children in homes where a fondness for pleasure and distractions is prematurely cultivated, the time for recreation is shortened by useless music lessons and coaching, and where imaginative reading and immoderate athletic exercises or pleasures (children's dancing parties, cycling, foot and base ball) are indulged in.

"The consequences of nervousness upon such evil conditions are easily observed and proven. Physicians should rouse the consciences of parents before blaming the schools. Family physicians influence to a certain extent the first education of children, and can therefore in a measure see to it that a want of judgment, energy, and sense of duty in parents do not, in children of three or four years of age, engender intellectual faults which afterwards, in consequence of increased duties of school life, develop into intellectual anomalies or disorders of the psychic activities. Observations of the intellectual development of infants, such as we owe to Kussmaul, Preyer, Strümpell, Vierordt, and Wundt, prove the great importance of early education of children.

"According to pedagogical experience the children of plain people—the middle strata of society—are the healthiest. In Leipsic, for instance, as I may believe from private inquiry, complaints about sickly and incapable children are not so frequent in burgher schools as in the higher, the pupils of which belong to more pretentious families. Although it must not be forgotten that the most capable boys in these schools usually leave from the fifth grade (eighth school year) to enter a high school, for which reason the percentage of less gifted and physically incompetent pupils increases considerably in the higher classes, the complaints mentioned are not justly to be explained by this fact alone, nor by the mental overpressure of these children.

"Furthermore, even if many of the children of poor parents suffer from nervous affections, no physician can lay the blame on the schools as the first cause, when experience points directly to bad food, cramped, badly constructed and located dwellings, and unhealthy sleeping apartments. Moreover, with these children the strain of outside work plays an important part. Thus I learned from two pale, jaded-looking girls in one of my former classes, that they had to sew regularly until 12 o'clock at night, and during the busy season till 4 in the morning. In districts where the custom of house industry prevails—that is, where, instead of factories and large workshops, industrial production takes place in the family dwellings—such facts exist in distressingly large numbers. Such evils offer a much broader field of action to physicians who are humanely interested in the public health than the sins of the schoolroom. But then, the school is so much nearer at hand and so much more convenient for attack, to be sure.

"In examining the causes of nervousness in children the observations and experiences of teachers lead to exonerating the schools, and plainly show the harmful influence of prevalent customs. Especially is this applicable to hygiene in secondary schools. These students are in the age which an observant physician has called the storm and stress period. He who penetrates into the secrets of our city youth can not possibly be surprised at the increasing physical and mental derangement of the children of certain social strata. With them overexertion in school can hardly be taken into account, as such young men usually avoid every higher intellectual effort.

"From the little that has been said it follows, that if psychologic-pedagogic experiences are properly applied for the purpose of a true analysis of the material derived from examinations of children the percentage of illness for which the school is held responsible will sensibly decrease. Most of the fault-finding of the medical profession will share the same fate, i. e., it will be discredited. Take, for instance, the opinion of Dr. Hasse, which for some years was current throughout Germany, that the overtaxation of school children lays the foundation for later psychic derangements; in other words, that schools increase the number of the insane; reports of all insane asylums under the jurisdiction of the Prussian Government state, upon inquiry of the minister of education, that the views of Dr. Hasse can not be substantiated. The cases in which mental derangement can be properly attributed to mental overpressure in school are very rare.

"Psychologic pedagogy has reason enough to regret that the medical profession is so ready to attribute the responsibility of nervousness, especially in its origin, to the schools. Such an opinion can and must never become general, and should always be expressed with the greatest reserve. The term "overtaxation" has already become an excuse among children, a convenient apology for unscrupulous parents who often have no conception of what overtaxation of the brain and nervousness are, and a weapon in the hands of the enemies of schools by means of which they shield their secret intentions. It is a most significant fact that this term, supported by medical authority, acquires an unconditional popular value. Pedagogy must point out the danger lying in the indiscriminate use of the term, for it is a danger that threatens all educational progress, clouds the educational wants of the present and coming generations, and checks the promotion of science, art, industry, and trade. If any governments are occupied with the practical consequences of this question, the argument should be emphasized that the strict and earnest fulfillment of duty and intellectual work such as the school requires, both in ethical and scientific regard, is just what is needed to counteract the stimuli of irrational home and exciting public life; it is of too great a value for the hygiene of the mind to be suppressed by obscure and unfounded opinions of some physicians.

"In contradistinction to what has been said, it is now asserted that schools are partially responsible for nervousness among children, because they are favorable to its development.

"This is true in certain cases. In the first place some children of inadequate talent can do justice to their work in school only by excessive diligence; and in the second place, many children are so hindered in their studies by pronounced physical derangements, such as epilepsy, heart trouble, neuralgia, etc., or even by mere inclination thereto, that they are daily exposed to the danger of overworking themselves. In both cases nervous diseases may be caused or developed. Such conditions, deplorable as they are, can no more be ascribed to schools than the overtaxation of a child which, from a want of the sense of duty and respect for school, and a desire for play, etc., idles away or poorly distributes its time, allows work to accumulate, and then, at night, with a hot head and cold hands endeavors to perform its school lessons when it should be in bed.

"The consideration of public schools for the physical constitution of pupils has its limits; first, on account of the objective educational end which school, conformably to its character, must keep in view; and secondly, because pupils whose physical and mental constitution is normal can not be neglected and wronged for the sake of the weak and infirm. It is impossible for school to consult every psychical peculiarity in children and to prevent discipline, increasing tasks, and higher duties from doing harm to those of inadequate ability, energy, and endurance. School can not neglect the general good for the welfare of a few individuals. This is particularly true of secondary schools, but can also, within certain limits, be said of common schools.

"Now, if schools can not depart from their true and normal course, and in consequence employ harmful severity where certain ineffaceable differences of mental endowment or physical capacity exist in the pupils, it follows that the responsibility rests wholly with those parents who exact a higher education for their children than their talents warrant. Neither are the principles of the lower schools affected by the facts in question. It is to be hoped that a medico-pedagogical examination will give increased attention to pathological conditions of children, prevalent to a greater extent in elementary than in secondary institutions; views of great value for methods of teaching and training would in consequence develop, and their consideration lead to the gradual suppression of many an evil now existing in our common school system.

"The first necessity will be to give more scrupulous attention to weak and sickly children on their admission into school. Greater efforts must be made for the founding of schools for the feeble minded or mentally deficient, though what has been done in this direction in some cities deserves praise. With the best arrangements possible for weak and intellectually dull children, the most depends upon the judgment, tact, and personal responsibility of the individual teacher. If he commit an injustice against such children it is his personal fault, and the school must not be blamed. I know of no school law, regulation, or pedagogical precept which, instead of awakening strength of character and a sense of duty, causes children to be overburdened with home tasks, exacts more from them than they can do, arouses fear and morbid ambition, or spurs weak children on by questionable or degrading punishments and methods of training. On the other hand we must be careful in judging the individual teacher rashly. For it is a most difficult task to recognize opportunely and prevent skillfully those mental states in deficient and less-talented children which react harmfully on the nervous system. It must not be forgotten that anxiety; bursts of anger against himself, companions, or even the teacher; envy of more gifted comrades amounting to hatred; in short, that many exciting states of mind affecting the nervous system of a child of unsound mind (taking this term in the pedagogical sense) can be observed during school sessions, and must be rightly judged by the teacher if he wishes to avoid injurious rigor in his treatment of these children. From a hygienic standpoint, therefore, the greatest possible psychological training is as much to be desired for teachers as the thorough anatomic-physiological education which physicians of the present day advocate so energetically.

"From what has been said, it follows that pedagogy disproves the medical opinion that nervousness of school children is oftenest caused by mental overtaxation. On the other hand, it is impelled to demand that the medical profession give more attention to the observations and experiences of psychologic pedagogy in regard to the origin of nervousness in children. It it not necessary at this point to consider a preexisting physically unsound constitution. But it is by no means understood that the modern school need not improve its methods respecting the existence and increase of nervous diseases. Pedagogy, together with medicine, from causes stated and others to be mentioned, recognizes the pressing necessity for the educational practice to take into consideration the actual conditions and relations among school children in regard to their physical and mental normality and capacity for education within the prescribed limits. The pedagogical opinion is that these relations and conditions should above all things else be made the immediate and chief subject of exact medico pedagogical examination, investigation, and statistics, so that a progressive school hygiene may have the benefit of fixed views and established facts, which thus acquired will be possessed of that intrinsic truth from which deviate the general and ever-spreading wild assertions and unfounded accusations of physicians in disparagement of schools.

"We must now examine the second point.

"(2) In what direction does the evil of mental overtaxation, to the extent of causing nervousness in children, exist in the school practice in vogue founded on the principles of pedagogy and considered normal and correct?

"The proposition generally advanced, that present methods of public education imperil the health of children, is not only applied to certain evils for which individual teachers or schools are called to account, but directly attacks the normal foundations of school. The censure of physicians does not refer to the harming of already sick or nervously inclined pupils, but to injury done to mentally and physically normal children by methods and practices considered normal. Dr. Pellmann thus tersely expresses himself: 'Children work too soon, too much, and badly; that is to say, under unfavorable hygienic conditions.' In interpreting his meaning we are reminded of the long list of studies, the rushing through of courses, the long duration of hourly, daily, and weekly lessons of useless studies, the method of teaching, unscientific in its disregard of the laws of physiology and purely in favor of psychology, the evil of home tasks which rob children of their short periods of recreation, etc. We receive also the practical suggestions of omitting home lessons, instructing by means of observation lessons, instituting a beneficial interchange of physical and mental occupation, etc.

"It may be truthfully said the judgment of the medical profession on these matters is not based on an actual, exact, and technical examination of the methods employed—a procedure hardly practical—but on inference from facts connected with nervous diseases of children which from a medical standpoint are not to be explained by any other cause than mental overtaxation.

"Psychological pedagogy must protest against such arguments. The following important points may be touched upon:

"First of all, pedagogy must maintain that the members of the medical profession are to a certain degree uncertain in the definition and diagnosis of the term 'nervousness' as regards its psychological meaning. The reason of this is, that in consequence of neglecting nonmaterialistic psychology, we are still in the dark concerning the establishment of the complex of psychical symptoms of presupposed nervous states and their diagnoses. This want is explained by the materialistic tendency of psychiatry in advancing the proposition: Mental defects and diseases are defects and diseases of the brain. Pedagogy can never consent to this proposition from the standpoint of that psychology which is based upon the acceptation of an immaterial, indivisible soul which is in sympathetic contact and reciprocal action with the brain, and as the support of the whole spiritual life capable of development. Mental diseases and defects are not diseases and defects of the brain considered as an organ, no more than mental soundness is identical with the health of the organ, the brain. We can only say that mental defects may arise from a conjoined influence of somatic disturbances and diseases upon the psychic occurrences in the soul; as vice versa a disease of the brain and nerves may originate in a psychic process. Therefore, we must demand a more exact proof of the connection between psychic and somatic irregularities and injuries than psychiatry at present adduces. We must maintain that the materialistic proposition referred to in case of its application to the intellectual life of the child, so far as it is influenced by teaching and training, will, unless it be used in connection with other and better thoughts, lead to nothing more than a surfeiting of pedagogy with ideas altogether too vague and obscure.

"From this conception there primarily results a physiology which in the understanding and explanation of certain processes, disturbances and unsoundness in the physical organism, fails to consider the cooperating psychic factors which are at times the true cause. This gives rise occasionally to opinions on the connection between psychic defects and physical conditions in children and their causes, which are not merely questionable from a medical standpoint, but prove to be actually false. Such opinions can create, and to my certain knowledge have occasioned serious embarrassment in educational practice. To propose a fitting example, I take the liberty of expressing the opinion that physicians have never with any degree of certainty defined the difference between actual organic disease and hysteria. I know cases in which psychically controlled (hysterical) diseased conditions of individual pupils have been charged to the account of schools as severe physical injuries. In one case where the laming of a boy's legs and paralysis of the organs of deglutation was attributed to the influence of school, a judicial error was imminent if at the last moment the evidence of a prominent physician had not saved the court from committing the mistake.

"There are certainly the most cogent reasons for treating the question in hand fairly and conscientiously. 'No comprehension of the changes to which the condition of our bodies is subject,' writes a medical authority, Prof. Adolph Strümpell, in Erlangen, 'can be more partial and incorrect than that which attributes every change to an external material cause. The simplest self-observation must acquaint us with the great influence of consciousness over our physical nature. We can turn aside from the question of the kind and nature of these states of consciousness, for we really know nothing of them. However, so much is evident from superficial reflection that in this case qualities are exposed to the view which we find nowhere else in the realm of the inorganic world; and laws are in force whose deduction from the laws of mechanical processes has so far appeared impossible. The facts of consciousness, however, are clearly open to observation; they are the surest, in reality the only certain knowledge we have on which every conception of the nature of things must be based. Even a cursory observation of the states of consciousness shows us how the change of conditions in consciousness endlessly reverberate in our physical nature. Psychology and philosophy, studies which were formerly taken for granted in the preparation for every scientific profession, are now omitted from the curriculum of medical colleges. It is no wonder then that even excellent physicians are deplorably ignorant of psychological questions and slow in comprehending psychological thought.'

"If, in view of what has been said, the doctrinary foundation upon which the medical profession bases its opinion of psychic and in part physiological conditions and processes, can not be accepted by teachers who must protect their profession against medicine and its encroachments; that is to say, must place psychologic pathology and pedagogical hygiene and therapeutics in so clear a light, that the facts connected with the intellect and development of children be studied in a manner consistent with their real meaning and pedagogical observation. This is especially necessary, because many psychic peculiarities which, under actual conditions and circumstances during childhood, are seemingly natural, but are in reality faults from an educational standpoint and hence to be treated pedagogically, are falsely defined by the medical profession, prejudiced by physiological or materialistic views, as diseased conditions, either caused by existing educational methods, or requiring special institutions conducted by medical men. If, as Pellmann, Friedmann, and especially Koch maintain, psychic irregularities influencing the personality of man, instability and weakness of character and impaired psychic action are to be understood as symptoms of existing brain and nervous diseases, even though (as Koch specifically states) we can not prove presumed illness either anatomically or chemically, the dissemination of such views owing to the frequent errors of medicine regarding psychic facts, threatens education with the immediate danger of an unqualified and paramount influence of psychiatry. This is the more to be feared the more the medical profession overlooks the essential differences between the faults of adults and those of persons physically and intellectually immature.

"Before a physician refers weakness and instability of character in an adult to diseased nerves, he must first examine whether the patient ever has possessed stability and firmness of character; consequently whether these qualities are the result of a decline of psychic action. We very often seem to forget that what has no existence can not be destroyed. The educator must therefore defend his empiric knowledge of psychic peculiarities in the nature and development of children against the alleged doctrines of psychiatry. There exists a radical ineffaceable difference between medico-pathological and pedagogic-pathological processes, conditions, and events in a child's life. It can not be denied that psychic and partly physiological faults and irregularities may, in certain cases, be indications of diseased nerves requiring medical treatment; but in most instances the specified states are perfectly normal phases of a child's development, and require the attention of the teacher who can correct the faults and elevate and perfect the physical and intellectual abilities of the child by educational means. We must insist, however, that pedagogy alone has the right to establish and judge the facts relevant to the peculiarities in the nature and development of children. These facts are the foundation given by experience in the scientific and practical development of pedagogy. Pedagogy needs neither a medical nor any other guardianship.

"In view of the foregoing remarks, pedagogy can and must refute the reproach, expressed by the medical profession, that schools in their normal and strictly pedagogical methods are the cause of nervousness in physically and intellectually normal children. Pedagogy must also demand a salutary school hygiene different from that defined by physicians, who are biased in favor of materialistic views. A few remarks on this point may be desirable.

"Notwithstanding that in poor and ill-regulated communities the health of children has been imperiled by inadequate school buildings, uneducated and careless authorities, all kinds of impediments in the way of healthy progress, an insufficient force of teachers, and crude and faulty methods of teaching and discipline—evils against which the teaching profession has for a long time been exerting its influence and energy—it must be admitted that during this century the development of the practice of teaching has gradually led toward exacting lighter, instead of increased, intellectual work. No profession with the public good at heart receives, especially from persons of influence and authority, so few advances, so little actual acknowledgment and support as that of teachers. The teacher, as a rule, is zealous for the welfare of children and the people. Since the epoch, inaugurated by the works of Rousseau and Pestalozzi, teachers and especially those of the German people's schools, have been unremitting in their efforts to instigate or carry out beneficial reforms and improvements as required by modern pedagogy. A selection and arrangement of subjects and studies in the natural order, in contradistinction to the redundancy modern civilization demands; the establishment of a natural order for the ends to be obtained, in contradistinction to the intensity of power conditioned by progress in all departments of human exertion; psychologically and physiologically founded improvements in methods and means of instruction, in place of antiquated contrivances; proportionate occupation for the prevention of overloading with tasks and duties; the perfection of school as an educational institution, in contradistinction to the school of learning—these are the objects in view to which teachers are devoting all their energies.

"Efforts are made to bring about a beneficial alternation of occupation in school work. The teacher versed in pedagogy conscientiously tries to bring sense-perception, and reasoning, desk work, singing, and gymnastics, rest and exercise, work and recreation into proper relationship. Intellectual ability, exercise of the organs of sense and the action of the whole body are taken into consideration. What physician, who feels called upon to serve the cause of education, is thoroughly acquainted with the inner work of the modern school. The conscience of a well-trained teacher needs no stirring up by the medical profession; and what is more, in the field of school hygiene he stands side by side with the physician as his equal. The greatest benefit that medicine can confer on the schools is to put pedagogy in the way of controlling the whole State school system, primary as well as secondary; for the latter is ill-arranged, viewed from a pedagogical standpoint.

"For a full appreciation of pedagogical progress it is likewise necessary to form an opinion based on experience and scientific facts on the question "In what direction is the practice of teaching to be developed and improved from a hygienic point of view?"

"The investigations in the department of experimental school hygiene of recent date are deserving of mention. Whether, as Burgerstein observes, in their first beginning they promise so much that we may expect important results in the future, is a point that may be set aside for the present. Let us confine ourselves to facts. Up to the present these investigations deal almost exclusively with the recurrent expression of a phenomenon known to every teacher: Intense application to mental labor, after a certain time, fatigues the pupil's mind.

"The provocation to experimental investigation of mental fatigue in school children is due to Sikorsky and Burgerstein, especially the latter. Since then articles and volumes on the subject have been published by Kraepelin, Laser, Hœpfner, and Zimmermann. Sikorsky bases his conclusions on 1,500 dictation tests. Burgerstein occupied four classes of children, 11 and 12 years old, each ten minutes, with the solution of a large number of simple examples in addition and multiplication. After a pause of five minutes a new set of examples was begun. The hour was thus divided into four periods, in order to study the signs of fatigue as a function of the working time. Kraepelin examined the increase and decrease of mental energy, and paid especial attention to the factor 'practice,' and skill gained by repetition, which Burgerstein neglected to consider. Laser did not follow the example of Burgerstein in testing the fatigue at the close of an hour, but investigated whether children flagged during five hours of a forenoon session. He tried classes of boys and girls of the fourth and fifth school year, at the beginning of each of the five hours, with arithmetical tasks similar to those given by Burgerstein, and to which he likewise devoted only ten minutes each time. Hoepfner assigned a two hours' dictation to 46 9-year old boys, and then studied the 'fault line.' For two years Zimmermann has instructed his pupils of the third school year in half-hour lessons, or even shorter periods, so that he easily gives five or six different lessons in three forenoon hours. He has made the noteworthy observation that more is gained by six half-hour lessons in arithmetic than in four whole-hour lessons per week; that pupils advance farther in six half-hour than in four whole-hour periods in reading, and that six half-hour lessons correspond exactly to four whole-hour lessons in religion.

"The other deductions from examinations are as follows:

"Sikorsky finds 'the essential difference between morning work and that performed after four or five hours' instruction to average exactly 33⅓ per cent.'

"Burgerstein affirms that children make the most mistakes and work out the smallest number of examples during the third period, or third quarter of an hour. In the fourth quarter of the hour the enervation preceding is followed by a revival of energy. This energy, however, does not come up to that displayed at the beginning of the hour.

"Kraepelin draws the conclusion from his investigations 'that, according to all examinations and tests so far made, the fact is undeniable that schools exact more from pupils than their intellectual ability admits.'

"Laser deduces the following: (1) Mental vigor is lowest during the first hour. (2) It increases during the second and third hours, and declines after that. (3) Errors increase in number until the fourth hour and decrease in the fifth. (4) The number of corrections made by the pupil increases until the fifth hour. (5) The boys counted fewer figures than the girls. (6) The boys made more corrections than the girls. (7) The number of errors is about the same with boys and girls. (8) The number of those who made no mistakes in calculating decreases from the first to the fifth hour.

"Hoepfner learned that errors averaged 2.7 to every 100 letters. 'In the first five sentences, namely, in the work done within the first half hour, the percentage, averaging on the whole less than 1, showed a tendency to decline; in the sixth sentence it jumped to over 2, and continued to rise with few vacillations.'

"Only Burgerstein, Kraepelin, and Zimmermann, draw practical conclusions from their observations. Burgerstein advocates periods not longer than three-quarters of an hour. Kraepelin opposes all the claims of school in toto. Zimmermann advances the proposition of giving half-hour lessons only, and says: 'If we arrange to give in ten morning hours (or two per day) thirty to thirty-two brief lessons, the afternoons will be free for gymnastics, singing, recreation, nature lessons out of doors, female handiwork, and boys' manual training.' Zimmermann published 'A reformed course of study for pupils of the third school year,' which found the approval of Professor Preyer. Preyer advocates that, from the beginning of the school course to its end, children should never be held down to continued mental effort for longer than ten, fifteen, twenty, or at the highest, twenty-five minutes.

"Observations and investigations of the psychic action and ability of exercise in children, the effect of habit and practice, conditions, duration and return of fatigue, and the alternation of exercise and relaxation, etc., are certainly of great hygienic importance. The question of 'how long a healthy brain of a child can hold out,' is worth investigating. It only remains to be seen whether the experiments and experiences made are adapted or sufficient to set criteria for educational methods. I do not incline to concede the significance generally attributed to the experiments of Burgerstein, and those similar to his. In the first place, it is self-evident that uniform, uninteresting, mechanical, and lengthy work tires children; and in the second place, no normal lesson presents such conditions. The conclusion on the present mode of teaching is therefore altogether wrong. The only deduction to be made is that continuous and monotonous tasks, such as Burgerstein's methods in arithmetic and Hoepfner's two hours' dictation, are to be avoided. The facts so far observed do not permit a conclusive opinion on the length of period or the daily and weekly school or study hours of children. In my estimation, the chief value of these experiments, and what should be the chief end in view, is the possibility of determining, observing, and judging actual appearances of fatigue.

"A thorough knowledge of the physiological and psychological conditions and processes in their effects and first appearances, on which the phenomena of fatigue are founded, is of great importance for school, so far as it may influence the management, occupation, and treatment of the individual child. This individual momentum, so to speak, is much more important than the conclusions on general school management and methods. Burgerstein keeps this almost wholly in the background. Kraepelin, Laser, and, especially, Hoepfner do more in this direction. The observations of Hoepfner are of greater importance for the psychology of teaching than for the question regarding the length of periods. As a matter of course, it is to be understood that much must be allowed for what is not fatigue; for instance, effects of inattention, carelessness, over-zealousness, all kinds of psychic and physiologic accidents, etc.

"Independent of the desirable general observation and investigation of phenomena, it is necessary to examine the course and differences of mental ability in children individually and generally. To this end more extensive examinations should be made of the experiments started by Burgerstein. According to my experience the results obtained have no general significance.

"In my class of 24 pupils, averaging 12½ years of age, I have made three kinds of experiments for testing the given conclusions: (1) Those of Burgerstein; (2) those of Laser with the difference of giving the ten-minute examination at the close of each lesson, and (3) an experiment with whole and half hour uniform instruction. The tasks given out were those of Burgerstein. More repetitions (eight in number) were undertaken in order to make allowance for the 'factor of practice.' I made the following observations:

"(1) Four repetitions of the experiment allowing for the 'factor of practice' did not prove that the 'line of vigor' drops in the third quarter of the hour; this was true in only one individual. In the other cases, energy declined in the second quarter of the hour, rose again in the third, and remained almost stationary in the fourth.

"(2) Ability, or skill in performing, attained its highest point in the third and fifth hour after the first twenty, and sometimes after the first ten, minutes.

"(3) Whole hour lessons had better results than two half hours.

"More important for school hygiene than the experiments concerning overtaxation or overpressure are the recent, more clearly defined efforts at obtaining a standard for the selection, regulation, and thorough treatment of the branches of study by means of observations which refer to the manner of development of perception and interest, as well as thought and speech of children. Such efforts require the greatest precaution and circumspection, but are likely to lead to better results. The study of the normal child is likely to be more successful than that of the abnormal, there being much more material at hand to judge from.

"Lastly, the comprehensive development of pedagogical pathology belongs to the purely educational measures under discussion in the field of hygiene. In this case repeated exact observations and investigations of the intellectual growth of children in view of existing faults give us an insight into the world of the coming generation; in pursuance of the science of pathology, the thoughtful teacher investigates the conditions under which he can best serve his pupils with reference to their mental and physical health, and in doing so benefits his country. The problems that present themselves in this direction, namely, to determine mental faults in children and classify them according to their psychologic meaning, to trace their causes, to define the healthy juvenile mind, and to care for children by correcting and preventing their faults such problems invite the most zealous educational labor. Their solution aims at the foundation of salutary pedagogical school hygiene, supported by thorough empiric, psychologic, and physiologic knowledge.

"The medical science is hindered in all these directions from exerting any noticeable influence on education or on the control of educational methods. It is called upon only to cooperate in cases of such physical and mental phenomena in children as are beyond the teacher's professional experience and opinion. Even then medicine can not act independently, for the sciences of anatomy, physiology, pathology, therapeutics, and dietetics for children can not aid the teacher in their purely medical character, as has in some instances been claimed; such knowledge must be turned to account specifically from pedagogical points of view, which means, in a manner conformable to the peculiar psychic development of children."

As the writers quoted in the foregoing pages indicate, the question of mental fatigue is closely allied with the movement in favor of child study. Indeed, it may be asserted that the investigations into the manifestations of fatigue have led some physiologists and psychologists to a more comprehensive study of children. It is therefore not astonishing to notice that medical men begin to bestow attention on the new movement of child study, as will be seen from the following extract from an article in the Journal of the American Medical Association, which says editorially in its number of February 22, 1896:

"While the leading idea of such study is undoubtedly psychologic, the subject is suggestive in a medical point of view, and may well be worth an editorial comment in a journal that only deals with psychologic questions in their specially medical aspects and bearings.

"There is no period of life when mental and physical development is as rapid as in childhood, and therefore there is none more interesting in a physiologic as well as in a psychologic point of view. Physicians have studied children in their pathologic peculiarities; pediatrics is a recognized medical specialty, but it is a reasonable question whether it might not be as well to widen its scope and take into it some attention to the unfolding of the intellectual life in its beginnings. The skilled medical practitioner can better than anyone else first take note of and point out the way of correcting the morbid traits and tendencies that lead to physical and mental degeneracy; he can study and estimate the hereditary influences and advise how they are to be met, and can instruct the mother in what should be the most fascinating pursuit of her life—the proper method of studying the development of her offspring. These are the possibilities of the profession; we do not say they are generally or even often realized.

"Considering, however, only the physical side of the question of child study, it is not a credit to our profession that while the studies of the growth and the physical data of childhood are being taken up by laymen and educators, it should be in any degree behind them in the same line of investigation. While physiologists were ahead of psychologists in recognizing the value of knowledge of the earliest developmental processes and conditions in the study of functions, it seems now that the newer school of psychologists, enlightened by the data of physiology, may in their turn put practical medicine under obligations for important facts and deductions. Sometimes they may be on the wrong track, or on one that is uncertain, but they are always suggestive and instructive in their modern methods.

"The practical value of child study should be evident to anyone. The old saying that 'as the twig is bent the tree is inclined,' so often quoted with a moral application, has a physical and intellectual appropriateness as well. Hence every real acquisition of fact or legitimate theory in regard to the bodily or mental development of children has its value, and there is an ample store of such facts yet to be acquired. At the present time we may take, for example, the theories of mental and bodily degeneracy that are just now so much to the fore, and it is easy to see that they can only be proven or disproven by taking into consideration the earlier conditions of the individual and the influences that affected his development. The question as to the existence of such a type as the 'born criminal' is, as might be inferred from the term itself, one that can only be settled by the study of the development and beginnings as well as the finished type; in short, by a study of the morbid tendencies and moral development of the child.

"As an almost purely medical line of investigation, and not the least important, may be mentioned that of heredity in children, which can hardly be studied by anyone so well as by the general practitioner—the family physician. Galton has laid down a plan for this line of research in his 'Natural Inheritance' that is at least worthy of some consideration. The amount of valuable facts and statistics that could be obtained from a general interest in this study in the medical profession can hardly be overestimated. Other interesting questions are some of those of the origin of insanity, especially those forms that seem to be more or less dependent upon errors of education and training and management of developmental periods, and here the well-directed attention to the facts of early life will be found to be productive of valuable results. It is not meant to be understood that these questions are neglected by physicians, but more systematic study of all the stages of early human development is needed to fully elucidate them."

CHAPTER XXIV.

HOW AGRICULTURE IS TAUGHT IN PRUSSIA AND FRANCE.

CONTENTS.—*Introduction; Course of study for agricultural schools in Prussia; Official course of study in agriculture in elementary schools in France; Comments and pedagogical considerations; Elementary, intermediate, and superior courses.*

ELEMENTARY INSTRUCTION IN AGRICULTURE IN RURAL SCHOOLS IN PRUSSIA.

It is essential to point out a particular difference between the schools of monarchical Germany and republican France. New ideas, new needs, new currents of thought or action appeal in France, as well as in America, directly to the common schools, while in Germany the minister of education holds his protecting hand over these schools, and points out to the reformers that new things and new methods may first prove their power to live by being applied in private, continuation and supplementary, technical, professional, industrial, and agricultural schools. These are all schools which take the pupils after they have gone through the elementary schools, i. e., after the fourteenth year of age. Hence we find no specific agricultural instruction in elementary schools in Germany, though we find physics, natural history, and not infrequently gardening taught in the upper grades of the elementary or people's school. It is of more than passing interest to compare the subjoined courses of study for lessons in agriculture in German and French rural schools.

A memorial presented to the Prussian Diet by the royal department of agriculture, in January, 1897, shows that for rural districts in Prussia not much is done in preparing the rural population for their vocation, certainly not as much as is done in preparing artisans in cities. The industrial schools far outnumber the agricultural schools. The authors of the memorial say that the number of boys from 14 to 18 years of age in rural districts of the Kingdom is 828,000, but the number of students in agricultural continuation or supplementary schools is only 13,317, while that of industrial and technical and trade schools is over 200,000. The department asks for more liberal appropriations for agricultural schools, and submits a course of study for such schools of an elementary grade, which course has been in successful operation in the school at Rybnik. It contains only the technical studies, besides which the ordinary common-school branches are taught with application to the conditions of rural life.

COURSE OF STUDY FOR AGRICULTURAL EVENING SCHOOLS.

NATURAL SCIENCE AND AGRICULTURE—FIRST WINTER.

I. Physics.—General properties of matter. Attraction, gravitation. Sources of heat and its carriers. Thermometer. Processes of water: Melting, steaming, boiling, fog, dew, rain, ice. Circulation of water. Phenomena of heat in the atmosphere.

II. Chemistry.—The most important inorganic compounds. (1) Oxygen and some of its simple compounds, carbonic, sulphuric, phosphoric, silicic acids; (2) nitrogen and atmosphere, ammonia and nitric acid; (3) hydrogen, the water; (4) kalium, natrium, magnesium, calcium, aluminium, iron, and important compounds. In close connection with the foregoing:

III. Mineralogy and knowledge of soils.

IV. Knowledge of fertilizing.

V. Agricultural botany.—Useful and injurious plants; plants for cultivation; meadow plants; how to treat the meadow. Weeds and their destruction. Importance of forests. External and internal form of plant parts; propagation by means of buds or seed; conditions of germination and growth. Nutrition of plants.

VI. Drainage.—Rational treatment of the soil. Sowing, tending, and harvesting of crops of importance, including products of the truck farm.

NATURAL SCIENCE AND AGRICULTURE—SECOND WINTER.

I. Chemistry.—(1) The most important organic compounds: Starch, sugar, fat, albuminous matter; (2) in close connection with this their relations to the dairy; (3) nutrition, circulation of the blood, respiration.

II. Physics.—(1) Levers, inclined plane, pulleys, specific weight, atmospheric pressure, barometer, pumps, syringe, fire engine, siphon. In close connection with the foregoing, (2) all the tools and machines used on a small farm. A little of their development and improvement.

III. Zoology and cattle raising.—(1) Useful and injurious animals, birds, and insects. Skeletons and other anatomical details. (2) Most important breeds of domestic animals; their teeth. (3) Cattle raising. How to keep and nurse them. (4) Feeding domestic animals, especially the young.

IV. Economy.—How soil, capital, and labor work together. Relation of grain and fodder raising. Proper rotation of crops. Cooperative and insurance associations.

The work outlined in this sketch is done either by traveling teachers engaged for the purpose or by the local teachers who have received the proper training in the normal schools.

ELEMENTARY INSTRUCTION IN AGRICULTURE IN RURAL SCHOOLS IN FRANCE.

CONTENTS.—*Plan of study; Pedagogical directions; Distribution of time; Comment on the official programme; Elementary course; Intermediate course; First year of the intermediate course; First ideas of agriculture; Second year of the intermediate course; Ideas of agriculture; Advanced course; First semester, agriculture and horticulture; Second semester, growth, observations, fertilizing power of liquid or gaseous products; Power of absorption; Field of demonstration; Out-of-door lessons in agriculture; Plowing, harrowing, and rolling; Distribution of crops and other minutiæ.*

The French minister of public instruction and fine arts published in the Bulletin Administratif, January 2, 1897, the following guide for the instruction in agriculture in rural schools. It is very desirable to know just what is taught in such schools, hence a careful translation and a reproduction of the illustrations are here offered, as evidences of the consistent efforts of the European Governments in behalf of young people to furnish not only a general education, but also a preparation for practical pursuits.

PLAN OF STUDY.

The official circulars of October 24 and November 30, 1895, briefly outline a plan of study in the form of a practical guide, designed for the help of teachers in the elementary instruction of agriculture, which subject is now compulsory (by the laws of June 16, 1879, article 10, and March 28, 1882, article 1). This plan, explained further on, is no more than a general sketch; nevertheless, teachers will find in it important directions, which should be followed by adapting the suggestions to their pupils and applying them to the local conditions of the district in which their school is situated.

PEDAGOGICAL DIRECTIONS.

Elementary instruction in agriculture should be addressed less to the memory than to the intelligence of the children; it should be based on the observation of daily facts in country life and on simple experiments, applying material resources at hand, and designed to prove the scientific fundamental ideas of the most important agricultural operations. Children in rural schools should learn, above all things else, the reason of these operations, with an explanation of the accompanying phenomena, and not the details of the method of effects; still less, a list of precepts, definitions, or agricultural recipes. The first things for every agriculturalist to learn, things that must be learned by the experimental method, are the conditions essential for the growth of garden vegetables, the reasons for habitual work in common farming, and the rules of hygiene governing man and domestic animals.

No matter how well arranged a manual may be, a teacher would pursue a wrong course in the instruction of agriculture if he were to require his pupils to study and recite from the text-book. It is positively necessary to instruct by simple experiments, and above all, by observation. It is only by placing phenomena directly before them for observation that children can be taught to observe and fix in their minds the fundamental ideas on which modern agricultural science rests; children in the country are dependent upon schools for these ideas. It is useless to teach pupils what their fathers know better than the teacher and what they are sure to learn by their own practical experience.

Schools should confine themselves to preparing children for an intelligent apprenticeship in the calling that will yield them a livelihood and to cultivating in them a taste for their future profession. A teacher should never forget that the best way to make a workman love his work is to make him understand it. The end to be attained by elementary instruction in agriculture is to give the greatest number of children in rural districts the knowledge indispensable for reading a book on modern agriculture, or attending an agricultural meeting with profit; to inspire them with the love of country life and the desire not to change it for the city or manufactories, and to inculcate the truth that the agricultural profession, the most independent of all, is more remunerative than many others for industrious, intelligent, and well-instructed followers.

DISTRIBUTION OF TIME.

The end defined would be with difficulty attained were only that time devoted to agriculture which is especially reserved for it by the rules; in other words, were other subjects not studied correlatively in preparing children for their future life. In the country especially, teachers should adapt general education to the daily needs of the local population, giving the reading matter, language, and arithmetic a touch of agricultural knowledge. Pastoral poetry, occupations of rural life, problems in the form of simple accounts and referring to the cost of commodities bought and sold in the neighborhood, and to the mixtures and proportions of food of cattle, etc., are often valuable aids in the lessons on agriculture, as is shown in the division of time per week.

The organized official method[1] specifies general conditions for a division of exercises in elementary schools. According to the plan of study proposed, "two to three hours a week at least must be devoted to the physical and natural sciences (with their applications), studied at first under the form of object lessons and continued in a regular methodic course later on."

The prescribed regulations do not distinguish between the sciences on the one hand and agriculture on the other; for instance, it is not necessary, during the whole year, to reserve one of the two hours for the sciences and the rest of the time for agriculture. The distribution of subjects on the dual programme published in

[1] Enactment of January 18, 1887, article 19.

connection with the official method should be arranged with respect to the facilities for demonstration offered by the seasons and the weather. All that relates to vegetable life and development (processes in the course of demonstration in garden and field, out-of-door lessons in agriculture) should be reserved for the spring and summer; that is to say, should be included in the programme of study for the second semester; the rest belongs to the winter semester.

The division of exercises referred to later on accords with this condition, at the same time preserving a logical and methodic connection. If the first ideas of elementary science are properly presented and can be depended upon as the foundation of agricultural and horticultural ideas and for the first principles of hygiene, the two or three hours allotted a week will suffice for the rational application of the programme under the condition of not advancing these ideas beyond the pupil's comprehension.

COMMENT ON THE OFFICIAL PROGRAMME.

In obedience to the law,[1] most of the departmental councils have arranged special programmes of instruction in agriculture for the schools of the respective department (province). Exaggeration is a fault common to nearly all of them.

We must not fail in a just appreciation of the character of elementary instruction; strictly speaking, this can not be professional. All that can be required of teachers in rural schools is to cultivate the taste for agricultural matters in their pupils, and teach them to understand them as far as their age permits. The general programme in defining a coordinate branch of instruction (physics and agriculture) may, without crowding of subjects, include physical and natural sciences, agriculture, hygiene, and domestic economy for girls, studies that should correlate and mutually supplement one another.

We shall examine the nature of the lessons defined in the official programme for each of the three courses and for every semester in rural schools. The whole forms a sketch of what the majority of pupils must know to be graduated.

ELEMENTARY COURSE.

(Children 7 to 9 years of age.)

Object lessons in this course are a continuation of those set apart for infant classes and infant schools,[2] but from an agricultural point of view; objects from the garden are simply ranked with class objects.

INTERMEDIATE COURSE.

(Children 9 to 11 years of age.)

The length of the intermediate course is to be at least two years. In the first year, that is to say, at 9 years of age, a child can acquire only very rudimentary scientific knowlege and begin to apply it to affairs of agriculture. But in the second year of this course the first ideas of agriculture, properly speaking, can be obtained. According to the prescribed regulations, these ideas should be offered in connection with reading, object lessons, and excursions.

This division into two years presents no difficulty for schools of several grades. In the country, where schools for the most part have but one teacher, lessons in science and agriculture are generally given to the whole school. These lessons necessarily embrace information adapted to each group of pupils and form a kind of concentric instruction from which each pupil imbibes a part proportioned to the caliber and development of his mind.

A teacher does his duty well if his pupils, according to the division to which they belong, acquire the knowledge defined for each course.

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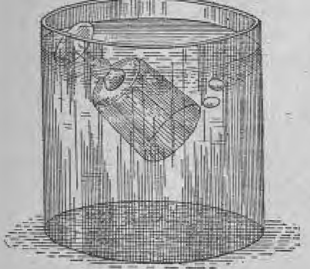
[1] Law of July 16, 1879, article 10.

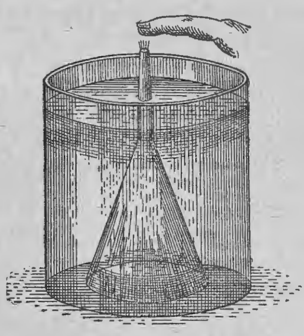
[2] Regulation of January 18, 1887. Special programme for infant schools.

FIRST YEAR OF THE INTERMEDIATE COURSE.

First semester.—It would be difficult to give an idea of the principal functions of life, to speak with effect, for instance, on respiration to children ignorant of the properties of air, doubting even its being a material thing. We should then begin with a preliminary examination of the three states of matter. The natural sciences



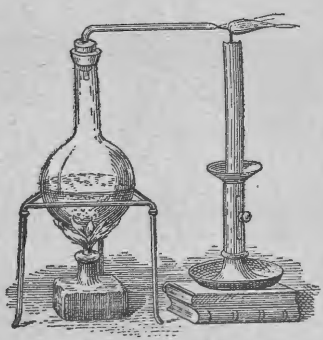
1.



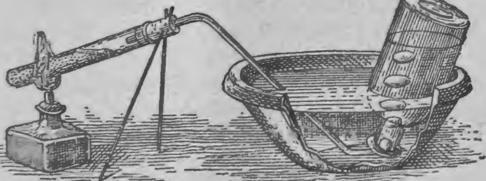
2.

Simple experiments with gases.

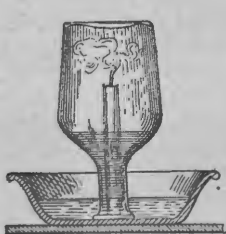
3. *Collecting and measuring gas.*



4. *Steam acts as gas.*



5. *Preparation of oxygen.*



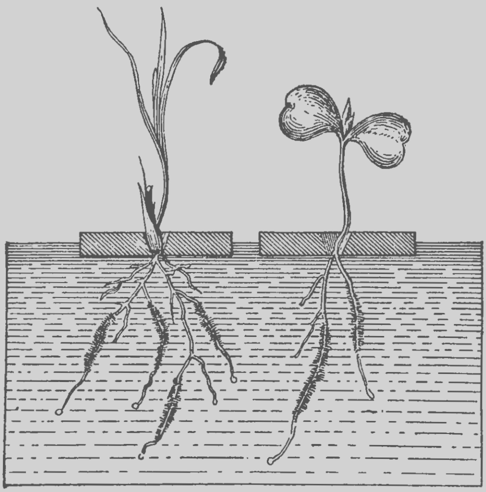
6. *Air contains about one-fifth oxygen.*

furnish subjects for parallel lessons mutually supplementary. In natural history we should begin with brute animals; the study of man should follow upon the empiric knowledge relative to air and combustion.

1. *The three states of matter.*—Several simple demonstrations are indispensable for observing and comparing these three states. The following experiments can be made without expense. Immerse a glass in water; also a funnel with the mouth at

the bottom. We either see or feel the air escape. Collect under water air forced from a bellows or exhalation from the lungs; decant and measure it approximately. Produce steam and condense it; in other words, distill water and observe the changes of state. Generate a little oxygen, produce combustion, maintain it by means of a draft, and observe the results. Prove atmospheric pressure and elasticity of air. The rest may follow later. We suggest the form of experiments easily made.

2. *Animals.*—The curiosity of children should be excited by conversations—familiar discussions on animals well known to them. Teachers should point out the most striking facts in their histories. The dog and the horse may be subjects of several illustrated lessons. The principal varieties of dogs may be compared and the points of resemblance treated between the horse and the ass, the cat and the tiger and the lion. The habits of domestic fowls; the swallows' periodical travels and those of other migratory birds; the metamorphoses of the frog; those of the May bug and its ravages; the silkworm, bees, and their products, etc, are subjects full of interest for conversations.



7. *Growth in water.*

Germination of a dicotyl (radish) and of a monocotyl (oats); roots with crown and hairs which absorb the water.

3. *Man.*—The description of the human body should follow the lessons on animals; it might be begun before the close of the experimental lessons just referred to, but only after the treatment of the functions of nutrition and respiration, to which a few remarks on hygiene may be added, have been discussed.

Second semester.—The season permits collecting the objects necessary for demonstrations; either the teacher or the pupils should bring them to the class, or the lessons should be conducted near the objects themselves. In the country no object lesson on plants or lesson in botany should be given without the objects being before the eyes of the pupils.

1. *Plants.*—Naturally, children's attention should first of all be directed to the active phenomenon of germination, easily produced and followed through its diverse phases, especially in the spring. A bean or a grain of wheat, an acorn or a horse-chestnut, planted in moss or damp soil may serve for the experiment. To make the experiment ordinarily adopted for growth in water the seed is attached to a floating cork. The development of the rootlets and their essential organs, the crown and root-hairs, is easily seen.

Figure 7 shows how the experiment can be made, and the results obtained at about the end of a month.

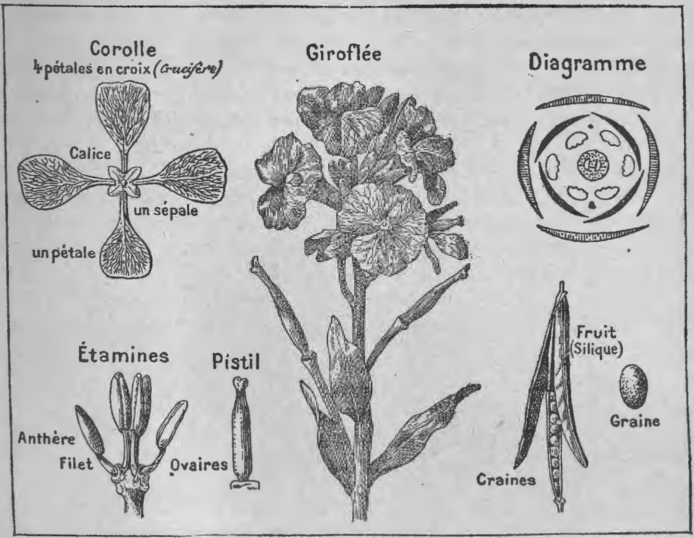
The stem and the flower, especially the latter, should likewise be studied from nature. A specimen of the subject chosen should be given to each pupil. Under the teachers' direction the parts of the flower—calix, corolla, stamens, and pistil (see fig. 8)—should be separated by means of a knife or a long pin. A few examples well chosen will suffice to give an idea of the character of several families particularly interesting because of their good or bad qualities (useful or noxious plants).

2. *First ideas of agriculture.*—With children under ten years of age these ideas, to be profitable, must be restricted; they are merely initiatory in preparing a child for observation and familiarizing it with the technical terms employed in the more systematical lessons of the following years.

SECOND YEAR OF THE INTERMEDIATE COURSE.

The plan to be followed is essentially the same as in the first year. The program is completed as follows:

1. *Ideas of science.*—The study of combustion should extend to that of carbonic acid gas, which should be proved to exist in calcareous rocks. Some lime and a few



8. *Arrangement of the pupil's work.*

A good way to make these lessons profitable is to arrange and paste the different parts of the flower analyzed on a piece of paper, explaining the natural forms by means of a diagram. The foregoing illustration is an exact reproduction of a page in the copy book of a child eleven years old.

drops of a mineral acid suffice for the following experiments or demonstrations. Convert the lime into quick-lime (the stove in the class-room will furnish sufficient heat for all the pupils to convince themselves); demonstrate the loss of weight by comparison with another piece of limestone similar to the first; observe the action of water on quicklime and properties of slack-lime, and whiting-size and lime

9. *Preparation of carbonic acid gas.*

10. *Composition of arable soil. Separation of the parts.*

water; produce carbonic acid gas (see fig. 9), and let the pupil reconstruct the limestone in theory and practice.

The mechanical separation of vegetable earth (A) into clay (B) on the one hand and silex and limestone (C) on the other is a matter of little difficulty. A little hydrochloric acid will dissolve the carbonate of lime; the silex (D) can then be separated; the carbonate of lime (E) can finally be regenerated by means of a solution of carbonate of soda. This experiment is easily explained and requires little care to be conveniently carried out. It is advisable to preserve the results and note them down on a card, as shown in fig. 10.

2. *Ideas of agriculture.*—Examination of the principal kinds of soil, especially during walks. Children should be taught to observe that plants, like animals, require nourishment. For this purpose a few growing plants in pots or garden plots are needed. The following experiment is the first in order. Sow some seeds of rapidly growing plants—early beans, for instance. (Fig. 11.)

In the pot to the left exhausted soil without manure is used. In the pot to the right good soil, with a sufficient quantity of manure added, is used. The necessity of manure will be thus demonstrated. The knowledge of its composition follows later on.

The first ideas of common agricultural implements and labor are best gained during walks. They are developed in the more systematic lessons referred to in the programme of the advanced course.

11. *Experimental growth in sterile and in fertile soil.*

Strictly speaking, the advanced course is rarely organized in rural schools. Ordinarily, the oldest or more advanced pupils form what may be called a higher division of the intermediate course. However the case may be, the rule to be observed is as follows:

Children of 12 or 13 years of age should receive more advanced instruction in agriculture than that which is indicated in the programme of the intermediate course. For the largest pupils the teacher should add to what has preceded all that he can add of the following programme, the application of which will present no serious difficulty, provided ideas of fundamental science have been established by means of simple experiments in the class room and in observation of nature.

ADVANCED COURSE.

(Children 11 to 13 years of age.)

The ideas from physical and natural science presented in this course are, first, an extension of those of the intermediate course. The extension bears essentially on facts of hygiene as applied to man and domestic animals, on ideas of vegetable physiology, and on some elements of organic chemistry. The subjects of lessons are defined for each semester, the natural and physical sciences being confined to the winter and taught in parallel lessons so as to correlate.

First semester.—(1) *Animals.*—The distinguishing traits of classification should be defined by means of examples taken as far as possible from among native animals, either useful or destructive, according to preference. Domestic animals naturally rank first. The facts upon which rules of hygiene and the feeding of cattle are based should be considered above all other things.

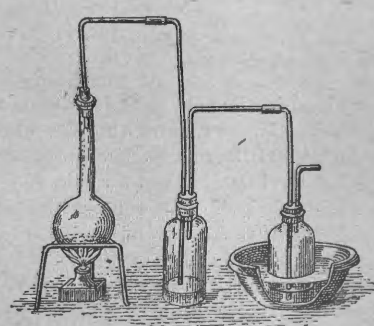
A study of the principal organs may be facilitated by the direct observation of a dead animal. Some teachers know how to prepare the digestive apparatus of smaller animals, and even skeletons, by means of which the school museum is enriched. Their example deserves commendation.

(2) *Man.*—The ideas of anatomy should be primarily directed toward convincing children of the necessity of the rules of hygiene. They bear essentially on digestion, circulation, respiration, and the relation of the senses to the nervous system. Exaggeration should be avoided. All recipes, more or less empiric, are not to be confounded with hygiene, still less with medicine, and should be omitted.

(3) *Physics.*—The experiments necessary are simple and cheap. This part of the programme should be developed, particularly in cities and industrial centers. In the country demonstrations may be confined to proving the principal effects of heat, light, electricity, and gravitation. In this case it is of importance to excite the children's curiosity and to select examples from among phenomena easily reproduced or observed; others should not be mentioned unless the first series be exhausted.

Some ideas of meteorology are necessary. Children should become familiar, not with the construction of the barometer and thermometer, but with the indications furnished by these instruments and the manner of noting them; they should even be taught to read the meteorological bulletins.

(4) *Chemistry.*—There are numerous experiments easily carried out with very limited material. Figure 12 represents the best and most easily mounted of all minor apparatuses, with which any elementary school may be furnished. It can be made anywhere, and suffices to extract, for instance, alcohol from a fermented drink and ammonia from mineral fertilizers and even liquid manure.



12. *Distilling apparatus. Preparation of ammonia.*

From among practical experiments those should be chosen which refer directly to agriculture; substances which serve as nourishment to plants are the most important. Potash should be extracted from wood ashes; a calcined bone should be converted into soluble phosphate by bringing it into contact with diluted hydrochloric acid, and reconverted into insoluble phosphate by neutralizing the acid used by a base, or simply by means of carbonate of soda. With the aid of limestone, ammonia should be detected in the salts of which it is a constituent and which are used as fertilizers. Pupils should learn to distinguish among the principal commercial fertilizers, nitrates of ammoniac and potassic salts, hypophosphates of scoriæ, etc. It is important that the precise meaning of each scientific term, current in the language of agriculture to-day, be understood by pupils about to leave rural schools.

The knowledge of the principal fertilizers will be greatly facilitated by the use made of them during the summer semester in experiments of demonstrative growth.

(5) *Minerals.*—Facts relative to soil, rocks, and earths, should be taught partly in object lessons with the aid of objects from the school museum, and in connection with experiments in chemistry, partly and principally during outdoor lessons in agriculture.

(6) *Agriculture and horticulture.*—Lessons in these branches should begin before spring. They should bear on all interesting subjects, especially local crops. As far as possible, a lesson should refer to things seen or objects already examined by the pupils. Teachers should begin with subjects touched upon in the intermediate

course that have already been explained in connection with reading matter and during walks.

During the whole summer season, lessons should be in close connection with practical exercises, excursions into the neighborhood, etc. The subject of each lesson on agriculture and horticulture should be that of the last or that of the next walk, or that of a practical exercise assigned for the same period.

13. *Demonstrative growth in water.*

The solution contains the four elements furnished by soluble compounds, such as nitrate of potassium and hypophosphate of lime.

Second semester.—(1) *Demonstrative growth.*—The experiments should be prepared and conducted in a manner to prove the following fundamental maxims:

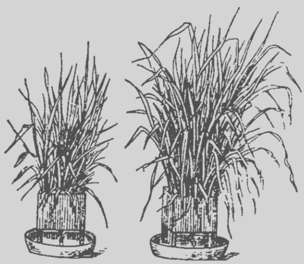
(*a*) Air should be allowed to easily penetrate into the soil, as roots can not dispense with oxygen; they breathe like leaves. They should find appropriate nourishment—that is to say, fertilizers should be mixed with earth so as to enter into all parts of the soil in which roots develop.

(*b*) In all arable land four substances—azote, phosphoric acid, potash, and lime—suffice for the complete nourishment and perfect development of vegetable life.

(*c*) No other elements need enter into the composition of arable ground, even though those mentioned be supplied in mineral form; in the latter case, the physical properties of the soil may be modified to a disadvantage. Organic matter, far from being ineffective, keeps the earth in a state favorable to aeration and to the development of roots; it, furthermore, acts efficaciously on the nutritive substances contained in the soil, so that dung is the first fertilizer recommended for earth in the best condition to furnish the four elements in appropriate proportion; appropriate chemical fertilizers are afterwards added.

(*d*) A fertilizer is good for soil, if it supplies what is wanting for the maintenance of vegetable life. The composition of a good fertilizer depends, not only upon the kind of culture for which it is intended, but also upon the nature of the ground. It is impossible to prepare a fertilizer appropriate to all soils, for even one single kind of plant. Formulas, or recipes, termed infallible and generally applicable, deserve no more confidence than quack remedies alleged to cure all diseases.

(*e*) To obtain remunerative harvests, the soil, after having been fertilized, must contain the four nutritive substances in proportion dependent upon the kind of plant cultivated. The modern farmer must know that excess of one of the four elements is always useless and expensive; moreover, that it can be detrimental if there be an insufficiency of any one of the three others. In other terms, the excess of an element is just as detrimental as its insufficiency, the development of plants being in proportion to the element of which they find least in the soil.



14. *Effect produced by the absence or insufficiency of an element.*

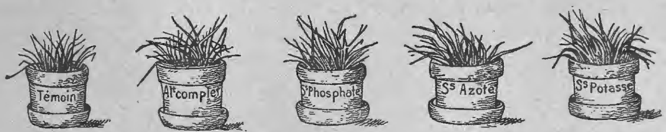
The two pots were filled with sterile or exhausted earth mixed with hypophosphate of lime and chloride of potassium. After the plant appeared (oats), nitrate of soda was added to one of the pots. The other pot contained only a very small proportion of azote, the original quantity in the earth employed.

The first experiments of demonstrative growth, very elementary, but fundamental, should be made in pots, or, better, in boxes with the children's aid. The above illustrations, reproduced from photographs taken from nature, show the simplest arrangements successfully carried out in numerous schools.

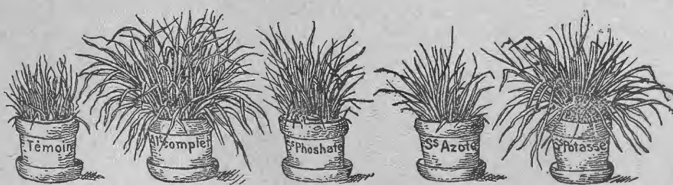
The experiment represented by figure 13 proves that the four substances dissolved in the water of the bottle suffice to bring the plant to maturity. If no air is allowed to penetrate into the water of the flask, the oxygen indispensable for the roots will be wanting and the plant will perish.

Figure 14 shows one of the simplest means of proving that if one of the nutritive elements be found only in very small quantity (all arable land, even the poorest, always contains a little of each of the four elements) vegetation suffers noticeably.

The experiment represented by figure 15 is the starting point of the field of demonstration. More complicated than the preceding, it may also be made in pots or in boxes, or better still in a garden plat, if the soil be of good physical quality but greatly impoverished of nutritive elements. It is very important in point of view of the demonstration of the fundamental truths referred to above. It shows the



After germination.



After partial development.

At maturity.

15. *Demonstrative growth in sterile or exhausted soil.*

immense differences in the harvests from the same field in case the fertilizer responds, or not, to the composition of the soil or the wants of the plant. It does not permit an estimate of the production, for it is a qualitative, not a quantitative experiment, but it suffices to show in a striking manner that the excess of an element is just as detrimental as its insufficiency.

Observations.—Precautions to be observed in growing plants in pots: Pots used for demonstrative growth are and should be made of porous clay; consequently there is rapid evaporation, necessitating frequent watering. Placing the pots in sufficiently deep saucers or troughs, into which water is poured, provides sufficient moisture for several days, even during warm and dry periods.

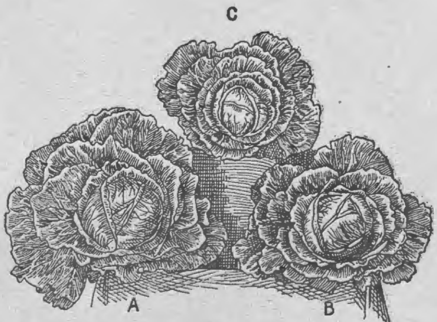
Holes large enough to contain the pots may also be dug in the garden. One should avoid overheating, likely to take place in the neighborhood of a wall in consequence of radiation, and which rapidly withers the plants used in the experiment.

To avoid superficial hardness of the earth caused by repeated watering, the pots may be covered with a light bed of moss, thin straw, or sawdust; coarse sand or gravel will do, too.

No. 1 is the "evidence" without fertilizer. No. 2 received a fertilizer formed of 2 grams of nitrate of sodium *a*, 3 grams of hypophosphate of lime *b*, and 1 gram of chloride of potassium *c* to 1 kilogram of soil. No. 3 received *a* and *c*; No. 4, *b* and *c*; No. 5, *a* and *b*. No. 3 gave more straw and less grain than the "evidence" No. 1; hence the fertilizer was detrimental. It was useless in No. 4.

The foregoing experiments, prepared in such a way that they can be brought into the class room during lessons, should be repeated in a garden plot in connection with experiments in kitchen gardening. Arrangements must be made for those important experiments that supply in a certain measure the place of fields of demonstration where these can not be made.

For instance, transplant cabbage or lettuce plants in three adjoining furrows. The first furrow should receive no fertilizer; the second, on the contrary, should be liberally provided with a fertilizer equally qualified for the soil and for the plant; the third should receive either a fertilizer deficient in one of the elements, or plain manure. Figure 16 represents the results obtained from an experiment of this kind. The weights of heads vary according to the furrow in which they were grown.



16. *Action of different fertilizers.*

Transplant cabbage plants in three furrows—A in manure, B in manure enriched with mineral fertilizers, C without fertilizers. The figure represents a plant from each one of the furrows.

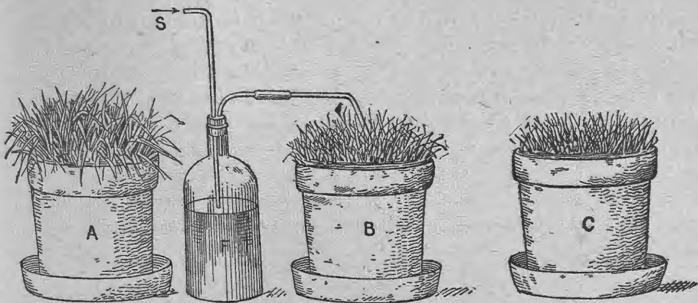
Two other important elementary experiments that can be made in pots or boxes deserve very especial mention. The first (fig. 17) proves that the liquid and gaseous products escaping from manure have great fertilizing properties; the second (fig. 18) demonstrates the absorbing properties of land or soil.

Three flowerpots filled with ordinary earth nearly sterile and sown with grass or a cereal suffice for each of the experiments. One of the three pots (C) serves as "evidence" and receives only plain water; the second (B) receives liquid manure; the third may receive only the grass liberated from manure and liquid manure (see figure 17) by fermentation, or it may receive liquid manure first and then be abundantly watered. Watering does not lessen its fertility (figure 18).

The value of fertilizing matter lost annually in France exceeds 500,000,000 francs (5 francs to the dollar). A great service would be rendered to agriculturists by persuading them that the first practical progress, without increase of funds, consists in diminishing this enormous loss. The preceding experiments prove this evident loss. If they are concluded with precise indications, appositely given, of poor or rich manure, the chances are that the lesson will bear fruit. Teachers can do a great deal, by means of a few lessons in school, toward clearing the streets of our villages of the streams of liquid manure that infect the atmosphere, defile the waters of springs and wells instead of fertilizing fields in the country where the laborer, negligent in collecting it, complains of the insufficiency of his crops.

The experiments just referred to are the necessary foundation of all instruction in agriculture; they ought to be carried out in all rural schools at least once every two years, so that all children over 11 years of age may have had the benefit of following them. These experiments, or others similar to them, require little care, and cost almost nothing; they form a natural and necessary introduction to those following in the field of demonstration.

(2) *Field of demonstration.*—Experiments can not be too prudently organized. Their chief end is to teach agriculturists what to do with given soils, to obtain more remunerative production than that which results under ordinary circumstances. It must not be forgotten that the same formulas do not apply to all cases. The fertilizer best adapted for the plant to be cultivated is that which contains what is wanting in the soil for its nourishment.



17. *Fertilizing power of liquid and gaseous products from manure.*

Grass is sown in three pots. Pot A has received liquid manure; B received the gas liberated from the fermented manure in the bottle; C has received nothing. Air is renewed in the bottle by forcing it in at S, either by means of a bellows attached to a rubber tube or otherwise.

A knowledge of the soil, consequently, is necessary in order to determine what fertilizing elements should be used in conducting the experiments. Teachers do well in following the advice of specialists or well-instructed practical farmers. Too much fertilizing should be avoided under all circumstances; common local custom should be the basis of comparison. The simplest field demonstrations should always accord with the three following divisions (figure 19):

18. Power of absorption in arable land.

The earth in boxes numbered 1 and 2 has imbibed liquid manure. Box 1 was afterwards abundantly watered by rain. Number 3 received no nourishment; it was used as "evidence."

I. Evidence (without fertilizer).

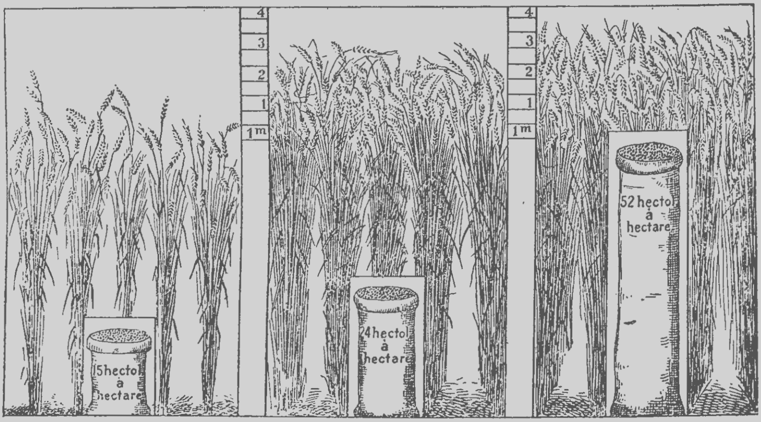
II. Manure alone in the proportion in common local use (from 10 to 30 tons to the hectare, about 2 acres).

III. The same quantity of manure, and in addition complementary fertilizers proportioned according to the nature of the soil and that of the plants to be cultivated.

Under the head of supplementary lessons, and in different divisions, the nature of the fertilizer in the third division might be varied by leaving out one or more of the constituent elements. In the field of demonstration the teacher acts as a collaborator of the work of the official professor of agriculture. However, in his efforts to raise the best kinds of vegetables and fruits the most conclusive experiments are made in his own garden. This one particular point should receive special mention; the culture of fruit and garden vegetables offers useful work in his own sphere, besides being a source of personal profit.

The participation of pupils in the preceding work should depend upon their age, manual skill, and knowledge of the sciences. It is difficult to lay down any fixed rule in this respect. In some instances the majority of pupils may take part as mere lookers on in the cutting and grafting of fruit trees. In others, the older pupils may themselves manipulate the pruning knife, and even acquire the dexterity necessary for obtaining a diploma of grafter. Sometimes all take a hand in watering and weeding, etc., a garden plot devoted to experiments. All that is required is reasonable practice, and that manual labor and intellectual work be combined.

(3) *Out-of-door lessons in agriculture, or agricultural excursions.*—They serve as a preparation for, and a complement to, the lessons given in the class room on minerals,



19. Field of demonstration sown in wheat.

The complementary fertilizer added in No. 3 was determined by the professor of agriculture after he had obtained a knowledge of the soil.

rocks, principal kinds of native soil, insects, useful or noxious plants, the essential operations of growth, the manipulation of agricultural implements, the spreading of fertilizers, the sowing of seed, the gathering of crops, etc.

The application of scientific knowledge derived or to be derived in the regular lessons is what is to be gained from the observation and occasional examination of agricultural operations. It is not enough, for instance, to show how earth is mellowed by plowing; it should be clearly explained how breaking up the soil facilitates the development of roots, brings them into contact with the fertilizers, insures to them by consequent aeration the necessary amount of oxygen for their respiration, etc. Most of the other agricultural operations should be explained in the same way.

Attention is called to the principal subjects of study, to the nature of the observations to be made in walks, and to the practical exercises for the intermediate and advanced courses, as follows:

Plowing.—Arrangement of the different parts of the plow; how the cutter and plowshare break up the earth which is turned back or over by the mold board, thus causing a furrow; distance from the edge of the cutter to that of the plowshare according to the tenacity of the soil. How the soil is mellowed; its aeration; its mixture with fertilizers; the utilization of the moisture in the subsoil. How the depth of the plow is regulated. Date and frequency of plowing according to season; plowing in fallow land and worked land.

Harrowing and rolling.—Arrangement of the teeth of the harrow; effects produced by them; superficial leveling and pulverization; consequences of sudden rain, according to whether the earth may be argillaceous or siliceous; if hardening is produced it impedes aeration. Action of the harrow on seed beds, on dog grass, and other weeds. Breaking of clods by the roller; leveling to facilitate later mowing; adding new earth to the winter cereals that have been lifted up by frosts. Date of harrowing and rolling.

Use of fertilizers.—Treatment and spreading of manure. Divers fertilizers. Use before and after plowing. Fertilizers used broadcast on cultivated ground, prairies, meadows; effects of manure in hotbeds.

Sowing of seeds.—Conditions necessary for germination; influence of the depth of the seed bed. The date of sowing. Quantity of seed; quality to be selected.

Cutting and grafting of fruit trees, shrubs, and vines.—In the vineyards ravaged by the phylloxera the grafting of grape vines receives special attention.

Particular kinds of soils.—Dressing the earth, developing adventitious roots; second tilling; weeding and other destruction of weeds; aeration of superficial roots; danger of too deep a dressing for certain plants, vines, etc.

Distribution and rotation of crops.—Succession of plants with long or deep roots to those with superficial or short roots; nitrates again found in the subsoil. Fresh fertilizers. Fallow ground.

Crops.—Principal operations; treatment in barns, preservation; estimates of the crops of a country.

Manipulations of implements, such as rakes worked with horsepower, mowers, reapers, sowers, thrashers, sorters, chaff and straw cutting machines, etc., are interesting subjects for explanation, given either by the teacher or the practical agriculturist employed.

To sum up all in a few words, explanations of agricultural operations in fields or vineyards, in barns or cellars, in stables or poultry yards should be based upon observation; they should aid lessons in the schoolroom and form the substance of written reviews. Notes of appropriate reading matter are to be compared with actual observations.

Pupils leaving the elementary school necessarily have only rudimentary ideas of the science of agriculture, even though their attendance has been normal and regular; but if the study has been made attractive and interesting, they will continue it even under disadvantages.

The introduction in popular libraries of well-chosen books on agriculture and special publications on local crops constitutes one of the means for this end, but it is inadequate. The adult must not only preserve, but perfect and enlarge the knowledge gained in boyhood. When there are no long interruptions facility and skill will come with age. The zeal of teachers who open classes for their former pupils during the long winter evenings can not be too much encouraged, and should be supported. Familiar discourses, popular lectures, well-selected practical exercises, conferences for experiments and projects, held from time to time, arouse intellectual effort in young men very profitable to the progress of the country.

As with all other instruction, so with that in agriculture, the work of schools remains very imperfect if it be not continued. It will have no practical result if the interest in it is not kept up and the study continued.

CHAPTER XXV.

INDUSTRIAL EDUCATION IN GERMANY, AUSTRIA, AND SWITZERLAND.

CONTENTS.—*Industrial education in Germany; Continuation or supplementary schools in Berlin; Practical training of apprentices in German-speaking countries.*

INDUSTRIAL EDUCATION IN GERMANY.

When, in 1806, Napoleon defeated the army of Prussia, the Prussian Government, prompted by Queen Louise, resolved to regain its power and influence by quickening the intelligence of the people and awakening political consciousness and patriotic feeling by means of renewed efforts in systematic public education. The result was magical, and the effect is visible to-day in the record of achievements, beginning with the battle on the Katzbach and ending at Waterloo, and latterly at Sedan. Field Marshal Moltke justly said, "The schoolmaster has won our battles."

When, in 1876, at the World's Fair in Philadelphia, Germany found herself beaten by other nations in the field of art and industry, the courageous German commissioner, Professor Reuleaux, cabled to Prince Bismarck: "Our goods are cheap, but wretched." This determined the governments of the twenty-six German states to try the Prussian manner of regaining lost ground by means of education of the people. The means of this were available owing to the enormous war indemnity paid by France. The result of this educational campaign in less than twenty years far surpassed the most extravagant expectations. The World's Fair in Chicago proved conclusively that Germany occupies a place in the front rank of industrial nations, and such books as "Made in Germany" show that that country is successfully competing with France and England in the world's markets.

A few striking facts gleaned from the statistics in "Made in Germany" may prove the rapid growth of Germany's commerce. The intervals of time stated are not always the same in the following table:

Exports of German merchandise.

Exported to—	Year.	Value in million marks.	Year.	Value in million marks.
Japan	1884	1	1894	26¼
United States	1869	175	1895	288¼
South America	1884	16	1894	63¼
Australia	1884	6½	1893	18
South African Republic	1891	¼	1895	1¾
Egypt	1880	2½	1894	7

German exports of special items.

Exported to—	Articles.	Year.	Value.	Year.	Value.
England	Cotton goods	1891	$1,000,000	1894	$2,250,000
United States	Paper	1884	13,750,000	1895	25,500,000
Various countries	Toys	1884	26,000,000	1894	45,000,000
Do	Glass	1890	667,000	1895	1,333,000
Do	Leather gloves	1885	6,250,000	1895	48,000,000
India	Iron	1884	*a* 9,411	1894	*a* 102,334
Do	Steel	1884	*a* 1,609	1894	*a* 100,188

a Hundredweight.

Increase in German ocean shipping.

The steam tonnage of the German merchant marine has increased as follows:

Year.	Tons.	Year.	Tons.
1870	982,355	1893	1,522,058
1880	1,181,525	1894	1,666,646
1890	1,443,413		

The effective tonnage (including sailing vessels) amounted to 4,214,385 tons in 1893 and 4,573,526 tons in 1894. This shows an increase of 8 to 9 per cent, while the increase of English tonnage during the same year was 3½ per cent.

Says Mr. S. N. D. North, the secretary of the National Association of Wool Manufacturers, in an article in the Forum: "The record of German progress is most significant. Applying the test usually applied, we find that German commerce has increased from $180,000,000 in 1850 to $815,000,000 in 1889, the percentage of increase being 350 as compared with 150 per cent of increase in British commerce. Admitting that these percentages are not a fair test, it must nevertheless be agreed that German progress has been much the faster of the two, and very much faster when we consider the relative disadvantages under which Germany started in the race. In twenty years Germany had doubled her exports and lifted herself to a point of vantage equal to that at which England started in 1846. In twenty years more she has attained an industrial development on a par with that of England in practically every line of manufacturing, in many lines surpassing it. German ambition sets no limit on the progress of the future, for it looks upon the development of the half century as merely preliminary and preparatory."

These facts are indications of the enormous industrial activity going on in Germany, an activity which has been developed chiefly since the Franco-German war.

At first the various governments of Germany proceeded by setting afoot a number of inquiries into the causes of the evident inferiority, and found (1) that the requisite technical knowledge was wanting among the laborers, a knowledge which could be acquired only in suitable schools; (2) that every industry, if successful in the world's markets, relies upon the technical knowledge and ability accumulated in a community by years of skilled labor, not to say transmitted from father to son; hence that special excellence in any branch of industry is a result of both technical schooling and acquired skill. Instances are the cutlery industry at Solingen, the silk industry at Crefeld, the toy industry in Thuringia and Saxony, and the furniture industry at Berlin.

The commissioners, examining into the causes of the German industrial decadence, agreed that the excellent results of the French textile industries and the great value of the product of French art industry were owing not only to great innate talents of French laborers, but also to their thorough and very appropriate schooling in designing and manual labor. This special education "for the purpose" has been going on in France from the time of Colbert, the minister of finance during the reign of Louis XIV. Indisputable evidences of this were furnished by the various world's expositions, which opened the eyes of intelligent Germans to the inadequacy of the institutions for industrial education prior to 1876. It may be said that German industry thereupon took an upward start most gratifying in its results, since it was consistently planned and aided by the establishment of a large number of institutions for technical and industrial pursuits.

These institutions are of a threefold kind: (1) elementary industrial schools, which prepare the broad mass of laboring people; (2) secondary industrial schools, which prepare the foremen and designers, and (3) higher institutions, like polytechnical and art schools, which prepare engineers and industrial leaders. Of course there were already in existence some schools of each kind previous to 1876; but the State governments now began to foster industrial education by subsidizing schools established for that purpose. The communities usually furnished buildings and adequate equipment, and paid for light and fuel, and the State would then defray a large part, and in many cases all, of the expenses needed for salaries of teachers.

It was deemed unwise to introduce purely technical (industrial or agricultural) work into the common school, but efforts were made to draw into the sphere of influence of a systematic industrial training boys and girls who had passed through the common school; hence, all schools for special training admit only students over 14 years of age. An imperial law (that is, a law which is effective in all the 26 States of the Empire) prohibits the employment of children under 16 years in factories and workshops; hence arose the establishment of numerous "continuation or supplementary schools," designed to prevent the results of elementary school education from being lost, and to add industrial features which would be serviceable to the students in the choice of occupations or professions.

These elementary schools are mostly evening or secular Sunday schools; in some instances they have developed into day schools. Many of these special schools, being situated in rural communities, are agricultural schools. Many communities have found it to be to their interest to make attendance at these schools compulsory for boys and girls between the ages of 14 and 16, and certain States make this possible by law. Thus the German child of the humbler strata of society is prevented from forgetting his early education before he takes up his life's work, and is systematically trained to work in directions that will lead to his ultimate self-support.

In order not to injure the system by uniformity, the State leaves it to the community to determine what industrial features shall be taught, being fully aware of the fact that each industrial center has local needs not duplicated by any other. For the same reason this system of industrial schools is not under the jurisdiction of the minister of public education, but under that of the minister of commerce and industry. The agricultural supplementary schools are under the control of the minister of agriculture. This may in some instances lead to duplication of efforts, but the economic administration of the States in the German Empire prevents confusion in this direction by giving the supervision of such schools into the hands of master workmen of acknowledged skill, unblemished character, and local prominence. This much is submitted concerning the elementary part of the German industrial system of education.

The State authorities were not satisfied with providing for elementary work; they also encouraged the communities to establish secondary industrial schools, chiefly "schools of design," in which drawing and mathematics claim three-fifths of the time devoted to study. These "Gewerbe-schulen," all of which are day and evening schools, are found only in large industrial centers of the Empire. They have exerted an influence upon the laboring community far beyond anything expected of them. Each of these schools has a preparatory department with a one year's course. In this department the student is brought face to face with an almost bewildering variety of designs and occupations, at any or all of which he may try his hand. Soon he finds his favorite occupation, if he has not previously developed a special liking. Toward the end of the year he has, in most cases, a decided leaning in one direction, and the professors foster it by giving the pupil work to do that will help him on in his chosen specialty. One feature in the study of drawing is that there is no copying done; most of the work is from solids. Copies are sometimes placed before the pupils, but they are to be reproduced on a larger or a smaller scale. These schools rarely have workshops, but most of the students, being apprentices or journeymen laborers in factories or workshops, can make models at home or in the shop after designs made in school; and master workmen encourage this model making in their shops, for in most cases the results of new ideas and inventions benefit the place where they are made.

Side by side with these schools of design there are actual "trade schools," also of a secondary character. These are not, like the "Gewerbe-schulen," schools of industrial art—that is, nurseries of invention and design—but are intended to directly aid the trades by shortening the period of apprenticeship and developing skill in manual labor. Naturally the mental work of these schools consists in mathematics, drawing, and commercial science, besides giving the various bearings of each trade taught. These advanced trade schools are found in industrial centers only. While higher agricultural, forestry, and mining schools are taken care of exclusively by the State, the trade schools are established by the communities and generously subsidized by the State.

All the schools mentioned—(*a*) elementary industrial and agricultural schools (so-called supplementary schools), (*b*) schools of design for the industrial arts, and (*c*) purely trade schools—are specially designed to aid the community in which and by which they are established. The State, as such, does not establish them. They form no uniform system; no two of them have the same course of study, nor is the course of study of any of these schools intended to remain unchanged. It is changed as often as necessity and the demands of the locality require.

Another feature of this movement for industrial supremacy is this: When skilled labor had been multiplied and the German nation began to be successful in industries in which formerly other nations had a monopoly, it was found necessary to find markets in foreign countries for goods which could not be consumed by the home market. Germany entered the lists in competing for the world's markets. The commercial leaders of the Empire, especially the great mercantile houses in Bremen, Hamburg, Lubeck, Frankfort, Munich, Cologne, Breslau, Leipsic, and Stettin, had foreseen the necessity of a trained army of commercial agents well versed in languages. Hence, simultaneous with the expansion of industrial education, a large number of commercial schools were opened which trained their students in languages, bookkeeping, and commercial science.

Most of these schools have a study in their curriculum called "Waarenkunde" (knowledge of merchandise), which term means more than it conveys. It includes a study of modes and ways of shipping and transporting according to the wishes and needs of the customers. One instance may illustrate this: Flour is imported into Central America from Germany, instead of from the United States, simply because the shrewd German merchants adapt their mode of packing to the fact that the mode of transport in Central America is the mule's back; hence they send flour in narrow sacks several feet long, which can be slung over the mule's back. In other countries the millers still persist in packing flour in barrels or short sacks, both of which are inconvenient to transport in hilly Central America.

These commercial schools of Germany train clerks for correspondence in almost any living language, and since Germany entered (in 1872) the list of nations which adopted the metric system, the weights and measures cause no difficulty in filling orders from abroad. England and the United States still adhere to their arbitrary measures, and hence the difficulty of rearranging the orders sent to English and American merchants expressed in terms of the metric system.

There are commercial schools of three kinds in Germany, Austria, and Switzerland—(*a*) elementary, (*b*) secondary, and (*c*) higher. The elementary are found in connection with so-called "continuation schools" in cities; they are evening and secular Sunday schools. The secondary are mostly day schools, and the higher institutions, of which there are only a few in Vienna, Leipsic, Berlin, Munich, Hamburg, Stuttgart, Frankfort, Zurich, Geneva, and Berne, are of world-wide repute and train commercial leaders. Germany alone had 247 secondary commercial schools in 1895, but less than 30 in 1871.

Commercial schools in Germany have come into existence through the initiative of boards of trade in commercial centers, and were at first private schools. The communal government in many cases made them city schools, and the state government granted them subsidies, as it did industrial and agricultural schools. They have no uniform course of study, nor do they form a system of schools under professional supervision. In this respect the governments follow the policy adopted with regard to industrial and agricultural schools.

The German states are primarily concerned about schools that give elementary education; next, each state establishes and maintains secondary schools that lead up to the university; and, lastly, it provides for higher education in universities and polytechnica. These state institutions all aim at general culture, and form the state school system. Technical, trade, industrial, commercial, and agricultural schools of lower and advanced grade are special schools which are independent of uniform regulations. Their establishment is left to the initiative of private citizens or the communities. When they show that they meet the local needs of the community and are likely to indirectly benefit the state, the latter is petitioned for a subsidy, which is rarely denied. This is the reason why we find a silk-weaving school in Crefeld and one in Saxony, and a braiders' school in Berlin, where much cane furniture is manufactured.

In general, the foregoing statements hold good for Austria proper, and for Switzerland; both countries follow the policy adopted by the various German states.

The 20 so-called small German states (Kleinstaaten) have a population of 5,761,-087, and they maintained 2,437 special schools (industrial, commercial, and agricultural) in 1896. This does not include any of the six larger German states, Prussia, Bavaria, Saxony, Wurtemberg, Baden, and Alsace-Lorraine, with a population of 46,485,502. Minute statistics concerning the special schools in these six states are not available at this writing.

The 2,437 special schools (in states whose area and population taken together are like those of the State of Ohio) are classified as follows:

Elementary supplementary schools, attended by boys over 14 years of age	2,047
Industrial or trade schools, attended mostly by apprentices	218
Industrial secondary schools and schools of design	54
Commercial schools	47
Agricultural schools	34
Schools for female occupations (12 of these schools are of a secondary character)	37

The following table shows what the city of Berlin alone pays for its industrial schools, exclusive of State aid:

Schools in 1895.	Number of teachers.	Number of students.	Expenditures.
First City Trade School	65	2,193	$32,557
Second City Trade School	31	908	14,342
City Builders' School	34	381	21,395
City Weavers' School	30	363	12,006
Central Industrial Hall	53	1,245	10,202
School for—			
Cabinetmakers	15	755	4,504
Bricklayers	6	233	2,222
Painters	11	388	3,155
Chimney sweeps	5	120	872
Barbers	20	492	1,869
Wheelwrights	5	95	883
Glaziers	5	83	378
Paperhangers	6	250	2,702
Shoemakers	11	228	1,783
Blacksmiths	5	168	522
Braiders	5	27	506
Bookbinders	7	111	1,071
Gardeners	6	98	287
Printers	13	372	1,767
Tailors	6	330	723
Saddlers	8	162	891
Total	332	8,992	113,132
Extraordinary expenses			15,970
Grand total			129,102
Amount spent for industrial education in continuation schools			80,339
Grand total			209,441

In Chemnitz, Saxony, various trade schools are maintained, partly by the State. They are all under the management of the same board. They are as follows:

Schools in 1893.	Full course.	Partial course.	Total.
High trades school	339	14	353
Builders' school	140		140
School for master workmen	304	71	375
School for millers	17		17
School for dyers	18		18
School for soap makers	10		10
School for mechanical drawing	256		256
Total	1,084	85	1,169

The map on the following page is that of Würtemberg, one of the twenty-six states of the German Empire. It shows the distribution of lower industrial schools, and distances and directions whence their pupils come.

Some idea may be formed of the extent and importance of the efforts in behalf of industrial education in Germany when it is stated (by Professor Thurston, of Cornell University) that to educate our people as well as the people of the most favored parts of Europe, as Germany, we should have in this country:

"Twenty technical universities, having in their schools of engineering and higher technics 50 instructors and 500 pupils each.

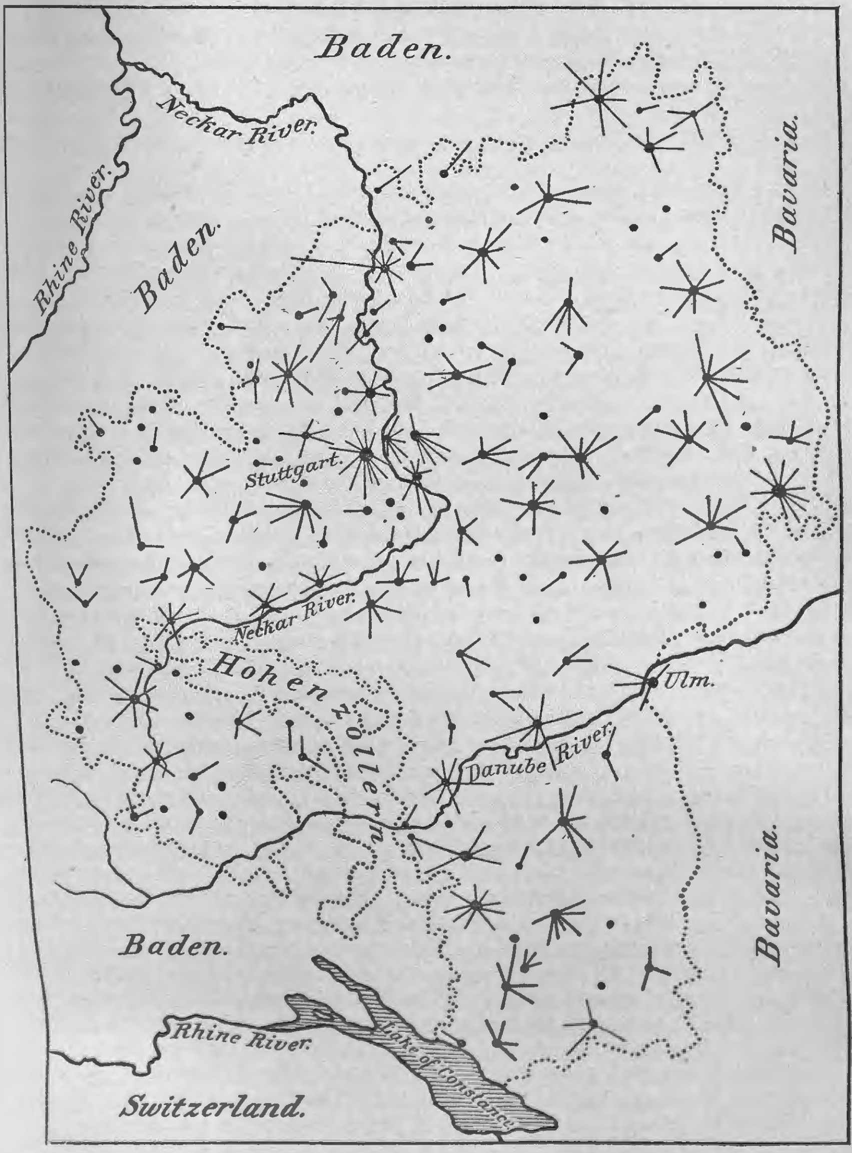
"Fifty trade schools and colleges, of 20 instructors and 300 students each.

"Two thousand technical high schools, or manual-training schools, of 10 instructors and 200 pupils each.

"That is to say, there should be in the United States to-day 1,000 university professors and instructors and 10,000 students under their tuition studying the highest branches of technical work; there should be 1,000 college professors and 15,000 pupils in technical schools studying for superior positions in the arts; and

20,000 teachers engaged in trade and manual-training schools, instructing pupils, 400,000 in number, proposing to become skilled workmen. We have in this country 10,000,000 families, among which are at least 1,000,000 boys who should be in

INDUSTRIAL SCHOOLS IN THE KINGDOM OF WÜRTEMBERG.



Würtemberg is one of the twenty-six states of the German Empire.
[Dots indicate cities and villages in which industrial schools are located. The radiating lines show distances and directions whence pupils are drawn.]

the latter class of schools. The cost of such education would be, per annum, about 50 cents per inhabitant additional to the present school tax, and in the shops of these schools less than $100 per student, and for total costs of higher education under $300 per annum per student. Such is the work of which so small a part, at most, can be done by existing colleges, however great the desire of the authorities to carry out the intentions of the people. Such is the somewhat intimidating comparison, also, of the condition of our country and the more enterprising and wisely governed countries of Europe. The latter have had generations the start of us, and only the extraordinary natural advantages of our country and the more extraordinary general intelligence and enterprise of its citizens can possibly prevent this disadvantage under which we labor from telling fatally against us in the course of time, when the inevitable competition of the world shall affect us."

SUPPLEMENTARY SCHOOLS IN BERLIN.

In the foregoing article the purely industrial schools (technical and trade schools) of Berlin are mentioned, and a statistical table of attendance and expenditures is given. In that statement an item called "continuation schools" is worthy of further explanation. Continuation or supplementary schools in Berlin are evening schools, held in common-school buildings. They are not trade schools, but institutions for the further education of boys and girls who have passed through the common elementary school and desire to perfect themselves in one way or another, in order to rise in the social scale and prepare themselves for higher pursuits than common labor. Many of the students of these schools are ambitious and take up secondary-school studies, such as foreign languages, mathematics, and drawing. Hence five secondary schools (so-called City Realschulen) have opened secondary evening schools, in which, besides the mother tongue and arithmetic, the following branches are taught: French, English, bookkeeping, highermathematics, drawing, chemistry, commercial science, and related branches. A small tuition fee is charged. Gratuitous instruction is offered to 10 per cent of the attendants if indigent. The cost of these secondary supplementary schools amounted to 38,587 marks ($9,185) in 1895-96. About 1,000 boys attended these schools in the winter of 1895-96, while in the summer preceding the number was 738.

Much more extensive than these secondary schools, in both their influence and attendance, are the elementary supplementary schools. There are 12 for boys and 13 for girls. In those for boys the studies are: Mother tongue (grammar and composition), arithmetic, drawing, technical drawing, modeling, bookkeeping, geometry, physics and chemistry, French, English, history, civics, and shorthand. The sum total of expenditure for the boys' and girls' schools, borne entirely by the city government, amounted to 276,606 marks ($38,171). No tuition fee is charged. The girls' schools are somewhat more bent upon practical pursuits, as is seen from the following list of studies: Mother tongue, arithmetic, drawing, bookkeeping, embroidery, machine sewing, cutting, ironing, millinery, shorthand, typewriting, French, English, singing, gymnastics. The number of pupils in these girls' schools was 5,000 in 1895-96. All except the common branches are optional studies.

In a governmental report on the Berlin trade and industrial, as well as supplementary, schools, published in Berlin in February, 1897, the entire number of students attending these schools is found to be 14,750, or about 1 per cent of the population. These students repesent 160 different trades or occupations. The joiners (837), locksmiths (1,420), machinists (1,139), machine builders (919), typographers (563), and commercial students (2,549) are the most numerous.

EDUCATION OF APPRENTICES IN CENTRAL EUROPE.

Court Councilor Dr. William Exner and Dr. A. Vetter, of Vienna, recently undertook a journey through Germany and Switzerland in order to study the various modes in which the Governments of these countries encourage the practical training of apprentices. The Government of Austria has been induced by the fierce struggle for existence, in which continental European nations are engaged in the field of industry, to promote skilled labor by extraordinary means, which we in the United States are accustomed to call "paternal influence." Hence this delegation was sent to neighboring states, which are known to be superior to Austria in some fields of industry. These gentlemen reported in the official organ of the Imperial Austrian Technological Museum in Vienna upon the results of their observations. The report contains so many instructive details that it aroused the attention of many who believe that industrial education is a problem worth considering at the present time. Numerous letters of inquiry received in this Bureau concerning the location of certain German industrial and trade schools and their courses of study make it obvious that an English version of the report of the two Austrian commissioners will interest many citizens in the United States who are apprehensive of the ultimate result of the changed conditions of labor by the introduction of machinery. The following is the report of the two experts:

Dr. P. Scheven said, in his book on Workshops for Apprentices, that it was a problem worthy of our attention how to prevent the training of apprentices by master workmen from falling into disuse after the liberty of trade (Gewerbefreiheit) had been guaranteed by law. This problem has been approached first by three German States, to wit, Würtemberg, Hessia, and Baden. To some extent other German States followed their example, notably Prussia, Bavaria, and also most of the cantons (states) of Switzerland. But only Switzerland has carried out the proposed work of reform in all its details.

It is no wonder that the public affairs of the state are increased by a task which affects the life of the broadest layers of society if we consider that one of the characteristic signs of the time is the rapid extension of the area of state's duties. We now establish institutions with state aid for the solution of social problems, where formerly individuals attempted it with limited means. In the field of education the state began with universities and reached further and further down till at present the master workmen are released from training their apprentices, or, in cases where they still keep apprentices, the master workmen are made organs of the state, i. e., state teachers.

It seems that in the States mentioned above the venerable, ancient institution of training in workshops by masters is reverently fostered, and three other means have proved to be practical and successful. Aside from industrial institutions of purely educational character (found in great number in Germany, Austria, and Switzerland[1]), we find voluntary, and at times obligatory, examinations for apprentices. Hand in hand with these examinations go exhibitions of apprentice work, test work performed for and during examinations. The government of the Grand Duchy of Baden went still further in its parental care and attempted to promote the professional knowledge of the masters themselves by paying them salaries and requiring them to follow a prescribed course of work in training their apprentices.

The Austrian minister of commerce began in 1892 to promote the small trades (Kleingewerbe), influencing them by granting privileges and material aid, and they have in consequence developed in a most gratifying manner. On principle, the minister limited his influence to such tradesmen as were either masters or journeymen. His aid was partly given in a concrete way by granting motive power for machines and thus changing the drudgery of mechanical labor to machine work, lifting, as it were, the man who had hitherto done all his work by hand to a small manufacturer and widening his horizon of thought as well as his sphere of trade. But, not satisfied with this material aid, he offered the tradesmen opportunities for the extension of technical knowledge, giving them information

[1] See page 1215 of this annual report.

concerning modern modes of production found in other countries. This enabled them to vie with foreigners.

This information was offered by means of both printed documents and suitable evening and holiday trade schools. Having had such signal success in these attempts, the minister now entertains the idea of extending the work of his department by influencing the younger generation, the apprentices. Hence he sent the authors of this report, Profs. W. Exner and A. Vetter, to Germany and Switzerland, during the summer of 1896, to investigate what is being done in these two countries toward promoting the practical training of apprentices.

Examinations of apprentices and exhibitions of apprentices' work are found to occur in organic connection in several States visited. In the past they were not always so connected. Some States began with examinations, like Würtemberg, in which kingdom question books for locksmiths (prepared by Mr. Karmarsch, a skilled technologist) were in use as early as 1886. Hessia first began with exhibitions of apprentice work, the first of which dates back to 1848. At present, the apprentice examinations have developed to so high a degree of perfection in Switzerland that the regulations existing there are considered models for imitation. The city of Basle made the beginning in 1877 with 17 candidates. From there the movement spread rapidly, so that in 1887 Switzerland had 27 cities (examination centers) with 1,536 candidates.

These examinations, at first, lacked uniformity and organization, but in 1888 the Swiss Industrial Society, which had been the instigator of the movement, took the matter in hand officially and established a normal course of requirements. Only such candidates as could furnish documentary evidence of having followed the course were admitted to the examinations. The Federal Government granted the society the sum of 2,500 francs to publish the course. This proved to be such an impetus to the annual examinations that the draft of a new industrial code of Zürich in 1895 declared the passing of an examination obligatory for every apprentice in the canton, and made it a duty of the cantonal (State) government to supervise the examinations and bear the costs. Zürich is the leading industrial center in eastern Switzerland. The western part of the Republic did not, at first, take readily to the idea of examining apprentices. Not until 1890 did the cantons of Freiburg and Neuenburg adopt the measure. Geneva and Vaud soon followed the example. Freiburg now (1896) stands at the head of the movement and has adopted the regulation of obligatory apprentice examination. In connection with an exhibition of apprentice work in Geneva (1896) a statistical table was published which showed that during the period from 1877 to 1896 as many as 9,178 apprentices, representing 134 different trades, have been examined in Switzerland.

On an average, about 1,200 candidates are now examined annually. This number will, of course, greatly increase as soon as obligatory examination is adopted in every canton. The expenditures for these examinations amount to about 20 francs ($4) per candidate. The federal and cantonal governments defray one-third, the industrial societies and trade unions and private citizens two-thirds of the cost. In addition to these local examinations, several trade unions arrange their own examinations to meet the requirements of their special professional needs. Thus, for instance, the Swiss printers have had their own examinations for apprentices which date back to the sixties, and it is stated that at least 90 per cent of all typographers in Switzerland entering upon membership after having completed their term of apprenticeship have been rigidly examined. Their number is not included in the total number mentioned above.

The organization of apprentice examinations is the work of the Swiss Industrial Society; this is a corporation which has had an extraordinary influence upon industrial education in Switzerland. Since the Federal Government pays it an annual subsidy, it attends to apprentice examinations as a duty demanded by the State. The far-reaching result of the second exhibition of apprentice work held in

Geneva (the first was held in Berne in 1891) is the adoption of a radical reform in the mode of the examinations. The regulations contain the following essential points:

The Swiss Industrial Society organizes a uniform system of examinations for Swiss apprentices. Being aided by the Federal and cantonal governments, it supports all local authorities, societies, unions, and institutions which arrange such examinations and comply with the following requirements.

The central office of the society appoints for the purpose of conducting uniform examinations a central board of seven members and determines their duties. The central board watches over the execution of the following rules, appoints expert examiners, takes part, as far as possible, in the examinations, and reports to the central office. It distributes the appropriations among the various examination centers, and is empowered to follow its discretion in giving special consideration and grants to such centers as excel in extending the movement and improving its methods.

The results of examinations are published annually. A roster is kept of all apprentices who present themselves for examination.

Rules.—All rules of separate examination centers must conform with the following general rules:

(1) To an examination may be admitted all apprentices, male or female, who can prove—

(*a*) That their apprenticeship has lasted the number of years required for their vocation (prescribed by the central board in a special rule);

(*b*) That they have spent at least five-sixths of their required time of apprenticeship at the date of examination;

(*c*) That they have attended regularly at least two half-yearly courses of an industrial continuation or technical school and studied the prescribed subjects. This requirement may be set aside in cases where the applicant can prove that such a school was inaccessible to him or her; but in this case an examination will have to determine whether the applicant has the required elementary knowledge.

(*d*) Young journey men and women who have finished their apprenticeship in Switzerland may, within a year from that date, be examined also, provided they comply with the foregoing rules, but in such cases the examiners are enjoined to increase the requirements of examination.

(2) The date of the annual examination shall be published at least three months in advance in local newspapers or by means of printed notices in shops and factories and announcements in schools. The notice shall state the date and place for the reception of test work. Sufficient time should be given for the completion of this shopwork.

The central board should be informed of date and place of examination, so that a delegation of the board may attend.

(3) Applications for examination should be made on blanks furnished by the Swiss Industrial Society and be filled out in the handwriting of the apprentice.

(4) Every candidate is required to pass the following examination:

(*a*) A practical test in shopwork, consisting of a sample of manual work prescribed by the expert and done in his presence. The central board determines, upon motion of the experts, the limit of time within which his work must be finished.

(*b*) The exhibition of a piece of work done by the apprentice without aid should be made where circumstances permit. This piece may be made in the master's workshop. The experts, or their deputies, appointed by the board should visit the apprentice in the shop during the time in which he is engaged in making his piece. In cases where the making of such a piece is impossible or impracticable the working drawings may be substituted.

(*c*) In connection with the examination in shopwork an oral examination in the technique of the trade should take place, conducted by the expert.

(*d*) The examination in school studies embraces the mother tongue, reading, and composition; arithmetic, mental, and written work in denominate numbers, whole numbers, and fractions; simple bookkeeping; drawing, free-hand and technical, with reference to the trade in which the candidate is apprenticed.

(*e*) Excellent school diplomas may release a candidate from oral examination, but only with reference to school studies, not with reference to technical branches. Apprentices who fail to give satisfaction to the foregoing requirements can not be granted apprentices' diplomas (Lehrbriefe).

(5) The oral examination in technical branches (see 4, *a*, *b*, and *c*) is to be conducted by two expert artisans and one member of the central board or his deputy. The examination in school studies, in cases where the absence of satisfactory school diplomas makes an examination necessary, is to be conducted by professional school-teachers. The local examining board supervises the examinations. Only the professional experts and the members of the local and central boards have admission to these examinations.

(6) Every apprentice is to be supervised by the experts appointed to conduct the technical examination while the applicant makes a trial piece of his own choosing, and the master of his shop has to certify to his having worked without aid. The prescribed practical test in presence of the examiner is to take place at a neutral place.

(7) The results of the examination are to be stated separately (*a*) for shopwork of the candidate's own choosing as well as for prescribed tasks; (*b*) for technical knowledge in oral examination; (*c*) for school studies.

(8) The diplomas are not to be delivered to the successful candidate until he has finished the required number of years in the shop as apprentice. The master of the shop certifies as to that fact. The diploma must specifically state what trade the apprentice has learned, or whether only a special branch of a trade, or whether he has been examined for a specialty only, though having learned the whole trade.

(9) Samples of apprentice work handed in by candidates for examination are to be left a few days on exhibition, labeled with the names of the makers, those of their masters, and the diploma rating.

For Switzerland, it is obvious from the foregoing, the organization of examinations for apprentices is firmly settled for a period of years, though minor points may give rise to discussion and changes. Other States have adopted a different policy, owing to circumstances with which they had to reckon. In Baden, for instance, the test work (not only the shop work of the candidate's own choosing) has to be announced several months in advance of the oral examination. Hessia, too, insists upon this peculiar feature. Whether the candidates should be granted only diplomas or also premiums is still a mooted question. Opinions and customs in different States differ also as to whether the apprentice's own test piece is to be done in his master's shop or in that of another, perhaps in the shop of the examining expert. In most cases the former locality is chosen. It is worth stating that indigent apprentices are furnished the necessary material free of charge. In Hessia and Bavaria it is the rule that this test piece is to be made earlier, not shortly before the oral examination; that is, within one or two years after the beginning of the apprentice term. In Baden the Government began to regulate apprentice examinations much later than other States, and even to-day local industrial societies are allowed to modify the regulations prescribed by the central authority to suit their convenience or local needs.

In Switzerland the exhibitions of apprentice work are not an essential organ for promoting the education of apprentices. Such exhibitions are held at intervals of five and six years, but then they are arranged on a grand scale. This is done chiefly to give interested persons an opportunity to inform themselves concerning the status of apprentice training and the results of examinations. In Hessia and Bavaria, on the other hand, these exhibitions occur annually; the directors of the exhibition form permanent boards, which collect the pieces of work and attend to their tasteful exposition every year.

In Hessia the "Landesgewerbeverein" and in Bavaria the union of Bavarian industrial societies have constituted themselves as central authorities, and are so acknowledged by the State, in matters pertaining to apprentice examinations. The Bavarian exhibitions are held annually in the industrial museum at Nuremberg. The following principles, taken from the General Guide, show how examinations and exhibitions are organically connected there:

(1) Examinations of apprentices and exhibitions of their test work are of great value for the practical training of thorough artisans.

(2) The work of apprentices which is done on or about the date at which they conclude their term of apprenticeship will bear evidence as to the knowledge and skill they have acquired. Hence an exhibition of such work is made a requirement of examination.

(3) Premiums for such work are offered only to apprentices who complete their term of apprenticeship during the season in which the exhibition is held, but any apprentices may exhibit work done during the first and second year of their term of apprenticeship.

(4) In order to judge the work properly, the applicant should bring documentary evidence of his having done the work without aid, and that he possesses the requisite common-school education, as well as technical preparation; for the latter diplomas from industrial schools and working drawings made by the applicant are admissible. A testimonial concerning his conduct while engaged as apprentice must accompany the application.

The selection of the work made for examination and exhibition is left to the apprentice, but he is advised to select only such work as is in harmony with his regular shop work, does not require great expense, and does not offer extraordinary difficulties. Technical show pieces are to be avoided. A list of suitable pieces of work for a great number of trades is offered as a guide. This is what is done to promote the techical training of apprentices in Bavaria.

Things are managed differently in Hessia. The local examination board here assigns a task, though, if the apprentice furnishes, besides this, a piece of his own choosing, it is accepted and exhibited. The Bavarian mode of procedure seems to aim at facilitating the selection, while the Hessian mode is intended to give the examiner an opportunity to judge the spontaneity of the apprentice. While the Bavarian list of tasks contains only work that may be expected of apprentices who have finished their term of apprenticeship, the Hessian list of tasks contains work which is designed to tell the examiner what he may expect after the first, second, third, and fourth year of the apprenticeship. In Hessia the following tasks are prescribed for machine builders and metal workers:

Apprenticeship, first year.—Fit a bolt with a button into a round hole; diameter of bolt 20 mm., length 4 cm. Make a pair of screws with heads and nuts, a fashion piece with handle and crank, or a button on a box cover or on a newel post. File a ruler 25 cm. long and 25 mm. wide. Chisel a cast-iron piece, about 120 mm. long, 60 mm. wide, 25 mm. thick, on three sides perfectly parallel and at right angles. Make a paper weight of pleasing form. Make a ring gauge 40 mm. wide, 100 mm. long with caliper thorn. Turn on the lathe a brace disk 125 mm. diameter, 50 mm. wide, 30 mm. bore-hole, arched.

Apprenticeship, second year.—Fit and weld a stay ring on a cylinder of about 30 to 35 mm. thick. File an angle of given dimensions. File a ruler of given dimensions. Turn on the lathe a screw worm with flat thread, and nut. Cut into a piece of cylinder a nave with wedge teeth. Make a conic valve with three gauges to fit into place; a two-armed cut clamp with borer and cheeks; a support guide; an inkstand with smooth hole; a joint or rectangular lever, a wall joint, an intermediate joint, or a funnel joint; a brake thread, one with the thread to the left and one to the right, with nuts.

Apprenticeship, third year.—Make a sphere with tin case to fit it in; a "Haarschublehre;" a dovetail conduit with guide strips screwed on; a crosshead for graduating with one or two conduits; a conic valve with seat of 30 to 35 mm. diameter; a cube exactly measuring 40 mm., straight, parallel, and rectangular with caliper-ring; an elevator cylinder with stay rings and strap disks.

In Bavaria similar tasks are prescribed, but fewer in number. While in Switzerland a regular examination in common-school branches and test work is arranged, Bavaria provides for little more than an exhibition of work. Hessia pursues a middle course. The Bavarian method is, if not the most effective, the easiest to imitate.

And now we turn to the third of the three methods mentioned in the beginning of this report—the promotion of professional or technical knowledge among the masters by subsidizing them for training apprentices.

In 1884 the Mannheim trades union petitioned the Baden diet for an appropriation of 10,000 marks, to be expended in investigating the condition of the small trades, and reporting thereon with suggestions for their improvement. This sum was granted and expended in accordance with the petition. The proceedings of the commission having this matter in charge and the debate in the diet led to the adoption of a suggestion on the part of the Karlsruhe trades union. It was to the effect that master workmen who are willing to train apprentices systematically, according to certain regulations, should be supported by the state treasury. Hence, the minister of the interior of the Grand Duchy of Baden asked in 1888 for 5,000 marks per annum for the purpose of subsidizing work masters and shop-owners who undertook the work of training apprentices.

This measure was undertaken with the avowed intention to subject it to an honest trial. The success it had is undeniable. Until the year 1895, an annual sum of 5,000 marks was appropriated; since then a larger subsidy has been granted. At the close of 1892, 23 trades, or 122 workshops, employing 180 apprentices, were subsidized in Baden. At this time Switzerland took up the question. A circular letter was addressed to interested parties concerning the feasibility of adopting the plan followed in Baden, and the Industrial Society of Switzerland concluded in 1894 to appropriate 2,000 francs per year for three years in order that the plan be tested in a small way. The organization will be similar to that in vogue in Baden. If after three years (which will be in 1898) the plan of subsidizing master workmen for training apprentices according to set rules and prescribed regulations has proved successful, it is confidently expected that the Federal Government will grant the means to carry out this plan on a grander scale.

The discussion of this plan in Switzerland frequently touched upon the relation of educational institutions for the purpose of training in manual labor and the new apprentice shops. It was said that in industrial education the widest possible freedom should be given; it should not be confined to any one kind. There is no country in Europe which can boast of more industrial schools and trade schools than Switzerland. A characteristic statement concerning an industrial institution in the city of Berne may be quoted here to show how practical the Swiss people are and how wisely they try to meet the necessity arising from fierce industrial competition.

It is characteristic of the trade school in Berne that it combines a large number of trades, so as to give its students not only all the bearings of his own trade, but also knowledge of its relation with others. The school is intended to be not only an industrial educational institution, but also a place where the students can earn money in working at their trades. According to the regulations in force, the school has the aim (1) to enable young men to learn a trade; (2) to enable young men who have learned a trade in some workshop to complete their technical education practically and theoretically, so as to prepare themselves for higher positions than that of laborers; (3) to check the immigration of skilled workmen from other countries and to elevate the Swiss laborers to a higher level of culture; (4) to elevate the trades in general. The means needed to carry on this extensive school are furnished by the community, partly also by the cantonal and the Federal Government, and lastly through the sale of the products of labor in the shops. Instruction is entirely gratuitous. An exhibition of the students' work is held annually, and the graduates of the institution are examined under the rules in force for apprentices (quoted in a foregoing paragraph).

At present the institution has shops for shoemakers, joiners, carpenters, locksmiths, braziers, and tinsmiths. For each of these trades a three-years course of instruction is prescribed. On admission to the institution the student enters upon a contract which is peculiar in some of its features. It is formed like the articles of apprenticeship, the two contracting parties being the authorities of the institution on the one hand and the applicant on the other. The contract fixes the duration of apprenticeship and the term of probation (four weeks), and enumerates the duties of the community, to wit, (*a*) the carrying out of the course of study, (*b*) gratuitous instruction, (*c*) accident insurance of the student according to the provisions of the law, (*d*) assurance of remuneration for work performed over and above the prescribed tasks. This remuneration is regulated—50 to 75 per cent of it is paid monthly; the rest is deposited in the savings bank in the name of the student. Then follow the articles which state the duties of the student, and lastly provisions are made which enable either contracting party to sever their connection.

Upon this basis an extensive institution is built up. In 1895 it required expenditures to the amount of 128,106 francs ($25,000), which were met by an income of 59,825 francs ($11,000) from communal, cantonal, and federal subsidies, and 68,281 francs ($13,000) from the sale of the products of the shops. The number of students was 78 at the close of the year 1895. One of the greatest difficulties to be overcome was found in searching for a market for the shop products. Naturally the local owners of factories and workshops at first objected to the utilization of the students' work, claiming that they entered into competition with legitimate labor. These objections were met with the following argument: The sum total of the school's income from the sale of shop products, if divided by the number of factories and workshops of the trades represented in the school, showed that only an insignificant share of the profit would fall upon each master in Berne, and the authorities appealed to their public spirit and asked them to sacrifice so small a sum toward the elevation of the trade rather than throw obstacles in the way of so laudable an institution.

The city authorities met the claims of the tradesmen half way by limiting the number of applicants admitted into the school to 5 per cent of the number of the tradesmen doing business in Berne. This percentage has not yet been reached. The trades masters of late have abandoned their opposition to the trade school, and most of them are now staunch friends of the institution, which has recently opened a course for the further advancement of master workmen. The school has opened a few sales depots for its products in the city, enters into competition for public works, and manages its industrial features entirely like a well-managed factory. At first the principal was a master shoemaker of pronounced executive skill; lately a manufacturer and merchant stands at its head.

We must deny ourselves the pleasure of quoting other examples of successful Swiss trade schools and industrial institutions for educational purposes for which Switzerland is noted. There are technical schools, masters' courses for typographers, ambulatory schools, traveling lecturers, patronage of apprentice work, and various other appliances for the popularizing of advanced industrial education. The Swiss nation exhibits a remarkably deep interest in everything that is apt to be for the public good. This is attributable to its purely democratic kind of government, which induces the citizen to participate in all public enterprises. The comparatively small yet compactly populated districts into which the cantons (or States) are divided facilitate the establishment of educational institutions which are impossible in sparsely settled countries.

To return to the question as to which of the two methods is preferable (trade schools or the old-time apprenticeship in workshops under specified supervision of masters), it should be stated that the institution in Berne, sketched in the foregoing paragraphs, approaches nearer the technical preparation in workshops than any other trade school. Generally, it may be admitted, trade schools, with scholars' shop attached, are better in large cities representing trades of far-reaching specialization, and difficult trades that need an unusual amount of theoretical education and special preparation, i. e., better than the old-time apprenticeship. On the other hand, it can be stated with confidence that the system of apprenticeship in small workshops is preferable in simple trades and small towns, because that system offers opportunities to see all the bearings of the trade to be learned. If the workshop is well equipped; if the master takes a hand in the work, and watches the conduct of the apprentice; if the latter is permitted to take up all branches of the work and not only repairing and patching; if the master supervises the drawing, modeling, and bookkeeping of the apprentice; if to all this comes the ethical momentum of an insight into a flourishing enterprise which hourly shows how diligence, knowledge, skill, and honesty change into material value, the system of apprenticeship will offer great advantages. But rarely are all these conditions found together. Thoroughly equipped and willing masters are rare; rare are also apprentices who have the capacity to rise above the average workman. We generally find that boys of small or no means at all are "put out as apprentices." Hence the desirability of regulating the training of apprentices by influencing the masters, and offering them a remuneration for the trouble this training causes them.

As stated before, the management of the system of paying for results is an imitation of that adopted in Baden. The central office of the Swiss Industrial Society resolved, September 8, 1894, as follows:

"Workshop masters of various trades who enter into an agreement to comply with the rules for training apprentices may be granted a subsidy of 250 francs for each apprentice. The selection of the masters is made by the central office of the Industrial Society. Masters whose former apprentices have passed the examination with credit are preferred. It is a matter of importance that the masters who apply for a subsidy give board and lodging to their apprentices."

The following is a copy of the regulations issued:

(1) A written contract between master and apprentice is entered into, which contract must be in harmony with the normal contract designed by the Swiss Industrial Society. It must contain the following provisions:

(*a*) The term of apprenticeship begins with a probationary term of from four to eight weeks, which is to be included in the whole term of the contract.

(*b*) The term of apprenticeship is not to exceed the normal minimum prescribed by the aforementioned society for the respective trade.

(*c*) The master is required, in case the apprentice does not live with his parents in the neighborhood, to give him board and lodging and supervise his conduct during and after work hours. Exceptions to this duty are admitted in cases where the master has placed the apprentice in a family in which he is well taken care of.

(*d*) If the apprentice should fall ill, the master is required to see to it that he is properly nursed and that medical aid be called in. If the sickness lasts longer than four weeks, the master must, if desirable, have the patient sent to a hospital.

(*e*) The normal contract prescribed by the Swiss Industrial Society contains a number of paragraphs referring to the mode of teaching the trade, which must be conscientiously followed. Work must not be required of the apprentice after the legal work hours, or on Sundays, except in rare cases of emergency.

(2) Every contract entered into, if based upon the requirements prescribed by the society, must be submitted to the central office, where it is to be deposited in duplicate.

(3) Every apprentice of a subsidized workshop is required to present himself for examination at the close of his term, and the master workman is obliged to grant the apprentice sufficient time and materials to make his test piece.

(4) An apprentice, under the rules of the society, must have completed his fourteenth year and possess the necessary intellectual and physical qualities. In doubtful cases the society may arrange an examination for admission.

(5) The subsidy mentioned is determined by local and professional circumstances, and is paid in two equal installments, one at the close of half the term of apprenticeship and the other at the close of the term, after the master has given evidence of having fulfilled all the duties required of him.

(6) The subsidy guaranteed to a master is not transferable to his heirs or assigns in case of death or closing of his shop, unless the central office specially orders the payment.

(7) If the contract between master and apprentice becomes void before it expires, the officers of the industrial society determine the quota of subsidy due the master, or the amount of indemnity to which he may be entitled.

(8) Failure on the part of the master to follow the rules prescribed by the society presupposes his waiving any subsidy whatsoever.

(9) In cases of contention between master and apprentice with reference to the application of any point of the contract, the officers of the society may be called upon for a decision, which decision is final.

(10) For the purpose of supervising the proper performance of the master's duties to his apprentices, and for the purpose of constantly being informed as to the status of the education of the apprentices for whom subsidies are paid, a number of local trustees are appointed, who report to the central office at stated intervals. These trustees may be charged with special duties, such as inspection, special examinations, and judicial duties in cases of contention.

This is the modus operandi adopted in Switzerland. At present the institution is too young to record results; still the officers of the society are convinced that it will be fully as satisfactory in its workings as the one in the Grand Duchy of Baden. Furthermore, in Switzerland, as well as in Baden, the conviction seems to make progress that it is better for the trades and general industrial prosperity to subsidize the masters for the training of apprentices than to extend the system of trade schools hitherto favored by the Government.

CHAPTER XXVI.

RECENT EFFORTS IN EUROPE FOR THE ADVANCEMENT AND IMPROVEMENT OF AGRICULTURE.[1]

I.—CAPITALISTIC AGRICULTURAL PRODUCTION.

It seems strange that agriculture, which has been regarded as the most independent vocation in the world, should be dependent upon the more or less fortuitous aid of capital. But those who speak of the independent position of the farmer are inclined to emphasize his position as a self-sufficing one in which he, like Robinson Crusoe, may satisfy his wants through his own labor. However true this conception of farming may have been before the temptations offered by traveling agents and newspaper advertisements of enterprising manufacturers magnified the wants and the expenditures of the farmer, it is not true to-day except in the districts which are contented to live "behind the times." Since self-sufficing agriculture, then, does not require a working capital other than is provided by the natural increase of the family (for even the political economy of Robinson Crusoe admitted the advantage of a man Friday), it is evident that in the following pages the discourse can be only concerned with agriculture as an industry or, as it is called, capitalistic production.

The proposition of the political economists that industry is limited by capital is applicable to agriculture which, as far as it is concerned with producing a "money crop," is thus limited or hampered, like any other industry, by the lack of capital. Let this crop be what it may, wheat in the Northwest, cotton in the South, tobacco or corn in the intervening section, cattle raising in the region beyond the Missouri and the Red River of the South, or market gardening and truck farming in the populous East, each "money crop" requires capital, each exploiter of the soil, like each commission or other city merchant, requires the presence of a fund upon which he may draw in time of need for the purpose of promoting an enterprise or tiding over a failure. But as the city merchant is constantly receiving into his possession moneys which are not, properly speaking, his (the cities being clearing houses), "accommodation money" is very much easier for him to obtain than for the isolated farmer.

"The element of credit," says the French economist, M. Leon Say, "is the money of others, but its principle is either to get money to spend upon oneself or to invest in business. Money obtained for the first purpose is generally supposed to be a ruinous operation, while money obtained for the second is advantageous only as the business ability of the borrower is good and the amount he pays for the hire of the money (usually called 'interest') is reasonable." Now, attribute it to what you please, this rule holds that people are much more apt to lend to those who are of the same business class as themselves than to those who have neither the appearance of wealth nor the manners of the class to which the lender belongs. "In Germany," says Gustav Schönberg, "those who suffer the most from want of credit

[1] By Mr. Wellford Addis, specialist in the Bureau for obtaining and collating information relating to colleges for the benefit of agriculture and the mechanic arts.

are the proprietors of medium-sized or small farms, especially the peasant. The large proprietors sometimes can not get a sufficient credit, but nevertheless they are better able to procure cash for current needs, either from the money passing through their hands as gross returns from the cultivation of their estates or by writing to their bankers or to an establishment of credit. But when the small farmer, with very little experience in monetary matters and an unknown financial status, has need of credit, he falls into the hands of those whose business it is to exploit his poverty and inexperience."

It is therefore asked by some if it is wise to enlarge the opportunity of the small proprietor to borrow. "It would be disastrous if land owners were to run into debt to improve their land," says Rodbertus[1] and others. To these objections Signor Leone Wollemborg, an expert in such matters, answers in this fashion: "Is it useful to create a loaning fund for the agriculturist? Some agricultural societies and some representative agriculturists assert that it is dangerous to do so, for the peasant is consumed with such a fever to acquire land that he contracts obligations which eventually bankrupt him. Credit is therefore a dangerous as well as a precious ally, and it is necessary to use it rationally." From Signor Wollemborg's admission in his defense of agricultural credit it follows that capital borrowed by the farmer, though beneficial when used in judicious exploitation of the farm, is a dangerous expedient to resort to in order to acquire it.

Other considerations are not wanting to illustrate, if not to explain, the inadequacy of capital in coined money at the disposal of the farmer. One of these, though of a theoretical or speculative nature, may be stated in concluding the foregoing remarks upon farming as capitalistic production.

The true value of property of all kinds in the United States in 1890 is placed by the census at $65,037,091,197, yet the amount of money in circulation at that date was $1,429,251,270. In brief, had it been possible to put up all the property in the United States at auction on June 30, 1890, one of two things would have happened, either there would not have been cash enough in the country to buy it in at its "true valuation," or its "true value" would have shrunken until it became only one forty-sixth of what it was the day before; or, to say the same thing over, in such a market every one dollar of "true valuation" would have become two cents. In England and France the same conditions prevail. Now, in 1892 the United States exported an unprecedentedly large amount of her products which are principally obtained from nature. These exports amounted to nearly $800,000,000, and if paid for by the exporters before shipment abroad must have sent perhaps half the money in circulation into the agricultural States.

It is of course impossible to say that there is an instructive conservation of exchange forces similar to the mechanical equating in physics known as the conservation of energy, but it seems evident that the farmer who is placed between nature and the middleman is not nearly so favored as a possessor of circulating coin as is the business man who is the intermediary between the farmer and another business man. The returns of the farmer are the residuum of the final price

[1] Zur Erklärung und Abhülfe der heutigen Creditnoth des Grundbesitzes. page 138. Prof. Thorold Rogers remarks: "Nor were these yeomen (freeholders of his native village in Hampshire, England), unprosperous when they were active, temperate, and thrifty. The greatest peril they ran was in purchasing land with their savings, mortgaging it to obtain possession, and, up to this having committed no serious error, cultivating the land with insufficient capital. I have known several yeomen who, having fallen into this mistake, have lived a life of extreme labor and thrift, and, having enlarged their estate, were poorer at their death than they were when they began their career. And in this day I believe that agricultural distress is, and has been for some years past, due to the double cause of enlarged domestic expenditure and insufficient capital for the extent of land occupied." (Six Centuries of Work and Wages, p. 56.) But compare his dictum, page 62, that population keeps pace with the amount of customary food of the people, and wages never fall below the amount necessary for the laborer and his family to subsist on.

obtained for his wares after others have deducted the price of handling and converting them, and are profitable or not relatively to the price at which he hired money a year before he harvested his crop. Or, to use the illustration once employed by a political economist to explain the wage-portion or wage-fund theory, the matter is simply a question of division; the volume of money in circulation, the dividend, is stable, while the crude products vary; thus the coin values, the quotient, received in return by the farmer fluctuates inversely with the volume of the productions arising from the labor of the class to which he belongs and the favorableness of the season. The difficulties encountered by political economy in defining the word "value" are as perplexing as those met by political philosophy in defining the word "equality" or "liberty."[1]

II.—Meaning and Use of the Term "Agricultural Credit."

In regard to the acquisition of the soil he cultivates, the American farmer has been favored beyond the farmers of any other nation or of any other time. In Rome the division of the public lands was accompanied by the riotous epoch of the Gracchi. In Great Britain one-fourth of the arable public lands were "inclosed" during the last two hundred years, and became the property of individual landlords.[2] In France the revolutionary Assembly of 1789 confiscated the immense land possessions of the Catholic Church[3] and sold them, in lots of 2 or 3 acres, for a nominal sum to the peasants who had for so many years cultivated

[1] It is possible that an objection may be raised to the foregoing matter as in reality advocating overproduction. It is said by Mr. Giffen, the eminent English statistician, that countries whose productions are merely of an agricultural or mining nature indubitably feel the consequences of a depression in trade much more severely than manufacturing communities. The first reason he gives for this dictum is "the greater liability of raw material being occasionally produced in excess of the demand for it" by the manufacturing community, which can more quickly proportion its output to the public wants. Assuming that Mr. Giffen's first reason is true, it would follow that a plenitude of capital put at the disposal of the agricultural class, as discussed in this chapter, would stimulate an overproduction of raw material and a lessening of the price obtained for it by the farmer. Nevertheless, it is difficult to see why equally injurious results would not follow if capital in large quantities were to be placed at the disposal of the manufacturing class unless protected by the trades unions we call trusts. It seems that as long as raw products, especially food stuffs, are salable in and transportable to the markets of the world there need always be less apprehension of overproduction in agriculture than in manufactures, at least in stable economic conditions, such as where the application of machinery to the transformation of raw material into artificial forms of convenience or luxury has not overdirected capital to manufacturing by the offer of high interest or a patent-right system has not stimulated the production of machinery itself, or overconstruction of transporting agencies should overstimulate agricultural production, or vice versa. When the economic conditions are lopsided or when prices are being lowered in a lopsided way, that form of production—agricultural or manufacturing, as the case may be—will attract the most people which has the most capital at its disposal, and it is the people who feel the hard times, for to them that term means not deprivation of the pleasures, but frequently the want of the necessities of life. In 1883 a report of a royal (British) commission on the depression of that date characterized the situation in the propositions:

(1) A very serious falling off in the exchangeable value of the produce of the soil;
(2) An increased production of nearly all other classes of commodities;
(3) A tendency in the supply of commodities to outrun the demand;
(4) A consequent diminution in the profit obtainable by production; and
(5) A similar diminution in the rate of interest on invested capital.

A series of changes of this description, if universally and not merely theoretically true, would inevitably result in an entirely new basis of finances; a sort of mild economic revolution only recognizable when the future shall have given the necessary "historical perspective."

[2] The effects of this are thus described by the Right Hon. G. Shaw Lefevre, M. P.: "The right of turning out cattle on the waste and other rights over the commons were highly favorable to the existence of small ownerships, and when disconnected from these rights the small farms and small freeholds became economically impossible to maintain." Of course it will be understood that the inclosed wild land was put under culture by capital, and leased to small farmers, and also that those farmers who owned land were forced to sell, their property being "soon swallowed up by their neighbors." (Nineteenth Century, October, 1885, 517-518.)

[3] And of the emigrés or noblemen who had left the country from fear of decapitation.

them for their ecclesiastical lords. But in America none of these disagreeable features appear; for the Federal Government by its preemption laws, dating from 1801, has given the land away at the mere cost of surveying it, and by the homestead law of 1862 allowed it to be acquired for nothing. Thus Congress, up to 1880, had practically endowed agriculture with 268,150,000 acres, which, at the price fixed by the act admitting the new States beyond the Red River of the North, would have produced, if sold, \$2,681,000,000—1½ times the amount of the present national debt. The arable public lands in the United States are now exhausted, and our agriculture is coming under the conditions that prevail in Europe, both in the tenant-farming agricultural community of England and in the small-proprietor farming community of France. In Europe instruction in agricultural processes and theory has not been found to be a panacea for the competition set up by the fresh and cheap lands of America, and experimental fields are possibly more calculated to enrich science than the farmer. The most experienced and thoughtful people on the continent, therefore, have for some years been giving their attention to other methods to relieve the "agricultural crisis" of the decade last past. In the following matter an account is given of the most prominent of these methods, which, if it have no other effect, will be a school of economics for the farmer which will inevitably remove one disagreeable feature caused by his isolation, to wit, his ignorance of bookkeeping and the course of exchange—two capital accomplishments in an age which appeals so strongly to everyone to make money, and to combine with others to effect that object.

The expression "agricultural credit" has a definite meaning. It does not mean the ability of the farmer to borrow money for any purpose whatever, but a fund upon which he can draw in order to procure stock, necessary implements, and fertilizing material. It is not intended for the tenant farmers of England, nor the metayer (farmer on shares) of France, but is especially intended to aid and perpetuate a class of farmers which from the time of the Roman Republic every experienced government has striven to protect from the inroads which its own necessities and improvidence have ever made upon it—that is to say, the class of farmers called in France "small proprietors," as distinguished from the great proprietors, known in England as "landlords," who are people who manage their estates through an agent, as a manufacturing company manages its business through a superintendent, or, to magnify the matter greatly, as European governments managed their possessions in America, by viceroys, and ancient Rome her colonies by proconsuls. This is the fundamental principle, it is thought. of the Raiffeisen system of agricultural credit for small proprietors, the avowed basis of which is cooperative local financial self-government.

III.—The Mechanism of Agricultural Credit.[1]

It is a fact in Europe that banks which accept and discount the notes of a mechanic or small merchant known to be honest refuse to do the same with the paper of a farmer. In France it has been proposed to pass a law requiring State banks to accept the paper of agriculturists. Yet this aversion to agricultural paper is not the result of ill will, but of business instinct or necessity. In the first place, the small proprietor is unknown to the banker, while the small merchant lives near him in the same little city or town, and it is upon this very confidence, resulting from comparatively intimate relations, that credit is founded. In the second place, there is a still more material obstacle to lending to a farmer. Sup-

[1] The matter of this section is taken principally from an article by M. Paul Rousiers, published in La Science Sociale as a review of the work entitled Le Crédit Agricole en France et à l'étranger, by Louis Durand, doctor in law and advocate before the court of appeals of Lyons, France. M. Rousiers, author of the well-known work on American Life, acknowledges his indebtedness to the "judicial work" of M. Durand, and the same acknowledgment is made by the writer of this chapter.

pose the banker is willing to advance money to a small proprietor in whom he has confidence, then another difficulty presents itself. It is the custom of the French banks not to lend money for more than three months. In three months the man of commerce has sold his merchandise, been paid for it, and pays his own debt with the proceeds. Three months will not, generally speaking, permit the farmer to accomplish these matters. If the farmer can not obtain a credit for a longer period than three months, it is better not to borrow at all. Some forms of market gardening, or other form of agriculture, which closely resembles the specialized work of the mechanical trades, have found favor with existing institutions of credit when organized, as the "Chamber of the Mouths of the Nièvre" or "The Vegetable Growers of the Valley of Auge." But the operations of these two bodies are confined to the buying of stock in the spring and the sale thereof in autumn, which allows a short term of credit, and the transactions are wholly done in cash. But these operations are conducted by men of far greater standing than the ordinary peasant.

To constitute an agriculture credit it is necessary to overcome two obstacles, which are: (1) To connect the small proprietor with the banker by a third person known to both; (2) to create a reserve fund which will permit the third person to give the small farmer a longer credit than the banker will grant, so that the small proprietor may indirectly profit by the credit offered by the bank.

The whole question is contained in these two propositions. It would be perfectly useless to force the national banks to accept "agricultural paper," for if such paper were presented under the same conditions as commercial paper it would be willingly discounted. Equally useless would it be to establish in France a new bank especially for the purpose, since the Bank of France, La Société Général, Le Credit Lyonnais, etc., would be enchanted to trust their money to agriculture if they could be assured of the prompt repayment of the loan, and the special bank must have that assurance if it would avoid bankruptcy.

These two ideas, then, are fundamental: First, there is a difference which separates agricultural operations from commercial operations, the farmer from the merchant as a business man; second, it is illusory to make agricultural credit a sort of subsidy granted by the State to encourage agriculture. Agriculture, as any other industry, has no need of alms. What is required is a servant that can be used and paid. Such a servant has been named by a member of the French Assembly "family banks;" that is to say, banks which are simply mutual associations, each of which fortifies the credit of its members by pooling the credit of all. But how, it is asked, can an association of small farmers who have no cash become a bank. Where will such a bank get its money? The answer is this: Banks which have money will willingly listen to a joint and several association of proprietors who guarantee the engagements of its members individually. Such a mechanism is already in existence. In Germany they are called Darlehenskassen (lending banks), and are now introduced into Austria and, thanks to the propaganda of Sig. Wollemborg, into Italy.

The Darlehenskassen of Herr Raiffeisen, or Raiffeisen's loan banks for farmers, answer exactly to the needs of agricultural credit,[1] and are founded upon keen observation of the social life in the country. Every borrower from a bank must

[1] There were in Austria during 1895 994 Raiffeisen societies, with 60,000 members (estimated), and in Würtemberg there were 1,223 such societies, with perhaps 100,000 members. In Bavaria the Raiffeisen societies had grown in 1893 to 713 from 245 in 1885, with a membership of 62,000 as against 24,400 in 1885. The Swiss Government offered a bonus for each Raiffeisen society formed, but the Swiss enjoy such exceptionally good opportunities for obtaining money that the societies do not multiply fast. In 1894 the Belgium Legislature passed an act favoring the creation of the Raiffeisen societies. The number of such societies in Germany in 1894 was 1,038; in Italy in 1890 250 societies, with a membership of 15,000. In 1895 France had 281 of these societies.—Michael G. Mulhall, in appendix of report of recess committee on the establishment of a department of agriculture and industries for Ireland, second edition.

be a member of the association, being admitted thereto by vote of the members. It is not necessary to be wealthy to obtain the loan, which is granted after admittance.

The borrower is expected to be industrious and economical, and must have impressed his neighbors that he is both these things. "There are one hundred of us mutually standing guard over each one, so that there is no possibility but each member will be made acquainted with his duty," said an Italian peasant to Signor Wollemborg. To anyone acquainted with life in the country, such a guaranty appears sufficient. What else have peasants in the long winter evenings, at home, at church, on Sunday, at the fairs, marriage ceremonies, and other entertainments, to talk about if not the affairs of their neighbors, and nine times out of ten it is the financial condition of their acquaintances which is the matter discussed. Such a one has scored a success, he has secured so much wheat, or feeds his animals in this or that way, or has a wife who is a poor manager; and before the subject is dropped a balance sheet is struck as to the man's possessions, his energy, and his administrative ability. A bank having capital to lend can depend upon the judgment of a society of this kind, if it can be held jointly and severally responsible to the bank for its decisions. In this manner is the first obstacle to an agricultural credit overcome; for all the members of a community have gone bail for the honor, industry, and rational expectations of one of its members.

In order that this surveillance may be effectual, the financial society can not embrace more than the limits of a single parish, for it is not enough to know that a man is industrious and economical; it is also necessary to know what he is going to do with the money borrowed and to witness the application of it to that purpose, for if the loan is not applied to the purpose for which it was granted, the association exacts its immediate restoration. Under this system it has been very rare for the Raiffeisen loan banks to come upon the mutual responsibility of its members, the reserve funds having been sufficient to repair the losses that have followed an unsuccessful loan.

The Raiffeisen loan banks solve the second difficulty by confining themselves strictly to the work of an intermediary, by avoiding all speculation, all inducements of profit sharing, so as to in no way jeopardize the security they offer nor to infringe upon a wise caution. They have a reserve fund, but even this is not distributable on dissolution, but is deposited in the Imperial Bank[1] (Reichs Bank) until a new association is founded in the same village so that the system is guaranteed against the danger of a too great prosperity and the desire of some persons to profit by that prosperity by demanding a dissolution. The reserve fund is the profits arising from the operations; there is no entrance fee to be absorbed into the possession of the bank, though a sum (generally $2.50, the minimum required by law, and only exacted because required by law) is paid by the new member on entrance, which is his own property, however, and never goes into the reserve fund.

The constant and consistent effort of the agricultural credit association system of Raiffeisen is to keep each association as the loaning body politic of the parish, and to keep it out of the power of the feverish impulsation of the times to make money under all circumstances, which results, in joint stock concerns, in giving great opportunities to enterprising managers, frequent "mismanagement," and occasional defalcation. It must ever be remembered that the associations or so-called "banks" for agricultural credit are intended to aid the small farmer, and

[1] Raiffeisen established a central bank as the general clearing house of his system. In remarking the union of "the psychology of the crowd" with business principles the imagination is warmed by the completeness of Raiffeisen's work. He has created a special banking system which is now dependent on capital, but which is a politico-financial body only equaled in its solidarity by the State. The labor unions of England and America are not to be compared to it, either in view of self-help or independence of purpose. There were in Germany in 1890 about 2,000 societies for agricultural credit, with 20,000,000 francs in loans.

not to exploit his necessities and crude conceptions of financial operations. The reserve fund only becomes important in amount after some years. In the beginning there is none. But this does not prevent capitalists from lending money through the association. Ten associations selected at random show that the patrimony of the members is twenty-eight times greater than the debts held against them.

"Under such conditions credit will never be wanting. Even in times of crisis, when money is being withdrawn from banks, industrial and commercial enterprises, capitalists are only too glad to be able to prefer the agricultural credit to that of State bonds. During the wars of Prussia with Austria (1866) and with France (1870) capitalists offered their money to the Raiffeisen banks without interest; for even admitting that an enemy should overrun the country, carry off the stock, and burn the buildings, the soil remains [and the owners], and that would only fall to half its value. What other investment is able to be compared, as far as security goes, with the security offered and guaranteed by the Raiffeisen associations? The result is that just as fast as these institutions become known they have more than enough capital placed at their disposal."[1] Some owners of large estates (noblemen or capitalists) desire out of good will to aid these associations for procuring agricultural credit and become members, and as such put their large landed property under the same joint and several responsibility as that of the peasantry with whom they have joined themselves, voting upon questions of according and refusing credit as any other member.

IV.—The Attack of Schultze Delitzsch, the Founder of the Class of Institutions Known in America as Building and Loan Associations, on Raiffeisen, the Founder of the Associations to Procure Agriculture Credit.

The Darlehenskasse, or Raiffeisen lending bank, to create an agricultural credit, is the application of the idea of the Vorschussverein (association for advancing money) to agriculture, just as the building and loan association of the United States is the application of the same idea to the purchase of property, ostensibly as homes for mechanics and other wage earners in cities. The first Vorschussverein was established in 1850 on the idea of Schultze Delitzsch. This gentleman had been struck with the fact that the possession of a sum of money, frequently a very small sum, might, in the hands of a mechanic or small merchant, produce very satisfactory results, and in many cases might procure for the industrious and saving laboring man who had a little laid by the means to advance his position. But the essential condition to effect this good must be that the borrower must be industrious and saving. The same results might ensue from public or private gifts, but the educative effect in that case would be nil. It is a general law, based upon human nature, that the price of a thing fixes its value, and that in consequence charity never produces the moral virtues of energy and economy, which alone are capable of permanently ameliorating the social condition of a man. Hence the necessity of credit for the poor in purse, and also the necessity of procuring this credit not by the intervention of charity, but by the personal exertion of the party to be benefited, or, to put the matter squarely, to be educated. This is the problem that Schultze Delitzsch solved. The Vorschussverein makes its members jointly and severally (creates a solidarity, to use a word not frequently employed in English) responsible for the money advanced them by capitalists, and also creates a capital of its own to guarantee its debts and pay running expenses and make profits to be distributed among the members as dividends. But Schultze

[1] Le Credit Agricole, Louis Durand, doctor of law and advocate in the court of appeals of Lyons, France, page 236. M. Durand is now president of the Fédération des Caisses Rurales et Ouvrières de France.

Delitzsch did not like the plan of Raiffeisen. In the year 1873 and again in 1876 he attacked the Raiffeisen system on the floor of the Imperial Parliament of Germany, of which he was then a member, and in 1875, in a brochure, he put in print these charges:

(1) The Darlehenskassen have not a business or reserve fund (Geschäftsantheil) [or, as we say, "stock shares," i. e., the regular payment of a small sum at monthly or other intervals]. Yet these payments are indispensable for the security of the association.

(2) The Darlehenskassen lend the capital they receive for longer periods than it is borrowed for, which invites bankruptcy.

(3) The reserve fund, which is constantly growing larger, is never distributed, which is an anomaly.

(4) Associations which do not hold out hopes of profit are running counter to the aspirations of human nature and will not encourage saving, and can have no independent existence (auf eigenen Füssen zu stehen).

These points have been answered in detail and so effectually by M. Durand[1] that his defense is probably the best exposition of the Raiffeisen system extant.

To the first charge made by Herr Schultze Delitzsch, M. Durand replies:

"There is no necessity for a reserve fund in the Raiffeisen system of agricultural credit, for the system is operated by and among a body of small proprietors who have land and instruments of tillage. The possessions of the members of the association on the plan of Schultze Delitzsch are by no means sufficiently large to reassure capital, and the accumulations of the Geschäftsantheil are a necessity for it. Again, if it is absolutely essential to have a Geschäftsantheil, the Raiffeisen system has a small but constantly growing one, which is held perpetually, while the Schultze Delitzsch scheme permits any member to withdraw with his 'Geschäftsantheil.'"

To the second charge against the Raiffeisen system, M. Durand replies by denying the validity of Herr Schultze Delitzsch's contention. What bank is there that does not accept deposits payable at sight? Do not the associations founded on the idea of Schultze Delitzsch pay depositors on demand with accumulated interest? The fundamental principle of banking is not the length of time of the deposit or of the loan, but of ability to meet the demands of the depositor, and this is done by lending to parties whose paper another bank will discount in case of need. The Raiffeisen associations conform to this principle of banking. They have three resources: (1) The repayment of short-time loans (generally made for one or two years); (2) the long-time loans are subject to a sinking fund or repayment by installment operation, which practically reduces them to several short-time loans; and (3) the ability to borrow from other capitalists to repay the one demanding his money, in the guaranties they have to offer—and what establishment possesses the guaranties offered by the Raiffeisen system of Darlehenskassen, possessing, as they do, from ten to sixty times the amount of their debt? It is not to be supposed that a powerful coalition of large bankers would attempt to wreck the system. Establishments giving credit have, it is true, been ruined by this means, but these wrecked banks were undermining the speculations of those who coalesced to ruin them. The very essence of the being of "agricultural credit," on the Raiffeisen principle, is not to speculate so as to make money, but merely to attract money where it will not flow unless the banks which have it to lend can be assured that it will be returned. And, strange as it may appear, in times of public financial doubt, as during the Franco-Prussian war in 1870, the Raiffeisen societies were obliged to refuse the deposits that were offered to them without interest. But suppose a still greater crisis, suppose every commercial house, savings bank, banks

[1] Following Dr. L. Löll, royal Bavarian councilor, in Die bäuerlichen Darlehenskassen-Vereine. 2 ed., Wurzburg, 1889.

of issue, and, finally, the State, shall have bankrupted. Under such extraordinary conditions the societies that guarantee agricultural credit may fail without dishonor. During the twelve years of prosperity in Germany, from 1875 to 1886, with no war, no commercial crisis, 200 of the societies founded upon the grand conception of Schultze Delitzsch became bankrupt, which in itself is a very sufficient answer to his second charge against Raiffeisen's profound modification of his Vorschussvereine to adapt it to an agricultural society.

The third and fourth charges are in reality but one. The Raiffeisen society, according to Schultze Delitzsch, can not exist, can not stand on its own feet, since it is founded upon the principle of philanthropy and not of business, and it therefore lacks the mainspring of prosperity, the spirit of gain. In reply, it is to be said that Raiffeisen recognized the absolute necessity of self-help, but he labored to procure it in a manner which will not expose the brotherhood of peasants to the danger of being fleeced or used by the sharper members of the organization for their own personal benefit under the pretense of placing a precious opportunity in the hands of each laborious and worthy member. As to the very lively attacks made upon the undistributed reserve fund, to the exclamations of pity for the poor peasants who are creating a fund which they will never enjoy, it is to be remarked that as the fund increases the interest paid on loans will decrease, as the money will come cheaper. At least it is a precaution that has been taken to prevent too high an interest being asked. Such are Mr. Durand's responses. But to those who see the rate at which the rural populations are crowding to the cities the accumulation of a local fund coming to one generation from its predecessor has a meaning, especially when each generation is compelled to add in its turn to the total by its own saving, thus keeping constantly in view the means, the only means, by which such a fund may be created, as also the value of money in the form of cash, not for pretentious "internal public improvements," the opportunity of contractors and their friends, but for private enterprise in its efforts to support a family in the slow and legitimate round of unostentatious living.[1]

[1]See also page 1263, "Possibility of improving agriculture.'

CHAPTER XXVII.

COLLEGES ENDOWED BY CONGRESS FOR THE BENEFIT OF AGRICULTURE AND THE MECHANIC ARTS.[1]

The income from the land grant of 1862 and its potential value as an interest-bearing fund; State aid to agricultural and mechanical colleges, its character and amount; Comparison of the three great sources of income of the land-grant colleges; The gross amount of all revenues expended for the subjects specified in the act of August 30, 1890; Classification of the amount expended for these subjects out of funds from Federal Treasury received or on hand during the year 1895–96; Diversity of the interpretation of the meaning of the terms used to indicate technical courses of study; Farmers' institutes, the cause of their origin; Their probable antecedents; The law of Michigan (1895); The organization and administration of institutes; Course of instruction in agricultural colleges of France and America; The possibility of improving agriculture; Engineering testing laboratories in Europe; Students in land-grant colleges by sex, grade, and course; Reports of presidents to the Federal Government; Tables showing in detail the numerical facts concerning professors, students, and finances.

I. THE LAND GRANT OF 1862 AND ITS PRESENT MONEY VALUE.

For the first time since the grant of land by Congress in 1862 it is possible to state with all desirable accuracy the amount of the income it affords to the institutions for the benefit of agriculture and the mechanic arts which it called into existence. The income is now (1896) $617,506, of which $588,144[2] is enjoyed by institutions either specifically or practically for the Caucasian race, and $21,752 by three institutions specifically for the American negro. This amount is not permanent, as there are two elements that will cause it to fluctuate. One of these, the rate of interest, will tend, probably, to decrease until every State has reached the limit fixed by the Federal law, which is 5 per cent. The other element of change is the increase which the lands still held by several Western States will yield to the agricultural and mechanical college fund of each of those States particularly, and to the whole fund considered for all the States generally. To illustrate these fluctuations in the productive value of the fund derived from the sale of the 9,600,000 acres granted by the Federal act of 1862, either as land or "scrip," the following comparison is made:

Colleges of thirty States reporting in 1891-92 the income from grant of 1862	$444,938
Colleges of same thirty States reporting in 1895-96 the same fact	435,092
Decrease	9,846

In four years there has been a decrease of 2 per cent in the income. Still these years, it is to be remarked, are considered to have been years of great financial depression. Had the income of Michigan been excluded, the decrease would have

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[1] By Mr. Wellford Addis, specialist in the Bureau for obtaining and collating information relating to colleges of agriculture and the mechanic arts.

[2] Excluding $7,710 withheld by the State of Kentucky for the college for white students at Lexington, and about $1,800 not received by the University of Nevada. The latter deficit is not included in the $617,506.

been 5 per cent. In eleven States the figures are exactly the same for 1892 and 1896, which seemingly indicates a guaranty by the State of a fixed rate of interest which has not been changed during the four years included in the comparison above. In Michigan there has been an increase of $16,918 in the income derived from the State fund, or 65 per cent, while in New York there has been a decrease of over 41 per cent ($7,500) and in Missouri a decrease of 20 per cent. The income received by the Kentucky Agricultural and Mechanical College has been reduced, at least for 1895-96, to nearly one-fourth of what it has been—that is to say, has been reduced to $2,190. But this is not due to any loss of the fund, as the State holds unimpaired the original fund of $165,000, upon which it has hitherto paid an interest of 6 per cent per annum.

As remarked above, the Federal law of 1862 requires the fund derived from the land granted by the act to be invested in safe stocks yielding an interest of not less than 5 per cent per annum on their par value.[1] Considering, therefore, that the States, in accepting the conditions imposed by the Federal law, have guaranteed interest at that rate, the income of 1895-96, $617,506, would represent, if capitalized, a principal of $12,263,000 as the product of the sale of the 9,600,000 acres of public lands granted in 1862, not counting the unsold lands of Michigan, Nebraska, Missouri, etc. At the close of the year 1890, however, 5 per cent would have been too small an interest upon which to capitalize the principal. At that date, perhaps, even 6 per cent would have been too low, though most of the States gave that interest to their respective agricultural and mechanical colleges or agricultural and mechanical departments in their universities. Assuming, then, that the income of $617,506 derived from the fund created by the Federal act of 1862 is probably about 6 per cent of that fund, the fund would then amount to $10,219,000. It is safe to assume that the fund is in the neighborhood of $10,000,000, which, therefore, constitutes the present permanent and productive endowment of colleges for the benefit of agriculture and the mechanic arts. Such an amount at 5 per cent, the lowest legal rate, will produce $500,000 annually for the support of the institutions endowed with the Federal land grant of 1862, by the legislatures of thirty-eight States, including the new State of North Dakota, but none other admitted since January 1, 1889. The new States of the upper Missouri and Rocky Mountain region are obligated, by the provisions of the law admitting them into the Union, to hold the lands granted them for educational purposes until those lands will realize $10 an acre. Such a provision in the act of 1862 would have realized $96,000,000, or an income, at 5 per cent, of $4,800,000.

II. State Aid.

The main sources of support of the colleges of agriculture and the mechanic arts are the funds created by the Federal acts of 1862 and 1890 and, indirectly, or rather, so to speak, sympathetically, the fund created by the act of 1887 for State experiment stations which, with two exceptions, are part of the college in the same State. But these colleges are State institutions as well as national. Like the citizen of a State, they have a double function in the Republic. Congress, however, in subsidizing them, has left the control in the hands of the State or of the Territory. It is to be expected, therefore, that the State or Territory will feel an interest in the colleges practically created and in a large measure maintained for them and through them by the national purse. In Delaware, in New Jersey, in New York, and in Tennessee it is to be remarked that this interest is not represented by appropriations of money, at least during the year 1895-96, and the appropriations in Oregon and Florida are for repair of the buildings, the latter State appropriating rather liberally in view of the great disaster it experienced during the unprecedented frosts of the winter of 1894-95.

[1] In the case of New York, Nevada, Minnesota, and Florida the fund, it appears, has been invested in Government and State bonds paying "less than 5 per cent."

The aid derived from the State may be classed under three heads. To name them and the amounts appropriated under them—

1. Appropriation for current expenses	$1,257,048
2. Appropriation for building (mainly)	811,566
3. Income from endowment granted by State	149,486
Total	2,218,100

But these appropriations are in some cases for instruction in subjects not named in the act of August 30, 1890, among the subjects calculated to directly benefit agriculture and the mechanic arts. It is therefore requisite to ascertain how much was actually spent by these universities and colleges for instruction in the subjects specified in the act of 1890. Such an amended statement will take the following form:

Amount received from State for current expenses for all departments	$1,257,048
Amount received from State for building (mainly) for all departments	811,566
Income received from State endowment for all departments	149,486
Income received from fees and other sources	1,508,869
Income received from Federal grant of 1862	617,506
Income received from Federal grant of 1890	924,758
Total, excluding schools for colored race except in Maryland	5,269,233
Disbursements for instruction and facilities for instruction specified in act of 1890	2,486,251
Total expended for other than subjects specified in act of 1890	2,782,982

But the figures of the above statement require still further consideration. The gross sum of the item "Amount received from State for current expenses" is very largely contributed to by the total grants to several State universities (Ohio, Illinois, Wisconsin, Minnesota, Nebraska, and California) and the State College of Pennsylvania. The appropriations to these seven institutions, in which the technical work is done in colleges of the university, amount to $800,000, or 64 per cent of the grand total received from the States by the fifty institutions for the Caucasian race within the Union. Again, the amount of the item "Income from fees and other sources" looks very large, but its importance is reduced when it is shown how unevenly it is distributed among the fifty institutions, for one-half of the amount, that is to say, $759,000, is contributed by Cornell University and the Massachusetts Institute of Technology. Let us exclude the Massachusetts Institute and include in the computation the universities of Cornell, Illinois, Wisconsin, and California. Even then it is found that 50 per cent of the sum total received by the aforementioned fifty institutions from "fees and other sources" is paid into the treasury of four universities, all founded upon Mr. Cornell's idea of a university—where anyone can come and learn anything.

Leaving now the matter of State aid, the subject of the annual national aid may be in turn examined. Other than the grant of two townships to provide for a university, and the grant of 500,000 acres for internal improvement (act of 1841), the grants made by the Federal Government have been a grant per capita or by actual extent of territory (sixteenth and thirty-sixth sections in each township for school purposes). Thus the surplus revenue deposit of 1836 was distributed according to representation in Congress, as also the grant of land given by the act of 1862. But by the act of 1890 Congress placed all States upon the same footing by granting to each an equal amount. The way in which the institutions have distributed the amount in expending it is given in the following statement:

Amount received and on hand July 1, 1895		*a* $974,638
Amount expended for agriculture and facilities	$102,834	
Amount expended for mechanic arts and facilities	204,504	
Amount expended for English language and facilities	90,035	
Amount expended for mathematics and facilities	119,762	
Amount expended for natural science and facilities	249,603	
Amount expended for economic science and facilities	50,852	
		817,590
Unexpended		*a* 157,048

a This includes in the case of Connecticut and of Rhode Island the payments of three years.

It is quite certain that much which is reported to this Bureau as expended for "natural science" may be included as instruction in agriculture. Horticulture, however indefinite the term may be, ranging from "market gardening" to orchard growing, is, it would seem, more nearly related to agriculture than it is to natural or physical science. The same may be said of veterinary science, and even, perhaps, of agricultural chemistry; yet these applications of the sciences in the "garden or orchard," in "animal pathology," and in agriculture are frequently returned as natural or physical sciences. This distribution of one university is interesting from the emphatic way it reports under agriculture, to wit:

[Amount received from Morrill fund alone.]

Feeds and feeding of live stock (professor)	$2,000
Agricultural chemistry (assistant)	775
Agricultural physics (assistant)	1,100
Horticulture (assistant)	1.100
Dairy husbandry (assistant)	1,000
Bacteriology (assistant)	800
Animal husbandry (assistant)	750
Instructor in cheese making	400
Instructor in veterinary science	200
Instructor in milk testing	195
Instructor in farm dairying	80
Total	8,400

NOTE.—The State, through special appropriations to the college of agriculture, provides funds which cover the cost for all apparatus, machinery, and stock and material purchased for use in said college.

This university under the head of natural science gives one item, namely, physics, throwing back civil ["RR"], electrical, mechanical, and experimental engineering to the general head of the applied science called mechanic arts.

It is thought that the variation of the reports in classifying the subjects of instruction is probably due to there being one professor for sciences so nearly related as chemistry, botany, and meteorology are to agriculture.

The manner in which the science of construction or the engineering sciences have been classified presents quite as much diversity as the biological sciences, spoken of in the preceding paragraph. Engineering and the scientific generalizations and the applications of mathematics in representing its facts are divided up among three of the five heads given in the form sent to the treasurer of each institution, to wit, natural science, mathematical science, and mechanic arts. One institution will do this in one way; another in quite a different way. To illustrate:

INSTITUTION A.

[*All under mechanic arts.*]

Mechanical engineering (one professor).
Electrical engineering (one professor).
Marine engineering (one professor).
Experimental engineering (one professor).
Mechanical drawing (one professor).

INSTITUTION B.

[*Under head of mathematical science.*]

Mechanics, hydromechanics, bridge building, differential calculus, and integral calculus (one professor).
Mechanics, astronomy, and calculus (one professor).
Algebra, descriptive geometry, and drafting (one professor).

[*Under head of physical science.*]

Physics, elements of mechanism, and electrical science (one professor).

The most notable diversity of classification is, as might be expected, in the case of civil engineering, which is about as frequently placed under mathematical science as under mechanic arts. There is some diversity also in the location of drawing. In general, however, it may be said that when one subject is confided to a single professor the arrangement is this, despite the ambiguity of the term mechanic arts: Engineering (whether mechanical, electrical, experimental, or civil), shopwork, and drawing are placed under mechanic arts; mathematics, pure and "applied," under mathematical science, and the general or "elementary" laws, which matter obeys or the so-called "natural philosophy," under physical science.

In order to ascertain what was meant exactly by the terms civil engineering, mechanical engineering, etc., this Bureau, several years ago, made a critical examination of the programmes of the larger technological institutions in Europe and America, the result appearing in volume 2 of the Commissioner's Report for 1889-90, where the matter is discussed at some length.

III. Farmers' Institutes.[1]

The agricultural experiment station, says Prof. John Hamilton, deputy secretary of agriculture and director of farmers' institutes in Pennsylvania, after having endeavored to assist farmers by solving questions of interest to them and then disseminating the solutions among them, found that many farmers, by reason of their lack of scientific training, were unable to understand the full force and application of these results. Thus there was created a necessity for persons familiar with science and its relation to practice to go out into the country districts and explain the meaning of the experiments and their practical value. From this necessity grew the modern farmers' institute.[2] But this institution reaches back further in the history of this country than is commonly supposed and reported.

In 1799, Count Fellenberg had established at Hofwyl, in Switzerland, the agricultural school of that name. "The rational agriculture," said this enthusiast, "which will proceed from Hofwyl and will penetrate not only every district of Switzerland but of the whole civilized world, is the instrument for the physical and moral regeneration of mankind."

The first notice published in America of this experiment was by "Professor Griscom, of the New York school," but the account given during 1830-31, in the American Annals of Education, by W. C. Woodbridge, its editor, who had resided at Hofwyl off and on for nine months, is far more interesting. While Fellenberg was building up a love for agriculture in Switzerland, Albrect Thaer, a student of the then flourishing agriculture of England, established his experimental farm at Celle, whence he was called by the King of Prussia to create, in 1804, the "first" higher agricultural institute in existence (höhere Lehranstalt für Landwirthshaft) at Möglin. Thaer, the author of the formerly well-known work on the Principles of Rational Agriculture, stipulated that there should be attached to the school an experimental farm, as nothing in his opinion is so educative in agronomy, considered in a practical sense, as the ability to see processes in operation and to handle the implements of culture.[3] Let it not be supposed, however, that

[1] The basis of this section, except the historical part, is the information collected by Prof. John A. Woodward, of the Pennsylvania Experiment Station. The Bureau is indebted to Mr. Oliver D. Schock, chief clerk of the department of agriculture of Pennsylvania, for the documents containing an account of the institute work of that department.

[2] Address before Association of American Agricultural Colleges and Experiment Stations, November 11, 1896.

[3] His idea was expressed by the King of Prussia, William III, when this school was subsequently made a part of the University of Berlin, as follows: There must be connected with the university, as an essential part an institute organized for the purpose of illustration (ein musterhaft eingerichtetes institut), which would exhibit the relation of theory and practice, upon which relation the instructor could base his instruction and in which institute the student might learn. The use of the word institute here will be familiar to those acquainted with the "pathological and chemical institutes" of the German universities, being our "American laboratories fitted out with a director and a full faculty of instructors."

the foregoing statement is intended to make the assertion that Thaer's experimental farm (perhaps a synopsis of English practice) was anything more than a place for exhibiting proper methods of cultivating the soil. The real scientific experiment station based on organic chemistry made its first appearance during the thirties upon the farm of Brechelbronn, in Alsace, under the direction of Boussingault, and in 1842 at Rothamstead.

In Scotland the earliest agricultural association was established in 1723 as the Society of Improvers in the Knowledge of Agriculture in Scotland, but it is said that the tenantry took no interest in it, inasmuch as they are always unwilling to adopt the practices of those who cultivate land for amusement. During the period from 1795 to 1815 it is said that the substantial education of the parish school of Scotland had diffused through all ranks such a measure of intelligence as to enable the Scots to promptly discern and skillfully and energetically take advantage of the spring tide of prosperity produced by the constant wars on the Continent of Europe and further to profit by the agricultural information then plentifully furnished by the Bath and West of England Society (1777), the Highland Society (1784), and the National Board of Agriculture (1793).

But to return to America. A national figure at once attracts attention. The earliest proposal for promoting "useful knowledge among the British plantations in America" was made in 1743 by Benjamin Franklin. The society contemplated by this proposal, among other matters, was to aim to improve the breeds of useful animals, the cultivation and the clearing of land, for "all philosophic experiments that let light into the nature of things tend to increase the power of man and multiply the conveniences and pleasures of life." It is only necessary to add that the society for the promotion of knowledge among the people established in 1824 is called the Franklin Institute, to say nothing of the Brooklyn Institute of 1823, the Albany Institute of 1824, the Smithsonian Institution of 1838, and the Cooper Institute of 1852, all of them apparently catching as an ideal expression at the name of the Institut de France, into which were combined by the first French Republic the so-called learned bodies styled academies before the French Revolution.[1]

In 1824 Stephen Van Rensselaer, of New York, employed a very able gentleman, Prof. Amos Eaton, with a competent number of assistants and sufficient apparatus "to traverse the State on or near the route of the Erie Canal and to deliver in all the principal villages and towns familiar lectures, accompanied by experiments and illustrations in chemistry, natural philosophy, and some or all of the branches of natural history." This scientific and educational journey through the State was made during the summer of 1824 and "aroused a prodigious interest."

It is readily seen that this idea is not new as far as the method is concerned, and it only remains to speak briefly of a possible defect which the method may contain. The higher instruction of France, or, in American phraseology, post-graduate instruction, was at one time given in the form of public lectures. The result of this was very unsatisfactory, not only to those who had the desire to study, but to the professor who desired to instruct. "What could be more humiliating," says Ernest Renan, in speaking upon this delicate topic, "than for the professor to find himself before an audience made up of idlers and other persons whose time hung heavy on their hands, whom he was compelled to amuse; for his success was comparable to the merit of the Roman actor whose end was attained when it could be said of his performance, 'Saltavit et placuit'—he jumped and he pleased."

There are thirty-two States having farmers' institutes. One-half of these are under the auspices of the agricultural colleges or experiment stations, and the other half under those of the State board or department of agriculture. The latest

[1] Those interested in these matters may consult "A preliminary list of American learned and educational societies," prepared by Dr. Stephen B. Weeks and published by this Bureau in its 1893-94 report.

form of organizing these institutes is shown in the law passed by Michigan in 1895, which follows:

"SECTION 1. *The people of the State of Michigan enact*, That the State board of agriculture is hereby authorized to hold institutes and to maintain courses of reading and lectures for the instruction of citizens of this State in the various branches of agriculture and kindred sciences. The said board shall formulate such rules and regulations as it shall deem proper to carry on the work contemplated in this act, and may employ an agent or agents to perform such duties in connection therewith as it shall deem best.

"SEC. 2. When twenty or more persons, residents of any county in this State, organize themselves into a society to be called the —— county farmers' institute society for the purpose of teaching better methods of farming, stock raising, fruit culture, and all the branches of business connected with the industry of agriculture, and adopt a constitution and by-laws agreeable to rules and regulations furnished by the State board of agriculture; and when such society shall have elected such proper officers and performed such other acts as may be required by the rules of said board, such society shall be deemed an institute society in the meaning of this act: *Provided*, That not more than one such institute society in any county shall be authorized by this act: *And provided further*, That any existing organization, approved by the board of agriculture, shall be considered a legally organized institute society under the terms of this act.

"SEC. 3. In each county where an institute society shall be organized under the provisions of this act, the State board of agriculture shall hold one annual institute, two days in length, at such place in the county and at such time as said board may deem expedient, and shall furnish at least two speakers or lecturers, with all expenses paid, to be present at all sessions of the institute. The county institute society shall provide a suitable hall for the institute, furnish fuel and lights and pay other local expenses, and shall provide speakers who shall occupy one-half the time of the institute that is given to set addresses: *Provided*, That upon the request of any local institute society who desire to conduct their own institute the State board of agriculture may, in their discretion, appropriate from the institute fund, money, not to exceed twenty-five dollars, in lieu of the speakers provided for by this act, said money to be expended by said local institute society entirely in institute work.

"SEC. 4. If the funds appropriated by this act will permit, the said board of agriculture may hold a number of four-day institutes, at such places and times as said board may determine, at which the primary object shall be to furnish a school of instruction in practical agriculture and kindred sciences.

"SEC. 5. The State board of agriculture shall maintain the course of reading known as the Farm Home Reading Circle, and may expend from the moneys appropriated by this act a sum not to exceed two hundred dollars for each of the two years for which the appropriation is made for the maintenance and extension of said course.

"SEC. 6. For the purposes mentioned in the preceding sections the said board of agriculture may use such sum as it shall deem proper, not exceeding the sum of five thousand dollars in the year ending June thirtieth, eighteen hundred ninety-six, five thousand dollars in the year ending June thirtieth, eighteen hundred ninety-seven, and such amounts are hereby appropriated from the general funds of this State, which said sum of five thousand dollars shall for each of the years eighteen hundred ninety-five and eighteen hundred ninety-six be included in the State taxes apportioned by the auditor-general on all the taxable property of the State, to be levied, assessed, and collected as are other State taxes, and when so assessed and collected to be paid into the general fund to reimburse said fund for the appropriations made by this act."

Nineteen States favor a centralized control; four think it should be in charge of local managers. It is thought by at least one manager of State institutes that local talent is very inadequate to meet the demands of science. The general rule in the selection of speakers by the management is this: The official speakers are selected by the State or college authorities having charge of the work, and the local speakers by the local committee. But the answers seem somewhat scattering. Maryland would have the speakers selected by the local committee with reference to needs of communities; Minnesota wants practical men, and Mississippi sends the men who can be spared most easily from the work of college and station. This matter of the selection of speakers may be dismissed by putting the weight of the opinions in the form of "official speakers to open the road and local men to lead the audience in discussion."

The number of sessions held at each meeting varies from one to six, but in general the opinion is that there should be either one or two days devoted to the institute, and that in the case of the one-day institute there should be three sessions, and in the case of the two-day institute there should be five sessions. The number of sessions held during the winter varies considerably. Michigan, Iowa, and New Jersey have 1 in each county; Delaware has 4 to 6 in each county; Alabama, Georgia, Kansas, New Hampshire, and Rhode Island have from 20 to 25; California, South Dakota, and Mississippi have from 12 to 16; Indiana and Wisconsin have 100 or more; Ohio, 150; New York, 250; Missouri, Minnesota, and Maine, in the neighborhood of 50 or 60 each; Idaho, 2, etc. Some of the States speak highly of the summer institute.

The attendance at these meetings is given in round numbers, except in the case of Wisconsin, where there was an attendance of "494 at last year's meetings," and Ohio, where the attendance was 423.3. In Delaware the attendance varied from 30 to 200 each; in Georgia, from 50 to 500; in New York, 100 to 800; in Indiana it was 250; in Idaho, 100; in California and Mississippi, 200, etc. All the States reply that the interest and attendance is increasing. The great majority of the States also find a marked increase in the intelligence and critical character of their audiences, demanding a higher order of ability and special training on the part of the speakers. Thus Maine reports, "Speakers who did good several years ago are of no use now." New Jersey reports that after a good institute, university extension lectures have been demanded, and, when obtained, supported. At least half a dozen other States speak with similar emphasis; others are not so positive. The work in the institutes is reported to have had considerable effect in improving the methods of culture employed in working the soil, especially in the localities which have exhibited a lively interest in the work of the institute. The majority of States think that the institutes should be increased in number and advanced in character. Two or more want to invade the remote rural regions, where much missionary work is possible.

In ten States all expense is paid out of State funds. In one all the cost is upon the county. In six States the agricultural college and the local committee divide the cost between them. In one the university pays it all. In another the college faculty volunteer, the railroads furnish passes, and the local managers entertain the speakers and furnish the hall. In all others the State furnishes a fixed part of the expenses, and the local managers furnish the residue. Where appropriations have been made directly by the State, they have been increased. The amounts now appropriated by these States are:

North Carolina	$500
Maine	3,000
Indiana, Iowa, Michigan, and Vermont, each	5,000
New York	15,000
New Hampshire	1,000
Missouri	4,000
Wisconsin	12,000
Minnesota	13,500

The speakers are paid $2, $3, or $5 per diem; in Delaware they are paid according to value, from $5 to $20 for a lecture. Some States pay only expenses; others a per diem and expenses. Wisconsin pays $25 for four days' work to the conductor, $20 to his regular assistant, and $5 per diem and expenses to others. The exact cost of an institute in Ohio was $69.04. In Wisconsin, in the winter of 1894–95, it was about $58, though for the eight preceding years it had been about $110.

The system of farmers' institutes is very thoroughly organized in Pennsylvania. The institute in that State is a propaganda not only for good farming, but for good housekeeping, good sanitary surroundings, and good roads. In addition to this there is an educational session of a very practical and otherwise valuable nature, in which the "proper education for country children" is discussed in connection with country graded schools and township high schools. In fact, the sample programme published by the agricultural department of Pennsylvania is so interesting and suggestive that it has been inserted here in reduced form, the original circular being composed of four octavo pages on good paper and well printed.

(COVER.)

SAMPLE PROGRAM.—This sample is designed as an aid to institute managers in making up their programs.

PROGRAM

OF THE

.... COUNTY

Farmers' Institute,

TO BE HELD UNDER THE AUSPICES OF THE

DEPARTMENT OF AGRICULTURE,

OF PENNSYLVANIA,

IN .... HALL,

.... PA.

On Friday and Saturday, November 5 and 6, 1897,

EXERCISES PUBLIC AND FREE.

EVERYBODY IS INVITED.

(Second page.)

ORDER OF BUSINESS.

FRUIT GROWERS' SESSION.

Wednesday afternoon, November 5, 1.30.

Presiding officer, ...

1.30. Music.
Prayer.
Address of Welcome. By..............................
Response. By..............................
2.30. Potato Culture. By..............................
Discussion opened by..............................
3.30. How to Grow Small Fruits. By..............................
Discussion opened by..............................
4.30. Adjournment.

LADIES' SESSION.

In the Interest of Country Homes.

Wednesday evening, November 5, 7.00.

7.00. Music.
7.15. A Model Country Home. By..............................
7.45. The Quality and Preparation of Food. By..............................
8.15 Heating, Lighting, Ventilating, and Sanitary Arrangement of Country Homes. By..............................
9.00. The Yard and Garden. By..............................
9.30. The Care of the Sick. By..............................
10.00. Adjournment.

(Third page.)

GENERAL FARMING SESSION.

Thursday morning, November 6, 9.00.

The Question Box.
9.30. Dairy Feeding. By ....
Discussion opened by ....
10.30. Fertilizers, Home and Commercial. By ....
Discussion opened by ....
11.15. Market Gardening for Profit. By ....
Discussion opened by ....
12.00. Adjournment.

GOOD ROADS SESSION.

Thursday afternoon, November 6, 1.30.

The Question Box.
2.00 How to Build a Good Road. By ....
Discussion opened by ....
2.45. How Can we Secure Good Roads? By ....
Discussion opened by ....
3.30. Should the Road Taxes be Paid in Money? By ....
Discussion opened by ....
4.00. Should the State Aid in Building Roads? By ....
Discussion opened by ....
4.30. Adjournment.

EDUCATIONAL SESSION.

In the Interest of Education for Farmers and their Children.

Thursday evening, November 6, 7.00.

Music.
7.15. What is the Proper Education for Country Children? By ....
Discussion opened by ....
7.45. Should we Have Graded Schools in the Country? By ....
Discussion opened by ....
8.30. Should we Have a Redistribution of the School Funds Appropriated by the State?
By ....
Discussion opened by ....
9.15. Ought there to be Township High Schools? By ....
Discussion opened by ....
10.00. Adjournment.

SPECIAL NOTICE.

The foregoing order will be followed as closely as possible, but other exercises will be introduced if found desirable.

Speeches, essays, and papers ought not to exceed twenty minutes. The papers, when read, are considered the property of the Department of Agriculture.

Although these institutes are designed and conducted for the education and advantage of farmers, yet all who are interested are invited to attend, and it is hoped that they will show their appreciation, not only by being present at the meetings, but also by taking part in the discussions.

ASK QUESTIONS.

A question box will be kept upon the secretary's desk, and all are invited to place therein such questions as they may wish to have discussed during the session. At a proper time, designated by the meeting, these questions will be referred to some one for answer, or brought up for general discussion.

All granges, alliances, agricultural societies, and kindred agricultural organizations are specially invited to attend.

For further information and for programs address

Name, ——— ———,
Address, ——— ———,
Chairman of the Board of Institute Managers for ——— County.

Local committee.	Committee on questions.	County board of managers.
Wm. Stevens, Address, ... Mrs. Jane Wilie, Address, ... Miss Emma Stone, Address, ...	William Stover, Address, ... Miss Jane Miller, Address, ...	J. A. Walker, Address, ... Wm. Cedars, Address, ... John Williams, Address, ...

MEANS OF ACCESS.

Trains on the B. C. R. R. arrive from the East at 8.30 a. m. and 5.19 p. m.; from the West at 9.40 a. m. and 9.38 p. m.

On the P. R. R. trains from the East arrive at 4.52 and 9.54 a. m. and 4.32 p. m.; from the West at 10.18 a. m. and 5.08 and 9.23 p. m.

IV. THE AGRICULTURAL COURSE IN THE FRENCH COLLEGES OF AGRICULTURE.

It is evident to anyone who will take the trouble to survey the field of agricultural curriculums that, though the term "education" is popularly synonymous with "school," and "degree" with "learning," the "agricultural college" is by no means the same thing as the "agricultural course." As the reason for this seems rather unobvious, it may be permitted to the compiler of the foregoing matter to enlarge upon the subject.

In the first place, it is important to recall that each one of us is aware not only of his own personality, "the thing he calls himself," but also of an infinitely varied panorama or series of phenomena outside himself, which he instinctively insists is not a mere modification of himself. Equipped with this reflection, it may now be said that in the early educational process, whether on the banks of the Nile, the Euphrates, or the Seine, men gathered together in monastic-like establishments for the purpose of elaborating the spiritual self and fashioned a method of accomplishing their object, which in a wonderful degree facilitated the growth of language and confidence in logical soliloquy, or, as Bacon calls it, the intellectus sibi permissus.[1] Dissatisfaction having set in with this method of education, owing to astronomical proof of its limitations when it attempted to account for physical phenomena, man turned to the consideration of the world without him as to a sphere of matter of fact, and this new process or education was called at first philosophia experimentalis, to distinguish it from the intellectus sibi permissus philosophy, as elaborated by the Greeks, from what, so it seems, they had an

[1] Nec manus nuda, nec intellectus sibi permissus multum valet; instrumentis et auxiliis res perficitur. Novum Organum, Aph. II. (Neither the naked hand nor the intellect thrown back upon itself amounts to much. Investigation requires instruments and aids.)

opportunity to pick up in Egypt and Mesopotamia in their naive educational effort to free the human mind from coarse superstition and brutality by diffusing knowledge, even though, as Plato claimed, they manufactured it for sale.[1]

Thus throughout the history of education since the Reformation we have two systems of education, one old and established, which is based on the development of the self within, and the other based on what is from without and distinguished from self; and this new education proceeds by the widest accumulations of facts and their reduction to so-called laws. But though the methods of these two systems as instruments for the instruction of the young are opposed, they agree in having the same object, which is to train the pupil to reason rightly and to go out into the world with a love of simplicity, of independence, and of work; a passion for justice, a disdain for hollow declamation and falsehood, and a contempt for vain distinctions and ill-acquired riches; in short, their object is to inculcate the virtues of perseverance, courage, respect of family, and all the solemn plausibilities of a noble life. In organizing this new or so-called scientific instruction, however, the monastic form of congregation into educational temples has been followed. We have had seats of learning rather than a diffusion of learning, though now those seats have entered upon the instruction of the people with an enthusiasm that it is hoped may not be prematurely chilled by a comprehension of the difficulties and the Herculean labors of the task.

The study of agriculture is the study of nature. Agriculture is not a branch of chemistry or of botany, but chemistry and botany are branches of it. It is not dependent upon industry, but industry is dependent upon it. Minerals existed before vegetation, and it is the province of vegetation, in a biological sense, to convert mineral matter into food. Thus the course of an agricultural college is an encyclopedia of sciences, and the following remarks are an effort to illustrate the so-called agricultural course in the curriculum of the French agricultural colleges by the other concurrent courses.

DISCIPLINE IN FRENCH AGRICULTURAL COLLEGES.

The students of the French colleges of agriculture are treated in the same way as those of the literary colleges called lycées; that is, all exuberance is repressed by certain monitors or surveillants who watch, under the authority of the director of the school, for infractions of order and discipline among the students. Each college has two of these gentry and one a surveillant-général. The average age of the students on admission is 19 to 20 years. "The long school hours and the constant supervision in the French colleges are favorable to discipline, and the Frenchman is born with a turn for military precision and exactitude which makes the teacher fall easily into the habit of command and the pupil into that of obedience. French teachers who have seen English schools are struck with the greater looseness of order and discipline in them, even during class hours, and I have seen large classes in France worked and moved with a perfection of drill that one sometimes finds in the best elementary schools in England, but rarely, I think, in English classical schools."[2]

The "notation" of examinations adopted by the national French schools of agriculture runs from 0 to 20: 0 = nothing (néant); 1 and 2 = very bad; 3, 4, and 5 = bad; 6, 7, and 8 = mediocre; 9, 10, and 11 = passable; 12, 13, and 14 = pretty good; 15, 16, and 17 = good; 18 and 19 = very good; 20 = perfect. The standing is obtained in the following manner: For students of the first and second year, take the average of marks of the particular examinations and practical tests held by the repetiteurs during the year and multiply it by 3, then the average of the marks obtained at the general examination at the end of the course

[1] In the Gorgias or What is Rhetoric, for instance.

[2] Matthew Arnold: Schools and universities on the continent, page 80.

and multiply it by 5, and then the average of the marks obtained as a result of practical tests at the end of the course and multiply it by 2. Add the three products thus obtained and divide the sum by 10 and the quotient will show the standing of the pupil. If he has obtained 11 (for first year) or 12 (for second year), the student is promoted. For students of the third year (or fifth session) the average of the marks for the examinations and tests during the year is multiplied by 2, while the average of the practical tests of the final examination is multiplied by 3, the other features remaining the same. The standing of the graduating pupils is thus fixed up: The standing of the first year is multiplied by 3, that of the second year by 3, that of the third year (one-half year) is multiplied by 4; the products are added and then divided by 4. If the final average is 13, the diploma of the school is given.[1]

NUMBER OF CHAIRS.

Comparison of the "courses" in the French national schools of agriculture. (The professors are assisted by préparateurs-répetiteur, a bilateral individual—coach and teacher.)

College at Grand Jouan.	College at Grignon.	College at Montpellier.
1. Agriculture. 2. Botany and sylviculture. 3. Rural engineering (mechanics). 4. Rural legislation and economy. 5. Physical sciences. 6. Zoology and breeding.*a* Military exercises for each school.	1. Agriculture. 4. Botany (see 5 below). 6. Rural engineering. 9. Rural economy and legislation. 3. Physics and agriculture, mineralogy and geology. 2. Zoology and breeding. 5. Sylviculture and viticulture. 7. Chemistry. 8. Technology and dairying. Conferences on bookkeeping, entomology, arboriculture, and human hygiene.	1. Agriculture and "agrestian arboriculture." 2. Botany (including sylviculture). 7. Rural engineering. 6. Rural economy and legislation. 8. Mineralogy, geology, and physics and meteorology. 12. General zoology and entomology. 11. Grape culture alone. 3. Chemistry. 10. Technology. 5. Agricultural accounts. 9. Silkworm culture. 12. Animal physiology.

a It is possible to say that the term zootechnie is "applied" comparative anatomy.

It is apparent that these curriculums above given are more specialized as one reads the columns from left to right. In fact, the Grand Jouan College is influenced by the idea of an extensive farming such, perhaps, as is necessary in breaking up new land and reducing it to an agricultural state until it approaches the tilth of a garden. Its instruction is, therefore, more condensed than] that of the Grignon College, where much more stress is put on botany and chemistry as becomes an institution championing the intensive farming idea, while the Montpellier College, situated in the wine-making and silk-growing portion of France, has a complete course for grape growing (viticulture), for silkworm raising (sericulture), and for wine making, etc. (technologie). In the same way it might be expected that the American colleges in California and Florida might strive to make specialists in "agrestrian arboriculture," or as the Floridians say, "grove culture," while in Kentucky and Virginia tobacco growing and its industrial preparation might be the bias of the college, and in Alabama and Mississippi cotton, and in Louisiana sugar might be matters that the States concerned would find it advantageous to push in the institutions that have been endowed by the Republic.

We see that each French college has from six to twelve courses, but that one of these, namely, the course in agriculture, comes first in every case; for, though the Montpellier College includes under agriculture the cultivation of the mulberry

[1] The college at Grignon is taken to illustrate this feature of the French system. M. Philippar is director of this college, and M. Dehérain, the author of the well-known Cours de Chémie Agricole, is professor of chemistry.

and olive tree, which of course are not commonly regarded as vegetables, as they occupy the ground for many years, yet it should be remembered that a bed of asparagus (certainly a vegetable) is said to be capable of lasting twenty years if well prepared. Let us, then, take the course of agriculture in each of these colleges and compare them with each other and then with the other parts of the curriculum.

THE OBJECT OF THE AGRICULTURAL COURSE.

The Grand Jouan College[1] under the agricultural course comprises the study of (1) the vegetable soil—that is to say, the agricultural workshop (l'atélier agricole); (2) fertilizing matters—that is to say, the food of plants; (3) work of the fields (the handling and use of agricultural tools); (4) the most useful plants, and (5) rotation of crops. Although this instruction has reference more particularly to the regions of the west and center, it never loses its broad and general character. Nevertheless, over 100,000 acres of the "department" in which the school is situated are waste lands, and it is said by the technical secretary of the national agricultural society of France that the system of culture is as yet semi-pastoral, though, thanks to the efforts of M. Rieffel, the founder of the Grand Jouan College, a "considerable step" in advance has been made.

Leaving the upland prairies of the coast for the environment of Paris, we find the management of the school of Grignon striking a different note. Here is what is said in the annuaire for 1893: "Grignon desires to give young men who wish to become agriculturists the sum total of those scientific and practical ideas which are recognized as indispensable for good cultivation of the soil; to turn out men who will know the researches of agricultural industry and its conditions of existence; men capable of choosing, selecting, and applying different methods; men who join to a knowledge of economic science a profound knowledge of the technical details of the profession of agriculture; men, finally, who shall either on their own exploitations in the councils of the country, or in the professional chair, be able at need to successfully develop the principles and facts which shall clear up hazy discussions which disturb agricultural interests." Here we evidently have a school of agricultural politics or statesmanship.

The College of Montpellier owes its foundation to the wine makers of France and its importance to a native of America, the phylloxera. "The début of the school was not very satisfactory, for the viticulturists of southern France, justly proud of the results they had accomplished by an intelligent management of their business, had no particular use for a school. But very soon—following the arrival of the phylloxera—the aspect of things changed."[2] Here we have a school for forming agricultural specialists or scientific police, or physicians, especially necessary for a certain class of vegetables, such as grapevines and fruit trees, whose lease of life and whose unproductive period from seed to bearing are long.

Outlines of the agricultural course proper.

Grand Jouan.	Grignon.	Montpellier.
1. The vegetable soil. 2. Fertilizers. 3. Field work. 4. Useful plants. 5. Rotation of crops.	1. Agrology (the make-up of soil). 2. Means employed to modify the physical properties and chemical composition of soil. 3. Study of different kinds of agricultural plants. 4. Rotation of crops.	1. Formation of soil. 2. Cultivation and harvesting. 3. Fertilizers and liming, etc. 4. Cultivation of special crops (e. g., in America, cotton). 5. Tree growing. 6. Rotation.

[1] M. Godefroy, director.
[2] Quoting M. Foex, director of the college.

It will be interesting to compare the mere outline of the above course in agriculture with the outline of our own institutions. Some years ago the American Agriculturist referred to our agricultural colleges as not having succeeded very well, with two exceptions—one in the East and one in the West. Possibly what may have been true long before the act of August 30, 1890, is not true to-day, but as both the colleges excepted have by no means retrograded during the interval that has elapsed they may be taken as examples of the most successful institutions of their kind. We will take the Grand Jouan College to represent the French curriculum:

Eastern United States College (4 years' course).	Hours.
First year: Recitations.	
History of agriculture and soils	108
Botany	140
Elementary chemistry	45
Mechanical drawing	72
Bookkeeping	32
Advanced algebra and geometry	173
English	86
French	157
Study of tactics	16
Total	829
Second year: Recitations.	
Agriculture	139
Irrigation and disposition of sewage, manures, etc.	

Grand Jouan College (2½ years' course).	Hours.
First year: Hours of professional instruction (by the 7 chairs alone).	
Agriculture	60
The soil in itself.	
Fertilization.	
Cultivation.	
Botany	60
Vegetable anatomy.	
Organography.	
Vegetable physiology.	
Sexual organs.	
Classification.	
Nomenclature of certain families of interest to agriculture.	
Rural engineering	60
Conic sections.	
Surveying.	
Projection.	
Mechanics.	
Motors, tools, water and wind power, draft animals.	
Rural legislation and economy	60
Elementary political economy (general).	
Elementary political economy (rural).	
Rural business and agricultural statistics.	
Physical science	60
Meteorology.	
Physics (general).	
Chemistry.	
Metals and salts.	
Zoology	30
Animal anatomy and physiology.	
Animal form (exteriorly).	
Comparative anatomy or breeding.	
Total	330
Second year of professional instruction (7 chairs alone).	
Agriculture	60
Cultivation (concluded).	
Culture of plants (special).	

Western United States College (4 years' course).	Hours.
First year: Recitations.	
Soil physics, tillage, drainage, crops, etc	179
Botany	180
Live stock	125
Elementary chemistry	50
Physics	88
Chemical laboratory	20
Blacksmithing	25
Carpenter shop	75
Drawing	120
Drill	108
Rhetoricals	28
Algebra	130
Geometry	50
Grammar	42
English	44
Total	1,264
School in session	1,620
Second year: Recitations.	
Soil physics, tillage, etc	87½
Botany: Recitation	24
Stock feeding	75

Relations of the atmosphere to plant life, mowings, pastures, grasses, etc.	
Botany and horticulture	187
Botany (economic) and laboratory work.	
Horticulture.	
Chemistry, elementary, and dry and wet analysis and practice	157
Mechanical drawing	48
Anatomy and physiology	48
Trigonometry and surveying	144
English	86
Total	809

[NOTE.—During the second and third years field crops and breeding, dairying and cattle feeding, and "experimental work in agriculture" constitute the remaining portion of the agricultural course, but the senior year portion is elective.]

Botany and silviculture	60
Nomenclature, etc. (concluded).	
Forestry and tree planting.	
Rural engineering	60
Agricultural tools (plows, hoes, etc.)—	
(*a*) For field work.	
(*b*) For sale.	
(*c*) For feeding.	
(*d*) Cider press, bone crushers, etc.	
Rural legislation and economy	60
System of culture (intensive, etc).	
Agricultural geography of France.	
Rural business management.	
Agricultural bookkeeping.	
Physical sciences	60
Analytic chemistry.	
Mineralogy and geology.	
Organic chemistry.	
Agricultural chemistry.	
Animal chemistry.	
Zoology	60
Breeding of horses, cows, and swine being special zootechnic.	
Total	360

Veterinary work	60
Dairy	75
Entomology: Recitation	30
Vegetable gardening	25
Landscape gardening	25
Trees, shrubs, etc	30
Analytic chemistry	140
Organic chemistry	60
Anatomy, human, but comparative has a fair show	28
Physiology	36
Physics	70
Trigonometry and survey	50
Botanical laboratory	72
Entomological laboratory	40
Anatomical laboratory	28
Physiological laboratory	48
Labor in horticulture	125
Surveying	20
Drill	69
English	68
Geometry	70
Total	1,355½
School in session	1,620

As far as the number of hours is concerned, the above table does injustice to the French College. This Bureau has as yet failed to obtain the (manuscript) emploi de temps,[1] which of course varies from session to session, and the remarks which follow may not perhaps be strictly true of the French College whose course has been given, though true of one of its fellows or of the lycées of France, these lycées being the institutions which prepare for the bachelor's degree. The duration of a professional lesson (leçon) is one and one-half hours. The first one-half hour is given to questioning upon the matters which had been presented in the preceding lesson. The professor thus assures himself that those matters are understood. After the lesson of one hour experimental demonstrations are given, and in addition to this each student is questioned at least once a month by the répétiteur (coach or tutor, or, literally, one who demands back—in Latin, repetitor) attached to each branch of the curriculum. Of these under teachers or repetiteurs there are at Grand Jouan five, each of whom aids the professors in making the applications of his remarks and in the manipulations. In addition they complement his work by "conferences" and examine the students. The chief gardener and the chief of agricultural work also hold conferences and the military exercises are under a special instructor. Again, the instruction at Grignon is both scientific and practical. In addition to the lessons given in the amphitheaters (lecture rooms), and to the laboratory work, are the daily observations collected by contact with actual cultivation, the work in the botanic garden, in the arboretum, market garden, and fruit tree (dwarf) garden, and in the dairy, sheepfold, and stables.

The students are charged with all the "services" of this exploitation for fifteen days (1st and 16th of each month), which services consist of the service of culture (gardening, plowing, etc.), of animals and the barnyard (cour), of engineering and operating machines, of the demonstration plots, and of the gardens, of the botanic school and the collections, and finally of meteorological observations and such other services as may be necessary. The different services are each confided to a student of the second year, as chief, and two students of the first year. Each day a surveillant posts the names of the students who are to perform the different kinds of "practical work," but the evening before the students who are to perform it, knowing their turn perhaps, call upon the director to learn the part they are to perform upon the morrow, and they are required to note what they have observed during the course of the work in their scholastic notebook (cahier).

The curriculum of the six courses of the Grand Jouan College has mainly occupied our attention in the foregoing, but it may be interesting to those unfamiliar with the order of procedure in a French agriculture course, properly so called, to examine the manner in which the course is developed in the Grignon College. A translation of this course follows.

[1] The time table of a French lycée is somewhat like this:

[From report of A. Tolman Smith, specialist in this Bureau.]

Exercises.	Time assigned.	Total time. Hrs.	Total time. Min.
Toilet			20
Recitations	8.00 to 10.00 2.00 to 4.00	4	00
Study	5.50 to 7.15 10.15 to 12.00 1.00 to 2.00 5.00 to 8.00	7	10
Recreation	7.30 to 8.00 10.00 to 10.15 12.30 to 1.00 4.15 to 5.00	2	00
Four meals		1	30

SYLLABUS OF THE AGRICULTURAL COURSE PROPER, TWO AND ONE-HALF YEARS, WHICH IS ONE OF THE NINE COURSES IN THE AGRICULTURAL COLLEGE OF GRIGNON, FRANCE.

Agriculture, properly so called, its importance, and the variety of knowledge it requires because (1) of the character of the formation of the soil, (2) of the multitudinous influences which affect production, (3) of the variety of agricultural products. All these make it dependent upon the sciences of geology, mineralogy, chemistry, physics and meteorolgy, botany, mechanics, and rural engineering. The subject of agriculture will in this school be considered under (1) agrology, or the study of the surface of the earth as to its origin, composition, and physical and chemical properties, then (2) will be taken up the study of the means employed to modify the physical and chemical properties of the soil by application of matters to its surface or by cultivation, then (3) will be considered the different agricultural plants, and finally (4) the rotation of crops.

I—AGROLOGY.

[The compiler has allowed himself the liberty to run the bald statement of each fact into a connected account, and he must be held accountable for everything in the translation except the names of the things taught and their order.]

The soil and subsoil—the vegetable stratum—origin of the soils. The component parts of the soil and the importance of studying them and (*a*) mineral elements which are furnished by the rocks, which are primitive, eruptive, sedimentary, or metaphoric. This leads us to examine more particularly (1) the elements which form the backbone, so to speak, of the soil (squellette du sol), to wit, sand, clay, lime, and (2) the less strongly represented elements, to wit, phosphoric acid, sulphuric acid, potash, maghesia, and oxides of iron.

Having thus studied the mineral elements as just given under *a*, we now proceed to study (*b*) the organic elements—humus and its origin, composition, and rôle—nitrogen, and different states in which found in the soil as waste organic matter, ammonia, and nitrates. Then follows a study of the soil as a sort of sponge, bearing first upon its physical properties and then its chemical properties, to wit: The soil considered in respect to its weight and its volume, or density; then in respect to the implements of culture (tenacity, cohesion); then in its relations with water (permeability, capillarity, etc.); then in relation to solar heat and the causes which interfere with the action of heat upon the soil. We now pass to the chemical properties of soil—the fixation of gases and absorption of fertilizing matter.

Thus, having gone over the organic elements of the soil and the physical and chemical properties which enable the soil to clutch the fertilizing matters coming in contact with it, we proceed to examine the relation of soil and climate, to wit: Necessity of completing the ideas relative to the properties of a soil by those relative to the environment; special necessity of studying climate in this respect as dependent upon geographic situation, height above the sea, shelter, distance from large masses of water, frequence of rains, influence of snow, climatic divisions of France. Classifications of soils by Varro, Thaër, etc., and classification adopted by this college, which is based (1) on what mineralogy teaches us about its chemical composition, (2) the size of the particles which compose it, which is the most important factor of the physical properties of the soil. By these considerations we are thus led to establish the following division: Sandy (rocky, stony, gravelly, coarse, fine, clay sand, calcareous sand, and calcareous clay sand, or "terre franche"[1]);

[1] The terre franche is the perfect soil. It is permeable, thanks to its sand. The clay restrains evaporation and anchors the sand, while the lime acts advantageously upon the clay, or, in the old couplet, "Clay on sand manures the land; sand on clay is thrown away;" in other words, heavy clay needs lime or drainage.

volcanic soils; lime soils (rocky, etc., fine powder, chalky, soft limestone, as in Kentucky, and marl); clay soils (lime clays, sand clays); schistous soils; humus soils (peaty, marshy, etc.); oxide (or silicate) of iron soils, i. e., ferruginous soils (ferruginous sand, clay, or lime soils); magnesian soils (dolourite sands, calcareous magnesian lands, magnesian clays). Finally are taken up the importance of the depth of soils and the influence of the subsoil.

II.—Study of the Means Employed to Modify the Physical Properties and the Chemical Composition of Soils.

In the foregoing we have familiarized ourselves with a knowledge of what nature has placed at our disposal and the way in which she has arranged it in different localities, and the influences which she brings to bear upon it. This study in France is called agrology, though it might as well be called agricultural or soil physics, the formation of the agricultural soil being due to the action of atmospheric phenomena upon the rocks. We have now to consider the utilization of the nature of the soil, which from an ideal standpoint should possess: (1) The proper physical properties, (2) a good mineral composition, and (3) organic matter. New soils rarely unite in themselves these three conditions, and the farmer endeavors to create them by introducing one of the three backbone mineral elements or a fertilizing material either of a mineral or organic nature, to wit: (1) By dumping sand, clay, or lime in some form upon it; (2) by manuring it with vegetable matter, turning under green crops of various kinds, seaweeds, rushes, skins and pulp of grapes and other fruits which have been through the press, etc.; (3) by animal fertilizing material—blood, flesh, waste from fisheries, hair, feathers, horns, leather, guano, fecal matters, urine, etc.; (4) by mixed fertilizers—barnyard manure, city scavage (boues des villes), composts, street or road sweepings, deposits in stagnant water (vases), and sewage; (4) chemical and mineral manures—bones, natural phosphates, superphosphates, chloride of potassium and sodium, sulphate of ammonia, chlorhydrate of ammonia, etc.; and, finally, (5) by cultivation, such as paring and burning, i. e., scobuage, meaning, however, not the burning of the clay crust, but of a fibrous one, colmatage, i. e., the manner of elevating the surface of a soil by letting the muddy water of a stream flow in upon it, drainage, breaking up, the kinds of cultivation by various instruments, spade, plow, harrow, etc., in regard to depth, form, whether in round ridges (billons), flat ridges (planches), or flat; cultivating and weeding and hilling up (buttage).

III.—Study of the Different Agricultural Plants.

Having studied the soil in its scientific aspect—that is, as to its formation and the opportunities it offers to man, and then the method that experience has shown to be the best for man to follow in availing himself of the work that nature has done for him, or holds out hopes of doing for him—it now follows in course to study the vegetable which is (by leave of the new-discovered agricultural or nitrogenous microbe) the living organism which converts the minerals or gases held in suspension in water into a structure which, as forage or fruit, fodder or seed, is the food of animals. First, then, plants mainly cultivated for their seed, such as wheat, rye, wheat and rye sown together (meteil), oats, barley, maize, millet, and sorghum. Then follows the care and preservation of these cereals before and after thrashing, in mills, granaries, and silos, and the manner of such preparation. After the cereals, or gramineae, come buckwheat, to represent the polygonaceæ; then the various kinds of beans and pease, to represent the leguminosæ. The study of forage plants is introduced by a consideration of natural pastures, and then (*a*) the characteristics of artificial pastures put down to grass for mowing, etc., preparation of the soil, choice of seed, sod, regeneration, irrigation, care, returns, curing, breaking up; (*b*) pastures [permanent?], their proper situation, care, and exploitation; (*c*) meadows [herbages?], proper soil and climate. The foregoing are (probably) permanent, whether created by nature or man. We now come to the consideration of temporary pastures, their importance, composition in regard to plant life, etc.; then follow plants cultivated for their roots or tubers, and the preservation thereof; then plants cultivated for their stalks and foliage, and the curing thereof, either by drying or siloing; trees whose leaves answer the purpose of fodder; industrial plants, and, finally, plants of "grande culture," as pumpkins and cabbage.

IV.—THE ROTATION OF CROPS.

The last subject is the order in which the soil should be cropped. Definition of the term "assolement" (sole being the feminine form of sol, soil, but is used to designate a field or other division of the farm): Relations which should exist between the rotation and the agricultural, economic, and climatic conditions; periods of rotation and examination, and discussion of the principal types.

NOTE.—The professor, accompanied by a repetiteur and a chief of agricultural practice, makes the excursions which are necessary for the topographic study of the surrounding country. The school is so favorably situated that one finds within a radius of 12 miles—a distance not exceeding a day's walk—every variety of soil from chalk to peat, while the clay plateaux permit a study of very varied climates and special soil formations. Within the school the students are exercised in the grooming of draft animals and harnessing and driving them. They learn the make-up, the outline, and the handling of the various agricultural tools and machines. They sow by hand and machine, and are familiarized with the work of cultivation and harvesting. They are obliged to learn all the duties of the farm under its superintendent, and to perform work which is of a nature to make them habile and adroit in the management of machines, and thus cause them to acquire by a consciousness of ability to perform (par le savoir-faire) that authority which is indispensable to a director of a farm.

V. THE POSSIBILITY OF IMPROVING AGRICULTURE.

I.—THE METHOD (IN TERMS OF HINDU AGRICULTURE).[1]

On one point there can be no question, and that is, that the ideas generally entertained in England, and often given expression to even in India, to the effect that Hindu agriculture is as a whole primitive and backward and that little has been done to try and remedy it, are altogether erroneous; for the conviction is forced upon the investigator that, taking everything together, and more especially considering the conditions under which Indian crops are grown, they are wonderfully good.

At his best the Indian "raiyat" or cultivator is quite as good as, and, in some respects, the superior of, the average British farmer, while at his worst it can only be said that this state is brought about largely by an absence of facilities for improvement, which is probably unequaled in any other country, and that the raiyat will struggle on patiently and uncomplainingly in the face of difficulties in a way that no one else would. The lacking facilities are water and manure, for nowhere can one find better instances of keeping land scrupulously clean from weeds, of ingenuity in device of water-raising appliances, of knowledge of soils and their capabilities, as well as the exact time to sow and reap, as one can in Indian agriculture; and this is not said of its best alone, but of its ordinary level. It is wonderful, too, how much is known of rotation, the system of "mixed crops," and of fallowing. Nevertheless, while some have condemned all attempts

[1] Report on the Improvement of Indian Agriculture, by John A. Voelcker, Ph. D., etc., Consulting Chemist to the Royal Agricultural Society of England. Dr. Voelcker was sent by the British Government as a commissioner to examine and report upon the improvement of agriculture in India.

at improvement, asserting that the raiyat knows his business best, others have equally erred by calling his agriculture primitive, and, forgetting that novelty is not necessarily improvement, have thought that all that was needed was a better plow, a reaper, a thrashing machine, or else artificial manures to make the land yield as English soil does. On one point, however, there can be but little doubt. The native, though he may be slow in taking up an improvement, will not hesitate to adopt it if he is convinced that it constitutes a better plan and one to his advantage.

The first aim in any scheme of agricultural improvement should be to modify those differences which exist; first of all, by teaching in the more backward parts of India the better practices of the most advanced Indian agriculture; and secondly, by supplying, wherever it is possible, those facilities which exist in the best agricultural districts. It is in the existence of these differences that there is a warrant for the belief in the possibility of improving Indian agriculture, and it is in the modification of them that the great hope of improvement lies. These differences and the best way of modifying them appear to be—

1. Differences inherent to the people themselves as cultivating classes; for instance, the fact that by hereditary practice certain castes and races are bad, others are good, cultivators.

2. Differences arising from purely external surroundings and not directly from any want of knowledge, to wit:

(*a*) Physical causes, such as climate, soil, facilities for water, manure, wood, grazing, etc.

(*b*) Economical or political conditions, such as are the relative ease or difficulty of living, paucity or pressure of population, etc.

3. Differences arising directly from want of knowledge; for instance, the existence of diversity of agricultural practice in different parts of the country.

Having thus stated the differences, it is desirable to consider, in the next place, the means by which they may be removed, or, at least, modified:

1. The modification of existing differences in agricultural practice and methods must proceed from positive measures taken—

(*a*) By the people themselves.

(*b*) By the Government.

2. So far as it is possible for Government or for agricultural departments to assist in the modification of these differences, it is their duty to do so.

3. It is the work of Government to test Western practice and the applications of modern science as also to introduce them when found suitable for India.

It will be well now to illustrate the foregoing differences and indicate how their modifications may be carried out.

1. *Differences inherent to the people themselves.*—It is well known that certain castes and races have been prevented by religious prejudices or "historical causes" from adopting the more skillful or laborious systems of cultivation in vogue among other castes or races. Thus the Rajputs, Brahmans, Kolis, and Kols may be mentioned as hereditarily inferior as cultivators to the Játs Kurmis, Lodhas, Káchhis, and others. Here it is not so much that the external surroundings are unequal, nor that agricultural knowledge is at fault, but the real cause is found in the inherent differences of the people themselves. Side by side in the same village one may, for instance, see both superior and inferior husbandry, the explanation being primarily in a reference to the respective caste of the cultivator in each case. In Behar, I (Dr. Voelcker), on seeing a quantity of dung lying about in heaps on a field, not spread out, but between the rain and the sun speedily losing its goodness, asked a neighboring cultivator why the owner did this. The reply was, "He is only a goatherd," meaning thereby that he did not belong to a good cultivating class. Here the people of this caste evidently required to be taught better methods of agriculture and how to manage properly the manure at

their disposal. The modification of such differences will, in some cases, be effected by the people themselves in the gradual abandonment of their prejudices and the adoption by them of more profitable practices. A change of this kind has been seen in the adoption of indigo cultivation by castes who formerly considered indigo an unclean thing. Another instance is the extension of cultivation of the potato, against which a religious prejudice existed on the ground that it is "flesh." The work that Government can do and is its duty is to assist in raising the level of the people through the spread of education. This will continue to do, as it has already done, a great deal to break down prejudice. Further than this the Government can do little, if anything.

2. *Differences arising from purely external surroundings.*—(*a*) Physical causes: These may be subdivided into climate and soil and facilities for water, manure, wood, grazing, etc., and first climate and soil. These stand in a different category to the others. They are fixed by geographical and geological considerations; over them neither the people nor Government have more than a limited control, and consequently comparatively little can be done to modify the differences. For instance, it is not possible to compare agriculture under the influence of a damp climate and abundant rainfall, such as prevails in the greater part of Bengal, or below the western ghâts of Bombay, with that of the dry parched plains of the Multan and elsewhere in the Punjab. Equally impossible is it to find a resemblance between the rich black cotton soil of Berar or the central provinces and the sandy soils of Sirsa or other parts of the Punjab. The planting of trees may indirectly modify the rainfall, and plentiful manuring may improve the poorer soil, but they will be powerless to make the one locality or soil really like the other.

In regard to facilities for procuring water, manure, etc., we have a set of physical causes giving rise to differences which, unlike those in the case of climate and soil, it is in the power both of individuals and of Government to mitigate to a considerable extent. Marked, indeed, are the differences between parts plentifully supplied by wells or through which streams or canals flow and those where these features are absent. So, again, the differences are great between the treeless tracts and those in which forests abound, the latter giving alike shelter, grazing, and wood, besides causing a saving of manure to the land. Much has been done in the past, and more may yet be done, to mitigate the differences resulting from the existence of this class of physical causes. The people in certain dry localities have dug wells, constructed tanks, and taken channels off streams. On the other hand, in some parts valuable land has been recovered by means of drainage or by the construction of dams, made either by the people themselves or by the Government, through its engineers. In the matter of wood and grazing supply, natural differences have, in many parts, been intensified through the reckless extirmination of forests by the hand of man, or through excessive grazing with cattle and sheep, and more especially by goats. But although the people are likely to do little to remedy this, yet it is in the power of Government to save what is remaining and to provide "reserves" for wood, fuel, and grazing, whereby, too, the supply of manure to the land may be saved. It becomes, therefore, one of the most important duties of agricultural departments to ascertain and point out what measures are possible for the judicious modification through Government agency of differences resulting from such physical causes as the above named. This can only come as the result of close and careful inquiry as to what the needs of each locality are and how they may be best supplied.

(*b*) Economical and political conditions: There are cases to be met with, e. g., in parts of the central provinces of Bengal and of Madras, where, owing to the natural richness of the soil, the sparsity of population, or other causes, there is not the same struggle for existence as is felt elsewhere, and as a consequence the agriculture is often found to be inferior. Here the change will only come with the inevitable disturbance which time and increasing population will cause in the easier circumstances under which the people in some parts live at present as compared with those in others.

3. *Differences arising directly from want of knowledge.*—There are many instances of the cultivation of one district being inferior to that of another, not on account of caste differences, nor yet on account of external and unfavorable physical surroundings, but simply because a better practice has not been known; or, again, an implement is not in use in a district, though employed advantageously elsewhere, or cattle are poor because not properly fed, or manure is wasted (more especially the urine) because there is no litter to conserve it, or crops are inferior in yield because seed is not carefully selected. The want of knowledge and the lessening of the local differences arising therefrom can not be supplied directly by the people themselves, but they may be by the State, partly by means of education and partly by the introduction of better methods from localities where they are known to those where they are unknown, but their application to which is both feasible and desirable. This can not be done without systematic prosecution of agricultural inquiry, which must precede any attempt at agricultural improvement. Such an inquiry can only be effectively carried out by a permanent agency closely associated with the existing authorities in each State. Further, the assistance of an expert with special knowledge of the application of chemistry to agriculture is desirable in any such inquiries.

II.—The Means (Employed or Suggested)

In China (La Cité Chinoise, Simon[1]).

Limiting the scope of our examination to China, properly so called, it may be said to have an area of 1,250,000 square miles, or about one-third of the area of the United States, upon which lives a population of over 400,000,000 people. Europe, with an area four or five times as great, has scarcely 337,000,000; but there are in China provinces as large as France or Germany where 5, 6, and even 7 inhabitants may be averaged to the 2½ acres; and there are districts as large as Belgium where this density exceeds 12 and even 15 inhabitants to the 2½ acres (hectare). No country of Europe, with the possible exception of the Isle of Jersey and the Province of Valencia in Spain, is comparable in this respect with China. This density is so extraordinary that it has frequently been contested as a hoax, but it is apparent to those who have had the opportunity to travel over the vast territory of the Chinese Empire. Out to the frontiers of Thibet, 2,400 miles from the sea, it frequently happens that the traveler passes through cities of 500,000 to 1,500,000 people, and in the most distant provinces he frequently journeys along with crowds which are going to a fair (aux marchés), where are gathered 15,000 or 20,000 persons at a place previously comparatively unpeopled. From one end to the other of China, so to speak, villages, hamlets, cottages follow in such quick succession that the country is like the environs of one of our great cities. Nevertheless the Chinese continue to consider the multiplication of the species a virtue. They have no doubts about the future. If the surface of a field is measurable, who has ever been able to measure its fertility? But it is necessary to say that the Chinese are very economical in regard to everything which serves to augment the fertility of the soil. They do not export the wealth of their country by turning the sewage of their farms and cities into the rivers.

Quite the contrary. The Chinese collect the waste products of human existence and consider it an act of justice, to neglect which would be sinful, to return to the earth what she has loaned. Aryan and Semitic forms of worship are inspired by a contrary doctrine. In them, work is a chastisement, from which it is the universal desire of all to be delivered, but the Chinese do not recognize the

[1] Ten years consul of the French Government and student of the Institut National Agronomique de Versailles, seventh edition.

servility of labor, and the professions that we call liberal and those of the artisan are upon the same footing as far as professional precedence is concerned. A bricklayer or carpenter is not less estimated than a physician, and receives about the same pay.[1] What a difference is there, then, between Chinese agriculture and ours. How erroneous to think that for a long period it is possible to replace the wooing of nature by tricking her; manure by big machines! The Chinese ask nothing from the land which they have not solicited by the application of labor and plant food. This may not be agricultural science, but it is agricultural sagacity. The secret of Chinese agriculture may be given in two words—work and justice (to the soil).

IN HOLLAND (REPORT OF MICHAEL G. MULHALL, STATISTICIAN[2]).

Holland has been aptly described as a kingdom scooped out of the ocean, one-third of its area being below sea level. The Dutch have expended more than $1,500,000,000 on levees or dikes to keep out the sea and to guard against the overflow of the Rhine at certain seasons. They have, moreover, reclaimed 45,000 acres by pumping out Lake Harlem, a work which took thirteen years to accomplish; and now they propose to pump out the Zuyder Zee, which will give them 520,000 acres of meadow land, at a cost of $150,000,000. Their manner of life is almost amphibious, for it may be said that while the husbandman with one hand sows grain he is bailing out water with the other. In whatever direction you go, the scene is the same; fields separated not by hedges but by water courses; windmills whose sole occupation is pumping water from one canal into another. These canals have a total length of 1,920,000 miles, or sixty times the circumference of the globe; and the total area of the country being only 8,000,000 acres (one and one-half times as large as Massachusetts, with twice its population), there are 420 yards of canal to every acre. There are three kinds of canals: (1) Those which serve for navigation; (2) those used by men and women for skating to market in the winter time, and (3) the smallest kind, serving merely for drainage or irrigation. How Holland can support in comparative opulence so large a population, having neither coal, iron, nor any manufactures worth mentioning, is a problem for the economist, which is perhaps only explained by the thrift and industry of the people. There is here no indication of agricultural depression, hard times, nor struggles between capital and labor. The people and the Government are on the most friendly terms. In religious matters, too, the relations are enviable. In fact, for a well-ordered country, it would be difficult to imagine anything better, for all classes seem equally bent on living in good fellowship and doing their best for the public welfare.

IN DENMARK (REPORT OF THOMAS P. GILL[3]).

The population of Denmark is 2,200,000. At the end of the last century it was one of the poorest countries of Europe. To-day it is one of the richest, and that progress in wealth is almost entirely represented by its progress in agriculture; in short, butter, pork, and bacon. But before entering into details it is necessary to mention that the leading agriculturists of Denmark insist on attributing the intelligence and capacity for organization of the Danish farmers and the enlightened relations which they had been capable of establishing with their

[1] Says Tcheng Ki Tong, of the Chinese embassy at Paris, in the Revue des Deux Mondes (first June number, 1884, page 601, also page 828 of the second June number). "To give the fact, the two classes which are esteemed and honored in China are the highly instructed class (the literary public-examined class), and the agriculturists. These two classes constitute the aristocracy of mind and of work. Our gentlemen are only able to inscribe in their coat of arms either a pen (or rather pencil) or a plow. The one class has heaven for its horizon [sic], the other the earth—the infinite and manual labor." (La Chine et les Chinoise.)

[2] After a personal investigation conducted with every precaution to prevent superficial judgments; for, as M. Dreyfus Brissac remarks, "it is as difficult to understand the manners and customs of a foreign country as to try to see in the dark."

[3] Mr. Gill was a member and an agent of the recess committee for Ireland. See further on.

Government to two special clauses: (1) The education received by the peasantry in the peculiar institutions which they call rural high schools; (2) the distribution of land amongst small freeholders. In the high schools men peasants of 18 to 30 spend five months of winter, and women three months of summer, receiving an education which leans chiefly to the human side, and gives but a secondary place to the scientific and technical side, the object being to develop the heart, mind, and will. The agricultural authorities in Denmark, when questioned on the subject of education, have almost always replied that apart from the advanced, specialized study of agriculture in the university stage—a stage of scientific research—they rely more upon the "highly developed common sense" of the Danish farming class, as brought out by their [peculiar?] high-school education and their system of organization, for the spread of improved methods of farming, than they do upon any special technical training in the schools.

IN SWITZERLAND (LA CRISE AGRICOLE—DROZ[1]).

Despite the shortcomings that may be urged against our Swiss agriculture, we have best recognized the necessity of changing the character of our products. Since the railroads bring in grain and meat at a price which defies all competition, we have been forced more and more to relinquish the culture of the cereals and the production of beef. Switzerland has seen that her soil produces with infinitely more profit certain highly flavored grasses which are in reality the base of her milk industry. This industry she has therefore developed, and so advantageously that the products enable her to buy her bread and meat more advantageously than if she had obstinately persisted in attempting to produce them herself. It is necessary for the agriculturists of each country to have their eyes open to their true interests, and to give a new direction to their activity whenever they find it necessary or advantageous to do so. The State may aid individual enterprise by creating experiment stations, and by endeavoring to disseminate a healthy agricultural instruction (une saine instruction agricole). But there is in general no universal solution of the problem which is presented to each farmer, who must exercise his own judgment in selecting the branches of his vocation which will turn out to be the most lucrative under his own conditions.

IN IRELAND (RECOMMENDATIONS OF THE "RECESS COMMITTEE."[2]

We have in Ireland a poor country, practically without manufactures, dependent upon agriculture, with its soil imperfectly tilled, its area under cultivation decreasing, and a diminishing population without industrial habits or technical skill. Leaving aside the question of the causes of this condition of affairs, the great fact we have to deal with here is that agriculture is now not only the main, but, over the greater portion of the country, the sole Irish industry. It being the industry in which the greater portion of the working population is now actually engaged, it is in connection with this that the industrial habits, which must eventually spread through every class, can soonest be implanted. How, then, is our agriculture capable of improvement? That it is capable of some improvement is a proposition which we need not argue. Ours is by common consent one of the simplest and most barbarous systems of agriculture in western Europe, both as regards the want of variety in the crops and the scantiness of the produce.

The first lesson we have to learn, then, is taught by our continental rivals; it is the necessity for organization. Agriculturists there have spontaneously organized themselves for the protection and advancement of their industry in various forms

[1] Late President of the Swiss Republic, in Essais économiques.

[2] A self-appointed, nonpartisan committee of members of Parliament and other representative Irishmen to consider the industrial situation. Report dated August 1, 1896, and addressed to the chief secretary of the lord lieutenant of Ireland, by Hon. Horace Plunkett, M. P., chairman; the Earl of Mayo, Lord Monteagle, the Right Hon. Lord Mayor of Dublin, the Right Hon. The O'Conor Don, the Right Rev. Monsignor Malloy, etc.

of societies, chiefly cooperative. Where the agriculturists themselves have not been sufficiently alert to initiate this organization, the State has sometimes gone the length of enforcing it on them by law. It is everywhere on the Continent now recognized as a principle (1) that the action of the people themselves through industrial combination is more important than the action of the State, and (2) that the assistance of the State can only be truly effective when there exists a system of local representative organizations of the (in Europe) so-called industrial classes, to cooperate in its administration. All attempts of the central government to act through unorganized individuals in schemes of agricultural and industrial improvements are by implication condemned as likely to do more harm than good. For Ireland this lesson seems to us even more vital than it is for countries longer inured to habits of industrial enterprise. The effects of organization upon character are even of more value than its economic advantages. It engenders self-reliance and mutual confidence among the people; it sharpens their intelligence; systematizes their habits, and opens out to them new conceptions of their own powers and of the resources of self-help. Without organization spreading pari passu among the people, state aid is in danger of stepping beyond its proper limits and may prove distinctively mischievous. A lavish expenditure of public money, which taught the people to lean more than ever upon government and still further weaken their backbone, which demoralized officials and the public by wastefulness and jobbery, would leave Ireland worse than she is now.

The Government should aim next at diffusing among the agricultural class through the medium of their organizations and through its educational system, the most enlightened ideas upon cultivation and upon the latest applications of science to agriculture. The method of instruction by traveling instructors is particularly noted as being one of the most effective means of improving the methods of the agricultural class.

It will be obvious that a work so large and so various yet in its general purpose so homogeneous will require for its due discharge a special machine of government; and it is therefore proposed that Parliament should establish a ministry of agriculture and industries for Ireland which shall consist of a board with a minister.

IN FRANCE (EXTRACTS FROM THE LETTER OF M. TISSERAND[1]).

I think that on the present occasion I shall be responding better to your wish if I lay before you the ideas which sixteen years' experience of the working of this ministry has suggested to me, and if I tell you what, in my judgment, a ministry of agriculture ought to be, what it ought to do, and what it ought not to do, what ought to be its rôle in government and in society, how it ought to be organized, and of what machinery it ought to consist to insure its regular and useful working.

The first point to be understood is that a ministry specially for agriculture has become in our day a necessity, an imperious need in all countries, whether they be states of old Europe or countries newly opened to civilization. This arises from the fact that everywhere nowadays agricultural and economical questions have assumed a capital importance and dominate all others. Everywhere man clings to the land; it is the earth that nourishes him, and, like the giant Antæus, he ever has need to touch it, to feel it beneath his feet, in order to renew his strength. It is a general sentiment that on the rational and scientific culture of the soil depends to-day the existence and power of nations.

Formerly tradition, handed on from father to son, sufficed the husbandman for the advantageous utilization of the soil. The methods of culture were simple. It called for no great effort of the mind to till well, to regulate the rotation of crops

[1] M. E. Tisserand is the permanent chief of the agriculture department of France, over which presides a cabinet minister to whom he is subordinate. The letter is addressed to Mr. Gill, a member and an agent of the "recess committee" for Ireland.

and the breeding of live stock. Everything went on in a restricted circle and the son, working as his father had done before him, was able to live comfortably and bring up a numerous family. To-day the situation is no longer the same. In this extraordinary century when everything has been profoundly modified by steam, when distances have disappeared, and the Australian, with his wool, the Hindoo, with his wheat, the American, with his cattle and his dead meat, can reach the markets of Europe at less cost than it took the farmer of Yorkshire at the beginning of the century to carry his produce to London, old methods and paternal traditions have become insufficient for the struggle which has to be carried on against foreign competition. It is no longer the struggle for life between man and man which is the question, it is the struggle for existence between industry and industry, between agriculture and agriculture, between country and country, and in all directions it is felt that the agriculture of Europe is like an old and leaking ship, and that to save it from foundering it needs to be steered by abler hands and navigated by pilots who will join to a thorough, practical training a profound and extensive scientific knowledge.

It is under the influence of these apprehensions and menaces, and in face of an abnormal and critical situation, that there has come into being in almost every country the idea of creating a department of agriculture. This is a response to an imperious demand, and means an appeal for the help of all, a grouping and marshaling of the strength, the energies, and the wills of all toward a determined and definite end—the raising up of agriculture.

VI. Engineering Testing Laboratories.

Much space was given to the subject of engineering in the report of this Bureau for 1889-90. Since that report has appeared attention has been attracted to a new form of an engineering laboratory recently organized or reorganized in Germany.[1] There seems to be some confusion in regard to the character of these institutions, not only in connection with their political side, but also in connection with their functions as technological laboratories. It is necessary, therefore, to recall that the German Empire is composed of twenty-five independent States, each of which has a government independent in matters concerning education of the Imperial (Reichs) Government, of which the King of Prussia is head, with the title of Kaiser or Emperor. The States of Prussia, Saxony, etc., are, therefore, as far as regards education and the management of their own internal affairs, very much in the same position as a State of the American Union. But the States of the German Empire have assumed control of lines of railroads and telegraphs, etc., and apparently exercise a more intimate inspection into the operations of private enterprises than is assumed by the States of this Republic, which renders it necessary to employ a trained corps of officers and to have a convenient place for making tests upon which, in the interest of public and private business, so much depends.

There are in Berlin two institutions for making technological tests. One of these is called the Imperial (Reichs) Institution for Physical Tests, and the other the Royal Mechanico-Technical Experiment Institute, which is connected with the Royal (Königliche) Technological University at Berlin This Bureau is not yet sufficiently informed to enable it to explain the full import of the use of the word "Imperial" in connection with the first-named institution, but the organization and purpose of the second may be briefly told as follows:[2]

The object of the Royal (Prussian) Mechanico-Technological Experiment Institute at Berlin is to make investigations in the line of general scientific and public

[1] Two bills are now before Congress in regard to the creation of such institutions in the United States.

[2] Translated from the programme of the Konigliche Technische Hochschule zu Berlin.

interest, and, when requested by public or private bodies or persons, to test the strength of material, etc. The institute is composed of four divisions, which are denominated, respectively, the metal-testing, the building-material, the paper-testing, and the oil-testing divisions.

By the order of the Prussian minister of public works, dated January 7, 1886, it was announced that properly prepared young persons might, in the guise of unremunerated volunteers, have the opportunity of conducting practical scientific experiments upon material used in the sciences and arts. Such persons as desired to avail themselves of this permission must obligate themselves (1) to serve for three months at least, (2) must obey the regulations of the institute, and (3) must finish in the manner prescribed by the director of the division the work assigned by him. As far as is compatible with the management of the institute, these volunteers may be given an opportunity to acquaint themselves with its several departments, and in specially suitable cases it is also permitted that the wishes of any individual volunteer may be considered in the assignment of work.

A student of the Royal Technological University at Berlin, if not occupied by immediately pressing work, may be permitted to attend the institute by its director. In addition to this, an opportunity is given to the students of the technical university to acquaint themselves with the organization of the testing institute and its method, through the lectures of the director and the assistant director, and the illustrations thereof done with the machines and apparatus of the establishment.

During the year elapsing from April 1, 1895, to April 1, 1896, there were performed for public authorities and private individuals 1,352 tests. Two hundred of these were done by the division for "metal testing," 341 by the division for "testing building material," 687 by the "paper-testing" division, and 120 by the "oil-testing" division.

In the course of the year 1895 experiments were made upon Arundo donax as a raw material for paper manufacturing, testing the writing paper offered by the retail trade, comparative experiments upon the quantity of resin contained in petroleum, and its susceptibility to separation, etc.

The interest evoked by this new movement—for such it is as far as it is a feature of educational institutions—made it desirable to obtain, as quickly as possible, more intimate information than was on hand in this Bureau. The specialist in foreign exchange, Dr. Klemm, had the courtesy to address a distinguished engineer and professor of one of the German technical universities, who, with equal courtesy, has made the following answer:

"BERLIN, *November 7, 1896*.

"DEAR SIR: In reply to your inquiry of October 13, I wish to state that in Prussia scientific testing stations for the engineering science are only found in Berlin. The most important is the Imperial Institution for Physical Tests, an institution which has not as yet met the expectations of the engineering fraternity. It has from the beginning, and also after the death of Helmholtz, remained in theoretical channels, and furnishes, aside from some gauging precisions and tests, very little material for engineers, whose needs it very little comprehends. Indeed, a number of scientific tasks which were suggested by the association of engineers as desirable have been rejected by this institution, claiming inability to perform them. We have therefore appealed to the Prussian Government, asking for means (which have been granted) to connect a testing station with the Technological University at Berlin for the purpose of instituting scientific tests for engineering problems. A building for a machine laboratory is at present in process of erection and the extension of existing scientific laboratories is going on.

"The mechanic technical testing institute in the Technological University at Berlin is the best-arranged institution for tests of material of every kind. An account of its work is contained in the publications of the institution. There is not another institution of its kind in Prussia, but in the polytechnica of Dresden (Saxony), Munich (Bavaria), and Stuttgart (Würtemberg) there are similar institutions, only less complete than the one in Berlin. Outside of Germany, Prague (Bohemia, Austria), Vienna (Austria), and Zurich (Switzerland) have testing stations in connection with their polytechnica. There are no annual reports of these institutions. I might procure the information in printed form, but at present I lack the time, and I therefore ask whether it will still be serviceable if I send it at the beginning of next year?

"Yours, respectfully, A. RIEDLER."

VII. NUMBER OF STUDENTS AND CHARACTER OF THEIR STUDIES DURING THE YEAR 1895-96.

There were, all told, 25,723 students in the colleges endowed by the Republic for the Caucasian race. Their distribution in departments and the number of each sex are shown by the following table:

Department.	Men.	Women.
Preparatory department	1,970	250
College department	10,241	1,663
Post graduate department	294	68
Other departments	8,770	2,467
Total	21,275	4,448

These students, at least those not in "other departments," were instructed by faculties whose aggregate number of members was 1,429 men and 110 women; in all, 1,539. In addition to the college faculty, the experiment station is credited with 431 professors or instructors.

Of the students pursuing technical courses there were in—

Agriculture	2,881
Mechanical engineering	2,526
Electrical engineering	1,616
Civil engineering	1,527
Architecture	537
Mining engineering	424
Veterinary science	471
Military science	9,062

In the schools for the negro race the following facts appear, one institution not reporting at the date of this writing:

	Men.	Women.
Professors and instructors	86	53
Students in—		
Preparatory department	1,100	702
College department	428	130
Other departments	628	588
Total	2,156	1,420

VIII. REPORTS OF PRESIDENTS OF COLLEGES ENDOWED BY THE ACTS OF CONGRESS OF 1862 AND 1890, TO THE FEDERAL GOVERNMENT, FOR THE YEAR 1895-96.

President William Leroy Brown, State Agricultural and Mechanical College: The courses of study in the freshman and sophomore classes, with few exceptions, are required of all students, constituting the usual studies recognized as essential for a sound general education. Though Latin is not required of all students, English is, and in every class from freshman to senior, if leading to a degree. In the junior year students are permitted to elect any one of the following degree courses of study: (1) Chemistry and agriculture; (2) mechanical and civil engineering; (3) electrical engineering and mechanical engineering; (4) general course, including the Latin, French, and German languages; (5) pharmacy. Much attention is given to laboratory work, the college being provided with fairly well equipped laboratories in the following departments, to wit: Chemistry, civil engineering, botany, biology, drawing, mechanic arts, physics, electrical engineering, mechanical engineering, pharmacy, and physiology and veterinary science. Last year a gymnasium of wood was built, 80 by 40 feet, at a cost of $1,884, also a greenhouse, 80 by 20 feet, for horticultural investigations and to promote the interest of horticulture in the State.

President John L. Buchanan, of the Arkansas Industrial University: Our methods of instruction, stated in general terms, are recitations, lectures, and work in laboratories, shop, and on the farm. All the larger classes, especially those less advanced, are divided into sections of convenient size, so as to promote frequent drill. Blackboards and illustrative apparatus are largely used. In the departments of chemistry and physics, biology, geology, engineering, and agriculture from two to eight hours per week of laboratory and other work is required. In English and other languages frequent written exercises are required. We have a new machine shop, with office, boiler room, and coal house, which has been completed since my last report; cost, about $7,000. These buildings replace those lost by fire in April, 1895, but are more commodious, more conveniently arranged, and more substantial. An abundant water supply from the city waterworks has been provided in all the buildings, and a sewerage system will be completed during this fall.

President Howard Bellman, University of Arizona: The university is organized to give instruction in the following courses: Agriculture, civil engineering, mechanical and electrical engineering, mining and metallurgy. We have also a general course, which embraces much that is common to the other courses, except that instruction in the several branches is not carried so far as in the engineering courses. It is designed particularly to meet the needs of young lady students, and such others as have not decided upon their calling in life. Special instruction is given along certain lines as students may call for it. The year has been one of marked progress. The number of students has been doubled, and those entering have been capable of doing a higher grade of work than heretofore. The advance in the mining department is especially noticeable. Many students have somewhat vague notions as to what they desire; it is difficult, therefore, to classify them early in their course. One new building, now almost completed, has been erected during the year. It is a dormitory, and is built of stone, in a very substantial manner, two stories in height, containing a dining room and kitchen and lodging rooms for about 35 students. Its cost when completed will be $15,000.

President Martin Kellogg, University of California: There are no changes of any importance. There is in contemplation, however, a plan for a general architectural reconstruction of the university, and when decided on we have a promise of a fine building for one of the departments of engineering.

President Alston Ellis, Colorado Agricultural College: The college is in a highly prosperous condition and is meeting the wishes of the people. We have established during the year a department of domestic economy and a commercial department, each of which has been placed under the control of a capable instructor. Some of our buildings have been enlarged and others have been repaired, so that at the present time the ten buildings found on the college grounds are in excellent repair and are admirably suited for the purposes for which they were constructed. The number of pupils has more than doubled within the last four years, which is a cause of congratulation, in view of the depressed financial condition existing throughout the State.

President B. F. Koons, Storrs Agricultural College, Connecticut: The course is essentially that authorized by the act of 1890, and laboratory methods are employed wherever the subject will allow. The year ending June 30, 1896, was one of the most prosperous the institution has known. There was a slight falling off in attendance as compared with the previous year—perhaps owing to the general financial depression—yet in substantial work and real growth in those things which make for permanent development no previous year equals that just closed. We have but one course, or perhaps, speaking more accurately, two, namely, agriculture for the young men, and domestic science for the young ladies. The courses are the same in most of the sciences, mathematics, English, etc., and diverge only when they approach agriculture, agricultural chemistry, veterinary science, stock breeding, surveying, etc., as far as concerns the courses for young men. The institution adheres strictly to the labor system, requiring three hours of manual labor a day, thus keeping the students in close touch with the industries of life. The last legislature appropriated $12,000 for a dormitory cottage of wood, for the young ladies, which is now completed.

President Albert N. Raub, Delaware College: The courses of study are six in number, namely, (1) classical, requiring Greek and leading to A. B.; (2) the Latin scientific, omitting Greek, but leading also to A. B.; (3) the course in agriculture and science leading to B. S., and the three courses leading, respectively, to B. C. E., B. E. E., and B. Mech. E. Much machinery was added during the year. The departmental libraries which were placed last year in the recitation rooms have aroused much interest on the part of the students. The new rule making military science and tactics compulsory on all students below the senior grade, with certain exceptions, has been very successfully carried out during the year.

President O. Clute, Florida Agricultural College: Our graduating class numbered 13, the largest heretofore being 6. The work of all departments of the college is getting into better organic shape, and there is a stronger inclination on the part of students to remain longer than three months or a year. The State legislature of 1895 gave the college $10,000, of which sum $7,500 was used mainly for repairs, equipment, and salaries during the year 1895-96. Considering the present financial condition of Florida, this grant is relatively large. Good progress is being made in the mechanic arts and in horticulture. In technical agriculture much remains to be done and will be done in a time not so very remote.

President H. C. White, Georgia State College of Agriculture and Mechanic Arts: The condition of the institution is good and the progress made during the year is satisfactory. The preparation for admission shows marked improvement as compared with previous years. The college is much in need of additional buildings.

President F. B. Gault, University of Idaho: Courses of study that have been under consideration for two years have been adopted. The college courses are now nine in number. Greater emphasis is placed upon scientific instruction. Students may take four years in agriculture, chemistry, botany, zoology, or mathematics and physics. A course in mining has been added; also a course of two years in bench work in wood, including wood carving for ladies. One year of the course in bench work in wood is required for admission to the freshman class in any course. The first graduating class received degrees June 11, 1896, the gentlemen taking degrees in B. C. E. The scientific equipment has been largely increased. There are now seven laboratories—agricultural, botanical, chemical, zoological, engineering, mining, physical—besides drafting rooms, woodworking shop, and free-hand drawing, all of which are thoroughly well supplied with apparatus and libraries, to which additions are being constantly made. An annex for assaying has been built, as also a room with basement and annexes for dairying, which is well supplied with modern apparatus. Instruction will be given next year.

President Andrew S. Draper, University of Illinois: The last year has been marked by a liberal increase in students and by the advent of students more thoroughly prepared than formerly. We have erected a new metal-working building and a president's residence in the course of the year. An astronomical observatory and a new library building ($150,000) are now in progress of erection.

President James H. Smart, Purdue University, Indiana: On the 1st of July, 1896, the board of trustees was reorganized under an act of the legislature. The university has maintained a university extension course during the year, and has projected what may be known as the Purdue Mechanics' Institute.[1] An assistant in physics, another in literature, another in German, and another in electrical engineering have been added to the faculty. A series of monographs on sanitary science have been projected, two of which have been published under the title of (1) Nature of sanitary science and its value to the State; (2) Some sanitary aspects of milk supplies and dairying. The front of the new engineering building has been completed, and the building was dedicated early in December, 1895. It is built of stone and brick, in the most substantial manner, is 150 feet long, 50 feet wide, and three stories high, with a tower 150 feet in height. It contains 15 rooms, which are used for recitation, drawing, and offices. This gives us an engineering plant worth about $200,000.

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[1] The following letter shows the character of the projected institution:

"DEAR SIR: The authorities of Purdue University are considering plans for the organization of a series of lecture courses which shall be especially adapted to the needs of mechanics. The plan which seems most likely to succeed involves some features which are new, and members of the faculty who are endeavoring to perfect its details feel the need of help and advice from those who have had experience in dealing with such men. Therefore, if convenient for you to do so, will you kindly look over the outline which follows, and send to the undersigned any comment or suggestion which may occur to you.

"The movement is an effort to extend the influence of the university to a class of men who have not yet directly profited from its work. It is believed that if these men, who are so closely identified with the material prosperity of the community, could be led to read more widely and to think more deeply, their efficiency as workmen would be increased and their usefulness as citizens more thoroughly assured. As a means which may in some measure contribute to this end, it is proposed to organize what may be known as the Purdue Mechanics' Institute. Through this organization lecturers, who will present scientific and technical subjects to audiences composed chiefly or wholly of mechanics, will be sent to the various industrial centers in the vicinity of the university.

"It is proposed to make the lectures valuable from a purely technical point of view, and at the same time, by abundant illustration, to render them sufficiently popular to interest all who may attend. It is proposed at first to devote special attention to operatives connected with the larger railroad shops, and to extend the work to other establishments as rapidly as the plan can be matured. It is possible that under suitable conditions this plan could be extended into substantial courses in drawing, mechanics, etc., given in night classes, though at present it is proposed to organize for lectures only.

"In further development of the plan, it has been thought that it would be wise, if practicable, to have these lectures given in the shops, and not in a public hall. Sittings upon the benches and improvised seats could be arranged, and by not being obliged to go to a public hall the men would perhaps feel that the affair was particularly their own.

"It is probable that it would be well, also, to make a small charge; as, for example, 25 cents for a series of five lectures, though the university is perfectly willing to carry on the work without cost to those receiving benefit, if such an arrangement appears to promise best results.

"That the value of the proposed work may be better judged, the following lecture subjects are given from which selections might be made: (1) The great bridges of the world and how they were constructed. (2) Steam: What it is and what it does. (3) A history of the steam engine. (4) The development of the locomotive. (5) Locomotive testing. (6) A modern transatlantic liner. (7) The building of a dynamo. (8) Fuels and their use in the industries. (9) Steel buildings. (10) The training of an engineer. (11) The transmission of power. (12) The sunbeam and its effect on human industry. (13) Lessons from the lives of George and Robert Stephenson. (14) Self education, or how a mechanic may educate himself.

"Respectfully,

"JAMES H. SMART,
"*President of the University.*

"MAY 4, 1896."

President Beardshear, Iowa State College of Agriculture and Mechanic Arts; The past college year is most marked in the harmony, industry, and thrift of students and faculty alike. The spirit of improvement in buildings has kept pace with the upgrowth of recent years. It has been a most encouraging year throughout. During the year we have erected a greenhouse, at a cost of about $6,000. It is designed for experimental work in horticulture, floriculture, agriculture, and the various sections of the experiment-station work. It is composed mainly of iron and glass. We have also improved the main farm barn by putting in a new foundation and thoroughly fitting up the basement with stalls and apartments containing modern conveniences for the cattle. It is lighted with electricity and supplied with water throughout. The total cost is $4,000. We are putting in complete system of waterworks, supplying all the buildings, adding efficiency to the sewerage system, and affording fire protection. To this end we are sinking a deep well, in order to have an adequate and unfailing water supply. A large standpipe is erecting, and will be a prominent help to the system. With everything complete, the entire system will cost about $36,000.

President George T. Fairchild, Kansas State Agricultural College: Arrangements have been entered into by which those students who choose to lengthen their course by a year may do so by adding electives during the last two years in advanced study of the sciences. In this lengthened course a mention of special proficiency in lines of study pursued at least one year is made upon the diploma of graduation. The largest class in the history of the college graduated this year, and the largest attendance in all the classes shows the increased usefulness of the institution. A short course of lectures was given, as usual, in February, but after a three years' trial the lectures have been abandoned, as they failed to attract any considerable number outside the immediate neighborhood. The general provision for agriculture in the course of study and its adaptation to the wants of farmers' sons and daughters make any special provision in the way of short courses of less importance in this State than where no agricultural college appeals directly to the young people. No new buildings have been added during the year, but quite extensive repairs have been made and considerable additions to the equipment in the shops and in provisions for heating and lighting.

President James K. Patterson, Agricultural and Mechanical College of Kentucky: Our attendance during the last collegiate year was about equal to that of the preceding. With the prices of all farm products so low, there is not so much money at the command of the rural population to spend on education as heretofore. It is gratifying to note that the matriculation in the college proper as compared with that in the academy has shown for some years past a marked advance. The veterinary department has been discontinued on account of insufficient attendance, despite our efforts. Mechanical engineering still takes precedence among our courses. The standard of graduation is high, and our graduates in several instances have taken a rank in the examinations for assistant engineers equal to that obtained by graduates of the best technical schools in the country. In addition to the course of lectures in agricultural science, attendance on which is obligatory on all, a short course of instruction in agricultural science has been provided and extensively advertised, covering a period of about three months during the winter. Whether it will succeed in attracting students to this course, I do not know. Farmers in the State do not take to an agricultural education for their sons. The equipment of the mechanical engineering department has been increased.

President J. W. Nicholson, Louisiana State University and Agricultural and Mechanical College: Our buildings and grounds formerly belonged to the Federal Government as a military post, and are thus poorly adapted to college purposes, even had they been in good condition when we came into possession. The legislature has appropriated $20,000 for a central building, the plan of which has not yet been determined upon.

President A. W. Harris, Maine State College of Agriculture and the Mechanic Arts: During the year there have been added the following-named courses of study: Spanish, Italian, Old French, eight courses in Latin, and the arrangement of a four-years Latin scientific course, modern analytic geometry, advanced integral calculus, theory of equations, differential equations, two advanced courses in laboratory physics, animal histology, theoretical electricity, power stations, electrical engineering shopwork. The corps of instruction has been increased by instructors in mathematics, Latin, and German, agricultural chemistry, shopwork and mathematics, French, and English. The chemical laboratory has been restored and enlarged. A new laboratory room has been constructed at a cost of about $9,000, giving accommodation for 120 students at one time.

President Henry H. Goodell, Massachusetts Agricultural College: The college has continued to feel the effects of the hard times, and the attendance has fallen off in a marked degree during the year ending June 30, 1896. Other than this, the year has been one of prosperity. The personnel remains the same, but the course of study has been modified to meet the demands of the hour. It has been deemed unwise to carry on longer the two-years course. In its place eleven short winter courses have been substituted, all optional, all free to citizens of the State, and all without limitation of entrance examination. These are arranged under the heads of general agriculture, animal husbandry, dairying, fruit culture, floriculture, market gardening, botany, chemistry, and zoology. Three new elective courses have been offered in engineering, mathematics, and advanced English. With appropriations from the State the following buildings have been erected: A laboratory at a cost of $3,000, two stories high, 32 by 36 feet, containing stands and appliances adequate for instruction of 18 to 20 students in economic entomology; and a gun room, at a cost of $1,800, 28 by 60 feet, providing shelter for the new breech-loading steel cannon issued by the War Department, and a shooting gallery for practice during the winter months. In addition to the above, with a legislative appropriation of $5,500, the college domain has been increased by the purchase of 20 acres for use in the horticultural department.

Secretary H. W. Tyler, Massachusetts Institute of Technology: The course in military science has been greatly improved and much has been added in the way of theoretical instruction. The institution received $25,000, the first annual installment granted by the State for six years.

President J. L. Snyder, Michigan State Agricultural College: A number of important changes have been made during the year. Heretofore, in order that practical agriculture might be taught to best advantage and that needy students might have an opportunity to earn money by teaching district schools, the college calendar was arranged so that the long vacation took place during the winter months. Conditions have changed very much in this State since this plan was first put into operation, and it has been decided that in the future the long vacation shall take place during the summer months. The four-years course in agriculture has been rearranged and very much enriched along practical lines. During the coming winter months the college will offer four special courses in the following subjects: Dairy husbandry, live stock husbandry, fruit culture, floriculture, and winter vegetable forcing. A four-years course of study for women has been planned and adopted, to go into effect at the beginning of next school year. This course, besides embracing literature, mathematics, modern languages, music, art, and electives in fruit culture, floriculture, kitchen gardening, and poultry raising, offers an especially strong course in domestic science and household economy. A cooking laboratory has been built as an addition to the ladies' dormitory, at a cost of about $1,200. These changes seem to have met the approval of the people of our State, and everything looks bright for the future.

In a paper read before the Association of American Agricultural Colleges and Experiment Stations, entitled "What should be taught in our agricultural colleges," Prof. Clinton D. Smith, of the Michigan college, gave an analysis of the course given under his own direction. This course is as follows:

FRESHMAN YEAR.

Fall term.—Awakening curiosity and developing faculties of observation.

	Hours.
Soil: Study of the size of particles, per cent of humus present, water-holding capacity, gross anatomy of the soil	40
Plants: Laboratory work, watching the germination of seeds, growth of roots and stems, studying root systems, forms of stems and leaves, gross anatomy of plants	140
Animals: Study of the forms of animals of prominent breeds, going into detail and arousing the interest of the student in the selection, breeding, and care of farm animals, and stock judging, gross anatomy of animals	100
Algebra	70
English	70
Military drill	42

Winter term.—Training the mind and hand.

Soil: Matter, force, and motion; the general properties of matter; the atom, molecule; solids, liquids, and gases; osmosis and diffusion	48
Plants: Plants as individuals and in relation to each other, the use of the compound microscope, and beginning of plant histology	40
Farm mechanics:	
Blacksmith shop	25
Carpenter shop	75
Algebra	60
Drawing	120
English	24
Drill	36

Spring term.—Applying laboratory methods to field work.

Soils: Elements and their chemical properties; what things are made of and how the elements are put together; soil chemistry	70
The physics of the soil continued; why and how we plow, harrow, and cultivate the soil; elements of fertility, and—	
Plants: Selection of seeds of cereals, grasses, and farm crops; tests of purity and vitality; methods of planting and caring for crops; general spring work on a farm; bookkeeping and farm management	125
Physics: Sound and light	40
Geometry	50
Language	20
Drill	30

SOPHOMORE YEAR.

Fall term.

Soil: Water in the soil and air; the hygrometric state of the air; dews, frosts, and the dew point; testing soils for phosphates, potash, and nitrogen	70
Continuation of the work on methods of tillage, drainage (field work), classification of soils for different crops, and—	
Plants: Study of the characteristics of varieties of cereals and grasses, methods of storing, silage and filling silos; general farm work in the autumn; farm business continued	87
Animals: General anatomy of man and animals	56
Farm mechanics: Theory of heat, conductors, radiation, fundamental principles of boilers	70
Geometry	70
Language	28
Drill	21

Winter term.

Plants: Plant histology and physiology	96
Animals: Anatomy, physiology, and hygiene of the domestic animals and man	200
Proximate principles of plants and animals, organic chemistry, and volumetric analysis	60
Feeding live stock, lectures on the theory and practical work in the stables	150
Dairy work	75
Drill	18
Language	12

Spring term.

	Hours.
Plants: The kitchen garden and growing vegetables	75
Landscape gardening	25
Trees and shrubs	30
Surveying	70
Entomology	70
Language	20
Drill	30

JUNIOR YEAR.

Fall term.

Plants: Origin and history of the various fruits; methods of propagating, grafting, budding, layering; nursery work, pruning; soils, exposure, and fertilizers for fruit trees	195
Parasitic fungi; cryptogamic diseases of plants, including a careful study in the laboratory and field of the diseases of grasses and grains	122
Language	70
English history	70
Drill	21

Winter term.

Required:	
Soils: How supply of plant food may be made more available; and Plants: Food of plants and how they appropriate it	60
English literature	60
Drill	36
Elective:	
Floriculture, spraying, and greenhouse work	210
Or Live stock: The attention of the student may be devoted to the care, feeding, and management of either cattle, sheep, or swine	210

Spring term.

Required:	
Civics	40
Drill	30
Language	30
Forestry	30
Systematic botany of weeds and useful plants on the farm	25
Elective:	
Horticulture: Either pomology, vegetable gardening, greenhouse work, or floriculture, advanced and expert work	175
Agriculture: Either some branch of live stock or field crops	175

SENIOR YEAR.

The work of this year is entirely elective, the course for each student being laid out to fit him for the particular branch of agriculture or horticulture that he has chosen. For example, if the student has decided to make dairy husbandry his major, he takes bacteriology, 98 hours; chemistry of stock feeding, 140 hours; advanced work in stock judging, 120 hours; advanced dairy work in the butter room, 120 hours; veterinary science, 180 hours.

If his major be field crops, he devotes 250 hours to laboratory work in soil and plant chemistry, the same amount of time to the botanical side of the subject, about the same to work in the field on the practical side, and the remainder of the year as he may elect from the list of studies presented.

In the same way, the student that has elected work along some horticultural line selects his studies in the senior year in such a way as to make himself thoroughly familiar with the practical field work and sciences on which it is founded.

The other electives offered for the year, with the hours devoted to each, are as follows: Bacteriology, 98; constitutional history, 70; meteorology, 70; advanced physics, 70; veterinary science, 180; economic zoology, 60; engineering methods, 60; psychology, 60; domestic engineering, 60; geology, 50; logic, 50; political economy, 50; French or German, 180, and advanced work in botany, chemistry, and entomology.

President Cyrus Northrop, University of Minnesota: The college and school of agriculture have prospered the past year more than ever before. Progress has been made in all departments, notably in agriculture, horticulture, and chemistry, for the last of which a most useful course of practical instruction has been provided. The State has expended $64,500 in the last year and a half for new buildings, in the following manner: For a dining hall, $42,500; enlargement of dairy building, $15,000; for a sheep barn, model poultry house, blacksmith's shop, and improvement of the barn and swine building, $7,500. Large delegations of farmers, sometimes numbering 300, have visited the experimental station during the year.

President R. H. Jesse, College of Agriculture and Mechanic Arts of the University of the State of Missouri: Laboratory exercises in all technical subjects run parallel with the class-room instruction, two and one-half hours of laboratory work being equivalent to one hour of class work. During the year a complete dairy equipment, exclusively for instruction purposes, including different styles of separators, churns, butter workers, testers, pasteurizing apparatus, etc., has been provided. An entomological laboratory, with a cabinet of over 8,000 specimens, has been equipped for the study of economic and systematic entomology. A herbarium of the fruits and twigs of the leading forest trees has been added to the forestry collection, and more than 700 jars of preserved typical specimens of fruits and vegetables have been added to the horticultural laboratory collection. On the horticultural grounds are being grown, primarily for experimentation, but used also for instruction purposes, 400 varieties of apples, 60 varieties of peaches, 120 varieties of plums (including complete collection of domesticated Japanese sorts, all grown in orchard form), 125 varieties of grapes, 500 strawberry seedlings, selected from more than 4,000 seedlings bred here during the past four years. A large collection of Japanese, European, and American nuts has been planted during the present year. During this year several hundred seedling plums, hand-pollinated cresses of European, Japanese, and American types, and several hundred seedling peaches of known parentage have been grown for experimentation and instruction. There has been added during the year a horticultural laboratory consisting of a central building 30 by 30 feet, and two wings, each 22 by 30 feet, heated by steam and so arranged that different temperatures may be maintained in each compartment. It has stone foundation, pressed-brick walls 3 feet high, T iron frames filled with white pine, grooved sash bars, and best American A glass. The glass walls in main portion rise 8 feet above the brick walls and 27 feet above the floor in the center. Granitoid walks. Connected with the laboratory is a brick boiler house 12 by 14 feet, with a 14-horsepower horizontal boiler capable of heating the entire laboratory and forcing houses attached. The purpose of this structure is the study of methods of hothouse forcing of fruits and vegetables, floriculture, and experimental work in vegetable physiology. Cost, $4,500.

Director Walter B. Richards, School of Mines and Metallurgy of the University of Missouri: The school continues to emphasize its technical side and to strengthen its courses of study. Pure mathematics and physics have been moved up about half a year, so as to give the student at an earlier stage preparation for specializing. The chemical laboratory is being enlarged.

President James Reid, College of Agriculture and Mechanic Arts, Bozeman, Mont.: Special attention has been given to laboratory work in chemistry, physics, physiology, and botany, two hours of laboratory work being considered equal to one hour of class work. Five buildings have been erected for class and laboratory work, to wit: A main building 90 by 110 feet, of brick, with stone foundation, three stories and basement; a chemical and physical laboratory building in one, 70 by 90 feet, of brick, with stone foundation, with basement; a shop building of wood, with stone foundation; a drill shed of wood, with stone foundation, and a veterinary building of stone, two stories high. The main building, laboratory, and shop are to be heated with hot-air furnaces. The estimated cost of the five buildings, including furnishing and equipment, is $100,000, raised by bonds secured by 50,000 acres of college lands received by the State on admission to the Union.

Chancellor George E. MacLean, University of Nebraska: As never before in the history of the institution, the inseparable union of culture and agriculture, with emphasis on the latter word, has been brought out. The new professor of agriculture has inaugurated a more scientific training in applied agriculture. A three-months course in agriculture has been added to the agricultural college. Farmers' institutes have been provided for in the form of university extension, 48 institutes being held during the year, with an attendance in the neighborhood of 15,000 people.

The regents of the university have made provision for the substantial enlargement of the quarters for agricultural chemistry, and a separate laboratory on the agricultural experiment-station farm will be equipped during the coming summer. The course in dairying will be greatly strengthened during the coming year by the purchase of apparatus and the erection of a separate dairy building. The new university library building has been completed, at a cost of $110,000. The partial crop failures in Nebraska the past two seasons have turned the attention of the farmers to the importance of scientific farming, and as a consequence the attendance in the college has increased, and a general interest in its work has deepened.

President J. E. Stubbs, Nevada State University: The college of agriculture and mechanic arts has laboratory exercises in all scientific and technical subjects, shopwork in mechanics, and research in history, literature, and political science. This species of work occupies the afternoon of each college day, while class exercises occupy the forenoon. There is military drill four days in the week, from 11.45 a. m. to 12.30 p. m.

To eliminate an element of weakness from the college courses of study and to insure a better entrance preparation, the university has organized a preparatory department of three years, which requires, for example, two years of French and mathematics to solid geometry for admission to any of the schools of science or of agriculture. Increased attention is given to English and history in the preparatory school. The thought of the faculty continues to be directed to the improvement of the college courses of study, and the attendance of students shows a most gratifying increase. In the way of new buildings there has been erected an annex to the mechanical building, 50 by 60 feet, one story, containing foundry and blacksmith shop, costing $3,000. The main portion of this annex, however, is to be erected when the legislature has made the appropriation. The old mechanical building, the only wooden one on the campus, was destroyed by fire during October, 1895. A dormitory of brick and stone, three stories high, with basement, containing rooms for 100 boys and apartments for the head master and his family and for the assistant masters, has also been erected at a cost of $27,699. For the accommodation of the young ladies in attendance a structure of brick and stone, three stories in height, with basement, has been built at a cost of $14,348. A gymnasium and drill hall, 60 by 120 feet, costing $7,000, was built wholly by voluntary subscription. In addition to these buildings the experiment station building has had an addition built to it, 21 by 29 feet, two stories, of stone and brick, costing $1,101. The basement is a laboratory for anatomy, physiology, and bacteriology; the second story a laboratory for agriculture and the results of farm experiments. The regents have leased a valuable tract of 80 acres of land near the campus for farming purposes, the organization of a model farm under the conditions of irrigation forming a part of the plans of the university.

President Charles S. Murkland, New Hampshire College of Agriculture and Mechanic Arts: In accordance with an act of the legislature of 1895, a department of horticulture and a two-years course in agriculture were established during the year, to which students are admitted who can pass a fair and reasonable examination in reading, spelling, writing, arithmetic, English grammar, and the history of the United States. In this course the student must devote not fewer than ten hours a week during the year to practical instruction and manual training in branches of agriculture that require special knowledge and skill, one-third of which time may be devoted to suitable practical instruction and manual training in shop work in wood and iron, but any student may be excused from some or any of these exercises. To carry the act into effect $25,000 was appropriated for 1895-96, and the same amount for 1896-97. The provisional programme for this course is given below. The dairy school and institute have been carried on, as well as the correspondence course.

Provisional schedule for two years' course.

Subject.	First year.			Second year.		
	First term (15 weeks).	Second term (10 weeks).	Third term (10 weeks).	First term (15 weeks).	Second term (10 weeks).	Third term (10 weeks).
Agriculture	Live stock: Theory 3. Practice.	Tools and implements: Theory 3. Practice.	Soils, drains, and fertilizers: Theory 4. Practice.	Crops, markets, and accounts: Lectures 2. Practice.	Dairying: Theory 2. Practice.	Breeding and feeding: Theory 3. Practice.
Botany and horticulture.	Botany: Theory 3. Practice.	Botany: Theory 2. Practice.	Botany: Economic 2. Gardening.	Nursery and orchard: Theory 2. Practice.	Propagation and greenhouse work: Practice.	Small fruits, spraying, etc.: Theory 2. Practice.
Chemistry and physics.	Elementary physics 2.	Elementary chemistry 3.	Chemistry laboratory 4.	Chemistry of the farm 4.	Agricultural, chemical analysis: Laboratory.	Physics 2.
Zoology, etc	....	....	....	Zoology	Zoology or veterinary.	Physiology, entomology, insecticides: Practice.
English	English 3	English 3	English 3	English 3	English 3	....
Mathematics	Arithmetic and algebra 4.	Algebra 4	Geometry 4. Plane.	Geometry: Solid 2.	Trigonometry 3.	Surveying 6.
Drawing	....	Drawing 2. Free-hand.	....	Drawing: Industrial 2.	Drawing: Mechanical 4.	....
Shop work	Wood	Wood	Wood	Metal	Metal	....

President Austin Scott, Rutger's Scientific School, New Jersey State College for the Benefit of Agriculture and the Mechanic Arts: The courses in electricity and in biology are growing in value to the undergraduates, both in class-room work and in laboratory practice, by the constant additions of needed apparatus. The course in agriculture is now on a firm basis, the teaching of the subject in an elementary way to each member of the freshman class by the professor of agriculture and the assumption of the duties of superintendent of the college farm by the same officer affording unusual facilities for instruction in the theory and practice of agriculture. No notable changes in the buildings of the institution have been made during the year, the accommodations and equipment being adequate for the present. In the general work of the extension department three full courses of twelve lectures each, four half courses of six lectures each, and one special course of two lectures have been given, as follows: Two full courses in history and one in astronomy; one half course each in history, electricity, English statesmen, and art, and one special course of two lectures in art. The total attendance at the 62 lectures was 2,011 persons, and the average attendance 1,525. The total attendance at the class hours following each lecture was 675 persons, and the average attendance 554. Ordinary full-course certificates were awarded to 11 persons and honor certificates to 6. Ordinary half-course pass cards were awarded to 11 persons and honor pass cards to 2. Attention has also been given in the extension department during the year to agricultural work. Two courses in agriculture and one course in botany, each course of six lectures, have been given. The total attendance[1] at the 18 lectures was 130 persons, and the average attendance 119. The total attendance at the class hours was 126 persons, and the average attendance 107. Ordinary pass cards were awarded to 3 persons.

President Samuel P. McCrea, New Mexico College of Agriculture and Mechanic Arts: The college has a very complete wood shop and blacksmith shop in successful operation. In the way of buildings there has been added during the year an extensive college shop, costing $4,000, which has an engine room, foundry, machine shop, drafting room, and physical laboratory. To equip this building $5,000 has been set aside by the board of regents, and when it has been completely fitted up $12,000 will have been spent in buildings and equipment for the department of mechanical engineering alone. Continued effort has been made in the direction of establishing a higher standard of admission and broader and deeper courses of study.

President J. G. Schurman, Cornell University: The buildings for the State Veterinary College are seven in number, as follows: The main building, 142 by 42 feet and three stories high, overlooks East avenue and an intervening park of 220 by 300 feet. The walls are of dull yellowish-buff pressed brick, on a base of Gouverneur marble; window and door facings of Indiana limestone and terra-cotta ornamentation. On the first floor are the museum and rooms for the dean and the professors of anatomy and physiology. The second floor is devoted to the upper part of the museum, a lecture room, reading room, library, and rooms for professors. The third floor is devoted to laboratories of histology, pathology, and bacteriology, and the necessary subsidiary offices. Connected with the main building and forming its east wing is a structure 90 by 40 feet and one story high. This contains the laboratories, lecture rooms, and other offices of anatomy and physiology. Its floors are impermeable granolithic cement, the walls lined by enameled white brick, and the ceilings covered with sheet steel. A second extension from the main building is the boiler and engine room, where power is generated for heating, ventilation, lighting, and the elevators.

The surgical operating theater is a separate building in the rear of the main building, and is furnished with rooms for forge, instruments, water heater, etc. The lighting and equipment and the facilities for demonstration have been specially attended to. The general patients' ward, 100 by 31 feet, is furnished with box and other stalls, heating apparatus, baths, and all necessary appliances. The floor is of impermeable granolithic cement, and the ceilings of painted sheet steel. There is also a fodder room of 20 by 30 feet. The isolation ward, 54 by 15 feet, has its stalls absolutely separated from one another and each opening by its own outer door. It has the usual granolithic floor, with walls of vitrified brick, and painted sheet-steel ceilings. The mortuary building has an impermeable floor, walls of enameled brick, and painted steel-plate ceilings, and is fitted with every convenience for conducting post-mortem examinations and preparing pathological specimens. Another building of 51 by 20 feet will be devoted to clinical uses. These, with a cottage for the stud groom, complete the list of State buildings erected for veterinary college. The equipment will be made as complete as possible for both educational uses and original research.

The addition to Sage College consists of a main part 40 by 100 feet, and a wing 38 by 40 feet, four stories high, with walls of brick to correspond with the original building, and slated roofs. The first story is 14 feet high, the second 10, the third and fourth each 9. The first story contains a gymnasium 37 by 63 feet, two bathrooms, a swimming tank, three dressing rooms, a drying room, the instructor's room, an examination room, a waiting room, and a janitor's room. In the second story are ten students' rooms, a bathroom, a loggia, 10 by 36 feet, opening to

[1] Probably this will be more generally understood if called enrollment.

the east, and a suite of rooms, consisting of parlor, bedroom, and bathroom, for guests. The third and fourth stories have each 17 students' rooms, a bathroom, storeroom, and linen closets. The rooms are nearly all single, each 10 by 15 feet, with closet 2½ by 7. They will accommodate 50 persons. There is a staircase in a hallway 10 feet wide at the western end where the addition joins the main building, and another in the south end of the wing, each 4 feet wide and running from the first floor to the fourth. There is a standpipe with 60 feet of 2-inch hose on each floor for use in case of fire. The western hallway on each floor is connected by an opening with the main building. All rooms and halls are to be heated by steam and lighted by electricity. There is no display of ornament about the building, but the materials and workmanship are thoroughly good. Considerable alterations, additions, and improvements have also been made in the original building. The room formerly used as a gymnasium, 25 by 40 feet, is now occupied by the kitchen, baking room, pantry, storeroom, and servants' dining room. Above it two stories have been added, containing servants' bedrooms. The former kitchen, pantry, and storeroom have been converted into dining rooms, and in the upper stories rooms that were occupied by servants are refitted and prepared for use by students.

[The changes lately made by Cornell University in regard to the degree to be hereafter conferred and to the admission requirements are given in another chapter of this report.]

President J. H. Worst, North Dakota Agricultural College: No material changes were made during the past year in courses of study or methods of instruction, though the largely increased number of students made it necessary to enlarge the corps of instruction and to provide additional facilities.

President James H. Canfield, Ohio State University: The university has been divided into six distinct colleges: (1) Agriculture and domestic sciences; (2) arts, philosophy, and science; (3) engineering; (4) law; (5) pharmacy; (6) veterinary medicine. Each college is under its own dean and faculty and has entire control of its students and its own affairs. The general faculty considers those matters of common interest to all colleges. All preparatory work has been dropped. The following new courses have been established: In the college of agriculture and domestic science, a full four years' course and a short two years' course in domestic science; in the college of arts, philosophy, and science, a two years' course preparatory to law and journalism; in the college of engineering, a three years' course in architecture and a full four years' course in ceramics and clayworking; in the college of pharmacy, a full four years' and a short (two years') course, preparing for State examination for registered pharmacist. A new astronomical observatory has been erected and equipped by the generosity of Mr. Emerson McMillin, of New York City, at an expense of nearly $16,000. The last legislature advanced the annual levy from one-twentieth to one-tenth of a mill, and gave the university permission to anticipate $200,000 of this levy for the immediate erection of much-needed buildings and for additions to equipment.

President G. E. Morrow, Oklahoma Agricultural and Mechanical College: The college has but one regular course of study. This may be classed as an agricultural or a general science course, with special adaptation to agriculture. This course, which requires four years to complete, leads to the degree of bachelor of science, and students are admitted to it on passing a satisfactory examination in the common-school branches. A preparatory class is maintained for students not fully prepared for the regular course. Two additional instructors have been engaged, and for the first time all four of the regular college classes have been represented. Considerable additions to the libraries and apparatus for teaching science have been made during the year.

President John M. Bloss, State Agricultural College of Oregon: The methods of instruction have been gradually improved during the past four years by requiring more laboratory work in every department and by methods of instruction requiring original research on the part of the student. These methods are becoming more and more characteristic of the institution. A dairy building was erected during the year. All students in the agricultural and household economy courses are required to take a complete course in the theory of dairying as well as to do the work in the dairy. The purpose is to encourage farmers to enter into a work "new" in Oregon, and thus to add to the prosperity of the State. It is producing the result desired. The buildings and outfit cost $750. The new boiler house (brick) was made as an addition to the mechanical building; cost, $400. A well 12 feet in diameter and 36 feet deep was added to our water supply; cost, $550. We now have an abundance of water to supply the college plant.

President George W. Atherton, Pennsylvania State College: With regard to the condition of the college during the academic year 1895–96, there is very little to say, except that there has been the same regular increase of numbers as for several years preceding and a steady and systematic toning up of the work in all departments, a more rigid enforcement of the requirements for admission, and, in general, a sound and wholesome internal growth. The year has been characterized, however, by two changes to which we attach very great importance. The first is the dropping of the lower class of the preparatory department, so as to leave only a single or subfreshman class, the work of which is directed wholly with reference to preparation for the freshman class. This has resulted, practically, in abolishing the preparatory department as such, and the work of the subfreshman class has been brought into closer correlation with the work of the college classes than was previously possible. The second change referred to is the organization and grouping of all the work of the college into schools. The gradual enlargement of the field of instruction covered by the college within the last few years has been provided for from time to time by the establishment of additional courses of study. By a process of natural growth several of these courses have come into close relations with each other and the work of all has been adjusted, as far as was practicable, to a common standard. It seemed to the trustees and faculty, however, that it would be a decided gain in concentration and effectiveness of work if all related subjects and courses were brought together in groups, so that all members of a group might give and receive mutual support and stimulus. Accordingly the following schools were established at the opening of the fall session in September, 1895:

1. A school of agriculture, including technical agriculture, agricultural chemistry, horticulture, dairying, veterinary science, and such other subjects or departments as may from time to time be assigned by the trustees to that school.
2. A school of natural science, including the departments of botany, chemistry, geology, zoology, and kindred branches.
3. A school of mathematics and physics, including the departments of physics, mathematics, and kindred branches.
4. A school of engineering, including the departments of civil engineering, electrical engineering, mechanical engineering, and such other engineering departments as may from time to time be established.
5. A school of mines.
6. A school of language and literature, including the departments of ancient languages and literatures, modern languages and literatures (except English), the English language and literature, and such other departments as may from time to time be added.
7. A school of history, political science, and philosophy, including the departments of history, psychology, ethics and pedagogics, political and economic science, and such other departments as may from time to time be added.

Deans of the several schools were appointed, as follows: Of the school of agriculture, D. H. P. Armsby; of the school of natural science, Dr. G. G. Pond; of the school of mathematics and physics, Prof. I. T. Osmond; of the school of engineering, Prof. L. E. Reber; of the school of mines, Prof. M. C. Ihlseng; of the school of language and literature, Prof. Benjamin Gill; of the school of history, political science, and philosophy, the president.

This system has not been long enough in operation with us to justify a conclusion as to its ultimate results, but there is every reason to believe that they will be most wholesome and invigorating to the entire system. Students will obtain a more distinct view of the range and relations of their special work. Groups of the faculty and instructors will counsel together more freely than is possible where each one regards himself merely as an individual member of the teaching force, and the board of trustees will be able to gain a more exact knowledge of the efficiency and relative importance of the different branches of work by having their attention thus fixed on individual groups than is possible when they are required to survey the whole field.

The schools thus established are not all equally well equipped and manned, but the board has made increased provision for the teaching of such general subjects as history, language, political science, psychology, and ethics, and has thus done much to meet the demands of students who come to us in increasing numbers year by year from all sections of the State, desiring to pursue some other than a strictly technical course of study. We hope that it will be possible each year to offer enlarged facilities for the pursuit of these liberalizing and stimulating studies, not merely for the sake of those who choose such lines of work, but for the sake of giving to technical students the benefit of doing their special work in the midst of such an atmosphere.

The organization of the college allows a wide range of election by courses and schools, but very little by special subjects. If a student wishes to take up electrical engineering, for example, he finds a course in that subject carefully arranged, based on extended inquiry and observation, tested by experience, containing, as far as practicable, everything that is essential and nothing unessential, and at the same time providing a considerable amount of general and liberalizing studies of which every educated man may properly be expected to have at least an elementary knowledge. He also finds himself, as a member of a school, following his special line of work in close and sympathetic relation with fellow-students engaged in allied but distinct portions of the same general field, and his conceptions are thus made more definite as to the proper limits of his own specialty at the same time that they are broadened by association with those who are studying collateral branches of the same great department of knowledge.

It is believed that such a course, systematically pursued, is far more useful to the great majority of undergraduate students than any permissible election by subjects could possibly be. Some cases occur, however, where a student before entering college has satisfactorily completed a portion of the prescribed work, or where he wishes for particular reasons to specialize in some direction more fully than is provided for in the established course. In such cases a selection of some other branch of work is allowed, but only on condition that the substitute chosen shall be fully equal both in educational and technical value to the subject omitted. The course in electrical engineering has been taken merely as an example, the same remarks applying to each of the regular courses.

The number of four-year courses now organized is twelve, as follows:

1. A classical course.
2. General courses: A general science course, a latin scientific course.
3. Technical courses: A course in agriculture, a course in biology, a course in chemistry, a course in civil engineering, a course in electrical engineering, a course in mathematics, a course in mechanical engineering, a course in mining engineering, a course in physics.

Besides these regular courses there are seven short courses—three in agriculture, one in chemistry, an elementary course in mechanics, and two in mining.

The increase in the number of students for a few years past, and in the number of counties of Pennsylvania represented, shows that the college now, whatever may have been true in the past, is meeting the wants and securing the confidence of the people of the State. The total attendance has increased from 92 in 1882-83 to 318 in 1895–96, and the number of counties represented has increased from 22 to 52. It is believed that no other institution of its kind is doing anything like the same extent and range of work on so small resources, and the success of so many of our recent graduates in securing responsible and lucrative positions furnishes the best possible evidence of its efficiency.

President J. H. Washburn, Rhode Island College of Agriculture and Mechanic Arts: The dormitory, which was burned during the year 1894, was replaced and several temporary buildings erected.

President E. B. Craighead, Clemson Agricultural College: There are two courses, the agricultural and the mechanical, each requiring four years for completion. The aim is to make the work both scientific and practical. Each student is required to work about two hours daily in the chemical laboratory, the foundry, the wood shops, the machine shops, at the dairy, in the veterinary department, on the farm, or in the garden—strictly educational work for which the student recieves no pay. The forge and foundry have been enlarged, at a cost of $500; the mechanical department has been more fully equipped, at a cost of $8,500; the veterinary department, at a cost of $1,300; the mineralogical and geological department, at a cost of $750, and the greenhouse has been enlarged, at a cost of $500.

President John W. Heston, South Dakota Agricultural College: Our courses of study have been thoroughly revised, technical lines have been strengthened, the study of the sciences is now begun in the freshman year, and irrigation and agriculture engineering introduced. The sciences in this institution are articulated differently from that obtaining in other scientific institutions, in that we run botany, chemistry, zoology, and physics through a longer period of time. A business course has also been introduced, having a duration of two years.

President Charles W. Dabney, jr., University of Tennessee: The most important improvement in the course of instruction has been the development of the work in history and civil government, which has been separated from another chair and made an independent subject, in charge for the present of an acting professor. It now requires three years to complete this course, the last two being elective. Improvements have also been made in the course of philosophy and pedagogics and in those of botany and zoology. Practically a new building has been erected upon the site of old North College, using only a portion of its walls and floors. This gives the university an elegant dormitory building of forty rooms, constructed from the general fund of the university.

President L. S. Ross, Agricultural and Mechanical College of Texas: I am able to report favorably of the present condition and hopefully of the future work of the college. The liberality of the legislature in appropriating money for improvements has greatly increased the methods and appointments of the institution. The labor fund especially has proven a most wise provision by aiding a considerable number of deserving young men to pay a large part of their expenses, as well as cultivating in them a manly pride and spirit of self-reliance. The course of instruction has in some respects been made more flexible and better adapted to the wants of students who have a definite object in view and who wish to specialize their work in the varied industrial attainments. The large attendance at our annual commencement exercises has served to bring the college into closer relations with the people of all classes and diffuse a wider knowledge of what is being accomplished and the aim and facilities afforded for practical instruction. A new infirmary, costing $4,060, has been erected during the year.

President J. H. Paul, Agricultural College of Utah: I am gratified to say that we have had a very successful year and that the prospects for the ensuing year are still more encouraging. The attendance of students for the year was 497, as compared with 360 for the preceding year. The students were of an average age of 19.7 years. Seven students were graduated with the degree of bachelor of science, as compared with two for the year previous. In general the courses as arranged last year will be continued, as the results were satisfactory. The legislature has dealt generously with the institution, having given to it $23,500 for the single year ensuing, as compared with a total of $15,000 for the two preceding years for the same purposes.

President M. H. Buckram, University of Vermont and State Agricultural College: During the year a professorship of physics has been established independently of the chair of mathematics, and both elementary and advanced laboratory courses provided, for which a new science building, and large gifts for apparatus furnish facilities. There has been a continued advancement in the grade of students in the agricultural department, placing such students fully on a level with students in other scientific departments, which has resulted in an increase in attendance. The standard in examinations has been raised from 50 to 60 per cent in all departments. The Williams Science Hall, the gift of Edward H. Williams, of Philadelphia, provides lecture rooms, laboratories, and other facilities for the departments of chemistry, physics, biology, and electricity. The cost of this building was $150,000, and of equipping it, including apparatus, $66,000. The building has three stories, with basement and attic, has 43,000 square feet of available floor space, is built of brick, granite, and terra cotta, and is fireproof. There has also been erected the Converse Hall, which is a dormitory. It is built of blue marble, containing accommodations for 90 students. It cost $150,000, and is the gift of John H. Converse, of Philadelphia.

President J. M. McBryde, Virginia Polytechnic Institute: The courses of instruction of four years each leading to the degree of B. S. are general science, agriculture, horticulture, applied chemistry, mechanical engineering, civil engineering, electrical engineering. There are also two shorter courses of two years each called practical agriculture and practical mechanical courses. In every course there is work in field, shop, laboratories, and drafting rooms. The policy of developing the college as a school of technology has been steadily followed, and recently a law was passed adding the words "polytechnic institute" to its title, in order more clearly to define the character and scope of its work. A separate department of civil engineering was established at the beginning of the session. The policy of aiding needy students to help them in educating themselves has been continued, and nearly 100 were given work to assist them in paying their collegiate expenses. During the year 1895-96, 5 graduates and 1 undergraduate passed the examination for entrance into the United States Revenue-Cutter Service and others procured positions as chemists, engineers, etc. A new creamery and cheese factory has been thoroughly equipped and put into successful operation, as also a cider factory and an evaporating plant. The forge and foundry have been completely equipped with excellent outfits. A 53-horsepower dynamo has been added to the electric department and a new water supply made available at a cost of $15,000. A new dormitory accommodating 110 students and a new dining and a commencement hall have been completed and equipped. Six residences for professors have also been added to our buildings and 65½ acres to the farm.

President E. A. Bryan, Agricultural College, Experiment Station, and School of Science of the State of Washington: Few changes have been made in the essential features of the courses and methods of instruction during the year ending June 30, 1896, and these have been largely in the development of the industrial side of the education offered. A school of dairying was established in which there were enrolled 23 students. These students were for the most part mature men and women who had already engaged in the business of dairying. The organizing of the short course in agriculture and horticulture, hereafter to be known as the school of farming, was completed during the year and gives promise of rendering useful service to that class of students who come from the farm and, after a brief period in school, return to the business of farming. One-half of the instruction to these students is laboratory work in agriculture and horticulture. The work of the commercial department, including shorthand, typewriting, and bookkeeping, has been enlarged and that part of the work will hereafter be classified as the school of business. The greater portion of the expenditure for this department has been from funds appropriated by the State. Provision has been made for a school of pharmacy and a school of veterinary science (the latter to supplement the work in agriculture), to begin with the beginning of the next college year. The courses in civil, mining, and mechanical engineering have proved very attractive to large numbers of students. The attendance in all departments has greatly increased during the past year, the increase being between 60 and 70 per cent. The internal development has been entirely satisfactory, and its popularity throughout the State with all classes of people has increased very materially. A dormitory for young women has been erected at a cost of $20,000. This is a building composed of two stories besides attic and basement, the extreme measurements of which are 100 by 150 feet. It is built chiefly of stone and brick. A dairy building and equipment have been provided and a piggery has been built, costing in all about $4,000. A new heat, light, and power plant has been constructed at a distance of from 800 to 1,200 feet from the buildings and located on the Northern Pacific Railway tracks. This plant is intended both for supplying heat, light and power, and for purposes of instruction. The building and stack are of brick. The total cost is about $15,000. The steam from this plant is conveyed by underground pipes to the larger buildings on the college campus, and the electricity for lighting is carried by underground wires to the same buildings. The machinery of the mechanical engineering building is operated by an electric motor connected with the plant by underground wires.

President James L. Goodnight, West Virginia University: The university has been organized during the year into colleges, and into schools where not sufficient for a college. These are (1) the college of arts and sciences, (2) the agricultural college, (3) the engineering college, (4) the law college, (5) the pedagogical school, (6) the commercial and business school, (7) the physical-culture school, (8) the school of military tactics and science, (9) the preparatory school. The colleges are divided up into schools, the schools into departments, when there is any definite line of differentiation. During the year there was a gain of 115 in attendance over the preceding year, which had the largest attendance that the university had had up to that year.

Dean W. A. Henry, University of Wisconsin: The college of agriculture embraces three lines of effort: (1) Experimentation, (2) instructional work at the university, (3) instruction to farmers through farmers' institutes. Though the colleges of agriculture and engineering are closely interwoven with the university, the funds of each are held distinct. The income of the college of agriculture consists of (1) one-third of the income from the land grant of 1862, (2) two-fifths of the Morrill income, (3) one-third of an increase in changing the State tax for the university from one-tenth of a mill to one-eighth of a mill, (4) all sales of farm and creamery products, (5) funds appropriated by the legislature from time to time, and (6) $12,000 annually for farmers' institutes. The funds of the college of engineering consist of one-third of the income from the land grant of 1862, two-fifths of the Morrill income, 1 per cent of all taxes paid to the State by railway companies, etc., and direct State appropriations. The department of mechanic arts is a branch of the college of engineering, and so connected with other engineering departments that it is impossible to separate the data relating to it. The attendance of students in the college of agriculture numbered 190 for the year. Most of these were in the dairy course or short course in agriculture. During the year there have been sent out from the college of agriculture Farmers' Institute

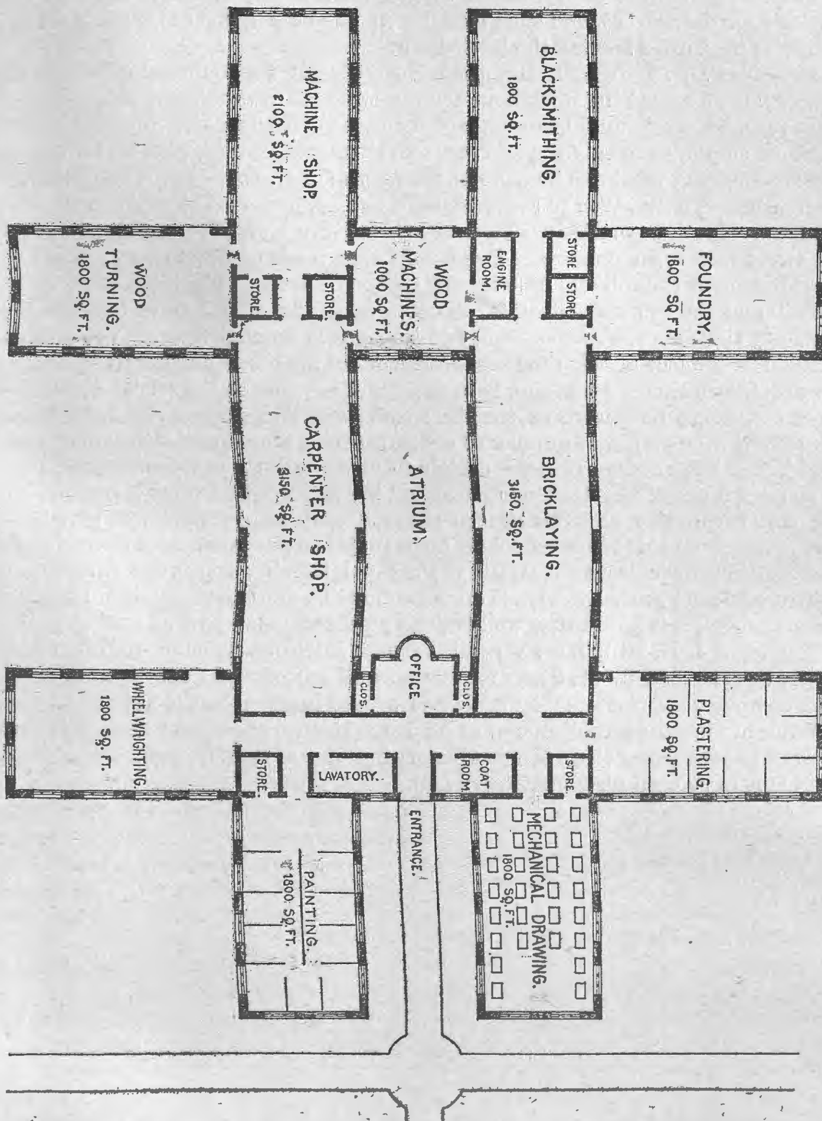
Bulletin No. 9, 320 pages, 50,000 copies; also a Handbook for the Homeseeker, 200 pages, 100 illustrations, 50,000 copies. This book was prepared by direction of the legislature. Both books are distributed gratuitously. From the experiment station there have been issued the Twelfth Annual Report, 350 pages, 15,000 copies, and 7 bulletins, aggregating 148 pages, in editions varying from 5,000 to 12,000 copies each, generally the latter figure. During the past year the college of agriculture has printed and distributed gratuitously to the people of our State 32,468,000 pages of printed matter. During the past year 107 farmers' institutes, each lasting two days, have been held, with an aggregate attendance of about 50,000 different persons.

President A. A. Johnson, University of Wyoming: The College of Agriculture, State of Wyoming, was reorganized at the opening of the present university year, with additional buildings, laboratories, and instructors, and now offers to the youth of Wyoming the following courses of instruction in agriculture, mechanic arts, and military science: (1) A one-year course, which is for those whose time is limited, but who wish some practical instruction in farming and ranching. The studies are so arranged that students from the district schools can enter at the beginning of any term. The recitations and lectures are with the regular university classes, a certificate is given for work done, and the grades may be credited toward the longer courses. The fall term includes bookkeeping or physiology, drawing, English grammar or rhetoric, arithmetic or algebra, and woodworking. The winter term embraces bookkeeping or physical geography, history and principles of agriculture, botany or horticulture, arithmetic or algebra, and metal working. The spring term is devoted to bookkeeping or civil government, the agriculture of soils and tillage, botany or horticulture, zoology or geometry, and field and laboratory work. (2) A two-years course, which includes the above and selected studies from the second and third years of the complete course. (3) A four-years graduating course, which is devoted to a thorough training in agriculture. (4) A graduate course, which is for graduates who wish to devote their time to special research in the fields and laboratories of the Agricultural Experiment Station. The chemical laboratory is fitted up with a view to making it as useful as possible to the State at large, and good opportunities are offered for carrying on special investigations or courses of study. Prospectors who wish to take a course in determinative mineralogy, pharmacists who desire to perfect themselves in chemistry before taking examinations or going away to a school of pharmacy, and especially those contemplating the establishment of some industry developing the natural resources of Wyoming, will be given every available facility for their work. The study being individual and not in classes, hours can generally be arranged to suit the student. The only requirement is sufficient previous knowledge to undertake the line of work desired. Tuition is free; apparatus broken and chemicals used are charged at cost.

President H. A. Hill, Southern University and Agricultural and Mechanical College: Practical agriculture in the fields or practical mechanics in the shops is compulsory with all males over 14 years of age, and optional with males 12 to 14 years of age; but with females it is as yet optional. Theoretical agriculture and mechanics are begun earlier, when possible, in a primary way, and followed by higher works. The other subjects specified by the act of Congress of 1890 are taught to the whole school. The principal departments of the university are the literary, the scientific, the agricultural and mechanical, and the normal.

President Inman E. Page, Lincoln Institute: For several successive years it has been necessary to report that though the regents were able to employ competent persons to teach the mechanic arts, they were not able for want of funds to employ a suitable person to teach agriculture. I am glad to report that the legislature has made a small appropriation for instruction in agriculture, which hereafter will be a part of the curriculum of this institution. A new main building, costing $40,000, has just been completed to furnish the facilities of the building destroyed by fire in 1894.

President L. M. Dunton, Claflin University Agricultural College and Mechanics'



Trade Schools, Hampton Normal Schools and Agricultural Institute, Hampton Va., to be dedicated November 19, 1896.

Institute: Special attention has been given to the further development and improvement of the department of agriculture. The farm and buildings have been placed in the best condition. Instruction has been given in the principles of agriculture, chemistry, biology, and mineralogy, accompanied with lectures. Practical applications of the principles taught have been made so far as the funds and equipment of the institution would warrant. The institution has been especially successful in the development of the mechanical department. The principal industries are woodworking, ironworking, masonry, house painting, printing, and the domestic arts. The principles of trades are taught without any attempt to manufacture articles for the market, and such instruction has been given as students are most likely to need after leaving the institution.

Principal H. B. Frissell, Hampton Normal and Agricultural Institute: The school has increased the work done for the students in the line of agriculture the past year. More ground has been added for the experiment station, and 12 acres are now employed in this way. Trees and shrubs have been planted for the purpose of showing what can be done in the raising of fruit. Regular instruction in agriculture is now given to every class in school, besides that given in the regular agricultural department. Variety and culture tests have been made, chiefly of sweet and Irish potatoes. Tests are being made of different methods of the preparation of the soil and of after cultivation of crops. The effect of fertilizers on soil and crop is being tested. A continuous test of our dairy herd is being made by the Babcock method. In addition to the manual training which is carried on in connection with the academic work of the school and the trade teaching in the sixteen shops, a building is in process of erection on the school grounds, to cost $40,000, to be known as the Armstrong and Slater Memorial Trade School Building, where a larger number of students can be taught trades than heretofore, and better work done. It is the design to allow only those to enter this school who have finished the academic course of the school. The work carried on will be more productive, and the sixteen shops already in operation will give to the graduates from this trade school an opportunity to put into actual operation the lessons they have learned. With the manual training continued through the entire academic course, the trade school following, and the productive industries of the school, it is hoped that well-trained mechanics may be sent out.

President J. H. Hill, West Virginia Colored Institute: Though our curriculum is that prescribed by the State for the normal schools, we shall organize during the coming year (1896-97) an academic course based upon the natural sciences, having in view the establishment of a pure agricultural course. During the year there has been completed a large two-story building 43 by 82 feet, at a cost of $8,000, which is to be used for a machinery hall.

TABLE 1.—*Statistics for 1895–96 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.*

Name of institution and its post-office address.	Name of president.	Staff of experiment station.	Faculty		Students, by departments.								Property.				
					Preparatory.		Collegiate.		Post graduate.		All other departments of college or affiliated departments.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipments of agricultural and mechanical departments.
			Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Volumes.	Pamphlets.			
Alabama Agricultural and Mechanical College, Auburn, Ala.	William Leroy Brown	11	27	0	33	0	249	7	9	0	380	0	9,757	9,000	92	$2,500	$182,446
University of Arizona (agricultural and mechanical department), Tucson, Ariz.	Howard Billman	7	19	3	35	23	24	17	1	0	0	0	1,720	0	60	3,000	120,860
Arkansas Industrial University, Fayetteville, Ark.	John L. Buchanan	7	24	7	124	0	43	0	2	0	386	0	7,242	4,864	80	9,600	237,000
University of California (agricultural and mechanical department), Berkeley, Cal.	Martin Kellogg	8	51	0	0	0	294	21	18	2	1,091	621	63,475	----	100	12,322	1,028,793
Colorado Agricultural College, Fort Collins, Colo.	Alston Ellis	7	19	4	34	18	127	50	0	3	0	0	10,000	8,000	225	32,900	174,512
Storrs Agricultural College, Storrs, Conn.	B. F. Koons	5	8	3	0	0	120	18	0	0	0	0	4,591	0	100	15,000	67,491
Delaware College (agricultural and mechanical department), Newark, Del.	Albert N. Raub	6	10	0	0	0	36	0	0	0	35	0	7,590	7,198	4	3,000	109,356
Florida Agricultural College, Lake City.	O. Cluts	10	12	6	36	15	113	36	3	0	0	0	2,575	2,100	130	3,635	8,863
State College of Agriculture and Mechanic Arts (University of Georgia), Athens, Ga.	H. C. White	----	21	0	0	0	112	0	3	0	1,904	0	28,000	7,390	50	10,000	550,000
University of Idaho, Moscow, Idaho	F. B. Gault	7	13	3	141	83	23	19	----	----	20	0	3,500	9,500	375	10,000	145,000
University of Illinois (agricultural and mechanical department), Urbana, Ill.	Andrew S. Draper	10	75	7	*a*119	32	510	126	16	12	0	0	28,500	6,300	621	100,000	685,000
Purdue University of Indiana, Lafayette, Ind.	James H. Smart	10	44	5	0	0	423	0	13	1	138	68	6,739	2,797	149	70,000	505,000
Iowa Agricultural College, Ames, Iowa	W. M. Beardshear	14	33	13	18	6	393	109	10	4	22	20	12,000	4,000	300	27,000	475,000
Kansas Agricultural College, Manhattan, Kans.	George T. Fairchild	14	27	8	0	0	404	211	15	17	----	----	17,125	5,300	250	39,100	378,083
Kentucky Agricultural and Mechanical College, Lexington, Ky.	James K. Patterson	7	18	0	*a*72	23	128	29	2	4	54	34	2,662	176	45	25,000	153,000
Louisiana State University (agricultural and mechanical department), Baton Rouge, La.	J. W. Nicholson	22	20	0	126	0	135	0	5	0	0	0	18,500	300	310	33,300	125,000
Maine Agricultural and Mechanical College	A. W. Harris	11	23	1	0	0	343	10	4	0	0	0	9,326	3,000	120	9,325	85,600
Maryland Agricultural College, College Park, Md.	R. W. Sylvester	8	17	0	32	0	86	0	0	0	0	0	1,650	400	140	14,000	50,000
Massachusetts Agricultural College, Amherst, Mass.	Henry H. Goodell	19	18	0	0	0	161	0	15	0	0	0	17,365	0	260	45,000	218,859
Massachusetts Institute of Technology, Boston, Mass.	Francis A. Walker	0	47	0	0	0	1108	75	4	0	0	0	42,466	12,770	0	0	735,000

a Not including 31 men and 14 women in summer and in winter schools of agriculture.

TABLE 1.—*Statistics for 1895-96 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*—Continued.

Name of institution and its post-office address.	Name of president.	Staff of experiment station.	Faculty		Students, by departments.								Property.				
					Preparatory.		Collegiate.		Post graduate.		All other departments of college or affiliated departments.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipments of agricultural and mechanical departments.
			Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Volumes.	Pamphlets.			
Michigan State Agricultural College, Michigan	J. L. Snyder	15	30	1	0	0	334	28	28	3	0	0	19,898	5,000	500	$47,320	$547,279
University of Minnesota, Minneapolis, Minn	Cyrus Northrop	10	50	3	0	0	486	59	0	0	1,350	572	44,000	17,000	210	300,000	330,000
Agricultural and Mechanical College of Mississippi, Mississippi.	Stephen D. Lee	5	26	0	111	0	206	0	11	0	0	0	4,591	6,740	450	57,746	261,721
University of Missouri (agricultural and mechanical department), Columbia, Mo.	R. H. Jesse	10	48	1	0	0	199	14	5	0	433	104	25,126	30,122	320	141,106	222,500
School of Mines, Rolla, Mo	Walter B. Richards	0	9	0	----	----	62	10	0	0	0	0	8,353	1,660	0	0	99,000
Montana Agricultural College, Bozeman, Mont	James Reid	5	9	4	44	15	21	20	0	0	19	46	1,950	1,000	170	10,000	23,000
University of Nebraska (agricultural and mechanical department), Lincoln, Nebr.	G. E. MacLean	14	39	7	99	23	204	24	23	3	42	3	33,000	----	320	150,000	545,000
State University of Nevada (agricultural and mechanical department), Reno, Nev.	J. E. Stubbs	5	15	3	38	10	120	160	2	4	33	96	4,892	3,115	91	10,000	80,078
New Hampshire College of Agricultural and Mechanic Arts, Durham, N. H.	Chas. S. Markland	8	17	0	(a)	(a)	73	19	1	0	7	12	4,125	1,306	28	18,000	220,331
Rutgers Scientific School, New Brunswick, N. J	Austin Scott	8	29	5	118	30	131	0	0	0	51	0	33,559	5,000	97	----	----
College of Agricultural and Mechanic Arts, Mesilla Park, N. Mex.	Samuel P. McCrea	8	15	2	33	17	18	13	0	0	25	9	2,800	500	100	10,000	62,000
Agricultural College of Cornell University, Ithaca, N. Y.	J. G. Schurman	16	204	2	0	0	421	105	18	5	923	230	186,683	30,400	105	37,000	2,226,078
North Carolina Agricultural College, Raleigh, N. C.	Alexander Q. Holladay	8	17	0	29	0	202	0	9	0	0	0	1,750	325	82	8,000	83,524
North Dakota Agricultural College, Fargo, N. Dak.	J. H. Worst	11	14	1	97	26	32	23	2	0	0	0	2,750	700	----	25,000	97,500
Ohio State University (agricultural and mechanical department), Columbus, Ohio.	James H. Canfield	0	55	0	53	14	323	1	3	0	452	123	19,307	8,000	200	100,000	470,000
Oklahoma Agricultural College, Stillwater, Okla	G. E. Morrow	6	9	1	53	35	42	25	0	0	0	0	2,670	1,400	160	5,000	32,500
State Agricultural College of Oregon, Corvallis, Oreg.	John M. Bloss	5	19	2	51	29	205	102	12	3	0	0	2,300	1,200	150	13,500	84,608
Pennsylvania State College, State College, Pa	George W. Atherton	14	46	2	77	8	247	5	1	0	0	0	12,000	0	300	40,000	810,000
Rhode Island College of Agriculture and Mechanical Arts, Kingston, R. I.	J. A. Washburn	12	17	6	0	0	62	33	7	2	0	0	3,436	20,000	40	15,000	57,717

Clemson Agricultural College, Fort Hill, S. C.	E. B. Craighead	10	25	0	172	0	200	0	0	0	0	0	1,500	0	400	$26,280	$250,000
State Agricultural College of South Dakota, Brookings, S. Dak.	John W. Heston	9	16	3	24	9	144	60	9	4	66	0	4,655	8,248	370	9,250	80,000
University of Tennessee (agricultural and mechanical department), Knoxville, Tenn.	Chas. W. Dabney, jr.	8	23	0	0	0	236	90	8	1	193	0	14,048	10,900	118	106,370	170,645
Agricultural and Mechanical College of Texas, College Station, Tex.	L. S. Ross	10	22	0	0	0	351	0	3	0	0	0	4,600	3,200	225	16,912	200,503
Agricultural College, Logan, Utah	J. H. Paul	7	18	3	208	103	121	65	0	0	0	0	2,899	2,325	103	26,800	190,000
University of Vermont and State Agricultural College, Burlington, Vt.	Matthew H. Buckham	11	21	0	1	0	81	0	0	0	296	53	--------	--------	-----	--------	--------
Virginia Agricultural College, Blacksburg, Va.	J. M. McBryde	8	27	0	33	0	279	0	24	0	0	0	2,800	550	350	30,000	199,000
Washington Agricultural College and School of Science, Pullman, Wash.	E. A. Bryan	8	19	2	101	63	97	44	0	0	0	0	3,832	1,300	236	15,000	78,400
West Virginia University (agricultural and mechanical department), Morgantown, W. Va.	James Lincoln Goodknight.	9	15	0	145	0	129	35	1	0	89	0	11,065	3,258	100	5,000	200,000
University of Wisconsin (agricultural and mechanical department), Madison, Wis.	W. A. Henry, dean	9	40	0	0	0	380	0	7	0	796	476	44,000	12,000	70	7,500	1,000,000
University of Wyoming (agricultural and mechanical department), Laramie, Wyo.	A. A. Johnson	7	9	2	4	0	3	0	0	0	0	0	3,382	2,150	180	9,540	135,000

INSTITUTIONS FOR THE COLORED RACE.

Alabama Normal and Industrial School, Normal, Ala.	L. A. Houston, assistant secretary.	----	12	0	175	18	9	0	0	0	35	193	4,153	1,209	130	10,000	38,743
Branch Normal College of Arkansas Industrial University, Pinebluff, Ark.	J. C. Carbin	----	3	0	0	0	40	0	0	0	119	44	2,777	802	20	--------	33,200
State College for Colored Students, Dover, Del.	W. C. Jason	0	3	0	32	6	10	6	0	0	0	0	300	150	90	6,000	2,100
Florida State Normal and Industrial College for Colored Students, Tallahassee, Fla.	T. De S. Tucker	0	6	6	20	47	0	0	0	0	0	0	636	300	91	7,105	19,300
Georgia Industrial College for Colored Youths, College, Ga.	R. R. Wright	0	10	0	46	47	102	0	0	0	0	0	300	100	20	5,000	9,500
State Normal School for Colored Persons, Frankfort, Ky.	John H. Jackson	0	2	2	6	0	9	0	0	0	35	62	717	166	5	1,000	12,565
Southern University and Agricultural and Mechanical College, New Orleans, La.	H. A. Hill	0	6	7	134	194	165	97	0	0	0	0	717	452	40	6,000	52,972
Alcorn Agricultural and Mechanical College, Westside, Miss.	E. H. Triplett	0	13	0	267	8	48	1	0	0	0	0	2,825	4,250	80	2,500	67,100
Lincoln Institute, Jefferson City, Mo.	Inman E. Page	0	5	2	113	106	0	0	0	0	0	0	--------	--------	15	2,300	11,000
Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.	James B. Dudley	0	7	0	34	16	17	0	0	0	0	0	600	300	20	8,000	42,500
Claflin University, Agricultural College, and Mechanical Institute, Orangeburg, S. C.	L. M. Dunton	0	10	2	61	65	7	4	0	0	245	207	1,800	1,000	120	15,000	58,000
Prairie View State Normal School, Prairie View, Tex.	----------------	----	----	----	----	----	----	----	----	----	----	----	--------	--------	-----	--------	--------
Hampton Normal and Agricultural Institute, Hampton, Va.	H. B. Fussell	3	6	32	195	156	----	----	0	0	194	82	1,768	716	503	32,000	568,000
West Virginia Colored Institute, Farm, West Virginia.	J. H. Hill	0	3	2	27	39	21	22	0	0	0	0	600	200	10	27,500	34,580

a Thirty-eight men and 3 women under "nonresident" instruction in agriculture.

TABLE 2.—*Financial statistics for 1895-96 of institutions endowed by act of Congress in 1862 and 1890 with public lands or a part of the proceeds arising from the sale thereof, or both.*

Name of institution.	Balance on hand July 1, 1896.	Receipts.					Expenditures.		
		State aid by endowment and appropriation.	Federal aid—			Fees and all other sources.	Instruction in the subjects specified in section 1, act of August 30, 1890.	Experiment station.	Instruction in all other departments.
			From act of July 2, 1862.	From act of August 30, 1890.	For support of experiment stations.				
Alabama Agricultural and Mechanical College	$3,869	$8,249	$20,280	$11,613	$15,000	$5,709	$24,900	$16,750	$3,800
University of Arizona (agricultural and mechanical department)	10,238	8,896	0	21,000	15,000	1,708	22,161	14,987	400
Arkansas Industrial University, Fayetteville, Ark	6,606	31,575	10,400	15,000	15,273	2,400	11,942	14,128	48,863
University of California (agricultural and mechanical department)	3,430	126,466	43,807	21,000	15,000	55,692	75,238	16,327	76,355
Colorado Agricultural College	493	28,852	4,717	21,000	15,000	8,067	21,000	18,018	38,617
Storrs Agricultural College	1,906	37,000	[4,468]	7,500	60,000	1,407	13,987	7,500	0
Delaware College	1,509	0	4,980	16,800	15,000	1,582	15,514	15,000	6,807
Florida Agricultural College	0	7,500	9,107	10,500	15,000	2,512	10,463	15,000	3,856
State College of Agriculture and Mechanic Arts, University of Georgia	1,085	......	16,954	14,000	......	......	20,900	......	6,000
University of Idaho	0	21,233	......	20,000	15,000	257	21,444	15,000	2,350
University of Illinois	5,548	333,300	24,713	21,000	15,000	50,581	208,302	18,083	38,900
Purdue University of Indiana	0	66,000	17,000	21,000	15,000	57,184	121,327	16,309	17,211
Iowa Agricultural College	17,319	36,913	46,596	21,000	15,000	36,565	66,798	14,088	73,119
Kansas Agricultural College	......	19,427	27,359	21,000	15,000	10,298	71,795	15,540	9,247
Kentucky Agricultural and Mechanical College	4,895	35,556	2,190	17,955	15,000	8,521	35,714	21,605	23,275
Louisiana State University (agricultural and mechanical department)	3,303	17,717	9,116	10,170	15,000	580	14,469	15,000	26,461
Maine Agricultural and Mechanical College	460	20,000	5,915	21,000	15,000	19,611	24,922	15,777	23,511
Maryland Agricultural College	486	6,000	6,142	21,000	15,000	29,848	25,480	15,000	5,815
Massachusetts Agricultural College	579	29,214	7,300	14,000	15,000	1,000	23,567	15,000	1,438
Massachusetts Institute of Technology	21,807	0	5,541	7,000	0	278,771	307,247	0	......
Michigan State Agricultural College	41,639	13,161	43,071	21,000	15,000	12,935	45,911	17,592	39,574
University of Minnesota	73,751	303,432	22,977	21,000	15,000	69,500	31,043	26,254	6,500
Agricultural and Mechanical College of Mississippi	......	27,500	5,915	9,685	15,000	12,178	22,030	15,000	0
University of Missouri (agricultural and mechanical department)	......	......	16,508	19,858	15,000	4,251	25,573	15,814	......
School of Mines, Rolla	152	17,559	4,126	4,965	......	1,384	21,379	......	1,200
Montana Agricultural College	13,766	*a*2,500	......	21,000	15,000	*a*22,684	20,629	16,236	......
University of Nebraska (agricultural and mechanical department)	......	123,572	(*b*)	21,000	15,000	7,000	82,786	15,000	68,786
State University of Nevada	49,837	54,000	*c*[1,845]	21,000	15,000	389	19,488	15,000	6,409
New Hampshire College of Agriculture and Mechanic Arts	5,873	5,500	4,800	21,000	15,000	8,425	37,883	15,000	2,005
Rutgers Scientific School	0	0	5,854	21,000	15,000	20,215	19,650	15,000	19,504
College of Agriculture and Mechanic Arts, New Mexico	17,342	7,200	0	21,000	15,000	851	25,438	15,261	3,682
Agricultural College of Cornell University	37,947	0	10,486	21,000	15,000	480,718	368,344	15,193	89,301
North Carolina Agricultural College (for 1894-95)	......	7,500	7,500	12,988	......	3,396	32,575	0	0

North Dakota Agricultural College	2,601	0	11,605	21,000	15,000	2,828	23,013	17,386	0
Ohio State University (agricultural and mechanical department)	4,190	91,832	31,451	21,000	0	28,046	69,840	0	*d*18,276
Oklahoma Agricultural College	19,691	2,817	0	21,000	15,000	544	10,759	14,987	0
State Agricultural College of Oregon	3,342	974	4,954	21,000	15,000	1,715	27,975	15,000	3,503
Pennsylvania State College	.....	166,517	25,637	21,000	15,000	17,804	29,075	15,000	27,876
Rhode Island College of Agriculture and Mechanic Arts	40,670	50,000	[3,024]	21,000	15,000	0	29,461	15,000	2,000
Clemson Agricultural College	13,040	49,200	5,754	.....	15,000	3,512	30,480	15,000	1,200
State Agricultural College of South Dakota	26,292	6,435	0	21,000	15,000	5,005	22,510	15,000	10,178
University of Tennessee (agricultural and mechanical department)	0	0	23,960	21,000	15,000	9,299	20,803	16,998	31,223
Agricultural and Mechanical College of Texas	.....	28,000	14,280	15,750	15,000	.....	49,660	15,000	8,000
Agricultural College, Logan, Utah	.....	23,500	.....	21,000	15,000	4,192	17,152	16,468	17,232
University of Vermont and State Agricultural College	2,085	6,000	8,130	21,000	15,000	31,263	60,469	15,000	11,000
Virginia Agricultural College	.....	30,000	20,659	14,000	15,000	13,704	14,000	20,866	22,542
Washington Agricultural College and School of Science	3,297	50,019	.....	21,000	15,000	3,078	24,960	15,000	1,188
West Virginia University (agricultural and mechanical department)	25,847	21,200	6,048	16,000	15,000	10,490	16,516	25,355	34,950
University of Wisconsin (agricultural and mechanical department)	.....	195,000	17,000	21,000	15,000	161,600	127,910	30,000	38,366
University of Wyoming (agricultural and mechanical department)	4,785	3,600	.....	21,000	15,000	583	23,130	15,267	.....
INSTITUTIONS FOR THE COLORED RACE.									
Alabama Normal and Industrial School	.....	4,000	.....	9,387	.....	13,428	8,920	.....	.....
Branch Normal College of Arkansas, Industrial University	12,758	4,950	.....	5,727	.....	384	3,014	.....	5,279
Delaware College for Colored Students	0	0	0	4,200	0	1,450	5,700	0	0
Florida Normal and Industrial College for Colored Students	1,025	2,800	.....	10,500	0	0	10,500	0	0
Georgia Industrial College for Colored Youths	1,296	.....	*b*8,000	7,000	0	504	7,216	0	0
Kentucky Normal School for Colored Persons	.....	6,000	.....	3,045	.....	657	3,205	.....	3,315
Southern University and Agricultural and Mechanical College	3,192	7,500	.....	10,814	.....	.....	16,821	0	5,000
Alcorn Agricultural and Mechanical College	2,847	14,000	5,678	6,814	.....	4,280	18,760	.....	.....
Lincoln Institute	80	3,000	.....	1,142	.....	.....	3,871	.....	.....
North Carolina Agricultural and Mechanical College for the Colored Race	6,569	7,500	.....	7,362	.....	50	7,100	.....	.....
Claflin University, Agricultural College and Mechanical Institute	.....	1,000	5,754	10,500	.....	10,000	17,254	.....	5,500
Prairie View Normal School	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hampton Normal and Agricultural Institute	.....	.....	10,329	7,000	.....	142,167	*e*164,056	.....	.....
West Virginia Colored Institute	5,440	7,150	.....	5,000	.....	263	4,049	.....	.....

a Not including $100,000 from sale of bonds.
b Included in column 3, but in 1893 reported as $42,652 and estimated in 1894 as $25,875, considering five-twelfths of the bond held by the university and agricultural fund as belonging to latter.
c This probably is about half of the true amount received by the State treasury. The fund is $95,000, invested in 4 per cent bonds.
d Also $87,889 for other expenditures.
e This is really a State appropriation to meet claims of negro citizens on the 1862 fund, which goes to University of Georgia.

CHAPTER XXVIII.

THE BERTILLON SYSTEM AS A MEANS OF SUPPRESSING THE BUSINESS OF LIVING BY CRIME.[1]

Movement of crime in 1870; Ways in which crime as a business may be suppressed; Pauperism, its character and suppression; Efforts to prevent vagabondage in England three hundred years before the introduction of the instruction of the peasantry; Failure of such legislation to accomplish its object; Comparison of the number of paupers in American almshouses with the number of prisoners in penitentiaries; The prevention of the education of youth in crime; The reformation of the criminal; The philosophy of the Bertillon system of identifying habitual criminals; The superiority of the system to photographic records in point of classification; Method of classification used in France; Accuracy of the system; The system in the United States; The text of State laws in regard to the system and illustrations of the apparatus it employs.

The number of prisoners in the United States in the year 1870 differed in a very marked way from the number reported in 1860. In 1870 the city States of Massachusetts, Rhode Island, Connecticut, and New York had far fewer prisoners in their custody than they had in 1860, while the agricultural States of Ohio, Indiana, Illinois, Kentucky, Iowa, and Kansas very largely or even enormously increased the inmates of their prisons at the close of the sixties. How far the civil war drew off the criminal element of the Northeastern cities and how far that element reappeared, if at all, in the prisons of the West after the disbanding of the armies, is a question that must be left to conjecture.

The deficit of criminal prisoners in the Northeastern States at the date of 1870 did not last long. Twenty years more than removed it. In the nonslaveholding States of the West the increase was also marked, though by no means so alarming as that following the close of the civil war. This constant increment to the class of persons called by the census "prisoners," and the ease with which a jackknife, or a mouthful of liquor will secure transportation for such persons, when free, over the many lines of railways that traverse the Republic, make it necessary that the police of towns and cities should-not be left isolatedly to prove before judges and juries, properly anxious to be just and merciful, the mischievous disposition of their unwelcome visitors.

There are three ways in which crime as a business may be more or less undermined: (1) By preventing the education of youth in crime; (2) by reforming the incarcerated criminal; (3) by so registering the criminal that he will fear to practice his vocation, knowing that if captured his lawyer will have some difficulty in explaining away the facts registered against him. The first and second methods have long been tried in this country, and now a plan known as the Bertillon system of identifying habitual criminals is championed as capable of registering the

[1] By Mr. Wellford Addis, specialist in the Bureau.

captured criminal far more permanently than is done by photography. It is the object of this chapter, after recalling some elementary facts in regard to pauperism and reformation, to place the claims and mechanism of the scheme of M. Bertillon before the public.

PAUPERISM.

The word pauperism is here charged with a definite meaning. A pauper is one living upon public taxes. Universal poverty and much starvation may arise even in agricultural communities from the disease of a crop, as in Ireland in 1845, or from periodical drought, as in India, or from unmerciful taxation, as in the "age of Louis XIV," when the peasantry were compelled to starve themselves for fear of quickening the inventive powers of the taxgatherer to create new forms of exaction. But the impounding the poor at the expense of the parish—the creation of a legal poor—is due to the poor laws of England, which have steadily elevated the cost of keeping the claimants for charity from $3,500,000 in 1750 to $40,000,000 in 1885, or about $50 for each of the 800,000 paupers in England and Wales. If this burden had been equally distributed, the amount paid by each person of the population would have been nearly $1.75 in 1885, though but 55 cents in 1750. Yet the original motive of this effort to "relieve the poor" was not philanthropy. England was swarming with vagabonds, beggars, or tramps, and to relieve the apprehensions of the stationary and self-supporting part of the population a series of coercive acts was passed during the reign of the family of Tudor compared to which the late compulsory school laws of our Eastern States in that particular are child's play. The preamble of the act of 1576 is expressed in these terms:

> To the intent that youth may be accustomed and brought up to labor, and then not like to grow up to be idle rogues, and to the intent also that such as be already grown up in idleness and are such rogues at this present may not have any just excuse in saying that they can not get any service or work, and that other poor and needy persons being willing to labor may be set to work, be it enacted, etc.

In the United States there were in 1890 73,045 paupers in almshouses, of whom 36,656 were native-born whites, 6,467 colored persons, and 27,648 were white foreigners. As the increase of criminals in the United States has been connected in one way or another with a public education which "permits children to grow up without a means of earning a living," it is proper to ask whether the growth of paupers in almshouses is proportional to the growth of criminals in prisons.

Comparison.

(1) WITHOUT REGARD TO INCREASE IN POPULATION.

	1870.	1880.	1890.
Prisoners	32,901	58,609	82,329
Paupers *a*	76,737	66,203	73,045

(2) RELATIVELY TO POPULATION (1 IN EVERY 1,000,000).

Prisoners	853	1,169	1,315
Paupers	1,990	1,320	1,166

a Not including outdoor paupers for any year except perhaps in 1870, just before which date the State board of charities of Massachusetts recommended that that State ought not to establish any more almshouses, but should eke out private and municipal charities.

It is quite as logical to ascribe the great diminution in the number of paupers shown in this comparison to the influence of the public schools as to ascribe the smaller increase in the number of criminals to that cause. Both sets of figures are published in the last census, and therefore one set is as good as the other. But outside of any statistical statement, how it is possible to reconcile any connection of education with increase in vagabondage and criminality if in times when even members of the English House of Lords could not read it was found necessary to establish an apprenticeship system and to employ the whipping post, stocks, and hanging to make people work? "By the act of 1536," says Mr. Froude in his History of England, "the 'sturdy (able-bodied) vagabond' who by the earlier statute was condemned on his second offense to lose the whole or a part of his right ear, was condemned for the third offense to be executed as an enemy to the commonwealth." "A further excellent but severe enactment," continues Mr. Froude, "empowered the parish officers to take up all idle children above the age of 5 and 'appoint them to masters of husbandry or other craft or labor to be taught,' and if such child ran away, he might be publicly whipped with rods."[1] "This educative theory," Mr. Froude says, "was simple but effective, for the first condition of a worthy life is the ability to maintain it in independence," and though "varieties of inapplicable knowledge may be good, they are not essential." Under such a régime it might be supposed that vagabonds would have soon disappeared centuries before any variety of inapplicable knowledge was taught to the peasantry of England; but such was not the case, for after some forty years of this species of effective education it was necessary to pass the statute of 1576, the preamble of which has been quoted above, and in 1601 the famous statute out of which, says Dr. Burn, the historian of the "poor laws," "have come more litigation and a greater amount of revenue, with consequences more extensive and more serious in their aspect than ever were identified with any other act of Parliament or system of legislation whatever." The first Tudor set property to supporting the Government, the last set property to pauperizing the poor, though intending to make them industrious.

THE PREVENTION OF THE EDUCATION OF YOUTH IN CRIME.

The bad policy of confining children arrested for some trivial offense with the criminals of a common prison early caused separate establishments to be created for "juvenile offenders." These establishments are variously called houses of refuge, reformatories, and industrial schools, and there are one or more of them for each sex in most of the States. In 1890 there were 14,846 inmates in these institutions, one-fifth of whom were girls. In 1880 the inmates were 11,468, or 229 persons in every 1,000,000 inhabitants, to 237 persons in the year 1890. Far the larger number of these 15,000 boys or girls are not criminals; many of them are vicious, but very many more are victims of an environment neither created nor improvable by any exertions of theirs. To these the State holds out a helping hand, and every decade sees an improvement in the methods and character of its management. To children who have done no illegal act, but have neither parents nor friends, a thousand orphan asylums open their doors.

THE REFORMATION OF THE CRIMINAL.

In America, if not in the world, the earliest efforts to free the slave and reform the criminal were made by the Quakers of Pennsylvania. They were the first abolitionists, when abolition was opposed to their business interests; and they devised a scheme for reforming the criminal that was so terribly effective in theory as frequently in operation to unsettle the mind of the patient or drive him to self-destruction. Their system of prison régime was known to French and English investigators as the solitary-confinement plan, according to which reflection was only broken by religious instruction. But this early and successful effort to add a crowning terror to crime has long since passed out of existence, and during the

[1] Froude's History (of the Tudors) of England. Vol. 1, pp. 59, 88, and in fact the whole chapter.

last ten years another system, unique in its philosophy and social in its mechanism, has been introduced. This innovation is the Elmira plan, in which the household economy of the prison and the physical, moral, and intellectual instruction are conducted on a regenerative method. Into such prison it is even ventured to introduce the word honor, and prisoners are regularly dismissed on parole when they have learned a trade or are capable of taking care of themselves in a legitimate manner.

In these ways has society endeavored mercifully to exterminate crime as a business; that is to say, to exterminate the hardened or habitual criminal. Against those, however, who are recalcitrant to such treatment energetic measures are being taken, and all that has been wanting to effect the object contemplated by those measures is a method of identifying the confirmed criminal.

THE BERTILLON SYSTEM OF ANTHROPOMETRICAL MEASUREMENTS.

The habitual criminal who successfully practices his vocation is characterized by two mental qualities—egotism and cunning. He looks upon himself as an educated man in the sense that Mr. Froude, the historian, uses the word "education," and probably disdains every "variety of inapplicable knowledge." He considers his professional adventures as in no way differing from any other business, except that his requires courage; and he receives complacently the homage of his fellows and the admiration of the crowd that fears the law which he despises.

It requires some ability to apprehend an artist of this description, enterprising not only as an individual marauder, but still more formidable as a teacher of his specialty. At first the idea was to "set a thief to catch a thief," and then police agents were expected to "impregnate their visual memory with the cast of the criminal's countenance," for "the eye sees in things only what it looks at in them and it looks only at that of which the idea is already present in the mind."[1] But both of these methods have drawbacks. Judges and juries are averse to paying off the "old scores" of one person against another, and are aware that the eye may see in things what is not there. Photography was thought capable of obviating this difficulty, but the collection of criminal portraits has become so large that it is a physical impossibility to discover the portrait of a recaptured criminal unless he kindly tells the name he bore when the portrait was taken. Thus, because it was impossible to identify an arrested person with his past, and punish him accordingly, justice has been baffled and roguery nourished.

The use of anthropometry as a method of identification, says M. Bertillon, chief of the central bureau of identification of France since 1882,[2] rests upon the three following data, which the experience of the ten years last past has shown to be unimpeachable, to wit:

1. The almost absolute immutability of the human frame after the twentieth year of age. The height only, or to be more exact, the thigh bone, often continues to grow for two or three years longer, but so little that it is easy to make allowance for it. Experience shows that this small increase is more than compensated for by the curving of the vertebral column (indicated on the descriptive card of the criminal by curve), which, commencing about the twentieth year, continues to accentuate itself by degrees until old age.

2. The extreme diversity of dimension which the human skeleton presents when compared in different subjects. This occurs to such an extent that it would be difficult, if not impossible, to find two individuals whose bony structure is, we

[1] This is quoted from M. Bertillon's preface to his book published in America as The Bertillon System of Identification, the Werner Company, edited by Maj. R. W. McClaughry.

[2] Major McClaughry's translation is used in these quotations. This translation is exhaustive, and is richly illustrated, mostly by photogravures, with the view of defining terms used in describing the genetic peculiarities of the human face and head.

will not say exactly identical, but even sufficiently alike to make any confusion between them possible.

3. The facility and comparative precision with which certain dimensions of the skeleton may be measured in the living subject by means of calipers of very simple construction. And from among the innumerable measurements that it is possible to take of the human body, those to which we have, after minute criticism, given preference are as follows:

(The instruments used and the manner of taking these measurements are shown in Note A of the appendix to this chapter.)

Body.	Head.	Limbs.
1. Height (man standing). 2. Reach (finger tip to finger tip). 3. Trunk (man sitting).	4. Length. 5. Width. 6. Length right ear. 7. Width right ear. *a*	8. Length left foot. 9. Length left middle finger. 10. Length left little finger. 11. Length left forearm.

a Now given place to width across face between cheek bones.

But every card made is as cumbersome as a photograph, and the measurements, however scientifically made, are valueless for use unless classified. M. Bertillon reports his method to be as follows: During ten years 120,000 persons passed through the prisons of Paris, and their anthropometrical description (or signalment, as the French call it) were inscribed on as many slips of cardboard measuring 5.7 inches in length by 5.5 inches in width. These are assorted as they accumulate in this way: The cards for women (one-fifth of the whole) are placed by themselves; then the cards for male persons under 21 years of age are separated (one-tenth of the whole number of cards for that sex). The cards remaining (90,000) are first broken up into three divisions, according to the length of the head, to wit: First division, short lengths of head; second division, medium lengths of head; third division, long lengths of head.

The meaning of the terms are rigorously defined by figures, but those figures are not an abstract definition of the terms short, medium, and long length of head, but they are fixed in such a way as to make one-third of the cards fall in each division. Thus the medium length of the Parisian police department has a range of only 6 mm. (185–190 mm.), while the long length includes all over 190 mm. and the short length all under 185 mm. This artificial interpretation of the terms long, medium, and short lengths has been adopted because experience has justified it. It must not be forgotten, however, that the measurements inscribed on the card are scientifically true, even though the cards be assorted into groups having arbitrary limits.

Having divided the cards into three groups by the length of the head, each group is subdivided into three groups by the width of the head—narrow, medium, and broad widths. Thus three sets are subdivided into nine. Each of these nine groups is subdivided into three groups by the length of the middle finger—small, medium, large; each of these twenty-seven groups is subdivided on the length of the forearm; each of these groups into three by the height; these into classes of sixty by the little finger, and finally the color of the eye forms a group of twelve out of a total of 90,000 cards.

The method of identification is obvious. A suspected person is arrested at Chicago. He denies everything, of course, and claims he is more sinned against by society than sinning. His anthropometric measurement is telegraphed, let us say, to Washington to a central bureau or library of the descriptions of criminals, at which all measurements have accumulated. The investigation proceeds from the identification of the length of the head to its width, from that to the length of the middle finger, from that to the foot, etc. Sometimes the measurement of the length of the head falls on the limit of a subdivision, then a double search is required, "exactly as one looks in two places for a word that one does not know the spelling of." In this double search resides, it is said, the only difficulty of identification; but the results obtained in ten years of practice in France have demonstrated that this obstacle is very easily overcome. There are, nevertheless, some objections to the accuracy of the measurements in the way of finding "the equation of personal error" of the observer, as is said in astronomy, or as M. Bertillon calls it, "maximum of tolerable deviation," that can not be discussed here, but are fully treated in M. Bertillon's work, of which there are two translations before the American public.[1]

At the prefecture of police the measurements are taken and classified by special employees. All the subjects arrested during the day are measured and identified, each new card being made in duplicate at one writing. The copy is immediately classified in the anthropometrical file, while the original card is classified alphabetically according to the orthography (or, more exactly, according to the pronunciation) of the proper name as declared by the prisoner. The card put in the anthropometric file is slightly shorter than the one placed in the alphabetic file, so as to prevent confusion. This alphabetic file is indispensable to discovering a criminal at large, for when the criminal's name is known, the alphabetic card contains a description of any peculiar marks upon his person, which, it is unnecessary to say, are not ascertainable except when the name of the suspected person is the same as given by him when his card was made.

A singular feature of the operation of the Parisian system is that it has caused a marked decrease in the number of "international thieves" of the pickpocket class. It was the rule, says Bertillon, for individuals of this class to give a new name on each arrest, but recognizing the impossibility of concealing their identity, they have admitted personally that they prefer to remain in foreign capitals. In 1885 there were 65 arrested; in 1886, 52; then 39, then 19, and finally, in 1890, 14. Indeed, this method is particularly valuable for the purpose of identifying foreign thieves, as among 15 French recidivists there will be only 1 giving a false name, while in the case of the foreigner 1 in 3 is the proportion.

The probability of recognizing the criminal by the measurements, says M. Bertillon, is equivalent to certainty, as the statistics of Paris show.

THE GRADUAL ADOPTION OF THE BERTILLON SYSTEM IN THE UNITED STATES.

The Bertillon or "French" system of measuring persons convicted or arrested for crime, in order more surely to identify such persons (if rearrested) as habitual criminals or recidivists, has gone through three phases of development in the United States, as far as State legislatures have dealt with the subject. In the case of the State of Pennsylvania, for which a law was passed in 1889, the use of the Bertillon system in her State and local prisons was permitted, but neither required nor recommended (Note B). In the case of the State of Massachusetts, for which a law was passed in 1890, the use of the Bertillon system was required in her prisons, jails, and houses of correction (certain prisoners excepted), but she failed to establish a central bureau for the custody and classification of the cards containing the measurements (Note C). In the case of the State of New York, the law lately passed (Note D) has not only required the use of the Bertillon system in her State prisons, but has established the central bureau so necessary to the efficiency of that system. The management of each of the prisons of Illinois has introduced the system of M. Bertillon, as has also the management of

[1] Respectively by Maj. R. W. McClaughry, late general superintendent of police, Chicago, and by Dr. Paul R. Brown, major and surgeon United States Army. From both of these gentlemen this Bureau has received the most courteous and valuable assistance in preparing matter for the honorable the Secretary of State, to be transmitted to the British Government. Major McClaughry has favored us with his translation, which has been used.

the Detroit House of Correction. The governing board of the Ohio State Penitentiary has readopted the Bertillon system after an interval of suspension of six years, and this Bureau is informed by the warden of the Colorado State Penitentiary that the commissioners of that institution have "about concluded to adopt it in the near future." Finally, from Dr. Paul R. Brown, major and surgeon, United States Army, information is received that he has a "Bertillon" plant in his hospital at Fort Hamilton, New York Harbor, and that he hopes to be successful in persuading the military authorities of the United States to supersede by the Bertillon system the outline-card system now used to identify deserting or dishonorably discharged soldiers from the United States Army.

Though the institutions directly or indirectly referred to above (the prisons of Pennsylvania excepted) have their records made according to the Bertillon system of anthropometric measurements, our nearest approach to a trial of the other great essential of the system, that is to say, its cooperative feature, is the tentative effort made by the Chicago police bureau, at the request of the Police Chiefs' Association of the United States and Canada, at a meeting held in the city of Chicago during 1893. The police department of Chicago was selected on account of its having had since 1888 a "bureau of identification" operated on M. Bertillon's system. The result of this experiment is thus described by Major McClaughry, general superintendent of the Pontiac (Ill.) State Reformatory:

"In 1890 (1888, according to Superintendent Badenoch) a bureau of identification was established in Chicago in connection with the police department of that city. Officers were sent out and many thousand descriptions (not necessarily after the Bertillon system) of habitual criminals were obtained from the different prisons and police departments of the United States, which were classified in said bureau during the World's Fair, for which the city was then preparing. Its value was thoroughly demonstrated during the fair, when Chicago was visited by many professional and habitual criminals from different parts of the country whose descriptions had been obtained."

At present the cities of Cincinnati, State of Ohio; Detroit, State of Michigan; Philadelphia, State of Pennsylvania; Milwaukee, State of Wisconsin; Elgin, State of Illinois, and Washington, in the District of Columbia, "frequently send a description (after the Bertillon system) to the Chicago bureau." It is expected that the city of New York will soon be added to the list, and probably the cities of Pittsburg, State of Pennsylvania, and Omaha, State of Nebraska. These cities will complete the list as far as known.

The value of the measurements and the necessity of a national central bureau in this country are readily inferred from the statement by Superintendent of Police Deitsch, of Cincinnati, made in a communication to this Bureau, which reads as follows:

"The malefactors of a city where this (the Bertillon) system is in use are the first to realize the impossibility of escaping its records, and as it is but logical to assume that no more powerful motive exists in human nature for not committing a crime than the assurance that one will be recognized and that punishment will follow, the criminal naturally seeks other territory. He fears the measurement. Since this service was inaugurated here in 1891, upward of 400 criminals have been recognized by means of it, and over 100 of the habitual and persistent offenders have been deported for long terms under our 'habitual criminal laws.' Many have left for other parts."

The Bertillon system has filled a want long felt by prison wardens and superintendents. As early as 1879 or 1880 the wardens of ten prisons made an arrangement among themselves to cooperate in registering facts calculated to serve in identifying habitual criminals, and each sent a representative to the penitentiary at Joliet to attend the school of instruction established in that prison. This system failed, it is said, from extraneous causes; but the organization of the Prison Wardens' Association in 1887 for the identification of criminals led naturally to the indorsement given by that association in 1888, and again in 1891, and in 1894, of the Bertillon system, which possessed two great elements of vitality, that is to say, scientific accuracy in identification and methodical cooperation through a central bureau having the custody and classification of the cards containing the measurements. This central bureau is thought to be absolutely necessary to secure the highest results of which the Bertillon system is capable, but its establishment in this country, composed as it is of forty-five judicial systems which are independent of the Federal system, except upon constitutional questions, has to contend with difficulties not felt in a centralized government or in one of the States of the Federal Union. It should be remarked also, in passing, that Canadian prison and police authorities are cooperating with those within our borders in urging the establishment of a central office, as the common language of both countries removes a valuable though superficial means of identifying habitual criminals who wish to hide their antecedents by assuming an air of innocence or misfortune or are wholly noncommittal.

Though the wardens and superintendents have inaugurated the system in this country, a review of the information before the Bureau suggests the fact that the police departments are particularly active in advocating its adoption and in employing it. In 1893 it was adopted in Chicago at the suggestion of the Police Association, and the same association at its meeting at Atlanta during the month of May, 1896, urged the adoption and took measures looking to the immediate establishment of a central bureau at the national capital, either by means of such aid as Congress might grant or through the cooperation of the police department of the various cities. The law of Massachusetts (Note B) confines the measurements to convicts probably under three years' sentence, but the police department deals with a larger class, the, so to speak, possibly habitual criminal. Thus, in Philadelphia, of 531 persons arrested in 1894 by the detective force, 292, or 55 per cent, were measured by the Bertillon system, 47 of the 292 being accused of committing burglary, 91 larceny, and 24 picking pockets. Superintendent of Police Linden quotes from the report of the department of public safety of Philadelphia, as follows: "The usefulness of the work from a police standpoint is evidenced by the number of requests we have had from other cities for accurate measurements and photographs of men apprehended in those cities and thought to have been in custody here." And in his letter adds: "Our Bertillon measurements have aided the service very much in determining who the prisoners are, and have aided others in the same way."

Reference has been made to the system of identification adopted about 1879 or 1880 by ten institutions situated in the contiguous States of Illinois, Michigan, Wisconsin, Iowa, Indiana, Ohio, Pennsylvania, and New Jersey. It will be seen that this system is a method of registration based on photography, a few physical and many social facts (Note E). This method, though found competent to answer the demands made upon it, will probably give way to the higher accuracy of a system based upon what are said to be constants in the physical stature of each individual, and thus serve to identify professional criminals, who ever desire to be considered "first offenders," for reasons given by Superintendent Deitsch, who remarks:

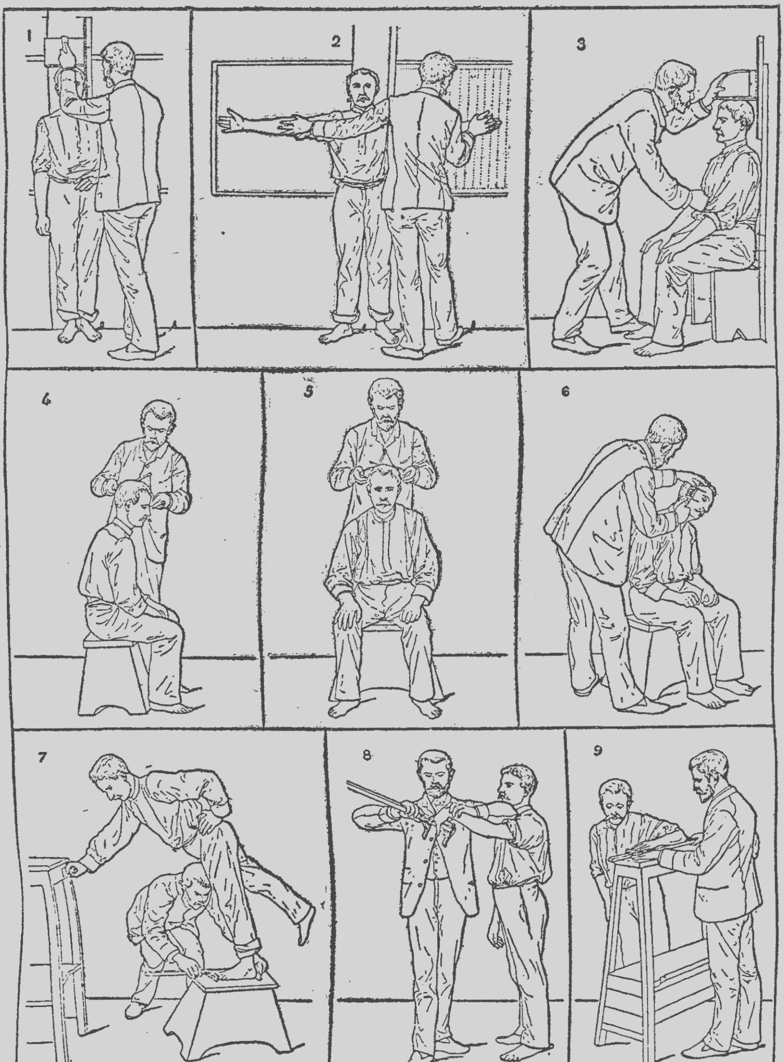
"In many States and cities laws have been passed which are known as 'habitual criminal acts' (see Note F), increasing the punishment of recidivous characters, which have made the success or failure of these attempts more and more important to the criminal class. This has correspondingly increased the interest and importance of the identification branch of police departments."

NOTE A.

The summary description that follows, while insufficient for practice, will serve to impress the signification of each measurement.

The total height (see fig. 1) is projected by means of a wooden square of special form (see fig. 2 for profile view of this instrument) upon a graduated meter placed vertically against the wall

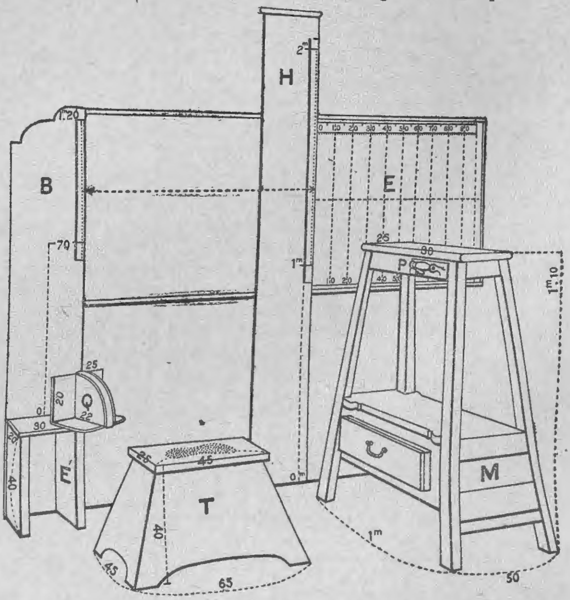
THE ANTHROPOMETRICAL SIGNALMENT



1. Height. 2. Reach. 3. Trunk.
4. Length of head. 5. Width of head. 6. Right ear.
7. Left foot. 8. Left middle finger. 9. Left forearm.

MEASURING FURNITURE.

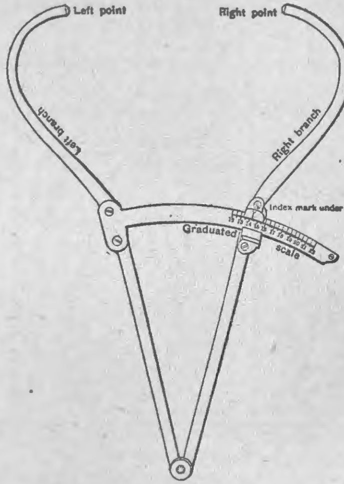
[Showing arrangement of mural graduations.]



H.—Vertical rule 1 meter long for measuring the height.
E.—Graduations on paper or oilcloth for measuring the reach.
B.—Rule half a meter long for measuring the trunk or height of a man seated.
Q.—Portable square with double projection, used in measuring the height and the trunk.
E.—Stool used in measuring the trunk.
T.—Movable footstool, to facilitate the measuring of the foot, of the cranial diameters, and of the ear.
M.—Trestle specially intended for the measuring of the forearm, and affording a point of support (P) to the subject during the measuring of the foot.

CALIPER COMPASS.

[For measuring the length and width of the head.]



To read the indications of the instrument, turn to the point directly opposite the zero mark drawn on the upper edge of the bolt. For example, the opening of the branches in the above drawing is in the actual instrument about 14cm 3mm.

The subject, barefooted, is placed with his back to the wall, his vertical column about 15 centimeters to the left of the scale. The more rapidly the operation is performed the more accurate it will be.

The reach, or length of the arms extended in the shape of a cross, is taken immediately afterwards, almost without moving the subject, by means of a scale on the wall, the vertical lines of which scale are adapted to all heights.

The measurement of the height of the trunk (see fig. 3) is then effected by the aid of instruments analogous to those employed for the full height.

The two cranial diameters (length and width of skull) are both maximum dimensions. They should be taken by means of a special compass, commonly called a "caliper compass" (see special illustration). The length of the head is measured from the hollow at the root of the nose, taken as the fixed point, to the most prominent part of the back of the head (see fig. 4). The measurement of the width of the head is a somewhat more delicate operation. It differs principally from the other head measurement in that there is no fixed point, and that the extremities of the two branches of the instrument should in this case be removed together horizontally and symmetrically from each side of the head. Both of these head measurements must be verified by fixing the compasses at the distance recorded and then applying them to the head for verification of the record.

The two diameters of the right ear (fig. 6) are measured on their maximum axis by means of a small caliper rule of special make, taking care not to depress in any manner the soft parts of the ear.

The naked left foot should be measured after the whole weight of the body has been thrown upon it, as shown in Fig. 7, the stem of the large caliper rule being applied on the side next the great toe, as the aim is not to make a shoe for the foot but to get its measure so exactly that a shoe made on such measurements could not be worn.

The middle and little fingers of the left hand are measured at right angles from the joint at the back of the hand by means of the caliper rule (fig. 8).

The left forearm is measured from the point of the elbow to the extremity of the middle finger, the forearm being bent at an acute angle with the arm above the elbow and the hand extended flat upon the table, nails upward (fig. 9).

NOTE B.

[From Public Laws of 1889 of the State of Pennsylvania.]

No. 109.—AN ACT for the identification of habitual criminals.

SECTION 1. *Be it enacted, etc.*, That in every prison in this State to which persons convicted of any felonious offense are or may be committed by the courts of this State, the warden, or other officer in charge, shall record, or cause to be recorded, in a register to be kept for that purpose, a description of every person committed to such prison under sentence for a felony, and also the criminal history of every person so committed, so far as the same may appear from the records of the courts of this State, or of any other State, or otherwise, as full and complete as may be attainable, and shall attach thereto a photograph or photographs of such person so recorded.

SEC. 2. That for the purpose mentioned in section 1 of this act, the district attorney of the district in which a criminal has been convicted and sentenced to prison for a felony shall forward to the warden or other officer, at the request of such warden or other officer in charge, and upon blanks furnished by him, a criminal history of such criminal as full as is known or can be ascertained by such district attorney.

SEC. 3. The register herein provided for shall not be made public, except as may be necessary in the identification of persons accused of crime, and in their trial for offenses committed after having been imprisoned for a prior offense. The record shall be accessible, however, to any officer of any court having criminal jurisdiction in this State upon the order of the judge of the court or of the district attorney of the district in which the person is being held for a crime, which said order shall be attested by the seal of the court, and such record may be offered in evidence upon any trial of an offender for the purpose of proving a former imprisonment or imprisonments and the offense or offenses for which imprisoned.

SEC. 4. For the purpose of obtaining accurate descriptions of convicts, the wardens or other officers in charge of the several prisons in the State are hereby authorized to adopt what is known as the Bertillon method of measurements and registration, or such other method as shall minutely describe convicts.

SEC. 5. A copy of the description, of the history, and the photograph or photographs of any convict entered upon such register shall be furnished upon request of any warden or other officer in charge of a prison for felons in any other State of the United States to such warden or other officer in charge: *Provided*, Such State has made provision by law for recording the descriptions to the authorities of such other States as have made provisions by law for the keeping of registers of descriptions and histories of their convicts.

SEC. 6. And that a copy of the description, history, and photograph or photographs of any convict entered upon such records shall be furnished to any officer of the bureau of police in cities where State penitentiaries are located upon the order of the superintendent of police thereof. Also that on or before the 28th day of each and every month the warden of said State penitentiaries located in said cities shall furnish the superintendent of police of said cities the names of the convicts whose sentences expire the following month, together with the date when sentences commenced, the county from which committed, the crime for which convicted, and the exact day when convict will be discharged.

Approved 7th day of May, 1889.

JAMES A. BEAVER.

NOTE C.

THE MASSACHUSETTS LAW INTRODUCING THE BERTILLON SYSTEM.

Chapter 316, acts 1890.

Every convict now under imprisonment in the State prison or who is hereafter committed thereto upon sentence for felony, every convict now under imprisonment in the Massachusetts reformatory upon sentence for felony or who is hereafter committed thereto upon such sentence, and every convict now under imprisonment in any jail or house of correction upon a sentence of not less than three years for felony or who is hereafter committed thereto upon such sentence shall be measured and described in accordance with the system commonly known as the Bertillon method for the identification of criminals.

NOTE D.

AN ACT TO FACILITATE THE IDENTIFICATION OF CRIMINALS.

[Became a law May 9, 1896, with the approval of the governor. Passed, three-fifths being present.]

The people of the State of New York, represented in senate and assembly, do enact as follows:

SECTION 1. The superintendent of State prisons shall cause the prisoners in the State prisons therein confined at the time this act takes effect, and all prisoners thereinafter received under sentence to be measured and described in accordance with the system commonly known as the Bertillon method for the identification of criminals. The said superintendent shall cause such measurements to be made by a person or persons in the official service of the State, and shall prescribe rules and regulations for keeping accurate records of such measurements at such prisons and in duplicate at his office in Albany and for classifying and indexing the same. It shall also be the duty of the officials having charge of the New York State Reformatory at Elmira, and of the penitentiaries in which prisoners shall be confined, or shall be hereafter received under sentence, to cause said prisoners to be measured and described in accordance with said Bertillon system by such person or persons in the official service of the State or of any such county or institution as may be designated by the superintendent of State prisons for the purpose, which measurements shall be made according to the rules and methods prescribed by the superintendent of State prisons. And it shall be the duty of the officials in charge of said New York State Reformatory at Elmira, and of such penitentiaries, to cause duplicate records of such measurements to be transmitted to the superintendent of State prisons, to be by him indexed and classified according to said Bertillon system.

SEC. 2. The necessary expenses incurred by the superintendent of State prisons in indexing and classifying prisoners, as provided in this act, shall be payable by the treasurer from the moneys appropriated for the maintenance and support of the several State prisons on the warrant of the controller and on bills approved by the superintendent of State prisons; but such expenses shall not exceed $1,200 in any one year.

SEC. 3. This act shall take effect immediately.

NOTE E.

RECEPTION DESCRIPTION OF CONVICTS AT THE EASTERN STATE PENITENTIARY AT PHILADELPHIA.

Number.	Name.	Age.	Color and sex. White. Male.	White. Female.	Black. Male.	Black. Female.	Crime.	Date of reception.	Date of sentence.	Sentence. Years.	Sentence. Months.	Sentence. Days.	Number of.
A 1234	Samuel Samuels	96	1	----	----	----	Larceny	12-24-90	12-20-90	3	6	---	1
A 1235	Thomas Nothing	36	----	----	1	----	Assault and battery.	1- 5-91	1- 2-91	2	---	---	2

RECEPTION DESCRIPTION OF CONVICTS AT THE EASTERN STATE PENITENTIARY AT PHILADELPHIA—Continued.

Number.	Convictions.					Occupation.		Description.		
	Where.	Former number.	Time served.			Before arrest.	At arrest.	Complexion.	Eyes.	Hair.
			Years.	Months.	Days.					
A 1234						Laborer	Idle	Dark	Hazel	Black.
A 1235	E. S. P., A. & B.	A 560	1	10		Blacksmith	Blacksmith	Black	Black	Do.

Number.	Description.				Comment of judge sentencing.	County.		Educational.							
	Stature.		Size of foot.	Weight.		Nativity.	Where tried and convicted.	School.					Read and write.	Illiterate.	Read and write imperfectly.
	Feet.	Inches.						Private.	Public.	Never went.	Time at.	Age at leaving.			
A 1234	5	7	10½	136	Severity	India	Philadelphia		6		6	12	1		
A 1235	5	5½	12¾	160	No mercy	Maryland	Chester			1				1	

Number.	Industrial relations.				Conjugal relations.				Parental relations at 16.				Habits.				Any relatives in prison.			Overseer.
	Unapprenticed.	Apprenticed and left.	Apprenticed and served.	Trade—how acquired.	Single.	Married.	Widowed.	Number of children living.	Living.	Mother living.	Father living.	Dead.	Abstainer.	Moderate.	Occasionally intemperate.	Intemperate.	Yes.	No.	Whom.	
A 1234	1				1				1				1					1		Moses.
A 1235		1				1		4		1					1		1		Brother A 890	Aaron.

Number.	Pursuit.		Cause of crime.	Relative's residence.	Mental condition.	Property and remarks.
	21.	From 21 to 25.				
A 1234	Laborer.	Laborer		Daniel O'Brien, 946 Tulip street, Philadelphia.	Good.	$4.50. Largo scar on right forearm. ★ on left forearm.
A 1235	Idle	Blacksmith		Mary Nothing (wife), 122 North street, Baltimore, Md.	Bad	Flag, eagle, and ★ on left forearm. ● on right hand at base of thumb. J. C. B., ⛉, and ♂ on right forearm.

NOTE F.

LAW OF OHIO AGAINST HABITUAL CRIMINALS.

Every person who, after having been twice convicted, sentenced, and imprisoned in some penal institution for felony within the limits of the United States, shall be convicted, sentenced, and imprisoned in the Ohio penitentiary for felony, shall be considered an habitual criminal, and on the expiration of the term for which he shall be so sentenced he shall not be discharged from imprisonment in the penitentiary, but shall be detained therein for and during his natural life, unless pardoned by the governor, or, in the discretion of the board of managers, he may be allowed to go upon parole outside of the buildings and inclosures, but remaining in the legal custody of the board.

CHAPTER XXIX.

CURRENT DISCUSSIONS.

I.

WHAT KNOWLEDGE IS OF MOST WORTH?[1]

By NICHOLAS MURRAY BUTLER,
Professor of Philosophy and Education in Columbia University.

The student of history is struck with the complexity of modern thought. From the dawn of philosophy to the great revival of learning, the lines of development are comparatively simple and direct. During that period one may trace, step by step, the evolution of the main problems of thought and action, and discover readily how the theories of the seers stood the test of application by the men of deeds. At Athens during the great fifth century the inner life was the chief part of life itself. In that age of the world life was simple; and often, because of its refinement and independence, more reflective than with us. Men's ideals were more sharply defined and more easily realizable. They did not doubt that the world existed for them and their enjoyment. Even that advanced stage of human culture of which Dante is the immortal exponent believed, as Mr. John Fiske says,[2] that "this earth, the fair home of man, was placed in the center of a universe wherein all things were ordained for his sole behoof: the sun to give him light and warmth, the stars in their courses to preside over his strangely checkered destinies, the winds to blow, the floods to rise, or the fiend of pestilence to stalk abroad over the land—all for the blessing, or the warning, or the chiding, of the chief among God's creatures, man." With such a conception as this, theory and practice could be closely related. In the ancient world it was not unusual to find the thought of the disciple guided implicitly by the maxim of the master. *Γνῶθι σεαυτόν* and *Nil admirari* were preached by the early philosophers in the confident belief that they could be practiced by him who would.

In these modern days all this is changed. Man has come to doubt not only his supremacy in the universe, but even his importance. He finds that, far from dwelling at the center of things, he is but "the denizen of an obscure and tiny speck of cosmical matter, quite invisible amid the innumerable throng of flaming suns that make up our galaxy." A host of new knowledges has appealed to human sympathy and interest, and has taxed them to the utmost. Galileo with his telescope has revealed to us the infinitely great, and the compound microscope of Jansen has created, as out of nothing, the world of the infinitely small. Within

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[1] Presidential address, delivered before the National Educational Association, at Denver, Colo., July 9, 1895. Reprinted from the Educational Review, September, 1895.

[2] The Destiny of Man (Boston, 1893), page 12.

a generation or two biology has been created, and physics, chemistry, and geology have been born again. The first wave of astonishment and delight at these great revelations has been succeeded by one of perplexity and doubt in the presence of the wholly new problems that they raise. The old self-assurance is lost. Men first stumble, blinded by the new and unaccustomed light, and then despair. The age of the faith and assured conviction of Aquinas was followed by the bold and cynical skepticism of Montaigne; and this in turn—for skepticism has never afforded a resting place for the human spirit for more than a moment—has yielded to the philosophy of disenchantment and despair of a Schopenhauer and the morbidly acute and unsatisfying self-analysis of an Amiel. Already it is proclaimed by Nordau and his school that we are in an age of decadence, and that many of our contemporary interpreters of life and thought—Wagner, Tolstoi, Ibsen, Zola, the pre-Raphaelites—are fit subjects for an insane asylum. Mankind is divided into warring camps, and while electricity and steam have bound the nations of the earth together, questions of knowledge and of belief have split up every nation into sects. From all this tumult it is difficult to catch the sound of the dominant note. Each suggested interpretation seems to lead us further into the tangled maze, where we can not see the wood for the trees. Standards of truth are more definite than ever before, but standards of worth are strangely confused, and at times even their existence is denied.

Amid all this confusion, however, a light has been growing steadily brighter for those who have eyes to see. In our own century two great masters of thought have come forward, offering, like Ariadne of old, to place in our hands the guiding thread that shall lead us through the labyrinth—the German, Hegel, and the Englishman, Herbert Spencer. And as the century closes, amid the din of other and lesser voices, we seem to hear the deeper tones of these two interpreters swelling forth as representative of the best and most earnest endeavors, from two totally different points of view of our human seekers after light. Each has taken the whole of knowledge for his province, each has spread out before us a connected view of man and his environment, and each would

> Assert Eternal Providence
> And justify the ways of God to men.

These great teachers typify the catholicity and the scientific method that are so characteristic of the best expressions of our modern civilization. Whatever of insight we have gained into history, into philosophy, into art, and into nature they have incorporated in their systematic thinking and have endeavored to illumine with the light of their controlling principles. Hegel, schooled in the teachings of Kant and Fichte, and coming early to an appreciation of the seed thought of Plato and Aristotle, Bruno and Spinoza, has taught us in unmistakable language that independent, self-active being is the father of all things. Spencer, feeling the thrill of that unity which makes the cosmos one, and receiving from Lamarck and Von Baer the hint that led him to see that the life of the individual furnishes the clew to the understanding of the life of the aggregate, whether natural or social, has formulated into a single and irrefutable law of progress the terms of that development or evolution which has been more or less dimly before the mind of man since thought began. The German, with his principle of self-activity, and the Englishman, with his law of evolution, offer us a foothold for our knowledge and our faith, and assure us that it will safely support them. From the one we learn the eternal reasonableness of all that is or can be, while the other teaches us the character of the process by which the visible universe, that every day presents new wonders to our gaze, has been builded out of the primeval star dust. At their hands the two sublime and awe-inspiring verities of Kant—the starry heavens above and the moral law within—find their places in the life of the spirit, and together testify to its eternity and its beauty.

Despite the fact that our age is one of unexampled scientific and industrial progress, yet nothing in all our modern scientific activity is more striking than the undisputed primacy of thought—thought not in antagonism to sense, but interpretative of the data of sense. Idealism, shorn of its crudities and its extravagances, and based on reason rather than on Berkeley's analysis of sense perception, is conquering the world. What Plato saw, Descartes, Leibniz, Kant, and Hegel have demonstrated. The once dreaded materialism has lost all its terrors. Science itself has analyzed matter into an aggregate of dynamical systems, and speaks of energy in terms of will. The seemingly inert stone that we grasp in our hand is in reality an aggregate of an infinite number of rapidly moving centers of energy. Our own will is the only energy of whose direct action we are immediately conscious, and we use our experience of it to explain other manifestations of energy to ourselves. Modern mathematics, that most astounding of intellectual creation, has projected the mind's eye through infinite time and the mind's hand into boundless space. The very instants of the beginnings of the sun's eclipses are predicted for centuries and æons to come. Sirius, so distant that the light from its surface, traveling at a rate of speed that vies with the lightning, requires more than eight and one-half years to reach us, is weighed and its constituents are counted almost as accurately as are the bones of our bodies. Yet in 1842 Comte declared that it was forever impossible to hope to determine the chemical composition or the mineralogical structure of the stars. An unexpected aberration in the motions of Uranus foretold the existence of an undiscovered planet at a given spot in the sky, and the telescope of Galle, turned to that precise point, revealed to the astonished senses what was certain to thought. A discrepancy in the weight of nitrogen extracted from the air we breathe but yesterday led Lord Rayleigh, by an inexorable logic, to the discovery of a new atmospheric constituent, argon. The analytical geometry of Descartes and the calculus of Newton and Leibniz have expanded into the marvelous mathematical method—more daring in its speculations than anything that the history of philosophy records—of Lobachevsky and Riemann, Gauss and Sylvester. Indeed, mathematics, the indispensable tool of the sciences, defying the senses to follow its splendid flights, is demonstrating to-day, as it has never been demonstrated before, the supremacy of the pure reason.

The great Cayley, who has been given the proud title of the Darwin of the English school of mathematicians, said a few years ago:[1]

"I would myself say that the purely imaginary objects are the only realities, the ὄντως ὄντα, in regard to which the corresponding physical objects are as the shadows in the cave; and it is only by means of them that we are able to deny the existence of a corresponding physical object; and if there is no conception of straightness, then it is meaningless to deny the conception of a perfectly straight line."

The physicist, also, is coming to see that his principle of the conservation of energy in its various manifestations is a new and startling proof of the fundamental philosophical principle of self-activity. Energy manifests itself as motion, heat, light, electricity, chemical action, sound. Each form of its manifestation is transmutable into others. The self-active cycle is complete.

But it is not from the domain of natural science alone that illustrations of the all-conquering power of thought can be drawn. The genius of Champollion has called to life the thoughts and deeds of Amenotep and Rameses, and what appeared to sense as rude decorative sketches on the walls of temple and of tomb are seen by the understanding to be the recorded history of a great civilization in the valley of the Nile. The inscrutable Sphinx, that watchdog of the Pyramids, "unchangeable in the midst of change," which sat facing the coming dawn for

[1] Presidential address, British Association for the Advancement of Science, Southport, 1883.

centuries before the storied siege of Troy, now looks down on modern men who write the very words of its builders in the language of Shakespeare and of Milton. The cries of savage man, the language symbols of the early Aryans, and the multiform and complicated tongues of modern Europe, all so seemingly diverse to the ear and to the eye, have been the foundation for the sure laws of comparative philology that the labors and insight of Bopp and Grimm and Verner have built upon them. All these, and the many triumphs like them, are victories of insight; each marks a new stage in the conquering progress of the reason, by which it finds itself in every part and phase of the cosmos and its life.

I regard this insight as to self-activity and the primacy of reflective thought as the profoundest that philosophy has to offer; and, instead of being urged, as in centuries past, in antagonism to the teachings of science, it is now becoming the joint conclusion of philosophy and science together. It pulsates, too, in the world's grandest poetry and most exquisite art. It is the very soul of the verse of Homer and of Dante, of Shakespeare and of Goethe. It makes the marble of Phidias glow with life, and it guides the hand of Raphael and Michael Angelo as they trace their wondrous figures with the brush. It gives immortality to the most beautiful of temples, the Parthenon, that

> Friend to man, to whom thou sayest,
> "Beauty is truth, truth beauty,—that is all
> Ye know on earth, and all ye need to know."

It is also the inspiration of that superb mediæval architecture that bears the name of the conquerors of Rome, which has given to northern Europe its grandest monuments to the religious aspiration and devotion of the Middle Ages.

What, then, does this insight signify, and what is its bearing upon our educational ideals? Obviously, the possession of an insight such as this, wrested from nature by the hand of science and from history by that of philosophy, must serve in many ways to guide us in estimating the importance of human institutions and educational instruments. We can not accept either of these without question from the hands of a tradition to which our modern philosophy and our modern science were wholly unknown; nor can we blindly follow those believers in a crude psychology who would present us with so many mental faculties to be trained, each by its appropriate formal exercise, as if they were sticks of wood to be shaped and reduced to symmetry and order. Mental life, as Wundt so forcibly says, "does not consist in the connection of unalterable objects and varying conditions; in all its phases it is process—an active, not a passive existence; development, not stagnation."[1] Herein is the mental life true to nature. Like nature, it is not fixed, but ever changing. This unceasing change, necessary to both growth and development, gives to life its reality and its pathos. It gives also to education its unending character and the clew to its wisest processes.

The question that I am asking, "What knowledge is of most worth?" is a very old one, and the answers to it that have been handed down through the centuries are many and various. It is a question that each age must put to itself, and answer from the standpoint of its deepest and widest knowledge. The wisest philosophers have always seen more or less clearly the far-reaching character of the question and the great importance of the answer. Socrates and Plato, Augustine and Aquinas, were under no illusions as to it; but often in later years the deeper questions relating to educational values have been either lost sight of entirely or very superficially dealt with. Bacon clothes in attractive axiomatic form some very crude judgments as to the relative worth of studies. Rousseau risks his reputation for sobriety of judgment in outlining an educational programme. Herbert Spencer turns aside for a moment from his life work to apotheosize science in education, although science is, by his own definition, only partially unified knowl-

[1] Lectures on Human and Animal Psychology (New York, 1894), page 454.

edge. Whewell exalts mathematics in language only less extravagant than that in which Sir William Hamilton decries it. In similar fashion, others, holding a brief for some particular phase or department of knowledge, have come forward crying Eureka! and proclaiming that the value of all studies must be measured in terms of their newly-discovered standard. The very latest cry is that studies and intellectual exercises are valuable in proportion as they stimulate enlarged brain areas, thus making the appreciation of Shakespeare, of Beethoven, and of Leonardo da Vinci solely a function of the circulation of the blood.

But to sciolists of this type philosophy and science can now make common answer. If it be true that spirit and reason rule the universe, then the highest and most enduring knowledge is of the things of the spirit. That subtle sense of the beautiful and the sublime which accompanies spiritual insight, and is part of it, is the highest achievement of which humanity is capable. This sense is typified, in various forms, in the verse of Dante and the prose outpourings of Thomas à Kempis, in the Sistine Madonna of Raphael and in Mozart's Requiem. To develop this sense in education is the task of art and literature, to interpret it is the work of philosophy, and to nourish it the function of religion. Because it most fully represents the higher nature of man, it is man's highest possession, and those studies that directly appeal to it and instruct it are beyond compare the most valuable. This has been eloquently and beautifully illustrated by Brother Azarias, that profound scholar who was taken from us all too soon. "Take a Raphael or a Murillo," he says.[1] "We gaze upon the painted canvas till its beauty has entered our soul. The splendor of the beauty lights up within us depths unrevealed, and far down in our inner consciousness we discover something that responds to the beauty on which we have been gazing. It is as though a former friend revealed himself to us. There is here a recognition. The more careful has been our sense culture, the more delicately have our feelings been attuned to respond to a thing of beauty and find in it a joy forever, all the sooner and the more intensely do we experience this recognition. And therewith comes a vague yearning, a longing as for something. What does it all mean? The recognition is of the ideal." Toward the full recognition and appreciation of this insight into the great works of the spirit, whether recorded in literature, in art, or in institutional life, higher education should bend all its energies. The study of philosophy itself, or the truly philosophic study of any department of knowledge—however remote its beginnings may seem to be—will accomplish this end. The ways of approach to this goal are as many as there are human interests, for they are all bound together in the bonds of a common origin and a common purpose. The attainment of it is true culture, as Mr. Matthew Arnold has defined it: "The acquainting ourselves with the best that has been known and said in the world, and thus with the history of the human spirit."[2]

We now come in sight of the element of truth and permanence in that humanism which Petrarch and Erasmus spread over Europe with such high hopes and excellent intentions; but which Sturm, the Strassburg schoolmaster, reduced to the dead, mechanical forms and the crude verbalism that bound the schools in fetters for centuries. Of humanism itself we may say, as Mr. Pater says of the Renaissance of the fifteenth century, that "it was great rather by what it designed than by what it achieved. Much which it aspired to do, and did but imperfectly or mistakenly, was accomplished in what is called the éclairissement of the eighteenth century, or in our own generation; and what really belongs to the revival of the fifteenth century is but the leading instinct, the curiosity, the initiatory idea."[3]

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[1] Phases of Thought and Criticism (New York, 1892), pages 57, 58.
[2] Preface to Literature and Dogma (New York, 1889), page xi.
[3] Pater, The Renaissance (New York, 1888), page 34.

Many of the representative humanists were broad-minded men whose sympathies were with learning of every kind. Erasmus himself writes with enthusiasm of other branches of knowledge than literature. "Learning," he says, "is springing up all around out of the soil; languages, physics, mathematics, each department thriving. Even theology is showing signs of improvement."[1] But, unfortunately, this broad sympathy with every field of knowledge was not yet widespread. The wonders and splendor of nature that had brought into existence the earliest religions and the earliest philosophies were now feared and despised as the basis of paganism; and on wholly false grounds a controversy was precipitated as to the relative worth of literature and of science that in one form or another has continued down to our own day. The bitterness with which the controversy has been carried on and the extreme positions assumed by the partisans of the one side or the other have concealed from view the truth that we are now able to perceive clearly—the truth that the indwelling reason, by whom all things are made, is as truly present, though in a different order of manifestation, in the world of nature as in the world of spirit. One side of this truth was expressed by Schelling when he taught that nature is the embryonic life of spirit, and by Froebel when he wrote, "The spirit of God rests in nature, lives and reigns in nature, is expressed in nature, is communicated by nature, is developed and cultivated in nature."[2] The controversy as to the educational value of science, so far, at least, as it concerns educational standards and ideals, is, then, an illusory one. It is a mimic war, with words alone as weapons, that is fought either to expel nature from education or to subordinate all else in education to it. We should rather say, in the stately verse of Milton:

> Accuse not nature: she hath done her part;
> Do thou but thine.

And that part is surely to study nature joyfully, earnestly, reverently, as a mighty manifestation of the power and grandeur of the same spirit that finds expression in human achievement. We must enlarge, then, our conception of the humanities, for humanity is broader and deeper than we have hitherto suspected. It touches the universe at many more points than one; and, properly interpreted, the study of nature may be classed among the humanities as truly as the study of language itself.

This conclusion, which would welcome science with open arms into the school and utilize its opportunities and advantages at every stage of education, does not mean that all studies are of equal educational value, or that they are mutually and indifferently interchangeable, as are the parts of some machines. It means, rather, that the study of nature is entitled to recognition on grounds similar to those put forward for the study of literature, of art, and of history. But among themselves these divisions of knowledge fall into an order of excellence as educational material that is determined by their respective relations to the development of the reflective reason. The application of this test must inevitably lead us, while honoring science and insisting upon its study, to place above it the study of history, of literature, of art, and of institutional life. But these studies may not for a moment be carried on without the study of nature or in neglect of it. They are all humanities in the truest sense, and it is a false philosophy of education that would cut us off from any one of them or that would deny the common ground on which they rest. In every field of knowledge which we are studying is some law or phase of energy, and the original as well as the highest energy is will. In the world of nature it is exhibited in one series of forms that produce the results known to us as chemical, physical, biological; in the history of mankind it is manifested in the forms of feelings, thoughts, deeds, institutions. Because the elements

[1] Froude, Life and Letters of Erasmus (New York, 1894), page 186.
[2] Education of Man (tr. by W. N. Hailmann, New York, 1888), page 154.

of self-consciousness and reflection are present in the latter series and absent in the former, it is to these and the knowledge of them that we must accord the first place in any table of educational values.

But education, as Mr. Froude has reminded us,[1] has two aspects. "On one side it is the cultivation of man's reason, the development of his spiritual nature. It elevates him above the pressure of material interests. It makes him superior to the pleasures and pains of a world which is but his temporary home, in filling his mind with higher subjects than the occupations of life would themselves provide him with." It is this aspect of education that I have been considering, for it is from this aspect that we derive our inspiration and our ideals. "But," continues Mr. Froude, "a life of speculation to the multitude would be a life of idleness and uselessness. They have to maintain themselves in industrious independence in a world in which it has been said there are but three possible modes of existence—begging, stealing, and working; and education means also the equipping a man with means to earn his own living." It is this latter and very practical aspect of education that causes us to feel at times the full force of the question of educational values. Immediate utility makes demands upon the school which it is unable wholly to neglect. If the school is to be the training ground for citizenship, its products must be usefully and soundly equipped as well as well disciplined and well informed. An educated proletariat—to use the forcible paradox of Bismarck—is a continual source of disturbance and danger to any nation. Acting upon this conviction, the great modern democracies—and the time seems to have come when a democracy may be defined as a government, of any form, in which public opinion habitually rules—are everywhere having a care that provision be made for the practical or immediately useful in education. This is as it should be, but it exposes the school to a new series of dangers against which it must guard. Utility is a term that may be given either a very broad or a very narrow meaning. There are utilities higher and utilities lower, and under no circumstances will the true teacher ever permit the former to be sacrificed to the latter. This would be done if, in its zeal for fitting the child for self-support, the school were to neglect to lay the foundation for that higher intellectual and spiritual life which constitutes humanity's full stature. This foundation is made ready only if proper emphasis be laid, from the kindergarten to the college, on those studies whose subject-matter is the direct product of intelligence and will, and which can therefore make direct appeal to man's higher nature. The sciences and their applications are capable of use, even from the standpoint of this higher order of utilities, because of the reason they exhibit and reveal. Man's rational freedom is the goal, and the sciences are the lower steps on the ladder that reaches to it.

Splendid confirmation of this view of science is found in the great Belfast address in which Professor Tyndall stormed the strongholds of prejudice one and twenty years ago. Said Professor Tyndall:[2]

"Science itself not unfrequently derives motive power from an ultrascientific source. Some of its greatest discoveries have been made under the stimulus of a nonscientific ideal. This was the case amongst the ancients, and it has been so amongst ourselves. Mayer, Joule, and Colding, whose names are associated with the greatest of modern generalizations, were thus influenced. With his usual insight, Lange at one place remarks that 'it is not always the objectively correct and intelligible that helps man most or leads most quickly to the fullest and truest knowledge. As the sliding body upon the brachystochrone reaches its end sooner than by the straighter road of the inclined plane, so through the swing of the ideal we often arrive at the naked truth more rapidly than by the more direct processes of the understanding.' Whewell speaks of enthusiasm of temper as a hindrance

[1] Short Studies on Great Subjects (New York, 1872), II, 257.

[2] Presidential address, British Association for the Advancement of Science, Belfast, 1874.

to science; but he means the enthusiasm of weak heads. There is a strong and resolute enthusiasm in which science finds an ally; and it is to the lowering of this fire rather than to the diminution of intellectual insight that the lessening productiveness of men of science in their mature years is to be ascribed. Mr. Buckle sought to detach intellectual achievement from moral force. He gravely erred, for without moral force to whip it into action the achievements of the intellect would be poor indeed.

"It has been said that science divorces itself from literature, but the statement, like so many others, arises from lack of knowledge. A glance at the less technical writings of its leaders—of its Helmholtz, its Huxley, and its Du Bois-Reymond—would show what breadth of literary culture they command. Where among modern writers can you find their superiors in clearness and vigor of literary style? Science desires not isolation, but freely combines with every effort toward the bettering of man's estate. Single handed, and supported not by outward sympathy, but by inward force, it has built at least one great wing of the many-mansioned home which man in his totality demands. And if rough walls and protruding rafter ends indicate that on one side the edifice is still incomplete, it is only by wise combination of the parts required with those already irrevocably built that we can hope for completeness. There is no necessary incongruity between what has been accomplished and what remains to be done. The moral glow of Socrates, which we all feel by ignition, has in it nothing incompatible with the physics of Anaxagoras which he so much scorned, but which he would hardly scorn to-day. * * *

"The world embraces not only a Newton, but a Shakespeare; not only a Boyle, but a Raphael; not only a Kant, but a Beethoven; not only a Darwin, but a Carlyle. Not in each of these, but in all, is human nature whole. They are not opposed, but supplementary; not mutually exclusive, but reconcilable. And if, unsatisfied with them all, the human mind, with the yearning of a pilgrim for his distant home, will still turn to the mystery from which it has emerged, seeking so to fashion it as to give unity to thought and faith, so long as this is done, not only without intolerance or bigotry of any kind, but with the enlightened recognition that ultimate fixity of conception is here unattainable, and that each succeeding age must be held free to fashion the mystery in accordance with its own needs—then, casting aside all the restrictions of materialism, I would affirm this to be a field for the noblest exercise of what, in contrast with the knowing faculties, may be called the creative faculties of man."

The actions of the lower animals are conditioned by sensations and momentary impulses. Man, on the other hand, is enabled to raise himself above fleeting sensations to the realm of ideas, and in that realm he finds his real life. Similarly man's will gradually frees itself from bondage to a chain of causes determined for it from without, and attains to a power of independent self-determination according to durable and continuing ends of action. This constitutes character, which, in Mr. Emerson's fine phrase, is the moral order seen through the medium of an individual nature. Freedom of the will is not, then, a metaphysical notion, nor is it obtained from nature or seen in nature. It is a development in the life of the human soul. Freedom and rationality are two names for the same thing, and their highest development is the end of human life. This development is not, as Locke thought, a process arising without the mind and acting upon it, a passive and pliable recipient. Much less is it one that could be induced in the statue of Condillac and Bonnet. It is the very life of the soul itself.

There is a striking passage in The Marble Faun in which Hawthorne suggests the idea that the task of the sculptor is not, by carving, to impress a figure upon the marble, but rather, by the touch of genius, to set free the glorious form that the cold grasp of the stone imprisons. With similar insight, Browning puts these words into the mouth of his Paracelsus:

> Truth is within ourselves; it takes no rise
> From outward things, whate'er you may believe.
> There is an inmost center in us all,
> Where truth abides in fullness; and around,
> Wall upon wall, the gross flesh hems it in,
> This perfect, clear perception. * * *
> * * * And, to know,
> Rather consists in opening out a way
> Whence the imprisoned splendor may escape,
> Than in effecting entry for a light
> Supposed to be without.

This is the poetical form of the truth that I believe is pointed to by both philosophy and science. It offers us a sure standing ground for our educational theory. It reveals to us, not as a hypothesis but as a fact, education as spiritual growth toward intellectual and moral perfection, and saves us from the peril of viewing it as an artificial process according to mechanical formulas. Finally, it assures us that while no knowledge is worthless, for it all leads us back to the common cause and ground of all, yet that knowledge is of most worth which stands in closest relation to the highest forms of the activity of that spirit which is created in the image of Him who holds nature and man alike in the hollow of His hand.

II.

THE RELATION OF MANUAL TRAINING AND ART EDUCATION.[1]

INTRODUCTORY ADDRESS.

By C. A. BENNETT, *Professor of Manual Training, Teachers' College.*

Not very long ago I heard the president of a Southern college deliver an address on educational work among the negroes. In the course of his address, in order to point out clearly the progress of the work in his own college and to show the aptness of the negro to learn and his tendency to adopt the customs and ideas of the white man, he said: "When we began to teach sewing to our girls we taught them, among other things, to make plain aprons. It was not long before they wanted to put pockets on their aprons, and now they want to put ruffles around the bottoms."

This illustration may be used to suggest the steps of progress in other fields of education than the missionary work among the negroes of the South. Surely the negro has no monopoly on these progressive steps. They are the same that all civilized peoples have taken—first, the necessities; second, the conveniences; third, the luxuries. The thought suggested in this illustration, it seems to me, might be applied to the evolution of a course of instruction or the development of a subject in the school curriculum. May we not apply it to the development of manual training work?

When manual training work began in this country, the courses of instruction consisted chiefly of exercises, pure and simple—exercises planned to teach the use of a given tool, or to teach a joint or some such element of construction. Soon the courses began to contain a few completed useful articles. The immediate application of some of the exercises or elements of construction were found to be advantageous. It became evident to many teachers that although teaching a principle as a principle was a good thing, it was also a good thing to emphasize

[1] Papers read before the Second Annual Conference on Manual Training, Teachers' College, New York City, May 16, 1896.

and fix the principle by applying it. The useful article as a manual training exercise, especially in classes of elementary school grade, was found to be justifiable not only on economic grounds but on pedagogic as well. The result is that many teachers have so modified their courses that they now contain not only the individual joint, but also its application in a useful article.

Meanwhile the teachers of drawing have been teaching the children to draw graceful lines, and under the name "art education" are now helping them to appreciate beauty of form and proportion and encouraging them to study the principles of decorative art.

This is influencing the manual training work in many places to an extent that we hear something like the requests of the negro girl who wanted to put the ruffle around the bottom of her apron. The children wish to decorate the models they make. Whether we manual training teachers encourage it or not, we are sure to meet with this demand if we are so fortunate as to have pupils who have been taught by a competent teacher of free-hand drawing. The teachers of drawing are taking advantage of that instinct in the child which leads him to decorate the things he makes; children like to make things that are beautiful. If we do not follow the example of the drawing teacher in this, we shall not only fail to reenforce their work but we shall be liable to counteract the beneficial effects of it.

So long as we confined our work to joints and simple exercises there was little danger of either reenforcing or counteracting the work of the teacher of art work, but now that we have introduced the completed useful article into our courses we are in that danger. Certainly we are not willing to drop the useful article entirely out of our courses; neither are we willing to allow our work to counteract the work of the teacher of drawing. Our only alternative is to see that the useful articles in our courses are so well adapted to their intended use, so excellent in form and proportion, so appropriately decorated, if decorated at all, that they will meet an artist's criticism.

The fact that many manual training models, even some of those published in books, would not now bear such criticism is one of the principal reasons for our choice of subject for the conference to-day. Since this subject—the relation of manual training and art education—suggested itself, many questions have arisen in my mind upon which more light is needed: To what extent should decoration be introduced into manual training courses? Should manual training teachers make it a point to use those materials that lend themselves most readily to decoration—clay and strips of iron, for example? Should we strive to make our models perfect in form and proportion and entirely omit decoration? What is the value of wood carving and what are its limitations? Should we endeavor to enrich our wood-turning courses by introducing vase forms and the like involving subtle curves? How large a place should be given to ornamental ironwork in the forging course? Would a little work in stained glass be desirable after the work in soldering? Is it true that the beautiful interests the children before the useful? If so, how should this fact influence our manual-training work in the lower grades? How can the teacher of manual training get the most help from the teacher of free-hand drawing, and how can the free-hand drawing teacher's work be most helped by the teacher of manual training?

These are but a few of the questions that have arisen in the mind of a teacher of manual training. An entirely different list might suggest itself to a director of art education, and still another to a psychologist or a superintendent of public schools. It is for the discussion of all such questions that this conference is intended.

THE ÆSTHETIC ELEMENT IN MANUAL TRAINING.

By WALTER S. GOODNOUGH, *Director of Art Education, Public Schools, Brooklyn, N. Y.*

All who are familiar with the history and progress of manual training in this country since the days when the Institute of Technology in Boston inaugurated the movement, through the efforts of Dr. Runkle, and made its first exhibition at the Centennial Exposition of 1876, are painfully aware that until very recently the æsthetic element has been largely wanting.

Just as drawing or so-called art instruction in public schools was introduced and continued for years almost entirely on a utilitarian basis of the narrowest kind, with little or no attempt at real art culture, so manual training has been too largely mechanical in its aim and methods. Manual-training schools and courses were planned with the mechanical processes largely in view. The mechanical drawing room was well provided. Though there may have been more or less free-hand drawing, there was comparatively little real art training, such as would enable pupils to put art into their shopwork, and there was little provision for the artistic forms of manual training.

It has been well said that art values are the only permanent values; that is, looking back over the history of the world, all that we most cherish of that which has been left to us from the past is the art in one or another tangible form. It may be architecture, sculpture, painting, music, literature, or industrial art.

It is the amount of art in most works produced by man that chiefly affects their value. Art is one of the greatest creators of value.

It is not the mere imitation of art forms that we should have in our manual training school courses, but such training as will make possible the creation of art forms and the best intellectual and spiritual development. We must develop an art sense, a feeling and appreciation for the beautiful in form, proportion, and color, seeking continually to give it expression. We must surround the pupil with or give him easy access to good art in various forms; then aim constantly to train the imagination and the creative power, and to give plenty of free expression.

I should commence with the kindergarten to bring æsthetic influences to bear. Kindergartners need, as a rule, more art training. The drawing and modeling of the kindergarten should be freer. The sewing, weaving, and other colored work can be more artistic. Bad combinations of color are often permitted.

Manual training in primary and grammar grades is usually limited to paper folding, cardboard work, knife work with thin wood, sloyd and elementary joining, with perhaps a slight amount of modeling, and with the girls sewing and cooking. There should be more modeling. It should continue from the kindergarten through the high-school course. Here the student has the best possible opportunity for the study and creation of form. The work should not all be from object or copy, but accompanying these exercises there should be regular practice in design. Modeling is one of the most inexpensive forms of manual work, both for material and equipment, and one in which every impress of hand and mind is shown.

Venetian or bent-iron work is another form of manual training which should receive greater attention in grammar grades. With the proper art instruction and study of design as a foundation, much free, beautiful, and artistic work is possible. This work gives excellent training in subtlety of line and curve. Most good will be lost if pupils simply copy designs. They should study good designs, observe, and draw enough of such work to be imbued with its spirit sufficiently to produce their own designs, from which they should work.

The woodwork usually occurring in grammar grades should include, in the last year or two, considerable wood carving. Such work gives opportunity for most artistic production.

In the manual training, high, or special school, or in the scientific or technical school, about half as much time should be given to free-hand drawing and pure art study as to mechanical drawing. The art study should include much sketching and drawing from models, still life, nature, casts, and perhaps some life sketching, imaginative or creative work, composition, color study, design, and modeling. Something of æsthetics or principles of art and of the history of art should be included, and pupils should constantly study good art in the shape of acceptable industrial examples, photographs, and pictures.

Wherever a public art museum is available, as is the case in most of the larger cities and many small ones, there should be intimate relations between the schools and the museum. Pupils should visit regularly for study under the guidance of a teacher, and the museum ought to have collections that could be loaned to the schools and changed from time to time. Reproductions if not originals of good art should hang upon the schoolroom walls.

It would be worth the while of artists of standing to loan some of their work to hang upon the schoolroom wall, or place in cabinets; not alone drawings or paintings, but stained glass, beautiful metal work, carving, pottery, etc.

The art instruction should aim to develop the art sense, an appreciation and love of the beautiful in form and color, a knowledge of the fundamental principles of art and design, an ability to distinguish good work from bad, and a considerable degree of technical skill. It should be related to or be such as to be serviceable in the study of literature, history, and language, as well as in science or shop work. It should make possible shop work of a far higher grade than could be possible without it. It should give a much greater intellectual development.

The shop work in many schools should be modified so as to permit more artistic work. The training of a skilled mechanic is an easy matter in comparison with the making of an artistic artisan. In most courses there is sufficient work to train to precision and to the mastery of tools and mechanical processes, but there is too little that trains to a refined, subtle skill, and that exercises creative power. We should aim to send our pupils out producers as far as possible; leaders, not followers; young men and women with ideas and power to express or execute them.

As has been intimated, clay modeling should be a more important element, and I believe the potter's wheel could be introduced into the manual training school to good advantage. A beauty and refinement of form would be acquired, a delicacy of touch that wood turning does not give.

With right art training more artistic results are possible in wood turning and inlaying, as well as in wrought-iron work. In wood turning, pupils too frequently work from a drawing or blue print which has been prepared for them instead of from their own designs. Class after class work the same exercises. Such work is dry, uninteresting, and less educational than it should be. The pupil who has designed the piece he is to turn, be it a spindle or vase form, has had the study in proportion and beauty of outline or form that will result in better work. His interest in working out the form he has created is away beyond that of the pupil who works from a blue print or a model.

Wood carving of an artistic kind should occupy a more important place in the manual training course. Much that is done is purely mechanical, crude, uninteresting. It shows a sad lack of art training on the part of the pupil and teacher. Very artistic results are feasible. Of this I am positive, as for a dozen years I had this work under my charge and direction as director of the Columbus Art School. We had classes of boys and girls from the public schools on Saturdays who did most excellent work.

To summarize: I should say that manual training is in need of enrichment by bringing in more of the æsthetic element. This will not only give more worthy material results, but a greater culture and more valuable training to the pupils.

To accomplish it more and better art training is required, and some more artistic forms of work should be provided. Better art training of the teachers of shop work in manual training schools is necessary, but this will come when its necessity is felt by them and by the school authorities. Then will the manual training school be able to accomplish more fully that which has been called the supreme purpose of education, the development of the capacity for unselfish creative activity, and for the highest enjoyment.

LIMITATIONS TO ARTISTIC MANUAL TRAINING.

By C. R. RICHARDS, *Director of the Department of Science and Technology, Pratt Institute, Brooklyn, N. Y.*

It seems to me that this conference affords us an opportunity not only to weigh the relation between art education and manual training, but also to acknowledge the debt that manual training owes to art education. Our friends, the art teachers, have always been a sort of foster brothers to us of the manual-training movement. We were all of the new tendency in education, and when the manual-training movement began, the art people, who by that time had gained a fairly firm foothold for themselves, lent us a cordial support and most sympathetic assistance, and I do not think that we can ever sufficiently repay them for their cooperation at that time.

The purely mechanical character of much of our work, however, has always been a great distress to our friends, and from the first they have used all their influence to make our work assume a more attractive appearance. The results of this influence are to a large extent most happily illustrated by the work brought together by this conference, and for this again I think we owe a large debt to our friends. I feel most emphatically that our work will continue to be extended in this direction, and that we shall be able in the future to accomplish more and better results having a distinct artistic value.

There are, however, limitations in this direction, and it is upon the subject of these limitations that I wish to say a few words. It seems to me that at the outset we must accept the principle that manual training is not primarily art training. In its vital essence, manual training is an instrument that through certain processes of tool work serves to train the student in patience, carefulness, neatness, and accuracy of doing. I do not offer this as a complete definition of manual training, but this, it seems to me, is the basis of its educational value.

The above influences are important elements of character building, but they do not in themselves make toward an art training. In this direction our work in the public schools must be largely confined to teaching students to appreciate form and proportion and fitness of design. In order to gain this appreciation most naturally and most effectively, a medium is needed in which the student can most easily express and most easily correct his imperfect conceptions. This medium is presented by the processes of drawing and modeling. The exacting and laborious processes of tool work are, compared with these, but awkward instruments for the development of these ideas. When, after long training, a strong appreciation of form and the principles of design have been obtained, wood and iron and stone offer the natural opportunities for artistic expression, but during the developing period, while the problem is the gaining of form appreciation, it seems to me that drawing and modeling must always be the natural vehicles for such training.

Do not understand me as suggesting that we should not endeavor to bring in models of an artistic character in our manual-training work. I merely mean that we should not attempt to model in wood or to draw in iron, but should for certain ends seek the natural and legitimate means. I believe most emphatically that we should endeavor to make every exercise in our manual training so good in form and proportion that it will have in itself an æsthetic influence. I believe also most strongly that we must give larger importance to the element of interest and make more frequent use of the finished piece, not at the end of our courses, but interspersed in simple forms throughout the work. By this direct appeal to the pupil's interest we place in the work its own natural stimulant and secure the application of the pupil through the nature of the task.

I returned a few days ago from what was to me a most interesting and valuable trip to some eight of our largest cities, and I found in every one of the manual-training people with whom I came in contact the feeling that we must give more of a place to this element of interest. We must put in the work those elements which make a direct appeal to the pupil's imagination and his moral senses. I found this feeling even in places where manual training formerly meant a purely formal course of exercises. That stage, however, has gone by. We are not going back to it. The manual training of the future will recognize that its highest results can only be obtained when the imagination and interest of the pupil are sufficiently aroused to make of the work indeed a labor of love.

It is, of course, through this use of the finished project that the opportunities, and they are certainly broad ones, come of bringing in an artistic influence; but it seems to me that we should not in this matter sacrifice our manual-training principles to our artistic results. In other words, we should not start with the aim of artistic or decorative models as the end of manual training, but should rather make of each piece, first, a well-considered exercise in manual training, and then endeavor by all in our power to make it good in form and proportion, and perhaps in decoration. Manual training is a subject with its own value and with its own principles of development, and it seems to me that perhaps the true relation between art education and manual training will be obtained when, through all our work, we hold securely to our manual-training base and endeavor to build upon this all that we can of use and beauty.

Some Principles of Decorative Art.

By W. H. Goodyear, *Lecturer on the History of Art at Cooper Institute, New York City.*

[Abstract.]

The proverb which says that there is no disputing about tastes has suggested to me the historic method as the best one to follow in treating of my subject. To avoid the imputation of presenting individual views or theories, as to principles in taste, must be the first effort of the teacher of such principles. The same reasons which suggest the appeal to historic examples in fixing the standard of taste in music or in literature apply to art.

Even in speaking of the decorative-art movement of recent years the historic method is available, for I am able to say that the principles which I shall explain are those of a definite movement which has had widespread influence and a defined history, although this history is of recent date. The genesis of the decorative-art movement and of the art revival of the last fifty years dates back to the first studies of art history as made by John Winckelmann in the eighteenth century. His ideas were developed by Lessing, Goethe, and other Germans, and thus became the intellectual property of Europe. It was, however, especially reserved for England and the United States to make practical application of the results of such studies to modern decorative art. These last-named countries have lagged behind the European continental countries in art, historic, and archæologic studies, but they have, in my opinion, gone beyond them in the matter of modern, practical results.

The new movement in England is probably known to you as dating from the Crystal Palace Exhibition of 1851 and the friendship then cemented between the

Prince Consort and Owen Jones, author of the Grammar of Ornament. Hence the founding of the South Kensington Museum and its various branches, and the later spread of the decorative-art movement to the United States. The ideas of this movement are best explained by Mr. Eastlake's book on Household Taste. From its great popularity resulted what is known as the Eastlake style of furniture. Mr. Eastlake himself did not, however, contemplate the creation of a style, nor were his designs proposed as the sole feasible notions of taste, in view of the flimsy and dishonest carpentry construction prevalent in modern furniture about and after 1850.

Mr. Eastlake's idea was to show that good taste was compatible with economy, simplicity, and good carpentry. The bare simplicity of his designs was caused by economic conditions and the necessary expense, even of the plainest articles, made in a time when glue had taken the place of joints and when machine-made carving had ruined the trade of hand carving. The "Eastlake" pieces of furniture herewith may, however, be regarded as good illustrations of the principle of "constructive truth." Still more important examples of this law may, however, be found in all good historic architecture. All objects of large size in furniture should be designed on architectural principles. As regards the frank exhibition of the carpentry construction and framework and the preference for the natural-wood surface and graining as against the use of artificial veneers, what may be called the skeleton of construction should generally determine the main lines of the piece.

We may here mention the principles controlling the proper use of ornament in architecture, furniture, utensils, and dress. Ornament should emphasize the points of support and pressure, the terminal points, joints, seams, outlines, and borders. "All-over" surface ornament is also a phase of constructive use.

As the object becomes more humble in use or smaller in size, the strictness with which the architectural idea is applied should naturally be modified, but the Pompeian survivals of Greek taste in utensils are excellent illustrations of the wide applicability of the principle of constructive emphasis in the use of ornament. We find this principle in the bronze vases, lamps, and even in the kitchen and cooking utensils of Pompeii. The handle of the bronze vase is the first point of departure in its ornamental idea; next come the joints of the handle.

The principle of constructive truth in decorative art is simply one phase of a larger principle which applies to many objects in which a definite type of constructive form is not to be expected—for instance, an inkstand, a saltcellar, a match box, a comb, a pair of bellows, a pair of nutcrackers, an andiron, a lamp, etc. This larger principle is that of uniting utility and beauty to make the ornamental useful and to make the useful ornamental. In all historic periods down to the eighteenth century this principle has been applied to all the humble objects named and to many others. It is seen, for instance, in the Pompeian weight used in ordinary grocery scales, which takes the shape of a human head.

Whenever the use of ornament becomes general, according to principles so far far specified, it is clear that the rules controlling the treatment of life forms in ornament become fundamentally important.

If the nineteenth century had made a wider use of ornamental carving, it would be more accustomed to the treatment known as the conventional, one of whose phases is that of the grotesque. Contrary to widespread preconceived ideas natural to modern thought, the realistic or naturalistic treatment of life forms is generally improper in decoration.

One of the reasons for this principle relates to the unnatural appearance of a natural animal or human form which forms one portion of an object of use. Take the leg of an Italian trousseau chest as example. It has the imaginary and grotesque form of a griffin. As joined to the rest of the piece of furniture and forming a necessary part of it, a real animal or human form would be an absurdity in such a place. We are not dealing with a piece of sculpture, with a work of art having an independent mission. Under the given circumstances to demand the realistic treatment is to ask that the legs should cost more money and effort than the whole piece besides. It would be to ask the genius and science of a great sculptor from the trade of the cabinetmaker. The principle of subordination—that the part is less than the whole and less important than the whole—is one principle at stake. Another is the unnatural appearance of a natural form forming only one part of a constructive form. Still another is the principle requiring pronounced visibility in ornamental forms. The angular, the rigid, the sharply defined forms necessary to the effect of decorative carving are rarely compatible with realistic rendering of nature. In the Pompeiian survivals of Greek art we find the drunken Silenus and the fawn with legs of a goat confined to decorative objects, lamps, and the like. The full-size Greek statue avoids the intoxicated Silenus or the fawn with goat's legs. This brings us back to the principle of subordination under another guise, i. e., the distinction between ideal art, or art for art's sake, and art for the sake of decoration. The field of the sublime and ideally beautiful is not, generally speaking, that of decorating utensils and objects of daily use, but in these the play of the imagination may generally have its share in the guise of the grotesque. We find the Gorgon head, but never the head of Minerva, on the handles of a Greek vase.

Illustrations of conventional or grotesque treatment may be found in this Mexican stirrup, having the form of a human head, and in nutcrackers of the seventeenth century Renaissance.

The use of the reptilian form in ornament as seen in Palissy ware, in ancient jewelry, and in the faïence of the Renaissance reflects the fact that the reptilian form verges on the grotesque, and here we find not only the idea of subordination but also the fact that the reptile form is more striking to the eye and therefore most available among animal forms for decorative use. The use of the dramatic mask in place of the human face in antique and Renaissance art is another apt illustration. It may be also noted that the periods most fertile in grotesque decorative art have been also those in which spiritual and ideal beauty were most highly appreciated and most successfully represented in their own appropriate sphere. The periods of Phidias and of Raphael are those most fertile in the creation of the grotesque in ornamental art.

We may next consider some points relating to appropriate treatment of a given material. Highly arbitrary forms due to the momentary and necessarily arbitrary impulse of the glass blower are beautiful in Venetian glass, but wholly improper in pottery, metal, or wood. A jar handle wholly beautiful in metal may be wholly improper in pottery. The sense of weight, the feeling that an object is becoming cumbersome, would forbid copying the form of a lamp with a cylindrical porcelain body in the same dimension in metal. In metal the treatment should be that befitting the appearance of a material that is ductile and pliable during manufacture. Angular and heavy designs should be avoided in this material. The contrasts here offered are those between recent American chandeliers, some of better and some of inferior taste.

Finally we notice the general inadvisability of direct copying of historic forms for modern decorative art, however valuable may be the lessons to be learned from them. Such copies generally overlook the principles observed by the originals. A Pompeian lamp designed for oil and wick is an inappropriate form for a chandelier using gas. An Ionic capital is hardly appropriate as the support of a cruet stand. The Parthenon frieze is out of place on a cake casket. The illustrations show these mistakes in recent designs of American silverware.

In closing my remarks let me say that I know them to be largely of a character not directly related to the elementary teaching work in manual training; but as long as we confine the education of teachers to the points necessary to the elementary teachers' work in the direct education of children we shall never achieve great educational results. It is the atmosphere surrounding children which we should consider as more important than direct teaching. What they learn directly is not so important as the influence of the teacher's taste exerted insensibly and unconsciously. This is the taste to be created and developed first—the taste of the teacher and the parent. It is undeniable that this taste has been generally lacking in the civilized nations of the nineteenth century, excepting in so far as the art revival of the last forty years has striven to create it, and it is equally undeniable that this art revival was inspired by the continental interest in historic examples.

III.

THE OLYMPIC GAMES OF 1896.

The revival of the Olympic games, one of the most notable events of 1896, is due to the enthusiasm and persistence of Baron Pierre de Coubertin. This gentleman traveled extensively in Europe and in the United States to rouse interest in the project, and at a meeting of the delegates of the athletic associations of all countries, assembled at Paris in 1894,[1] it was agreed that the games should be instituted.

For the execution of the purpose, an international committee was appointed. The first presidency was assigned to M. Bikelas, a Greek, since in his country the revival of the games was to be first celebrated. The presidency will fall in succession to a representative of the country in which the next games are to be held. Under this arrangement, Baron de Coubertin, the founder, has become the second president, the next contest having been appointed to take place at Paris during the exposition of 1900.

The first celebration opened at Athens, April 6, 1896. The scene and the spirit of the occasion are happily reproduced in the following letters, penned on the spot by Baron de Coubertin, and reproduced, with his permission, from the Journal des Débats, in which they originally appeared.

The roll of the victors is quoted from an article by the same author published in the Century Magazine for November, 1896.

"The Athenians enjoy this year a twofold spring; it warms at the same time the illuminated atmosphere and the popular spirit; it gives life to the small, fragrant flowers that force their way between the marble slabs of the Parthenon and imparts a smile of satisfaction to the lips of the proud 'Palakares' (champions of the people). The sun shines and the Olympic games are at hand. Nothing remains of the irony and fears of the last year. The skeptics are silent and the Olympic games have no more enemies. French, Russian, American, German, Swedish, and English flags are for sale on every hand. The Attic breeze joyously raises its light folds, and men in 'fustanellas,' who lounge before the picturesque show windows of the rue d' Hennes, rejoice at the spectacle. They know that the whole world is coming ('l'univers va venir') and approve of the preparations made for their appropriate reception. These preparations are manifold. Everywhere the marbles are scraped, new plaster and fresh paints are put on, the pavers are at work, and people are busy cleaning and decorating. The street of the stadion is a fine sight, with its triumphal arch and Venetian masts. Its

[1] Since the close of the first celebration at Athens of the Olympic games revived by the International Congress at Paris in 1894 it was decided to strike off a medal commemorative of this congress. Copies will be sold (Florentine bronze, 12 francs; old silver, 25 francs) strictly to persons who participated in the work of the congress or in its organization. The disposition of the medals will be made on some ceremonial occasion, the date of which will be ultimately fixed. The work is in charge of M. Maurice Borel, 32 Avenue Montaigne, Paris, France.

usual whiteness is exaggerated to a dazzling brilliancy. But it is no longer the favorite promenade. The interest is centered elsewhere upon the banks of the formerly disdained Illissus. Every evening, toward 5 o'clock, the citizens pass in long procession, observing the work on the stadion with the eye of connoisseurs. The Illissus has no water, as usual; but no one notices this any more. A monumental bridge now spans the celebrated river and gives access to the level plain, upon which opens the restored stadion. There to-morrow, Easter Monday, April 6, King George will proclaim the reëstablishment of the Olympic games, which fifteen hundred and two years ago the Emperor Theodosius declared suppressed forever.

"The inclosure of the stadion produces an intense impression, which becomes even more vivid in reflection. Behold the spectacle that the ancients have so often contemplated! It rises again before our eyes. Up to this time we have not been accustomed to such a plan, and the unfamiliar lines at first sight surprise and confuse us. The silhouette of the Greek temple has never been lost; the porticos and the colonnades have known twenty renaissances. But the stadia died at the same time as the athletic games. Their architectural features were known, but they have never been restored. A living stadion (stade vivant) has not been seen for centuries. Yet a few hours, and this one will be alive with the collective life imparted to the monuments by the crowds that throng them. A crowd will ascend the staircases, fill the benches that rise one above another, and mass themselves in the passages. A very different crowd, no doubt, from that which last entered a similar stadion, animated, however, by like sentiments, by the same sympathy for youth, and by the same desire for human harmony.

"There will be room for about 50,000 spectators. Part of the benches are of wood, time having failed for hewing a sufficient number of marble blocks and putting them in place. After the games the construction will be finished, thanks to the inexhaustible liberality of M. Averoff. Bronze chariots, statues, and columns will break the somewhat severe monotony, and this generous citizen will have endowed his fatherland with a monument worthy of it. The central rink is not dusty as formerly; the track has been made of cinders by an English workman, and according to the latest rules of moden art.

"Everything tends to show that henceforth the stadion will be jealously maintained by the Greeks, for—and this is an interesting fact—in this country where bodily exercises count no more adepts, where fencing and gymnastic societies of recent formation have had much trouble in recruiting a few members, the mention of Olympic games has sufficed to create athletes. The young people have suddenly become conscious of the vigor and suppleness stored away in the race; their ardor has been so great, their enthusiasm so persistent, that foreign competitors will here meet improvised rivals as formidable as veterans.

"The Hungarians have already arrived under the leadership of our amiable representative in Hungary—M. Kemény, director of the Royal School of Budapest. They have met with an enthusiastic reception; speeches have been interchanged; the band has played. Within a few days the Russians are expected; after them the Americans, the Swedes, etc. The news that the municipal council of Paris has voted an appropriation to the French delegates reached us during a session of the committee on games at the palace of the Royal Prince. The Prince was delighted to know that the participation of France was henceforth assured. Our representatives do not yet pronounce Greek in the modern way; M. Combes[1] has come too late. But they will learn many things during their short sojourn at the foot of the Acropolis. How amazed they will be the first day in the presence of the reality of those places associated in their memories with the idea of antiquity, but which they

[1] Minister of public instruction at the time these letters were written.

will find so young and full of life. How they will wonder at the easy freedom with which resuscitated Athens surrounds the Parthenon without being dwarfed by the majestic beauty of the monument and without diminishing in the least its tranquil serenity. Then suddenly will come to their minds a double revelation. They will recognize that antique Greece has been deformed by unskillful teaching and that there exists a modern Greece of which they know nothing. They will perceive that the one is connected with the other by the closest bonds of resemblance and heredity. And the history of the world will take, in their eyes, a new sense and different coloring, because henceforth they will know that a nation may be walled in a tomb and yet not be dead."—[Journal des Débats, April 6, 1896.]

"The programme of the 'Great Week' has been definitely arranged. At this moment it is in press and will appear to-morrow. Easter Monday, April 6, is the day announced for the inauguration of the Stadion, the beginning of the Olympian games. The King will preside, surrounded by his ministers, members of the Greek Parliament, and the diplomatic corps. Foot races will begin on that day and continue during the several days following. The city is to be illuminated in the evening. On Tuesday, 7th, there will be fencing at the palace of the Zappeion, and at nightfall the Acropolis will be illuminated. On Wednesday, 8th, the shooting 'stand' and the 'Velodrome' will be officially opened. The stand is constructed at Calitthera, on the road from Athens to Phalerum. The committee on shooting, presided over by His Royal Highness Prince Nicolas, desired to do a great thing. They have erected a magnificent building that will also remain after the games. It contains vast halls, luxurious dressing rooms, and a terrace which serves as a gallery, from which the view extends beyond Salamis to the steep shores of the Peloponnesus. The Velodrome is erected in the plain of New Phalerum; it has been copied from that of Copenhagen and seems to satisfy the requirements of the cyclists. The Athenian Society has already tried it, and the royal family on this occasion occupied a pretty gallery reserved for them. This is a raised platform, surrounded by a balustrade and ornamented with mosaic flooring. From this can be seen the Parnassus, the Pentelicus, and the Hymettus. The Acropolis appears above the villas of the Phalerum, and in the midst of this classic scene, surrounded by classical decoration, the most modern (fin de siècle) of sports takes the first place. A striking contrast in truth—the bicycle at the foot of the Parthenon! How many times have these words been thrown at me with a scornful accent as a supreme argument against the modernization of the Olympic games! Very well; to-day it shocks no one. To play lawn tennis before the Colosseum or to ride a bicycle under the Arch of Titus would indeed cause a disagreeable impression. The Roman monuments are dated; they belong to an age. The Parthenon has none; it belongs to all times; no manifestations of popular life can disfigure it. On Easter Thursday the competition between gymnasts will take place at the Stadion; Swedes, Germans, Greeks, and Englishmen will take part. The violent opposition of the president of the Belgian Federation to the admission of gymnasts to the Olympian games has not been successful; what little opposition remains will no doubt vanish before the hour strikes for the second Olympiad. Friday will witness a race at Marathon and celebrations at night in the harbor of the Piræus.

"Saturday is given to swimming competition. It will take place in the charming little Bay of Zea, toward whose shores descend the closely built houses of modern Piræus, adorned with balconies and terraces covered with fruitful vines. Rustic seats surround the shore, the lowest reaching to the blue waters of the beautiful bay. Never had swimmers for the display of their strength a more charming inclosure. The last two days, Sunday, the 12th, and Monday, the 13th, are devoted to other nautical sports—yachting and rowing. A pavilion has been constructed in the Bay of Naunichie to shelter the boats and give to the rowers the comfort of an English club. The pavilion is elegant. It is built of different colored wood, and near it are the ruins of an antique temple, while back of the hill can yet be seen, half buried in the sand, some remains of the long walls which connect Athens with the Piræus. Upon a promontory rises the villa of 'Coumoundouros,' the favorite residence of this great minister. Thus is repeated in epitome on the shores of this bay the wonderful history of the Greek nation in spite of opposition; here athletics become historic; but here the past is so intimately interwoven with the present that only strangers are surprised by the relation.

"The international committee will hold a session on Saturday. Six of its members have arrived—M. Bikelas, Greek delegate; General Bontowski, Russian delegate; Dr. Gebhart, German; Messrs. Kemény and Jiri Guth, Hungarian and Tcheqne representatives; Commandant Balck, Swedish representative, and your obedient servant. This international committee represents the permanency of the institution. To this committee falls the difficult task of making the various national committees cooperate in this unique work. There are some rivalries existing among them; some misunderstandings; some opposed tendencies. The presidency of the committee belongs to the nation in which the games will be celebrated. M. Bikelas has presided until now. For four years it will pass into French hands. Tuesday, the 14th, the close of the Olympian games for 1896 will take place in the stadion. The King will distribute prizes to the victors, which consist of a diploma and a medal, the work of Chaplain. This celebrated artist has engraved upon one side the silhouette of the rock of the Acropolis, with the Propylæa and the Parthenon; on the other side the head of Jupiter Olympus. It is no more the symbolic branch of antiquity, but neither is it the 'venal prize' which is so dearly beloved by modern sportsmen. It is a simple souvenir associating art with athletism, and thus maintaining traditions of the disinterestedness which ought to be the very base of sports. Amateurism will never have had a grander manifestation in its favor. Even those who are used to accept without embarrassment gold pieces earned by their endurance or their agility would blush to even touch the coin here. In this unrivaled scene, in the presence of overwhelming glories, a money prize would seem unbearable. This sentiment proves better than anything else that the principle is itself wrong."—[Journal des Débats, April 8, 1896.]

"The triumph of the 'barbarians' in the Olympic competition has in general been very gracefully accepted by the audience. At the entrance of the stadion, in full view of the audience, there is a mast, at the foot of which, after each test, the 'order number' of the conqueror is fastened, while at the peak of the mast the flag of his country is displayed. This is an ingenious device for announcing the victors to the audience and for distinguishing the international character of the games. From this place of honor have been seen, waving by turns, the colors of the great European nations; but the flag that has been seen most frequently is the Star-Spangled Banner of the United States. This was just, as Americans were the first to become interested in our work, and the only people who have never doubted our success. The two teams that were equipped and sent out by the Americans have shown from the beginning their athletic valor and surpassing enthusiasm. Already the astonished Athenians proclaim them professional; they can not believe that these handsome young men, with such flexible muscles, are students in a hurry to return to their studies, but modestly satisfied to have in this manner increased the prestige of their universities.

"Whenever the American flag unfolds on the stadion, it excites wild enthusiasm. High up, crowded together on the last tiers, some sailors rise, swinging their caps and uttering loud hurrahs. It is the crew of the Federal cruiser *San Francisco*, at this time anchored in the harbor of the Piræus. Below, near the famous subterranean passage from which to-day, as formerly, the athletes enter and go out, there is standing a group, from which frantic acclamations arise. They are those entered as competitors and their friends from the American School of Athens, who salute the champion with the rallying cry of his club or college. Each transatlantic association has a distinct yell, in most cases formed of the syllables of the name, or of the initials which one utters in pronouncing them. Sailors and students, agitated by the same patriotism, answer each other with growing enthusiasm, over the heads of the crowd. The audience commences by laughing. Then they applaud, because they feel the sincerity of the joy manifested; the juvenile ardor animating these inharmonious manifestations.

"The Olympic games are not by any means the first contact between America and Greece; other ties exist between them than 'Cook's tickets,' other interests than those of tourists from widely separated countries. The educated American, perhaps more than the European, considers a pilgrimage to the Acropolis a supreme satisfaction that every enlightened mind should secure to himself as the greatest source of mental culture. He is not, as we are, imprisoned under the ruins of the Roman Empire, that is so heavy and complicated; he understands more readily the ethereal organization of this antique democracy, with which his own has more than one resemblance. It is this feeling that has prompted Americans to found a school of archæology at Athens. This fact is little known outside of Athens. Even here people do not appreciate its importance, which is, however, considerable. This American colony, established on the slopes of Lycabettus, supported by the voluntary contributions of citizens, solely devoted to the culture of science, opens up to the future of the United States an endless perspective.

"The Greeks, who love the Americans, and know that the love is returned, have therefore heartily applauded their success; they have even smiled at that student of Princeton, a self-made (improvisé) discobolus, who won a prize which they believed to be theirs by hereditary rights. But their chagrin would have been intense had the cup offered by M. Michel Bréal to the 'Marathon runner' escaped them. They were not compelled to undergo that strain. It was a Greek who first entered the stadion, having accomplished in two hours and fifty minutes those 42 kilometers which separate Athens from Marathon. His arrival created great excitement. The stadion was completely filled. The picturesque hill that overhangs it from the side of the sea was covered with people; there were at least 60,000 spectators. In the hemicycle were the King of Greece, the King of Servia, the Grand Duke George, the Grand Duchess Theresa, the prince royal of Greece, the Grecian ministers, and the diplomatic corps. In a moment, as the approach of the victor was signaled, the whole multitude arose as if moved by an electric current. The thunder of applause rolled across the plain toward the foot of Parnassus, as if to awaken in their subterranean abodes the manes of their ancestors; it was, in fact, not simply the accomplished act which provoked these transports, but rather the pent-up remembrance of the whole glorious past manifested, in that runner, to the vision of the Greek. Then, in order to withdraw him from the dangerous effusion of a delirious crowd, the prince royal and his brother, Prince George, carried him away in their arms to the dressing room, and then the enthusiasm arose anew, like an irresistible wave, before that superb picture, which placed side by side, in so graphic a manner, the past and the future.

"It was long before quiet was restored. Just beside me I saw a lady unfasten her watch and send it as a present to the young hero of the day. A patriotic landlord of a hotel signed an order for 365 good repasts, and one of the bootblacks at the corner of a street offered to take care of his boots in future gratuitously. There is a comic touch in this, but it is impressive if one considers the sentiment that prompted these offerings. All those seen by me on that eventful evening, even the greatest sneerers, had participated in the general emotion, and our distinguished countryman, M. Charles Maurras, who had opposed me formerly for wanting to 'internationalize' the games, declared himself converted. He said to me: 'I see'—and this is profoundly just—'I see that this internationalism will not destroy the fatherlands, but will fortify them.'"—[Jour. des Débats, April 22, 1896.]

"*Roll of the victors, prizes, etc.*—When the roll of the victors was called, it became evident, after all, that the international character of the institution was well guarded by the results of the contests. America had won nine prizes for athletic sports alone (flat races for 100 and 400 meters; 110-meter hurdle race; high jump; broad jump; pole vault; hop, step, and jump; putting the shot; throwing the discus) and two prizes for shooting (revolver, 25 and 30 meters); but France had the prizes for foil fencing and for four bicycle races; England scored highest in the one-handed weight-lifting contest and in single lawn tennis; Greece won the run from Marathon, two gymnastic contests (rings; climbing the smooth rope), three prizes for shooting (carbine, 200 and 300 meters; pistol, 25 meters), a prize for fencing with sabers, and a bicycle race; Germany won in wrestling, in gymnastics (parallel bars; fixed bar; horse leaping) and in double lawn tennis; Australia, the 800-meter and 1,500-meter foot races on the flat; Hungary, swimming matches of 100 and 1,200 meters; Austria, the 500-meter swimming match and the twelve-hour bicycle race; Switzerland, a gymnastic prize; Denmark, the two-handed weight-lifting contest.

"The prizes were an olive branch from the very spot at Olympia where stood the ancient Altis, a diploma drawn by a Greek artist, and a silver medal chiseled by the celebrated French engraver Chaplain. On one side of the medal is the Acropolis, with the Parthenon and the Propylæa; on the other, a colossal head of the Olympian Zeus, after the type created by Phidias. The head of the god is blurred, as if by distance and the lapse of centuries, while in the foreground, in clear relief, is the victory, which Zeus holds on his hand. It is a striking and original conception. After the distribution of the prizes, the athletes formed for the traditional procession around the stadion. Lonës, the victor of Marathon, came first, bearing the Greek flag; then the Americans, the Hungarians, the French, the Germans. The ceremony, moreover, was made more memorable by a charming incident. One of the contestants, Mr. Robertson, an Oxford student, recited an ode which he had composed, in ancient Greek and in the Pindaric mode, in honor of the games. Music had opened them, and poetry was present at their close; and thus was the bond once more renewed which in the past united the muses with feats of physical strength, the mind with the well-trained body. The King announced that the first Olympiad was at an end, and left the stadion, the band playing the Greek national hymn and the crowd cheering."—(Century Magazine, November, 1896.)

IV.

IDEALS OF EDUCATIONAL WORK.[1]

By President WILLIAM R. HARPER, *University of Chicago.*

I doubt if even the professional educator has a full conception of the intense educational activity which in a multitude of forms exists among us. With kindergartens, private schools, primary and grammar schools, high schools, normal schools and academies, boys' schools and young ladies' seminaries, schools of music, schools of art, schools of engineering, schools of architecture, schools of law, schools of medicine, colleges and universities, with the many special efforts which are being made to bring the results of educational work into the possession of the people, efforts which have assumed the most definite and rounded forms in that

[1] An address before the National Educational Association, Denver, Colo., 1895.

work, the very name of which to-day is a household word—university extension; with that educational work of an indirect though real character carried on through the powerful agency of the press, as seen in journals and magazines, and which constitutes one of the most effective agencies of our manifold educational activities, with all these, I say, there is at the same time a diversity and complexity which bewilder and confound us, and it is only in a few cases that the educational expert has shown any adequate realization of the amount and variety of American educational work.

It does not require the knowledge of an expert to see that in this great multiplicity of plan and method, purpose and scope, there is no such thing as system. This work consists of a hundred thousand disconnected parts, without adjustment to each other and entirely devoid of relationship to any general scheme. These parts can not be said to be even loosely connected. The same thing is repeated in a thousand ways, each way, however, being sufficiently distinct and different to make void every effort looking toward adjustment or connection. Germany may be said to have a system of education; France likewise; but in America, as a whole, there is no trace of anything that might be rightly called a system. It is true that there is a so-called public school system; but this is at best partial, covering only a small portion of the field, and in effective operation only in certain portions of the country. There is in certain States—for example, Michigan and Minnesota—something which looks like a system in the relationship that exists between grammar schools and high schools and between high schools and the State university; but this also is only partial and of questionable efficiency, even in the States in which it has been most fully developed.

It is possible to go even further, and to say that there is no such thing as order. Whatever phase of this activity we study, there is discovered chaos and confusion—no order or plan. It will be granted that a work may be carried on systematically, even if it does not constitute a system; but we look in vain to the country at large, to a single State, to the best of all States, or to a single county, or even to a city, for an organization which may reasonably be called systematic. It can not be found.

It is possible that the results of our work as at present conducted may justify the lack of a system; and, indeed, the lack of system. There are those who praise unduly these results. They are in most cases, however, persons unfamiliar with the results obtained from other countries; for it is beyond dispute that the average boy of 18 or 19 who has finished the grammar and high school courses has had no such advancement as the boy of corresponding age in Germany. It is beyond dispute that whatever advantages the average American college possesses, whatever it may do for its students in discipline and in real effectiveness, it by no means ranks with a gymnasium or the lycée. The results do not justify either the amount of money expended or the amount of work given to the cause of education in America. The introduction of order and system would double the efficiency of the work done, save two to four years in the life of every student, and secure a thoroughness which would revolutionize American methods in politics, business, and letters. No one who has intelligently considered the question will fail to realize the disastrous consequences which have attended the utter lack of system in all our educational work. But it is the question, however, not of system in educational work, for concerning this there is no question, but of a system in educational work that I would speak.

The question is, Have we waited long enough, and has the time come when effort of a most vigorous character should be put forth to do that which hitherto we have expected to be done of itself? The difficulties attending the adoption of any general plan which could be denominated a system have not been overlooked. (*a*) We are still a young and undeveloped nation. Has the proper time arrived for a national system which shall not only include all that has thus far grown up, but at the same time organize the whole into an organic and systematic unity? (*b*) We are not as yet a people. The term peoples is more appropriate. Many and discordant are the elements of which we are composed. Is it possible to develop a system which shall be pleasing to all? (*c*) Will not better results be achieved if we move along independent lines, each investigator watching the results of all and adopting from time to time that which commends itself to him? These and many other objections present themselves in opposition to the advocacy of a system. But I would answer: (1) We have at our command the wisdom and experience of all the ages, and if we are not in a position to-day to take the necessary steps to formulate a system, we shall never be. (2) The very fact that as a people we have among us representatives of so many nationalities; the very fact that our great purpose in reference to all foreign nationalities is the purpose to Americanize them—in other words, the very circumstances of our situation—should incite us to provide a system of education which, like our American system of government, should be unique and worthy the name American. (3) The adoption of a system does not shut out experiment and investigation, but rather encourages them. A system is not necessarily rigid and mechanical, but may be most flexible. Nor is it supposed that any system will continue to be used without modification. The very fact that it is a system carries with it the idea of growth, and growth means change.

It would be an audacious thing for me to propose to you a system of education for America. I have no such thing in mind. Such a proposition, when it comes, must come from one wiser and more experienced than I shall ever be. The truth is the system, when it is once evolved, will prove to be the outcome of the wisdom and experience of hundreds of men. In order that such a system may come, however, every man who has at heart the highest interest of education should seek to make his contribution, however small and insignificant, for consideration in the counsels of those to whom this great trust will some time be committed. Besides, each one of us engaged to-day in educational work owes to himself and to his work to present as frequently and as forcibly as circumstances and ability will permit his conceptions of the educational principles which should operate, whether with or without a system. Situated as we are, each in his way is working out a system more or less comprehensive, more or less local; each is engaged in an experiment the result of which will be of interest to all. I venture, therefore, to present a few of the ideas which, in my opinion, will characterize the educational work of the future, whether we are to have in mind the needs of a single institution or those of a district, or whether it be our plan to cover as years go by broader territory and include many institutions of many grades.

First of all, and, if I mistake not, most fundamental of all, is the principle of individualism, a principle capable of application alike to students, instructors, and institutions. Every man born into the world comes into it with the limitations of his work clearly defined by nature. The man who succeeds in life is simply the man who is fortunate enough to discover the thing nature intended him to do. In some cases nature has seen fit to indicate early and definitely the line of work in which success may be attained. In others, the discovery is made, if at all, late in life. In the growth and development of the body and mind, each man or woman is to be treated as if he or she were the one person in existence. The individual, not the mass, is to be cared for. From the beginning the student should receive such treatment as will enable those who are watching his development to learn what he can do only with difficulty. But this is not to be limited to the beginning; it should be continued to the very end of what would be called the preliminary period, a period in which the case of every individual continues until the clearest evidence has been secured of the discovery of the principal work which the individual can do to advantage. When once the discovery has been made, the pupil should be allowed to devote himself, with certain qualifications, uninterruptedly to that for which, as experiment has shown, nature fitted him. The next aim will be to develop those functions which are capable of development. It will not be forgotten that the culture shall be as broad as possible; but it is true that the possible fields of mental culture are multitudinous, and that, after all, no man, however broadly cultivated, comes into contact with many of the fields. It must be admitted that a large part of educational work fails utterly of accomplishing the thing in view. Men pass through all the grades of primary and secondary work, enter college and also do university work, and yet are reckoned by the world at large, and even by those most intimately associated with them, as failures. And as far as adding anything to the life of themselves or others, they are failures. Why is this so? Because the idea has prevailed so extensively that men might be educated en masse; that one after another they might be ground through the curriculum of study without reference to special taste and predilection.

A class of 50 men enter college, no two of them alike in equipment, natural taste, mental aptitude, or intellectual ability, and yet they have been required to take the same studies, within the same number of hours, in the same way and with a sameness throughout that makes college life for most of them a distasteful thing and an injury. I stand ready to assume the responsibility for the statement that many men are injured by college training, and that cause of the injury in nine cases out of ten has been the inflexible cast-iron routine of the college curriculum, which, let us congratulate ourselves, is fast becoming a thing of the past. Less harm has been done than would otherwise have been the case, because as a matter of fact only men of a certain disposition in days past have received an education. A great change has taken place among us to-day. Men of different types of mind, men who have no idea of becoming scholars, men who would be artists, mechanics, business men, as well as who have in mind the ministry or the law, may receive an education adapted to their needs and capabilities. That the doctrine of individualism is beginning to be respected is evident from the establishment of scientific schools, technological schools, and from the high position which these schools occupy now side by side with the college, a position to which they could not lay claim even so short a time as ten years ago. But the same sin (for it is a sin against God and against man) is still committed in most of our institutions, even in those to which reference has been made. The individual is forgotten in the mass. In how many colleges is it the custom to take, as it were, a diagnosis of the mental constitution of each student similar to that which the physician makes of the body? It is not unusual in these days in connection with the work of the department of physical culture to have each man examined, the weak points of his body pointed out, and the principal exercises indicated which will help him. Is such a thing done for the mental constitution? The present college methods too often compel failures, and it is more or less accidental that a man receives real and genuine help in his development. Why is it that so many men achieve marked success in life, in their profession, and in every line of business, who have never seen the inside of college halls? Because contact with men does for them what technical education is supposed to do for those who avail themselves of its advantages. The feeling against higher education which has existed is not without some justification. A radical change is demanded—a change which shall shake to the foundations the educational structures that have been erected.

Outside of a very few of our highest institutions of learning the cause of education in this country has been cursed by the failure of those in authority to recognize the principle of individualism in the work of instructors. I select two familiar examples. In the high schools, which are gaining rapidly in numbers and in efficiency, no attempt has been made to assign to teachers the work in which they are particularly interested. The man whose mind by nature is mathematical in its tendency is ordinarily asked to teach language or history. The woman whose whole soul is afire with interest in literature is compelled to do work in science or mathematics. Or worse yet, as happens in nine cases out of ten of our colleges, the same person is required to teach in three or more departments, to a greater or less degree distinct from each other, the chances being that in no one of the three has the instructor been afforded opportunity to do special work. Until within a short time this sin has been committed even in larger institutions. It is at this point that individualism passes into specialism and the connection between the two is close. The multiplication of the fields of knowledge makes necessary the cultivation of individuality, and it must be conceded that the very marked changes which have taken place in the college field are due to the rapidly increasing recognition of this great principle.

Progress in this particular has been slowest in the case of institutions themselves. It has been a common idea that every newly founded institution should duplicate the work of those which have preceded it, and, as a consequence, with one or two notable exceptions, the higher institutions of our country are institutions of a single type. This means of necessity narrowness. It means more, inasmuch as each institution tries to cover the same ground, and all the ground; the result is that no effort has anywhere been undertaken to establish a school which will allow thoroughness or depth. The college with no endowment, or endowment of $100,000, seeks to do the same thing which the institution with an endowment of millions finds it difficult to do. The technical school with no endowment, or $100,000 of endowment, seeks to cover every field of technological work. How much better it would be if institutions would cultivate individualism, the academy doing the work of an academy, and not that of a college; this institution devoting its strength and energy, so far as university work goes, to the development of departments of history and politics, this to the development of physics and chemistry, this to the development of the biological sciences, this one to throwing all its efforts into the great field of electricity. But no; the lowest tenth-rate college announces courses in every department of human knowledge, and students are compelled in self-defense to dabble in everything rather than to work in a few things. Leaving individuality of curriculum, it is also true that almost nowhere is there cultivated individuality of spirit. There are perhaps four or five institutions in America in which there may be said to exist after years of culture an individual spirit. There is a Harvard spirit, a Yale spirit, a Princeton spirit, a Johns Hopkins spirit, a University of Virginia spirit. Where is there another institution individual in its character? Of young institutions much may not be expected; but that institution which has done work fifty years without exhibiting to the world in the character of its men a distinctive individuality has, in one important respect at least, failed to accomplish that for which it was founded.

COORDINATION—THE ADJUSTMENT OF PARTS.

In every scheme there are parts; and that these parts shall make a scheme or system, they must be adjusted to each other; they must be coordinated. I use the word now in its broader sense. Our educational work has divided itself into sections. Each section must be so arranged as to fit into that which is above and below it as well as into that which is on each side of it. The arrangement, therefore, is a complicated one, and perhaps we are not to be surprised that no satisfactory adjustment has yet been made. Both of the adjustments referred to are needed in the educational development of every individual as well as in the organization of every institution.

In the case of an individual, we seem to-day to be in utter confusion so far as concerns the arrangement of the definite steps in his education. Omitting, for the sake of brevity, any consideration of the earliest periods, it is evident that the grammar school, the grade preceding the high school or academy grade, is organized in most of our State systems with special reference to making provision for teachers and finding a market for text-books rather than for developing children. Bewildered by the multiplicity of subjects taught, subjects making a curriculum without unity of any kind, the pupil reaches the end of this period discouraged and distressed. Why do not more children proceed to the higher grades of study? Partly, it is true, because of poverty, but in large measure, I maintain, because of the inefficiency of the organization of the grammar grade.

A few, comparatively, proceed higher, in spite of difficulties almost insurmountable, compelled by parental authority or impelled by a desire for study which even the most disadvantageous circumstances will not destroy. Here, again, the same confusion reigns, not only in the high school, but in academies and preparatory schools. The connection between the work of this grade and that which precedes is not a logical one, and the various elements which ought together to form a plan at once unified and complete are thrown together in a most promiscuous manner. The higher we go, the worse becomes the condition of things. Academies and high schools stand in no direct or indirect relation, except in individual instances, to the college work which follows. In the majority of schools the student finds upon graduation that he has not met the requirements for admission to college, and unable to go back and take up the work again in another form, he loses courage and gives up the effort. Still further, no connection of any kind exists between the college work and the professional. As a matter of fact, our professional schools are made up for the most part of men who could not gain admission to the freshman class of the colleges. The man who has by dint of hard work carried himself through college finds himself in the professional school side by side with men who have never been inside of college, or, in many cases, of high school or academy. Yet these men work together, and some educators tell us that it is profitable for both. What utter nonsense! The weakness of the situation is acknowledged openly by certain leading institutions, which have within recent years made strong effort in some way to adjust professional work to college work. But the adjustments can not be said to have proved satisfactory. So far as it concerns the individual, there is needed such an adjustment of parts as will allow him from the earliest age to the completion of his professional course to move forward without interruption and without the loss which invariably follows transfer from one scheme to another, neither of which stands related to the other. The beginning of real university work is in the kindergarten. The day will come when this fact will be recognized. With a proper adjustment in the unity of arrangement, the time of at least three years could be saved to every individual who contemplates a college or professional course of study. When we consider the terrible cost of the present lack of adjustment, we are the more ready to consider propositions looking to the readjustment of the various disconnected parts. It is here that Germany forges ahead of us, because of the close connection of the pupil's work from the very beginning until he is ready to enter the university. Results are obtained which, from our point of view, seem almost incredible.

It is here, also, that adjustment of the parts is just as essential for the sake of the institution. It is difficult to show what is meant without a chart. The difference between the present situation and the ideal may be described roughly under the figure of a tree. We see before us the stump. Branches of different length and thickness are strewn about the stump. This material is, to be sure, most valuable and is available for use. But imagine, if you please, each branch assuming its former place in connection with the trunk of the tree; the sap once more flowing from the roots to the topmost limb; the foliage restored, and the fruitage. This is a fair representation of a system of education with its parts adjusted to each other. Or, better yet, since every institution should be in a proper sense such a tree, the assemblage of institutions forming the great system would be a magnificently planted grove, made up of a variety of trees, each the best of its kind, each contributing to the happiness and maintenance of mankind. The educational grove of America to-day consists for the most part of dismembered trunks, and these largely of the same species; most of them stunted in growth, a few here and there giving evidence of what might be under a different condition of things.

A vital mistake in the history of education in New England has been the isolation of the academy from the college. A vital mistake in the history of education in the West and South has been the too close identification of the preparatory school and the college. The New England schools have been right in not permitting the academy to be joined closely with the college. They have erred in not securing direct control of the academies, in order that the step from the academy to the college might be taken without embarrassment and loss. Western and Southern institutions have done the right thing in recognizing the necessity of a close connection between the preparatory schools and the college, but have made the mistake of bringing the life of the preparatory school into too close connection with that of the college. There can not be a university without colleges. Nor can there be colleges without academies. The ideal institution will, therefore, cultivate the academic work as assiduously as any other, and will see to it that the connection between it and the college work is close and that the step from one to the other may be taken easily. The same principle would apply to the higher work. The future will see an adjustment made by which, after the first two years of a college course, the remaining work of the college shall be so closely connected with that of the professional school that the line between them will be drawn only with difficulty. Such an adjustment will be attended with two advantages. It will make all the more difficult any attempt to do professional work without an adequate training, and it will do much toward lessening the friction and loss of time which now invariably attend the passing from the college to the university. The more my mind dwells upon it the more adequately do I find the figure of the tree to express my conception of our educational work. The roots running out in the various directions constitute the earlier and preparatory stage of work. Students of every condition of life and mental attainments are brought together in this period. The stock of the tree is the central or college period. The work of all students in this stage runs along much the same lines. It is here that the final testing takes place. Typical subjects are brought forward and the student led to grapple with them. The variety here is not great, nor should it be; but where this process has been complete, selection begins and division takes place. These divisions, as they move forward in a multitude of departments, make the branches of the great tree. Here is infinite variety, infinite possibility of development, yet everywhere the same characteristics. Because of the infinite variety, and because of the sameness of characteristics, adjustment of the parts is all the more necessary.

ASSOCIATION.

Finally, with your permission, I desire to present as an important characteristic of any adequate system, as a leading feature of the future work, the principle of association. This is a necessary concomitant of individualism and coordination. Association or combination is possible in case the student or instructor is treated as an individual, and in case an institution, of whatever grade, has aimed to develop individuality. It is a remark of frequent occurrence that one of the common features of our present civilization is the emphasis laid upon specialism in every line of work. It is also to be noted that, side by side with specialism, and because of specialism, another prominent feature of our modern civilization exists, namely, that of combinations and trusts, for it is only the specialists who combine. It was not until the day of specialism that combinations could occur. It is true that until individualism prevails association to any considerable extent must be postponed. Association implies coordination in both senses of the word. In order that men, either as students or professors, may come together, in order that institutions may cooperate, there must be a rigid classification according to the purpose, scope, and rank. It is here, probably, that the first radical steps in any educational reform must be taken. So long as institutions doing really the work of high schools call themselves colleges and universities there can be no association other than a merely nominal one. The high schools of some of our Northern and Western States do a work vastly superior in quality and greater in quantity than many of the so-called colleges and universities.

Granting that these two principles have begun to operate at least slightly (and I think that every forward step taken during the past twenty-five years has been taken in accordance with these principles), there is opportunity—I may say there is necessity—for the working out of the principles of association or union of effort or combination, by whatever name we may decide to designate. Naturally it must first come in the form of institutional association.

The applications of this principle are so numerous that time will permit the mention of but a very few examples taken from a narrow field. As before, I pass over the lower grades.

The association of academies in relation to a college: Each college should have in the district tributary to it as many academies as the constituency will support. These academies should be under a local management distinct from that of the college, and yet there should be such a connection as would permit the college in large measure to direct the work of the academy. This is what has actually taken place between the high schools and the State university in certain States. But it must be recognized sooner or later that the high schools do not make preparation for college their chief work. It must be remembered that only 10 per cent of those who finish the high-school course ever enter college. The high school, therefore, has other work to do. The time will come when two-thirds of the present colleges and universities should, for lack of funds to do properly the work they are now trying to do, be made colleges of this same rank.

When additional funds are secured, higher work may be undertaken; but not till then. The larger the number of colleges we can have, the better, so long as they are equipped to do the work of a college; but to make students believe that they are receiving a college education, to give them the degree which is supposed to stand for such an education, is a species of dishonesty and imposture for which there is no excuse and which our legislatures should take in hand. There will be, then, the academies and high schools, brought into vital relationship with the colleges which are nearest to them; the colleges of lower rank and of higher rank—the two classes sharply distinguished. These in turn will be associated in relation to the university. The university of the future will make a clear distinction between its college work and its university work. There is room to-day for ten or fifteen universities. The colleges, remaining colleges and doing college work, will sustain to the university the relation sustained by the academies to the colleges. The association of colleges may be either that of a State, as is already true of the State of New York, or that of a denomination (the bond in this case being very close), or that of a district, such as New England, or the valley of the Mississippi. No one can fail to see the immense advantages of such an association. I may be permitted to go one step further. The universities, supposing the number to be ten, fifteen, or twenty, should, let me say, unite in a federation. This federation will be like that of the States of the Union. Through this federation of universities will come the crowning feature of our American system—a national university. We do not need a national university as an institution, distinct from other institutions and their rival. The existing universities will never consent to a national university organized upon such a basis. The history of the movement since the days of Washington demonstrates this.

Let the institutions doing real university work unite, and let great scholars and investigators be delegated by each university to go to Washington, and, with governmental assistance, make proper use of the great scientific treasures of all kinds which have been there collected; these professors all the while being members of the university which has thus delegated them, and yet, as a body, constituting the faculty of the national university. Let the students of all universities study at Washington whenever it is to their advantage to do so, remaining, however, students of their own university. This plan is simple; it removes the whole matter from the field of politics; it can be introduced at a minimum of expense; it will lead to unity of effort; it will secure a system in our work, the lack of which all concede; it will not excite the rivalry of universities already established; it will permit the students to move about; it will set a standard by which institutions may judge themselves; it will secure an association of interests and a recognition of scientific work which will lift the work of education in this country to the place it occupies in Germany.

Individualism, coordination, and association are the keynotes to future progress along educational lines.

CHAPTER XXX.

CURRENT QUESTIONS.

Contents.—Teachers' mutual benefit associations and pension laws—Coeducation—Compulsory school attendance—Transportation of children to school—Temperance instruction.

TEACHERS' MUTUAL-BENEFIT ASSOCIATIONS AND PENSION LAWS.

This subject was treated extensively in the Annual Report of 1894–95, in an article entitled "Pensions to teachers." The pension laws passed by some State legislatures, and the provisions made by municipal authorities for annuities, as well as the results of some mutual-benefit associations among the teachers in the large cities of this country, were quoted in that article. Since the printing of the report, Prof. John M. Pierce, of Boston, has published a summary of what is being done in this direction, which summary contains tables of interest to teachers in search of such information. That article appeared in the New England Journal of Education and is here reprinted:

"The beginnings of this institution lie farther back than any organization, beyond the reach of statistical inquiry. Members of the same vocation, while so often competitors for place and power, are at the same time most ready to sympathize with and aid each other. What begins as brotherly charity, where the material benefit is all on one side and the spiritual benefit all on the other, develops into a business organization, where the benefits are mutual.

"One of the least systematic and organized ways of giving aid is through associations formed for other purposes. Teachers' clubs and societies for general professional purposes sometimes apply a part of their funds to the aid of sick and needy teachers, and, in case of death, to bury them. Louisville, Ky., has no aid association. Two-thirds of the teachers belong to the Louisville Educational Association; the annual fee is $1; this furnishes a fund of $300 annually, with which assistance is given to such teachers as may be confined to their homes by serious illness when they have no other means and call for aid. This work is managed by a board of control, who report in a general way, without giving names. The teachers of Louisville have discussed many plans for a better system, but have reached nothing definite.

"While such a method is commendable from a charitable point of view, it puts the giving of aid on such a basis that it must often defeat its purpose. Many teachers would suffer the most extreme need rather than call for assistance under such circumstances.

"The Teachers' Club of Jersey City, N. J., maintains a fund out of which members who are incapacitated through illness receive a weekly benefit.

"The Teachers' Aid Association of Chicago, which was organized after the great fire, aids those who through sickness or other causes become needy and without the means of support; whenever necessary, the teachers have voluntarily contributed a certain fractional percentage of their salaries for one month to this relief fund. It is four years since any contribution has been made to this fund, and during that time $1,000 has been paid out to teachers in need.

"There are doubtless other cities where work like this is done; these things are not always considered worthy of being reported. But in most of our large cities there is some more elaborate and systematic method of teachers' aid.

"Table I embraces the associations that pay sick and death benefits to members without waiting for them to plead inability. The beneficiary receives aid as insurance for which he has paid.

"The tendency in this kind of association is to furnish a number of benefits, and to multiply the dues accordingly. The oldest of these, that of Baltimore, is a good illustration of this. Besides the sick benefit, a stipend is paid to the family or heirs; if there is no one to claim this, it is to be applied in paying the funeral expenses. To raise this amount, a special assessment of $1.10, besides the initiation and annual dues, is made upon each member, the 10 cents to cover expense of notification. When the amount in the treasury falls below $500, an extra assessment of $1 is levied on each member.

"These associations for sick and death benefits do not usually accumulate large funds, since they pay out frequently in small sums. They generally aim to pay about $1 per day to teachers who are sick long enough to lose their salary. Managed as they are, these associations could not afford to have a large, continuous list of beneficiaries, and so the time during which sick benefits will be paid, or the amount of benefit, is limited.

"The idea of retiring teachers on an annuity is a later thought. It arises only where the profession is more fixed. In some cities, both kinds of associations exist side by side. But where an association for temporary aid only already exists, it is more common for the teachers in such city to apply to the State legislature to have a retirement fund established by law. Experience with a voluntary association is likely to lead to the demand for something more uniform and universal.

"Of Table II the Boston association was incited by the example of New York, and was in general modeled after this. The Teachers' Annuity Guild of Massachusetts was in turn copied in essentials from the Boston plan. The guild is in some features an improvement over the other associations, having their experience to begin with. The guild is composed of teachers in cities and towns near Boston. Cambridge, Haverhill, Lowell, and Somerville are the cities having the largest numbers of members.

"When an association is organized, it is found advisable for a few well-known and reliable persons to associate themselves, make their plan, and then invite members on that basis. In this way the Boston association and the annuity guild were formed. In Providence the matter was discussed in town-meeting style, and so many were the wants to be satisfied that several years were lost in coming to any agreement.

"The chief diversity of object is between temporary aid or sick benefits, and permanent aid or annuity. The difference is a relative one, for a spell of sickness may be prolonged into permanent incapacity. Most of the associations in Table II might be put into Table III, since they permit one who has been retired on account of disability to be taken off the list of annuitants when restored to health, and to become an annuitant again if again incapacitated. The annuity system could be worked to cover sick benefits, but in most cases this is not the intention of its promoters. In Cincinnati and Philadelphia the annuity may be enjoyed temporarily during prolonged sickness. New York, Boston, and Baltimore have not been put into this table, not because their organization is essentially different from that of Cincinnati and Philadelphia, but rather on account of a difference in the spirit of working. Those in Table II do not appear to favor the use of annuities to include sick benefits.

"The Brooklyn association pays in cases of sickness at the discretion of the board of trustees.

"The association of the District of Columbia, including Washington, has a unique way of giving both temporary and permanent aid. There are two classes of members, Class A and Class B. The funds are kept in three separate accounts; the permanent and the annuity fund are administered for the benefit of Class A exclusively; the temporary disability fund for Class B exclusively. Teachers may thus enjoy either the temporary or the permanent benefits, or both, in the one organization.

"These associations, included in Tables I, II, and III, are, from their nature, necessarily voluntary. They thus lack an element of strength and stability which some of the organizations authorized by law possess. Table IV shows the extent to which the State pension fund has been established. In St. Louis, California, and New Jersey membership is not compulsory; in Detroit, Chicago, and Cincinnati it is compulsory; in Brooklyn and New York City, compulsory only on teachers appointed in the future. One of the chief advantages of an association established by law is lost when membership is not binding upon all teachers. Whether the Illinois or the New York plan is better must depend on the stand taken by the teachers; the latter is practicable, where opposition would defeat the former."

TABLE I.—*Mutual benefit associations for temporary aid only.*

Name.	Incorporated.	Dues.			Benefit.		Members.
		Initiation.	Annual.	Special.	Sickness.	Death.	
Beneficial Association of the Teachers of the Public Schools of Baltimore City.	Jan. 19, 1878	$1.00	*a* $3.00	$1.10	$1, 20 days; 75 cents, 20 days; 50 cents, 40 days.	Stipend (*b*) of $1 from each member to family or heirs, or for funeral expenses.	....
Teachers' Mutual Aid Association of St. Louis	Feb. 6, 1878	2.00	2.00	1.00	$5 per week; not more than $100 in one year.	Funeral expenses (*b*), $50 or $75; rest to family.	....
The German Teachers' Relief Association of Cincinnati, Ohio. (*c*)	1879	$1 upward. (*d*)	One-half per cent salary up to $5 per week.	....	1 per cent salary up to $10 per week.	$100 funeral expenses, or to heirs.	....
Cleveland Teachers' Mutual Assistance Association.	1879	....	Not more than 10 cents per week during school year.	....	$7 per week for not more than 12 weeks in one year. (*e*)	Funeral expenses may be paid if member dies by accident or after brief illness.	577
Teachers' Mutual Aid (*f*) Association of Detroit	1888	$1.00	$2.00	....	$5 per week up to $100 in one year.	....	275
The Chicago Teachers' Relief Society	1891	....	2.00		$1 per day up to $30 in one year.	....	(*g*)
Women Teachers' Mutual Benefit Association of Buffalo, N. Y.	1892	2.00	1,00	1.00	(*h*)	(*h*)	240
The Teachers' Interstate Mutual Benefit Association. (*i*)	....	....	....	....	....	....	....
Teachers' Mutual Aid Society of San Francisco. (*j*)	....	....	....	....	....	....	....
The Taylor Memorial Aid Association (St. Paul, Minn.).	1890	....	1.00	....	$5 per week after first week of sickness during 6 weeks. (*k*)	....	....

a When the amount in the treasury falls below $500, an extra assessment of $1 is levied on each member.
b Paid by special fee on death of a member.
c Any teacher in the public schools of Cincinnati may be a member, but business meetings must be carried on in German.
d To age of 25 years, $1; for each additional year, $1; none admitted above 50.
e In 1895-96, 45 persons received sick benefits amounting to $1,871.10; since its organizations $15,328 has been disbursed.
f Since its organization $3,000 has been paid out; balance at end of last fiscal year, $712.59.
g Comparatively few teachers have shown much interest in this association; the tendency is for those only who are in uncertain health to join.
h The object of this association is the payment of life insurance and total disability claims. The special assessment of $1 is made on each member upon the death of any member or the allowance of a total-disability claim. This claim is satisfied by one payment and terminates the membership of the beneficiary.
i Home office at Swarthmore, Pa.; a council or branch has been formed at Allegheny; $2,500 has been paid out to teachers.
j Has in bank about $10,000.
k During past year benefits paid to 21 teachers in sums from $5 to $60 to the amount of $396.

TABLE II.—*Mutual benefit associations for annuity or retirement fund only.*

Name.	Incorporated.	Dues.		Annuity.		Minimum service.		Annuitants.	Members.	Funds.		
		Initiation.	Annual.	Minimum.	Maximum.	With disability.	Without disability.			Annuity.	Permanent.	Bazaar.
Teachers' Mutual Benefit Association of the city of New York.	1885	....	1 per cent of salary.	....	....	5 years	35 years....	93	2,076	$22,232.97	$134,099.75	....
The Boston Teachers' Mutual Benefit Association.	1889	$3.00	1 per cent of salary up to $20.	60 per cent of salary.	$600	2 years	....do......	49	933	16,411.60	76,207.35	$56,000.00
The Teachers' Annuity Guild (Massachusetts).	1893	....	....do........	The annuity fund is divided among the annuitants.	60 per cent of salary up to $600.	3 years	....do......	....	1,280	4,000.00	42,500.00	....
The Teachers' Mutual Benefit Association of the city of Baltimore.	1896	5.00	1½ per cent of salary up to $18.	60 per cent of salary.	$600	5 years	40 years, males; 35 years, females.	(*a*)	691	(*b*)	19,497.07	....

a About $4,000 will be divided among the annuitants the first year.

b No annuities paid until after lapse of five years.

TABLE III.—*Mutual benefit associations for both temporary aid and annuity.*

Name.	Incorporated.	Dues.		Annuity.		Temporary aid.	Minimum service.		Annuitants.	Members.	Funds.		
		Initiation.	Annual.	Minimum.	Maximum.		With disability.	Without disability.			Annuity.	Permanent.	Bazaar or fair.
The Teachers' Annuity and Aid Association of Hamilton County, Ohio (including Cincinnati).	1890	$5.00	$10.00	....	$500 (now $250) and $50 toward funeral expenses.	(*a*)	5 years	40 years, males; 35 years, females.	12	300	$1,812.96	$38,958.91	....
The Teachers' Annuity and Aid Association of the city of Philadelphia.	1890	5.00	2 per cent of salary up to $40.	60 per cent of salary.	$600 and $100 toward funeral expenses.	(*a*)	3 years	.....do....	26	886	13,622.83	113,608.15	$63,897.92
Brooklyn Teachers' Aid Association.	......	$1 to $10, according to salary.	One-half of 1 per cent of salary.	$5 per week.	One-third of salary (now $8 per week).	$5 or $6 per week.	....	....	4	700	1,067.18	49,432.82	30,193.35
Teachers' Annuity and Aid Association of the District of Columbia (including Washington).	1894	Class A, $3; Class B, $1.	1¼ per cent of salary; $5.	Three-fifths of salary.	$600	$1 per day, if sick 5 consecutive days, up to $50 in 1 year.*b*	5 years	35 years..	1	*c* 353	*b* 2,500.00	36,000.00	23,500.00

a Annuity may be enjoyed temporarily during prolonged sickness.

b Besides the permanent fund and the annuity fund, there is a temporary disability fund. Members are in two classes: Class A may become annuitants; Class B receive aid for temporary disability only. Teachers may belong to both or to either one alone of these classes, but can not receive benefits from both classes at one and the same time.

c About one-half of teachers who are eligible.

TABLE IV.—*Pension or retirement fund authorized by State legislature.*

State.	Applies to—	Approved.	Dues reserved by school official.	Annuity.		Minimum service.		Annuitants.	Members.	Membership compulsory.
				Minimum.	Maximum.	With disability.	Without disability.			
Missouri	Cities of 300,000 inhabitants or more, now only St. Louis.	Mar. 18, 1895	1 per cent of salary.	One-half salary.	$800	...	30 years, males; 25 years, females.	...	...	No.
California	Entire State	Mar. 26, 1895	...	$540	600	20 years	...	...	...	No.
New York	Brooklyn	May 13, 1895	1 per cent of salary.	One-half salary.	1,200	...	30 years [a]	...	...	Only upon future appointees.
Michigan	Detroit	May 22, 1895	...	One-half salary.	[b] 400	...	25 years	...	...	Yes.
Illinois	Cities of 100,000 or more, now only Chicago.	May 31, 1895	1 per cent of salary.	One-half salary.	600	...	25 years, males; 20 years, females.	22	...	Yes.
New York	New York City	June 4, 1895	...	One-half salary.	1,000	35 years, males; 30 years, females.	...	...	...	Only upon future appointees.
New Jersey	Entire State	Mar. 11, 1896	1 per cent of salary.	250	600	20 years	...	...	...	No.
Ohio	City districts of the first grade of first class, now only Cincinnati.	1896	1 per cent of salary.	One-half salary.	600	20 years	35 years, males; 30 years, females.	...	...	Yes.
New York	Buffalo	1896	1 per cent of salary.	One-half salary.	600	...	30 years, males; 25 years, females.	...	...	

[a] Males must be 60, females 55 years old.
[b] Reduced to $300 on the accession of a considerable number of annuitants in October, 1896.

NOTE.—Rhode Island, with a pension applying to Providence, will no doubt soon be added to this list. As the result of a petition by the teachers, the school committee of Providence on October 30, 1896, authorized the appointment of a committee to go to the legislature to secure the passage of a bill providing for the establishment of a retiring fund. The bill allows retirement on half salary after thirty years' service, 1 per cent of salaries to be devoted to this fund. Membership is to be optional with present teachers, but obligatory upon future appointees.

COEDUCATION.

The report of the Commissioner for 1894-95 summarized the latest information respecting the policy of educating the youth of both sexes in the same classes. (Report 1894-95, Vol. I, pp. 115-118.) No material change has since taken place in respect to this policy either in the United States or in foreign countries; but from constant inquiries received at this office touching the effect of coeducation in superior institutions, inquiries emanating chiefly from the Southern States, it is evident that there is a disposition to extend the practice in this country. Foreign educators also show great interest in the effects of this system as practiced among us. The actual state of the schools of the United States in this respect remains as stated in the previous report. In the elementary or public schools boys and girls are educated together. The only exceptions to this rule are found in a few cities, less, apparently, than 6 per cent of the total number. Even in these cities separation seldom takes place below the high school. Considering private schools, it appears that coeducation is the policy in nearly two-thirds of the number, and that these enroll a little more than two-thirds of all the pupils in private schools. As to higher institutions—i. e., colleges and universities—65 per cent of the number reporting to the Bureau are coeducational.

The most important event of the year, which has at least an indirect bearing upon the progress of coeducation in universities, is the appointment of a syndicate by Cambridge University (England) to consider the proposition of admitting women to degrees. It is seventeen years since the question of granting degrees to women was first brought formally before the university, although the equivalent examinations were informally opened to women as early as 1872. The application of 1880 resulted in the certificate system, and the question rested until the present year. In March, 1896, the senate, in answer to a largely signed memorial, resolved to appoint a "syndicate" to consider anew the question of admitting women to degrees. The syndicate accordingly nominated by the council was rejected on the ground that it contained too large a proportion of persons favorable to the contemplated change. In May a new syndicate was nominated, which was accepted by the senate. This action has renewed the discussion of the higher education of women in England, and particularly of the attitude of the older universities toward the problem. London, Victoria, and Durham universities admit women to degrees, and a majority of their affiliated colleges are coeducational. Under the law of 1892, authorizing the admission of women, the Scotch universities have become virtually coeducational. Edinburgh, St. Andrew's, and Aberdeen have opened their science and art classes to women. At Glasgow, Queen Margaret College has been transferred to the university, which appoints professors and lecturers. Some of the classes are mixed, and are held in the university; the remainder are held separately in Queen Margaret College.

COMPULSORY SCHOOL ATTENDANCE.

The year under review is made memorable in the history of school legislation by the passage of the first compulsory law in the Southern division of the country, Kentucky having taken the initiative in this important movement.

As this matter goes to press similar action is reported from West Virginia and Indiana, whose laws are dated, respectively, February 20, 1897, and March 8, 1897. Thus thirty-one States have made legal provision for enforcing school attendance.

The Kentucky law makes 7 to 14 years the age for compulsion, agreeing in this respect with the laws of Illinois and Wisconsin. The minimum annual term is eight consecutive weeks, the lowest recognized under any State law. The penalty for violation of the law is a fine of "not less than five dollars nor more than twenty dollars for the first offense, nor less than ten dollars nor more than fifty dollars for the second and every subsequent offense, and costs of suit."

It is further provided that "Any person having control of a child, who, with intent to evade the provisions of this act, shall make a willfully false statement concerning the age of such child, or the time such child has attended school, shall forfeit for each offense a sum not less than five dollars nor more than twenty dollars, for the use of public schools for such city, town, or district."

All fines imposed under the law are to be placed to the credit of the public schools in the respective city, town, or district. It is specifically stated that the provisions of the act "apply to any parent, guardian, or person having control of any colored child or children."

In addition to the usual conditions exempting parents and guardians from the operations of the law on the ground of the physical or mental disability of a child, the lack of school provision, adequate private instruction, etc., is that of satisfactory evidence that "the parent, guardian, or person having control is not able, by reason of poverty, to clothe such child properly."

Under the law of West Virginia, the compulsory age is 8 to 14 years, making thirteen States in which these are the limits. The annual term of compulsory attendance is sixteen weeks, as it is in six other States. An offense under the law consists "in failure to send to school any child or children for five consecutive days, except in case of the sickness of such child or children, or other reasonable excuse," and the penalty is a fine not exceeding $5. A local-option feature is introduced in the following clause: "If sixty per cent of the legal voters of any city, independent district, or subdistrict shall petition the board of education against the enforcement of this act, the said act, so far as that subdistrict is concerned, shall be null and void until the beginning of the next school year." Fines imposed under this law are to be placed to the credit of the building funds of the respective districts.

The Indiana law creates a truant service, without which a compulsory law is little more than a dead letter, and as a logical sequence to this service makes explicit provision for the care and restraint of incorrigible children. In respect to this and several other provisions the law may be regarded as the embodiment of an advanced conception of public responsibility in respect to the young, and as such is here cited in full:

AN ACT concerning the education of children.

[H. 10. Approved March 8, 1897.]

SECTION 1. *Be it enacted by the General Assembly of the State of Indiana*, That every parent, guardian or other person in the State of Indiana, having control or charge of any child or children between the ages of eight and fourteen years, shall be required to send such child or children to a public, private or parochial school, or to two or more of these schools, each school year for a period of at least twelve (12) consecutive weeks in each school year: *Provided*, That any and all children that have completed the first eight years of work of the common schools of the State of Indiana and have received certificates of graduation from the common schools shall be exempt from the provision of this act: *Provided*, That children who are physically or mentally incapacitated for the work of the common schools are exempt from the provisions of this act; but the school authorities shall have the right and duty where such exemption from the provisions of this act is claimed by any parent, guardian, custodian or child, to cause an examination of such child by a physician or physicans employed for such purpose by such officers, and if such physician, or physicians, hold that such child is capable of doing the work in the common schools, then such child shall not be exempt from the provisions of this act.

SEC. 2. It shall be the duty of the County Superintendent of Schools for township, and of the City Superintendent of Schools in a city or town, together with the Secretary of the State Board of Charities and one member of the State Board of Education designated for such purpose by said Board, to appoint one or more truant officers, not exceeding five in number in any county, who shall be assigned to duty by districts composed of townships. The truant officer shall see that the provisions of this act are complied with, and, when from personal knowledge or by report or complaint from any resident of the township or townships under his supervision, he believes that any child subject to the provisions of this act, is habitually absent from school, he shall immediately give written notice to the parent, guardian or custodian of such child that the attendance of such child at school is required, and if within five days such parent, guardian or custodian of child does not comply with the provisions of this section, then such truant officer shall make complaint against such parent, guardian or custodian of such child, in any court of record, for violation of the provisions of this act, and any such parent, guardian or custodian of child who shall violate the provisions of this act, shall be adjudged guilty of a misdemeanor, and upon conviction thereof shall be fined in any sum not less than ten nor more than fifty dollars, to which may be added, in the discretion of the court, imprisonment in the county jail not less than two nor more than ninety days.

SEC. 3. For every city or incorporated town it shall be the duty of the Superintendent of Schools of such city or town, together with the Secretary of the State Board of Charities and one member of the State Board of Education designated for such purpose by the said Board, to appoint one or more truant officers for the enforcement of the provisions of this act in such city or incorporated town in the manner and under such penalties as are prescribed by section 2 of this act.

SEC. 4. The truant officers provided for in this act shall receive from the County Treasury two dollars for each day of actual service, to be paid by the County Treasurer upon warrant drawn by the County Auditor.

SEC. 5. The truant officers provided for by this act, shall serve one year from the date of their appointment unless sooner discharged by the Board which is by this act provided for their appointment.

SEC. 6. All school officers are hereby required to make and furnish all reports that may be required by the Superintendent of Public Instruction or by the Board for the appointment of truant officers with reference to the workings of this act.

SEC. 7. If any parent, guardian or custodian of any child or children is too poor to furnish such child or children with the necessary books and clothing with which to attend school, then the School Trustee of the Township or the Board of School Trustees or Commissioners of the city or incorporated town where such parent, guardian or custodian resides, shall furnish temporary aid for such purpose to such child or children, which aid shall be allowed and paid upon the certificate of said officers by the Board of County Commissioners of said county. Such Township Trustee or Board of School Trustees shall at once make out and file with the Auditor of the county a full list of the children so aided, and the Board of County Commissioners, at their next regular or special meeting, shall investigate such cases and make such provisions for such children as will enable them to continue in school as intended by this act.

SEC. 8. School Commissioners, Trustees, and Boards of Trustees, are empowered to maintain either within or without the corporate limits of their corporations a "Parental Home" for incorrigible and truant children. Any child not being over 12 years of age, who shall be truant or incorrigible, may, with the common consent of the School Trustee, or Boards of School Trustees or Commissioners and parent, guardian or person having charge of such child, be compelled to attend such "Parental Home" for an indeterminate time. If the parent, guardian or person having charge of such incorrigible or truant child, shall refuse his consent to the attendance of such incorrigible or truant child at such "Parental Home," the Superintendent of Schools, or the Principal, Supervisor or teacher of any school, may file complaint in the Circuit or Superior Court of the county, and such court shall have the power, upon the hearing of the case, to order the compulsory attendance of such incorrigible or truant in such "Parental Home" for an indeterminate time, not longer than 120 days.

SEC. 9. For the purpose of defraying the increased expenditure necessary for the carrying out of the purposes of this act, Trustees of school townships, Boards of School Trustees, or Commissioners of cities and towns and Boards of School Commissioners, are hereby empowered to levy, in addition to any and all sums heretofore provided by law, any amount of special school revenue not exceeding ten cents on the hundred dollars of taxable property; such taxes to be levied and collected as all other special school revenue.

SEC. 10. If any child live more than two miles from the nearest public school, he shall not be subject to the provisions of this act.

THE TRANSPORTATION OF CHILDREN TO SCHOOL.

This subject was treated in a chapter of the preceding report of this office,[1] in which were given the laws of the States which had provided for the transportation of pupils, the experience of the States and communities that had adopted the practice, especially Massachusetts, and statements respecting its advantages and disadvantages.

Legislation.

In the chapter referred to Massachusetts, New Hampshire, Vermont, and Connecticut were given as the States that had made definite legal provision regarding the matter in question. To these may now be added New York, Maine, New Jersey, and Nebraska.

The New York law (1896) is as follows:[2]

Whenever any district shall have contracted with the school authorities of any city or village or other school district for the education therein of the pupils residing in such common-school district, the inhabitants thereof entitled to vote are authorized to provide, by tax or otherwise, for the conveyance of the pupils residing therein to the schools of such city, village, or district with which such contract shall have been made, and the trustees thereof may contract for such conveyance when so authorized in accordance with such rules and regulations as they may establish.

The provision of the Maine law (approved March 26, 1897), after reciting the conditions under which schools may or must be discontinued (the latter when the average attendance falls below eight), goes on to say:

The superintendent of schools in each town shall procure the conveyance of all public-school pupils residing in his town to and from the nearest suitable school for the number of weeks for which schools are maintained in each year, when such pupils reside at such a distance from the said school as to render such conveyance necessary.

A New Jersey law of 1894 provides as follows:[3]

When in any district there are children living remote from the schoolhouse, and who are unable on that account to attend such school, such district may order raised by special district tax an amount of money sufficient to enable the board of education to transport such children to and from the school, under such rules and regulations as may be deemed necessary by the board of education of such district; * * * the total sum expended for the purpose of transporting such children shall not exceed the amount ordered to be raised for said purpose.

By a Nebraska law, approved April 14, 1897, it is enacted:

SECTION 1. That a board of education of a city, or a board of trustees of a high-school district, by a two-thirds vote of the entire board, or a district board of any school district in this State, when authorized by a two-thirds vote of those present at any annual or special meeting, is hereby empowered to make provision for the transportation of pupils residing within said district to any other school [within said district] to which said pupils may lawfully attend, whenever the distance from such school shall render it impracticable for said pupils to attend without transportation.

SEC. 2. That a board of trustees of a high-school district, or a district board of a school district in this State, when authorized by a two-thirds vote of those present at any annual or special meeting, is hereby empowered to contract with the district board of any neighboring district for the instruction of [all] pupils residing in the first-named district in schools maintained by the neighboring district, and to make provisions for the transportation of said pupils to the above-named school of the neighboring district, under the conditions named in the preceding section.

Other States.—The State superintendents of Rhode Island and Wisconsin have declared that the existing provisions of the school laws of their respective States are sufficient to authorize the conveyance of pupils at the public expense, though

[1] Rep. Com. Ed., 1894–95, Chapter XXXV, pp. 1469–1482.

[2] New York School Law, ed. 1896, sec. 14 (19), p. 36.

[3] New Jersey School Law, 1895, p. 40.

the former intimates the desirability of more specific legislation upon the subject; as a matter of fact, some progress has already been made in Rhode Island in this direction. Certain counties in Ohio are authorized by special laws to establish central schools and convey pupils to and from them. Some beginnings have been made in Pennsylvania, South Dakota, and perhaps other States, where there already exists, as in Pennsylvania, "law enough to cover the case."

The following extracts will serve to exhibit the status of the transportation question in a number of States:

Pennsylvania.

[From report of State Superintendent Nathan C. Schaeffer, 1896.]

At the first State directors' convention held in Harrisburg during the month of January, one of the leading topics discussed was the transportation of pupils to graded schools at central points, the saving of money, and the improvement of the instruction effected thereby. At a few places the experiment has been tried with marked success. Public sentiment, bad roads, and geographical obstacles render impossible at this time any general adoption of the plan. But under the agitation now going on at farmers' institutes, the public roads will be improved. In enlightened communities public opinion is soon changed in favor of any plan which either saves money or improves the schools. From the province of Victoria in Australia comes the report that 158 schools were closed by this plan, and that after deducting the cost of conveyance the saving amounted to $50,000 per annum. The minister of education says that the system is a marked success, and if there is one feature as to its working that stands out more prominently than another, it is the remarkable regularity of the attendance of the children conveyed. * * * In several of the New England States which have tried the same experiment, the land in remote districts is said to have risen in value instead of depreciating in the market, as had been predicted by those opposed to the closing of the schools near their own farms. The whole question, however, is beset with many difficulties insomuch that directors will do well to weigh most carefully all the considerations involved before they decide to abandon any of the schools now in operation.

Ohio.

[From report of State Commissioner Oscar T. Corson, 1896.]

As the State grows older the country-school problem increases in both importance and difficulty of solution. In some localities the sparseness of the population becomes a very important factor in its consideration, and in such localities, provided the roads are good, the true solution is no doubt found in the conveyance of the children to and from a central school. Special laws, authorizing boards of education to establish such schools in Lake and Geauga, Cuyahoga, Ashtabula, Stark, and Portage counties, already exist, and the plan is no longer an experiment.

One of the first schools established under this special legislation is located at Kingsville, Ashtabula County. The schools in that locality, under the old plan, were very small, and therefore necessarily very expensive from the standpoint of either the per capita cost or the results attained. Under the new plan of consolidation, which has been in operation nearly four years, several of the outlying districts were abandoned and the pupils conveyed to the school at the center of the town in wagons specially provided for the purpose. The expense of schooling the children has thus been reduced nearly one-half, the daily attendance has been very largely increased, and the quality of the work done has been greatly improved. * * *

What is true of Kingsville is in a large measure true of other localities in Lake, Geauga, and other counties to which the special legislation is applicable, and the plan is worthy of the earnest attention and study of all who are interested in the welfare of the country schools. In other localities different hindrances, such as the lack of educational sentiment, neighborhood quarrels, no organization, selfishness of directors, etc., make the problem a difficult one. Such hindrances can be overcome only by developing in such communities a better school sentiment.

[From report of Committee of Twelve on Rural Schools, Appendix F.]

The experiment in consolidation now in progress in northeastern Ohio is of such interest and promise as to warrant extracts from the annual reports of 1895-96 of the two superintendents who have been most prominent in the work. This recent movement may have an interest for some minds that earlier movements would not possess.

1. Extracts from the report of Mr. F. E. Morrison, superintendent of Kingsville, Ashtabula County:

The new school system, which is known as the Kingsville system of education, has been formulated and introduced with marked success.

By this system the pupils of the subdistricts are given the same advantages for obtaining an education as the village pupils, and this result has been obtained without working any disadvantage to the village pupils, for we have been enabled to open a new room and supply another teacher in the village schools, thus reducing the number of grades in each room and giving all the pupils better school advantages. We have sufficient room yet for several more pupils without crowding the rooms.

The pupils of the subdistricts have not only been given the advantage of more extended associations and larger classes with which to recite, but they have also the advantages of a school where the teacher has fewer recitations and can give more time and attention to each recitation. Thus the pupil's progress is much more rapid than is possible in a school where there are three times as many classes and one-sixth the number of pupils. It is a fact that the work of the teacher depends more upon the number of classes to recite than the number of pupils in attendance. It is a pleasure indeed to note that the attendance in the subdistricts that have availed themselves of the new system has increased from 50 to 150 per cent in some cases and a larger increase in all cases; the daily attendance in the same subdistricts has increased from 50 or 60 per cent to 90 or 95 per cent, thus increasing greatly the returns from the school fund invested. This has been accomplished at a saving of more than $1,000 to the taxpayers in the three years.

The board of education and citizens of Kingsville are to be congratulated for their progressive and energetic spirit in being pioneers in formulating and placing in operation a system of education superior to any in the State of Ohio, and which is to be the system of the future. The board of education has been enabled, under the new school law, to conduct its financial matters by better business methods, buying its supplies in quantities and letting its contracts on competitive bids, and by centralizing the schools, thus saving many needless expenses.

Since the schools were centralized the incidental expenses have decreased from $800 to $1,100 per year to from $400 to $600 per year. All other expenses have also decreased, which may be seen from the following table, compiled from the clerk's records:

Expenditures of the board of education of Kingsville, Ohio.

1889-90	$3,248.05
1890-91	3,716.23
1891-92	3,183.54
Total for three years	10,147.82
1892-93	3,153.44
1893-94	3,072.73
1894-95	2,831.20
Total for three years	9,057.37

In giving these figures we have deducted the $600, with interest, which was borrowed in 1889 and has been paid during the past three years.

It should be mentioned also that the permanent improvements made by the board of education during the past three years are nearly double the amount made during the preceding three years.

2. Extracts from the report of Mr. J. R. Adams, superintendent of Madison Township, Lake County:

In my report to the board one year ago I called attention to the very low average attendance in some of our schools, the great expense per capita of educating the pupils in those small schools, and to the fact that, on account of the lack of interest and enthusiasm therein, good results could not be obtained, and suggested the plan of consolidation as the proper solution of the difficulties.

Acting upon my suggestion, the board, having in view only the best interest of the children for whom our schools exist, voted to consolidate three subdistricts at North Madison, No. 16 and No. 3 with No. 12, and also three at Unionville, No. 10 and No. 11 with No. 4, arrangements being made with the school board of Harpersfield Township whereby the pupils of subdistrict No. 1 of said township might attend the school at Unionville upon payment by the board of education of Harpersfield to the board of education of Madison Township the sum of $140 tuition.

Our school opened with 2 teachers and with an attendance of 93 pupils. This was certainly more than the number for which we had planned, and was a great surprise to me, for from No. 10, in which subdistrict there had been the previous year an attendance of only 10 pupils, there came 18; from No. 11, in which there had been an attendance of only 8 pupils, there came 18, and from the Harpersfield district, in which there had been an attendance of 14 pupils, there came 23. The number of pupils enrolled in this school was 107, with an average attendance of 73.

Having tried the new plan for a year it is no longer an experiment, but an experience with us. Therefore let us now candidly look at the results. First, I wish you to know what the patrons of the consolidated school think of the plan, and then to give you, as briefly as I can, some of my own observations. All the patrons in the school of subdistrict No. 10 of Madison and in subdistrict No. 1 of Harpersfield have signed a paper stating that they are well pleased with the plan and its results, and asking their respective boards to continue the plan another year. While there has been no canvass at Unionville, subdistrict No. 4, to ascertain what the people there think of the plan, yet, from what I have heard, I am confident that they are unanimous in its support. The foregoing represents the opinion of patrons who send 89 of the 107 pupils to this school. A large majority of the patrons in subdistrict No. 11, who send 18 of the 107 pupils to the school in question, have publicly expressed themselves as being dissatisfied with the plan, and that under it their children have not received the educational advantages which they ought to have received. Further comment is unnecessary.

Following are some of the good results which have come under my personal observation:

1. A much larger per cent of enumerated pupils enrolled.
2. No tardiness among the transported pupils.
3. Irregular attendance reduced, the per cent of attendance of transported pupils from two subdistricts being each 94 per cent, the highest in the township.
4. Pupils can be better classified and graded.
5. No wet feet or clothing, nor colds resulting therefrom.
6. No quarreling, improper language, or improper conduct on the way to and from school.
7. Pupils under the care of responsible persons from the time they leave home in the morning until they return at night.
8. Pupils can have the advantage of better schoolrooms, better heated, better ventilated, and better supplied with apparatus, etc.
9. Pupils have the advantage of that interest, enthusiasm, and confidence which large classes always bring.
10. Better teachers can be employed, hence better schools.
11. The plan insures more thorough and complete supervision.
12. It is more economical. Under the new plan the cost of tuition per pupil on the basis of total enrollment has been reduced from $16 to $10.48; on the basis of average daily attendance, from $26.66 to $16.07. This statement is for the pupils in said subdistricts Nos. 10 and 11.
13. A trial of this plan of consolidating our schools has satisfied me that it is a step in the direction toward whatever advantages a well-graded and well-classified school of three or four teachers has over a school of one teacher with five to eight grades, and with about as much time for each recitation as is needed to properly assign the next lesson.

I am now more thoroughly convinced than ever before that consolidation, or centralization, as it is sometimes called, is the true solution to the country-school problem.

In a private letter of recent date Mr. Adams says since his report was made consolidated schools have been established at two other points in Madison—at one place four schools, at the other three, each with two teachers. This makes five in the township (which is a very large one, owing to the "gore" on the lake). Five teams are employed to transport pupils, at a cost of about $1 a day for a team. Every conveyance carries about 18 pupils. There is no trouble in transporting the pupils, even the youngest, 3½ miles, which is the greatest distance. In 1895 there were 18 schools in Madison, with an average attendance of 217; in 1896 the number was 14, with an average of 260; this year there are 10 schools, with an average that will reach over 300. The total expense will be about the same in this township as under the old plan, but the cost per pupil will be much less. Mr. Adams adds that the new plan is rapidly growing in the neighborhood, and the belief is spreading that the new system is sure to prevail generally in northeastern Ohio.

3. The following advertisement well illustrates the care that is taken in Madison township to secure suitable transportation for school children:

NOTICE TO BIDDERS FOR TRANSPORTATION OF PUPILS OF THE TOWNSHIP SCHOOLS.

Bids for the transportation of pupils of the Madison Township schools over the following routes will be received at the office of the township clerk until Friday, July 24, at 12 m.:

Route A. Beginning at county line on the North Ridge road and running west on said road to schoolhouse in district No. 12.

Route B. Beginning at Perry line on the North Ridge road and running east to schoolhouse in district No. 12.

Route C. Beginning on Middle Ridge road at residence of N. Badger, running thence west on said road to the residence of Rev. J. Sandford, thence north to schoolhouse in district No. 12.

Route D. Beginning at Perry line on River road and running thence east on said road to schoolhouse in district No. 6.

Route E. Beginning at the Hartman farm, thence by Bennett road to Chapel road, thence east to A. R. Monroe's, thence west on Chapel road to schoolhouse in district No. 13.

Route F. Beginning at residence of J. H. Clark and running east on Chapel road to schoolhouse in district No. 13.

All whose bids are accepted will be required to sign a contract by which they agree—

1. To furnish a suitable vehicle with sufficient seating capacity to convey all the pupils properly belonging to their route, and acceptable to the committee on transportation.

2. To furnish all necessary robes, blankets, etc., to keep the children comfortable; and in severe weather the conveyance must be properly heated by oil stoves or soapstones.

3. To provide a good and reliable team of horses and a driver who is trustworthy, and who shall have control of all the pupils while under his charge, and shall be responsible for their conduct, said driver and team to be acceptable to the said committee on transportation.

4. To deliver the pupils at their respective stations not earlier than 8.30 a. m. nor later than 8.50 a. m., and to leave at 4.05 p. m. (sun time).

Each contractor shall give bond for the faithful discharge of his contract in the sum of $100, with sureties approved by the president and clerk of the board.

The commitee reserves the right to reject any and all bids.

By order of the committee. C. G. Ensign, clerk.

Statistics relating to transportation of pupils in Vermont.

	1895.	1896.	Increase or decrease.
Number of schools closed:			
One term only	147	89	D. 58
Two terms only	124	91	D. 33
Three terms	432	408	D. 24
Number of pupils furnished conveyance:			
One term	558	590	I. 32
Two terms	425	570	I. 145
Three terms	452	770	I. 318
Amount paid for transportation	$12,941	$18,429	I. $5,488
Cost per term for each pupil	$4.68	$4.56	D. $0.12

Maine.—There were paid in Maine in 1895-96 for the transportation of scholars $47,739.

Amount expended in Massachusetts for transporting children to school for the past eight years.

Year.	Sum expended.	Year.	Sum expended.
1888-89	$22,118.38	1892-93	$50,590.41
1889-90	24,145.12	1893-94	63,617.68
1890-91	30,648.68	1894-95	76,608.29
1891-92	38,726.07	1895-96	91,136.11

The expense for the transportation of pupils is $91,136.11, or $14,527.82 more than last year. This indicates that the process of consolidating feeble schools—a process that is in the interest both of economy and of efficiency—is still going on. It costs $576 to pay the teachers, let us suppose, of three rural schools $8 a week for six months, or twenty-four weeks—the minimum legal period. If these three schools have but 8 pupils each, they can be united into a single school of 24 pupils. A teacher of higher qualifications can be secured for from $12 to $15 per week. The cost of the school for six months will be from $288 to $360, and there will be a margin of from $288 to $216 for transportation. The building, the janitor service, the grading of the pupils, the teaching, the school spirit—nearly all those things that contribute to a good school—should be distinctly better, and, in general, are better, as a result of such consolidation. (Mass. Sch. Rep., 1895-96, p. 87.)

TEMPERANCE INSTRUCTION.

Legislative provisions relating to scientific temperance instruction in the various States.

EXPLANATION OF MARKS.

× The cross signifies that scientific temperance is a mandatory study in public schools.

* The star signifies that this is a mandatory study, and that a penalty is attached to the enforcing clause of this statute in the State or Territory to which it is affixed.

† The dagger signifies that the study is not only mandatory but is required of all pupils in all schools.

‡ The double dagger signifies that the study is required of all pupils in all schools, and is to be pursued with text-books in the hands of pupils able to read.

‖ The parallel indicates that the study is to be taught in the same manner and as thoroughly as other required branches.

§ The section indicates that text-books on this topic used in primary and intermediate schools must give one-fourth or one-fifth their space to temperance matter, and those used in high schools not less than 20 pages.

¶ The paragraph indicates that no teacher who has not passed a satisfactory examination in this subject is granted a certificate or authorized to teach.

α The alpha indicates that text-books on this topic shall give full and adequate space to the temperance matter.

β The beta signifies that a definite number of lessons for each school year has been made compulsory.

The letter a indicates assent or "yes," referring to the conditions signified by the mark at the head of the column.

States and Territories.	×	*	†	‡	‖	§	¶	α	β
Alabama	a			a	a		a		
Arizona		a		a	a		a		
Arkansas									
California	a		a						
Colorado		a		a	a				
Connecticut				a	a	a	a		
Delaware			a				a		
District of Columbia		a		a	a		a		
Florida	a						a		
Georgia									
Idaho	a								
Illinois				a		a	a		a
Indiana	a						a		
Iowa		a	a		a		a		
Kansas			a				a		
Kentucky	a				a				
Louisiana		a		a	a	a	a		
Maine			a				a		
Maryland				a	a				
Massachusetts			a		a		a		
Michigan		a		a	a	a			
Minnesota		a	a				a		
Mississippi	a				a		a		

Legislative provisions relating to scientific temperance instruction in the various States—Continued.

States and Territories.	×	*	†	‡	‖	§	¶	α	β
Missouri							a		
Montana	a								
Nebraska			a				a		
Nevada	a								
New Hampshire	a						a		
New Jersey		a		a	a		a	a	
New Mexico		a		a	a		a		
New York		a		a	a	a	a		a
North Carolina		a		a	a	a	a		
North Dakota		a		a	a	a	a		
Ohio		a	a				a		
Oklahoma		a		a	a		a		
Oregon			a						
Pennsylvania		a	a		a		a		
Rhode Island	a								
South Carolina		a		a	a	a	a		
South Dakota		a		a	a	a	a		
Tennessee	a		a		a		a		
Texas	a						a		
Utah									
Vermont	a								
Virginia									
Washington	a	a					a		
West Virginia		a	a		a		a		
Wisconsin			a				a		
Wyoming		a					a		

Reports showing the extent to which temperance-instruction laws are enforced, the trend of opinion, etc.

[State Agent George A. Walton, in Massachusetts School Report, 1895-96.]

Physiology and hygiene.—In his sixth annual report, for 1841–42, Horace Mann made an extended and forcible plea for the teaching of physiology in the schools. His early institute addresses put emphasis upon this as an essential branch of instruction. The study was pursued in all the normal schools—in earlier years for a knowledge of the subject, in later years both for this and the method of teaching it. It has lent itself especially to the objective or laboratory method.

The subject had been taught only to a limited extent in elementary schools under a permissive act of 1872, till the enactment of the law of 1885, which made it a compulsory study.

This law was advocated especially to give an increased knowledge about the evil effects of alcoholic drinks, stimulants, and narcotics on the human system. Since the passage of the act increased attention has been given to the teaching of the subject in all grades of the schools, as required, but it has failed to enlist that hearty interest on the part of either pupils or teachers to which it is entitled. This is owing to many circumstances which environ the subject. There are real friends of temperance who doubt the wisdom of directing the attention of young children to the structure and functions of their bodily organs; they question, too, the utility, if not the possibility, of making critical analyses of alcohol or of narcotics with young pupils, to show their effect upon the blood and nerves and tissues of the living human organism. They believe that the whole subject, in its more technical aspects, should be deferred till after the pupil has received some instruction in chemistry and kindred sciences and has attained considerable power of forming independent judgments through his own reflection. An effort to compel instruction to be given by means of text-books, and to have these used from the earliest grades, has met with opposition on pedagogical grounds; no subject, it is said, can be properly taught in this way.

On the other hand, the advocates claim that no instruction would be received by the mass of the children leaving school at an early age if the study was deferred to an advanced grade, and that the teachers generally are not qualified to give instruction in this subject without text-books. There are real difficulties to be overcome, as there have been in teaching other branches. The remedy will be found in giving to all teachers proper professional training for teaching all branches and by inspiring them with the vital importance of this.

By such means as have been brought to bear upon the teachers by the law compelling them to qualify themselves for the teaching, and upon the children by the kind of instruction hitherto given, there is a growing interest in it and an increase of knowledge which must be of lasting benefit to the coming generation. I believe the subject is really receiving as much attention in the schools as any subject ever receives in so brief a time as has elapsed since the passage of the compulsory law for teaching this branch.

[State Superintendent Charles R. Skinner, of New York, 1895-96.]

Instruction in physiology and hygiene.—The legislature of 1896 amended the act of 1895 providing for instruction in "the nature of alcoholic drinks and other narcotics" for four lessons per week for ten weeks in each year, by reducing the amount of instruction to three lessons per week for ten weeks "or its equivalent." By this amendment, thirty lessons given during a school year comply with the requirements of the law. The State superintendent of public instruction is required by the act of 1896 to include in his annual report a statement showing every school, city or district, which has failed to comply with all the provisions of the act during the preceding school year. All reports made to this department by local officers contain affidavits showing that the law has been complied with. While difficulties have been found in complying with the strict letter of the statute, it is very evident that teachers and school officers throughout the State are cheerfully endeavoring to meet the spirit of the law. No complaint or appeal has reached the department that the law has been violated. It is gratifying to note that during the year much misunderstanding and misrepresentation have been removed, and it seems to be generally understood that the attitude of the department has never been antagonistic to instruction which teaches the importance of temperance as a personal virtue and a social benefit.

Mr. F. P. Peirce, one of the school commissioners of Oneida County, reports: "Physiology has been taught, according to the provisions of the statute, in all schools. To say that its effect is either good or bad, would presume a too intimate acquaintance with each individual. There are, however, startling and widely known examples of bad results from the present method of teaching the subject."

[State Superintendent Henry Sabin, in Iowa School Report, 1894-95.]

Every county superintendent reports that in the county institute he gave the subject the consideration which the law requires. The secretaries for the different school boards report that the law is generally complied with in the graded schools of the State, as well as in all the schools in the country districts.

As far as the letter of the law is concerned there is a general compliance with its provisions. Not that there are no exceptions. There are some districts in which the most conscientious teacher, owing to complications beyond her control, finds it difficult to decide what course should be pursued. In regard to what precise method the teacher is to employ, the law is silent, as it should be. The term scientific temperance instruction is misleading. The aim should not be alone to implant in the mind of the child a vivid idea of the evils of intemperance, lest that which we hold up as a warning may become, first, an impression, and afterwards a hideous growth. There must be something more than this.

The chief aim in temperance instruction should be to convince the child that the only path to happiness or success lies through a life of temperance and sobriety. A high ideal of a noble life, like a beautiful picture on the wall of a room, is an ever-present, all-powerful influence for good.

The law itself is one in which the spirit far overshadows the letter. Unless the instruction given reaches the heart and convinces the judgment, it fails of its purpose. The boy is not greatly benefited by the instruction given in the school if, after reciting his lesson upon the ruinous effects of tobacco upon his system, and perhaps before he leaves the schoolhouse yard, he lights his cigarette and smokes it on his way home.

This law, as well as the one forbidding the sale of tobacco to minors under 16, is very wholesome in its tendency. Such laws, however, add new and grave responsibilities to the teacher's office. That some teachers fail to appreciate this is due simply to human nature. That others fail to appreciate the fact that precept is futile when not supported by practice is pitiable. On the whole, we believe the teachers in our schools are anxious to do their duty in observing this law. If parents, in many cases, were as watchful as the teachers, and as willing to make sacrifices, if necessary, in order that their children might be taught habits of soberness and temperance, the work of temperance instruction would be much more effective.

[State Superintendent H. R. Corbett, of Nebraska, 1895-96.]

Temperance instruction.—The subject of physiology and hygiene, with special reference to the effects of alcohol and narcotics, receives special attention in the new course of study.

The teachers of Nebraska are heartily in sympathy with the spirit of the law providing for such instruction. Whenever such teaching is neglected, it has usually been due to a lack of definite outlines and directions. Great care has been taken to supply this need in the new course.

[State Superintendent W. W. Pendergast, of Minnesota, 1895-96.]

Stimulants and narcotics.—That the law providing for regular and systematic instruction in physiology with special reference to the effect of stimulants and narcotics upon the human system has been generally observed, is evidenced by the fact that but one complaint has been made to the department during the past year. It is nevertheless true that in many districts it is honored "more in the breach than in the observance." The attention of teachers is called to their duties in the matter at institutes and summer training schools and in teachers' associations and examinations held by county superintendents. Most of them are in cordial sympathy with the object of the law, and enter into the work with alacrity and a sincere desire to carry out its provisions conscientiously and faithfully. Much good has already been done, and there is apparently no opposition to it.

[State Superintendent Emma F. Bates, of North Dakota, 1895-96.]

Scientific temperance.—There are some, but not many, exceptions to compliance with the provisions of this law in the letter. The spirit of the law is not always fulfilled as it might be.

The child may be taught scientific facts about alcohol and narcotics and be no more helped thereby in his conduct in life than by the knowledge he has of scientific facts in geology. The aim should be to so teach him that he will desire to refrain from all injurious habits. Next, having the right desire, he must have the properly disciplined will power to execute his desires.

We believe that the teachers as a rule do the best they can with the knowledge and appliances and conditions at their command to fulfill this law in letter and spirit. We urge, however, a greater effort on their part to inculcate the principles that will lead the child to a life of temperance and pure living. School directors might well supply needed aids in the line of literature for instruction on this subject.

[From the report of the Committee of Twelve on Rural Schools—Appendix M, by A. P. Marble.]

Physiology is now required by law to be taught in the schools of nearly all the States. As too frequently taught, it concerns itself about the chemical effects of certain substances upon various parts or processes of the body. Such a treatment of the subject is too abstruse for children in the schools; it goes beyond their knowledge and their experience. They need to be taught the effect of green apples upon the stomach before they are taught the effect of alcohol upon the brain. We ought to learn wisdom from the concrete teaching of nature about eating green apples in her monitory pains. People mean well when they teach the evil effect of alcohol to little boys and girls who do not know what alcohol is. It would be better to teach these children the good effect of wholesome food and drink, and especially to teach them that the whole alimentary canal should be kept in healthy, regular, and daily movement throughout, and to teach this and all that relates to the necessary bodily functions with delicacy and propriety and without any squeamishness. Is any teacher too delicate, cultured, and refined a lady or gentleman to give this instruction concerning the bodies of the children? Then let them be relegated to the land of spirits, to teach where the mortal coil has been shuffled off. It is high time to inaugurate a campaign of hygiene, and not the least important branch of child study is the study of their bodies, and how those bodies may be made in school to grow strong, robust, healthy, natural, at ease—"the temple of the living God."

[From Bulletin of the Department of Labor, No. 8—January, 1897.]

Crime.—During the twelve months covered by the investigation, there were 26,672 convictions for various offenses, of which 17,575, or 65.89 per cent, were for drunkenness, and 657, or 2.46 per cent, for drunkenness in combination with other offenses. In 21,863 cases, or 81.97 per cent, the offender was in liquor at the time of committing the offense. Taking only the cases in which drunkenness did not form part of the offense, or 8,440, there were still 3,640 cases, or 43.13 per cent, in which the offender was in liquor at the time the offense was committed, and 4,852 cases, or 57.49 per cent, where the offender was in liquor at the time the intent was formed to commit the offense.

In response to the inquiry whether the intemperate habits of the criminal led to a condition which induced crime, an affirmative reply was made in 22,514 and a negative reply in 4,142 cases, the facts being unknown in sixteen instances. Disregarding the cases in which drunkenness was a factor, there remain 4,294 out of 8,440 cases of conviction for other crimes, or 50.88 per cent, in which the intemperate habits of the criminal led to a condition which induced the crime. In 16,115 out of 26,672 cases of conviction for crimes, including drunkenness, the criminals reported that the intemperate habits of others were influential in leading them to a condition which induced crime. In 217 cases this information was lacking. Taking only the 8,440 cases of conviction for crimes other than drunkenness, it is found that 3,611, or 42.78 per cent, attributed their condition to the influence of the intemperate habits of others.

CHAPTER XXXI.

ART DECORATIONS IN SCHOOLROOMS.[1]

The first notable effort to encourage the decoration of schoolrooms seems to have been made in Boston, Mass., in 1870. Charles C. Perkins and Prof. John D. Philbrick were the prominent leaders in the movement. They began their experiment by placing casts of antique sculpture in the girls' normal and high school building in West Newton street, Boston. The suggestion had been made two years before by a member of the educational committee of the American Social Science Association, and had been approved "as a simple but efficient means of introducing an æsthetic element into the educational system of the United States." The hall of the new building had been arranged with reference to this purpose, and with the concurrence of the school committee the plan was successfully carried out. The casts, in addition to most of those of the frieze of the Parthenon, which were arranged as a frieze of the hall, comprised ten statues. Among them were the Venus of Milo, the Demosthenes, the Diana of Gabii, and the Pudicita of the Vatican. Eleven antique busts were put in position around the hall. These casts were bought in London, Paris, Rome, and Boston. The total cost, including importation, was about $1,500, which was met by private subscriptions. The significance of this movement is emphasized by the fact that it was only in 1870 that the Boston Museum of Fine Arts was incorporated, while its collections were not opened to the public until some years later. Besides a few casts of antique sculpture possessed by the Athenæum, there was then no similar collection open to the people of Boston.

The French and English have made similar efforts. In 1881 a report on the subject of art in schools was presented to the French minister of public instruction. About that time a similar report was made to an English institution in London, of which Mr. John Ruskin was president, and Mr. Matthew Arnold, Sir Frederick Leighton, and other eminent men, vice-presidents. The object of this association was "to bring within the reach of boys and girls in our board and other schools such a measure of art culture as is compatible with their age and studies." They proposed, therefore: (1) to negotiate with art publishers for the purchase of prints, photographs, etchings, chromo-lithographs, etc., and to supply them at the lowest possible price to schools; (2) to reproduce carefully selected examples that were likely to have a large circulation; (3) to print a descriptive catalogue and price list of the examples which the committee were prepared to recommend to the notice of schools; (4) to present to schools, as the funds of the association would allow, small collections and books explanatory of them; (5) to arrange loan collections to be placed at the disposal of schools on such terms as might prove convenient; (6) to bring together a number of examples to be exhibited in a suitable place as a tentative model of a standard collection. This model collection was to consist of: (1) Pictures of the simplest natural objects—birds and their nests and eggs, trees, wild flowers, and scenes of rural life, such as town

[1] Compiled by Dr. Stephen B. Weeks.

children seldom see and country children often fail to enjoy consciously until their attention is specially called to them; (2) pictures of animals in friendly relation with human beings, especially children; (3) pictures of the peasant and artisan life of our own and foreign countries, incidents of heroic adventure, etc.; (4) pictures of architectural works of historic or artistic interest; (5) landscapes and sea pieces; (6) historical portraits; (7) scenes from history; (8) such reproductions as were available of suitable subjects among the numerous works of Italian, Dutch, and modern schools. The report of this committee as outlined is comprehensive and practical. It includes both elementary and superior instruction and proposes to use pictorial illustrations for the purpose of familiarizing town and city bred children with country scenes as well as to attract the attention of children to the direct observation of nature.[1]

In America, although the proposal of 1870 by Professor Philbrick and Mr. Perkins brought no immediate results, the subject was not forgotten. In a report of the committee on drawing of the Boston school board for 1883 Mr. Perkins, the writer of the report, makes reference to the desirability of forming an "art for schools association" based on the French idea of 1881. The committee goes on to say that "although we can not ask the cooperation of the school board in our proposed effort to found an art for schools association in Boston, yet we believe that the decoration of schoolhouse walls with good prints and photographs will not only bring good influences to bear upon the pupils, but will also materially aid teachers of drawing, history, geography, and natural history as objects of reference."

It was not until May 20, 1892, however, that the organization of the Boston Public School Art League was actually accomplished. Its creed is love of art; that it may be more widely known and more highly appreciated, "believing that art refines the mind, enriches the heart, elevates the soul, that art is one of the essentials of the perfect life, and that the refinement which comes from the presence of an association with works of art is an important element and aid in the development of character, both mentally and morally."

Its aim is "(1) by daily contact with objects of art to bend, educate, and elevate the mind of the young to familiarity with, liking for, and due appreciation of things beautiful (not necessarily useful) and correct standards in the art of architecture, painting, and sculpture, and the lives of those who have made the arts noble, to the end that children of the present generation may, when they come to man's estate, reject the false, demand the true, and so raise the art of our time and country to a plane which will, in ages yet to come, reflect true greatness and not material aggrandizement; (2) to place upon the walls of schoolrooms objects of art in the shape of casts, photographs, engravings of statuary, buildings, and paintings, illustrating recognized standards in art; also art centers, as Athens, Rome, Florence, Venice; also portraits of the old masters; also original works by leading artists, foreign and American. We believe this movement to decorate our schoolrooms is worthy the sympathy and support of all our cities. The end can be gained through legacies and gifts of worthy objects of art by individuals for general distribution or special use, and by donations of money for specific purposes, such as the decoration of rooms marked for memorial or historical interest."

The league, although restricted by the lack of means, began its work of decoration with two rooms. Room No. 4 of the English High School was made a Roman room, and there were placed in it photographs of the Arch of Constantine, the Temple of Vesta, the Coliseum, St. Peter's, exterior and interior; casts of the busts of Cæsar, Virgil, Marble Faun, Eros, Cicero; consoles supporting casts of

[1] See Report on Art and Industry in the United States, by I. Edwards Clarke, Part II, pages 3-12.

the same design as those for a similar purpose in the Vatican; the national flag; the State flag. In Miss Biglow's room in the Rice Primary School were placed portraits (prints) of Longfellow, Whittier, Bryant; engraving of Columbus at the Court of Ferdinand and Isabella; engraving of Pharaoh's horses; casts of boys' heads, by Donatello; cast (panel) of dancing boys, by Della Robia; cast of Houdon's bust of Washington; the national flag; the State flag.[1] This good beginning has met with favor from others. In 1893 the head master of the Girls' High and Latin schools was authorized to accept for these schools in behalf of the city eighteen framed photographs representing ancient Greek monuments and works of art, presented by Mr. J. M. Rodocanachi.[2] There are now two "memorial" rooms in Boston. One is a room in the Latin school, dedicated to the memory of John Witt Randall, a great-grandson of Samuel Adams, and very appropriately the photographs and casts illustrate the period of the Revolution. The other memorial room is the hall of the Horace Mann School.

The school report of Cambridge, Mass., for 1892 enumerates a long list of pictures, portraits, views, and statuary given to the various schools of that city by friends (pp. 214–227). The list will be of value to others who desire to make up lists of pictures for the adornment of schoolrooms.

It has also called the attention of the various graduating classes to the value of gifts which they may be able to make to the schools. Thus the class of 1894 of the Roxbury High School presented to that institution a framed photograph of the Castle of St. Angelo, at Rome, a bust of Hermes, colossal size, and a cast of the Trojan shield. The committee of the board said it gave them "great pleasure to commend the excellent taste and judgment displayed in the selection of these gifts, and to recommend their acceptance by this board."[3] In the same way the alumni association of the public schools of Haverhill, Mass., made a gift of three casts and two photographs to their school in 1895.[4] The ninth grade of the Barnum School, of Bridgeport, Conn., placed in the south corridor of that building in 1894 an heroic size plaster cast of the statue of Minerva Giustiniana, at a cost of $57.[5]

Brookline, Mass., reported in 1895 works of art placed in the Lawrence School by the ladies' art committee. Mr. William H. Lincoln also provided for the hall of the Lincoln School a number of reliefs and casts as follows: Frieze of the Parthenon; bas-relief from the Greek temple at Pergamos, representing the battle of Minerva with the giants; statue of Minerva, Augustus, Urania, bust of Marcus Aurelius, Julius Cæsar, Cicero, Demosthenes, Homer. Again, in 1896, Brookline reported a gift of $1,000 from Mr. George W. Armstrong which was to be expended for works of art for the high school, besides various gifts of pictures, photographs, and busts (p. 6). The superintendent of city schools, Mr. Samuel T. Dutton, says:

"The work of placing works of art in the schoolrooms of this town has been in progress now [1896] for nearly four years. About four years ago a public day was held at the Lawrence School, and at the close of the exercises the parents and friends were invited to meet in the hall, when the subject of art decoration was proposed to them. A committee was at once formed, and money was raised by means of entertainments and contributions until nearly $1,000 was available for the purpose. * * * [These pictures are arranged in different rooms according to the subject, and a list of the whole has been published.] About one year ago our new high school was opened, and we have already had donated to that school pictures and casts to the value of more than $2,000. The most important feature of this collection is, perhaps, the Armstrong collection of casts. These are all placed in a large room which is exclusively devoted to the subject of art. Com-

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[1] Boston School Document No. 21, 1892, pages 32–34.
[2] Proceedings 1893, pages 139-140.
[3] Proceedings 1895, pages 18, 42-43.
[4] Report 1895, page 37.
[5] Report 1894, page 31.

mittees have been appointed, in connection with two other schools, to continue this work. We have also a committee on art, in connection with our education society, which will probably undertake to place art works in those schools so situated that the patrons are unable to do anything. In this way we hope within a reasonable time to have a good representation of masterpieces in all our schools. I may add that we have gone far enough in this undertaking to satisfy ourselves that the presence of beautiful pictures and impressive statues in our schools is a distinctive educational factor. They help to elevate and ennoble the atmosphere of the school, give dignity to the place, inspire the teachers, and react impressively upon all who enter the room. When it comes to be understood that the schoolroom is to be made as pleasant and well furnished as the model home, then the school is likely to take the place it should hold as a social factor." * * *

The Medford High School has done work along the same line. Some $3,000 has been raised by subscription for the interior decoration of the new school building, and a fund of $5,000 was given for its exterior decoration. This school recently published [1896] a catalogue of 172 pictures, busts, bas-reliefs, portraits, and transparencies, with their location in the building and descriptive notes. The list includes classical busts and pictures, views of buildings and natural scenery, portraits of eminent men, and historical pictures, American and European.

Over 200 works of art have been presented to the Faulkner School, of Malden, Mass., by nearly as many persons. The same work is being promoted in Springfield, Mass. According to the report of the Springfield Republican of November 2, 1896, a scheme was on foot to advance the interests of art decoration by a series of lectures.

Efforts are being made also in Chicago, Denver, San Francisco, and in Milwaukee, where the Public School Art Association is at work raising $5,000 for this purpose. Oakland, Cal., New York, Brooklyn, Providence, New Haven, and Philadelphia have collections of photographs and casts.

At Quincy, Mass., Mr. W. G. Corthell, acting on the principle that "it is poor economy to put before the accustomed view of children what is poor, mean, and paltry," furnished at his own expense one of the rooms of the Wollaston School. At Thanksgiving the friends of the school were invited to inspect the room. His motives were expressed in the invitation, as follows:

"First, to inspire the scholars to a greater love of the beautiful, without which life at its best is only a drudgery. We are all more or less molded by our environment. Pictures of the noble men of history and the stately works of art wrought by the world's great masters stimulate the youth to the highest achievement in patriotic and faithful work. The scholars, by becoming accustomed to see what is high and pure in art, will unconsciously absorb its influence and learn to appreciate that which elevates and ennobles our lives. The result will be better work at their hands all through life, whether that work be at the bench, in the mart, or in the forum."

So well was Mr. Corthell pleased with the reception of his venture that he took it upon himself to find forty-three others who individually would make at least one contribution from a list that had received the sanction of Ross Turner, the artist, who has devoted his energies to the movement. The forty-three have been found, and soon the room will be ready for public inspection.[1]

The following extracts from the reports of various cities show that there is a general interest in the subject under discussion, and that towns and cities are reaching out after something more than they have now.

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[1] School Report of Quincy, Mass., 1892, pages 38-39.

[From School Report of Salem, Mass., 1892, pages 68–70.]

Our respected townsman, Mr. Ross Turner, the artist, may well be called the apostle of public school art decoration. With the aid of a number of our foremost citizens and the approbation of the school board, Mr. Turner has started in the public schools of Salem a movement destined to be generally introduced into the schoolhouses throughout the country and to exert an important influence upon our systems of public education. The movement began in the Phillips schoolhouse, where at first one room was properly fitted up, the walls tinted in a quiet, grayish tone, soft and agreeable to the eye, thus forming a good background, where were hung engravings, photographs, and solar prints of some of the most famous pictures of the world. A circular was issued, prepared by Mr. Turner and signed by a committee of five gentlemen, calling for contributions to extend the work thus begun. Meantime the matter was brought to the attention of the school board, who gave it their formal sanction and encouragement, and Mayor Rantoul cordially commended it in his annual address.

From this beginning in one room the work has been gradually extending until new decorations are found in nearly all the schoolhouses of the city. The walls are tinted and hung with engravings and prints, while over the doors and above the blackboards are bracket shelves, upon which and upon pedestals by the side of the teachers' desks are casts and busts of famous men, representations of bas-relief groups, and such like sculptures. The plan contemplates the ornamentation in this way of the schoolrooms of all grades in the city. These works of art are selected and grouped simply upon artistic principles. It is proposed to have portraits of statesmen, heroes, authors, and men otherwise illustrious in history and setting great examples for youth; pictures of buildings representing notable architectural work and structures celebrated in history. Pictures of kindred associations are brought together as much as possible in the same room. Thus in one room will be pictures of Venice, in another of Rome, and in another Florence. A picture of Sir Walter Scott will have one accompanying it of Melrose Abbey. A large photograph of the Mansion House at Mount Vernon, 6 or 7 feet long, will have near it a fine full-length figure of Washington. * * *

The portraits are usually glazed, but the other pictures, such as are 5 or 6 feet long or more, are not covered with glass, because it would be cheaper to replace them when soiled than to go to the expense of glazing. Accompanying each picture is a placard, plainly printed in large letters, giving its title and a few important facts concerning the subject.

We may all well agree with Mr. Turner when he says that he "believes that the future of art in this country depends not so much upon the patronage and appreciation of the comparatively few who have means and leisure as upon the cultivation of good taste among the great mass of the people, made possible through a familiarity with beautiful and artistic things." By beautifying the surrounding of the children in the schoolroom, they would thus become accustomed to what is good and true in art; they would unconsciously absorb its influence, and they would inevitably learn to appreciate true art almost intuitively. The result necessarily must be better architecture both in public buildings and in the homes of the people, and the exercise of a better taste in the embellishments of the same. The influence of these pictures and this statuary will inevitably tend to broaden the knowledge the children will acquire in their geography and history, stimulate their love for these studies, and in a marked degree influence their patriotic appreciation of our own country.

The supervisor of drawing in Salem says on this subject in the report for 1894: "It is to be earnestly hoped that the good work of schoolroom adornment so successfully begun by Mr. Turner will be continued in the city. There are still too many bare walls and unattractive surroundings. The silent teaching of beautiful forms and colors is of inestimable value in education. The schoolroom should be a place where the tired teacher finds it not unrestful to sit even when her duties do not hold her there. We want more color, more cheerfulness; not many things in the room, but harmony" (p. 23).

[From School Report of Somerville, Mass., 1892, pages 26-28.]

There is a great movement in New England, and other sections also, in the direction of art education by means of the decorative and artistic finish of school buildings. The architect and artist are exercising their silent but potent influence upon the minds of the public-school pupils. The Journal of Education thus describes the work of Mr. Ross Turner and the Public School Art League:

"The first step was to place in the schoolroom—after explaining his desire and plans to the school officials, whose consent was gladly given—a number of his private paintings and works in plaster, whatever, in effect, would add beauty and an artistic atmosphere to the school home. When this had been done, it was an easy matter to interest others, especially those whose children were in the public schools. * * * A circular was issued January, 1892, inviting citizens to its inspection. As a result of the interest thus created, the committee has been enabled to adorn several other rooms in this building and to make a beginning in other schools.

"The Public School Art League of America was formed in the hope of unifying this movement, giving it strength, and aiding those who might otherwise have to undertake the work alone.

"The purpose of this movement is to place school children during their formative years among beautified surroundings, so that while at their studies they may unconsciously absorb the influence of what is good in art and learn to distinguish the good from the bad. With the growth of a generation whose taste had been thus developed, we would have a public holding higher standards for all their surroundings. * * *

"The artists have already gone much more than halfway in giving an impetus to this movement. It is for the teachers to meet them and do all that can be done to help it on. To no one can it possibly mean so much as it will to the teachers. Others are working for succeeding generations, for humanity embodied in young America."

[From Report of School Committee of Lawrence, Mass., 1893, pages 8-10.]

We hold that a love for the beautiful is, perhaps, second only to religion as a protection against the grosser forms of self-indulgence, and that it can best be kindled at an age when the mind is especially susceptible to the influence of habitual surroundings.

The decoration of schoolhouse walls with good prints and photographs will bring good influences to bear upon the pupils, and will also materially aid the teachers of history, geography, and natural history, as objects of reference. * * *

Brookline, Milton, Salem, and Quincy have school buildings that have been so beautified, adorned, and enriched by photographs, engravings, and casts that the whole life of teachers and the taught has been made broader and sweeter. By the help of these things they have been living on the heights, and, having lived together there for a season, having formed a taste for works of art that treat of great historical events, or of nature in her sublimity and grandeur, they have been silently the recipients of an educational influence that is good, and only good.

It costs but little to place these things where the children may see them every day. Pictures with which well-educated children should be as familiar as they are with the multiplication table can now be obtained at so little expense that they will come into our schools in greatly increasing numbers as soon as we are more fully persuaded that they are most powerful helps toward that refining influence and that strong character building that are among the chief functions of the public school.

Parents have a right to expect that along with increase of knowledge in arithmetic and history, in addition to better penmanship and greater power in oral reading, there shall be increase in refinement and growth in good conduct.

The teacher who is obliged to instruct surrounded by four barren walls is at a tremendous disadvantage in all these higher lines of influence.

Some of our schools are supplied with a limited number of good pictures. In the hall of the Oliver School, besides the portrait of General Oliver and the painting of the Landing of the Pilgrims, there are two large pictures that were purchased more than twenty years ago by Mr. Walton with the proceeds of an entertainment given by his school.

For a score of years these have made the Oliver hall more attractive to the thousands who, as pupils, parents, and friends, have been drawn thither by educational duties or interest. Every room through the whole Oliver Building ought to be made more attractive by a supply of good pictures.

The hall of the Packard School has been made cheerful and homelike by the pictures received from prizes, by gifts from the graduating classes, and from friends of the school. * * *

At the Essex School the cooperation of teachers and pupils has provided some excellent works of art. At this school the rooms are designated as the Greek room, the Roman room, the Venetian room, etc., and the pictures have been placed in accord with the assignment of names.

[From Annual Report of School Committee of Pittsfield, Mass., 1895, pages 55, 56.]

The desirability of making schoolrooms attractive has long been recognized, and most schoolrooms have on their walls pictures and other decorations of more or less value, according to the ability of the donors and the standard of taste prevailing in the school. While all of these evidences of a regard for better things are to be respected for the motive that has prompted them, the results sometimes show the importance of art education. The indiscriminate use of cheap mottoes, clippings from illustrated newspapers, drawing exercises, advertising cards, posters, and the like for wall decorations is to be commended only as an evidence of good intentions. So far as the appearance of the room is concerned, bare walls are to be preferred. I am glad that very little of this sort of decoration is to be found in Pittsfield, and that any that may exist is not of recent date. On the contrary, some of our schoolrooms are fairly supplied with reasonably good pictures, and there is a desire on the part of teachers and pupils for more and better works of art in our schools. During the past year we have added to our desirable pictures The Court of the Lions in the Alhambra, at the Center School; The Tiber and the Church of St. Peter at Rome, in the Orchard Street School, and a copy of the Sistine Mother and Child, at the Pontoosuc School. There was also placed in the Linden Street School a cast of The Winged Victory. These were procured by the efforts of the teachers and pupils, and plans are on foot for other acquisitions of the same sort. The beautiful gift to the Pontoosuc School was in memory of Miss Kelly, the late principal, and was largely due to the generosity of the patrons of that school.

I have encouraged the desire for works of art of a higher order not merely for the sake of having the schoolrooms more attractive, but because it is a very effective means of refining and elevating the character, the taste, and the manners of the pupils. More than this, each child has an influence in the home and in the community, and in due time this influence will determine the character of the city. This view of the matter would seem to justify some expenditure for this purpose from the annual appropriation. The teaching of drawing and music in our schools and the expenditure for music and decorations as a feature of graduation exercises must be justified largely on the same grounds. In view of the general interest shown by our teachers and pupils in maintaining a good record of attendance, I believe that a small appropriation for desirable pictures to be distributed to the schools and schoolrooms making the best attendance records for each month or for the entire year would be one of the best possible educational investments of the small amount required.

[From Taunton, Mass., School Report for 1895, pages 35-36.]

There should be in every room, to relieve the too staring blankness of the walls, something to please the eye, to cultivate the taste, to stimulate and to satisfy the mind's many and many-sided needs. There could be typical examples of natural animal, vegetable, and mineral products—specimens of manufactured articles. There could be portraits of the men who have made our history, men distinguished in every field of usefulness. There could be photographs of wonderful natural features and phenomena; of historic places and buildings; of masterpieces in architecture, painting, and sculpture, and of the mighty achievements of mechanical skill and engineering. There could be drawings to show the elements of beauty in form, and to illustrate harmony in color combination. With such, the whole atmosphere of the schoolroom would be changed. Stimulated by such, the pupil would breathe in more easily the spirit of patriotism, would the better understand himself and his environment. Becoming more familiar with the good, the beautiful, and the true in man and in nature, he would unconsciously imitate. There would be awakened within him truer and higher standards of life and living, and he would thereby be the better enabled to judge between the true and the false in circumstance, between the right and the wrong in conduct. The foundation of error has for its corner stone ignorance. Error easily becomes criminal through unenlightened will. Such surroundings as these would awaken and cultivate admiration—admiration for that which is worthy of it. "It is by admiration only of what is beautiful and sublime that we mount up a few steps toward the likeness of what we admire."

[From Report of Board of Education of Omaha, Nebr., Public Schools, 1895, page 12.]

I wish particularly to commend the efforts of teachers and principals who have made their rooms and buildings attractive by means of handsome classic pictures and pieces of statuary. The effect on the children must be elevating and refining. The introduction of cheap chromos and pictures of a poor, indifferent character is to be condemned. They should have no place in the schools. The education of the mind by articles of grace and beauty kept constantly in view is quite as useful and helpful as the education derived from books.

Ruskin on the Decoration of Schoolrooms.

Before this question had been agitated by Mr. Perkins and Professor Philbrick, John Ruskin had written as follows on the subject:

Hitherto, as far as I know, it has either been so difficult to give all the education we wanted to our lads that we have been obliged to do it with cheap furniture in bare walls, or else we have considered that cheap furniture and bare walls are a proper part of the means of education, and supposed that boys learned best when they sat on hard forms and had nothing but blank plaster about and above them whereupon to employ their spare attention; also that it was as well they should be accustomed to rough and ugly conditions of things, partly by way of preparing them for the hardships of life and partly that there might be the least possible damage done to floors and forms in the event of their becoming during the master's absence the fields or instruments of battle. All this is so far well and necessary as it relates to the training of country lads and the first training of boys in general. But there certainly comes a period in the life of a well-educated youth in which one of the principal elements of his education is, or ought to be, to give him refinement of habits; and not only to teach him the strong exercises of which his frame is capable, but also to increase his bodily sensibility and refinement and show him such small matters as the way of handling things properly and treating them considerately. Not only so, but I believe the notion of fixing the attention by keeping the room empty is a wholly mistaken one. I think it is just in the emptiest room that the mind wanders most; for it gets restless like a bird for want of a perch, and casts about for any possible means for getting out and away. And even if it be fixed, by an effort, on the business in hand, that business becomes itself repulsive, more than it need be, by the vileness of its associations; and many a study appears dull or painful to a boy when it is pursued on a blotted deal desk under a wall with nothing on it but scratches and pegs which would have been pursued pleasantly enough in a curtained corner of his father's library or at the latticed window of his cottage. Nay, my own belief is that the best study of all is the most beautiful, and that a quiet glade of a forest, or the nook of a lake shore, is worth all the schoolrooms in Christendom when once you are past the multiplication table; but be that as it may, there is no question at all but that a time ought to come in the life of a well-trained youth when he can sit at a writing table without wanting to throw the inkstand at his neighbor, and when also he will feel more capable of certain efforts of mind with beautiful and refined forms about him than with ugly ones. When that time comes, he ought to be advanced into the decorated schools, and this advance ought to be one of the important and honorable epochs of his life.

I have not time, however, to insist on the mere serviceableness to our youth of refined architectural decorations as such; for I want you to consider the profitable influence of the particular kind of decoration which I want you to get for them, namely, historical painting. You know we have hitherto been in the habit of conveying all our historical knowledge, such as it is, by the ear only, never by the eye; all our notions of things being ostensibly derived from verbal description, not from sight. Now, I have no doubt that as we grow gradually wiser—and we are doing so every day—we shall discover at last that the eye is a nobler organ than the ear; and that through the eye we must in reality obtain or put into form nearly all the useful information we have about this world. Even as the matter stands, you will find that the knowledge which a boy is supposed to receive from verbal description is only available to him so far as in any underhand way he gets a sight of the thing you are talking about. I remember well that for many years of my life the only notion I had of the look of a Greek knight was complicated between recollection of a small engraving in my pocket Pope's Homer and a reverent study of the Horse Guards. And though I believe that most boys collect their ideas from more varied sources, and arrange them more carefully than I did, still, whatever sources they seek must always be ocular. If they are clever boys, they will go and look at the Greek vases and sculptures in the British Museum and at the weapons in our armories; they will see what real armor is like in luster and what Greek armor was like in form, and so put a fairly true image together, but still not, in ordinary cases, a very living or interesting one.

Now, the use of our decorative painting would be, in myriads of ways, to animate their history for them, and to put the living aspect of past things before their eyes as faithfully as intelligent invention can, so that the master shall have nothing to do but once to point to the schoolroom walls, and forever afterwards the meaning of the word would be fixed in the boy's mind in the best possible way.

It is a question of classical dress—what a tunic was like, or a chlamys, or a peplus. At this day you have to point to some vile woodcut in the middle of a dictionary page, representing the thing hung upon a stick; but then you would point to a hundred figures, wearing the actual dress, in its fiery colors, in all actions of various stateliness or strength; you would understand at once how it fell around the people's limbs as they stood, how it drifted from their shoulders as they went, how it veiled their faces as they wept, and how it covered their heads in the day of battle. Now if you want to see what a weapon is like, you refer, in like manner, to a numbered page, in which there are spearheads in rows, and sword hilts in symmetrical groups; and gradually the boy gets a dim mathematical notion how one scimiter is hung to the right and another to the left, and one javelin has a knob to it and another none, while one glance at your good picture would show him, and the first rainy afternoon in the schoolroom would forever fix in his mind the look of the sword and spear as they fell or flew, and how they pierced, or bent, or shattered—how men wielded them and how men died by them.

But far more than all this is it a question not of clothes or weapons, but of men? How can we sufficiently estimate the effect on the mind of a noble youth, at the time when the world opens to him, of having faithful and touching representations put before him of the acts and presences of great men? How many a resolution which would alter and exalt the whole course of his inner life might be formed when, in some dreamy twilight, he met, through his own tears, the fixed eyes of those shadows of the great dead, unescapable and calm, piercing to his soul, or fancied that their lips moved in dread reproof or soundless exhortation. And if for but one out of many this were true; if yet in a few you could be sure that such influence had indeed changed their thoughts and destinies, and turned the eager and reckless youth, who would have cast away his energies on the race horse or the gaming table, to that noble life race, that holy life hazard, which should win all glory to himself and all good to his country, would not that, to some purpose, be 'political economy of art?'

WORK OF THE MANCHESTER ART MUSEUM.

At a session of the International Conference on Education held in London in August, 1884, a paper on this subject was read by Mr. T. C. Horsfall, from which extracts are presented herewith. This address confirms the observations already made by teachers, that in many cases the children of the poorer classes in cities, who live in small and cramped tenements, or in narrow, filthy streets, have no conception of the common everyday scenes and events of the life of the country child. This ignorance is confined to no one city or country. Thus, Mr. Horsfall illustrates his plea for pictures by saying that in English cities some of the children scarcely know what a flower is like or have ever seen a primrose or a violet; some thought a squirrel was a bird; others that the berries of the mountain ash were roses; others that a dragon fly was a bird or a serpent; and some did not know what a lamb was like. Mr. Horsfall says:

"I believe that the right use of works of art in elementary schools will effect an improvement in the taste of English work people and employers, which all persons conversant with English manufactures know to be very desirable; that it will reveal to many children who live in the crowded parts of large towns some of the highest qualities of their own nature and that of their fellow-creatures, of the existence of which most such children, and many also of those who live in pleasanter places, are not aware; that it will soon make the homes of many work people more attractive than work people's homes generally are now, and will do much toward creating a fuller and happier family life amongst the work people of towns, by opening to them many pleasant occupations and amusements which parents and children can enjoy together, and which will therefore create between parents and children the bonds of common interests and pleasures; that it will make schools more attractive for children, and add to the brighter side of the culture of teachers, and, while making their work pleasanter, increase their influence over their pupils.

"Two conditions are needed for the development of good taste in a person who has the qualities needed for its acquisition. One of these conditions is that from childhood onward he shall habitually see beautiful things; and the second condition is that in childhood and youth people whose opinions he respects shall make him notice the difference between beautiful and ugly things, and make him feel that they regard beauty as a thing of great value.

"It is impossible to insist too strongly on the dependence of good taste on the existence of these two conditions. The coexistence of both is quite necessary. The second can not, of course, exist, unless the first does also; but the first exists for many persons without the second, and then exists for most of them in vain, so far, at least, as development of taste is concerned. All children in the country habitually see beautiful natural forms and colors, but this does not suffice to make most of them even perceive the difference between good and bad form and color. * * *

"It is only in schools that we can hope that most children can be enabled at present to habitually see beautiful things and feel the influence of persons respected by them, who, perceiving the difference between beautiful and ugly things, can lead the children to feel that beauty is a thing of great importance. Pictures are amongst the beautiful things needed for this purpose in schools. * * *

"As the committee of the Manchester Art Museum have lately been taking the course which seems to me to be that needed for gaining all the advantages obtainable by the use of pictures in schools, I will describe their system. First, I must speak of the system of their central collection, that of the art museum, to which as many references as possible are made in labels attached to the pictures lent to schools.

"The art museum which was opened last month by Mr. Mundella, contains as many pictures as we can find room for of beautiful scenery and interesting places in the neighborhood of Manchester. Some of these pictures are in oil colors, some are water color of drawings, etchings, engravings, photographs. * * *

"There is a collection of pictures of common wild and garden flowers; one of pictures of common wild birds; one of pictures of other animals; one of pictures of well-known places in different parts of the world; one of beautiful landscapes; one of seascapes; one of war scenes; one of religious subjects; one of portraits; one of copies of works by Turner, chiefly illustrating English scenery. In some of these groups of pictures, representations of the same subject by different kinds of art—etchings, engravings, water-color drawings—are placed side by side, in order to facilitate careful comparison of the effects obtained by different processes.

"Many of the pictures—the plates of the Liber Studiorum and those of the Harbours of England, for instance—have full descriptions and criticisms hung by them. Each of the other pictures has, or will have, a label containing a short explanation of the subject and a statement as to whether it is an engraving or etching, or whatever it may be. One set of pictures illustrates the development of architecture and sculpture; one that of Italian painting. In cases there are sets of the tools, etc., used in the various art-reproducing processes, plates etched and prepared for etching, engraved plates with impressions from the plates, wood blocks for wood engraving, the stones used for lithography, the blocks used for color printing, and a brief explanation of each of the processes. Short lectures on the processes and on many other subjects will be given. A band of explainers is being formed. There are also cases of examples of well-shaped, pleasantly colored pottery and glass, metal work, and textile fabrics, many of them of the commonest kinds, fitted for common use. There is, too, a model small house, fitted up with the well-shaped, well-made things by Mr. W. Morris and Mr. W. A. S. Benson, and there are some casts of Greek sculpture, shown to advantage by having richly colored stuffs hung behind and on each side of them. * * *

"It is intended that each of the collections lent to schools shall eventually contain a few examples of beautiful textile fabrics, beautiful common pottery and glass, and casts from sculpture, but at present they consist of pictures only. We lend pictures of beautiful scenery and interesting buildings near Manchester—these pictures are chiefly photographs—chromolithographs and engravings of other beautiful landscapes and sea scenes, pictures of scenes in the Holy Land and Egypt, of historical scenes, of beautiful wild and garden flowers, of trees, of common birds and butterflies, of fairy tales—good examples, in short, of almost every kind of picture. Many of the pictures are—all are to be—provided with labels to tell what the subject is and of what process the picture is a product; if it is cheap, what its price is and that of its frame. The labels also make as many references as possible to the Art Museum, to books, to our local botanical gardens, and other pleasant places open to work people. Thus one of the labels to a picture of a swallow gives a little information about the habits of the bird; another tells that the picture is a lithograph, colored by hand, that an explanation of lithography and the things used in it can be seen in the Art Museum; that pleasant information about and good pictures of birds are found in White's Selborne, a copy of which can be bought for sixpence, and in John's English Birds in their Haunts, which costs 6s. 3d. The label to a frame containing pictures of garden flowers tells that the pictures are chromolithographs, speaks of the imperfections of this process of representation, and recommends that the pictures be compared with water-color drawings of the same flowers in the Art Museum. It tells also that some of the flowers will grow in houses in Manchester, and that they are to be seen in the botanical gardens and in some of the public parks. The label to a set of photographs of Greek sculpture tells that casts of the sculpture are in the Art Museum and praises their beauty. * * *

"After what I have already said, I hardly need add that we do not expect that pictures of beautiful places and things can at first have much meaning for those children who know nothing, or almost nothing, about the things represented. The child for whom real buttercups and daisies, the flight of swallows, and the song of larks have no happy associations, who has never felt gladness in fields or on hills, will see very little in pictures of flowers and birds, fields and hills. But still pictures of these things will be of great value even for such children. Some natural beauty is within reach of almost every child; most children have some of it sometimes before their eyes. Ignorance of it is so common, partly because their eyes have not gained from heart and mind the power to see these things, partly because 'what the eye never sees the heart never longs for,' and opportunities of seeing natural beauty at a little distance from home, and of bringing it into homes, are not used or sought for.

"The words now so often quoted, which Mr. Browning puts into the mouth of Fra Lippo Lippi, are, I believe, perfectly true:

"'We're made so that we love
First when we see them painted, things we have passed
Perhaps a hundred times, nor cared to see;
And so they are better, painted—better to us,
Which is the same thing. Art was given for that—
God uses us to help each other so,
Lending our minds out.'

"If a child is led in school, as he easily may be by a few words spoken by his teacher, to notice the form and color of a flower in a picture, or the forms and colors in a picture of landscape, and to find a little pleasantness in them, he will be sure to notice with pleasure the next flower or place of the kind he meets with, and pleasure in the thing will make him care more for the picture, and will give meaning to the name when he next reads it in a book, and thus will begin for him that interaction of art, literature, and nature, to which each of the three owes most of its power to give us ennobling pleasure. * * *

"I must say a few words respecting the success which has already been obtained by the use of pictures in schools. We have as yet lent pictures only to twenty schools, and the Art Museum has only been open a few weeks. We have not, therefore, had time to ascertain if a considerable number of children will be led by our school pictures to study the collection in the museum. But we know that in other ways the pictures lent have been very useful. I will give some evidence, which has come to me without my seeking it. Mr. Godolphin Rooper, Her Majesty's inspector of schools at Bradford, visited on a Saturday some of the schools in Manchester to which we have lent pictures. He told me that he found some children playing in the street near one of the schools and talked to them about the pictures. They told him that they liked having them and that some of the children brought their dinners to school in order to see them. I asked a boy who, a few weeks ago, was sent to guide me from one board school to another if he and his schoolfellows liked our pictures. He said, 'Some of us come half an hour earlier to see them, especially when there are any fresh ones.' Mr. Mellor, the master of the Manchester Free Elementary School, told me that our pictures not only brighten the schoolrooms and make them pleasanter for teachers and children, but also enable him to give the children, in a way which is pleasant for both sides, clear ideas about many things—ideas which, thus given, he says, are never forgotten. He pointed to one chromolithograph which has taught many children the meaning of 'plain' and of 'river' and 'group,' and to another which has given clear ideas of 'a glade' 'tree trunks,' 'foliage,' etc. * * *

"I can not use here the arguments which seem to me to prove that public gardens and art galleries ought to be open on Sundays, but at least I must say that it is of such immense importance that children shall gain familiarity with beautiful things, and that parents and children of the working classes in towns shall be enabled to have pleasures in common, that, if gardens and art galleries are not to be opened on Sundays, we ought to lose no time in transferring their contents to those places which are open on Sundays—to Sunday schools, churches, and chapels."[1]

WORK OF THE BROOKLYN INSTITUTE.

In the spring of 1896 the section on art education of the Brooklyn Institute of Arts and Sciences inaugurated an exhibition of "works of art suitable for the decoration of schoolrooms," which was held at 174 Montague street, Brooklyn, March 21 to April 4, 1896. A catalogue of the exhibition has been published, and is preliminary to a report on the subject to be made later by the institute. The catalogue contains 412 entries, including photographic reproductions, engravings, etchings, original drawings, statuary, and pottery suitable for schoolroom decoration. Prices attached range from 25 cents to $70. In his introduction to the catalogue Prof. Walter S. Goodnough, chairman of the section on art education, says:

"The purpose of this exhibition is to bring to the attention of educational authorities and the public of this city and vicinity a most important educational movement, destined to have great influence. It originated in England in 1883, under the leadership of John Ruskin, and extending to this country, has been taken up enthusiastically in many cities. A fuller report of this movement will be made

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[1] Reprinted in Report on Art and Industry in the United States, by I. Edwards Clarke, Pt. II, pages 716-722.

in print later, by the section on art education of the Brooklyn Institute. This exhibition is intended to be suggestive, not complete or exhaustive, of works of art suitable for public schoolrooms of all grades.

"In other cities public funds have not been drawn upon, except to the extent of providing picture moldings and suitable colored walls, ceilings, and woodwork. Works of art have been loaned or presented to the schools by alumni associations, graduating classes, friends, or patrons; also by civic or educational societies, art clubs or associations, and other organizations interested in the social progress and well-being of the city through the proper education of its future citizens.

"In Boston the Public School Art League, with the consent and cooperation of the board of education, decorated several schools. In Philadelphia the Civic Club purchased works of art for and decorated a school selected by the board of education.

"In Chicago, St. Louis, Cambridge, Salem, Brookline, New Haven, and numerous other places much has been done. It is hoped that public-spirited citizens and organizations will aid and support this movement in Brooklyn.

"The day is not far distant when all bare, white walls in the schoolroom will be replaced by pleasing tints and works of art. Originals or acceptable reproductions will hang upon the walls or find place in cabinets or cases provided for this purpose.

"A recent writer asks, 'How shall our life, public and private, be raised to a higher plane? What better means can be used to inspire patriotism and chasten private life than the influence of those arts which embody the ideal? Where can this influence be exerted so well as in the public school? In youth the mind is most open to the nobler influences; impressions then formed are most lasting.' 'Surround young people during school hours with pictures and statuary, set off by tinted walls and decorated ceilings, and the silent beauty irradiating therefrom will quicken and purify the taste without encroaching upon school time.' 'Art in daily contact with life is a silent but all-powerful and ever-constant and undying influence in the shaping and molding of character. It will do more for refining, elevating, broadening, and even tempering of character than all other forces combined, except religion, and when art and religion have both been true, the one has helped the other. Without true art no nation has been, can be, or will be great, and as the twig is more easily bent than the trunk, the process will best begin with the young.'

"'The public school is the place to which we should turn chief attention in our effort to promote a more beautiful public life in America. The schoolhouse and grounds should be beautiful, and the child should be surrounded by beauty in the schoolroom from first to last.'

"Art education is a primary part of true industrial and of spiritual education. Every school should teach the pupils, and through them the people, that everything that man uses of wood or metal or stone, of wool or silk, printed, woven, or wrought, should be beautiful; and it should provide means for the development and exercise of the creative faculty with which all are endowed, and which brings man into his highest estate. 'If we can once give beauty its rights in the schools, we shall have done the greatest thing which we can do toward securing for our people a more beautiful public life.'

"'The good, the true, the beautiful,' were words the Greeks loved to use. As we open our eyes to see the beauty of God's earth, and sea, and sky, so let us be content only when we see beauty, too, in all the works of our hands—in the home, the school, the shop, the street.

"The school wall should speak of the ideal to the eyes of the child. The drawing, engraving, etching, photograph, photogravure, the cast, the product of the potter's skill, and of the art worker in stained glass and in metal, will play a larger part in elementary education in the public school of the future.

"As a means of making more real the great events and facts of history, literature, science, and art, as well as for the purpose of bringing greater culture, refinement, and more civilizing influences into the schoolroom, of cultivating an appreciation and love of the beautiful, and of educating the æsthetic and emotional nature of the child, good art works have an untold value. We endeavor to acquaint the pupil with the great masters and masterpieces in history and literature. Should we not do the same in art, when photographs and other reproductions can be had at so small a cost? Should we not bring beautiful form and color into the schoolroom, when good art in the form of pottery is so plentiful and inexpensive?

"The section on art education will receive contributions of funds or art works for this purpose, and will endeavor to carry out the desires of donors. Works in this exhibition, with some exceptions, may be bought and presented to any particular school, or be placed in the hands of the section on art education, to be placed in some school, either as a loan or a gift. Receipts from the sale of the catalogues will be used to purchase works from this exhibition, to place in Brooklyn public schools.

> "All passes; Art alone
> Enduring stays to us;
> The bust outlasts the throne,
> The coin, Tiberius."

INTERIOR DECORATION OF SCHOOLHOUSES.[1]

In the autumn of 1896 Mr. Walter Gilman Page, artist and member of the Boston school committee, published a little pamphlet on the Interior Decoration of Schoolhouses. It contains lists of photographs and casts suitable for decoration, and is intended "to answer the questions: What is best for schoolroom decoration? Where can photographs and casts be obtained? What are the sizes and what are the prices?"

Mr. Page says, in part:

I think it is pretty generally conceded that to decorate a schoolroom is a good thing to do. I shall consider it unnecessary to enlarge upon this point, though the names of those who have advocated the plan would include those best known in the artistic and educational worlds, and facts adduced from what has already been accomplished would give interesting information to those who need encouragement in their attitude toward this question. I would rather turn your attention to a few practical points, based upon actual work in the schools of Boston.

The very first item for consideration is the tinting of the walls. It is only very recently that schoolroom walls have been anything but the bare white plaster, so far as Boston is concerned, and this condition prevails in other cities and towns at present; but Boston has happily outgrown this period, and now all class rooms are tinted some sort of color, but usually far from the right one.

My experience has directed me, first, to select colors which will not absorb the light, and to lay them on the wall so as to give a flat and dead surface, that there may be no reflection; next, to select colors which are harmonious and artistic in effect; and lastly, to select colors which are soothing, not irritating, to the optic nerve.

Upon this latter item a celebrated specialist has given me his professional opinion, and as I have followed his ideas so far as his point of view is concerned, it would be well for me to quote the following from his report:

"The walls of all schoolrooms should have some color, for I have often seen children immediately and permanently recover from a persistent recurring diseased condition of the eyes when removed from a schoolroom with white walls, and sent elsewhere to school, or kept at home, where the walls are tinted. The

[1] Read before the American Institute of Instruction at Bethlehem, N. H., July 10, 1896.

principal color of the walls should be of an even tone, so that the amount of light reflected will be the same from all parts of the surface, as waving or clouded effects are very trying to sensitive eyes. Any color may be placed in its proper position with regards to its safety for schoolroom walls by remembering the general rule with regard to the sensitiveness of the eye to the colors of the spectrum, which is, that the nearer the color is to the red end of the spectrum, the more irritating it is to the eyes; and the nearer the color is to the blue end of the spectrum, the easier it is to the eyes, with the single exception that the extreme violet rays are also irritating.

"From this it will be seen that red and all its derivatives should be rigidly excluded, and orange also is nearly as bad, while yellow should never be taken by preference, but may be justifiable in an otherwise dark and badly lighted room. Greens and blues are absolutely safe colors, and it is not at all necessary that the colors should be pronounced. The depth of color should be made dependent upon the amount of light coming into the windows and upon its quality, as, for instance, whether the windows have a northern or southern exposure, whether the sun's direct rays can come directly into the room when the sun sinks low in the heavens in the middle of a winter afternoon, and other surrounding circumstances of each individual room.

"The color of the ceiling of a schoolroom is fully as important as the color of the walls, particularly when there is any amount of reflected light.

"All I have said with regard to the color on the walls is doubly true when applied to the color of the window shades, and this fact should always be taken into consideration in furnishing and decorating a schoolroom."[1]

In November, 1894, under the auspices of the Public School Art League, the New England Conference of Educational Workers, and the Boston Art Students' Association, there was held in Boston an exhibition of photographs, reproductions of standard works of art suitable for schoolroom decoration. Also in Brooklyn, during the months of March and April of the present year, there was held a similar exhibition, under the direction of the section on art education of the Brooklyn Institute of Arts and Sciences.

These two events are the most important connected with the subject of schoolhouse decoration since the movement first began in this country, but there is yet to be held an exhibition which shall give a clear idea of the proper order and grade of pictures perfectly suited to the age and understanding of the child from the kindergarten through the high school.

In these two exhibitions I refer to, nearly if not quite all the photographs belonged to the highest grades of the grammar schools, and more particularly to the high schools. While, on general principles, association with works of the highest order can not begin too soon, yet we want more than association, or mere contact and environment; we want interest, and, in consequence, understanding.

To explain myself something more in detail, I will give a rough outline, merely suggestive of how I would distribute works of art through the different grades.

For kindergarten and primary grades I would suggest pictures of the simplest natural objects, such as birds, their nests and eggs, wild flowers, trees, and scenes of rural life, such as town children seldom see and country children often fail to enjoy; pictures of animals in friendly relation with human beings, especially with children; landscapes and marine views; some of these various subjects to be illustrated in color, proper attention being paid to artistic merit.

For grammar grades I would use historical portraits and scenes from history, with particular and special reference to the men and events connected with the life of our own country; pictures of architectural works of historic or artistic interest; such reproductions as are available from the numerous works of the old

[1] Report written by Dr. Myles Standish, Boston.

and modern schools of painting, and, as many of our boys and girls do not go beyond the grammar school, a judicious selection of casts from the antique should be included.

For the high schools you have simply to choose from the best, the product of all the ages, the art of Greece and Rome, the Renaissance, down to the present day. The field is broad and the task the easier.

All these subjects I have so briefly outlined have their practical uses in the schoolroom, in correlation with drawing, history, geography, and natural history. Certainly the æsthetic sense is pleased and the daily routine made pleasanter amid such surroundings, for nothing, to my mind, is more depressing than bare walls.

The present generation can not do better than to inform itself somewhat as to what constitutes American art, and particularly that portion which belongs to the period of the war of the Revolution, illustrated through the masterly portraits by that prince of portrait painters, Gilbert Stuart, and the historical pictures by John Trumbull. I trust the day is not far distant when their names and their works will be known to all the children of the land.

In addition to selecting photographs and casts with reference to their character and suitability to age and comprehension, I would advise that they bear a relation to one another. In order to accomplish this it will be necessary to fix upon what it is desired to illustrate upon the walls of some particular schoolroom.

Let it be a Greek room, Roman room, Egyptian room, or let it illustrate English literature or French history; different sections of the country through photographs representative of characteristic features, birds, and animals, etc.; but let all these different subjects be placed by themselves. To mix them up in one room, no matter how good in itself each particular object may be, will make the result discordant, though there may exist certain conditions which might render it necessary to include a variety of objects in one room.

It is always best to give a good frame to every photograph, and it is always desirable to frame under glass. It is not usual or customary for us to use cheap frames and no glass in our homes. Why should we do less for the schoolroom?

The very best form of reproduction is none too good. To be sure, it is the most expensive, and financial conditions are not always such that it is feasible to carry out the plan of obtaining the best. Nevertheless, the best is the thing to aim at, and attain if possible, for in no country to-day does there exist so broad a field for good as the opportunity of bringing the best art has to offer into our schoolrooms.

In the Old World the æsthetic sense is constantly stimulated by what is offered on every side, while in our own land, where art is to have her future throne, at present we have barely made a beginning.

The next generation is to witness an immense advance in all that relates to the fine arts. Therefore it is important that we prepare the way. "Though the amount of time given to æsthetic subjects in the public schools is small, and to increase it is entirely out of the question, yet all the more for this reason does the plan of decorating schoolrooms deserve, as it is now receiving, favorable consideration. Surround young people during school hours with pictures and statuary, set off by tinted walls, and the silent beauty irradiating therefrom will quicken and purify the taste without encroaching upon school time or interfering with school work." But while we agree to this, and while we welcome all that can be accomplished in this direction, let it be remembered by those who can aid the most in this work of interior decoration of schoolhouses that primarily schoolhouses are for practical ends, toward whose fulfillment the introduction of objects of art must serve as a valuable aid, and not as an impediment. In fact, I sincerely trust that the school committee of the future will consider the furnishing of the walls of a schoolroom as much a part of its duty as furnishing desks and books; for as Americans we have developed too much on one side, considering nothing but that which appeals to us as practical and ignoring that through which the glory of the past has been handed down to us.

ART FOR THE SCHOOLROOM.

By BARR FERREE, *in Education.*

There are few healthier indications of a genuine interest in art or a better indication of its value in general education than the movement which has for its object the providing of artistic decorations for schoolrooms. A good deal has been done in this direction in England, and in America interest in it has found fruit in at least three general exhibitions in Boston, Philadelphia, and Brooklyn. In several other cities and some of the lesser towns considerable progress has been made, and individual schools in various parts of the country possess veritable miniature art galleries, so numerous are their photographic treasures. No more important work in introducing art into the general life of Americans has been undertaken, for it means bringing it directly before children, many of whom are without artistic home influence, who do not know the value of a picture even as a decoration, or only in a limited way, certainly not in an artistic sense. It is too much to suppose that every child will be interested, that the life of every pupil will be brightened in this way, but it would be equally foolish to set a limit upon the good that may be accomplished by it. The good that can be done, however, must not blind us to the fact that it must be done with the most elementary materials. * * *

In attempting to answer the question, In what shall the artistic decoration of the schoolroom consist? we must keep in mind the elementary conditions at the outset. The object of the decorations is to create an interest in art and an appreciation of it; and the people it is proposed to benefit are, in large part, quite devoid of any artistic knowledge. The less tax put upon the brains of the children the more satisfactory will be the result. A concrete idea is more easily grasped than an abstract one; familiar objects are comprehended quicker than strange ones; the lesser is mastered before the greater. In other words, we can not have "high art," we can not concern ourselves with "schools" and "values" and "tones" and all the literary and artistic paraphernalia of the modern painter. We are trying to instill some knowledge of art into the minds of the multitude, and we must get down to the level of the multitude ourselves before we can lift it up. We can not clean out the gutter by sweeping cobwebs from the roof cornices. * * *

The utmost care is required in the selection of subjects; we must not shoot above the comprehension of the children; we must not set a standard so high that only a few can come up to it. We must, in a measure, be commonplace, and trust to time for greater work and more enduring results. In a sense, all sorts of subjects are suitable for schoolroom decoration, but experience will show that only a limited range of topics is available. Taking the whole field of possible subjects, I would arrange them in the following order of availability: (1) Patriotic, (2) historical, (3) pictures of places, (4) photographs of famous people, (5) architecture, (6) paintings, (7) sculpture. To these may be added plaster casts under the last head, pieces of pottery, and other inexpensive forms of room decoration. * * *

We have to deal with American children and to interest them in a form of decoration for the walls of which they know almost nothing. The simplest range of subjects therefore would appear to be those of a patriotic nature. All children have some sort of a notion of the history of their own country, even before they begin its serious study. The great names in American history are familiar to all, while Christopher Columbus is as familiar as the name of the parent of each child.

Scenes in the lives of American worthies may not in themselves be familiar to the children, nor may their bearing on American history be understood, but any picture which embraces, for the sake of illustration, the figure of George Washington is something all can understand, or about which information can usually be had for the asking. It is the same with Lincoln, or with any of the great names that adorn the pages of American history. * * *

Next in elementary value to patriotic illustrations are pictures of historic events. The two subjects are, in fact, so closely related that little difference can be distinguished between them. Here also are subjects easily understood and naturally included within the scope of the common-school curriculum and having, therefore, a positive value that more artistic pictures can not have. It must be remembered that the children must not only see the pictures but be interested in them. Questions will be asked and explanations demanded that the teacher, in the most unexpected moments, will be called upon to reply to. Corps of lecturers can not be supplied to make our illustrations useful, and the movement must be carried out on such lines as will be productive of the best results. The teacher must know the pictures on his walls and understand their significance, and patriotic and historical subjects have a utility from this point of view that no other group possesses. * * *

Pictures illustrative of great events in the history of the world may be placed after those touching on American topics. Here the field is almost inexhaustible, yet the utmost care must always be taken to choose only subjects of general interest and great familiarity. The Conversion of Clovis is an event which has frequently been illustrated in French art, and in not a few notable pictures; yet while it was an event of the first importance, it does not begin to have the practical availability that characterizes any event in the life of Napoleon. A series of pictures illustrative of the world's history could be made of the utmost value educationally; yet for its use in American schools it would probably be found that many notable events would have to be omitted. Availability is of more value than completeness. Portraits form another important class. Portraits of eminent Americans must be considered before the portraits of eminent foreigners, living or dead. Here, again, are subjects more or less familiar. * * * Familiar subjects have many advantages over unfamiliar ones, be their relative artistic merits what they may. A child will take a greater interest in a picture that represents something he himself knows of or has heard about than one utterly strange. Views of one's own town, or of notable streets, places, or buildings within it, have, therefore, a utility of a very high order. From such pictures children will learn something of the value of a photograph; they will discuss its resemblance to the actual object and learn to understand that a picture has a real value apart from being something to hang on the wall. From photographs of familiar places it is not more than a step to photographs of notable places the world over, of pictures of fine bits of scenery or of famous towns. * * * Pictures of places open up a field of great extent in schoolroom decoration. It is a general subject that, in many different ways and on many different points, touches directly upon the course of study. Geography and history can be made of living interest with the aid of pictures in the hands of an interested teacher. In geography alone the help would be enormous. Even the best of illustrated geographies fail in giving adequate illustration of foreign lands, of climates different from our own, of people of other nationalities. Place a series of carefully selected photographs illustrating such topics in the hands of a competent teacher and it would be easy to forecast the good that might be done with them. The general topic is so broad and its applicability so varied that it may not be necessary to limit it: yet it may not be unimportant to point out its value in American subjects for patriotic purposes. In no other way can a clearer impression be made of the vast resources of our country and its extent than through a series of photographs of its riches in natural scenery. * * *

After architecture come paintings; and if we judge from the exhibitions of suggested decorations, this is the form of art it is most desired to introduce into the schools. Here, at last, we have the form of art through which it is hoped to quicken the imagination and broaden the intellect, to throw open to the child a new field of thought and to lay the foundation of a lifelong appreciation of the beautiful and the artistic. Yet we must not let our theories carry us too far over the heads of those we are seeking to benefit; the grandest painting may be too great for any appreciable quantity of good to be derived from it. Once more we must be careful in our selections; whatever pictures are used must be comprehensible. * * * With sculpture, which I would place last in order of availability, we have a subject that can be illustrated both in photographs and in actual form by casts. Casts are less open to criticism than photographs, for the cheaper sorts, which are the most likely to be used, are of comparatively ordinary types that require no guide books to their meaning. With photographs we would be apt to use idealistic types and abstract conceptions quite beyond the range of children's minds. A cast of one of Barye's animals, for example, is cheap and good. The children may not understand the perfection of its art, but they will see it as an animal and many of them can appreciate its naturalness. The fact that casts are much less familiar as objects of decoration than photographs or prints gives them a special interest apart from their artistic qualities. There are other phases of artistic decoration fully as available for schoolroom decoration as those already noted and possibly more intelligible. Cheap bits of pottery, especially of Japanese manufacture, are of the greatest value and give an unusual and much-needed note of color as well as of decoration. It is as important to teach the artistic effect of well-harmonized colors as the grouping and arrangement on the flat which we have in photographs. Japanese ware, even of the commonest sorts, will be found eminently suitable for this purpose, and the low price at which really excellent pieces can be had render it especially desirable. * * *

All things considered, cheap decorations are preferable to costly ones. Thirty photographs at 50 cents each, supposing a suitable artistic standard were maintained throughout the series, are surely more desirable than one costing $15. In the latter instance we have only one object that can be placed in but one room; in the former we have a series that may be distributed among several rooms and perhaps among several schools. The work to be done now is educational in a double sense, since it not only introduces a new element into school life, but it must interest people in this work. It would be a grand good thing if all our schoolrooms could have two or three photographs, each costing $15 or more, upon their walls, but there is much missionary work to be done before that happy time can arrive. And meanwhile we must do the best we can with the many inexpensive forms of art reproductions. Under the direction of the French Government, for example, many thousands of photographs of buildings in France have been made that cost in this country about 50 cents each. Italian photographs are likewise astonishingly cheap, and if not to be had in the shops can be imported through the mails at small expense. Illustrated books can be taken apart and the plates framed, furnishing the best of decorations at relatively small cost per plate. This is especially true of many continental art publications, of which, unfortunately, we see too little in this country. Then there are the plates published in the artistic and architectural journals. Not all of these are available for this work, but much useful material may be obtained from them at very small cost. Finally, not to extend the list too far, there are the colored supplements printed by the art papers published in the interests of amateurs, many of which are admirably reproduced and entirely suitable, framed or unframed, for schoolroom decoration.

* * * I have not touched upon the question of grading the schoolroom decoration to the instruction, though for any sort of decoration to be successful it is imperative that this be carefully heeded. * * *

For the upper schools the question is much less difficult than for the lower. The older the pupils, the more advanced their studies, the better able will they be to appreciate such artistic adornments as may be provided for them. If the graduating classes of our grammar and high schools were to adopt the custom of presenting something to their school on leaving it, really valuable collections might be formed in such institutions within a very short time. Once started, such a custom would doubtless be gladly carried out by each succeeding class, but it might be a matter of some difficulty to inaugurate it among children to whom it would be new and whose parents might look upon it as a tax upon them by the teachers. * * *

If the pictures are the actual property of the schools, they are likely to remain permanently on the same walls. Better results may be obtained from movable collections which, after being shown in one school, are removed to make room for another collection, and so on, until an extended rotation may bring the first series back again. If the material is ample, this may not occur until the children have either changed or have thoroughly forgotten the earlier series. With such a series of collections, a very large number of subjects may be brought before the children, stimulating their interest and quickening their power of comparison, and certainly creating an increased appreciation of art. That, indeed, is the object those who have interested themselves in this matter have most at heart. Yet it should not be forgotten that very many schoolroom decorations can have an educational value and can be usefully employed in actual study. Their utility should not be forgotten in their beauty.

Art in the Schoolroom Through Decoration and Works of Art.

Miss Stella Skinner and Miss M. Rachel Webster, of New Haven, Conn., have published "A list of casts and pictures suggested for the first eight years of school, with special reference to the general course of study in these grades." The list was prepared with special reference to the schools of New Haven, and contains lists of casts and pictures classified by years and under the headings of general art culture, literature, history, language, geography, and historic art. The names of painters are added in most cases.

Miss Skinner delivered a paper before the Buffalo meeting of the National Educational Association on this subject, which may be considered an illumination of her list. It is here reproduced from Art Education, October–November, 1896:

"Many of our primary teachers responded to a suggestion, made several years ago, that a picture of the Madonna be hung in the schoolroom in connection with the Christmas idea. This gave rise to a discussion in a subsequent teachers' meeting as to how the picture should be interpreted to the children. Some felt that its religious significance should be given, but the consensus of opinion was that it should stand as the type of motherhood and the love which surrounds all children.

"We were much interested to learn what madonnas appealed most to the children, and found that their choice centered upon three: Raphael's 'Madonna of the Chair' and 'Sistine Madonna,' and the Bodenhausen 'Madonna.' Even the little children are impressed with the majesty of the Sistine; but I think they love most the 'Madonna of the Chair,' in which brother love is added to parental.

"Many touching incidents are recalled connected with the pictures. The children were eager to tell of home babies; that was the way their mother loved their baby; and we came to realize that some of the poorest homes were rich in affection. The primary children of one of our Sunday schools commemorated the

Christmas season by giving a Bodenhausen Madonna to one of the mission kindergartens. The picture was placed against the wall, while the teacher told the Christmas story to the children clustered about it. As they turned to go to their tables, one little waif asked if he might 'kiss the baby,' and straightway every little urchin in turn bent over and reverently kissed the Christ-child as he turned to go to his work. * * *

"A few weeks ago I asked a thoughtful primary teacher, who is in close sympathy with the best kindergarten ideas, for her experience in interpreting the madonna idea to her children. After relating the various plans she had tried, she gave as the result of her experience the opinion that the most satisfactory way was to let the picture greet the children when they first entered school in September and become familiar to them, but to defer its interpretation until the Christmas season. One little fellow confided to her that the picture 'made him think of his mother; she was awful nice.'

"With the madonnas was told something of the life of Raphael, his unselfish character, his eagerness to learn, and his being a countryman of Columbus, living in sunny Italy at about the same time. In many instances the beautiful boyish portrait of Raphael was shown. * * *

"We were agreed at the outset that pictures in a schoolroom should serve two purposes—primarily, that of general art culture or spiritual uplifting, and secondarily, the strengthening of other school subjects. While a picture might serve both purposes, it need not necessarily do so. * * *

"Aside from pictures expressing a religious idea, other illustrations of childhood are needed, and of animal and plant life, such as 'Feeding the Chickens,' by Jacques, and Lambert's 'Family of Cats.'

"Van Dyck's 'Children of Charles I' is always a favorite; the pupils note the family resemblance in the children; they think they must have a kind mother, because they look so happy and neatly dressed. They decide that the children have their 'Sunday clothes' on because they are having their picture taken; and they enjoy the little spaniel at the brother's feet. Other artists suggested for study in the primary grades are Michael Angelo, Murillo, Dupré, and Millet. While the work of Michael Angelo, the man, requires maturity of thought for comprehension, the boy Michael carving the faun's head out of a piece of marble interests children very much, and the story connected with it delights them. Even tiny children speak of the laughing expression on the faun's face. Michael Angelo, the stern, serious, lonely man, has little attraction for children, but they can be told of his devotion to his work, how he 'wrought with a sad sincerity' to express the great thoughts which came to him, and how his life was gladdened by having the sunny-natured Raphael for a friend.

"Cattle and sheep being subjects for special study in language and science in the second and third years, Dupré and Millet were chosen as representative artists. The children enjoy Dupré's cheerful episodes of farm life. His 'Escaped Cow,' and the frantic efforts of the farm boy to catch her, delight them; while 'The White Cow,' with the young girl milking, and her mother watching from the doorway, is a charming pastoral scene. In sheep pictures we have an embarrassment of riches—Millet's 'Shepherdess;' 'The Sheepfold,' by Jacques; Le Rolle's 'In the Meadow,' Monk's 'Hillside,' and many others; while 'David the Shepherd Boy,' by Elizabeth Gardner, is full of inspiration.

"Other choice pictures for primary grades are Bouguereau's 'At the Fountain;' a young girl in the dewy freshness of childhood, looking at you with wistful, appealing eyes, her hands clasping the handle of a quaint pitcher, or teapot as the children called it, until one little Italian remembered having seen similar water vessels in his native land. Also, Madam Le Brunn's portrait of herself and daughter; Von Bremen's 'By the Brook,' and Reynolds's 'Angel Heads.' One little girl liked the 'Angel Heads' because 'if she was good she would be like them some day.' Another 'because they were in the sky,' and yet another because 'it helped her to be good and kind.' * * *

"It has been my experience that little children manifest most interest in pictures containing some human element. Pictures of animals rank next, while landscapes, marine views, etc., come last on the list. When this human element is lacking, the children's imagination always hastens to invest the picture with some suggestion of life. * * *

"In the intermediate grades, Landseer as the painter of dogs, Rosa Bonheur of horses, and F. S. Church of lions, have been chosen for special study.

"Also Thomas Moran, the painter of Western scenery; Jules Breton, who gives us such happy illustrations of out-of-door labor, and Boughton, for his artistic interpretation of incidents in the lives of the Pilgrims. Then, too, in these grades, where the children are passing from the happy unconsciousness of childhood to the 'long, long thoughts of youth,' casts and pictures of ideal grace and beauty have been suggested as a constant influence in shaping their ideals. Thorwaldsen's seated 'Mercury;' the beautiful bust of the 'Maiden of Lille;' Burne-Jones's 'Hope,' and 'Temperance;' Max's 'Nydia;' the 'Viking's Daughter,' by Church, and Thayer's 'Brother and Sister.'

"In the grammar grades, the masters of landscape and marine are studied—Corot, Innes, Edward Moran, and Turner; and in addition, such pictures as 'Queen Louise,' Tadema's 'Reading from Homer,' Mason's 'Harvest Moon,' and Burne-Jones's 'Golden Stair' have been selected, the aim being to give variety both as to subject and cost, but to 'hold fast to that which is good.'

"In casts we have tried to follow the same sequence of thought as in the pictures, madonnas, and cherubs, with miniature animals for language lessons in the primary grades. In the intermediate, choir boys, animals, and mythological subjects related to literature and examples of historic art, while in the grammar grades the choicest of Greek and Roman sculpture, busts of great men, and typical examples of historic art are chosen.

"Realizing the great desire for color on the part of children, and the need of it in our schoolrooms, a diligent search has been made for suitable pictures to meet this want. Many flower and fruit pieces have been found, and assigned to grades in harmony with the plans for nature study and drawing. Some good reproductions of landscape and marines also, and a few historical pictures, besides dainty little color sketches of children, birds, and animals for primary grades. Some interesting suggestions of simple, conventional colored pictures of the seasons and of Mother Goose incidents were shown at the recent Brooklyn exhibit of works of art and warmly advocated by one who had given the matter careful thought, and I hope soon to test their value in the schoolroom.

"It is not easy nor perhaps necessary to decide what pictures should be considered under the head of art culture, and what ones classified under literature, United States history, geography, and historic art. Some minister to many needs, nearly all tell a story which may be utilized in language, literature, or history.

"Those for primary grades, in which the story claims the attention, such as Pandora's Box, Dupré's Balloon, Rosenthal's Home from a First Voyage, or Hardy's Ulysses Ploughing the Seashore, would be classified as language pictures, while portraits of authors, with views of their homes and pictures illustrative of their writings, would come under literature.

"In this connection, and also in geography and history, not only pictures to hang on the walls, but portfolio collections and note-book illustrations, should be borne in mind.

"We find that the children are very fond of the portraits of authors. I was surprised the other day to learn how many pupils in a first year primary room preferred a picture of Longfellow in his Study to anything else in the room and greatly pleased with their explanations of the picture. In very broken English, for the most of the children were Russians and Italians, one boy told me the story of the school children presenting Longfellow with his study chair, while the others listened delightedly.

"But above everything else, the children love the portraits of our national heroes. Recently, in a class of children 11 and 12 years old, 24 out of 30 chose a portrait of Washington from the half dozen or more pictures hanging on the walls. All statements as to choice were made in writing, so as to have them unbiased. Various reasons for their preference were given—his bravery, honesty, and kindness to animals--but the three which predominated were that he was the 'Father of his country,' our 'First President,' and that 'He never told a lie.' One pupil, a boy of 12, writes in answer to my inquiries: 'I like the picture of George Washington because he was so brave, and that he didn't tell lies. If I bought a picture I would buy one of George Washington. Of all the pictures I ever saw, I like George Washington's the best. I could live with it for all my lifetime, because I love it so well.' Another boy of 16 years, so pitifully crippled that he could scarcely write, says: 'He was the finest Christian, and we want to follow his example. I am trying to do it.'

"History is full of incidents for illustration. Beginning with early local history, we have a picture of the 'First Meeting House of the New Haven Colony' and the 'Charter Oak at Hartford.' Enlarging the circle of experiences, we learn of the adventures of Columbus, of which there are some good illustrations in color. Incidents in the lives of the Pilgrims have been most delightfully pictured by Boughton and Bayes, as well as immortalized in verse by Longfellow.

"I wish, however, to enter an earnest protest against placing pictures of war and carnage upon schoolroom walls. If we must teach the horrors of war through pictures, let them be in the form of portfolio illustrations for incidental use. Let us teach our children that our wars have resulted from a difference in principle; that men have fought because true to their convictions, but that universal brotherhood never dies. It has been truly said that we teach our children the England of George III rather than the England of to-day, which fact is doubtless largely responsible for the distrust and resentment which many Americans feel toward their mother country. We, the victors, can afford to be generous; let us banish from our walls and from our memories pictures of men mad with the insanity of war, and put in their stead such ones as Hovenden's 'In the Hands of the Enemy,' where all difference of opinion is forgotten in the care of a young wounded Confederate in a Union home. To live for our country, rather than to die for it, is the lesson for to-day. Let us teach our children that they live in a country made free and upon soil consecrated by the blood of patriots; that their duty is to preserve these blood-bought privileges by brave and unselfish living; that, in the words of Carl Schurz, 'To live for a good cause honestly, unselfishly, laboriously, is at least as noble and heroic as to die for it, and usually far more difficult.' I would not be understood as decrying hero worship. Let us establish as high ideals as possible; but let us teach that it is as heroic to lead a campaign against filth, corruption, and vice in a modern city as to direct an army on the battlefield. * * *

"In geography the aim has been to select typical illustrations of the various subjects for portfolios, and to call attention to pictures by good artists which might be utilized, as Turner's 'Approach to Venice,' Moran's 'New York from the Bay;' 'On the Coast Near Scheveningen,' by Mesday, and Schreyer's 'Halt on the Oasis.' Edwin D. Mead says: 'A bright boy would without effort, and almost, by the by, learn ten times as much about the aspect, the industries, and resources of the United States if a series of great photographs, now so accessible and so cheap, of the White Mountains, the New England coast, the beauties of the Hudson; scenes in New York, the metropolis of the country; in Washington, its capital; the Great Lakes, the Mississippi, the prairies, the Rocky Mountains, the Pennsylvania coal mine, the Southern cotton field, and the cornfields of Dakota were on the walls of the school or in portfolios as he could learn by weeks of study in the books.'

"In historic art illustrations the way is comparatively clear. Having a well-defined course of study in art education, such examples of architecture, sculpture, and ornament as best illustrate this course should be assigned to each grade, correlating geography and, later, general history with it as closely as possible.

"Modern and local examples of the different styles should be studied and compared with the originals. For instance, with Egyptian art we show the gateway to Grove Street Cemetery as a beautiful example of the pylon. Our old statehouse on the green, of which pictures have been preserved, is a good example of the Greek; the 'Scroll and Key' Society building of the Saracenic, and Osborn Hall of the Romanesque.

"Sometimes, art features being equal, there is a choice in object as to the story embodied. One would, therefore, select the arch of Constantine rather than that of Titus, one celebrating, as it does, the victory of Christian over pagan beliefs, the other the downfall of Jerusalem.

"So, too, one would choose 'Orpheus, Eurydice, and Hermes' in preference to 'Aphrodite Persuading Helen.'"

As the teaching of art in the public school is closely related to the art decoration of school rooms, the following articles, by Mr. John S. Clark, of Boston, are added: The first, on the "Creative power in art," was delivered before the annual meeting of the Western Drawing Teachers' Association, in Aurora, Ill., March 28, 1895. The second, on the "Place of art in general education," is part of a discussion at the Denver meeting of the National Educational Association, July, 1895.

Creative Power in Art.

This gathering of enthusiastic workers in the cause of art education, and these exhibits that line the walls, showing what a practical, helpful outcome your work has reached in the schools, move me involuntarily to retrospection. It is now twenty-five years since the American movement for art education began in Massachusetts, and it has been my good fortune to be identified with it almost ever since its inauguration. You all know it was begun by Dr. Philbrick, then the superintendent of the Boston schools and a member of the (Massachusetts) State board of education; Mr. Charles C. Perkins, of the Boston school board, and Mr. Walter Smith, the first state director of drawing for Massachusetts. I became identified with the movement almost at the first, and perhaps have done not a little in carrying the work beyond Massachusetts. All three of the persons named have passed away, and to me alone of the four who took up the brunt of the work has it been given to see the growth of the undertaking to its present development.

There are among you some who can remember the early days of this great movement, and who can recall how, notwithstanding the initial work was so great an advance upon previous instruction, it yet embodied only a partial understanding of what art might and should be in education, and only the most meager notion of its relations to the rest of the school instruction. The exhibits on the walls here in this building to-day stand for the truest and most advanced progress that has yet been made in this country; and what a contrast they present to the earlier work. Massachusetts herself, the birthplace of the movement, with all her State direction of the study, can not produce results as significant as these in their showing of the development of children's observation, thought, æsthetic feeling, and creative power.

But great as has been the progress in the past, still greater progress lies before us through the larger opportunities for still more important work. We are now facing new demands upon art education arising from the enlarging ideals of general education that surpass everything in the past. Those of you who were present at the superintendents' meeting in Cleveland a few weeks ago, or who have read the report of the committee of fifteen which was then submitted and discussed, know that the greatest of all educational questions was there made an issue. The question which was discussed by Dr. Harris on the one hand and by the representatives of experimental psychology and Herbartian pedagogy on the other hand amounted really to this: Is the essential being of the child—the soul of the child—an inborn entity, or is it a gradual synthesis of sense activities? It was stoutly insisted upon by Dr. Harris that, before discussing how to correlate the studies in the curriculum of which we hear so much in current educational discussions, we must consider what the essential values are which have to be correlated; that before we can intelligently discuss the question of concentration in the instruction, we must first determine where the true pivotal point in human education is upon which to concentrate.

In this meeting to-day the subject assigned me is "Representative drawing," but instead of speaking on any detailed points of technique, which will be ably and sufficiently treated by others, I wish rather to remind you of some of the larger implications of the subject as involved in the current discussions of education as a whole, and of the true relation of art education to the discussed question.

To come directly to the point, let me ask, first, What is art? What is its significance in the social life of man? Briefly we may say it is the sign and product of the creative activity of the individual. Now, creative activity is something different from and more than the mere expression or reflection of sense impressions received from surrounding nature. It is different from and more than any mere report or repetition of what has been found in nature through the study of natural science. We hear much in these days about science study and nature study. They are often championed as if they in themselves constituted the only true and sufficient education. Now, I realize their undeniable importance in education. I would not say a disparaging word of natural science or nature study in the schools. In fact, I would be glad to help enforce the thought of their importance. But shall we not be making a great mistake if we undertake and claim to find in nature all that children need?

I have been a careful student of the works of those who are directly occupied with physiological psychology, and also of the doctrines of those educators whose pedagogical theories are professedly based on this laboratory psychology. I feel the greatest interest in the experimental researches that are going on. It certainly is of immense importance for us all to know as much as we can learn about how body conditions mind and soul and how sense experiences influence mental activities. Many of these researches into physical conditions and tendencies are full of suggestiveness to both the educator and the philanthropist. But they can not of themselves rightly constitute or produce any new philosophy of education. They only emphasize the great need and opportunity for the practical exercise of some philosophy that shall be sane and sound. The mistake made by some of the educators of the day in deducing theories of education from this modern laboratory psychology is that they forget that such investigations have to do and can have to do with only one side of the child's life, i. e., his sense contact with his material environment. Of course if one takes the frankly materialistic ground that what we call spiritual life is only a specialized form of molecular movement, another link in the circle of natural forces, then it would be perfectly logical and consistent to make the observed effects of sense contact with the material world the exclusive basis of educational theory and practice. But if we believe in the reality of spiritual forces and spiritual powers which are not derived from matter nor from the forces playing through matter, then it becomes conceivable, even inevitable, that a good part of the child's life should be recognized as all the time going on in a manner everlastingly its own manner, influenced by but not entirely dependent upon the sense impressions received from the outside world.

Without attempting to argue the question in detail, the broad and beautiful inner life of a girl like Helen Keller, almost cut off as she is from the world of sense, wholly deprived of sight and of hearing, yet with a mind and soul so alive and so exquisitely responsive to what is best in human experience, would certainly seem to indicate the limited relevancy of sense susceptibility to soul activity.

The physiological psychologists are rendering a great service in the cause of education through their studies into the physical conditions of mental action. They do not profess to measure, weigh, and tabulate the element of individuality or personality in the child. The educational mistakes made in the name of physiological psychology are usually made not by the laboratory students themselves, but by those educators who quote and use their recorded experiments as a complete statement of what teachers have to work with, instead of seeing that it is only a partial statement.

The attack made by some of the new school of educators upon all educational theories as worthless is a curious inconsistency, for this attack in itself implies a theory that the natural instincts and tendencies of the child are invariably good, or at least good enough, and that the entire absence of constraint or coercion will secure the best general development.

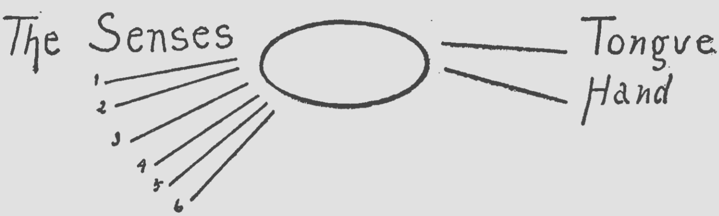

FIG. 1.

It seems sometimes as if some of the educators of the new school assume the child to be something like an æolian harp, whose destiny is simply to vibrate according to the determinable laws of acoustics in response to the impulse of moving air. They seem to advocate that all we need to do as teachers is to study the composition and growth of the wood and strings in the æolian harp, study the laws of tension, study the atmospheric composition and meteorology, and then place the harp, as well made as possible, where the wind will blow over it under the most promising conditions, and accept with reverence whatever sounds are produced. They overlook the main spiritual fact of the child's life. They forget that there is an invisible and unmeasurable something born in the child which also enters into the problem, and actually counts for more than any of these visible and measurable material elements in determining the nature and quality of his activities and the character of the product of those activities.

Let me illustrate what I mean by a diagram which I know is familiar to many of you.

You teachers know that you never really see the little child who is before you. You see the externals of him, you see the manifestation of his activities, but the real child himself you can only infer from those activities. How does the outside world reach the child's inward self? Through his senses. And how does he manifest or express to the outside world his inward states and activities? Chiefly through the tongue and the hand; through what he says and does or makes. Now, is everything that he makes an art product? That is the question that we must answer first of all in the face of the general problem. If a certain object in his environment makes an impression on him through his sense of sight and his hand at once registers or records that impression by drawing, is the drawing a work of art? Not necessarily. To a large extent that would be a purely mechanical process by which undulatory movements of the all-pervading ether induce muscular movements in the fingers. The child's personality may scarcely enter it at all. If it does not enter into it, the product is not art. But see what else may take place. If the impression appeals to the child's personality, if he thinks about it, absorbs it, and digests it in a spiritual sense, it becomes transformed, somewhat as bodily food is transformed; it becomes an organic part of himself. Then, when his hand moves in obedience to his will to create forth an embodiment of his new experience, the drawing is a great deal more than the sign of delicately correlated physical forces. It is the manifestation of the child's spiritual life; and being this, it is, in an elementary way, true art.

This bit of practical psychology leads us to an important educational consideration. While giving due place to nature study, we need also to place great emphasis upon whatever tends to develop the essentially spiritual nature of the child. It is true we do not know where the consciousness of the child comes from or just what it is. We know no more about it to-day than the Greeks did in Plato's time,

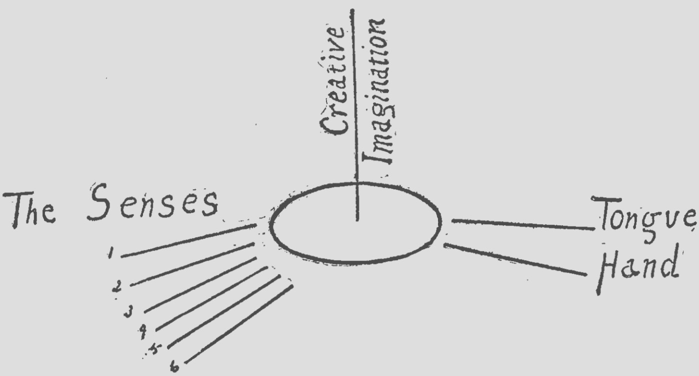

FIG. 2.

for all the intervening centuries of study and speculation. Here we are in the presence of the unknowable. But what we do know or may know is something about the more effective ways of appealing to it through the intervening space and darkness. The gist of our whole educational discussion is here. Spirit is acted upon more through the contagion of what is itself spiritual than through the incentive of what is itself material. The true educational service rendered by the teaching of natural science is not the development of soul out of coordained sense impressions, but the nourishing of an already existing soul with sense impressions which shall be spiritually absorbed and assimilated so as to furnish the creative imagination with worthy and abundant material on which or by which to work. The bee, so John Burroughs tells us, does not "gather honey all the day" ready made. He gathers flower nectar. Honey is the bee's own product. It is the nectar plus the bee.

Is there any question as to the comparative value of the material and spiritual sides of human experience and social life? Look over the multitudinous occupations of civilized men to-day. Stand on some street corner in the busiest part of Chicago at the close of day, when the throng of home-going workers is pouring by. To what end is the daily toil of those myriads directed? What is there of permanent good in the outcome of this perpetual activity? More than nine-tenths of it all goes simply to sustain and continue the mere physical existence of the race. Men and women work to-day to produce food and shelter and clothing so that they may be able to go to work again to-morrow and earn the means of subsisting another day so that they may go to work still another day, and so on and on. But is this all? Does human activity move only in this circle on the physical plane without ever producing anything of permanent value? Let us see. What becomes of the grain raised by the labor of the Iowa farmer? It goes all over the world. As food it is taken up into the physical systems of all sorts and conditions of men in different quarters of the globe. The larger part of it counts simply in strengthening other men—the carpenter, the mason, the machinist—to do other kinds of simple prosaic work, all on the same frankly physical level as the work of the farmer, and all alike productive of things consumable and perishable. But perhaps some portion of the farm product feeds the brain of a Tennyson or a Lowell, and helps make possible the composing of an "In Memoriam" or a "Commemoration Ode;" or a Millet, and helps him paint "The Angelus;" or a St. Gaudens, and helps him model a heroic Farragut or Lincoln; or a Richardson, and helps him build a church like Trinity in Boston. Then the humble material product has fulfilled a still higher destiny. It has helped bring into existence spiritual creations which do not die, but which, by spiritual induction and contagion, lead to still other spiritual activities in still other men. The perpetually inspiring power of any truly great work of art is one of the best examples of the truth of George Eliot's saying, "Fruit is seed."

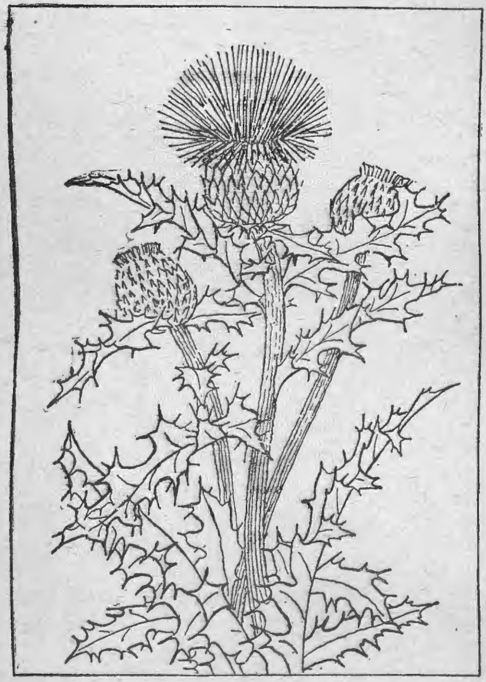

FIG. 3.—The thistle of the scientist.

If we look back over the history of past times we find that all we have left of men's highest activities, i. e., their spiritual life, in any tangible form, is their arts—their architecture and sculpture and painting, their music and literature. It has always been true that the labor which has devoted itself to externalizing the spiritual life and experience of man, and that labor only, has succeeded in producing imperishable values. That is to say, history teaches that art values are the only permanent values.

And education to-day in the search for the point of concentration ought not to be unmindful of the lesson of history. We hear a great deal about the necessity of making everything "practical," of giving boys and girls such training as will enable them to earn a living. True they must be equipped with a knowledge of matter and force, and with a command of their own minds and muscles, that they may be helpful and so self-respectful members of society; but, more than this, public education should see to it that every child, according to his ability, shall get some glimpse into that world of life and creative activity which exists above the plane of mere physical existence, and whose products are the only permanently visible legacy which one generation leaves to the next as fruit of its own life experience. The child born at the close of the nineteenth century ought to come into a rich inheritance not only of physical luxuries and mechanical conveniences, but also of great thoughts and inspiring emotions.

Art, as we find it in the world, and as we agree to treat it in education, has a threefold aspect, or embraces three distinct yet closely interrelated phases of creating forth on the part of man. We have constructive art, with the shaping of the first rude hut and implement at one end of the scale and the building of the world's great temples and cathedrals at the other end. We have representative art, with the rudely scratched animal outlines on the walls of savage caves at one end of the scale and the Sistine Madonna at the other end. We have decorative art, with the zigzag ornament on prehistoric pottery at one end of the scale and the Parthenon frieze at the other end. We need to keep constantly before us as teachers that it is creative activity of mind in each of these divisions of study that we are to endeavor to bring out in the children in the public schools.

FIG. 4.—The thistle of the artist.

Now, the particular line of art work and art educational effort about which I have been asked to speak is that of representative art. What bearing have these thoughts about art which we have just been considering upon representative drawing as taught in the public schools? What really creative element can enter into representative work?

Now let me turn to a prolific field for creative art work—to the nature study and the natural science that are coming so generally into the schools.

I have here two different renderings of the common Canada thistle. Figure 3 is copied from a drawing by Professor Sprague, a generally recognized authority in the making of botanical plates. From the strictly scientific standpoint, the standpoint professedly assumed in the teaching of natural science in the schools, it is an excellent drawing. The scientific attitude toward plant life is aggressive and inquisitorial. To the scientific thought all facts, being facts, are in a certain sense equally important; hence in this representation of the thistle you see all the visible details of its structure delineated with absolute impartiality and so given equal prominence. The whole amounts to a strictly impersonal and statistical statement of observed facts. The leaves of the thistle are of such a shape, in such proportion, ranged in such an order on the vertical stem. Their outlines have sharp protuberances, as noted. The scales of the flower involucre are arranged in the manner shown, etc. The material facts of the plant are there. Except for our knowing that drawings do not grow but must be made by human hands, there is no suggestion here that any human mind has been in the least concerned with that thistle. In short, it is a statement of nature's facts, with no evident human element in it. It serves its own special purpose well, but that purpose was not an artistic purpose, and the result is not art; for representation in art is the visible embodiment of inward spiritual experience.

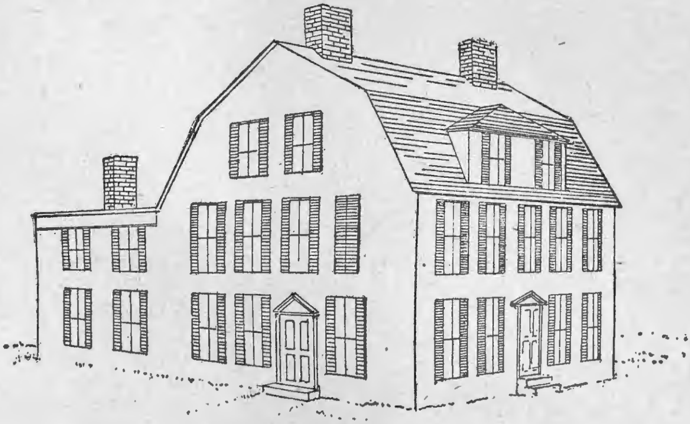

FIG. 5.—The house that the carpenter built.

Figure 4 is an artistic treatment of the same plant, where we see not simply facts as facts, but facts as they are felt by a live human being with eyes and imagination, and so we have here the combined forbiddingness and delicate

FIG. 6.—The artist's thought of the poet's home.

attractiveness of this live, contradictory pasture weed. I remember that when I was a boy chasing unruly cows through fields grown over with this particular plant, the prickliness, which was meant for its natural defense from all such destructive elements as cows and boys, made much more impression upon my bare legs than the delicacy of its form and color made upon my eyes. But time has averaged up the two impressions into a happy "composite" such as is expressed for you here. See how the silky tuft of clustered flowers that nurse the plant's young seeds is surrounded by the spiny leaves as if by a guard of grim soldiers.

Figure 5 shows you a drawing of the old Holmes House at Cambridge, a severely accurate outline, where the draftsman confined himself strictly to the facts in car-

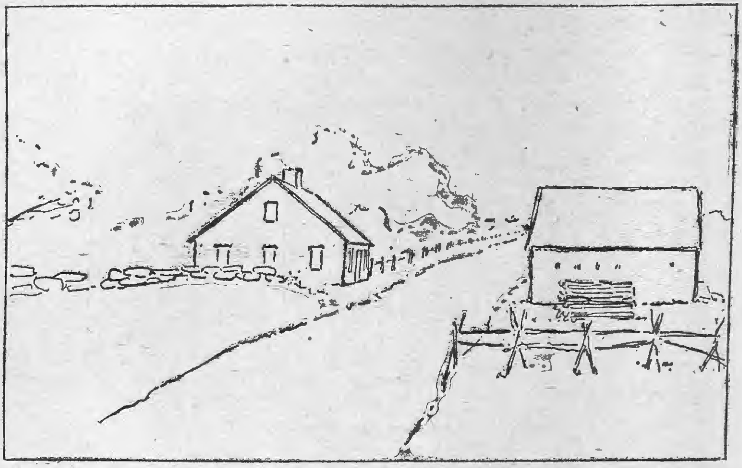

FIG. 7.—A house and a barn.

pentry and perspective. It is merely the mechanical sum of a certain quantity of lumber and nails.

Figure 6 shows the same house as it looked to another person who thought of it not as a mere aggregate of wood and metal, but as a poet's old home, a center for happy reminiscence and beautiful thought. The lumber is all there and the perspective is rendered as correctly as before; no essential truth is slighted, but human

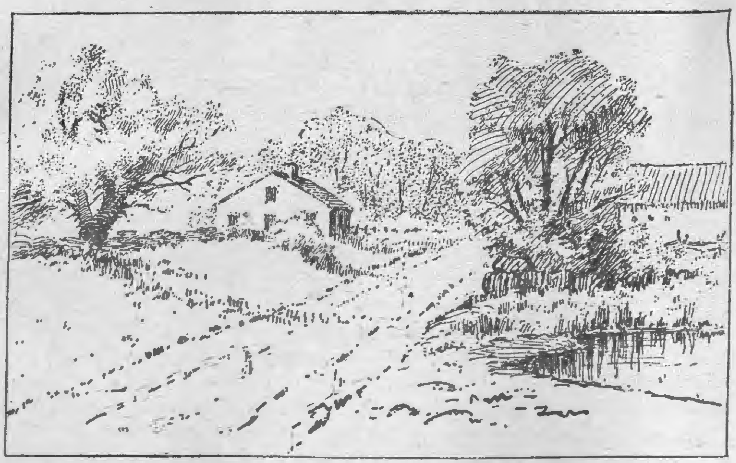

FIG. 8.—Home, sweet home.

feeling has entered into both the thought and the rendering, and the result, simple as it is, is a real creation, embodying forth a happy conception of the old gambrel-roofed house in the artist's mind.

Figures 7 and 8 show two modes (literal and imaginative) of treatment of the same bit of country landscape. Figure 7 sets down roadway and house simply as topographical facts. Figure 8 is the outcome of real interest in the house as being a little home, a place for the affections to cluster about and for memory to return to.

Figures 9 and 10 show you still another form of what I mean by the creative element in representative drawing. Figure 9 is the bare, impersonal statement of how the outlines of land and sea and sky presented themselves to the eye of an

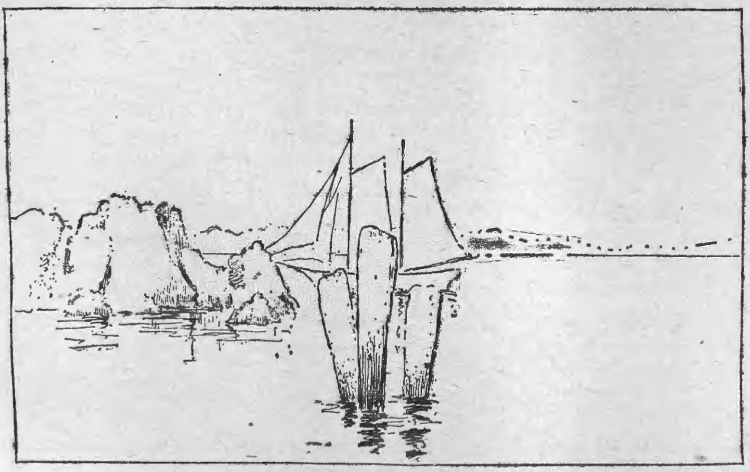

FIG. 9.—Just as it happened.

observer at a given point on the shore. The statement is accurate, but the result is ugly and uninteresting. We will suppose our artist really loved the seashore and wished to make somebody else understand how he felt about it. He walked along the shore till he came to another point where the outlines of the same

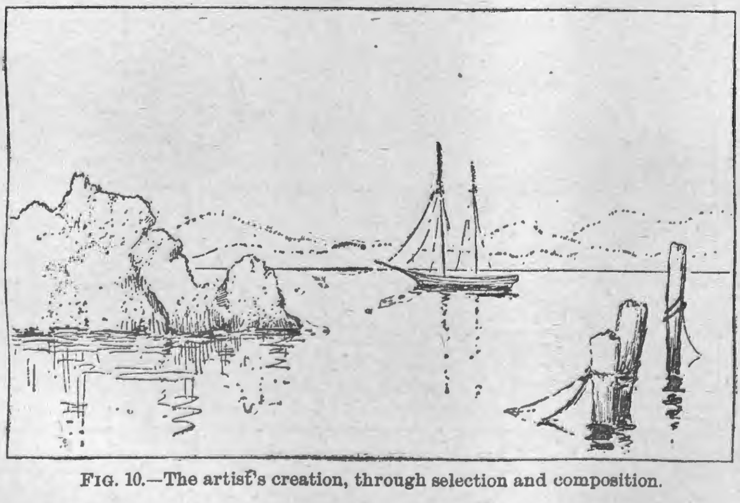

FIG. 10.—The artist's creation, through selection and composition.

general features of the landscape could be made (as in fig. 10) to embody his inward conception of the real spirit of the place. Possibly he could not find any one spot where the shore line and the boats and the old mooring post all were in the position most helpful to his purpose; in that case he may have put the post in not just where he saw it with his physical eye, but where he saw it with his mind's eye. The result is that that bit of characteristic detail stands not as a kodak would have left it, a great, ugly blemish on the scene, but a delicate indication of relative distances, making the passing boat seem farther away and suggesting at once to the imagination a broad level of smooth water stretching out toward the distant background.

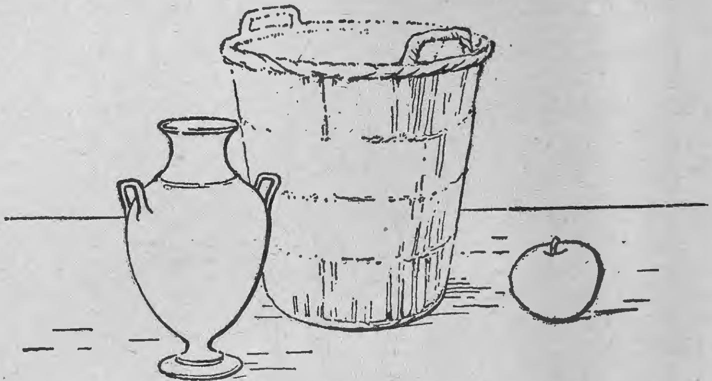

FIG. 11.—Incongruous as to size and character.

Fig. 11, with its assemblage of objects incongruous both as to size and to character, shows that the mere assemblage of several things in close proximity is by no means the whole problem involved in the artistic grouping. These objects are all more or less interesting in themselves, but there is no natural association between them. They do not make each other more interesting or pleasing; their proximity would seem to be a meaningless accident with no idea behind it and

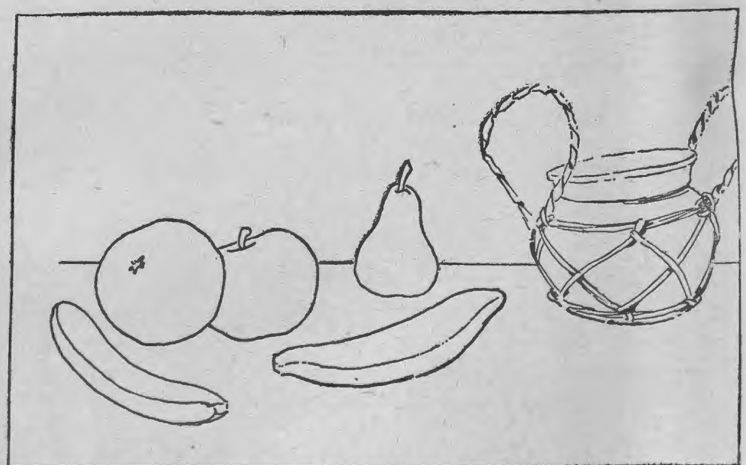

FIG. 12.—A scattered arrangement.

suggesting no idea to the observer. Good grouping is the creation of a new whole which embodies thought and feeling. This group is evidently bad.

Fig. 12 shows a number of objects that indeed might have interassociations of an attractive sort, but you feel uncertain whether the person who made the drawing had any definite conception and purpose or not. The outlines of the group are ugly because of the "scattered" arrangement of the separate members. In fig. 13, on the contrary, we see the distinct pleasure that somebody has taken in the same pieces of fruit; we see now, as we did not see before, how those plump curves stand for firm pulp and sweet juice; now that one thing is shown as partially behind or above its neighbor, we see that the objects really do occupy space, that they are solid and not merely flat images. The long, sleek lines of the banana make the chubbiness of the apple and the dimples of the pear all the pleasanter to the eye, and vice versa. Each item in the group is more beautiful and more suggestive to the fancy because of its associations with the other items, and the whole is not simply their sum, but their product. It not only gives us botanical information, but also gives us somebody's thought about this bit of the vegetable kingdom and quietly reminds us what a pleasant way mother earth has of bringing forth her fruits in due season.

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Look for a moment at this bit of mediæval architecture (Fig. 14), the old gate of Basle. This we shall all agree was a genuine creation. The builder had to meet a practical problem of ingress and egress and defense against enemies. His inward conception of what a city gate should be—solid, serious, dignified, at once protecting toward its own citizens and forbidding toward intruders—took this

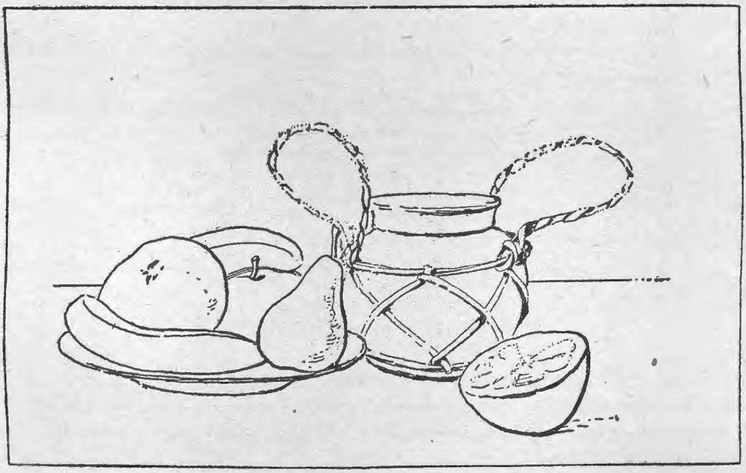

FIG. 13.—A group showing relation and unity.

outward embodiment in stone. The gate is therefore an art creation in the true sense—the outward and visible expression of invisible spirit.

But let us see what there is in this old gate which art workers to-day have to work with (Fig. 15); cylinders; prisms, square and hexagonal; pyramids, square and hexagonal; the very same forms that we to-day are trying to lead the children to understand so that they also may use them in creating new forms of use and beauty. It was through the old-time builder's thorough knowledge of the essential characteristics of these common type forms that he was enabled to use them in a vigorous and beautiful way and make them embody his thought of dignity, strength, protection, and defiance. It must be through the child's understanding of these same eternal types, if at all, that he in turn will be enabled to use either these basal types, or things resembling the types, in the creating forth of his own growing thoughts and ideals. In either fine art or industrial art the understanding of the type forms is absolutely necessary as a foundation upon which the creative imagination is to build.

It is a common experience to find educators agreeing that refined feeling for composition (that is, for the delicate relations of part to part whereby each strengthens the best of the others and makes all into a single harmonious whole), while necessary to fine art, is entirely irrelevant to such drawing as can be done in connection with nature study and with models and objects in the schoolroom. But is that quite true? I think the best answer to the claim that scientific drawings must be just bald, bare statements of fact is to be found in the drawings that Mr. William Hamilton Gibson actually does make. I earnestly commend his books and his articles in Harper's Magazine to your careful study. I have a few of his original drawings here to show you: "The Beetles' Orchestra," "The Bees Harvest," "The Brown Thrasher," and "The Harebells." Nothing could be more exquisitely accurate than these drawings. They tell us all the facts that can be told without dissecting the forms and mapping out their inward anatomy; and they tell us a great deal besides. They show us not simply the details of proportion and articulation, as these might be learned from specimens impaled on pins in a case sprinkled with corrosive sublimate, but also the life of the things, their happy, busy life, with all its associations of sunshine and soft winds and sweet odors and juices of blossoms in the field. This is, after all, the very best kind of "scientific" drawing; and it may well remind us that while this kind of bread for the spiritual life is possible and practicable, we ought not to turn our backs upon it and feed the children on stones.

This bit of verse, whose author I do not know, seems to me to embody the spirit of Mr. Gibson's drawings:

> Innocent eyes, not ours,
> Were made to look on flowers,
> Eyes of small birds and insects small.
> Morn after summer morn
> The sweet rose on her thorn
> Opens her bosom to them all.
> The last and least of things
> That soar on quivering wings
> Or creep among the grasses, out of sight,
> Has just as clear a right
> To its appointed portion of delight
> As queens or kings!

If we only rightly apprehend the matter, there is no need for any antagonism between science teaching and art teaching in the schools. There surely can be no such antagonism when it is once clearly understood that nature is the realm of the material and art the realm of the spiritual. The spiritual is largely conditioned by the material, but not evolved out of it. So art work is closely related to nature and yet is quite distinct from nature. You can never arrive at art, as some people vainly imagine, just through the incidental use of drawing as a means of graphic record of observations in nature study and other school lessons. As art teachers and directors we want to stand by our faith in art in the schools, not as just the servant of the sciences of matter, but as the visible embodiment of the highest and best thought of the child who is studying about matter. There should, it is true, be the closest relation all through the school course between the art instruction and the other lines of instruction; but let us see clearly, and make others see clearly, that correlation between art and the other subjects should mean not so much the utilizing of what is spiritual for the sake of greater gains in the material, but rather the utilizing of all gains in the realm of the material for the nourishment and upbuilding of the spiritual in the individual child. For (as we have been reminded a few moments ago in our glance over past history) it is just this spiritual element in individual men which has in each generation kept human society in some degree above the mere animal level of eating and sleeping. It is this spiritual element in individual men on which our whole hope of a higher race development in the future and a nobler human society must rest.

If we will only recognize thus clearly what art is and what art education means, we can bring about a perfect practical reconciliation of what is essentially true in the two great schools of educational thought that so often meet in conflict as they did in Cleveland. Those educators who place their emphasis on the giving of access to the accumulated embodiments and products of the best life and thought of the ages are right in that emphasis. Those educators who demand that childhood shall be considered not vaguely in the mass, but intelligently and sympathetically in each individual, are right in that demand. I believe it is through art education that it can best be demonstrated that these two educational essentials are not antagonistic, nor even inconsistent; rather that, taking each in its best sense, they are necessary to each other. The more the laboratory psychologists remind us of the ways in which spirit is fettered and tied down by material conditions, the more keenly we shall realize that the child's spirit needs to be brought

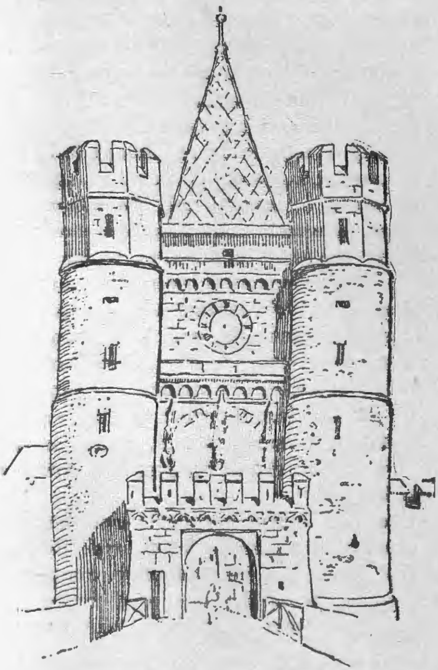

FIG. 14.—The old gate of Basle.

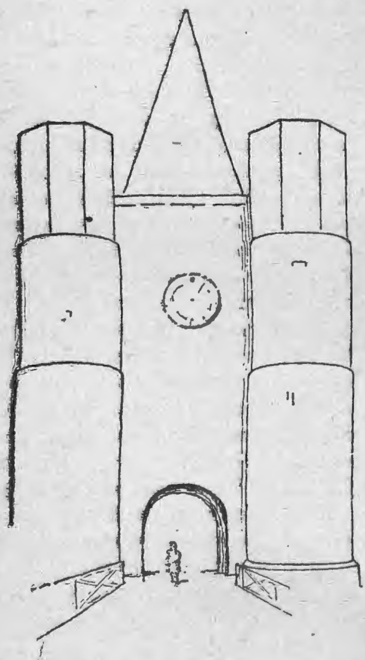

FIG. 15.—The underlying type forms.

into closer relationship to the very best of man's spiritual life which can be made accessible to him to lift him up higher. If it is our duty to give him a share of the material benefits derivable from centuries of mechanical invention and industrial skill, it can not be any less our duty to give him a share of the spiritual benefits derivable from centuries of noble thought, refinement of feeling, and happy enthusiasm for the beautiful. So we as art directors should cordially welcome the new movement for schoolroom decoration. We hope as a result of it that schoolrooms will more and more surround the impressionable young life of the children with immortal reminders of what noble men before them have found in life and made out of life.

In the olden days when the warrior in a good cause went forth to battle, he sometimes flung his spear into the midst of the opposing host, and then, with his strong right arm, bravely struggled forward until he stood over it.

We who are battling for art in education should, with equal courage, fling our shaft—our belief in the spiritual nature of man—into the thick of the opposing hosts that are now clamoring for the supremacy of the material forces in education, and with a sublime faith struggle forward through all misunderstanding, distrust, and antagonism, until we reach the goal of all true education, the point where the real shall be interpreted by the ideal, and the two be harmoniously blended in the education of every child.

THE PLACE OF ART EDUCATION IN GENERAL EDUCATION.

Delivered by John S. Clark in Denver, July, 1895.

One of the greatest gains made during the half century now closing is the clearer insight of men into the meaning and the implications of evolution. There was a time when the newly discovered facts of the past history of the earth and its creatures, seen dimly and without much relation to other facts, staggered all but the most courageous minds with the vastness and ominousness of the problems they involved; but as years have gone by men have come to see the same gigantic and enigmatic facts in clearer mental perspective and under brighter light. Now the philosophy of evolution, as Dr. John Fiske and others clearly proclaimed it years ago, and as Henry Drummond has lately so admirably reaffirmed it in his work on the Ascent of Man, is the common possession of most thoughtful people. This evolutionary history of the world of man is only the scientific, detailed tracing out of the means and ways by which there has been brought about the stupendous fact of man's place in the scale of creation, which keen philosophic speculation had long ago made him conscious of, even while unable to understand or account for it. The theologian of three centuries ago meditated in the old Hebrew phrase: "When I consider the heavens, the work of Thy fingers, the moon, and the stars, which Thou hast ordained—what is man, that Thou art mindful of him?" But to-day, in the light of evolutionary science, the thought takes a different accent: "When I consider the heavens, the work of Thy fingers, the moon and the stars, which Thou hast ordained—what is man, that Thou art mindful of him? * * * Thou madest him to have dominion over the works of Thy hand; Thou hast put all things under his feet."

Whichever road we travel—the old path of ontological speculation, or the new path of scientific investigation—we come out upon the same intellectual hilltop, namely, the thought that man, as a physical being, is the consummate product of material creation, while, as a spiritual being, he is the appointed master of material creation and the beginner of a new world of spiritual growth and spiritual creation.

The essential, distinguishing fact about him is his more direct relationship through his personal feelings and desires to the divine—that is, to the eternal spiritual reality of the universe—than exists in the world of matter around him, which can only passively reflect the divine.

I shall assume that we agree to start out from this standpoint in considering the question before us to-day; for, in order to think to any real purpose about the place of art education in general education, we should first obtain a clear idea of the relation of education itself to human development, and then the place which the arts of the race—literature, music, painting, sculpture, and architecture—hold in the development and training of spiritual man.

The first proposition that I have to offer you is one upon whose acceptance or rejection the general character of the whole scheme of public education must logically depend. It is as follows:

Proposition I.—That the human soul is a self-acting spiritual entity, which is more completely a revelation of the divine spirit behind all which is than is shown in the material world; and that this soul or spiritual entity, when properly developed, dominates man's physical powers, making them and the material world subservient to itself.

We hear much in these days about the human soul as having no demonstrable existence per se, as being merely the sum of the material forces of the universe, and as possessing only such powers as are induced in it by the play of these material forces upon the bodily organism. This standpoint is practically assumed by that portion of modern empirical psychology which has been aptly described as "psychology without a soul." Ribot, in his work on German Psychology of To-day, accepts this phrase ("psychology without a soul") as fairly describing, in its negative aspect, that new psychology which confines itself to studying forms and conditions of mental action without any regard to the question of what the soul is or even whether there be a soul, and which treats psychic forces as merely differentiations from the material forces studied in physics, chemistry, and animal physiology.

Of course it can not be claimed that the mind or the soul is independent of the physical organism. We can not conceive of the human mind as being able to annul the laws of external matter. What I wish to claim is simply that the mind, being an entity in itself, has a certain power of control over that very material mechanism (the brain) whose conformation and functions condition it; and that it has also a certain original power of combining with and taking advantage of the forces of the material world so as to modify their actions and transform their applications.

Nor is it intended to deny that the senses are the appointed gateway through which we can come near to the things and the forces of the outside universe, or through which they can come near to us, and furnish our minds material to work with. What I do wish to remind you of is the fact that the spiritual entity behind and above all the man's sense-organs, that to which sense-impression appeals, is the thing of first and greatest importance.

You remember the famous aphorism of Leibnitz: "There is nothing in the intellect which was not previously in the senses—except the intellect itself!"

As a matter of fact, the stoutest champions of the theory of soul as a combination of differentiated physical energies can not keep their footing on its slippery ground. They can not explain, or indeed fully express, their own theory without falling back upon assumptions which are inconsistent with that theory. * * * The fact is, the whole scheme of experimental psychology or any dilutions of it—which aim to reduce mental phenomena to unmediated physical energies originating in the forces of the material world, and so to dispense with self-activity in the intellectual life of man—is (as Professor Ladd has pointed out with such clearness and vigor) based wholly on an assumption of the self-active intellect itself; that is, on the purely mental hypothesis of the existence of atoms and molecules, through which the primal energy can transmit and manifest itself. And this hypothesis is a pure synthesis of the mind. So we have the paradox of human beings denying that the human mind has any real essential existence as a self-acting entity, and yet asserting that the ultimate basis of all so-called mental phenomena is traceable to physical forces acting in certain minute units of matter, whose very existence is, after all, merely a convenient conjecture of this dependent physical mind itself!

We must remember that this question as to whether the soul is a self-acting entity or merely a higher differentiation of molecular energies is more than just a curious problem for the biologist and the metaphysician.

It has a distinct bearing on the problem of child education. If mind development is taken to be merely a matter of automatic transformation of physical force through sense activity into thought activity, the general spirit and plan of education (which aims at mind development) will naturally be quite different from its spirit and plan when it is conceived of as an appeal to a spiritual entity, a self-determining ego, with powers both of assimilative and creative self-activity, capable of being indefinitely developed according to the individuality of that ego.[1]

Let me not be misunderstood as underestimating the value of contemporary physiological psychology to education. Understood in its right relation to educational problems, it can be of great practical assistance in educational work. The actual effect of bodily conditions on mental activities is nowadays being better understood than ever before. Our practical appreciation of this understanding is shown in improved systems of ventilating, heating, and lighting schoolrooms, and in thoughtfully planned courses of physical culture. The actual importance of individual sense experience, as basis and material for mental activity, is nowadays better understood than ever before. And our practical appreciation of this understanding is shown in the great movements for form study, for manual training, and for the experimental study of natural science. The more we understand of the subtle interrelations between the physical and the mental, the more directly we can go to the point in class-room teaching without so much futile misdirection of effort as has often been inevitable in the past. But the danger involved in this new enthusiasm for physiological psychology, or the study of "consciousness content-wise," is the danger lest it be taken to cover the whole educational problem, when it really covers only the lesser half of the problem. Educators to-day are in danger of overlooking that larger factor, "consciousness function-wise," in the child, which, though it can not be measured or weighed or tabulated in any sort of psychological statistics, has more weight in the determination and direction of mental activity than all physical and material factors combined. Practical education should not be suffered to fall into the mistaken, exclusive extreme into which is seems to be drifting, where circumstance and environment, acting automatically on the brain, are reckoned as all effective, and the elements of personal effort and personal responsibility on the pupil's part are hardly recognized. This extreme is, of course, easily comprehensible as a reaction from the old-time formal teaching. But either extreme is bad. And as a safeguard against the current tendency to suppose that sense contact with the things of the natural world may be trusted to solve the whole problem of right spiritual development, I feel that a firm stand should be made for the recognition of the individual soul with its

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[1] When we have once separated matter from thought, when we have called matter what is perceived, in opposition to thought or what perceives, we must not eat our own words or swallow our own thoughts by saying that, for all we know, matter may think or mind may be touched and handled.

From this point of view I call materialism no more than a grammatical blunder. It is the substitution of a nominative for an accusative, or of an active for a passive verb. At first we mean by matter what is perceived, not, indeed, by itself, but by its qualities; but in the end it is made to mean the very opposite, namely, what perceives, and is thus supposed to lay hold of and strangle itself. What causes the irritation of our senses is confounded with what receives these irritations; what is perceived with what perceives; what is conceived with what conceives; what is named with the namer. It is admitted on all sides that there never could be such a thing as an object, or as matter, except when it has been perceived by a subject or a mind. And yet we are asked by materialists to believe that the perceiving subject, or the mind, is really the result of a long-continued development of the object or of matter. This is a logical somersault which it seems almost impossible to perform, and yet it has been performed again and again in the history of philosophy.—F. Max Müller, The Science of Thought.

While mind and matter may both be called substances, they are different kinds of existences. We know them by different organs; the one by self-consciousness, the other by the senses. Again we know them as possessing altogether different properties; the one as perceiving, reasoning, feeling, willing; the other as extended and exercising energy. The properties of the one can not be predicated of the other. Thinking and feeling have no place in that stone; nor have softness, hardness, or gravity in our souls.—Dr. James McCosh, in Preface to Ribot's German Psychology of To-Day.

self-activities, developed through and responding to, but not derived from, the material forces of nature, as of the first and greatest importance in educational psychology and in practical educational work.

My second proposition is:

> *Proposition II.*—That man, by virtue of this self-acting soul, becomes, in his highest estate, not only a transformer of the material conditions which surround him, but also an actual creator of new spiritual values of an altruistic character; hence his arts.

I can take time merely to suggest in the briefest fashion how man is a transformer of the material conditions round about him, and how his activities are imbued with the altruistic character; how he, and he alone, in contrast to all other living creatures, sets to work with conscious and deliberate foresight to change those very material facts which, to a certain extent, experimentally condition his range and mode of inward life; and how his activities, crystallized into arts, have changed the face of the earth and the semblance of many of its creatures into something quite unlike their original estate, making nature immensely more contributory to his own well-being.

Man's activities may be classified into two divisions, the useful arts and the fine arts.

The useful arts exercise his creative powers chiefly on but one plane of his existence and that the lowest, namely, the physical. While they mark a nation's upward growth to a certain limited extent, they do not of themselves embody all of our race experience, nor even the best of our race experience.

The fine arts (poetry, music, painting, sculpture, and architecture) are the forms in which the higher life of man embodies itself. It is to these fine arts that we always have to look in order to learn in what way and to what degree a people have climbed up above the level of mere animals, clever enough to secure good things to eat, effective shelters from the weather, and convenient coverings for their bodies.

In a certain sense it may be said that there is a large part of the best of our race experience which never gets embodied in any tangible material form at all, but acts for the creation of new conditions rather than new things, refining and elevating the quality of personal character and daily life, but never shaping itself into any explicit forms of art creation. It is not quite true that these particular spiritual energies are unmet with in the fine arts—for, in indirect ways, the most commonplace toil helps make the work of art possible (we all remember our nursery stories of how the farmer and the miller help prepare the child's breakfast for him),—and, in a still higher sense, every noble inward life helps create a more healthy spiritual atmosphere for all other men to breathe.

But the fact remains that if we would direct our thought to the definite, tangible records of man's higher life, we must look for those records in the various forms of the fine arts.

Creative activity which brings forth the useful arts is service rendered in laying the foundation of material civilization. Creative activity which brings forth the fine arts is service rendered in building the superstructure of spiritual civilization. Man is so constituted, and human society is so constituted, that the higher powers and activities of the race naturally and necessarily ultimate in the fine arts as the very condition of ever-developing character.

Now, if we accept the doctrine of evolution, man's soul or spiritual self is the latest and fullest revelation of the divine cause of all that is. As has been said, this spiritual self has been developed through, but not derived from, physical creation, and this spiritual self coexists with the animal frame and the animal nature which constitute physical man the climax of physical creation. A constant struggle is going on between his animal nature, which is inherited from his animal ancestry, and which works for self, and his spiritual nature, which is altruistic and which is impelling him forward to work for others. Man's arts are at once the evidence and the result of this conflict.

This is the unanimous affirmation of science, history, and religion.

My next proposition is:

> *Proposition III.*—The history of civilization is the record of man's progress in the creation of spiritual values through the subjection of his own animal nature and surrounding material nature to the service of his spiritual needs and ideals—hence the world of art. For the arts of man are not merely incidental to civilization. They are the supreme products of his creative spiritual activities, the condition and promise of higher civilization.

It can not be too strongly emphasized that art is not a mere incidental phase of the life of man. Some people have an idea that it is so; that it simply happened in successive ages that people spent their playtime in building with blocks on a large scale, making "stone dolls," and composing tunes, rhymes, and fantastic tales—occupations whose remains are well enough to interest the idler of to-day, but which have no solid significance for practical people.

This notion of art is as far as possible from the truth of the matter. The fact is that in every age man's creative energies have embodied themselves in art forms in order to satisfy the irresistible divine instinct of creation within him, and make a way in which to share with his fellows his inward personal experiences.

The fact that we ourselves stand to-day where we do stand in the progressive march of civilization is due in no small measure to the earlier fact that generations of men before us, who lived and loved and suffered and hoped, and who wrought their own wonderment and desires, their aspirations and their hopes, into art forms, have bequeathed to us their arts as their richest and most beneficent legacy. We hold this legacy now in the form of the world's great epic and lyric poems, and in its fiction and dramas, instinct with human passion and human aspiration, peopled with personalities of man's own imaginative creation, even more real in their influence to-day than the shadowy names of history. We hold it in the form of the great treatises on philosophy, government, and the sciences, the very condensation and crystallization, as it were, of the human intellect. We hold it in the world's bibles, the legacy of the religious thought of the race. We hold the legacy again in the form of the world's great music—the symphonies that still make our world palpitate with exquisite harmonies once conceived by human genius, the oratorios and operas, and the songs that, like unquenchable torches, kindle the souls of each successive generation of human kind with fires of joyousness, of patriotic ardor, of religious ecstasy.

And we hold the legacy yet again in the form of monuments and temples, cathedrals and majestic colossi, eloquent of the questionings and longings of souls facing the great mysteries of life and death. We hold it in the form of treasured remains of sculptures, eloquent of old-time insight into the divineness of beauty and old-time delight in such insight. We hold it in the form of the world's great paintings, eloquent of all man's widest range of interests and sympathies, of his love for the good and the right, of the gradually clearing vision which has enabled him to see the divine in nature and the still higher manifestations of the divine in humanity, and to make the vision manifest to all mankind.

On another occasion I shall discuss the bearings of art education upon the labor problems of the day, and through labor upon all the interests of social well-being. On this occasion I can only remind you of the immense significance of art from the economic point of view.

Now, standing as we do to-day in the possession of this art legacy from the men of the past, can we rationally minimize it, and consider the child merely as a particularly high differentiation of physical energies, the passive subject of nature, molded and played upon at nature's mercy? I tell you nay. We must see and own and practically act upon a truer conception of the mind of man, and upon a larger vision of the place of man in creation's scale, such as Dr. John Fiske brought out at Harvard two weeks ago in his Phi Beta Kappa address. Dr. Fiske then gave utterance to words that are to be forever memorable in the great discussion upon which thinking men are now entering with reference to man and his destiny in the light of evolution, and he has kindly sent me his exact words for use on this occasion. In speaking of psychical man and contrasting him with all that preceded him, Dr. Fiske said:

"The physical variations by which man is distinguished from apes are not great. His physical relationship with the ape is closer than that between cat and dog, which belong to different families of the same order. It is like that between cat and leopard, or between dog and fox, different genera in the same family. But the moment we consider the minds of man and ape the gap between the two is immeasurable. Mr. Mivart has truly said that with regard to their total value in nature the difference between man and ape transcends the difference between ape and a blade of grass. I should be disposed to go further and say that while for zoological man you can not erect a distinct family from that of the chimpanzee and orang, on the other hand, for psychological man you must erect a distinct kingdom; nay, you must even dichotomize the universe, putting man on one side and all things else on the other."

It is this stupendous sense of the soul's reality—that is, its individuality and its self-activity—that we need to emphasize in these days of talk about the soul as a derivation from sense activities.

Let me ask all those who believe there is nothing in the mind but the product of the senses, Whence came these arts of man? Can you assume for their existence anything less than the existence in the mind of man of a creative power superior to the physical forces that surround him, a power which appropriates through the action of the senses these physical forces and applies them to its own spiritual ends?

I desire to leave this point with emphasis on the fact that these arts of man are not mere incidents in his development; they are the sum of his existence, that "toward which the whole creation moves."

My next proposition is:

> *Proposition IV.*—That every child is born heir to two world environments (the material world of nature and the spiritual world of man), and also the possessor of aptitudes for ever-expanding assimilative and creative activities of his own.

We have seen that man is surrounded by two great world environments. These two world environments act upon the child, each in its own way. The material world of nature, the world of cloud and rock, of multitudinous plant life and swarming animal life, makes constant appeal to the new human being, through his physical sensibilities and physical interests, as one who is the crowning product of its own marvelous cycles of evolutionary energy. On the other hand, the spiritual world of man, the world of his arts, makes constant appeal to the new human being, through his spiritual susceptibilities and spiritual interests, as one who is capable of all that the race is capable of and, as a new being, has endless future possibilities of personal creative activity. The upward growth of this new human being we find dependent upon the balance between his responses to the influences of these two world environments, and it is here that we, as educators, should take careful note of how these two environments affect the child. His animal nature, obedient to the laws of natural evolution in the physical world, is absorptive, selfish. It grasps. It appropriates for the good of self. This is nature's provision for the perpetuation of the race. His spiritual nature, on the other hand, obedient to the laws of spiritual life, is creative, altruistic. It makes for the good of others. This is the divine provision for the development of humanity. In so far, and in so far alone, as his spiritual response to and utilization of the influences of his spiritual environment predominate over his submission to the influences of his material environment, he grows toward that high human destiny which we can but faintly begin to forecast.

If it were true that children were only little animals, subject to nature's laws and possessing minds that work merely automatically under the stimuli of natural phenomena, it would be well enough to do as some modern educators advocate—simply surround the child with pleasing natural objects, and trust that their sensuous attractiveness will insure attention and observation, and that these will somehow of themselves evolve desire for what is truly best and secure energetic action along right lines, toward high ends.

The unfortunate fact is, however, that unless we make a strong appeal to children through the spiritual side of their nature, they are liable to respond only in terms of the animal. As most practical teachers know, we are likely to be brought up standing by the child's frankly materialistic measures of the universe. Those of you who have read the recent autobiography of Frances Power Cobbe will recall her experience when, returning to her country home for a visit, after several years of absence, she met a grown-up young man, who had been a pupil in the little village school organized and enthusiastically taught by herself.

"Well, Andrew," said Miss Cobbe, "how much do you remember of all my lessons?"

"Ah, ma'am, then, never a word!"

"O, Andrew, Andrew! And have you forgotten all about the sun, the moon and stars, the day and night, and the seasons?"

Andrew scratched his head and light dawned upon his countenance.

"Oh, no, ma'am!" he declared, "I do remember now. And you set them on the schoolroom table, and Mars was a red gooseberry, and I ate him."

It evidently will not do to trust too far or too implicitly to the "automatic" transformation of sense impressions into elevated thought.

Jacobi has truly said, "Nature conceals God; man reveals God."

Now, is there any provision in the universe for helping to insure the predominance of man's spiritual development and his consequent progressive mastership of the material world?

There is; and this leads to the next proposition, one of the most significant of all the great significant truths of evolution:

> *Proposition V.*—The long period of infancy and youth, when the mind is especially susceptible to the influences of environments, and when the active powers are most easily directed, is a special provision for the unceasing development of man's spiritual qualities and creative activities.

Dr. John Fiske was the first to point out clearly to contemporary thought the important fact that physical evolution had come to an end in the production of physical man; and that further play of the evolutionary process must be sought in psychical man. He also pointed out how this psychical development was conditioned upon psychical or spiritual man making his physical being and his physical environment subject to himself. Dr. Fiske has also supplemented these important contributions to evolutionary philosophy by another of no less importance—one which can not be ignored in any attempt to place education upon a truly philosophical basis. I refer to his statement that the long period of dependent infancy and youth in the human child, as contrasted with the parental provisions for existence in the lower animals, is evidence of a distinct plan for the increasing development of psychic life in the human race, through a special provision in the life of every individual of a plastic condition of mind, whereby the accumulations of ever-expanding human experience could be handed over from generation to generation through ever-expanding faculties for self-activity in receiving, and then for ever-expanding powers of self-activity in creating for the benefit of human life.

I can not stop to discuss the immense significance of this evolutionary view of the psychic development of the race in its bearing upon education. If nature's provisions in this respect mean anything, I do not think it will be questioned but that they are intended for the ever-increasing development of the psychical or spiritual man rather than of the physical or animal man.

And this leads to my final proposition:

> *Proposition VI.*—Education should be the fullest possible utilization of the plastic period of infancy and youth, not only for cultivating a knowledge of the child's two-world environments, but also and emphatically for training to skill in the creative activities along art lines, as the highest contribution of the individual to social well-being.

The best education means simply the best utilization of this plastic period of the child's life for the development and training of that in him which most deserves to be developed and trained.

I say "that which most deserves to be developed and trained," assuming that not everything in the child's inherited make-up is of the same value. I take it to be a part of the responsibility laid upon mature men to weigh the various elements of human nature as fairly as they can, and learn to put educational emphasis on the more worthy of those elements. In our lesser task of guiding the progressive development of plant and animal life, we have for a long time made some such selection. Man's effort has been, not simply to help the earth bring forth more flowers and fruit of precisely the same sort as would grow without help, but to put his intellect and his will in cooperation with the powers outside him, so as to transform existing conditions of growth, to the end that still more beautiful flowers and even more delicious fruits may be brought into existence. Look at our greenhouses, our orchards, and our market gardens for the result. When the task set us is to help work out the divine purpose in the higher development, not of vegetables or brute beasts, but of new human beings, there is not less but more need that we should consider deeply the animal nature of the child on the one hand and his spiritual nature on the other, and how the former can best be utilized in the full development of the latter.

The supreme purpose of education, so far as that education lies within our control, should be the development of the child's capacity for unselfish creative activity and for spiritual enjoyment. The development of his other capacities should be treated with regard to the manner and degree of contributing toward this supreme end.

I intentionally use this term "creation" rather than "expression," when referring to the supreme form of human activity, because I believe we ought to keep in mind the thought that the highest activity goes beyond mere "expression"—that is, the mere statement of what is—and becomes "creation;" that is to say, productive action—action productive of new things or new conditions. This is a point that I wish particularly to emphasize, the distinction between expression and creation.[1]

[1] This is not a mere verbal distinction. Man's most valuable and lasting work in any direction is work not merely expressing or stating facts that he has become aware of, but actually creating new facts. The dramas of Shakespeare are not simply transcripts of things that the author knew to have actually happened to particular people. They are a new-created world, wherein human character and human life show themselves even more clearly and more truly than most of mankind ever see with their own unaided eyes in the thick of common happenings. The symphonies of Beethoven are not simply expressions of what the composer had heard from winds and birds and running water. They are the positive creations of a self-active soul grasping the

This idea of education as training for creative activity includes all that was best in our earlier notions of the purpose of education. It includes the acquirement of stores of knowledge, for, of course, it is only upon the basis of a knowledge of what is that man can proceed to make things or conditions better. It also includes the development of individual power, because, of course, the man who can command himself is the only one who can effectively command matter or force. But the mere "acquirement of knowledge" may be as worthless as the accumulation of gold pieces in a miser's strong box, and the mere "development of power" may be as worthless as the development of power in a finished engine that stands unconnected with any sort of working machinery. The new ideal of education as training for creative activity includes both the effort after knowledge and the effort after power, and adds to these a purpose. That purpose is the active betterment of the world and the progressive elevation of human living.

And this view of education necessitates direct training not only for creative thought, but also for skill in creating the best embodiments of such thought. It implies not simply keeping the child's senses tickled with a succession of novel and pleasant impressions, which he may express or record in any fashion that comes easiest, but also in giving him opportunity for and guidance in creative activities where he can utilize his impressions so that he may gradually attain to self-command in these activities; so that he may learn to respect positive standards of technical workmanship, and also learn to hold himself sturdily up toward them in his own endeavors; in other words, so that he may have power in creative work.

Now, I do not wish to be understood here as overlooking or as crushing out the element of the child's instinctive interest. I believe we ought to study very thoughtfully and very sympathetically the natural, instinctive interests and desires of the child in planning and conducting educational work. But I believe that we should study these interests and desires, not just for the sake of following their indications of "the line of least resistance," but also and much more for the sake of utilizing them as means whereby to lead the child out of his present animal self up to a still higher and better human self. As grown-up men and women ourselves, we simply must believe that our measures of life are, on the whole, juster and truer than the child's own measure of life; else life itself is a hopeless anticlimax, the dreariest of illusions. The child would naturally prefer to possess a juicy apple to-day rather than to be owner of

> " * * * Plato's brain,
> Of Lord Christ's heart, and Shakspere's strain,"

next week; but that is no proof that good things to eat are truly more worth while than wisdom and righteousness. No. What we have to do is neither to impose our own wills arbitrarily and absolutely upon the child's will, nor yet to fold our arms and indolently let him have his head in any direction and to any extent he likes. Ours should be the more difficult but much more honorable task of recognizing his feelings and impulses with ready sympathy; of bringing to bear upon those feelings and those impulses such spiritual influences as will combine with the influences of his natural environment; of developing right powers and habits, and encouraging right activities, and of giving him all the direct positive practice

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laws of harmony that are so faintly hinted at in nature, and embodying forth ideals of tone and rhythm that never had taken form without the composer's genius as a cause. The Parthenon with its sculptures was not simply a marble statement of the laws of gravity and of the religious and political opinions of the Athenian State—a material expression of existing facts. It was the bringing forth into visible and glorious existence of an entirely new creation: something that had not existed in the marble quarry, but only in the constructive artistic imagination of man—imagination so strong, so clear, so high in its reach, that it could and did command matter to its obedient service.

and training that we can give in the typical creative activities, to the end that he may have not only desire to create but also power to create in terms of art; that, besides having good intentions, he may actually do good work.

The desirability of training a child's powers of appreciating and enjoying what is noble and beautiful in both the world of nature and the world of art, which embodies so much of men's best thought and experience, hardly needs argument. Whether regarded by itself, as providing the child with an elevating mode of occupying leisure hours, or regarded as a step toward practical creative activity on his own part, such training, if wisely conducted by tactful guidance rather than by prescription and rule, may and should be a fruitful means of rounding out character in a wholesome, healthy fashion, and providing beforehand resources of true refreshment and lofty inspiration. Such resources of appreciative power are needed both by the artist and by his public; by the man of leisure and by the humblest workman. Indeed the balance of need lies with the one whose life is to be almost full of commonplace toil, if the improving industrial conditions which give him increasing hours of leisure are to actually make his leisure spiritually profitable to him.

We have hitherto spoken of art in its largest inclusive meaning, comprising literature, music, painting, sculpture, and architecture. What is true of art, as a whole, in its bearings upon the life of the race and the education of the individual, is true of the particular lines of art which are usually referred to when we speak of art in education. Art in this sense is understood as applying to modeling, drawing, and coloring with their special functions in decoration, illustration, and sculpture, painting, machinery, and building construction and architecture.

Now there are two great obstacles in the way of establishing true art education in our public schools:

First. The mistaken and belittling notions about art and art education, which prevail to so great an extent among professed leaders of educational work, as well as on the part of the public.

Second. The unfamiliarity of the rank and file of teachers with the subject-matter and methods of true art instruction.

Now as to the first obstacle, many educators, when they speak of art, mean merely graphic expression, mere diagramming or imitating as a means of stating information. When they speak of art instruction, they mean merely encouraging children to make maps, diagrams, and sketches, or models in connection with their lessons in arithmetic, geography, physics, and natural history. These apostles of "free" art practically take the ground that the average child can drop into art, as Mr. Wegg dropped into poetry, "in a friendly sort of way," and that, if he is just given clay, a pencil or brush, and a piece of paper, and urged to draw or model whatever he happens to see, just as he happens to see it, the result is art. This is just like giving the untrained and illiterate child paper and pen, telling him to write whatever he thinks, about whatever he pleases, in whatever way occurs to him, and calling the result literature. Now, everybody would recognize the absurdity and futility of this latter procedure. We all know that the child can not by himself evolve good literary taste and good literary style out of his own crude, desultory thoughts, plus a sheet of paper. There is no such short cut to literature. He must indeed write and write and keep on writing, but above all he must read and be taught what to read; his mind must be fed from the fruitful store of good literature, which already exists, the legacy of accumulated ages of human culture.

It can not possibly be our best plan to-day to ignore all the progress of the past, and make each child laboriously work out all over again the whole history of civilization, Dark Ages included, when he ought to be let into his birthright as "heir of all the ages." A broader and clearer appreciation on the part of educational leaders as to what art itself means as a factor in developing the creative power of the child, and what it stands for in social life to-day, is the first requisite for the success of art education as a part of public education. As evidence of how this great subject is ignored, we have only to refer to the reports of the committee of ten and the committee of fifteen; and further I am not aware of any scheme of correlation of studies in which the subject is in any way adequately recognized.

But I believe a change is coming. Sooner or later it will be seen and practically recognized that what man has done in the arts is to a young mind in the formative stage what fertile soil is to a young plant. And when that time comes, men will no longer try either to cultivate rosebushes on a strictly primeval diet of granite, gravel, and rain, or to cultivate human souls on a strictly primeval diet of nature, study, and untrammeled frolic.[1]

They will accept for the children under their care the advantages that lie in being heir of preceding ages, and use these advantages as a means whereby the new life may grow up to still higher forms of personal development and productive activity.

The second obstacle to be surmounted (the imperfect equipment of public-school teachers for carrying on art instruction in the class rooms) will be done away as far and as fast as the leaders come to appreciate the true nature and importance of art as a fundamental feature of educational work; for the grade teachers of our American public schools are essentially capable and loyal; they are able and ready to learn whatever it is necessary for the good of the schools that they should learn; but they need definite assistance and guidance. Suitably planned courses of study will do much to help; courses arranged not hastily or perfunctorily by people with narrow views of the subject and with slight acquaintance with the experience of others in similar work, but thoughtfully and intelligently by persons who can comprehend both the physical nature and the spiritual nature of the child. Only those who are engaged in this work know how narrow are the limitations that surround them. The best that exists to-day is but a stepping-stone to what should be done and what can be done as soon as a better understanding of what art means exists among the teachers. Rightly planned courses of study, reenforced by suitable working materials and art examples good and abundant, to which the children themselves may have ready access, the whole interpreted by a wise and sympathetic supervisor, who knows his subject and who understands child nature in hearty, affectionate fashion—I tell you, my friends, we have as yet seen only the beginning of what a power art education may and ought to be in the inward uplifting to useful and noble work of the successive generations of children who pass through the public schools of our land.

To summarize in a few words the points we have been considering, let us remind ourselves: That evolutionary science, ontological philosophy, and empirical psychology, in their truest interpretations, practically agree in declaring that man is the highest of all finite existences, from which proceed self-acting spiritual powers; that the arts of man are the embodiment of these spiritual self-activities of the race exercised along creative lines; and that, being thus the highest activities of the highest of all finite existences, they should be constantly utilized in education, if education has for its distinct aim the development of what is

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[1] I heartily believe in the introduction of various lines of nature study into the public schools. In city schools particularly, such studies are an indispensable help in bridging the chasm between the child and his natural environments, and giving him at least a suggestive glimpse into the marvels and beauties of the natural world. What I do object to is the extreme ground taken by some educators (an extreme precisely opposite to that of the old-fashioned word-for-word text-book memorizing) wherein it is fancied that the study of nature is educationally all-sufficient; that language and number study can be sufficiently and successfully developed as mere incidentals to nature study, and that drawing, used as the handmaid of the natural sciences, can constitute art instruction. Against this misconception of what art means, and what art study ought to be in a course of education, I believe a strong protest should be made.

best in the child, both for himself and for the social life of which he is to form a part.

And now let me say in conclusion that, if I rightly apprehend current educational discussion, many of the schemes of correlation or of concentration that are being advocated are based mainly on the consideration of the physical environment of the child, the forces of which play upon the brain through the action of the senses, and hence are exterior to the child. The result of such schemes is to make the child largely the product of his physical environment. As opposed to these more or less materialistic views of education, I suggest that we take as our center of thought the child himself, with a full comprehension of his creative spiritual nature, and then measure the relative values of educational subjects, according as they contribute to the development of his highest possibilities as a creative spiritual being. By so doing we shall see that the creative activities of the child form the real educational objective, and that the arts of man as ministering to these activities should not be relegated to any incidental place in the arrangement of studies, but should be practically recognized as the most inclusive, the most vital, means we have for centering our educational effort aright; centering it with all its nourishment and all its inspiration upon the soul of the child—upon the child as the heir and the potential master of the world.

CHAPTER XXXII.

FOREIGN UNIVERSITIES.

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.*

INTRODUCTION.

The authors of "Minerva, Jahrbuch der Universitäten der Welt," which is the chief source of information offered in the following six 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 call their Jahrbuch a collection of names of teaching bodies, of universities, or similar institutions of the world. In the first edition the authors admitted that, despite the most rigorous search, a few of the smaller institutions of the Western Hemisphere escaped their notice. In subsequent editions these omissions have been corrected, and libraries, societies, and museums added, so that the fifth edition, that of 1895–96, is a remarkably valuable source of information. 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.

Foreign Universities.

[After "Minerva," by Kukula & Trübner.]

I. *Arranged according to age.*

Date of foundation.	Locality.
	Tenth century.
988	Kairo, Egypt.
	Twelfth century.
1119	Bologna, Italy.
1181	Montpellier, France.
1200	Paris, France.
1200	Oxford, England.
	Thirteenth century.
1209	Valencia, Spain.
1222	Padua, Italy.
1224	Naples, Italy.
1233	Toulouse, France.
1243	Salamanca, Spain.
1257	Cambridge, England.
1266	Perugia, Italy.
1288	Coimbra, Portugal.
	Fourteenth century.
1303	Rome, Italy.
1339	Grenoble, France.
1343	Pisa, Italy.
1346	Valladolid, Spain.
1348	Prague, Bohemia, Austria.
1349	Florence, Italy.
1361	Pavia, Italy.
1364	Krakau, Galicia, Austria.
1365	Vienna, Austria.
1367	Fünfkirchen, Hungary.
1386	Heidelberg, Baden, Germany
1391	Ferrara, Italy.
	Fifteenth century.
1402	Würzburg, Bavaria, Germany.
1409	Leipzig, Saxony, Germany.
1409	Aix, France.
1411	St. Andrews, Scotland.

FOREIGN UNIVERSITIES—Continued.

I. *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.
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	Budapest, Hungary.
1472	Bordeaux, France (1441).
1472	Munich, Bavaria, Germany.
1474	Saragossa, Spain.
1477	Upsala, Sweden.
1477	Tübingen, Würtemberg, Germany.
1478	Copenhagen, Denmark.
1494	Aberdeen, Scotland.
	Sixteenth century.
1501	Valencia, Spain.
1502	Halle-Wittenberg, Prussia, Germany.
1502	Sevilla, Spain.
1504	Santiago, Spain.
1506	Breslau, Prussia, Germany.
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	Leiden, Holland.
1580	Oviedo, Spain.
1583	Edinburgh, Scotland.
1586	Graz, Styria, Austria.
1588	Kiew (Kieff), Russia.
1591	Dublin, Ireland.
1596	Cagliari, Italy.
	Seventeenth century.
1605	Manila, Philippine Islands.
1607	Giessen, Hessia, Germany.
1614	Groningen, Holland.
1632	Salzburg, Austria.
1632	Amsterdam, Holland.
1632	Dorpat (Jurjev), 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 (Codringdon College), West Indies.
1722	Dijon, France.
1727	Camerino, Italy.
	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.
1772	Klausenburg, Hungary.
1777	Siena, Italy.
1779	Palermo, Sicily, Italy.
1784	Lemberg, Galicia, Austria.
1785	Pressburg, Hungary.
1788	Grosswardein, Hungary.
	Nineteenth century.
1804	Kasan, Russia.
1804	Charkow, Russia.
1805	Yaroslavl, 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	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	Zürich, Switzerland.
1834	Brussels, Belgium.
1834	Berne, Switzerland.
1836	London (University), England.
1837	Athens, Greece.
1838	Messina, Italy.
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	Kecskemet, Hungary.
1864	Bucharest, Roumania.
1865	Odessa, Russia.
1866	Neuchatel, Switzerland.
1868	Tokyo, Japan.
1870	New Zealand, New Zealand.
1872	Aberystwith, Wales.
1872	Adelaide, Australia.
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.
1877	Leeds, England.
1877	Liverpool, England.
1878	Stockholm, Sweden.
1879	Sheffield (Firth College), England.

FOREIGN UNIVERSITIES—Continued.

I. *Arranged according to age*—Continued.

Date of foundation.	Locality.
	Nineteenth century—Continued.
1880	Habana, Cuba.
1880	Dublin, University of Ireland.
1880	Dundee, Scotland.
1880	Nottingham, England.
1882	Prague (Bohemian University), Austria.
1883	Cardiff, Wales.
1888	Tomsk, Siberia, Russia.
1888	Sophia, Bulgaria.
1889	Freiburg, Switzerland.
1891	Gothenburg, Sweden.
	Date not known.
	Belgrade, Servia.
	Allahabad, India.
	Limoges, France.
	Marseilles, France.
	Montevideo, Uruguay.
	Montauban, France.
	Bangor, Wales.

FOREIGN UNIVERSITIES.

II. *Arranged according to number of students.*

[The attendance stated is that of 1895.]

Order.	Locality.	Number of students.
1	Paris	11,010
2	Berlin	9,203
3	Kairo	8,437
4	Vienna	6,714
5	Madrid	5,829
6	Calcutta	5,308
7	Naple	5,040
8	London, about	5,000
9	Madras	4,224
10	Moscow	4,118
11	Budapest	3,892
12	Munich	3,754
13	Athens	3,331
14	Oxford	3,256
15	Bombay	3,209
16	Leipsic	3,157
17	Manchester	3,000
18	Cambridge	2,995
19	Edinburgh	2,924
20	Petersburg	2,804
21	Prague (Bohemian University)	2,519
22	Kiew (Kieff)	2,417
23	Turin	2,355
24	Bordeaux	2,159
25	Glasgow	2,080
26	Allahabad	2,075
27	Lyons	2,043
28	Copenhagen, over	2,000
29	Rome	1,916
30	Nottingham	1,902
31	Barcelona	1,887
32	Helsingfors	1,861
33	Padua	1,656
34	Toulouse	1,561
35	Dorpat	1,555
36	Graz	1,552
37	Bonn	1,539
38	Granada	1,531
39	Halle-Wittenberg	1,528
40	Freiburg, Germany	1,504
41	Upsala	1,495
42	Bucharest	1,490
43	Louvain	1,475
44	Bologna	1,457
45	Würzburg	1,456
46	Lemberg	1,445
47	Coimbra	1,429
48	Heidelberg	1,428
49	Tokyo	1,396
50	Breslau	1,387
51	Palermo	1,369
52	Prague (German University)	1,369
53	Lille	1,352
54	Montpellier	1,322
55	Charkow	1,313
56	Brussels	1,309
57	Krakou	1,304
58	Pavia	1,272
59	Toronto	1,269
60	Tübingen	1,262
61	Liege	1,260
62	Salamanca	1,247
63	Amsterdam	1,241
64	Christiania	1,200
65	Rennes	1,178
66	Erlangen	1,135
67	Dublin	1,124
68	Montreal	1,031
69	Strassburg	1,016
70	Genoa	1,010
71	Innsbruck	1,008
72	Santiago, Chile, about	1,000
73	Marburg	982
74	Pisa	972
75	Saragossa	966
76	Nancy	942
77	Poitiers	929
78	Birmingham	914
79	Göttingen	904
80	Greifswald	891
81	Warsaw	884
82	Geneva	822
83	Zürich	825
84	Leiden	812
85	Aberdeen	816
86	Catania	808
87	Jena	764
88	Kiel	767
89	Kasan	759
90	Manila	758
91	Berne	755
92	Petersburg (Medical Academy)	750
93	Valencia	726
94	Caen	715
95	Königsberg	706
96	Aix	680
97	Ghent	660
98	Lund	645
99	Utrecht	632
100	Klausenburg	629

FOREIGN UNIVERSITIES—Continued.

II. *Arranged according to number of students*—Continued.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
101	Dublin (University of Ireland)	600	133	Yaroslavl	306
102	Giessen	598	134	Freiburg, Switzerland	305
103	Melbourne	594	135	Perugia	303
104	Sydney	592	136	Oviedo	269
105	Bristol	584	137	Macerata	264
106	Gothenburg	568	138	Cork	245
107	Lausanne	516	139	Olmütz	235
108	Florence	511	140	Toronto (Victoria University)	234
109	Odessa	503	141	Siena	215
110	Messina	502	142	Cagliari	201
111	Groningen	501	143	St. Andrews	199
112	Dijon	484	144	Besançon	194
113	Agram	479	145	Cardiff	170
114	Grenoble	464	146	Clermont	163
115	Basel	459	147	Camerino	162
116	Tomsk	430	148	Sassari	157
117	Adelaide	422	149	Grosswardein	136
118	Rostock	420	150	Lampeter	132
119	Belgrade	414	151	Neuchatel	129
120	Modena	412	152	Eperies	124
121	Münster	409	153	Sarospatak	110
122	Parma	408	154	Fünfkirchen	94
123	Jassy	407	155	Ferrara	84
124	Newcastle	401	156	Urbino	76
125	Montevideo	400	157	Kaschau	75
126	Durham	400	158	Salzburg	72
127	Sophia	380	159	Dundee	71
128	Algiers	377	160	Erlau	61
129	Czernowitz	370	161	Braunsberg	53
130	Aberystwith	360	162	Kecskemet	52
131	Stockholm	337	163	Montauban	49
132	Sheffield	310			

NOTE.—The number of students in universities not mentioned had not been ascertained.

FOREIGN UNIVERSITIES.

III. *Arranged alphabetically, with faculties and number of students.*

1. *Aberdeen, Scotland:* University of Aberdeen, 812 students. Philosophical, theological, law, and medical faculties; library.
2. *Aberystwith, Wales:* University College of Wales, with college at Bangor, 360 students.
3. *Adelaide, Australia:* University of Adelaide, 422 students. Observatory.
4. *Agram, Croatia, Hungary:* Königl. Universität Agram, 479 students. Theological, law, and philosophical faculties; library.
5. *Aix-en-Provence, France:* Facultés d'Aix, 680 students. Law and philosophical faculties; library.
6. *Algiers, Algeria, Africa:* Facultés d'Alger, 377 students. Law, medical, scientific, and philosophical faculties; library, observatory.
7. *Allahabad, India:* University of Allahabad. Examining board, 2,075 candidates.
8. *Amsterdam, Netherlands:* Universiteit te Amsterdam, 1,241 students. Law, medical, scientific, philosophical, and theological faculties; library and several institutes.
9. *St. Andrews, Scotland:* University of St. Andrews, 199 students. St. Salvador, St. Leonard's, and St. Mary's College.
10. *Angers, France:* Facultés Catholique Libres. Law, scientific, theologic, and philosophical faculties; library.
11. *Athens, Greece:* National University, 3,351 students. Theological, law, medical, and philosophical faculties; public library.
12. *Bangor, Wales:* University College of North Wales.
13. *Barcelona, Spain:* Universidad de Barcelona, 1,887 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
14. *Basel, Switzerland:* Universität Basel, 459 students. Theological, law, medical, and philosophical faculties; public library.

15. *Belfast, Ireland:* Queen's College.
16. *Belgrade, Servia:* Serpska Kraljevska Velika Škola, 414 students. Philosophical, law, and technological faculties; library.
17. *Berlin, Prussia, Germany:* Königl. Friedr.-Wilhelms-Universität, 9,203 students. Theological, law, medical, and philosophical faculties; seminary for oriental languages, and eleven other seminaries; library and thirty-six university institutes and museums.
18. *Berne, Switzerland:* Universität Bern, 755 students. Catholic and Protestant theology, law, medical, and philosophical faculties; city libraries.
19. *Besançon, France:* Facultés de Besançon, 194 students. Scientific, philosophical, and medical faculties; library.
20. *Birmingham, England:* Mason College, 914 students. Arts and science, medical, and dental faculty; library.
21. *Bologna, Italy:* Regia Università di Bologna, 1,457 students. Philosophical, scientific, law, medical, and pharmaceutical faculties; veterinary and engineers' schools; library.
22. *Bombay, India:* University of Bombay. Examining board, 3,209 candidates; five preparatory colleges.
23. *Bonn, Prussia, Germany:* Rheinische Friedr.-Wilhelms-Universität, 1,539 students. Protestant and Catholic theological, law, medical, and philosophical faculties; library and many institutes.
24. *Bordeaux, France:* Facultés de Bordeaux, 2,159 students. Law, medical, scientific, and philosophical faculties; library.
25. *Braunsberg, Prussia, Germany:* Königl. Lyceum Hosianum, 53 students. Theological and philosophical faculties; library.
26. *Breslau, Prussia, Germany:* Königl. Universität Breslau, 1,387 students. Catholic and Protestant theological, law, medical, and philosophical faculties; library.
27. *Bristol, England:* University College, 584 students (236 women). College faculty and medical school; library.
28. *Brussels, Belgium:* Université libre de Bruxelles, 1,309 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; also polytechnical school; library.
29. *Bucharest, Roumania:* Universitatea din Bucuresti, 1,490 students. Scientific, philospohical, law, medical, and theological faculties; library.
30. *Budapest, Hungary:* Királyi Magyar Tudomány-Egyetum, 3,892 students. Theological, law, medical, and philosophical faculties; library.
31. *Cadiz, Spain:* Facultad de Medicina (belonging to Sevilla). Medical faculty; library.
32. *Caen, France:* Facultés de Caen, 715 students. Law, scientific, and philosophical faculties; library.
33. *Cagliari, Sardinia, Italy:* Regia Università di Cagliari, 201 students. Law, medical, and scientific faculties; library.
34. *Calcutta, India:* University of Calcutta, 5,308 candidates. Examining board; library.
35. *Cambridge, England:* University of Cambridge, 2,895 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.
36. *Camerino, Italy:* Libera Università degli Studi di Camerino, 162 students. Law, medical, and pharmaceutical faculties, and veterinary school; communal library.
37. *Cape City, South Africa:* University of the Cape of Good Hope.
38. *Cardiff, Wales:* University of South Wales, 170 students. Philosophical and scientific faculties and department of engineering; library.
39. *Catania, Sicily, Italy:* Regia Università degli Studi di Catania, 806 students. Law, medical, scientific, and philosophical faculties; library.
40. *Charkow, Russia:* Imperatorskij Charkowskij Universitet, 1,313 students. Philosophical, scientific, law, and medical faculties; library.
41. *Christiania, Norway:* Kongelige Frederiks Universitet, 1,200 students. Theological, law, medical, philosophical, and scientific faculties; library.
42. *Clermont-Ferrand, France:* Facultés de Clermont, 163 students. Scientific and philosophical faculties; library.
43. *Coimbra, Portugal:* Universidade de Coimbra, 1,429 students. Theological, law, and scientific faculties; library.

Copenhagen. (See Kjobenhavn.)

44. *Cork, Ireland:* Queens College, 245 students.

Cracow. (See Krakau.)

45. *Czernowitz, Bukowina, Austria:* K. k. Franz-Josephs-Universität, 370 students. Theological, law, and philosophical faculties; library.
46. *Dijon, France:* Facultés de Dijon, 484 students. Law, scientific, and philosophical faculties; library.
47. *Dorpat (Jurjew), Russia:* Kaiserliche Universität, 1,555 students. Law, theological, medical, and philosophical faculties.
48. *Dublin, Ireland:* University of Dublin, 1,124 students.
49. *Dublin, Ireland:* Royal University of Ireland, about 600 candidates. Examining board.
50. *Dundee, Scotland:* University College, 71 students.
51. *Durham, England:* Durham University, 400 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.
52. *Edinburgh, Scotland:* University of Edinburgh, 2,924 students. Philosophical, theological, law, and medical faculties; library.
53. *Eperis, Hungary:* Evangelische Rechtsakademie, 124 students. Law school.
54. *Erlangen, Bavaria, Germany:* K. Bayerische Friedr.-Alexander-Universität, 1,135 students. Theological, law, medical, and philosophical faculties; library.
55. *Erlau, Hungary:* Erzbishöfliche Rechtsakademie, 61 students. Law school.
56. *Ferrara, Italy:* Libera Università di Ferrara, 84 students. Law, scientific, and medical faculties; library.
57. *Florence, Italy:* R. Instituto di Studi Superiori Practici e di Perfezionamento, 511 students. Philosophical, scientific, medical, and pharmaceutical faculties; library.
58. *Freiburg, Baden, Germany:* Badische Albert-Ludwigs-Universität, 1,504 students. Law, theological, medical, and philosophical faculties; library.
59. *Freiburg, Switzerland:* Katholische Universität, 305 students. Theological, law, and philosophical faculties; library.
60. *Fünfkirchen, Hungary:* Bischöflische Rechtsakademie. Law school.
61. *Galway, Ireland:* Queen's College.
62. *Geneva, Switzerland:* Université de Genève, 824 students. Theological, law, medical, philosophical, and scientific faculties; five libraries.
63. *Genoa, Italy:* R. Università degli Studi di Genova, 1,010 students. Law, medical, scientific, and philosophical faculties and schools of engineering and pharmaceutics; library.
64. *Ghent, Belgium:* Université de Gand, 660 students. Philosophical, law, scientific, and medical faculties; library.
65. *Giessen, Hessia, Germany:* Hessische Ludwigs Universität, 598 students. Theological, law, medical, and philosophical faculties; library.
66. *Glasgow, Scotland:* University of Glasgow, 2,080 students.
67. *Gothenburg, Sweden:* Göteborgs Högskola, 568 hearers.
68. *Göttingen, Prussia, Germany:* Georg-Augusts-Universität, 904 students. Theological, law, medical, and philosophical faculties; library.
69. *Granada, Spain:* Universidad de Granada, 1,531 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
70. *Graz, Styria, Austria:* K. k. Karl-Franzens-Universität, 1,552 students. Theological, law, medical, and philosophical faculties; library.
71. *Greifswald, Prussia, Germany:* Universität, 891 students. Theological, law, medical, and philosophical faculties; library.
72. *Grenoble, France:* Facultés de Grenoble, 464 students. Law, scientific, and philosophical faculties; library.
73. *Groningen, Netherlands:* Rijks Universiteit te Groningen, 501 students. Theological, law, medical, scientific, and philosophical faculties; library.
74. *Grosswardein, Hungary:* Jógakademia, 126 students. Law school.
75. *Halle, Prussia, Germany:* Friedr.-Universität Halle-Wittenberg, 1,528 students. Theological, law, medical, and philosophical faculties; library.
76. *Havana, Cuba:* Universidad de la Habana. Philosophical, scientific, medical, and law faculties; library.
77. *Heidelberg, Baden, Germany:* Ruprecht-Karls-Universität, 1,428 students. Theological, law, medical, philosophical, and scientific faculties; library.
78. *Helsingfors, Finland, Russia:* Kejserliga Alexanders Universitet i Finland, 1,861 students. Theological, law, medical, and philosophical faculties; public library.
79. *Innsbruck, Tyrol, Austria:* K. k. Leopold-Franzens-Universität, 1,008 students. Theological, law, medical, and philosophical faculties; library.

80. *Jaroslawl* (*or Yaroslavl*), *Russia:* Demidovskij juridiceskij Licej, 306 students. Law school.
81. *Jassy, Roumania:* Universitatea din Jassy, 407 students. Law, philosophical, scientific, and medical faculties; library.
82. *Jena, Thuringia, Germany:* Sächsische Gesammt-Universität, 768 students. Theological, law, medical, and philosophical faculties; library.
Jurjew (see Dorpat).
83. *Kairo, Egypt:* Azhar University, 8,437 students and hearers.
84. *Kasan, Russia:* Imperatorskij Kazanskij Universitet, 759 students. Philosophical, scientific, law, and medical faculties; library.
85. *Kaschau, Hungary:* Rechts-Akademie, 75 students. Law school.
86. *Kecskemet, Hungary:* Rechts-Akademie, 52 students. Law school.
87. *Kiel, Prussia, Germany:* K. Christian-Albrechts-Universität, 767 students. Theological, law, medical, and philosophical faculties; library.
88. *Kiew or Kieff, Russia:* Imperatorskij Universitet, 2,417 students. Medical, law, and philosophical faculties; institutes and library.
89. *Kjöbenhavn* (*Copenhagen*), *Denmark:* Kjöbenhavns Universitet, 1,820 students. Theological, law, medical, philosophical, and scientific faculties and polytechnic institute; library.
90. *Klausenburg, Siebenbürgen, Hungary:* K. k. Klausenburger Universität, 629 students. Law, medical, philosophical, and scientific faculties; library.
91. *Königsberg, Prussia, Germany:* K. Albertus Universität, 706 students. Theological, law, medical, and philosophical faculties; royal and university library.
92. *Krakau, Galicia, Austria:* Jagellonische Universität, 1,304 students. Theological, law, medical, and philosophical faculties; library.
93. *Lahore, India:* The Panjab University, 1,449 candidates. Oriental languages, arts, law, medicine, science, and engineering departments.
94. *Lampeter, Wales:* St. Davids College, 132 students.
95. *Lausanne, Switzerland:* Université de Lausanne, 516 students. Theological, law, medical, philosophical, and scientific faculties.
96. *Leeds* (see Manchester), *England:* Yorkshire College, 1,116 students.
97. *Leiden, Netherlands:* Rijks-Universiteit, 815 students. Medical, scientific, philosophical, theological, and law faculties; library.
98. *Leipzig, Saxony, Germany:* Universität, 3,175 students. Theological, law, medical, and philosophical faculties; library.
99. *Lemberg, Galicia, Austria:* K. k. Franzen's Universität in Lemberg, 1,445 students. Theological, law, and philosophical faculties; library.
100. *Lille, France:* Facultés de Lille, 1,351 students. Law, medical, scientific, and philosophical faculties; library.
101. *Lille, France:* Facultés Libres. Theological, law, medical, scientific, and philosophical faculties; library.
102. *Limoges, France:* Ecole de Medicine et de Pharmacie. Medical and pharmaceutical courses.
103. *Liverpool* (see Manchester), *England:* University College, about 1,000 students.
104. *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 1,500 students.
    (2) King's College, with theological, philosophical, and medical faculties; library.
    (3) School for Modern Oriental Languages.
105. *Löwen* (or *Louvain*), *Belgium:* Université Catholique de Louvain, 1,475 students. Theological, law, medical, philosophical, and scientific faculties; library.
106. *Lund, Sweden:* Kongl. Universitet i Lund, 645 students. Theological, law, medical, and philosophical faculties; library.
107. *Lüttich* (or *Liège*), *Belgium:* Université de Liège, 1,260 students. Philosophical, law, scientific, and medical faculties; library.
108. *Lyons, France:* Facultés Libres, 1,514 students. Theological, law, scientific, and philosophical faculties.
109. *Lyons, France:* Facultés de Lyon, 2,043 students. Law, medical, scientific, and philosophical faculties; two libraries.
110. *Macerata, Italy:* Regia Università di Macerata, 264 students. Law faculty.
111. *Madras, India:* University of Madras, 4,224 candidates. Examining board.
112. *Madrid, Spain:* Universidad Central de España, 5,829 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; libraries.

113. *Manchester, Liverpool, and Leeds, England:* Victoria University, about 3,000 students. This institution consists of:
(1) Owens College, Manchester, 928 students.
(2) University College, Liverpool, about 1,000 students.
(3) Yorkshire College, Leeds, 1,112 students.
114. *Manila, Philippine Islands:* Real y Pontificia Universidad de Santo Tomás de Manila, 758 students. Theological, law, medical, and pharmaceutical faculties; library.
115. *Marburg, Hessia, Germany:* Universität Marburg, 982 students. Theological, law, medical, philosophical, and scientific faculties; library.
116. *Marseilles, France:* Belongs to Facultés d'Aix. Scientific, medical, and law faculties; library.
117. *Melbourne, Victoria, Australia:* University of Melbourne, 594 students.
118. *Messina, Italy:* Regia Universitá degli Studi di Messina, 502 students. Law, medical, scientific, philosophical, and pharmaceutical faculties; library.
119. *Modena, Italy:* Regia Universitá degli Studi di Modena, 412 students. Law, medical, scientific, and pharmaceutical faculties; library.
120. *Montauban, France:* Belongs to Facultés de Toulouse, 49 students. Law, medical, scientific, and philosophical faculties; library.
121. *Montevideo, Uruguay:* University, about 400 students. Medical, law, and mathematical faculties; library.
122. *Montpellier, France:* Facultés de Montpellier, 1,322 students. Law, medical, scientific, and philosophical faculties; library.
123. *Montreal, Canada:* McGill College and University, 1,031 students.
124. *Moscow, Russia:* Imperatorskij Moskowskij Universitet, 4,118 students. Philosophical scientific, law, and medical faculties; library.
125. *Moscow, Russia:* Duchovnaja Akademija. Theological faculty; library.
126. *Munich, Bavaria, Germany:* K. Bayerische Ludwig-Maximilians Universität, 3,754 students. Theological, law, medical, and philosophical faculties; library.
127. *Münster, Prussia, Germany:* K. Preussische Theologische und Philosophische Akademie, 409 students. Theological and philosophical faculties; library.
128. *Nancy, France:* Facultés de Nancy, 942 students. Law, medical, scientific, and philosophical faculties, and pharmaceutical school; library.
129. *Nantes, France:* École de Médecine de Nantes.
130. *Nantes, France:* École Libre de Droit.
131. *Naples, Italy:* Regia Università degli Studi di Napoli, 5,040 students. Philosophical, law, mathematical, scientific, and medical faculties, and pharmaceutical school; library.
132. *Neuchâtel, Switzerland:* Académie de Neuchâtel, 129 students. Philosophical, scientific, theological, and law faculties; library.
133. *Newcastle, England:* The colleges belong to Durham University.
(1) College of Medicine, 201 students.
(2) College of Science, 200 students.
134. *New Zealand:* University, consisting of six colleges.
135. *Nottingham, England:* University College, 1,805 students. Philology, law, and scientific faculties, and school of engineering; free public libraries.
136. *Odessa, Russia:* Noworossijskij Universitet, 505 students. Philosophical, scientific, and law faculties; library.
137. *Olmütz, Moravia, Austria:* Theologische Facultät, 235 students.
138. *Oviedo, Spain:* Universidad Literaria, 269 students. Law faculty; library.
139. *Oxford, England:* University, 3,256 students. Theological, law, medical, scientific, and philosophical faculties: Bodleian library.
140. *Padua, Italy:* Regia Università degli Studi di Padua, 1,656 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy: library.
141. *Palermo, Sicily, Italy:* Regia Università degli Studi di Palermo, 1,369 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; library.
142. *Paris, France:* (1) Facultés de Paris, 11,010 students. Protestant theological, law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy: libraries.
143. *Paris, France:* (2) Facultés libres. Law and philosophical faculties: library.
144. *Paris, France:* (3) Collège de France.
145. *Paris, France:* (4) Muséum d'histoire naturelle.
146. *Paris, France:* (5) École pratique des hautes études en Sorbonne, 233 students. Philosophical and theological faculties: library.
147. *Paris, France:* (6) École nationale des beaux-arts.

148. *Paris, France:* (7) École nationale des chartes.
149. *Paris, France:* (8) École du Louvre.
150. *Paris, France:* (9) École des langues orientales vivantes.
151. *Parma, Italy:* Regia Università degli Studi di Parma, 408 students. Law, medical, and scientific faculties, and veterinary and pharmaceutical schools.
152. *Pavia, Italy:* Regia Università degli Studi di Pavia, 1,272 students. Law, medical, scientific, and philosophical faculties; pharmaceutical school and library.
153. *Perugia, Italy:* Università Libera degli Studi di Perugia, 303 students. Law and medical faculties, and pharmaceutical and veterinary schools; library.
154. *Petersburg, Russia:* Imperatorskij Universitet, 2,804 students. Philosophical, scientific, law, and oriental languages faculties; library.
155. *Petersburg, Russia:* Imperatorskij Wozensio-Medicineskaja Akademja, 750 students. Medical faculty; library.
156. *Petersburg, Russia:* Theological Academy, 239 students, also a law school, 300 students, independent of the university.
157. *Pisa, Italy:* Regia Università degli Studi di Pisa, 972 students. Law, philosophical, medical, and scientific faculties, and engineering, pharmaceutical, veterinary, and agricultural schools; library.
158. *Poitiers, France:* Facultés de Poitiers, 929 students. Law, scientific, and philosophical faculties; library.
159. *Prague, Bohemia, Austria:* K. k. Deutsche Carl-Ferdinands Universität, 1,369 students. Theological, law, medical, and philosophical faculties; library.
160. *Prague, Bohemia, Austria:* C. k. česk Universitet Karlo-Ferdinandovij, 2,519 students. Theological, law, medical, and philosophical faculties; library.
161. *Presburg, Hungary:* Jógakademia, 111 students. Law and philosophical faculties; library.
162. *Rennes, France:* Facultés de Rennes, 1,178 students. Law, scientific, and philosophical faculties; library.
163. *Rome, Italy:* Regia Università degli Studi di Roma, 1,916 students. Philosophical, scientific, law, and medical faculties; engineering and pharmaceutical schools; library.
164. *Rostock, Mecklenburg, Germany:* Grossherzogliche Universität, 371 students. Theological, law, medical, and philosophical faculties; library.
165. *Salamanca, Spain:* Universidad de Salamanca, 1,247 students. Philosophical and law faculties; library.
166. *Salzburg, Austria:* Theologische Fakultät, 72 students.
167. *Santiago, Chile:* University with 4 faculties and 1,000 students.
168. *Santiago, Spain:* Universidad de Santiago. Law, medical, and pharmaceutical faculties; library.
169. *Saragossa, Spain:* Universidad de Zaragoza, 966 students. Philosophical, law, medical, and scientific faculties; provincial library.
170. *Sarospatak, Hungary:* Theologische und Rechtsschule, 110 students.
171. *Sassari, Italy:* Regia Università degli Studi di Sassari, 157 students. Law, medical, and scientific faculties; library.
172. *Sevilla, Spain:* Universidad de Sevilla. Philosophical, law, and scientific faculties; library.
173. *Sheffield, England:* Firth College (belongs to Oxford University), 310 students. Also a medical school.
174. *Siena, Italy:* Regia Università degli Studi di Siena, 215 students. Law and medical faculties and pharmaceutical school; library.
175. *Sophia, Bulgaria:* Wische utschilische w Sophia, 380 students.
176. *Stockholm, Sweden:* Stockholms Högs Kola, 337 students.
177. *Strassburg, Alsace, Germany:* Kaiser Wilhelms Universität, 1,016 students. Theological, law, medical, philosophical, and scientific faculties; provincial library.
178. *Sydney, New South Wales, Australia:* University of Sydney, 592 students.
179. *Tokyo, Japan:* Teikoku Daigaku, 1,396 students. Law, medical, philosophical, and scientific faculties and school of engineering; library.
180. *Tomsk, Siberia:* Imperatorskij Tomskij Universitet, 430 students. Theological and medical faculties; library.
181. *Toronto, Canada:* University of Toronto, 1,269 students. Philosophical, law, and medical faculties; library.
182. *Toronto, Canada:* Victoria University, 234 students. Arts and theology; library.
183. *Toulouse, France:* Facultés de Toulouse, 1,561 students. Law, philosophical, scientific, and medical faculties; library.

184. *Toulouse, France:* Facultés Libres Catholiques. Theological and philosophical faculties; library.
185. *Tübingen Würtemberg, Germany:* K. Eberhard Karls Universität, 1,262 students. Theological, law, medical, philosophical, and scientific faculties; library.
186. *Turin, Italy:* Regia Università degli Studi di Torino, 2,355 students. Law, medical, philosophical, and scientific faculties and pharmaceutical school; library.
187. *Upsala, Sweden:* Kongl. Universitet i Upsala, 1,495 students. Theological, law, medical, and philosophical faculties; library.
188. *Urbino, Italy:* Libera Università degli Studi di Urbino, 76 students. Law and mathematical faculties and pharmaceutical and surgical schools; library.
189. *Utrecht, Netherlands:* Rijks Universität te Utrecht, 632 students. Philosophical, medical, theological, law, and scientific faculties; library.
190. *Valencia, Spain:* Universidad de Valencia, 726 students. Law, scientific, and medical faculties; library.
191. *Valladolid, Spain:* Universidad de Valladolid. Law and medical faculties; library.
192. *Vienna, Austria:* K. k. Universität, 6,714 students. Law, theological, medical, and philosophical faculties; library and numerous university institutes.
193. *Vienna, Austria:* Protestantische Theologische Fakultät, 1,186 students.
194. *Vienna, Austria:* K. k. Orientalische Akademie, 25 students; also Lehranstalt für Orientalische Sprachen, 120 students.
195. *Warsaw, Poland, Russia:* Imperatorskij Warschawskij Universitet, 884 students. Philosophical, scientific, law, and medical faculties; library.
196. *Würzburg, Bavaria, Germany:* K. Julius-Maximilians Universität, 1,456 stuents. Theological, law, medical, and philosophical faculties; library.
197. *Zürich, Switzerland:* Schweizerische Hochschule, 822 students. Theological, law, medical, and philosophical faculties; cantonal and city libraries.

Foreign Universities.

IV. *Arranged according to countries.*

Argentina: (Universities not mentioned in "Minerva.")
Australia: Adelaide, Melbourne, Sydney.
Austria: Czernowitz, Graz, Innsbruck, Krakau, Lemberg, Olmütz, Prague (German), Prage (Bohemian), Salzburg, Vienna.
Belgium: Brussels, Ghent, Liege, Louvain.
Bolivia: (Universities not mentioned in "Minerva.")
Brazil: (Universities not mentioned in "Minerva.")
Bulgaria: Sophia.
Canada: Montreal, Toronto.
Cape Colony: Cape City.
Chile: Santiago.
China: (College of Foreign Knowledge.)
Colombia: (Universities not mentioned in "Minerva.")
Costa Rica: (None.)
Cuba: Habana.
Denmark: Copenhagen.
Ecuador: Quito.
Egypt: Kairo.
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, Marseilles, Montauban, Montpellier, Nancy, Nantes, Paris, Poitiers, Rennes, Toulouse.
Germany: Berlin, Bonn, Braunsberg, Breslau, Erlangen, Freiburg, Giessen, Göttingen, Greifswald, Halle, Heidelberg, Jena, Kiel, Königsberg, Leipzig, Marburg, Munich, Münster, Rostock, Strassburg, Tübingen, Würzburg.
Greece: Athens.
Guatemala: (None.)
Haiti: (None.)
Hawaii: (None.)
Honduras: (None.)

Hungary: Agram, Budapest, Eperies, Erlau, Fünfkirchen, Grosswardein, Kaschau, Kecskemet, Klausenburg, Presburg, 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.
Japan: Tokyo.
Korea: (None.)
Mexico: (Schools of law, medicine, engineering, etc., not mentioned in "Minerva.")
Montenegro: (Theological seminary, not mentioned in "Minerva.")
Morocco: (None.)
Netherlands: Amsterdam, Groningen, Leiden, 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: (Universidad di San Marcos, not mentioned in "Minerva.")
Philippine Islands: Manila.
Portugal: Coimbra.
Roumania: Bucharest, Jassy.
Russia: Charkow, Dorpat, Helsingfors, Jaroslavl, Kasan, Kiew, Moscow, Odessa, Petersburg, Warsaw.
Salvador: (One university, not mentioned in "Minerva.")
Santo Domingo: (None.)
Scotland: Aberdeen, St. Andrews, Dundee, Edinburg, 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, Zürich.
Turkey: (Several colleges not mentioned in "Minerva.")
Uruguay: Montevideo.
Venezuela: (Universities not mentioned in "Minerva.")
Wales: Aberystwith, Bangor, Cardiff, Lampeter.

B.—Technological Schools.

Aachen (Aix la Chapelle), *Prussia, Germany*, founded 1870; 305 students.
Berlin, Prussia, Germany, founded 1779; 2,632 students.
Braunschweig, Germany, founded 1745; 371 students.
Brünn, Austria, founded 1850; 228 students.
Copenhagen, Denmark, founded 1829; 431 students.
Darmstadt, Hessia, Germany, founded 1868; 414 students.
Delft, Netherlands, founded 1864; 386 students.
Dresden, Saxony, Germany, founded 1828; 757 students.
Graz, Styria, Austria, founded 1811; 191 students.
Hanover, Prussia, Germany, founded 1879; 964 students.
Karlsruhe, Baden, Germany, founded 1825; 834 students.
Lemberg, Galicia, Austria, founded 1844; 261 students.
Moscow, Russia, founded 1832; 621 students.
Munich, Bavaria, Germany, founded 1827; 1,415 students.
Paris, France, founded 1794; —— students.
Petersburg, Russia, founded 1828; 4 schools, with 1,651 students.
Porto, Portugal, founded 1877; 322 students.
Prague, Bohemia, Austria, founded 1806 and 1868; 2 schools, with 921 students.
Riga, Russia, founded 1832; 1,151 students.
São Paulo, Brazil, founded 1894; —— students.
Sheffield, England, founded 1885; 650 students.
Stuttgart, Würtemberg, Germany, founded 1829; 758 students.
Turin, Italy, founded ——; 366 students.

Note—Several noted technological schools in Italy and in other countries are connected with universities, hence are not mentioned separately in this list.

C.—Higher Agricultural, Forestry, and Mining Schools.

[Figures in brackets signify date of founding.]

Altenburg, Hungary [1819], Agricultural Academy; 119 students.
Bonn, Prussia, Germany [1846], Agricultural Academy; 376 students.
Campinas, São Paulo, Brazil [1887], Agricultural Institution.
Clausthal, Prussia, Germany [1775], Mining Academy; 153 students.
Coopers Hill, England [1885], Forestry Academy.
Copenhagen, Denmark [1858], Veterinary and Agricultural Academy; 370 students.
Cordova, Spain, Veterinary School.
Debreczin, Hungary [1865], Agricultural Academy; 96 students.
Eberswalde, Prussia, Germany [1820], Forestry Academy; 55 students.
Eisenach, Saxe-Weimar, Germany [1830], Forestry Academy; 35 students.
Evois, Finland, Russia [1859], Forestry Academy; 11 students.
Freiberg, Saxony, Germany [1765], Mining Academy; 171 students.
Hohenheim, Würtemberg, Germany [1818], Agricultural Academy; 130 students.
Keszthely, Hungary [1865], Agricultural Academy; 120 students.
Kolozsmonœtor, Hungary [1869], Agricultural Academy; 103 students.
Leoben, Styria, Austria [1894], Mining Academy; 223 students.
Leon, Spain, Veterinary School; 99 students.
Madrid, Spain, Schools of Engineering, Agriculture, and Veterinary Science.
Moscow, Russia, Agricultural and Forestry Academy; 302 students.
Munich, Bavaria, Germany [1790], Veterinary School; 198 students.
Münden, Prussia, Germany [1868], Forestry Academy; 39 students.
Nowaja-Alexandria, Poland, Russia [1892], Agricultural and Forestry Academy; 180 students.
Petersburg, Russia [1773], Mining and Forestry Institutes; two schools, with 970 students.
Pribram, Bohemia, Austria [1849], Mining Academy; 24 students.
Schemnitz, Hungary, Forestry and Mining Academy; about 200 students.
Stockholm, Sweden [1823], Veterinary and Forestry Schools, also Agricultural Academy [1811].
Tharandt, Saxony, Germany [1811], Forestry Academy; 55 students.
Turin, Italy, Veterinary School; 91 students.
Vienna, Austria [1872], Agricultural Academy; 291 students.

NOTE.—Other similar higher institutions of learning are connected with universities; hence they are not mentioned in this list of separate institutions.

CHAPTER XXXIII.

EDUCATIONAL MATTERS OF INTEREST IN VARIOUS STATES.

MASSACHUSETTS.

GIFTS TO NORTHAMPTON, MASS.—A STRIKING RECORD OF BENEFACTIONS.

[The city of Northampton, Mass., which had in 1890 a population of less than 15,000 inhabitants, has been the recipient, mainly during the last half century, of donations for educational, religious, and charitable purposes amounting in all to nearly $4,500,000. The following summary of these donations, and details regarding the more notable of them have been taken from an address by H. S. Gere, before the Community Club of Northampton, April 13, 1897.]

The first gift to the town was made in 1783 by Maj. Joseph Hawley, the distinguished patriot and statesman, who gave certain lands for the benefit of the public schools. These lands have been sold and the income has been yearly devoted to the purpose for which they were given. The fund now amounts to $3,000.

The second gift, in which the town has only a joint interest, was made in 1845, by Oliver Smith, of Hatfield, the founder of the Smith charities, of which further mention will be made later in this paper.

The third gift was made in 1852, by Jenny Lind Goldschmidt, who had spent her honeymoon here on Round Hill. Just previous to her return to Europe she gave a concert in the town hall, the proceeds of which were $936.93. Of this sum she gave $700 to the Young Men's Institute, and that was the beginning of the present Clarke Library. The balance she gave to President William Allen, to be disposed of in charity.

Since then gifts to the town, or to public institutions within the town, have come in quick succession.

One of the most loyal citizens that Northampton ever had was John Clarke. He spent his entire life here and was from his boyhood a merchant on Shop Row until he became a banker. He was an old-time country storekeeper and had old-fashioned ways of living and doing business. He amassed a large fortune, which he bestowed upon his native town. The Clarke Library is largely the result of his liberality. While living he gave $5,000 for the Memorial Hall Building, and $50,000 to the Clarke Institution for Deaf Mutes. By his will he gave $2,000 to the Young Men's Institute, $40,000 to the Clarke Library, and $234,000 to the Clarke Institution.

In addition to the sum given by Mr. Clarke to the library and Memorial Hall, there were given by outside parties, through the solicitations of our public-spirited citizen his nephew, Christopher Clarke, the sum of $25,000 for the Memorial Hall Building. Of this sum $5,000 was given by George Bliss, of New York, and $3,500 by E. H. R. Lyman, of Brooklyn, both natives of Northampton.

Charles E. Forbes, a lawyer and ex-judge of the supreme court, left one of the largest estates ever acquired in Northampton, all of which he gave to the town for the establishment of a library. The trustees received from the executors of his estate these sums:

Book fund	$294,015.89
Income from same	40,042.84
Aid fund	20,000.00
Income from same	2,858.55
Library building and lot	128,993.48
Total	485,910.76

The library building is finely located and was built with reference to the great future demands that will be made upon it. This is one of the most useful gifts that the town has received.

To aid in maintaining this library Dr. Pliny Earle, for many years the head of the State Lunatic Hospital located here, gave his whole estate, amounting to over $60,000.

Cooley Dickinson, of Hatfield, left his entire estate of $71,196 to found the Dickinson Hospital, for the benefit of the inhabitants of Northampton, Hatfield, and Whately.

Whiting Street, of Smiths Ferry, gave $25,000 to the town of Northampton "for the relief and comfort of the worthy poor," and $25,000 more contingent upon the decease of certain of his relatives. He also gave $1,000 to Smith College, $1,000 to Clarke Institution, and $1,000 for Memorial Hall lot.

The State Lunatic Hospital was opened to patients in 1858. The work of building occupied two years and three months, and the original cost was $315,000. Extensive improvements have been made from time to time. The grounds have been enlarged from 175 acres at the outset to nearly 500 acres at the present time. The buildings have also been enlarged and improved, so that the entire outlay has been $630,550. The hospital has been very ably managed and is now at the height of its prosperity and usefulness.

Florence has contributed its share to the city's gifts. Samuel L. Hill and Alfred T. Lilly have each given large sums. Mr. Hill gave to the erection of the Florence High-school Building, Cosmian Hall, and to establish the kindergarten school, $178,000, and Mr. Lilly gave to Cosmian Hall, the kindergarten, and Smith College, $138,000.

A beautiful academy of music, thoroughly equipped, was built by E. H. R. Lyman, at a cost of about $100,000, and presented to the city as a token of his loyalty to the place of his nativity. Mr. Lyman has also been a generous friend of the college and other institutions of the town.

Deacon J. P. Williston was a liberal giver to the town. He gave $8,000 toward the erection of the old high-shool building, $3,000 toward the erection of a chapel for the First Church, $6,000 for the Center Street schoolhouse, and generous sums to the Florence Church and the chapels at Hospital Hill, Bay State, and Leeds.

Deacon George W. Hubbard gave nearly the whole of his estate of about $90,000 to Smith College, the Dickinson Hospital, and the Old Ladies' Home, besides making generous donations while living.

Among others who have been generous givers to public uses here may be mentioned, Mrs. Tenny, to Smith College, $10,000; E. A. Brooks, to the Edwards Church, $2,000; Ansel Wright, to the Unitarian Church, $3,000, and Edward C. Bodman, to to the Edwards Church, $7,000.

SMITH COLLEGE

Miss Sophia Smith, of Hatfield, left the greater portion of her estate, one of the largest ever accumulated in this section, to found the college in this city which bears her name. The estate at her decease in 1870 amounted to $475,000. The amount received by the college was $386,608, to which was added the $25,000 paid by the town as a condition of the bequest. Since its opening the college has received many gifts, among which are those made by Winthrop Hillyer, a Northampton merchant, of about $100,000, and Alfred T. Lilly, a manufacturer at Florence, who bore the entire expense of erecting Lilly Hall. Mr. Hillyer built the art gallery which bears his name. Deacon George W. Hubbard gave to the college the bulk of his estate, amounting to about $80,000.

The college was opened for pupils in 1874. There were 13 young women in the first class. To-day there are 930 names on the roll of students, and the college ranks as the leading college for the higher education of women in the world, having a larger number of students than any other institution of its class.

You may well ask, What has brought about this wonderful growth? A number of causes have contributed. The popularity of the plan of colleges for women has done much. The cottage system of accommodating the students has been an aid. The able corps of college professors and assistants, both male and female, have been a power in the upbuilding. A sound local public sentiment in its behalf has been of value. But greater than any one, and perhaps greater than all, has been the admirable management of President Seelye. For its development he has labored unceasingly, with truly heroic zeal and splendid ability. He has himself been a constant inspiration to the students, and he may well look upon the results of his quarter century's work here with pleasure and satisfaction.

That the college has been of great benefit to this community we have but to look at the large increase in the value of the real estate in its vicinity. The market value of real estate in that section has doubled, and in some instances trebled. And what it has been to all, to tradesmen, liverymen, mechanics, and others, may be seen from the authoritative estimate that of about 850 of the students each spends here yearly for all purposes, including tuition, board, and various expenses, not less than $500, making an annual revenue to the institution and the people of the town from this source alone of the sum of $425,000.

In view of these facts, is it worth while for the citizens of this city to spend much time in considering the question of taxing college property?

What the college has been to this community in a financial point of view it has equaled in a social and literary way. Its presence has been an uplifting force and a power for good which this people truly appreciate and for which they are profoundly grateful.

THE SMITH CHARITIES.

One of the most remarkable wills ever executed in this country is that of Oliver Smith. The mind that conceived it was a rare product of this century. The charities it founded have proved of great practical value in helping the worthy poor and stimulating habits of industry in the boys and girls bound out under its provisions.

Oliver Smith died December 22, 1845, leaving an estate of $370,000. This he gave to the towns of Northampton, Amherst, Hadley, Hatfield, Williamsburg, Greenfield, Deerfield, and Whatley for certain charitable objects, prominent among which are gifts to poor widows; loans of $500 each to poor boys after an apprenticeship of three years to some mechanic or farmer, the loans to become gifts after five years of good behavior; marriage gifts of $300 to poor girls who shall have served an apprenticeship as domestics in families of farmers or mechanics; marriage gifts of $50 each to indigent young women; and for an agricultural school.

This fund has increased from year to year until it now amounts to nearly $1,300,000, but the amounts available for charity are now more fully paid out yearly than during the first twenty-five years after the testator's decease.

To show the extent of these charities, there had been paid out since the will was probated to May 1, 1896, these sums:

Taxes	$343,548.53
Annuities	35,374.34
Indigent female children	156,554.75
Indigent boys	397,000.00
Indigent widows	254,650.00
Indigent young women	160,550.00
	1,347,677.62
Paid since May 1, 1896, about	40,000.00
Total	1,387,677.62

The payments considerably exceed the present principal of the funds.

It is probable that no system of charities was ever more wisely devised than this of Oliver Smith. The gifts to widows and indigent young women have been of great assistance to them, while the gifts to apprenticed boys and girls have served to inculcate in them habits of industry and good behavior. There has been no unseemly strife in the management of the institution, and the people of the towns interested have shown a commendable interest in administering the great trust in a spirit of loyalty to the evident benevolent intent of the testator.

As the time when the agricultural school provided for by the will is approaching, being only eight years distant, it may be of interest and profit to see just what this school is to be. The fund originally set aside for this school was $30,000. To this was added $10,000, which was given to the American Colonization Society on a condition which was forfeited. This fund was to accumulate for sixty years from the death of the testator, and then be used by the town of Northampton for the establishment of the Smith Agricultural School. The fund now amounts to about $217,000, and at the expiration of the sixty years—on December 22, 1905—it is estimated that it will exceed $300,000.

Two farms, or lands sufficient for two farms, are to be purchased for the school; one for a "pattern farm, to be so improved in practical details as to become a model," and the other for an "experimental farm, to aid and assist the labors and improvements of the pattern farm in the art and science of husbandry and agriculture." So much of the fund as may be necessary to purchase these farms and erect suitable buildings thereon is to be paid to the town, and thereafter only the income of the remainder can be paid for the maintenance of the school.

Connected with this school there will be a "school of industry, for the benefit of the poor." Poor boys are to be admitted and educated, and when 21 years of age shall be paid $200 each as a loan "to enable them to commence business for themselves," and at the end of five years of good behavior such loans shall become gifts.

The management of this school shall be by "three discreet freeholders, one of whom shall be a practical husbandman and one a mechanic," who "shall annually be chosen by ballot in legal town meeting."

Summary of gifts to Northampton.

Maj. Joseph Hawley	$3,000
Jenny Lind	700
Smith Charities	1,323,850
J. P. Williston	20,000
John Clarke:	
For cemetery	4,628
Memorial Hall	7,000
Clarke Library	54,000
Clarke Institution	284,000
Memorial Hall contributions	25,000
Samuel L. Hill:	
Florence Schoolhouse	36,000
Cosmian Hall	30,000
Florence Kindergarten	112,000
Judge Forbes, library	485,910
Dr. Pliny Earle, Forbes Library	62,736
Cooley Dickinson, for hospital	71,196
George Bliss:	
Episcopal church	120,000
Old Ladies' Home	10,000
Sophia Smith, for college	386,608
Winthrop Hilyer, for college	100,000
A. T. Lilly, for college	35,000
Geo. W. Hubbard, for college	80,000
Samuel H. Dickinson, for college	10,000
Mrs. Tenny, for college	10,000
Other gifts for college	200,000
A. T. Lilly:	
Florence Kindergarten	75,000
Florence Library	18,000
Cosmian Hall	10,000
E. H. R. Lyman, Academy of Music	100,000
Whiting Street, for worthy poor	50,000
George W. Hubbard:	
Dickinson Hospital	5,000
Old Ladies' Home	5,000
State Lunatic Hospital	630,550
Lewis L. Draper, Methodist Episcopal church	14,000
Emerson H. Draper:	
Dickinson Hospital	30,000
Old Ladies' Home	10,000
Methodist Episcopal church	15,000
Dr. Pliny Earle, Old Ladies' Home	1,000
Old Ladies' Home, first contributions	2,800
Ansel Wright, Unitarian church	3,000
E. A. Brooks, Edwards Church	2,000
Edward C. Bodman, Edwards Church	7,000
Whiting Street:	
Clarke Institution	1,000
Memorial Hall lot	1,000
E. H. R. Lyman, Memorial Hall lot	1,000
Roscoe Green and Mr. Lippett, Clarke Institution	892
Grand total	4,443,970

PENNSYLVANIA.

WHAT IS HIGHER EDUCATION?

CHARLES DE GARMO, *Swarthmore College, Pennsylvania.*

Higher education has not seldom been thought to mean the acquisition of æsthetic graces through classical learning. It may more properly be defined as the comparative study of all subjects. The graces are only a by-product; classical language is but one of many means. Higher education not only refines, it produces in the man a new order of thinking, a more efficient power of doing. Elementary education seizes facts; higher education seizes their meaning. Through the comparative study of all subjects it enables us to perceive relations that lie beneath the surface. It enables us to use the tools of knowledge given by elementary education and to pass beyond the seeming to the real. The senses tell us that the sun goes round the earth, but the educated reason knows better. A glass of water may seem pure, but contain the germs of typhoid fever; a financial policy

may promise relief to the country, yet involve its undoing; a grand act of unselfish philanthropy may appear to relieve misery, yet in the end augment it.

The comparative study of knowledge has another peculiarity, in that each subject is a focus for large bodies of related facts. In the higher education botany is the subject of both organic and inorganic nature from the standpoint of the plant. It includes the related facts of physics, chemistry, geology, mineralogy, meteorology, physical geography, entomology (the fertilization of plants through the agency of insects), and other subjects. Each one of these branches becomes in its turn the focus for many of the same facts. It is the standpoint of observation that changes, not so much the facts to be observed. This is the reason why it is not so necessary in higher education to study a multitude of subjects. When the human sciences are taken up, we find that the same thing is true. History records the ideas and progress of men largely from the standpoint of political action; the history of art records the civilization of the various periods from the standpoint of æsthetics; that of education treats of the same set of facts, but the focus changes to the consideration of the development of the young. The same is true of the history of religion, of economics, of language.

Life itself, both natural and institutional, is a unity of interesting forces. Everything is interwoven with everything else. Finance depends upon economics, economics upon science, science upon mathematics, government upon all of these plus the political genius of the people; the political genius of the people depends largely upon its language, its literature, and its history. All of these have had an evolution, a development through which alone they can be fully comprehended. No man can indeed master all knowledge, so marvelous are its riches; but every man can, according to his capacity and opportunity, master enough to make his thinking reliable. The college is open to him. Every great city in the land has its university, every library contains the possibility of higher training for those who will study. Higher education, like the Christian religion, is a fountain at which all who will may drink.

SOUTH CAROLINA.

Gen. Francis Marion on Popular Education.

Dr. Lewis R. Harley, *Central High School, Philadelphia.*

The student of American history remembers Gen. Francis Marion as the dashing partisan leader of the Revolution, but the "Life of Gen. Francis Marion," by Brig. Gen. P. Horry, of Marion's Brigade, portrays another interesting side of his character. General Horry relates that in his last visit to Marion, in 1795, the partisan leader, in a lengthy conversation, discussed the value of free schools to the Republic. Marion claimed that the general ignorance that prevailed throughout the South divided that section, rendering it an easy prey to the British, who held it in their possession during the greater part of the Revolutionary struggle. The remarks of Marion read with all the freshness of a treatise on popular education composed in the last quarter of the nineteenth century, and they are worthy of reproduction here. General Horry remarked to Marion that he feared the legislature of Carolina would dread the expense of free schools, when Marion replied as follows:

"What, sir! Keep a nation in ignorance rather than vote a little of their own money for education! Only let such politicians remember what poor Carolina has already lost through her ignorance. What was it that brought the British, last war, to Carolina but her lack of knowledge? Had the people been enlightened, they would have been united; and had they been united, they never would have been attacked a second time by the British. For after that drubbing they got from us at Fort Moultrie, in 1776, they would as soon have attacked the devil as have attacked Carolina again, had they not heard that we were 'a house divided against itself;' or in other words, had amongst us a great number of Tories; men who, through mere ignorance, were disaffected to the cause of liberty, and ready to join the British against their own countrymen. Thus, ignorance begat toryism, and toryism begat losses in Carolina of which few have any idea.

"According to the last accounts, America spent in the last war $70,000,000, which, divided among the States according to population, gives to Carolina about $8,000,000; making, as the war lasted eight years, $1,000,000 a year. Now, it is generally believed, the British after their loss of Burgoyne and their fine Northern army, would soon have given up the contest, had it not been for the foothold they

[1] From the Pennsylvania School Journal, December, 1896.

got in Carolina, which protracted the war at least two years longer. And as this two years' ruinous war in Carolina was owing to the encouragement the enemy got there, and that encouragement to toryism, and that toryism to ignorance, ignorance may fairly be debited to two millions of loss to Carolina.

"Well, in these two extra years of tory-begotten war, Carolina lost at least 4,000 men; and among them a Laurens, a Williams, a Campbell, a Haynes, and many others, whose worth not the gold of Ophir could value. But rated at the price at which the Prince of Hesse sold his people to George the Third to shoot Americans, say £30 sterling a head, or \$165, they make \$600,000. Then count the 25,000 slaves which Carolina certainly lost, and each slave at the moderate price of \$300, and you have \$7,500,000. To this add the houses, barns, and stables that were burned; the plate plundered; the furniture lost; the hogs, sheep, and horned cattle killed; the rice, corn, and other crops destroyed, and they amount, at the most moderate calculation, to five millions.

"But if it be melancholy to think of so many elegant houses, rich furniture, fat cattle, and precious crops destroyed for want of that patriotism which a true knowledge of our interests would have inspired; then how much more melancholy to think of those torrents of precious blood that were shed, those cruel slaughters and massacres that took place among the citizens, from the same cause! As proof that such hellish tragedies would never have been acted had our State been enlightened, only let us look at the people of New England. From Britain, their fathers had fled to America for religion's sake. Religion taught them that God created men to be happy; that to be happy they must have virtue; that virtue is not to be attained without knowledge, nor knowledge without instruction, nor public instruction without free schools, nor free schools without legislative order.

"Among a people who fear God, the knowledge of duty is the same as doing it. Believing it to be the first command of God, 'let there be light,' and believing it to be the will of God that all should be instructed, from the least to the greatest, these wise legislators at once set about public instruction. They did not ask, How will my constituents like this? Won't they turn me out? Shall I not lose my \$3 per day? No, but fully persuaded that public instruction is God's will, because the people's good, they set about it like the true friends of the people.

"Now, mark the happy consequence. When the war broke out, you heard of no division in New England; no toryism, nor any of its horrid effects; no houses in flames, kindled by the hands of fellow-citizens; no neighbors waylaying and shooting their neighbors, plundering their property, carrying off their stock, and aiding the British in the cursed work of American murder and subjugation. But, on the contrary, with minds well informed of their rights and hearts glowing with love for themselves and posterity, they rose up against the enemy, firm and united, as a band of shepherds against the ravening wolves.

"And their valor in the field gave glorious proof how men will fight when they know that their all is at stake. See Major Pitcairn, on the memorable 19th of April, 1775, marching from Boston, with 1,000 British regulars, to burn the American stores at Concord. Though his heroic excursion was commenced under cover of the night the farmers soon took the alarm, and gathering around them with their fowling pieces, presently knocked down one-fourth of their number and caused the rest to run, as if, like the swine in the gospel, they had a legion of devils at their backs.

"Now, with sorrowful eyes, let us turn to our own State, where no pains were ever taken to enlighten the minds of the poor. There we have seen a people naturally as brave as the New Englanders, for mere lack of knowledge of the blessings they possessed, of the dangers threatened, suffer Lord Cornwallis, with only 1,600 men, to chase General Greene upward of 300 miles, in fact, to scout him through the two great States of South and North Carolina, as far as Guilford Court House, and when Greene, joined at that place by 2,000 poor, illiterate militiamen, determined at length to fight, what did he gain by them, with all their number, but disappointment and disgrace? For, though posted very advantageously behind the cornfield fences, they could not stand a single fire from the British, but, in spite of their officers, broke and fled like baseborn slaves, leaving their loaded muskets sticking in the fence corners.

"But, from this shameful sight, turn again to the land of free schools—to Bunker's Hill. There, behind a poor ditch of half a night's raising, you behold 1,500 militiamen waiting the approach of 3,000 British regulars with a heavy train of artillery. With such odds against them—such fearful odds in numbers, discipline, arms, and martial fame—will they not shrink from the contest, and, like their Southern friends, jump up and run? Oh, no; to a man they have been taught to read; to a man they have been instructed to know, and, dearer than life to prize, the blessings of freedom. Their bodies are lying behind ditches, but their thoughts are on the wing, darting through eternity. The warning voice of God still rings in their ears. The hated forms of proud, merciless kings pass before their eyes. They look back to the days of old, and strengthen themselves as they think what their gallant forefathers dared for liberty and for them. They look forward to their own dear children, and yearn over the unoffending millions, now, with tearful eyes, looking up to them for protection. And shall this infinite host of deathless beings, created in God's own image, and capable by virtue and equal laws of endless progression in glory and happiness—shall they be arrested in their high career, and from the free-born sons of God be degraded into the slaves of men? Maddening at the accursed thought, they grasp their avenging firelocks, and, drawing their sights along the death-charged tubes, they long for the coming up of the British thousands. Three times the British thousands came up; and three times the dauntless yeomen, waiting their near approach, received them in storms of thunder and lightning that shivered their ranks and heaped the fields with their weltering carcasses.

"In short, my dear sir, men will always fight for their Government, according to their sense of its value. To value it aright, they must understand it. This they can not do without education. And as a large portion of our citizens are poor, and can never attain that inestimable blessing without the aid of government, it is plainly the first duty of government to bestow it freely upon them. And the more perfect the government, the greater the duty to make it well known. Selfish and oppressive governments, indeed, as Christ observes, must 'hate the light, and fear to come to it, because their deeds are evil.' But a government like our Republic 'longeth for the light, and rejoiceth to come to the light, that its works may be made manifest that they are wrought in God,' and well worth all the vigilance and valor that an enlightened nation can rally for its defense. And, God knows, a good government can hardly ever be half anxious enough to give its citizens a thorough knowledge of its own excellencies. For, as some of the most valuable truths have been lost for lack of promulgation, so the best government on earth, if not duly known and prized, may be subverted. Ambitious demagogues will rise, and the people, through ignorance and love of change, will follow them. Vast armies will be formed and bloody battles fought. And after desolating their country with all the horrors of civil war the guilty survivors will have to bend their necks to the iron yoke of some stern usurper, and like beasts of burden to drag, unpitied, those galling chains which they have riveted upon themselves for ages."

VIRGINIA.

MANASSAS INDUSTRIAL SCHOOL, MANASSAS, VA.

By H. P. MONTGOMERY, *Supervising Principal in the Colored Schools of Washington, D. C.*

This school is the direct outgrowth of an effort on the part of Miss Jennie Dean, a young woman of remarkable energy and religious fervor, to better the condition of her own race living among the foothills of the Blue Ridge Mountains in a section of the State of Virginia where the devastation from the late war was great, and from which the people have not yet fully rallied.

Miss Jane E. Thompson, a teacher in the public schools of Washington, D. C., while on a visit to her grandparents, who lived in that region, was attracted by the work of Miss Dean. Miss Thompson, although a descendant of slaveholding ancestors, was so impressed with the character and importance of Miss Dean's work that she determined on returning to interest her city friends in it. She finally succeeded in bringing the matter to the attention of the late Gen. R. D. Mussey, Gen. John Eaton, ex-United States Commissioner of Education; Mr. Henry E. Baker, Mr. H. P. Montgomery, and Mr. J. H. Meriwether, all of Washington, D. C., and Hon. George C. Round, Rev. M. D. Williams, and others, of Manassas, Va.

By the advice and assistance of these gentlemen a farm containing 100 acres was purchased. This farm was a part of the Bull Run battlefield, located about 1 mile south of the town of Manassas, on the Southern Railroad.

The necessity for such a school is shown by the following statistics:

The last census shows in Prince William County (in which the school is located) and the adjoining counties of Fauquier, Stafford, Loudoun and Fairfax, a total colored population of 23,972, with a school population of 11,200, while statistics of the United States Bureau of Education show the average percentage of daily attendance in the colored schools to be 24.5.

This condition of affairs was brought to the attention of the colored people, and

CHAPTER XXXIV.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1896.

SIR: I have the honor to submit the eleventh annual report of the United States general agent of education in Alaska for the fiscal year ending June 30, 1896.

There is in Alaska a school population of from 8,000 to 10,000; of these 1,197 were enrolled in the 22 Government schools.

Cape Prince Wales.—Thomas Hanna, teacher; enrollment of pupils, 104; population, Eskimo. The past year having been a very severe one, with much scarcity of food at times, many of the children were compelled to be absent fishing for their daily meals. This irregular attendance added greatly to the burdens of the teacher. He reported during the winter much trouble was had through drunken men and women coming to the schoolroom and making a disturbance. Seven times windows were broken by them and knives drawn. While but little intoxicating liquor is traded or received from the ships, a very large quantity is made in the village itself during the winter, especially as it is known that the revenue cutter is gone and will be absent for months. It is reported that the natives of the village distill liquor not only for their own use, but for trading all up and down the coast. He also reports that much gambling is carried on in the village, in which everything available belonging to house or person is freely sacrificed. Indeed, there are many things in that section that require that some court of justice or some power should be established that can enforce the laws and protect the interests of the community.

St. Lawrence Island.—V. C. Gambell, teacher; enrollment of pupils, 68; population, Eskimo. The attendance and interest manifested during the second year of the school was better than the first, for during the present year quite a number of girls attended, although they are reported as still very bashful in their school duties. The pupils that have attended school with any degree of regularity have made good progress in their studies and greatly improved in their personal appearance. They read well, write legibly, and are quick at number work. One boy had kept a list of all the words that had been given him, and when he understood the arrangement of the dictionary, made an alphabetical list of them in a blank book that had been given him. This he did without any suggestions from anyone. Quite an emulation was excited among them to keep themselves and their clothes clean, and also avoid those among their companions whom they suspected of being infested with vermin. They sometimes informed the teacher that such and such ones had dirty hands or faces. In the spring a number of families visited the village from Siberia, and the difference between the pupils that have been in school and those from the Asiatic side is very apparent. In addition to the 68 regular pupils there were some 20 others that attended irregularly and have not been counted.

Teller Reindeer Station.—T. L. Brevig, teacher; enrollment of pupils, 56; population, Eskimo. The school attendance during the year has increased in regularity over the preceding year, and with increased regularity of attendance the children seem to take more interest in their studies. The convenience and comfort of the new school building has probably also had something to do with the attendance.

Auroras were observed October 16, 1895, November 17, 18, and 19, December 19, 20, 21, 23, 25, 26, 27, 28, 29, 30, and on every clear night during January, February, and March, 1896. During April there was a notable decrease in the number of the auroras, and in May but two, occurring on the 2d and 4th of the month.

Unalaska.—John A. Tuck, principal, and Miss M. Elizabeth Mellor, assistant teacher; enrollment of pupils, 39; population, Aleut. The school year has been an uneventful one, the work having run on from day to day in each room marked by a quiet, steady progress. As in previous years, the school has been cramped for want of accommodations, nearly all the available space being occupied by the girls connected with the Methodist Woman's Missionary Home. Only five boys were in attendance. Probably double the attendance would have been had had there been room for the pupils. The very first requirement for successful teaching among such a people is patient reiteration. Like most undeveloped races, they have little aptitude for mathematics. In order to develop this branch of study in their minds, the teacher made a regular and constant interchange between the mental and written, or slate work. In fractions, for instance, taking up the entire subject as developed in a good mental arithmetic, alternating daily between oral and written analysis and reviewing as often as might be necessary. Then he would take up the same subject from a common-school arithmetic, using the slate and working with larger numbers. A constant change of method seems to have worked well in relieving the strain upon their undeveloped powers of attention. Penmanship and map-drawing studies, which draw on the imaginative faculties, are acquired with ease. The spelling lesson was made an aid to reading, the words given being taken from the reading lesson and studied; then written on the slate from dictation before the reading lesson began. In this way the words were first learned; then their use in connection with other words was shown in the reading lesson. The children have shown a great fondness for language and observation lessons. In the crowded condition of the schoolroom, Miss Mellor's recitations were compelled to be heard in the dining room of the mission, where the proper ventilation has been very difficult to secure. Last year the Government contracted for the erection of a large, comfortable school building, with teacher's residence attached, and also dormitories for the boys. A few days after the workmen had left the building as completed, a storm blew it off the foundation. An examination being instituted, it was found that the erection of the building had been slighted in so many directions that it was unsafe to occupy it. As I was sent last spring to make a special investigation of the condition of the building by the Secretary of the Interior, mention will be more fully made of this building later on in the report. This year completes the seventh year of service by Mr. Tuck. Too much praise can not be given him for his patience and self-denial and long continuance in the service in the face of great opposition and difficulties in maintaining the school. Nor is it too much to say that the unstinted praise which has been given of the progress of the pupils in that school is due to his superior skill as a teacher. The progress of the pupils under him has been so marked that Government officials in their public reports, desiring to secure better educational facilities for this or that community, have mentioned Mr. Tuck's school at Unalaska as the type desired. For a portion of that time the school was known as a contract school. The Woman's Home Missionary Society of the Methodist Church, and the ladies of that association, the Government, and all friends of humanity owe Mr. and Mrs. Tuck a large debt of gratitude for what they have accomplished. In view of these things it was not strange that some of the native Aleut population came to the wharf to bid Mr. and Mrs. Tuck godspeed as they left Unalaska for their eastern home.

Unga.—O. R. McKinney, teacher; enrollment of pupils, 44; population, Aleut. The school year opened on the 16th of September, 1895, with 29 pupils in attendance. This number increased to 34 at the end of the month. The close of October saw 35 in attendance. At that time an epidemic similar to la grippe broke out in the village, which reduced the school attendance to 30 for the month of November and 29 for that of December. In January the attendance resumed the normal number. Washington's birthday was celebrated by a school exhibition, which awakened much interest among the parents of the pupils. During the past summer an addition 12 by 20 feet was built to the schoolhouse for the use of the circulating library which has been established by the teacher. This is one of the model schools of the Territory.

Afognak.—Mrs. C. M. Colwell, teacher; enrollment of pupils, 39; population, Aleut. The general tone and condition of the pupils has shown a marked improvement since the establishment of the school. They are well-behaved, and being naturally intelligent compare quite favorably with the children of other communities. There is much poverty among the families, so that many of the children are very poorly clad. However, the improvement among the children is in a measure elevating their older brothers and sisters and their parents, so that a noticeable improvement can be seen in the homes of the people. This causes hope that the next generation of natives in Alaska will show a very gratifying improvement mentally and morally over their predecessors.

Kadiak.—C. C. Solter, teacher; enrollment of pupils, 49; population, Aleut.

The teacher reports a very gratifying progress in reading and drawing, in which the pupils excel. In the other branches of study their progress was normal. It is very difficult getting the pupils to use out of the school the instructions given them in English, as all the conversation at home is in their native tongue. There is also a prejudice on the part of the parents against the children learning English lest they would be weaned away from the Russian Church. There has also been the hostility of the priest of the Greek Church, more or less disguised, against the school. Upon different occasions he forbade all the children to attend school, but a number seemed to have disregarded his command and attended. Another drawback to the school work is the one that is common in all those localities where the Greek Church has a foothold. There are 12 holidays in the church which are to them peculiarly holy, and during which the children are required to leave school and attend church. Then, in addition to these 12, are 200 holidays, more or less, when absence from school is sought to be excused by attendance upon church service. This, of course, breaks up all regularity of attendance and all connected instruction, so that the pupils in the districts controlled by the Russian Greek Church have made less progress than those at other places. On Christmas eve an entertainment was given by the school to the community, which elicited many tokens of approval from the parents.

Karluk.—R. B. Dunmire, teacher; enrollment of pupils, 27; population, Aleut. This population are still uncivilized and decidedly opposed to anything American. Their experience has largely been with the lower American element that oftentimes clusters around salmon canneries. This lower element of our American civilization has treated the natives brutally, and they have no reason to admire the American ways. These natives are very poor, and especially during the past winter suffered from the want of both food and clothing. Some of the children came to school through the snow entirely barefooted. The children seemed to be bright, and learn quite readily. During the year there has been an increased regularity of attendance, and I have noticed less opposition on the part of the parents. So far, the attendance is largely by boys, the girls being very bashful and their parents afraid to have them out of their sight.

Haines.—W. W. Warne, teacher; enrollment of pupils, 60; population, Thlinget. The year was one of the most prosperous in the history of the school. From September to January 19 the school was open to all who desired to attend, and the attendance was so large that our room was too small and the teacher had more pupils and classes than could be accommodated. Then came the fire which destroyed the schoolhouse, and there was no room in the village large enough to continue the school for the whole population. Not only the building, but the seats and books were burned, so that the difficulty of continuing the school was made much greater. In a small room a portion of the pupils was given blackboard exercises in the forenoon and another portion in the afternoon. This continued for several weeks, until a supply of second-hand books was sent from Juneau, and then the school was continued all day. This present season a new and larger building will be erected, and the teacher looks forward to the coming year with great pleasure.

Hoonah.—Mary E. Howell, teacher; enrollment of pupils, 144; population, Thlinget. The school, which opened with but few pupils in the fall, became so large in the winter that it was difficult to manage. The irregularity in the lives of the natives makes it very difficult to secure regular attendance on the part of the pupils. As a rule the natives do not have an early morning meal; consequently many of the children come to school without their breakfast, which makes them very restless before noon. This out-of-the-way community has had much to contend with by several deaths during the year by witchcraft. At this, as at so many of the other schools, year by year the teachers claim that the great improvement to the school system to be sought after would be obligatory attendance.

Juneau School, No. 1.—S. A. Keller, teacher; attendance of pupils, 70; population, whites. Of the 26 pupils enrolled the first day, 9 attended until the close of the term and 2 were present every day, and this although in the short days it was still dark at 9 o'clock, and some days with a cold wind sweeping down from the mountains, with the thermometer registering 16° below zero. Those that have proper home influences are just the same as bright, healthy American children anywhere; but we have a number in our community who are permitted to roam the streets and thereby fall into irregular and vicious habits. Our population being a nomadic one, families come and go, making much irregularity and frequent changes in the attendance of the children. The school greatly needs larger accommodations. The crowding resorted to during the year interfered very much with the efficiency of discipline and the progress of the pupils. The school has also arrived at that stage when a second teacher is essential. It should be graded into primary and grammar departments with a competent teacher over each. Mrs. J. W. Bixby has taught a kindergarten during the year at the expense of the parents of the pupils. Considerable improvement has been made in removing the stumps from and grading the school grounds. This work should be continued until the property is placed in good shape. The ground should also be drained, so that it would become sufficiently dry for the playing of the children. Citizens of the place have manifested more than ordinary interest in the progress of the school.

Juneau School, No. 2.—Elizabeth Saxman, teacher; enrollment of pupils, 67; population, Thlinget. At the close of her third year, Miss Saxman reports her pupils have taken increasing interest in their work, and their progress has been correspondingly marked. Nearly all of them were pupils that had been in the school before and made it much pleasanter for the teacher, and manifested the same gratifying results. As nearly all of her pupils have a home in the Presbyterian mission, the average attendance has very nearly equaled the enrollment. She mentions a little girl who, at the beginning of the term, knew no English whatever; at the expiration of three months she was able to read, spell, and count well. Her progress, however, in writing was very slow, which seemed the more peculiar, as her people excel in that branch of study. Among the older pupils was a native girl, married to a white man, who was accustomed to do her housework in the morning and attend school in the afternoon. She was always present regardless of the weather and made good progress in her studies.

Douglas City.—Lathan A. Jones, teacher; enrollment of pupils, 57; population, whites. This school seems to have had a more turbulent time during the past year than any other. There was considerable friction in the community over the location of a new school building, the present school building being in the north edge of town (when it was located the village was rapidly growing in that direction, and it was the only place where sufficient grounds could be secured for school purposes). The difference of sentiment among the parents created much turbulence among the pupils, and although the teacher did his best, yet the results were not as satisfactory as in former years. The parents have taken but little interest in the school, which has created much irregularity of attendance among the pupils. A child that attends school two or three days of the week and then runs the streets the other two or three days receives no benefit himself, and is a detriment to the other pupils when he attends. A schoolhouse has been erected during the season at the south end of the village, where a school will be held this coming year.

Sitka, No. 1.—Mrs. G. Knapp, teacher; enrollment of pupils, 40; population, white—American and Russian. During the year some of the children in the higher grades have been in correspondence with children of schools in the States, sending samples of Alaska woods, furs, and carvings, and receiving in return specimens of products from the various States. By this means a new interest in geography and language lessons has been created, especially beneficial to many of the pupils in the school who have never been out of Alaska. Occasional entertainments have secured the interest of the parents. A small circulating library has been maintained, which is greatly appreciated, as most of the children have no books in their homes.

Sitka school No. 2.—Miss Cassia Patton, teacher; enrollment, 156; population, Thlinget. This school for the native children is conveniently located near the ranch. Throughout the winter months festivals of the Greek Church, feasting and dances in honor of visitors from other tribes, and in the spring hunting and fishing greatly interfere with regularity of attendance. However, with the aid of Governor Sheakley, who frequently caused native policemen to hunt up truants, a very creditable attendance was maintained. Miss Patton has introduced kindergarten games and methods into her school, and has succeeded in making it attractive to her pupils.

Fort Wrangel.—Miss Anna R. Kelsey, teacher; enrollment, 82; population, Thlinget. Miss Kelsey writes: "I have just closed my third school year in Fort Wrangel. I am happy to say that the last year has in many respects been the most encouraging. The attendance has been better with much less effort on my part. When the children are going away with their parents hunting or for wood, fish, or making gardens, they tell me of it. On their return they come into school again, even if it is only for a week or two before another flitting. Thus I know pretty nearly their whereabouts and can keep a hold on them. The first year when they were absent from their places I used to have to go through storm and sunshine searching for them. The pupils sometimes express regret that their friends oblige them to go away with them and lose school. That in itself is encouraging. At the close of February I said to the pupils, 'How time flies; only three more months' school.' A chorus of voices responded, 'Oh, so soon?

We're sorry; we rather have school.' The children certainly did better work and showed much greater interest in their studies than formerly. One of the local board when visiting the school expressed both surprise and pleasure at the interest manifested by the pupils in all the school exercises. The winter feasting and dancing interfered as usual with the attendance and interest. I notice, too, that when there are native families here for a short time, they are quite apt now to send their children to school during their stay. There has not been anything broken or damaged, even to a pane of glass, during the entire year."

Saxman.—J. W. Young, teacher; enrollment, 31; population, Thlinget. Mr. Young reports as follows: "I arrived here October 28, 1895, to take charge of the school work and also the work of gathering together a temperance, self-governing community, and I may say at the start that my success has been only partial. It takes a good deal of time to get the natives together and build up a town. When I arrived there was no building here except the schoolhouse. The natives have since built seven houses. During three months we had about 50 inhabitants, many of them living in tents. That they are anxious to have their children educated was shown by their coming here and camping in tents during the bitter cold weather of January and February, so that they could send their children to school. The children have made very good progress. Many of them had never been in school before. About April 1 the natives began to go hunting, and by April 15 the town was deserted. They promised that when they have built themselves good houses they will not take the women and children with them when they go hunting. I was very sorry for the children camping in the snow, and that they might be near a school I appealed to Dr. Jackson for funds to build a guest or community house which they could occupy. He sent me $200, with which I have erected a substantial and comfortable house, doing most of the work with my own hands. The great hindrance to the work of educating and civilizing these natives is intoxicating liquor, sold as 'extract of Jamaica ginger' by white men. If it were not disguised, I could have the vendors arrested, but they evade the law by the label. It seems to be the ambition of the people to build up a town similar to Metlakahtla, and I have encouraged them in it. At the same time, I impress on them that they must put away their old superstitions, and that they must let liquor alone. I have surveyed the town, and will have the houses in regular order. Altogether, I think the prospect encouraging for a good school and moral community of from 200 to 300 inhabitants."

Jackson.—Miss C. Baker, teacher; enrollment, 64; population, Thlinget. The quiet routine of school life at this little out-of-the-way village was sadly broken by the accidental shooting of one of the older boys. Bert Charles, a high-spirited Alaskan boy, and his friend, Willie Johns, the son of Captain Johns, a chief, and others were out in a canoe hunting deer. They sighted an animal on the shore, and in high glee started for a shot at him. "Bert had just loaded his gun," writes the teacher, "when he saw that the deer had already been struck. He dropped his gun to take the paddles, when Willie exclaimed, 'Bert, you've shot me!' How it happened Bert did not know. 'I know I did it, for the load was out of my gun,' he said. Willie died in the boat. The law of retaliation is strong among the Alaskans, and according to that law Bert knew that his life would be demanded for that of his friend. Just before he died, Willie asked the others to say to his people that he did not wish them to punish Bert, as he did not mean to shoot him. The boys wanted to land Bert where he could run away. He answered, 'No; if I do, they will say that I did it on purpose; I will go back; they can do what they like to me.' So he stayed to help carry the body from the canoe into his father's house. I can not describe the wild scene on the beach and street when the canoe landed. In what seemed like a moment, scores of men and boys were rushing about with knives and guns, ready for defense or attack. The dead boy's family being a strong one, it was thought they would at once demand the life of the poor boy whose shot had been so fatal. Soon the pacifying influence of the missionary made itself felt. Most of the natives carried their guns home, and the distracted father, standing beside his dead son, said: 'Nobody is to blame for this; the great God has done it.' Some of Willie's friends, however, still called for blood—revenge; and Bert stood all night at the head of the body, with folded arms, not knowing at what moment his life would be taken. Finally his relatives paid, as a ransom for his life, 400 blankets and $80 in money. This he is expected to pay back, or be a slave to his people. He has suffered a great deal, and will be subject to persecution as long as he remains in his home. So far they have taken all he has earned, and will continue to do so in spite of all that can be done for him. Before this happened, he was high caste, high spirited, high tempered; now he is a slave, crushed and heartbroken." Subsequently the means necessary for bringing him to the Carlisle school, Pennsylvania, was furnished by a benevolent friend, where he is now, a patient, Christian student. When he was asked what he would do with his education, he said: "I should like to go back to my people and help them." As the feeling will probably subside in his absence, he can, no doubt, return to his people, and influence them as no stranger could.

Statistics of education in Alaska.

Public schools.	Enrollment.											Teachers in the public schools, 1895-96.
	1885-86.	1886-87.	1887-88.	1888-89.	1889-90.	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	
Afognak	(a)	35	24	55	38	37	35	40	38	38	39	Mrs. C. M. Colwell.
Douglas City, No. 1	(b)	(b)	67	94	50	23	25	13	30	42	57	Miss A. Hunnicutt.
Douglas City, No. 2	(b)	(b)	(b)	(b)	92	68	24	108	87	26	(b)	
Fort Wrangell	50	106	106	90	83	93	49	49	54	61	82	Miss A. R. Kelsey.
Haines	84	43	144	128	(b)	(b)	89	54	41	64	60	W. W. Warne.
Jackson	87	123	110	105	87	100	100	82	90	80	64	Miss C. Baker.
Juneau, No. 1	96	236	25	36	31	33	26	23	25	54	70	S. A. Keller.
Juneau, No. 2	(b)	(b)	67	58	51	51	75	61	65	50	67	Miss E. Saxman.
Kadiak	(a)	59	81	68	67	80	69	74	59	56	49	C. C. Solter.
Karluk	(b)	(b)	(b)	(b)	(b)	33	29	(b)	(b)	(b)	27	R. B. Dunmire.
Killisnoo	(a)	125	44	90	32	68	33	137	75	(b)	(b)	
Klawock	(a)	184	81	75	68	50	38	(b)	(b)	50	(b)	Miss A. R. Kelsey.
Sitka, No. 1	43	60	60	67	58	54	59	50	43	37	40	Mrs. G. Knapp.
Sitka, No. 2	77	138	60	51	83	55	54	48	110	180	156	Miss C. Patton.
Unga	(b)	35	26	(b)	24	(b)	33	35	36	40	44	O. R. McKinney.
Unalaska	----	----	----	----	----	----	----	----	24	39	39	Miss M. E. Mellor.
Port Clarence	(b)	(b)	(b)	(b)	(b)	(b)	(b)	20	30	56	56	T. L. Brevig.
Metlakahtla	----	----	----	----	----	----	----	----	----	105	(b)	
St. Lawrence Island	----	----	----	----	----	----	----	----	----	52	68	V. C. Gambell.
Saxman	----	----	----	----	----	----	----	----	----	----	31	J. W. Young.
Hoonah	----	----	----	----	----	----	----	----	----	----	144	Mrs. M. J. McFarland.
Cape Prince of Wales	----	----	----	----	----	----	----	----	----	----	104	Thomas Hanna.
Total	----	----	----	----	----	----	----	----	----	----	1,197	

a Enrollment not known. *b* No school.

Appropriations for education in Alaska.

First grant to establish schools, 1884	$25,000
Annual grants, school year—	
1886-87	15,000
1887-88	25,000
1888-89	40,000
1889-90	50,000
1890-91	50,000
1891-92	50,000
1892-93	40,000
1893-94	30,000
1894-95	30,000
1895-96	30,000

PERSONNEL.

Dr. Sheldon Jackson, Alaska, general agent of education in Alaska; William Hamilton, Pennsylvania, assistant agent of education in Alaska; William A. Kelly, Pennsylvania, superintendent of schools for the southeastern district of Alaska.

LOCAL SCHOOL COMMITTEES.

Sitka, Edward de Groff, Charles D. Rogers, John G. Brady; Juneau, John G. Heid, Karl Koehler; Douglas, P. H. Fox, Albert Anderson; Treadwell, Robert Duncan, jr., Rev. A. J. Campbell; Fort Wrangel, Thomas Willson, Finis Cagle; Kadiak, Nicolai Kashevaroff, F. Sargent, H. P. Cope; Unga, C. M. Dederick, Michael Dowd, George Levitt.

Teachers in public schools.

School.	Teacher.	State.
Sitka, No. 1	Mrs. Gertrude Knapp	Pennsylvania.
Sitka, No. 2	Miss Cassia Patton	Do.
Juneau, No. 1	S. A. Keller	Indiana.
Juneau, No. 2	Miss Elizabeth Saxman	Pennsylvania.
Hoonah	Mrs. A. R. McFarland	Alaska.
Douglas, No. 1	Miss Annie Hunnicutt	California.
Wrangel	Miss A. R. Kelsey	Pennsylvania.
Jackson	Miss C. Baker	Alaska.
Saxman	J. W. Young	Washington.
Haines	W. W. Warne	New Jersey.
Kadiak	C. C. Solter	Kansas.
Unga	O. R. McKinney	Pennsylvania.
Afognak	Mrs. C. M. Colwell	Alaska.
Unalaska	Miss M. E. Mellor	New York.
	Miss M. Salamatoff	Alaska.
Port Clarence	T. L. Brevig	Minnesota.
St. Lawrence Island	V. C. Gambell	Iowa.
Cape Prince of Wales	Thomas Hanna	California.
Sitka Industrial School	F. E. Frobese	Germany.
	George J. Beck	New York.

Alaskan children in schools and private families in the States.

Name.	Where from.	Where stationed.
Robert Casey	Juneau	Haskell Institute, Lawrence, Kans.
Mary Kadashan	Chilkat	Genesee, N. Y., with private family.
Helen Kessler	do	Carrier Mills, Ill.
Edward Warren	do	Indian School, Chemawa, Oreg.
David Parker	New Metlakahtla	Do.
Richard Smith	Jackson	Do.
Charles Hicks	Juneau	Do.
Amanda Brown	Sitka	New York City.
Katie Douglas	New Metlakahtla	With private family in Newberg, Oreg.
Lydia Hanshaw	Hoonah	Do.
Louisa Ross	Juneau	Whereabouts not known.
Archie Cameron		Sumner, Wash.
Minnie Baker		Parkville, Mo.
David and Fred Lewis		Washington.
Bert Charles	Jackson	Carlisle Indian School, Pennsylvania.
George Northrop	Sitka	Do.
M. Healy Wolf	Point Barrow	Do.
John Reinkin	Unalaska	Do.
Samuel Kendall Paul	Sitka	Do.
Thomas Hanbury	New Metlakahtla	Do.
Elizabeth Walker	Fort Wrangel	Do.
Lotta Hilton	Juneau	Do.
Mary and Susie Moon	Chilkat	Do.

SCHOOLHOUSE, UNALASKA.

On the 14th of May, 1895, the Secretary of the Interior entered into a contract with Mr. David William Starrett, of Port Townsend, Wash., for the erection of a one-and-a-half-story school building and teacher's residence, 90 by 31 feet in size, for which he was to receive $2,135.25 upon the completion and acceptance of one-half of the building, and the balance, $2,609.75, upon the completion and acceptance of the whole work, making a total cost of $4,745. Hon. Lycurgus T. Woodward, United States commissioner at Unalaska, was appointed superintendent of the work. Upon the 1st of October, 1895, Mr. Woodward, in behalf of the Government, accepted the building from the contractor and certified it as complete in every respect and constructed in accordance with the plans and specifications. Whereupon the contractor sent in his bill for the balance of his pay, having received from the Government $2,135.25 upon the completion and acceptance of the first half of the work. The same mail that brought the bill of the contractor to Washington also brought information that upon the 24th day of October, 1895, said schoolhouse had been blown from its foundation and partly wrecked. The same mail brought a communication from Mr. John A. Tuck, the Government school-teacher, testifying that the building had not been constructed in accordance with the plans and specifications. This letter was referred by the

Commissioner of Education to the Secretary of the Interior for his information, with a request that the accounts of the contractor be held up for further information.

Under date of November 23, 1895, the Secretary returned the papers to the educational office, requesting the Commissioner of Education to make a full investigation with a view to determine whether the building was constructed in accordance with the plans and specifications. By your direction I took the opportunity of my visit to Unalaska to make a full investigation, and found that the Government school building was not constructed in accordance with the plans and specifications, and was not constructed in a workmanlike manner. It should be said here that Commissioner Woodward, who was appointed superintendent of construction, disclaimed any knowledge of carpentering or house building; more than that, while the house was in process of erection he was absent from the village and gave the work no special attention. When the carpenters and builders were through, he took their word to the fact of its being built according to specifications and gave the contractor a certificate of acceptance, so that his certificate is of no value as a statement of fact. As the building had been blown from its foundations, my first attention was given to them. The specifications required that the foundation posts should be 5 feet long. I found them from 2 feet 10 inches to 3 feet 8 inches. The specifications required the posts to be placed in the ground 3 feet 10 inches and well rammed. I found them from 10 to 15 inches only in the ground and not rammed. The specifications required the posts to be 14 inches above ground. I found them from 2 to 2½ feet.

The specifications required that the sills should be well spliced and spiked to the posts. I found that they were neither spiked nor secured. No building anywhere could be expected to remain any length of time upon such a foundation, the posts being unbraced and the sills unfastened to them, so that the first windstorm had toppled the posts over and damaged the building. If, however, it had remained upon the foundation, the construction was so faulty that the building should never have been accepted. The specifications required that the joists of the second story should be 12 by 3 inches; instead they were 2 by 12. The joists were but 1 by 6; the rafters were 2 by 8, instead of 3 by 9. The roof was to be closely sheathed. Instead of that the boards were from 2 to 2½ inches apart. The rafters were not tied together with collar beams, and were already spread. A heavy weight of snow would crush it in entirely. The shingling was faulty and unworkmanlike. The specifications required that the windows should be supplied with cord and weights. This was complied with only in the lower sash of the first-story windows, the upper sash being nailed solid into the frame and incapable of being lowered or raised. The window sills were poor, with insufficient pitch to throw off the rain. Thin and common glass was placed in the windows, instead of the American cylinder glass, double thick and free from all defects. Six-inch flooring was used instead of 4, which was required by the specifications. All but joints of the floor were to be well nailed; so far as taken up they were not nailed at all. In the front stairway the heading between the step and the joist of the second floor allowed but 5 feet of space, causing all grown people to stoop in ascending the main stairway of the building. The specifications required that all chimney places should be kept clear of all woodwork by a space of 1½ inches. In a number of places I found the terra-cotta chimneys to be held in place by the woodwork. The specifications required that all spaces between the flues and woodwork should be filled in solidly with a mixture of slack lime and gravel; instead of this I found that the spaces between the flues and the woodwork were filled in with ends of joist, studding, and other pieces of lumber; and if the building had not blown down, it would certainly have burned down the first winter that these chimneys were used. Desiring the testimony of an expert builder, I had the work investigated by Mr. James Lamont, a carpenter of thirty-five years' experience. I also had it examined by the carpenter from the United States cutter *Bear*—the Government carpenter. Both of these men furnished written testimony to the fact that the building had not been erected according to the specifications or in a workmanlike manner. Consequently there was nothing else for me to report than that the Government should decline to accept the building from the contractor's hands.

MORAVIAN MISSIONS.

Bethel.—Missionaries, Rev. and Mrs. John H. Kilbuck, Mr. and Mrs. Benjamin Helmich, Miss Mary Mack, J. H. Romig, M. D., Miss P. King. Not long ago two American gentlemen traveling in Alaska approached the Kuskokwim district. They heard the natives everywhere in the region talking about the "Kilbuckamuks," and expected to meet with some tribe hitherto unknown to ethnologists. Presently they reached Bethel, where they found the missionaries, and discovered that the new tribe consisted of the converts in the neighborhood of Bethel, who were thus nicknamed, much as their teachers might deprecate it. The enrollment of pupils in the school was 33. Six of the boys formed an advanced class under special instructions, so that in the course of time they may be efficient assistants in the work of uplifting their people.

Last fall Miss King, the trained nurse at the station, in getting into a native boat had a narrow escape from drowning in the Kuskokwim River. The water was deep where she fell in, and but for the timely assistance of one of the oarsmen the accident would have been serious. Through the winter Mr. Helmich was at work building a 40-foot boat. He had few tools, and says that no one realizes how many little things go to make a boat until he makes every piece himself. Finally the boat was launched, a complete success. May the *Swan* have a long life of usefulness.

A feature of the work of the Moravians in the Kuskokwim is a series of trips to villages in that region. Sixteen such trips were made between November and May, covering a distance of 1,500 miles. The benign influences of Christian civilization are making themselves widely felt. In helping the unfortunate the people have shown a hearty willingness to do what they could. Thanksgiving Day was the time set for a general contribution to help the poor. In all the villages between Bethel and Ougavig, as well as at these two places, the people brought to the chapels dried salmon, white fish, money, fur for barter and for clothing, tea, and flour. Many a poor unfortunate heart was gladdened by a gift from this store.

Ougavig.—Missionaries, Rev. and Mrs. E. L. Weber. The new schoolroom is commodious and satisfactory in every way. The enrollment was 25. Owing to high water, the mission family were compelled to live with the native trader on the other side of the river for ten days during May.

Carmel.—Missionaries, Rev. and Mrs. John Schoechert, Misses Mary and Emma Huber. The scarcity of food seems to have been more severely felt here than at the other stations in this region, and there was great suffering in the village on account of it. The school has become more attractive, so that all applicants could not be received. It seems impossible to retain the girls longer than their thirteenth or fourteenth year, when parents insist on removing them, as it is considered their duty to be married at that age.

Eight journeys into the neighboring region were made, either by dog team or bidarka. The longest trip occupied twenty-three days, the distance being estimated at 800 miles. On other occasions 200 to 400 miles were traversed. The mission property has been improved by the erection of a storehouse, the purchase of a log house, and the construction of a new dock.

BAPTIST MISSIONS.

The work of the Baptist Church in Alaska is confined to the school and mission work of the Woman's American Baptist Home Missionary Society, with headquarters in Boston. Their work first commenced in 1886, when Mrs. W. E. Roscoe, wife of the Government teacher at Kodiak, was commissioned by the ladies to do such mission work as she could. In the spring of 1893 Mr. Roscoe, having resigned his position as teacher at Kodiak, was sent with his wife by the missionary society to establish a Baptist mission home and orphanage at Wood Island, one of the smaller islands in the harbor of Kodiak. In the midst of much opposition and petty persecution, he secured the material and erected a large two-story building for the use of the mission. This building is beautifully located on a small freshwater lake about 100 yards from the seashore. In June, 1895, he was relieved of the care of the station by the arrival of the Rev. and Mrs. P. Curtis Coe, allowing Mr. Roscoe and his family to return to California for the education of their children. Mr. Roscoe was very successful in laying the foundations of the present prosperous mission. In July Miss Hattie Snow was appointed to assist at the station. Mr. and Mrs. Coe and Miss Snow and Miss L. Goodchild compose the present mission force. During last summer and fall Mr. Coe, with the assistance of the mission boys, cleared one side of the front yard of stumps, and secured hay for the family cow, taught the boys carpentering, and looked after things generally. The girls have taken lessons in making and mending clothes and in cooking. During the winter a night school was held for the natives of the village, and on the Sabbath preaching was sustained both at Wood Island and at Kodiak. The first Baptist Church of Alaska was organized July 26, 1896, and on the following 26th of September work was commenced on a chapel building. There are 25 children in the orphanage.

METHODIST MISSIONS.

The work of the Methodist Church in Alaska is carried on under the auspices of the Woman's Home Missionary Society. On the 20th of January, 1880, the board of missions of the Methodist Episcopal Church in New York selected Unalaska, the commercial metropolis of western Alaska, as the proper place for the commencement of missions. Through a combination of circumstances, however, work was not commenced at that point until the summer of 1889, when Mr. and Mrs. John A. Tuck, Methodists from Maine, were sent out to establish a school and home. In 1890 the home was commenced by the bringing to Mr. and Mrs. Tuck of two orphan (waifs) girls from the island of Attoo, a thousand miles west of Unalaska. The teachers were in a small story-and-a-half cottage (half of which was used as a schoolroom) and unprepared to receive any children into their family. But the waifs had to be received; there was nowhere else for them to go. Other girls, finding that two had actually received a home, came and refused to be driven away, and some weeks later six additional orphan girls were sent down from the seal islands by the United States Treasury agent, and the school continued to grow until 35 girls were being sheltered, clothed and fed, and instructed. During the years 1889, 1890, and 1891 the mission was a contract school with the Government; but in 1892, in obedience to the action of the parent society, the women were compelled to withdraw from the work so important and so successfully commenced. To disband the home, however, and turn out into the street the many homeless orphans that had for a little time experienced the comforts of a Christian home was to send them forthwith to a speedy ruin, and was not to be thought of for a moment. Mr. and Mrs. Tuck did bravely and heroically at their end of the line. Friends in the East assisted by raising money to tide them over, well knowing that when the authorities of the Methodist Episcopal Church understood the real condition of things they would authorize the women to resume their work in the home. This belief was borne out by after results. In 1893 the work was again resumed by the church, and hailed with prayerful enthusiasm by church brothers and Methodist women whose hearts had been touched and sympathy enlisted at the sad condition of the natives of western Alaska. The school has been so successful that through all that region it is held up as a model for other schools to pattern after.

Capt. M. A. Healy (a Roman Catholic) sent me the following testimony:

"REVENUE MARINE STEAMER BEAR,
"*Port of Unalaska, Alaska, November 9, 1892.*

"The Rev. SHELDON JACKSON,
"*Bureau of Education, Washington, D. C.*

"MY DEAR DOCTOR: I have brought six girls from the seal islands to the Jesse Lee School. Two years ago I brought down a like number. I am constrained by this part I have had in providing scholars for the school to give you my views of its character and accomplishments, with the hope that they may excite interest in its behalf among its founders and supporters.

"In all my experience in the country I have seen nothing that has rendered so much good to the people. From its situation it has tributary to it this whole western end of the Territory, where there are numbers of children and poor waifs, many the offspring of white fathers, growing up without the care of homes or the education and training of Christian parents.

"Professor and Mrs. Tuck have labored zealously and well to teach the scholars the necessities and requirements of decent living, and train them to become good housekeepers and proper wives and mothers. But they are cramped by the means and accommodations at hand. The school is already crowded to its utmost capacity and can not take many whom it would be a mercy to give its protection, and who could be received with a suitable building and support.

"I am sure the ladies of the Methodist society, could they understand the condition and field of the school and how well it is conducted, would become interested in its behalf and provide it with better facilities with which to continue and enlarge its work for the elevation of these poor neglected members of their sex.

"I can not be accused of bias, for I am of an entirely different religious belief. Professor and Mrs. Tuck know nothing of my writing. I am prompted by my interest in the country and the improvement of its people, and can not remain blind to good to humanity by whomever performed.

"M. A. HEALY,
"*Captain, United States Revenue Marine.*"

In October, 1894, the Woman's Home Missionary Society voted $3,560 for a new building, 72 by 36 feet in size, with two full stories and an attic. This building was erected in the summer of 1895, but unfortunately was so poorly constructed by the contractor that it may have to be taken down and rebuilt from the foundation. If it should not be necessary to make this radical change, yet it will cost from $1,000 to $2,000 additional to place it in suitable condition for occupancy. In 1895 Miss Agnes L. Sowle, of Hagaman, N. Y., was appointed to take charge of the home in the place of Mr. John A. Tuck, who is to give his whole time to the Government school. Miss Elizabeth Mellor, of Brooklyn, N. Y., was sent as her assistant. This past summer Miss Sarah J. Rinch, of Canada, has been added to the mission force. Under the wise and efficient administration of these ladies the mission work in the Jesse Lee Memorial Home of the Methodist women at Unalaska continues to hold its advanced position.

PROTESTANT EPISCOPAL MISSIONS.

The most notable event of the past year was the appointment, by the general convention of the church in Minneapolis, of Rev. Peter Trimble Rowe as bishop of Alaska. Mr. Rowe was consecrated in St. George's Church, New York City, November 30, 1895, and last spring moved to Alaska. After visiting the southeastern part of Alaska, he crossed the Chilkoot Pass from Dyea Inlet to the head waters of the Yukon River. Passing down the river, he was able to visit all the villages on that wonderful stream, then securing passage from St. Michael to Unalaska with the revenue cutter *Bear*, then by mail boat visiting the several leading villages on the coast between Unalaska and Sitka. Mission work was established at Juneau with Rev. Henry Beer in charge, and at Douglas Island with Rev. A. J. Campbell in charge. On the bishop's way down the Yukon River he had erected a log cabin for services and employed William Lalo as lay reader among the Indians. At Circle City he secured a suitable location for the erection of mission buildings and a hospital which the church proposed establishing at that point.

The mission work of the Rev. Jules L. Prevost at St. James, Fort Adams, continues to prosper. Sixteen boys and girls were registered in the boarding home and 79 enrolled in the day school. In the hospital connected with the mission, 2,238 meals were supplied and 31 patients treated. Of these, 21 were discharged cured, 3 were improved, 1 was unimproved, 4 (all infants) died. At the dispensary there were 347 treatments. In the country tributary to this mission and counted with it are 1,298 baptized persons, of whom 50 are communicants. There were during the year 162 religious services held, 55 baptisms, 13 marriages, 19 burials. Of the burials, 1 was brought 20 miles; 4, 35 miles; 2, 80 miles; 1, 200 miles, and 1, 300 miles. A steam launch has this year been secured for the use of the mission up and down the rivers, and will probably do much to extend the work. At Anvik the Rev. John W. Chapman reports 8 pupils in the boarding department of the mission and a number in the day school; 106 adherents of the mission, 10 of whom are communicants. He further reports that during the year 8 baptisms, 2 marriages, and 4 burials were performed. Since this station was established, in 1887, one-third of the native population have abandoned their underground huts and built themselves comfortable log houses, one striking result of which is the improved health of the people. Up to the present year not a single death has occurred in the log houses, while in the underground houses nearly one-half of the children born have died.

Dr. Mary Glenton, who has for the past two years performed the medical services in all that region, has felt compelled to resign her position and return to the States on account of her health. The work of St. Thomas mission, at Point Hope, on the Arctic Ocean, has been continued through the year by Rev. E. H. Edson. On the 6th of August, 1895, Dr. Driggs, who had for five years occupied that station, sailed for the States, leaving Mr. Edson alone at that frontier station. The temporary interests of that distant community were well served. Thirty-three whales, 53 white polar bears, and the usual number of seals had been secured by the native population. This had given them an abundance of food through the winter. One morning the schoolboys reported tracks of a polar bear near the schoolhouse, and upon investigation it was found that the bear had been around the house and visited the wood pile during the night and then crossed over to the village, where he was killed by a native. Seventy children were enrolled in the school. During the winter a night school was established for those that worked during the day.

CONGREGATIONAL MISSIONS.

Last spring Mr. W. T. Lopp and family, who, with Mr. Thornton, were the first missionaries to Cape Prince of Wales, Bering Straits, returned to his field of work after a vacation of one year in the States among his friends. During his absence in the winter of 1895–96 the station was maintained and work kept up by the Rev. Thomas Hanna. A few of the Eskimo have cast in their lot with the people of God and maintain an interesting prayer meeting. As the missionaries acquire a better command of the native language, the work will progress more rapidly.

ROMAN CATHOLIC MISSIONS.

No complete report has been received of their operations. They have a mission school and hospital at Juneau, Alaska; also at Nulato, Koserefski, Akulurak, and Cape Vancouver. They are talking of establishing a mission and hospital at Circle City; also a school at St. Michael. At Koserefski they report 79 boarders in the mission school and 26 day scholars. At Akulurak they report 25 boarders in the mission home. Their work has a force of 1 vicar apostolic, 9 priests, 6 lay brothers, and 13 sisters of the Order of St. Ann.

PRESBYTERIAN MISSIONS.

The Home Missionary Society of this denomination has the distinction of having, at Point Barrow, Alaska, the northernmost mission in the world. Mr. L. M. Stevenson, who went there in 1890, is still holding the fort waiting for someone to relieve him. During the past year a comfortable mission building, with a convenient storehouse nearby, has been erected. In the summer of 1895 the brig *W. H. Meyer*, which had in cargo the annual supplies for this mission, was wrecked in Port Clarence. Consequently the mission school had to be discontinued for the want of supplies that were lost. Mr. Stevenson, however, remained at his post and held religious services as best he could under the circumstances. Mr. H. Richmond Marsh, a young medical student from Illinois, with his bride, is expected to go to Point Barrow next season and take charge of the work at that point. As has been said in previous reports, this station on the seas, where the ice never melts, has but one communication a year with the outside world. The annual mail which was sent to the station in the spring of 1895 has not yet reached its destination, but, if it has no further mishaps, will finally get there in the fall of 1897, two years and six months after it left the States.

St. Lawrence Island.—Mr. and Mrs. V. C. Gambell, with true heroism, continued on this important subarctic field. Mrs. Gambell reports as follows:

"Our winter comes the last of September and lasts until the middle of June. The lowest point reached by the mercury was 29° below zero. When the wind is from the southeast, the snow drifts on the west side of the house until the house is nearly out of sight, snow being 3 feet deep on the roof. When the storm is over, the natives come with their shovels, made of the shoulder blade of the walrus, or baby whale, and shovel us out. Sometimes the air is so full of snow that we can not see the storehouse, which is only 20 feet away. There was snow in the village until the middle of July, and it lies on the mountain, a mile east of the village, all summer.

"We go out after school for an hour or so nearly every day, the whole school going with us. We do not mind the cold, for we dress from head to foot in reindeer skins.

"Formerly the people lived in underground houses, but have not done so in this village for a number of years. The houses which they now use are round walls, about 6 feet high, and made of driftwood and portions of wrecks. They cover them with walrus skins. The door is about 2½ feet from the ground and about 2½ feet square. It is always placed on the west. On the inside a room is partitioned off with deerskins, about 7 feet wide and as far around the wall as is needed. Only five or six people live in some of the houses; in others there are over twenty occupants.

"Their rooms are heated with oil lamps, the oil used being either seal, walrus, or whale. The lamps are made of clay. I have a stone lamp which I procured on the Siberian side. It is the same in shape as those used by the people on St. Lawrence Island.

"The walrus skins are dried on frames in the open air in summer, but the seal skins are stretched close to the ceiling in the living rooms. When the seal skins are dried, the women scrape and rub them until they are very soft and easy to make into clothing. They shape the boot soles, which are made of the big seal, with their teeth.

"There are no trees on the island. There is a little shrub resembling the willow, which creeps along on the ground like a strawberry vine. There are some beautiful flowers. Forget-me-nots, daisies, monks' hood, and the dandelion grow everywhere, while the buttercups come before the snow is off the ground.

"The house we live in is 20 by 40 feet, the schoolroom being in the north end. On Sunday the room is nearly always crowded. When the tables and benches are full, the people who can not be thus accommodated sit on the floor. They do not mind this in the least, as they have no chairs in their own homes. Sometimes it is so crowded that it is almost impossible to move around.

"The pupils that have attended school with any degree of regularity have made good progress in their studies and greatly improved in their personal appearance. They read well, write legibly, and are quick at number work. One boy had kept a list of all the words that had been given him, and, when he understood the arrangement of the dictionary, made an alphabetical list of them in a blank book that had been given him. This he did without any suggestions from anyone."

Haines.—This station, among the Chilkats, is occupied by Rev. and Mrs. W. W. Warne, Mrs. A. M. Sheets, and Miss Fannie Willard (native). The religious interest of the preceding year has continued during the present, and the teachers have been rejoicing that those for whom they labor and yearn have so many of them been brought into the kingdom.

The desire to attend meeting so overcrowded the church as to make some friction between the inhabitants of the different villages. They were like the Grecians of old, who thought that their wives were neglected in the daily distribution of bread. This inability to get into the church finally led to a compromise by which certain services were given to the inhabitants of certain villages, so that by rotation the people of each village would have an opportunity to get into the church. In January, 1896, the building burned down and the regularity of the services was somewhat impaired. During the past summer a larger and more commodious building has been erected for the mission. At the Chilkat Fishing Station the schoolhouse, which was intended to seat 40, has been crowded with attendance of considerably over 100, sometimes 140 to 150 being present, and many compelled to go away for lack of room. At another village where services are held matters are scarcely any better, so that in addition to new mission building at Haines there is important need of two chapels at the outer villages. Winter prayer meetings are held at both of these villages, and from twenty to thirty prayers are often offered by the natives at a single meeting. Some pray in public who do not profess to be Christians, but pray for the light. Many have confessed their sins, and though some may go no further, yet many are coming into the kingdom.

Hoonah.—This station, among a barbarous and uncivilized people, 60 miles by sea from a post-office or white community, has been led by two widow ladies, Mrs. John W. McFarland and Mrs. Mary E. Howell. Mrs. McFarland has served in the mission work for seventeen years, and upon the death of her husband three years ago continued the work at the station where they resided, teaching the natives, nursing their sick, settling their quarrels, and administering generally the affairs of the village, and also preaching the gospel on the Sabbath to the native church of 100 communicants. A year ago the tragedy connected with the killing of the last Indian medicine man in the place has resulted in good by freeing the community from their cruelty and rapacity. Some of the officials in years past have denied the existence of witchcraft in Alaska, for fear the knowledge of it would check immigration; but it still exists, and will continue to exist until every native village is leavened out of its superstition by the introduction of the gospel and the blessing of the Spirit of God. Such scenes as the following are still witnessed in that country.

"Some of our people took a sick man across the sound to the other Hoonah village to have the Indian doctor perform over him. The doctor charged one of the party with being a witch, whereupon the young man became so enraged that he shot the doctor dead. Then he, with his friends, fled for this village. Early the next morning a large canoe filled with bloodthirsty men, whooping and firing off their guns, made their appearance. After a war dance on the beach they marched up to the house, demanding the man. For over an hour they tried in vain to settle with blankets. 'No! No! Life for life!' was the cry. Then the poor man came out and gave himself up and was shot down by two of the Indian doctor's friends. One gun, being accidentally discharged, wounded one of our men in the limb. Peace is now restored and I hope the old Indian doctor's death will end witchcraft among this tribe. A year ago he charged one of our schoolboys with being a witch, and had the sick man shoot him, after which a stone was tied around his neck and the body dropped into the bay."

Juneau.—The mission home at this place is prospering under the care of Rev. and Mrs. L. F. Jones, Miss Sue Davis, Miss M. E. Gould, and Mr. Frederick Moore, native. Mrs. Jones gives the following graphic picture of native life with which they deal:

"We have reached the far end of the village and will pay our first visit. Entering a small room, built more in the form of a shed than a house, we find it full of all sorts of things, except furniture. The room is in utter confusion, while dirt is seen everywhere. Sitting upon two blankets spread on the floor and with a cracker box for a support to her back is an old woman dying with consumption. We do what we can for her comfort, relieving her present necessities. Leaving some medicine, we continue on our way. The house we now enter consists of a single room, where live members of six families. Two rude bedsteads stand in one end of the room. An old stove in the middle of the apartment is giving off far more smoke than heat. About the stove are scattered a few dishes, pots, and pans. Nailed to the side of the wall to dry is a bear skin. Bunches of fish hang overhead. Several boxes painted in allegorical figures—receptacles for clothing—and an old chair are the only furniture. Lying on the floor near the stove, with one thin blanket for a bed and an old coat for a pillow, is a young man, suffering from a gun wound through the arm. During the night several boat loads of people, friends of his family, have arrived from a distance, bringing with them a dead body for interment. These visitors are all assembled in the room with the sick man, some mourning over their dead, others eating their breakfast, some smoking, and others sleeping. Children are singing, crying, and playing by turns, or all at the same time. As we advance to the side of the sick man we are obliged to step over sleeping forms on the floor. The atmosphere! Words are too feeble to describe it. The patience of the suffering Christian is beautiful to see. His face brightens as we speak words of cheer and comfort. After washing and dressing his arm, we offer a short prayer, cheered to know that we have been able to alleviate suffering.

"In that little hut we are approaching is one sick with a disease no medicine can reach save the 'Balm in Gilead.' That misery is the white man's stamp.

"But as the morning is far spent we will hasten on to pay our last visit. As we approach this Christian home our hearts grow lighter, for we know within will be seen the fruits of mission labors of past years. We enter a large room in perfect order, scant of furniture, to be sure, but a home where comfort and cleanliness are conspicuous. We ask for a drink of water; Jennie, the young wife, goes to a cupboard and brings forth two glasses with no little pride, handing them to her husband, who has just entered the room with a pail full of fresh spring water.

"On a cot, neat and clean, rests the sick brother. Jennie's floor is as white as a new kitchen table. A few large pictures illustrating Bible lessons are on the walls. At one end of the room is the dinner table, clean and nice, while at the other end is the bed, which looks inviting and restful with its white spread and snowy pillowcases. A sewing machine, with a partly finished shirt on it, stands by one window. The stove would almost serve for a mirror if there were no other at hand. And this is only one of the neat, comfortable homes in Alaska resulting from the teaching and example of the missionaries."

During the year the Rev. James H. Condit has been sent to take charge of the white church at Juneau and has entered upon his work with enthusiasm.

Sitka.—This central-mission station continues to maintain the lead in mission work. It has the most complete set of buildings and appliances for carrying on mission work and much the largest force of employees. This is probably equal to the communicants of all the other Protestant churches in Alaska combined. The hospital in connection with the mission continues to reach a large number of patients from places 160 to 300 miles away by sea. Some have been received from Copper River, 500 miles away, and the Aleutian Islands, 1,200 miles away. Some months ago a number of native Christians from Sitka went to Kluck-Won, partly to get work and partly to carry the gospel to their own people. They established and have maintained regular prayer meetings, under the lead of Robert Harris, for many years a pupil in the Sitka mission school.

Fort Wrangel.—This oldest Presbyterian mission station in Alaska is occupied by Rev. and Mrs. Clarence Thwing, who writes encouragingly of the progress of the work in that village.

Jackson.—Owing to the want of funds, which so greatly hampers the mission work of all the churches through Alaska, as well as other portions of the United States, the mission home at this place has been discontinued, and thus a portion of the girls have been transferred to the home at Sitka, with Miss A. J. Manning their teacher. A new church was completed last year at the station, to the great joy of the community. At one of the meetings a native seeking Christ thus prayed: "Lord, open my eyes and teach my heart how you would have me live before you." Another said: "If we were strong, like large new canoes, we would just ride over our temptations and not have them wash over us, just as a new, strong canoe does the waves."

THE SWEDISH EVANGELICAL MISSION COVENANT'S MISSIONS IN ALASKA.

We are indebted to the Rev. D. Nyvall, secretary of the Swedish Evangelical Mission Covenant, for this synopsis of their work.

The missions in Alaska, now promoted by the Swedish Evangelical Mission Covenant of America, were founded, 1886, by the Swedish Evangelical Mission Covenant of Sweden, which that year sent to Alaska their first missionaries: Mr. Adolph Lydell to Yakutat, to work there among the Thlingets; and Mr. Axel E. Karlson to Unalaklik, to take up work among the Eskimos, the Indians, and the Russians (half-breeds) of that region. Two years later, 1888, Mr. K. J. Hendricksen was sent to the Yakutat mission. In the year 1889 two more missionaries were sent from the old country to the Alaska stations, namely, Mr. August Anderson to Unalaklik and Mr. Albin Johnson to Yakutat.

In the meantime it was, among the missionaries themselves, discussed how much more natural it would be to have the new missions in Alaska stand under the control and lead of the American Covenant, rather than of the far-off Swedish society. The missionaries had all of them traveled through America to their destination, and were greatly affected by the love and help given them everywhere in America. Mr. Lydell, whose health did not permit him to stay long at one time in Yakutat, made several journeys through the States in the interest of the Alaska missions. At last the missionaries submitted their wishes to their board in Sweden, which readily accepted their plan, and formally, 1889, turned the mission over to the American society.

In the year 1891 the society strengthened the forces at the several stations by sending Mr. David Johnson and Miss Hanna Svenson (now Mrs. A. E. Karlson) to Unalaklik, and Miss Agnes Wallén (now Mrs. Albin Johnson) to Yakutat. One year later, 1892, Miss Selma Peterson and Miss Anna Carlson were sent to Yakutat, the last mentioned returning the year after on account of failing health. In 1893 Miss Malvina Johnson was sent to Unalaklik and Mr. N. O. Hultberg to Golovin Bay to open the new station there, and, 1894, Miss Hanna Holm (now Mrs. Hultberg) followed. During the year 1895 no missionary was sent, owing to the hard times, but, 1896, the society called two school-teachers, one, Mr. P. H. Anderson, for Golovin Bay, and one, Miss Hulda Cecilia Peterson, for Yakutat.

Their entire corps of white workers in Alaska, including Mr. P. H. Anderson, is 14—7 men and 7 women. Besides they have in the service of their mission one Eskimo, by the name of Rock, working as an evangelist in connection with their northern stations, with such success as to give the missionaries occasion to call him "the Paul of the Eskimos." Another coworker is a Russian, Stephan Ivanoff, who, with his wife, has superintended an outstation at Kangekosook, until this winter, when he was obliged to give up that station and join the station at Unalaklik, because of the urgent need of more workers there. In connection with the mission are also the Eskimo girl Dora, a native nurse, and Frank Kameroff, a young Russian, serving as an interpreter, both located at the northern stations, making, in all, four native workers at present. Their stations are, as already mentioned, the following: Yakutat, Unalaklik, and Golovin Bay, besides an outstation at Kangekosook.

Yakutat is the nearest and most easily reached, and is superintended by Mr. K. J. Hendrikson, with the aid of Mr. Albin Johnson, Mrs. Albin Johnson, Miss Selma Peterson, and Miss Hulda Cecilia Peterson, the school-teacher. Albin Johnson with his wife and infant son is at present in the States, but intends to return early in June.

At this station the society has been able to place a sawmill to the service of the mission, with the best results. In fact, in seven years a whole little village of clean beautiful frame houses has been built, where formerly were only wretched huts. The natives have readily taken to carpentering, and they not only build their own houses, under the direction of Mr. Hendrikson, but also have learned to make many kinds of furniture until then unknown to them. In one word, the sawmill has proven an effective help in civilizing the natives and thereby opening a way for the Christian mission among them.

The congregation of converted natives at Yakutat, formally received into Christian fellowship by the missionaries, numbers about 20.

Five children are at present wholly cared for at the station. And it is to be noticed that this special work of charity was badly interfered with by the accident of the burning some years ago of the orphans' home, which the society has not as yet been able to rebuild.

The mission school is frequented by 60 to 100 children, or at an average, 45. Not only the English language and other elements of a primary-school education are taught, but also useful industries, both to the boys and girls, such as knitting and sewing; and the girls are reported to learn very quickly and eagerly.

At Unalaklik is the largest station. The superintendent is Mr. A. E. Karlson, one of the founders of our missions in Alaska. He has to his aid his wife and Miss Malvina Johnson, besides Mr. David Johnson, the school-teacher. Of Mr. Karlson's hardships and triumphs many tales could be told if time and space permitted. Without the help of a sawmill and other facilities; with the aid only of an ax and his energy, he has built the station. Often has he experienced the greatest perils, even coming near risking his life for the gun or knife of the native, or at sea during stormy seasons while crossing the bay in order to provide his station with the necessaries of life from St. Michael or inland, in his many missionary journeys among the tribes living between Unalaklik and Golovin Bay. But he has until now been protected; and the last six years he has been nobly assisted by Mr. David Johnson, a young man of great courage and self-denying zeal. This Mr. Johnson has during the last two years made several missionary journeys farther north as far as Kotzebue Sound, in company with the Eskimo Evangelist Rock. Many were the perils and the hardships of the young missionaries upon these journeys. The whole of Christmas night, 1895, they were obliged to bivouac in the cold arctic region beneath the starry sky, without any other protection than their sleighs offered. And still this young man, with an apostle's heart, asks of the society the privilege to be allowed to work in the same manner among the tribes farthest in the north, even offering himself to go without salary and eating the fare of the natives for a time, if only the society would consent to open a new station at the Kotzebue Sound.

The congregation of converted natives numbers about 50. At present not more than 15 children are wholly cared for at the station.

The children enrolled at the mission school are reported to be 90, of whom 50 are under 10 years of age, 20 under 15, the rest under 30 years of age. The best attendance is reported during March, with an average of 40, the next best in January and February, with 35, and October, November, December, with 25. During May only 15 attended, and in September fewer still (no exact figure given). These changes in the number of pupils is to be explained from the native half-nomadic mode of living. In the Sunday school at Unalaklik 175 children at the most have been gathered; and great was the joyful surprise for the poor little ones of the Christmas feast given them last Christmas eve, with a Christmas tree, burning in all its glory, and many small presents in the way of clothing, sweetmeats, and other good things liberally bestowed upon half-clothed, half-starved boys and girls, who showed their appreciation by laughter and tears continually alternating the whole evening, the greatest evening of their life.

Golovin Bay is the youngest station, and was opened 1892, and Mr. N. O. Hultberg, the superintendent of the station, was sent forthwith to take up work at the new place. He is now aided by his wife and Mr. August Anderson, and will be further assisted from next summer by P. H. Anderson, the school-teacher.

The success at Golovin Bay, the first and especially the second winter, exceeded all their expectations and former experiences, the report numbering the baptized during the winter of 1894 alone as over 20. The congregation of converted natives is at present 30 in number.

The attendance at the mission school is 40, a number which could be easily doubled, as there are hundreds of children living a few miles around the station, were it not for the small schoolhouse, which can accommodate no more.

A brief summary of their work in Alaska is as follows:

(1) They expend yearly between $8,000 and $10,000 in Alaska. And this expenditure may be better understood when it is stated that all the members of all the churches in connection with the covenant do not number more than 10,030, including both women and men, most of these being persons of small means.

(2) As an immediate fruit of their missions there, is counted a Christian congregation of at least 100 natives.

(3) About 300 children are instructed at their mission schools.

(4) About 20 children are cared for at the mission stations.

(5) In connection with their missionary efforts, a great work of civilization is going on, not only at the stations, but through the influences of the missionaries.

CHURCH OF ENGLAND.

The diocese of Selkirk, while having its stations on the Canadian side of the boundary line, yet ministers to the natives and miners both of Canada and Alaska. The demoralization of the Indians, through intemperance and other vices introduced among them by the large influx of gold miners, is very marked, and has become a great hindrance to missionary work. Archdeacon and Mrs. T. H. Canhan, who have for many years labored in that arctic region, this season returned to England on account of their health.

The governor of Alaska, referring to the operations of the various Christian denominations in Alaska and also to the Government schools, stated in his annual report to the Government that "the teacher and the missionary, the church and the school, have exerted a more potent influence for the elevation, civilization, and education of the Alaskan native than any and all other forces combined."

TEACHERS AND EMPLOYEES IN CHURCH MISSION SCHOOLS.

Episcopalians.

Point Hope.—J. B. Driggs, M. D., Rev. H. E. Edson.
Anvik.—Rev. and Mrs. J. W. Chapman, Miss Bertha W. Sabine.
Fort Adams.—Rev. and Mrs. Jules L. Prevost, Mary V. Glenton, M. D.
Juneau.—Rev. Henry Beer.
Douglas Island.—Rev. A. J. Campbell.
Sitka.—Bishop Peter Trimble Rowe.

Congregational.

Cape Prince of Wales.—Mr. and Mrs. W. T. Lopp, Rev. and Mrs. Thomas Hanna.

Swedish Evangelical.

Kotzebue Sound.—Rev. David Johnson, and Rock, a native assistant.
Golovin Bay.—Rev. August Anderson, Rev. and Mrs. N. O. Hultberg, and Dora, a native assistant.
Unalaklik.—Rev. and Mrs. A. E. Karlson, Miss Malvina Johnson.
Kangekosook.—Stephan Ivanoff.
Koyuk.—Mr. Frank Kameroff.
Yakutat.—Rev. and Mrs. Albin Johnsen, Rev. K. J. Hendricksen, Miss Selma Peterson, Miss Hulda C. Peterson.

Roman Catholic.

Kosyrevsky.—Rev. Paschal Tosi, S. J., prefect apostolic of Alaska; Rev. R. Crimont, S. J.; and Brothers Rosati, S. J.; Marchesio, S. J.; Cunningham, S. J.; Sisters M. Stephen, M. Joseph, M. Winfred, M. Anguilbert, M. Heloise, and M. Damascene.
Nulato.—Rev. A. Ragaru, S. J.; Rev. F. Monroe, S. J., and Brother Giordano, S. J.
Shageluk.—Rev. William Judge, S. J.
Urhhamute, Kuskokwim River.—Rev. A. Robant, S. J.
St. Josephs, Yukon Delta.—Rev. J. Treca, S. J.; Rev. A. Parodi, S. J.; Rev. F. Barnum, S. J.; Brothers Twohigg, S. J., and Negro, S. J., and Sisters M. Zypherine, M. Benedict, M. Prudence, and M. Pauline.
Juneau.—Rev. J. B. Rene and Sisters Mary Zeno, M. Peter, and M. Bousecour.

Moravians.

Bethel.—Rev. and Mrs. John H. Kilbuck, Mr. and Mrs. Benjamin Helmick, Miss Mary Mack, Mr. and Mrs. J. H. Romig, M. D.
Quiegaluk.—Mr. Ivan Harrison (Eskimo).
Tulaksagamute.—Mr. and Mrs. David Skuviuk (Eskimos).
Kalchkachagamute.—Mr. and Mrs. George Nukachluk (Eskimos).
Akaigamiut.—Mr. Neck (Eskimo).
Ugavig.—Rev. and Mrs. Ernst L. Webber.
Quinehaha.—Mr. L. Kawagleg and Mr. and Mrs. Harvey Suruka (Eskimos).
Carmel.—Rev. and Mrs. John Schoechert, Rev. S. H. Rock, Misses Mary and Emma Huber, Miss P. C. King.

Methodist Episcopal.

Unalaska.—Miss Agnes S. Sowle, Miss Sarah J. Rinch.

Friends.

Douglas City.—Mr. and Mrs. C. N. Reploge. (No report.)
Kake.—Mr. and Mrs. S. R. Moon. (No report.)

Baptists.

Wood Island.—Rev. and Mrs. Curtis P. Coe, Miss Lulu Goodchild, and Miss Hattie Snow.

Presbyterian.

Point Barrow.—L. M. Stevenson.

St. Lawrence Island.—Mr. and Mrs. V. C. Gambell.

Haines.—Rev. and Mrs. W. W. Warne, Miss Anna M. Sheets, Miss Fannie H. Willard (native).

Hoonah.—Rev. and Mrs. Alvin C. Austin, Mrs. John W. McFarland, and Mrs. Mary E. Howell.

Juneau.—Rev. and Mrs. James H. Condit, Rev. and Mrs. L. F. Jones, Miss Sue Davis, Miss M. E. Gould, Mr. and Mrs. Frederick Moore (natives).

Sitka.—Rev. and Mrs. Alonzo E. Austin, Mr. and Mrs. U. P. Shull, Dr. B. K. Wilbur, Mrs. E. C. Heizer, Mrs. M. A. Saxman, Mrs. A. Carter, Mrs. L. S. Wallace, Miss A. J. Manning, Mrs. T. K. Paul (native), Mr. P. Solberg.

Fort Wrangel.—Rev. and Mrs. Clarence Thwing.

Jackson.—Rev. and Mrs. J. Loomis Gould, Mrs. A. R. McFarland.

Church of England.

Buxton.—Bishop and Mrs. Bompas, Rev. Frederick F. Flewelling, Miss MacDonald, Mr. R. J. Bowen.

Fort Selkirk.—Rev. and Mrs. B. Totty.

Rampart House.—Rev. and Mrs. H. A. Naylor, Rev. and Mrs. T. H. Canham.

INTRODUCTION OF DOMESTIC REINDEER INTO ALASKA.

During the year a comfortable log schoolhouse 22 by 32 feet, together with a woodhouse and bell tower for the same, has been erected for the use of the children of the employees at the Teller Reindeer station. The building has attracted considerable attention from its neat and comfortable appearance. The main headquarters building was enlarged with an addition 24 by 40 feet, built in connection with it. This addition gives accommodation for a storeroom, and also for the herders' families who may be sojourning temporarily at the station. It furnishes accommodations for keeping seal meat, oil, blubber, dried and frozen fish; also a carpenter's bench, with facilities for manufacturing sleds and snowshoes. In the attic is furnished much needed room for storing sails, boat oars, and fishing nets.

In addition to the buildings erected at the station, huts made of plank and driftwood, covered with sod and dirt, were erected at several convenient points for the accommodation of the herders passing between the herd and the main station in winter. During the severe storms of last winter these huts were found of very great value, and probably in some instances saved lives. Similar huts were also erected at the winter camp for the use of the herders.

PERSONNEL.

After a sea voyage of thirty-seven days, Mr. J. C. Widstead, who had been appointed assistant superintendent of the station, reached Port Clarence July 12 on the brig *W. H. Meyer.* Two days later, the supplies for the station being safely landed, a southerly wind springing up so increased in violence that the vessel was driven ashore from her anchorage and became a total wreck. With the wrecking of the vessel were lost the supplies of the schools at Bering Straits and also Point Barrow, together with the personal effects of the Rev. Thomas Hanna and family, who were en route to their station at Cape Prince of Wales.

Owing to some misunderstanding and friction which arose over the sale of the wrecked vessel, Mr. William A. Kjellmann sent his resignation to Mr. William Hamilton, who represented the Bureau. As there was nothing else to be done, the resignation was accepted, and on July 20 Mr. J. C. Widstead was appointed superintendent, with Mr. Thorwald Kjellmann as assistant superintendent. Mr. Widstead had been selected for a subordinate position, but in the absence of any other more suitable person in that region he was necessarily given the first place upon the resignation of Mr. Kjellmann. His administration during the past year was not a success, and upon my arrival at the station, July 28, 1896, I removed him and reappointed Mr. William A. Kjellmann superintendent and Albert N. Kittilsen, M. D., assistant superintendent, who had been sent up from the States this season for service at the station.

During last year some dissatisfaction was expressed by the Lapps that there was no physician within reach for their families. This want has been supplied by the appointment of Dr. Kittilsen as assistant superintendent of the station. The seven families of Lapps have remained with the herd, performing their usual duties with efficiency and success. The experience of the past two years has demonstrated the wisdom of their importation as instructors to the Eskimos in the care and management of deer. Their success has been so marked that hereafter, whenever a herd is loaned to a mission station, an experienced Lapp will be sent with the herd to take charge of and instruct the apprentices.

Under the tuition and direction of the experienced and skilled Lapps were ten Eskimo apprentices from different villages extending all the way from Point Hope on the Arctic shore southward and eastward to Fort Adams on the Upper Yukon River, a distance of 2,000 miles. These apprentices have made fair progress in mastering the science of managing and breeding reindeer.

In January, Moses, Tatpan, Martin, and Okweetkoon were transferred from the Teller Reindeer Station to the new station established on Golovin Bay, they having come originally from that general region of country.

During the fall, Oozhaloo, one of the most prominent natives at Point Barrow, with his family, was transported to the Teller Reindeer Station at his own request and accepted as an apprentice. It is hoped that ultimately he will be able to go back in charge of a herd to that distant and desolate northern section.

HERDS.

There are now five herds in Alaska, one at Cape Prince of Wales, a mission station of the Congregational Church, numbering 253; one at Cape Nome, in charge of three experienced Eskimo apprentices, numbering 218; two at Golovin Bay, one belonging to the Swedish Evangelical Mission Station and the other to the St. James Episcopal Mission Station, together numbering 206, and the central Government herd at the Teller Reindeer Station, numbering 423, making a total of 1,100 head.

During the previous five years the transporting of reindeer from Siberia was done by the revenue cutter *Bear*. This year the *Bear*, having extra work in connection with the policing of the sea islands of Bering Sea, was unable to afford the usual assistance. In place of the *Bear*, arrangements were made with Mr. Minor W. Bruce to purchase the deer on the Siberian coast and deliver them to the Government at so much a head on the Alaska shore. Through a combination of circumstances, however, he failed to carry out this contract, and the result was that no deer were purchased this season. It is perhaps as well that this attempt to procure deer through private parties from Siberia has so signally failed, as the men who were selected to live in Siberia and do the purchasing were not such as were competent to suitably represent the United States Government. Russia had kindly given permission to the United States to purchase, but would naturally expect that the agents doing the work would be responsible men under the control of the United States Government. It is hoped that the Bureau of Education will this coming year be able to send its own agent on the field, and thus prevent any international complications arising from the misdoings or mistakes of agents not responsible to the Government. But while there was no increase of the herd from importation, there was a very gratifying increase by birth. Four hundred and sixteen fawns were born to the herds last spring, of which 357 lived.

At the Teller Station there were at the opening of the year 525 head. On the 14th of January, 1896, 130 of these were sent off to establish a new herd at Golovin Bay.

During the year 25 died from accidents received during transportation from Siberia. Upon the second trip of the *Bear* the steamer encountered a severe gale and the reindeer were thrown helplessly from side to side across the deck, resulting in dislocated joints and broken limbs and internal injuries, resulting in death. During the fall a hoof disease broke out in the herd, resulting in the death of 25. A portion of a diseased lung and liver was sealed up in alcohol, and has been sent to the Agricultural Department for diagnosis of the disease and a possible remedy. Ten male deer were killed during the year for food. One hundred and forty-one fawns were born, of which 10 died. Of the 423 deer at the station on the 1st of July, 1896, 15 are claimed by the apprentice Taootuk, 11 by Kummuk, 7 by Sekeoglook, 4 by Woksok, 4 by Electoona, and 3 by Ahlook, making 44 that are the private property of the apprentices. There are 7 head of female deer belonging to the Teller Station that are still in the herd at Cape Nome.

In the herd at Cape Prince of Wales there are 253 head, of which 84 are fawns born last spring. There are 5 herders or apprentices in charge of the herd. Some of the cows without fawns were milked, and the herd seemed to be prospering.

The Cape Nome herd numbers 218, of which 43 were born last spring. During the spring 11 were killed in an avalanche as they were feeding at the base of a mountain.

The two herds at Golovin Bay aggregate 206, of which 80 were born last spring. Of this herd, the apprentice, Martin, claims 12 deer, Tatpan 7, Moses 21, and Okweetkoon 10, making 50 claimed by the herders as private property.

The trip made in driving the herd from Port Clarence to Golovin Bay was a successful and interesting one, a full account of which is given by Mr. G. T. Howard.

During the year at the Teller Station 22 deer were broken to harness, making 52 sled deer in the herd. Much time was given to the training of these deer for freighting and traveling purposes. Seventeen sets of harness were made, 14 freight sleds, and a number of snowshoes and skis. But little difficulty has been met with during the past year from the dogs.

DISTRIBUTION.

In the general plan of distribution it has been our purpose to supply the mission stations, partly in the order of their proximity to the central herd, that the new herds may be more conveniently supervised, and partly through the interest which the stations have manifested in sending their young men for training. Hence the first station to receive a loan from the Government was the Congregational, at Bering Straits, 60 miles away from the central station. The superintendent of that mission was for one year (1893-94) superintendent of the reindeer station, and had around him a number of his young men as apprentices. About that time the report was maliciously circulated among the natives that they were not to receive any benefit from the reindeer; only the whites. To disabuse their minds, three of the more advanced of the native herders were loaned (January 31, 1895) 100 head of deer and sent off some 60 miles down the coast to Cape Nome by themselves. This was the beginning of the third herd.

Among the first stations to respond to the call for young men to learn the business was the Swedish station at Unalaklik, Norton Sound, and the St. James Episcopal mission, on the Yukon. As the Swedish station was the next nearest to Port Clarence after the Congregationalists, and as they had had three young men in training, it was very proper that they should have the next or fourth herd, and while the Episcopal station at Fort Adams is more remote than the Roman Catholic station on the lower Yukon or the Presbyterian station on St. Lawrence Island, yet as that station had had an apprentice almost from the first in the herd and was a central point for the establishment of reindeer among a different race of people in Alaska, it seemed appropriate to give the fifth herd to them, which was done.

In arranging plans for the distribution of the domestic reindeer in Alaska, so far as the native population are concerned, I have looked to the missionaries settled among them for cooperation and assistance.

They are the wisest and most disinterested friends the natives have. From their position and work, having learned the character and needs of the people, they can wisely direct the transfer of the ownership of the deer from the Government to such of the natives as have been trained in the care of the deer.

And in order that the herders should have, in the infancy of the business, the continued oversight of experienced herders, and teaching in methods of handling by the most competent instructors, it is important that with every new herd sent out there shall also be sent a competent Lapp. In accordance with this purpose, the several missionary organizations at work in arctic and subarctic Alaska were last spring corresponded with by this office.

In the commencement of the work it was anticipated that all the mission stations would have ere this been furnished a loan of reindeer, but the increase through purchase in Siberia has been much smaller than was anticipated. Instead of being able to purchase a thousand or more head a year, the average increase by purchase has only been about 150 a year. This necessarily delays the distribution of deer, as it is not good policy to weaken unduly the central herd at Port Clarence, and of course we can not distribute more than we have.

It is as important to teach the natives just emerging from barbarism how to earn an independent support as it is to give them book instruction. The industrial pursuit which nature has mapped out for the native population of arctic and subarctic Alaska is the breeding and herding of reindeer and the use of the deer as a means of transportation and intercommunication.

During the past season the influx of miners into the Yukon region has made a very urgent call for reindeer for freighting purposes. In the original plan for the purchase and distribution of reindeer reference was mainly had to securing a new food supply for the famishing Eskimo, but it is now found that the reindeer are as essential to the white men as to the Eskimo. The wonderful placer mines of the Yukon region are situated from 25 to 100 miles from the great Yukon River. The provisions brought from the south and landed upon the banks of the river are with great difficulty transported to the mines. So great was the extremity last winter, that mongrel Indian dogs cost $100 to $200 each for transportation purposes, and the freight charges from the river to the mines, 30 miles, ranged from 15 to 20 cents per pound. The difficulty experienced in providing the miners with the necessaries of life has demonstrated the necessity of reindeer transportation, and that the development of the large mining interests of that region will be dependent upon the more rapid introduction of reindeer for freighting. There are no roads in Alaska, and off of the rivers no transportation facilities to any great extent. In the limited traveling of the past dogs have been used for that purpose; but dog teams are slow and must be burdened with the food for their own maintenance. On the other hand, trained reindeer make in a day two or three times the distance covered by a dog team, and at the end of the day can be turned loose to gather their support from the moss, which is always accessible to them.

W. H. Gilder, of the Century, in his trip across Siberia to telegraph to the Navy Department the burning of the United States naval vessel *Rogers* in St. Lawrence Bay, Siberia, 1882, says in his book, Ice Pack and Tundra, page 190:

"During a portion of the route we had horses for draft animals and at other times reindeer. I much prefer the latter, because so much fleeter and so much more docile."

Last spring an application was received from the United States Treasury Department for the placing of 40 reindeer on the Seal islands, and arrangements were made for complying with the request; but before the arrangements could be carried out I received a protest from the North American Commercial Company, who are the lessees of the islands, as they feared that the reindeer would disturb the seal upon the rookeries. Consequently nothing was done in the matter.

A number of influential parties, several being in the United States Congress, have expressed an earnest wish that a few reindeer might be placed upon each of the larger islands of the Aleutian group to provide a food supply for any crew that may hereafter be wrecked on those islands, and prevent the repetition of the starvation and cannibalism which occurred in 1894 on Umnak Island, one of the Aleutian group, in the wrecking of the whaling bark *James Allen*. When, June 14, the United States revenue cutter *Bear*, upon which I was a passenger, found the survivors, there were nine left in a hut, crazed with starvation. They were gathered around the fire with a pot of human flesh on cooking, which they had cut from the body of a man who had died and been buried two weeks before. Upon perceiving the rescue party they gave a feeble hurrah, and, laughing and crying by turns, remarked that they were sorry to say that they were cannibals, but that starvation had stared them in the face and they were compelled to resort to the flesh of their dead companions for food. They reported that Gideon had died June 7, and they had eaten him. When he was gone, they had dug up Pena, who had been buried on May 30, and were now (June 14) eating him. When they reached the ship, they were so weak that some of them had to be carried and all of them helped to the forecastle, where the clothes, swarming with vermin and reeking in filth, were cut off of them and thrown overboard. They were then thoroughly washed and their hair cut. When stripped of their clothing, their emaciation showed their suffering.

Requests have also come from parties who have leased some of the Alaska islands for the purpose of raising foxes. They are anxious in connection with their fox ranches to try the experiment of raising reindeer for the market.

In Ice Pack and Tundra, page 179, W. H. Gilder, speaking of the people of northeastern Siberia, thus testifies to the value of reindeer meat as a food:

"Reindeer meat is also eaten by those who can afford it, unless rich enough to eat beef, which they prefer, though why I could never discover, for the meat of the reindeer is much more delicate and tender, and has a peculiarly delicious flavor, probably derived from the fragrant moss that constitutes its food. It is cheap enough to satisfy the most economical housekeeper, a fine fat buck, entire, costing at Nishne Kolymsk only 3 rubles, that is $1.50, and at Sradnia 5 rubles. The meat of the reindeer is always excellent, while the beef is more expensive, and is only exceeded in price by the horse, which is a luxury only to be indulged in by the rich."

I am in full sympathy with all these requests for the distribution of reindeer in widely separated sections of Alaska. The more widely they are distributed and the larger the number of interests that are subserved by them the greater good will be accomplished and the larger the constituency of those who will take an interest in this new industry.

The vast territory of central and arctic Alaska, unfitted for agriculture or cattle raising, is abundantly supplied with the long, fibrous white moss, the natural food of the reindeer. Taking the statistics of Norway and Sweden as a guide, arctic and subarctic Alaska can support 9,000,000 reindeer, furnishing a supply of food, clothing, and means of transportation to a population of a quarter of a million.

Providence has adapted the reindeer to the peculiar conditions of arctic life, and it furnishes the possibilities of large and increasing commercial industries. The flesh is considered a great delicacy, whether fresh or cured. The untanned skin makes the best clothing for the climate of Alaska, and when tanned is the best leather for the bookbinder, upholsterer, and glove maker. The hair is in great demand, by reason of its wonderful buoyancy, in the construction of life-saving apparatus. The horns and hoofs make the best glue known to commerce. With Alaska stocked with this valuable animal, the hardy Eskimo and the enterprising American would develop industries in the lines indicated that would amount to millions of dollars annually, and all this in a region where such industries are only developed enough to suggest their great possibilities.

The terms for which the Lapps contracted to serve the United States has expired. They have so fully proved their efficiency, justified their employment, and made themselves so necessary that their services can not be dispensed with without injury. An effort is being made to induce them to remain in the country longer, and there is a reasonable prospect that, after returning to their native land, they will close out their business affairs and return to Alaska as permanent settlers. If a few additional families of Lapps can be encouraged to accompany them, it will be a great boon to the rising reindeer industry.

Reindeer Lapps are of two classes—one who give their entire attention to the raising of reindeer, and the other who give their whole attention to freighting and transportation. The latter class in the old country seldom raise the reindeer which they own, but are accustomed to purchase from the breeder, then train and use entirely for freighting. We are very fortunate in having both classes among the seven Lapp men in Alaska. Two of the seven are trained freighters, and it is proposed to allow them this coming season to go to the mines and demonstrate the usefulness of the reindeer in that region for transporting freight and furnishing rapid communication for passengers and mail. With the introduction of a larger number of deer, suitable for freighting purposes, it will be necessary to secure a larger number of experienced Lapps from the old country, as it will take a series of years before the natives can be so far trained that they can be trusted to freight on their own account.

At the request of this office, through the Secretary of the Interior, the Secretary of State has communicated with his Imperial Majesty the Czar of Russia, requesting permission for this office to place a purchasing agent, with one or two herdsmen, at some suitable point on the coast of Siberia adjacent to Alaska.

At the request of the Department of the Interior in 1892, permission to purchase reindeer on the Siberian coast was obtained through his excellency the Russian minister resident at this capital. But experience has shown that unless the deer are purchased beforehand and collected at one point on the coast, the United States steamer is delayed too long in the process of effecting these preliminaries, and the consequence is that the short season in which the transportation of reindeer is possible in these northern seas passes away with slender results. The average purchase has been considerably less than 150 reindeer per annum during the past four years. It will be easy to double the number annually, provided the purchasing and collecting of deer can be performed by some party in advance.

The scarcity of food in places continues periodic, and much suffering, with loss of life, must ensue while the present slow process of introducing a new food supply into the country continues. Missionaries of all churches on the ground unite in testifying to the need of more speed.

A few years of larger appropriations on the part of Congress would purchase and place in Alaska two herds of 5,000 each, the natural increase of which would perpetuate and extend the stock until the whole country is covered.

THE ITINERARY.

Leaving Washington on May 14, 1896, for my annual inspection of the schools and reindeer stations in Alaska, Seattle was reached on the 29th of the same month. The following two days, exclusive of an intervening Sabbath, were spent in looking after the procuring and shipment of supplies for the various schools, and on June 2 I took the steamship *City of Topeka* for Sitka, visiting en route the schools at Fort Wrangel, Juneau, and Douglas Island, reaching Sitka on the 8th of June. Five very busy days were given to the several schools at Sitka. Through the courtesy of Capt. C. L. Hooper, commanding the Bering Sea fleet, arrangements were made by which I was allowed to take passage on board the United States revenue cutter *Bear*.

On the morning of June 13 I went on board the *Bear*, which got under way at ten minutes after 11 o'clock a. m., and proceeded out to sea bound for Bering Sea and the Arctic Ocean. The seven-day voyage to Unalaska was unusually pleasant—the sea was smooth, the wind favorable, and we made a quick trip. Through the whole trip I found the officers both obliging and companionable.

The ship's roster reads: Francis Tuttle, captain; David H. Jarvis, first lieutenant and executive; Claude S. Cochran, second lieutenant; William E. W. Hall, second lieutenant; H. G. Hamlet, third lieutenant; Charles S. Coffin, chief engineer; Harry U. Butler, first assistant engineer; Henry K. Spencer, second assistant engineer; Robert Lyall, surgeon.

In the early morning of the 18th, meeting the revenue cutter *Rush*, bound for Sitka, we availed ourselves of the opportunity of sending back letters to friends in the States. At 10.20 a. m. of the same date we droppéd anchor in Delaroff Harbor (Unga). Going ashore, I had an opportunity to visit the schoolhouse and teacher's family; also to meet some of the pupils. The teacher had taken a sailing vessel to Puget Sound for his vacation. While at anchor the Alaska Commercial Company's steamship *Bertha* arrived from San Francisco laden with supplies for various trading and mission stations, and among the passengers were a number of missionaries. At noon we were again under way, calling at Sand Point for about an hour. Leaving Sand Point and passing through Popoff Strait, we were in sight of Pavloff Volcano, which was vigorously throwing out huge puffs of black smoke from its crater.

At noon on June 19 we steamed through Unimak Pass into Bering Sea. That afternoon, sweeping rapidly by the head of Akun Island, we were soon off the north point of Akutan Island. Horizontal bands of red rock alternating with yellow and green rings, bright in the rays of the setting sun, gave a foreground of wondrous beauty. In the background towered Akutan Volcano, its sides covered with snow, portions of which were discolored and shaded by a recent shower of ashes. Occasional puffs of light, vapory smoke arose from the crater and slowly rolled off into space. At the western end of the island a remarkable pillar of rock, with perpendicular sides and level top, arises out of the sea, while, to complete the marvelous picture, on the east a cloud of fog was seen rolling over a high ridge and down the precipitous sides of a mountain, giving it the appearance of a vast cataract—a score of Niagaras united in one. It was a scene of a lifetime and never to be forgotten.

At 11.20 p. m. of the 19th we dropped anchor in Dutch Harbor. It was the first time during fourteen trips that I was permitted to reach Unalaska without being seasick. Ten days were spent at Unalaska and Dutch Harbor in looking after and arranging for the educational work at Unalaska, and also the several points on the coast of Bering Sea and the interior of Alaska. The next day the steamship *Bertha* arrived from San Francisco having the following persons on board: Rev. and Mrs. H. A. Naylor, Rev. Frederick F. Flewelling, of the Church of England, en route for the Church of England's missions on the head waters of the Yukon River, a distance from their English home of about 11,200 miles; the Rev. S. H. Rock, and Dr. and Mrs. J. H. Romig, of the Moravian Church; the former was en route to Carmel, on the Nushagak River, and the latter to establish medical missions on the Kuskokwim River; the Rev. Paschal Tosi, vicar apostolic; the Rev. James M. Cataldo and Brother Pietro Branesli, of the Roman Catholic Church, en route to their missions upon the Yukon River; the Rev. and Mrs. Jacob Kortchinsky, of the Russo-Greek Church, en route to their mission at St. Michael.

Attracted by the herring or other small fish, the harbor was full of whales, a dozen of which played around the ship and could easily have been shot from the deck.

On June 24 we escorted to the steamship *Homer* Prof. and Mrs. John A. Tuck, who were leaving Unalaska to return to the States. A large number of friends, whom they had made among the natives, were also at the wharf to bid them godspeed. They have done faithful, efficient, and self-denying work during the seven years they have labored in Unalaska.

The Methodist Episcopal missionaries at Unalaska took the occasion of the presence of so many missionaries and teachers to give their own school a picnic, to which all the visiting missionaries were invited. This was held on a mountain side on the afternoon of the 26th, and was a very enjoyable occasion.

On the 29th, by direction of the Secretary of the Interior, with the assistance of sailors furnished by Capt. Francis Tuttle, commanding the revenue cutter *Bear*, I selected and marked out the land necessary for Government school and mission purposes in the proposed town site of Unalaska.

On June 30, the revenue cutter *Rush* having arrived from Sitka with mail for the fleet, at 9.50 p. m. the cutter *Bear* got under way for St. Lawrence Island, the reindeer station, and other points in Bering Sea and the Arctic Ocean.

On July 3, at 2.30 o'clock p. m., we met our first ice, in latitude 59° 51′ 15″ and longitude 170° 9′ 55″. Keeping off about 2 miles from the ice, we steamed parallel with it for the next 100 miles. It was a part of a large ice floe that extended from St. Matthew Island across Bering Sea to Nunivak Island. That night we passed through considerable ice drift, being spurs from the main floe.

On July 4, in the midst of a dense fog somewhere off the south end of St. Lawrence Island, the ship was decorated with flags, and at noon a salute of 21 guns was fired. Working the ship slowly through a dense fog and broken ice during the night and the next forenoon, we reached and came to anchor off the village at the extreme northwest corner of St. Lawrence Island.

Soon our ship was surrounded with boat loads of natives, and among them came Mr. Gambell, the teacher at that island, receiving his annual mail (for this is one of the several stations in northern Alaska that has but one mail a year). I went ashore with him to inspect the station and school. My stay on shore, however, was cut short by the surf commencing to rise and threatening to prevent my return to the ship. All haste was made to reach the ship, which was already, under the influence of the storm, dragging her anchor. The anchor being lifted, the ship's station was changed to the south side of the point, but that anchorage was very little better. In the meantime the sea had become so rough that it was with great difficulty the natives who had returned me to the ship were able themselves to make a landing through the surf. After watching them safely on shore, at 10.20 p. m. we got under way and steamed out to sea. The next morning, steaming through a large field of floating ice, we came to anchor at 6.35 a. m. off the village of Indian Point, Cape Tchaplin, Siberia. As usual upon the arrival of a vessel, the deck of the cutter was soon crowded with natives, some endeavoring to barter reindeer skins, furs, and curios, and others desiring to see the ship's surgeon.

The annual cruise of the revenue cutter along that northern coast offers the natives the only opportunity during the year of the advice of an educated physician; consequently, whenever the ship drops anchor all the sick and ailing that are able to be moved are gathered up from the village and neighborhood and brought on board the ship to see the doctor. Those who are unable to be moved are usually afterwards visited in their huts on shore, and everything possible done for their help and relief. For the time being the ship becomes a traveling hospital and dispensary. During our stay the captain and a number of the officers accompanied the surgeon on shore. At 4.05 p. m. we were again under way, steaming through a field of drift ice that seemed to be running out of the bays north of the point. As we are in north latitude, where at this season of the year there is no night, it makes but little difference whether we are steaming or lying at anchor during the night. We rise by the watch and retire in the same way, the sun shining both when we go to bed and when we wake up.

On July 7, at 3 o'clock in the morning, we reached and anchored off South Head, St. Lawrence Bay, Siberia, and several boat loads of Tchuctchees came to the ship. This is one of the best points for procuring reindeer on the Siberian coast, and here we secured in former years the greatest number; but this season, as the *Bear* could not be spared for the purpose of transporting deer, we were compelled to notify the deer men that other vessels were coming later in the season for their deer. However, through a combination of circumstances, no ships went for the deer, greatly to our disappointment and that of the people.

In an hour we were again under way. Passing to the north of the point, several large umiak loads of natives were seen coming out to sea to meet us, and the engine was stopped to allow them to come on board. The same message concerning the purchase of reindeer was communicated to them. At 5.40 a. m. we were again under way, headed for the reindeer station at Port Clarence, which we confidently expected to reach that evening (alas for human confidence, it was nineteen days before we finally reached that station). But at 1.20 p. m. we got into the ice and had to slow down speed. To add to our troubles so dense a fog set in that we could scarcely see the length of the ship. Two or three times during the night the engine was stopped until the fog should lighten up a little—occasional glimpses only revealed heavy ice all around us. After a night of great anxiety, the captain anchored at sea the next morning at 7.30. At 9.50 a. m. the fog lifted a little, the anchor was hoisted, and another attempt made to work through the ice and get into Port Clarence. At 3 p. m. the fog again lifted a little, and from the crow's-nest at the masthead it was seen that the ice was densely packed all the way across from Cape York to Cape Douglas, that the original ice of the previous winter was still unbroken in Port Clarence, and heavy ice floes were packed together from the entrance of Port Clarence 8 miles out to sea.

Realizing the impossibility of making any progress toward land, the captain determined to run down to King Island and land a family of natives belonging to that place that he brought over from Siberia. Upon approaching the island he was surprised to find at anchor under the lee of the land the steam whalers *Orca*, *Thrasher*, and *Narwhal*, the whaling schooner *Rosario*, and the coal bark *J. P. Peters*. A heavy fog enveloped the island. Anchor was dropped in the midst of the whaling fleet at 7.20 p. m. The whalers, unable to get into Port Clarence (the first time in fifty years at this season of the year), had taken refuge in the lee of King Island and were coaling ship. That night, a storm arising, two of the whalers lost their anchors and were compelled to put to sea to save going on the rocks. While lying at anchor at King Island, in company with Captain Tuttle, I called upon the several captains of the whaling fleet. Captain Smith, who had wintered at Herschel Island, narrated an incident where the children of an old man, being tired of caring for him, had removed all their belongings and provisions from the hut, leaving their old father to starve or freeze to death. The sailors, learning the situation, kept the old man supplied with provisions through the winter, and the following spring he died from natural causes. Among the wild Eskimos of the Arctic, both on the Alaskan and the Siberian coasts, it is considered a kindness and neighborly act to kill an old person, or one that is chronically sick without prospect of ever being well again.

While Captain Smith was on the coast of Siberia, a native who had made up his mind to change his residence to another section of the country had an invalid daughter who, with their appliances, could not be moved. Instead of remaining in his old home and caring for that daughter, he and his sons packed up all the family belongings and supplies on their dog sleds, hitched up their dog teams, and when everything was ready for a start, they went into the hut and stabbed the daughter to death. At the island where we were anchored, a few weeks before our arrival, a man who had been sick a long while adjusted a cord around his own neck and then asked his neighbors to pull him up until he was strangled to death; he wanted to die, and, as good neighbors, they assisted him in accomplishing his wish.

On July 10, the weather having somewhat cleared, a large number of King Islanders came on board. They crawled down the precipitous sides of their island home to the water's edge like so many ants, and launching their one-hole bidarkas through the surf came off to the ship in droves. During the day, on hearing a report that the teacher at Cape Prince of Wales had had some trouble with the natives, and as we had his yearly mail on board, Captain Tuttle concluded to make an attempt to reach him, and at 10.45 got under way. Upon coming within sight of the place, at 3.15 p. m., a large ice floe was found moving against the village, making it impossible to land. Nothing could be done but turn and steam for another anchorage.

The ice still blocking up the entrance to Port Clarence, the ship was headed for St. Michael, and we found to our regret that the immense ice floe, which we had been in vain attempting to penetrate in order to get to the Teller Reindeer Station, extended all the way down the coast to Cape Nome, a distance of 180 miles, so that in going to St. Michael the ship was forced by the ice floe 50 miles south of its true course. There was, however, a good providence in this, as it led the captain to find the brig *Geneva* dangerously situated in the ice and to tow it safely into St. Michael. On the morning of the 22d of June the steamer *Bertha* had taken the *Geneva* in tow for St. Michael, a trip of five or six days. But after battling for nearly three weeks with the ice the captain left the schooner at sea until the steamship could force her way through the ice to St. Michael, unload, and then return for the schooner. However, providentially for the schooner, she did not have to wait, but was picked up and towed to a place of safety before being crushed.

All through July 11 and 12 our steamer kept along the edge of the great ice floe, the weather thick with fogs and snow squalls until the latter part of the afternoon of the 12th, when the snow squalls were succeeded by a drizzling rain. At 10.10 p. m. we anchored off St. Michael. Going ashore on the forenoon of the 13th, we found mosquitoes in swarms.

July 15 Captain Tuttle took the *Bear* up the coast to enable me to visit the school and Swedish mission at Unalaklik. In previous years, when requesting to visit the place, I had been told that the water was too shallow for an ocean steamer. Upon making the attempt, however, we found no special difficulty; the day was perfect, bright, sunshiny, no wind, smooth water. The captain had invited a select company from St. Michael to accompany us. At 2.50 p. m., anchoring off the village, Lieutenant Jarvis took the party in the steam launch close to the shore, where we were transferred to rowboats to make a landing. Although it was vacation time, the school bell was rung and the children called in that I might have an opportunity of seeing them at work. The mosquitoes, however, were so bad that the visiting party became anxious to get off shore, and I did not have as much time as I would have liked. Returning to the ship, we hoisted anchor and sailed for St. Michael, which we reached at 1.50 the following morning.

In the harbor at St. Michael we found the Yukon River steamer *Portus B. Weare*, the ocean steamer *Bertha* and bark *Geneva*, of San Francisco, and the small steamers *William Seward*, *Explorer*, *Koyuk*, and *Yukon*, and the schooner-rigged yawl *Edith*.

On July 21 the American brigantine *C. C. Funk* arrived from San Francisco and the steamer *Arctic* came down the Yukon. Among the passengers on the *Arctic* were Rev. and Mrs. T. H. Canham, Miss Macdonald, and Mrs. Bishop Bompas, all of the Church of England missions; Dr. Glenton, of the American Episcopal mission; Mr. and Mrs. Harper, from the Pelly River Trading Station, and Mr. William A. Beddoe, of Chicago, contractor for the mail route between Juneau and Circle City; Mr. Omer Maris, correspondent of the Chicago Record, and Mr. H. De Windt, correspondent of the Pall Mall Gazette, London. The cutter *Bear* had instructions to convey the latter to Siberia, where he proposed making a land journey across to Europe. I have since learned that his plan miscarried, and he came down later in the fall on a whaler to San Francisco, returning to Europe across the United States and the Atlantic instead of across Siberia. It was reported so healthy in the Upper Yukon Valley, just below the Arctic Circle, that although white women have been in that section for fifty years as wives of missionaries and fur traders, only one had died during that time in the district—Mrs. Bell, wife of Captain Bell, of Fort Simpson, on the McKenzie River. Such an unusual occurrence caused much comment among the people.

The missionaries reported that the gold mining at Circle City was making rapid progress. During the present season both the Protestant Episcopal and the Roman Catholic churches have established missions at that place and proposed hospitals. Last winter the first public school ever held in Circle City was established by the miners and taught by a volunteer teacher, Mrs. Dr. Yates. The school lasted three months, January, February, and March, 1896, with 30 pupils. The Episcopalians have paid $1,300 for an unfinished frame building, and have also bargained for an additional lot at $800. A corner lot 50 feet front and 100 feet deep sold this spring for $2,500 in gold; another lot 30 feet front and 50 feet deep, with an uncompleted two-story building, sold for $7,000 in gold. Half the buildings in the place are saloons, and liquor costs 50 cents a drink. Last winter the place contained 560 white inhabitants; this summer, 1,150, of whom 200 are permanent residents in the village and the others scattered among the adjacent mines. There are about 40 white women in the district. Last winter the thermometer registered at 5 p. m. 66° below zero for three weeks at a time. During the entire month of January the average temperature was 46° to 48° below zero. At Mastodon mines the thermometer last winter registered 76° below zero, and this summer 103° above zero.

The valley of the great Yukon River is being fairly well supplied with missionaries. Belonging to the Church of England are Rev. and Mrs. T. H. Canham and Miss Mellett, on the Porcupine River; Rev. B. Totty, at Fort Selkirk; Bishop and Mrs. Bompas and Miss Macdonald, at Forty-mile Creek. In the service of the Protestant Episcopal Church are Rev. and Mrs. J. L. Prevost, at Fort Adams; Rev. and Mrs. J. W. Chapman, Mrs. Bertha W. Sabine, and Miss Mary V. Glenton, M. D., at Anvik. In the employ of the Roman Catholic missions are Right Rev. Paschal Tosi, vicar apostolic; the Rev. A. Robant, the Rev. F. Barnum, the Rev. Monroe, with lay brothers Marchisio, J. T. Sullivan, and J. Negro, together with ten sisters, at Kosoriffsky; the Rev. William Judge, the Rev. A. Ragaru, and lay brothers C. Gioarano and J. Rosetti, at Nulato; the Rev. J. Treca, the Rev. A. Parodi, and lay brothers B. Cunningham and J. Twohig, at Cape Vancouver. Those belonging to the Russo-Greek Church are Rev. Belkof (retired), at St. Michael; the Rev. Johannes Orloff, at Ikogmute, Yukon River, and Rev. and Mrs. Jacob Kortchinsky, for St. Michael and Paul's village, St. Sergius. Belonging to the Swedish Evangelical Church are Rev. and Mrs. A. E. Karlsen; Miss Malvina Johnson and David Johnson, teachers at Unalaklik; Rev. August Anderson, Rev. and Mrs. N. O. Hultberg, and Mr. and Mrs. Frank Kameroff, at Golovin Bay; and Mr. and Mrs. Stephan Ivanoff, at Koyuk.

During the evening of July 22 the steamship *Bertha* sailed for San Francisco with 125 passengers and a mail to our friends. Learning that the Swedish mission at Golovin Bay was out of food, Captain Tuttle very kindly offered to go to their relief, and I at once made arrangements with the Rev. A. E. Karlsen, Swedish missionary at Unalaklik, who is in charge of their stations, to procure the necessary supplies for the relief of the station at Golovin Bay. While I was on shore making these arrangements, the steamship *Portland* arrived from Seattle with a later mail and newspapers. She also brought lumber and workmen for the construction of a river steamer for the North American Trading Company. The Alaska Commercial Company are also building a new river steamer and some large barges.

The development of the Yukon gold mines is greatly stimulating trade through all this country.

Having received on board the supplies for the relief of the Swedish station, we hoisted anchor at 9.55 p. m. and put to sea. At 7.10 the following morning we were at the entrance of Golovin Bay, but a gale having arisen, the sea was too rough to land stores, and as there was no sheltered anchorage we were compelled again to go out to sea, where we hove to, riding out the storm—a most miserable day.

On the morning of the 25th we again skirted the bay and were able to make an entrance, dropping anchor at 6.40 a. m. Upon the slope of the west bank of the bay the reindeer herd was clearly visible from the ship; also the native village on the end of the eastern spit. Having finished breakfast, at 8.15 a. m. Dr. Lyall, the physician, and myself were sent to the village in a boat in charge of Lieutenant Hamlet. A fair wind made it a pleasant sail. On our way we were met by Mr. Hultberg, the missionary, and Mr. Dexter, the trader, coming to the ship. They were taken aboard our boat and returned with us to the village, where they tried to engage all the natives with their umiaks and send them off to the ship to bring in the stores and supplies. Some friction having arisen between the trader and the mission with regard to the location of the mission buildings, I staked off a plat of vacant ground around the mission buildings, having first informed Mr. Dexter, the trader, and invited him to accompany and counsel with me. As some of the reindeer apprentices have tried to dispose of their private deer to the trader, I left him a formal notification that they were not allowed to sell. While we were on shore the wind freshened, and we found it rough and dangerous getting back to the ship. Many natives who had started out in their umiaks had returned to the beach, being unwilling to venture in the rough sea. When we reached the ship, at 1 p. m., the captain got under way and moved in to the western shore, somewhat sheltered from the wind and the waves. From our new anchorage the supplies were speedily landed, and as the storm was still heavy and our anchorage in the open roadstead insecure, the ship got under way at 4.43 p. m. and stood out to sea.

On Sunday evening, July 26, at 8.35 p. m., we dropped anchor at Port Clarence, near the mouth of which we had been over two weeks before. At anchor in the harbor was the schooner *Ida Schnauer*, of San Francisco, Captain Neilsen in command; also the whaling schooners *Bonanza* and *Rosario.* The schooner *Ida Schnauer* had on board the supplies for the reindeer station and several of the schools and missions, together with Mr. Lopp and family, who were returning to their stations at Bering Straits, and Mr. Kjellmann of the reindeer station. Soon after dropping anchor Mr. Lopp came on board and remained until midnight.

At 8.40 a. m. on the 27th the *Bear* got under way and moved up to the Teller Reindeer Station, where supplies, barter goods, and mail were sent on shore, after which, at 11.35 a. m., anchor was hoisted, and we crossed to the south side of the bay to the watering station near Cape Riley. While the ship was absent watering I remained at the reindeer station, and with Mr. Widstead took an inventory of the public property. At 11.15 a. m. the schooner *Ida Schnauer* anchored off the station and commenced discharging freight. We all worked far into the night. As the year before the brig *W. H. Meyer*, that had on board the supplies for the missions and schools, was forced ashore and wrecked in front of the reindeer station (the natives claiming through the power of their medicine man), the Eskimos made the night hideous by their drums and howlings as they tried to invoke another storm and secure the wreck of the present vessel.

The next day was indeed stormy, with a very heavy surf, but the schooner did not come ashore; she, however, was unable to land any freight at that time, and found it necessary to go into deeper water. Having finished the inventory and looked over the station, I appointed Mr. William A. Kjellmann superintendent in the place of Mr. J. C. Widstead, removed. As the storm kept up all day, preventing the landing of any supplies, various conferences were held with different employees, and the work of the station mapped out for the coming year. The storm that prevented the landing of supplies also prevented the return of the cutter, and as the employees at the station had no extra furniture and did not suppose that they needed to make any provision for visitors at that station, with one communication with the world a year, the physician and myself had to sleep on the floor in the drug room. The employees, however, did the very best they could to make us comfortable.

On the 29th, the sea being still rough, no goods were landed, but at 3.55 p. m. the *Bear* returned and anchored off the station, allowing us to return to our quarters on ship. As Captain Tuttle was anxious to start northward, I returned on shore and worked until late in the night closing accounts with Mr. Widstead and the Lapps. The surf was so rough that but for the hull of the wrecked *Meyer* making a shelter I would not have been able to have got through and returned on board ship. Early in the morning Mr. David Johnson, a Swedish missionary from Unalaklik, and his native assistant came on board by permission of the captain to go to Kotzebue Sound, where they hoped to be able to establish a new mission. Two of the Eskimo apprentices, Ahlook and Electoona, were taken on board for a visit to their relatives at Point Hope. At 6.10 a. m., July 30, the ship was under way, stopping a few moments as we passed out of Port Clarence to communicate with the schooner *Bonanza*. At 2.40 p. m. we were steaming by the village at Cape Prince of Wales, but as there was too much surf for landing we passed on, entering the Arctic Ocean with pleasant weather.

July 31, while skirting the Alaska coast north of Bering Straits, the ship anchored at 10.25 a. m. to allow some natives to come on board for medical attention. At 6.15 p. m. resumed our trip; during the night, reaching drift ice, anchor was dropped at 11.10 p. m. All night heavy drift ice surrounded the vessel.

At 6.35 a. m., August 1, starting up the engines, the ship worked its way through heavy ice until 8.30 a. m., when we anchored off Cape Blossom, in Kotzebue Sound. Soon several boat loads of natives came on board, among them being the uncle of Mr. Johnson's interpreter. During the day, the storm increasing, the natives were unable to leave the ship. In the afternoon and evening the rain and sleet of the morning turned to snow and continued during the night. The drift ice, which was scouring the sides of the vessel, increasing in volume, making it dangerous to remain longer, and the storm of the previous day having somewhat abated, about 6 o'clock in the morning of August 2 the natives started for shore, accompanied by Mr. David Johnson and his native assistant of the Swedish Evangelical Union Mission Society. Mr. Johnson was landed among these wild people without a house to shelter him, without anything to build a house from, with no protection of courts, policemen, or government within 1,000 miles, with nothing but a few pounds of provisions for the winter, throwing himself upon the barbarous people among whom he expected to work. His strong, heroic faith made an impression upon the officers and crew of the ship. The natives having left, at 7.10 a. m. the cutter *Bear* got under way, and at 5.52 p. m. rounded Cape Krusenstern. The day was misty and stormy, with frequent snow squals and heavy ice.

On Monday morning at 6.30 the officer on deck discovered a brig ashore. At 7.10 a. m. we passed Cape Thompson, and at 9.15 a. m. we were abreast of the wrecked bark, which was found to be the whaler *Hidalgo*, Capt. C. A. Gifford, master. An officer was sent ashore and soon returned, reporting the vessel a complete wreck and abandoned, the crew being quartered at one of the whaling stations south of Point Hope. At 10.25 a. m. the ship steamed ahead, and at 11.10 anchored off one of the whaling stations, 7 miles below Point Hope, to communicate with the wrecked crew. Various parties, whalers and natives, were soon on board. At 1 p. m. anchor was hoisted and we steamed around to the north side of the spit, and at 2.45 p. m. anchored off the village of Point Hope. In the harbor were the whaling schooner *Rosario* and the bark *Mermaid*. The captain kindly sent the physician and myself immediately ashore with the annual mail for the Episcopal mission station. The grounded ice made it very difficult and dangerous landing. We were able, however, to reach the beach at the lower end of the village, and then had a long, hot walk to the mission. As Dr. Driggs, the missionary, had been home from the States but a few days, we did not remain long. During the afternoon Captain Gifford, of the wrecked whaler, came on board the *Bear* and asked passage to Unalaska, which was granted him. Having transacted the necessary business at Point Hope, at 5.35 p. m. the anchor was hoisted and the ship passed around to the whaling station on the south side of the spit, where we anchored at 7.15 p. m., to enable Captain Gifford to secure and bring on board his personal effects. Having completed his arrangements and returned on board with his things, at 9.30 p. m. the *Bear* got under way for the far north.

All night long we steamed through floating ice, encountering light hail and rain storms. At 7 a. m., August 4, passed Cape Lisbourne, distant 5 miles. At 8.15 the ice, which had been light, became very heavy, and at 9.35 a. m., unable to proceed farther on account of the ice, we came to anchor off Point Lay.

August 5 another attempt was made to get northward. Getting under way at 2.40 a. m., we steamed for some distance along the edge of the ice, but by 4.10

a. m. found that we were in the midst of heavy drift ice. At 8.15, the ice becoming too heavy for progress or for safety, we came to anchor under Icy Cape. At noon, the ice floe closing in upon us, the ship got under way and proceeded slowly through heavy ice floes and thick fog southward until, finding comparatively open water near Cape Lay, it came to anchor at 5.55 p. m., the current setting strongly to the north. The next day we made our third attempt to get north, hoisting anchor at 2.40 a. m., but by 4.45 a. m. were again in the heavy ice, and at 7.56 a. m. were compelled to anchor on the south side of Icy Cape, the great ice floe forming a solid wall in front of us. Soon after some natives came on board and reported the ocean closed with ice up to Point Barrow. The drift ice again closing in upon us, at 6.20 p. m. the anchor was hoisted and we were compelled to steam to the southward through heavy ice until 8.55 p. m., when we were able to anchor in clear water off Point Lay, near which we found already anchored the whaling barks *Horatio*, Captain Slocum commanding, and the *Alice Knowles*, Captain Ogden commanding.

During the night conferences of the captains were held, and Captain Gifford of the wrecked *Hidalgo* joined the bark *Horatio* as mate. As Sisyphus rolled his stone up the hill only to find it at the bottom the next day, the same toil to be repeated day after day, so every morning the cutter *Bear*, pushing for the north, would get fast in the ice and be compelled to return again to the south in the afternoon. Thus on the 7th of August, at 5.35 a. m., the anchor was hoisted and another attempt made to get north. This time the captain concluded to steam southward and westward around and through the southern edge of the great ice floe, hoping to find open water outside to the westward. Passing north along the west edge of the ice floe we steamed through floating ice until 10.10 p. m., when the ice became too heavy to make further progress, and we repeated our daily experience of steaming southward until 11.30 p. m., when the propeller was stopped and the vessel allowed to drift with the ice. At 3.15 on the morning of August 8, the fog lifting, Point Belcher was seen about 15 miles away and we found that we had drifted northward during the night at the rate of 2 miles per hour. The weather clearing somewhat at 3.30 a. m., we again steamed northward through the ice. At 7 the masts of some whalers were seen to the north of us, and soon after the mission buildings and whaling station at Point Barrow were sighted through the field glasses. Everyone was now in high glee, as we would soon be there, and, after discharging our duties at that place, would be able to face southward and homeward.

At 10 a. m. we were opposite the station, where some of the whalers had succeeded in getting in, when the ice had closed in upon them, and they were prisoners. But the opening that had let them in had, before our arrival, closed with ice, which stood a solid, impenetrable wall to bar any further progress on our part. We had got our mail out, our clean clothes on, in expectation of going ashore and seeing friends; but, alas, we could not get ashore; we could not even remain where we were, and nothing was left to do but to turn and steam southward to open water, which we did until 1.45 the next morning, when the engine was stopped, and, it being too deep to anchor, the vessel was allowed to drift. To our astonishment, when the thick fog and rainy night had passed, we found that we were back opposite Point Barrow, having during the night drifted northward with the ice. Again we steamed through the drift ice along the edge of the main floe, looking for some channel through which we could force our way in and reach the station, but in vain; and again at 2 p. m. we turned southward and west, steaming through heavy ice until midnight, when the engine was stopped and, as usual, the vessel allowed to drift.

August 10, at 5 a. m., the ship resumed her usual practice of bumping ice and forcing her way within sight of the desired haven, and then turning away and steaming southward, until 6.20 p. m., when we came up with the whaling barks *Horatio*, *Mermaid*, and *Alice Knowles*. The three captains soon came aboard to spend the evening, while the four vessels drifted around the sea. At 11.20 p. m. Mr. John Wells, mate of the wrecked brig *Hidalgo*, was taken on board the cutter *Bear* for transportation to Unalaska, provided we ever got out of the ice. The previous night having been spent as usual in drifting in the fog and the ice, at 9.25 a. m. August 11 some of the officers went in the second cutter to shoot walrus discovered asleep on the ice. They claimed to have shot three, but none were brought back to the ship. In the afternoon the officer of the crow's-nest having discovered some open water inshore, the vessel was forced through the heavy ice until the open water was reached, and at 3.40 p. m. the ship was anchored off Skull Cliff. Heavy drift ice was floating by us all night to the northward. On August 12, at 8.40 a. m., we started northward, reaching heavy ice at 10.07, and a few minutes afterwards, came to anchor, unable to proceed. At 12.40, discovering a small lead in the ice, we were again under way, and at 2 p. m. anchored near Refuge Inlet. The day was stormy, raining and snowing by turns. The ice coming in too heavy for safety, at 10.55 p. m. the anchor was again hoisted and we turned southward, steaming for a safer location. Finally, at 11.10 p. m., the ship was fastened to the lee side of a large berg of grounded ice, where we lay very securely until the next day.

At noon August 13 an officer reported that he thought the vessel could get through the ice to Point Barrow. At 1.20 p. m. the moorings of the ship were cast off from the grounded ice and we commenced picking our way northward through the heavy ice with blinding flurries of snow and squalls of rain. This time (the ninth attempt) we made it, and at 4.25 p. m. the ship was secured to a grounded iceberg off Point Barrow Refuge Station. The berg was probably 6 miles long with an average breadth of half a mile; in places it was from 50 to 75 feet high above the water and went down under the water to the bottom of the sea. This great berg had come in from the sea eleven months before and had remained until our visit, the middle of August, and perhaps is still there. We found that the past winter had been an exceptionally severe one. On the 20th of December the thermometer registered 40° below zero and remained steadily below zero until the middle of May. During an ordinary winter at that point there are mild spells of weather, but last winter was very cold. The warmest weather during February was 38° below zero and the coldest 66° below. The average temperature for the month was 45° below. The extreme cold lasted through the winter until the 20th of April, when it was 37° below zero. From that time on the weather continued to moderate until the middle of May, when the thermometer marked zero. Snow did not leave the ground until the 19th of July, and on the fresh-water lakes ice remained until the middle of August, a month later than usual. Spring plowing and gardening had not yet commenced at the time of our visit, the middle of August. The long summer day commenced on the 10th of May and lasted until the 4th of August. The long winter nights will commence the 19th of November and last until the 23d day of January.

Soon after making the ship fast to the ice, Mr. John W. Kelly, manager of the Pacific Steam Whaling Company's station, and Mr. Charles Brower, of the Liebes Station, Mr. L. M. Stevenson, teacher and missionary, and Captain Aiken, superintendent of the Government Refuge Station, with others, came on board. A portion of the ice which had blocked the entrance to the roadstead had that morning moved to the northward, making a channel for our entrance. After dinner I accompanied Captain Tuttle on shore and made calls at the Government Refuge Station and the Presbyterian mission. When I left Washington in May it was with the understanding on the part of the Presbyterian Missionary Society that their station at Point Barrow would be closed until a suitable man and his wife could be found for the work, as it had been found necessary for Mr. Stevenson to return to his family in Ohio. But as the Government had ordered the refuge station closed, and the building and supplies sold to the Pacific Steam Whaling Company, it seemed better that Mr. Stevenson should be kept another year to look after the school and mission building. As he was out of supplies, Captain Tuttle very kindly advanced him 15 tons of coal, 150 gallons of coal oil, 4 boxes of navy crackers, and 16 sacks of flour, which were to be replaced by the mission society when the ship reached Unalaska. Other supplies for the mission were secured from the wardroom mess and the whaling station on shore, and Mr. Stevenson has remained at his difficult post another year.

To expedite the work of turning the Government station over to the whaling station, Lieutenant Jarvis, with two sailors, were sent on shore. As time was precious and our stay, on account of the ice at Point Barrow, uncertain, I again went ashore on the 15th, immediately after breakfast, and remained all day, looking after various matters connected with the school and mission at that northernmost station. Oozhaloo, one of the wealthiest and most active Eskimos of the settlement, made application to be taken with his family to the reindeer station, where he desired to become an apprentice and learn the management and care of domestic reindeer. His application was an evidence of his ability and farsightedness. When a boy, if hungry, he could get into a kiak and go out and club a seal on the head in front of his home; now seals have become so scarce that but few are secured even with guns. When he was a boy, whales were always found in the waters adjacent to his home: they remained there during the entire season of open water; now the few whales that are seen at all scurry past the village as if conscious that bomb guns were waiting to take their lives, and it is but rare that the natives get them. When he was a boy, if he wanted a change in his diet from whale blubber and seal meat, he could go just back of the village and shoot a deer with his arrow; now he finds it necessary to go 100 miles or more inland after caribou, and it is with difficulty they are secured by rifle and bullet. He sees that the food supply of the country is practically gone, and that there is no future for his people unless a new food supply is furnished. This he sees to be through the introduction of domestic reindeer, and for himself and his family desires an early opportunity of learning how to have and care for the new food supply. As he was indorsed by the missionary, I agreed to take him, and securing permission from Captain Tuttle, brought him on board the ship with his wife Toakluk, his son Chowlock, his daughter Neuta, and his adopted daughters Kontelow and Ahlahle. Mr. John W. Kelly, who has been in the arctic region for eleven years, also sought and received permission to return south with the *Bear*.

Having received on board the annual mail and finished our work at Point Barrow, at 3.45 p. m. August 15 the *Bear* got under way for the south, working slowly through the heavy drift ice.

During the 16th Point Belcher was passed. The whaling schooners *Rosario* and *Mermaid* were met and their mail taken on board. All day the cutter *Bear* worked her way through the drift ice. On the 17th we finally got out of the Arctic ice into clear water, and after a most gorgeous sunset, at 11.50 midnight, anchored off the Corwin coal mine for fresh water. The forenoon of August 18 was consumed by the crew in getting fresh water. Two of the officers went ashore to hunt ptarmigan. While tramping over the tundra they found the tent, clothing, and skeleton of a white man; also his sled and other belongings. As no white man is known to be missing, and as neither natives nor white men in the vicinity knew anything about it, the dead man must have been a prospector who had come alone across the wilderness the previous winter, and worn out, perhaps out of provisions, had starved and perished upon that bleak shore of the Arctic Ocean. Since his remains have been found, the people at Point Hope, 60 miles away, recall the fact that during the previous winter two unknown and half-starved sled dogs had come to the village.

Having watered ship, at 1.30 p. m. anchor was hoisted and we stood to the westward to round Cape Lisbourne, where we have always found a rough sea, and this year was no exception. At 10.30 a. m. the ship anchored off Cooper's whaling station, Point Hope, and the stores, the whalebone, and fifteen sailors of the wrecked schooner *Hidalgo* were received on board for passage to Unalaska; also the whalebone from the whaling bark *Gay Head;* also mails for the south were received from the whalers and the village. The herder Ahlook, whom I had brought to Point Hope to visit his friends, also returned on board, and at 5.30 p. m. the anchor was hoisted and we started for Kotzebue Sound, passing Cape Krusenstern on the morning of August 20. About 6 p. m. in the afternoon we took in tow four umiaks with their loads of people en route to Kotzebue Sound, and at 9.30 p. m. anchored off Cape Blossom. During the night large numbers of natives came on board from shore, but as the sea began to be very rough, they left for land, and at 9 a. m. on the 21st the vessel got under way for shelter, which it secured at 2.25 p. m. near Choris Peninsula. We reached that place at noon, none too early, as the storm had increased to a gale.

It had been expected that the steam launch would be sent to Elephant Point to investigate the unusual quantity of the bones of the mammoth which have been exposed by the elements at that point. But during the morning of August 22, the weather continuing stormy and the gale apparently increasing, the captain concluded to go to sea, and at 11.15 a. m. we got under way and drove before the storm. At 5.50 p. m. Cape Krusenstern was abeam, and at 8.55 p. m. the west point of Cape Espenberg was abeam. During Sunday, August 23, it alternately snowed and rained, the wind blowing a gale. As the steamer could make no headway against the storm, we sailed with the wind, and were taken a long distance westward out of our course. At 11.25 on the 24th ice appeared ahead of us, and all afternoon we steamed through heavy drift ice. About 5 p. m. East Cape, Siberia, loomed up in the distance through the fog, and as we approached it made a beautiful sight. East Cape and the Diomede Islands were covered with fresh-fallen snow from summit down to the water's edge. The ship attempted to make Whalen Village, Siberia, but found that the ice was packed from the shore 5 miles out to sea. We then turned and tried to make East Cape, Siberia, but again we were headed off by the ice, which was packed to sea 3 miles out from the cape. At midnight the captain gave up the struggle and allowed the steamer to drift, until the following morning he could make another attempt to reach East Cape. But with the coming of the morning, August 25, the situation was no better, and giving up the attempt to reach East Cape, the ship skirted around the south end of the ice floe, and at 8 o'clock came to anchor in clear water in the bight south of East Cape. A number of umiak loads of Siberians came on board to see the physician and do some trading.

At 11.10 a. m., the thick fog clearing up, the ship got under way and stood for the Siberian village on Ratmanoff Island, one of the Diomedes, where we anchored at 3.23 p. m. Three loads of Siberians came off to the ship. Stopping for an hour, we were again under way for the American side of the Straits, but at 5.25 p. m. stopped to receive a boat load of natives from the village on Krusenstern Island. At 5.50 p. m. we were again under way for Cape Prince of Wales, reaching there soon after midnight. Being unable to effect a landing, the ship turned and put out to sea again for safety. With the morning light of August 26 the ship returned to the village of Cape Prince of Wales and anchored at 7.45 a. m. Shortly afterwards Mr. W. T. Lopp, the missionary, came on board with some natives. Immediately after breakfast Dr. Lyall, the physician, and myself went ashore with Mr. Lopp. The affairs of the mission and school were looked after, a number of natives were attended to by the physician, and at noon we returned to the ship. Soon after, the schooner *Ella Johnson*, John T. Smith master, anchored near by. Mr. Minor W. Bruce and party for trading for reindeer were on board. Accompanying Lieutenant Hall, I paid a visit to the schooner and had a conversation with Mr. Bruce concerning arrangements for securing reindeer. Upon returning to the *Bear*, I was greatly surprised to find that the sailing papers of the *Ella Johnson* were defective, and that not being properly registered the schooner could not go to Siberia and trade for reindeer, as was expected. This closed all hope of procuring reindeer from Siberia this year.

At 2.45 p. m. we got under way for Port Clarence. A dense fog having set in, at 10.30 p. m. the ship came to anchor at Point Jackson, at the entrance of the harbor. The next morning, the fog having lifted, at 5.40 a. m. the ship got under way, and at 8 o'clock anchored off Point Riley after fresh water. Having watered ship, at 2.45 p. m. the *Bear* got under way and steamed over to the Teller Reindeer Station, on the north side of the bay, where the captain kindly allowed me, together with the herders, Ahlook, Electoona, and Oozhaloo and his family, to land, after which the steamer ran down to Point Spencer for a sheltered place in which to make repairs and changes in her propeller. At the station we were very busy looking after the details of the business until after midnight. During the morning of August 28 Lieutenant Cochran came over from Point Spencer with the steam launch and, picking up Dr. Lyall, Mr. Kjellmann, Dr. Kittlesen, Mr. John W. Kelly, Mr. Wells, mate of the *Hidalgo*, three herders, and myself, steamed away for Grantley Harbor, to visit the reindeer herd. Landing about 11 a. m., we had lunch on the beach, after which we walked to the reindeer camp, 4 miles distant. It was a very hard walk. At the time of the arrival of the *Bear* an epidemic had appeared in the herd, causing a swelling and suppuration around the hoofs. A brush corral had been constructed and some 30 sick deer gathered into it. The two physicians of the party, with the herders, proceeded to give an examination, and a portion of the diseased heart and liver of one that had died was placed in alcohol, to be sent to the Agricultural Department at Washington for expert examination.

As it had proved a very hard walk from the depot to the herd, the Lapps proposed to send me back by a sled drawn by the reindeer. The deer had not been hitched up all summer and were very frisky. The result was that the very first brook that we came to they gave a leap, overturning the sled, throwing me out into the bushes, and nearly breaking away from the drivers. The sled was righted and I again got on. The rest of the way they took me along rapidly over the snowless tundra, across a mountain, through bunches of arctic willow, up and down the steep sides of the ravines, and landed me safe and sound on the beach in an astonishingly short time. After lunch we embarked in the launch for the station. In the meantime the wind had changed and got up a rough sea which tossed and pitched the steam launch, greatly to our discomfort. Reaching the station at 7 o'clock, I went ashore, and the others continued on their way to the ship at Point Spencer.

August 29 dawned with a storm raging at sea and a heavy surf on the beach. As there was no going out or returning ashore, the day was spent without interruption looking over the affairs of the station. Sunday morning, August 30, came in with fog. The gale of the previous day had ceased. At 11 o'clock the bell was rung and divine service held in the schoolhouse. Thirty-three persons were present, comprising nine nationalities. There were Americans, Norwegians, Lapps, Ootlaeavies, Tigaraites, Kinegans, Kaveans, Seelawiks, and natives around Norton Sound. The preacher spoke in English. The Rev. T. L. Brevig, Norwegian minister, translated the English into Lappish, and Dora, an Eskimo girl from Golovin Bay, translated the English into Eskimo, thus requiring three languages to reach the audience. It was an interesting and unique service.

Dora, the Eskimo interpreter, has had an eventful career. When born, she was thrown out of the house by her mother to freeze to death, the mother not wishing the trouble of bringing her up. An older sister took pity on the babe, brought her into the house, and assumed charge of her. After a while the sister became tired of her charge, and again the babe was thrown out of doors to perish. Then a neighboring woman took her in and brought her up as her own child. When she was about 12 years of age, she was sold to a man for his wife, but being brutally treated, she ran away and found an asylum at the Swedish mission. The mission was raided by the natives and the girl carried off by force. Again escaping, she was permitted to remain at the mission, where she has become a strong, fine-looking, intelligent, consecrated girl, of about 17 years of age. At present she is living with Rev. and Mrs. Brevig at the reindeer station. As I rose from the dinner table the cutter *Bear* was seen steaming over from Cape Spencer. I was very sorry, as it would probably necessitate going on board ship on Sunday, thus setting a bad example to the natives, and I had repeatedly given strict orders against all unnecessary Sunday work at the station. True enough, orders came from the captain to come on board, as he would sail immediately. Lieutenant Hall was sent with a steam launch to arrest some natives for various misdemeanors, and Mr. Kjellmann was sent to the herd to secure some necessary vouchers from the Lapps. The launch having returned from Grantley Harbor, adieus were spoken to the friends on shore, and at 8.30 p. m. the anchor was hove, and we steamed away for St. Michael. The fog setting in heavy, we anchored outside at Cape Spencer at 10.20 p. m. The next morning we were under way at 7.40, reaching St. Michael at 11.40 p. m., September 1.

In the harbor were the brigantine *C. C. Funk*, John Calliston, master; the schooner *Alice Cooke*, D. B. P. Penhallon, master, and the steamer *Lakme*, Charles Anderson, master. Letters were received from the Swedish stations at Unalaklik and at Golovin Bay, calling attention to the failure of the fish supply this season and the prospect of a famine during the next winter; also making inquiries whether it was not possible for provisions to be left at those stations. September 3, Mr. H. De Windt, correspondent of the Pall Mall Gazette, London, England, was taken on board, with supplies, to be landed at Indian Point, Siberia, from whence he expected to make a sled trip across Siberia; also Lewis Sloss, jr., and Rudolph Neumann, of the Alaska Commercial Company, and Rev. P. T. Rowe, the Episcopal bishop of Alaska, for transportation to Unalaska. At 9.20 p. m. farewell salutes were fired from the ship and the battery on shore, and we stood out of the harbor for East Cape, Siberia.

On September 5, encountering a gale with a rough sea, the vessel, being unable to proceed, hove to. The following morning, making out King Island looming up through the fog, the ship got under way at 5.25 o'clock and attempted to reach it, which was accomplished at 8.55, when we anchored under the lee of the island abreast of the village.

Soon a number of natives crowded the deck. The northwest storm continuing with unabated severity and the time drawing near when the ship was under orders to report at Unalaska, the captain concluded to give up attempting to reach East Cape and to make at once for Indian Point; hence at 5 a. m., September 7, we were again under way. In the afternoon we came up with a large quantity of heavy drift ice, which we skirted for a long distance. On Tuesday, at 4.20 a. m., we dropped anchor off Indian Point. Mr. H. De Windt, with servant and supplies, was sent ashore. All possible arrangements having been made for his comfort, at 10 p. m. we again got under way and stood for St. Lawrence Island, where we came to anchor at 3 a. m. on the morning of September 9. As there was coal to land for the use of the school, I went ashore with the first load to confer with the teacher and look over school matters. After breakfast Lieutenant Jarvis and Dr. Lyall, the physician, came ashore and performed a surgical operation on a child. The ailments of various natives were also attended to. While at lunch on shore the steam whistle blew for our return to the ship. Upon boarding ship the anchor was hove and we got under way for the Pribilof Islands. That day and the following one were charming—as old sailors say, "weather breeders," and so it proved to us. During the night of the 10th and 11th the wind changed dead ahead and we hove to, the wind blowing a gale from the southeast and a heavy sea running; but little sleep was had on board the ship.

On the morning of September 12, there being a little lull in the gale, the ship again resumed her course, but in the evening the storm resumed its fury and we were again hove to under double-reefed mainsail. On the morning of the 13th at 2 a. m. the gale split the fore trysail. All that day and the following day and the day after that, the storm raged in its fury. The supply of coal in the steamer was getting low. The date at which the captain was to report at Unalaska had passed, so, making a desperate effort and proceeding as best we could through the storm, we were fortunate enough to get into the harbor of Unalaska, the quiet waters of which seemed very delightful after the tossing of the previous week. Going ashore for our mail, I had the unpleasant experience to find that through some one's blunder my whole mail for the summer had been sent into the Arctic, and eventually did not reach me until weeks after my return to my office in Washington. This, however, was not as bad as the disappointment of the teachers and traders at Point Hope and Point Barrow in the Arctic at the loss of their annual mail, which was sent them in the spring of 1895. It has not yet reached them, and information secured recently in the office at Washington locates the missing mail still on Puget Sound. If there are no further delays, the letters which were sent in the spring of 1895 will probably reach their destination in the fall of 1897—two and a half years after they started.

At Unalaska, finding that the United States revenue cutter *Wolcott* was under orders to proceed to Sitka, I sought and secured permission from Captain Hooper to accompany her. Going on board the morning of the 20th of September, we got under way during the forenoon and proceeded to sea in company with the cutters *Corwin* and *Grant* and two English men-of-war. It was the disbanding of the Bering Sea fleet for the season. The passage through the Aleutian Islands was made by the Analga Pass. The day was pleasant and the sail along the south side of the Aleutian Islands with their wonderful scenery delightful. On the 21st a short call was made at Belkofsky to ascertain the condition of a small Aleutian settlement, where the people were said to be out of food. Learning that the settlement was safe, we were again under way for Sitka. The pleasant weather of the 20th and 21st was the calm before the approaching storm. While tornadoes were sweeping along the Atlantic coast, destroying much property in towns and cities, a similar storm raged along the Pacific, and, commencing with the 22d, for a week we were tossed and buffeted as the North Pacific in the late fall knows how to do. Much anxiety was felt for the safety of our vessel. Boxes of oil were adjusted so that the drippings could stay somewhat the severity of the waves, and no doubt contributed greatly to the safety of the vessel. But it is a long road that has no turn. So after the discomforts of the protracted storm, we entered on the 28th the land-locked island-studded harbor of Sitka with satisfaction and thankfulness.

The interval between September 29 and the departure of the mail Steamer *City of Topeka* on October 10 was given to schools and educational work at Sitka. Taking in charge two young girls—Misses Lotta Hilton and Elizabeth Walker—who were sent to the Indian school at Carlisle, Pa., we sailed from Sitka on the 10th of October. The following day a call was made at Juneau. On the 12th we reached Fort Wrangel and on the 13th visited Metlakahtla, reaching Seattle on the 16th, leaving the same night by train over the Northern Pacific Railroad. My trip was concluded by reaching Washington, October 22, having traveled 18,465 miles.

As in the past, so again this season I have been greatly indebted for facilities of transportation furnished me by the Revenue-Cutter Service of the Treasury Department. The permission accorded by the honorable Secretary of the Treasury and Capt. C. F. Shoemaker, Chief of the Revenue-Cutter Service, was cordially seconded by Capt. C. L. Hooper, commanding the Bering Sea fleet; Capt. Francis Tuttle, commanding the *Bear*, and Capt. Martin L. Phillips, commanding the cutter *Wolcott*, together with the officers of the *Bear* and the *Wolcott*.

I have the honor to be, sir, very respectfully, your obedient servant,

SHELDON JACKSON.

Hon. W. T. HARRIS, LL. D.,
Commissioner of Education, Washington, D. C.

CHAPTER XXXV.

NECROLOGY, 1895.

AUSTIN, CLARENCE WILLIS, in Hartford, Conn., February 18; born in Suffield, Conn., December 23, 1870; graduated at Yale in 1892; was a teacher of Latin in the Connecticut Literary Institute at Suffield.

AVERY, JOHN HUMPHREY, in Cleveland, Ohio, May 25; born in Boston July 22, 1807; fitted for college at Phillips Andover, attended Yale and Amherst, and graduated at Union College in 1834. He taught a select school in New Holland, Pa., and in Ephrata, Pa., and lectured upon the "Laws of life" in various schools and colleges.

BAILEY, Judge JOSEPH MEAD, in Freeport, Ill., December 15; born in Middlebury, Vt., June 22, 1833; graduated at the University of Rochester, 1854. He was a justice of the supreme court of Illinois, a trustee of the University of Chicago, and for a number of years dean of the Chicago College of Law.

BATTELL, ROBBINS, philanthropist, Norfolk, Conn., January 26; born in Norfolk April 9, 1819; graduated at Yale in 1839. He and his family gave to Yale $300,000. He also gave $10,000 to other institutions, among them Marietta College.

BATTEY, Dr. ROBERT, in Rome, Ga., November 8; born in Augusta, Ga., November 26, 1826; graduated at the University of Pennsylvania in 1856 and at the Jefferson Medical College in 1857. He spent his professional life in Rome, was professor of obstetrics in Atlanta Medical College, 1873–1875.

BAXTER, Mrs. MARY ELIZABETH ROBERTS, philanthropist, Rutland, Vt., November 9; born in Manchester, Vt., June, 1829. Gave $100,000 for library in Rutland; gave also to other educational and religious objects.

BEACH, NATHANIEL, at Norwichtown, Conn., November 3; born in Wendham, N. J., October 5, 1809; graduated at Williams College in 1832 and at Andover Theological Seminary in 1836. He taught in Pittsfield, Mass., and while pastor of the church in Millburg, Mass., had principal charge of the schools.

BEECHER, EDWARD, D. D., in Brooklyn, N. Y., July 28; born in East Hampton, Long Island, August 27, 1803; graduated at Yale in 1822; taught languages in the Grammar School, Hartford, Conn., 1822–1824; tutor in Yale, 1825–26; studied at Andover Theological Seminary, and was ordained pastor of the Park Street Church, Boston, Mass., December 27, 1826; was president of Illinois College, 1830–1844. He was the author of numerous books.

BENNETT, Rev. HENRY STANLEY, at Nashville, Tenn., August 5; born in Brownsville, Pa., in 1838; graduated from Oberlin College in 1860, and from Oberlin Theological Seminary in 1863; was pastor in Wakeman, Ohio; in 1867 became pastor of the church connected with Fisk University, and teacher of German and theology in the university; was especially helpful in promoting the public-school work of the State.

BILLS, D. HOWARD, at Quincy Point, Mass., September 4; born in Hope, Me., in 1817; taught school early and was active in school supervision.

BLAKE, Prof. ELI WHITNEY, A. M., at Hampton, Conn., October 1; born in New Haven, Conn., April 20, 1836; graduated at Yale in 1857; spent a year at the Sheffield Scientific School and several years at the universities of Heidelberg, Marburg, and Berlin, studying chemistry and physics; was professor of chemistry and physics at the University of Vermont and State Agricultural College; professor of physics and the mechanic arts at Cornell, 1868–1870; during a portion of the same time was acting professor of physics at Columbia College, and from 1870 until June, 1895, filled the chair of physics at Brown.

BLODGETT, EDWARD PHELPS, at Roslindale, Mass., December 28; born in East Windsor, Conn., August 23, 1815; graduated at Amherst in 1838; taught one year at Hatfield Academy; attended Andover Theological Seminary; was superintendent of the Greenwich (Mass.) schools for thirty years.

BOISE, JAMES ROBINSON, in Chicago, Ill., February 9; born in Blanford, Mass., January 27, 1815; graduated at Brown in 1840, and at once was appointed tutor of ancient languages in his alma mater. In 1850 he went abroad to study. In 1862 he became professor of the Greek language and literature in the University of Michigan; in 1868 took the same chair in the University of Chicago, and in 1877 was appointed professor of New Testament interpretation in the Baptist Union Theological Seminary. On the establishment of the new University of Chicago he was made professor emeritus of New Testament Greek.

BOYESEN, Prof. HJALMAR HJORTH, in New York City, October 4; born in Frederiksvaern, Norway, September, 23, 1848; graduated at the University of Christiana in 1868; came to the United States in 1869; occupied the chair of Latin and Greek in Urbana University, and while there began his first novel. He spent a year at Leipsic in the study of philology, and in 1874 was appointed assistant professor of the German language and literature in Cornell University, where he remained until 1880; he then became an instructor in German at Columbia College, and in 1882 professor of that language; in 1890 the chair of Germanic languages was established in order that he might fill it.

BROADUS, Rev. Dr. JOHN ALBERT, in Louisville, Ky., March 16; born in Culpeper County, Va., January 24, 1827; graduated at the University of Virginia in 1850; was assistant professor of Latin and Greek there, 1851–1853; pastor in Charlottesville, Va., for a number of years. He became professor of New Testament interpretation and homiletics in the Southern Baptist Theological Seminary in 1859, when first established in Greenville, S. C., and removed with it later to Louisville. He remained with it until his death, being its president for a number of years. His general publications were highly esteemed.

BROOKS, ARTHUR, D. D., brother of Rev. Phillips Brooks, at sea, July 10; born in Boston, June 11, 1845; graduated at Harvard in 1867; studied at Andover Theological Seminary, and graduated at the Protestant Episcopal School in Philadelphia. Was rector at Williamsport, Pa., Chicago, Ill., and New York City, and was president of board of trustees of Barnard College and an overseer of the Divinity School in Philadelphia.

BROWN, Mrs. CHARLES EMERSON, in East Orange, N. J., February 5; born in Andover, Mass., April, 1838. She was the daughter of Prof. Ralph Emerson, of Andover Theological Seminary, and wife of Rev. William B. Brown, D. D.; graduated at Abbott Female Seminary, and studied modern languages and music in Europe; on her return she taught languages at the seminary at Rockford, Ill., and organized a conservatory of music. She was prominent in all movements for the uplifting of woman.

BRUSH, WILLIAM, D. D., in Englewood, Ill., April 29; born in New Fairfield, Conn., February 19, 1827; graduated at Yale in 1850; began to preach in 1851, and remained in and around Stockport, N. Y., until 1858, when he removed to Iowa. He was called to the presidency of Upper Iowa University at Fayette, and remained in that position nine years. After fifteen years of church work in Texas and Iowa he filled the presidency of Dakota University at Mitchell from its opening in 1885 until 1892, during a portion of which time he was consul at Messina, Sicily. In 1892 he was induced to take the presidency of the University of Iowa, at Sioux City, but was obliged by his health to give it up at the end of two years of hard work and also the task of financial agent of the University of Dakota, which he had undertaken to perform.

CALKINS, NORMAN A., LL. D., in New York City, December 22; born in Gainesville, N. Y., September 9, 1822; was educated in the district and classical schools of that locality, and at the age of 18 began to teach. He became principal of the Central School of Gainesville, and in 1845-46 was elected superintendent of schools; removed to New York City, edited The Student and Schoolmate, and engaged in conducting teachers' institutes. He was elected assistant superintendent of the public schools of New York City in 1862, and held the office by reelection until his death. For a long time he taught methods and principles of education in the Saturday Normal School. He was professor of the same in the normal school of the city of New York, and published a number of books on educational subjects. He was president of the National Educational Association, was, with John Eaton and Z. Richards, an incorporator of the association, and was an efficient chairman of the board of trustees until his death.

CHANDLER, Dr. THOMAS HENDERSON, LL. B., D. M. D., in Boston, August 27; born in that city July 4, 1824; graduated from Harvard in 1848; taught in the Latin School, and had charge of the famous Dr. Tower's School under Park

Street Church and taught there a number of years; was made adjunct professor of mechanical dentistry at Harvard in 1869, full professor in 1871, and dean of the dental faculty in 1874.

CLARK, Rev. Dr. NATHANIEL GREEN, in West Roxbury, Mass., in January; born in Calais, Vt., 1824; graduated at the University of Vermont, where he served as a tutor for several years, and studied theology at Andover and Auburn seminaries. He was professor of English literature and later of Latin at the University of Vermont, and still later of English literature and logic. He was a trustee of Wellesley and Mount Holyoke, and secretary of the American Board of Foreign Missions from 1865 until his death, and specially promoted education in foreign lands.

COGSWELL, PARSONS BRAINARD, Concord, N. H., October 28; born in Henniker, January 22, 1828; editor and for many years member of the school board of Concord and of the board of education, and trustee of the State Normal School.

COIT, Rev. HENRY AUGUSTA, D. D., LL. D., in Concord, N. H., February 5; born in Wilmington, Del.; was educated at St. Paul's School, Long Island, and took a partial course at the University of Pennsylvania. He entered the Protestant Episcopal ministry, and engaged in missionary work in Clinton County, N. Y. His life work was the building up of St. Paul's School, at Concord, of which he became rector when it was established in 1856, and from an attendance of five or six he made it one of the most noted academies of the country. He was elected to the presidency of Trinity College and Hobart College, but declined both, remaining at St. Paul's until his death.

COPPEE, HENRY, LL. D., in Bethlehem, Pa., March 22; born in Savannah, Ga., October 13, 1821; studied one year at Yale; graduated at West Point in 1845, and was assigned to the artillery. He served through the Mexican war, and from its close until 1855 was professor of geography, history, and ethics at West Point; from 1855 till 1866 was professor of English literature and history in the University of Pennsylvania. He then organized and was president of Lehigh University until 1874, from which date until his death he was professor of English literature and history and of international and constitutional law in that institution. His writings are numerous. He was a Regent of the Smithsonian Institution, a Member of Congress, and United States commissioner on Government assay of coin in 1874 and 1877.

COTTON, SAMUEL CARLETON, in Orlando, Fla., December 9; born in Sandown, N. H., August 16, 1830; graduated at Dartmouth in 1860; taught in Gloucester, Mass., and Georgetown, Mass.; was superintendent of schools, Cedar Falls, Iowa, principal of high school, Freeport, Ill., and superintendent of schools, Mount Carroll, Ill.

CRAIGHEAD, Rev. JAMES GEDDES, D. D., in New York City, April 28; born in Carlisle, Pa., in 1833; graduated from Dickinson College and studied theology in Union Seminary; was an editor of the Evangelist for fourteen years and for a number of years dean of the theological faculty of Howard University.

CURTIS, GEORGE EDWARD, in Washington, D. C., February 8; born in Derby, Conn., July 8, 1861; graduated at Yale in 1882; was connected with the United States Signal Office and professor of mathematics in Washburn College, Kansas, and did valuable work for the United States Geological Survey in connection with the subject of irrigation and for the Smithsonian Institution in editing meteorological tables.

DANA, Prof. JAMES DWIGHT, LL. D., in New Haven, Conn., April 14; born in Utica, N. Y., February 12, 1813; graduated at Yale in 1833; was appointed instructor in mathematics to midshipmen in the United States Navy; in 1836 became assistant to Professor Silliman; was in 1838 the mineralogist and geologist to the United States exploring expedition which was sent to the Pacific Ocean under Lieutenant Wilkes. He occupied the Silliman professorship of geology and mineralogy in Yale from 1850 until his death, and was the author of several works on those subjects.

DAVIDSON, Mrs. ELEANOR, near Lyons, N. Y., February 8; born in Rochester; taught for some years in Mount Morris, N. Y.

DAWSON, Col. NATHANIEL HENRY RHODES, Lit. D., in Selma, Ala., February 1; born in Charleston, S. C., February 14, 1829; graduated from St. Joseph's College, Mobile, Ala., and was admitted to the bar in 1850. He was a delegate to the Charleston and Baltimore conventions, withdrawing from the former under instructions from his State convention. He entered the Confederate service as captain, and during the last two years of the war commanded a battalion. In 1863–64 was a member of the Alabama legislature. After the war he resumed the practice of law. In 1876 he became trustee of the State University, and so continued. Was member, and a portion of the time chairman, of the Democratic State executive committee 1876 to 1886, and by many was urged as a candidate for governor. He was speaker of the Alabama house of representatives 1880-81, and General Eaton having resigned as United States Commissioner of Education in November, 1885, Mr. Dawson was appointed and qualified as Commissioner August 6, 1886, and continued in service until September 3, 1889. He retained the trained assistants of the Bureau, secured as his chief clerk Hon. J. W. Holcombe, an experienced educator, and left a distinct mark of his work by carrying forward the plans for the publication of college histories under the supervision of Dr. H. B. Adams. He was especially esteemed for his high sense of honor and for his gentlemanly bearing toward all.

DAY, Prof. EDWARD HARTSWICK, in Algiers, January 4; born in Bath, England, in 1833. He was a brother of Justice Sir John Day, of England; was educated in the Roman Catholic College of Downside and the London School of Mines. He did geological work with Huxley, Owens, Hawkins, and Ethridge. Came to this country as assayer for a mining company in Montana, and on the failure of that enterprise became master assayer in the School of Mines of Columbia College. From 1872 until his death he was professor of natural sciences in the New York Normal College.

DILLINGHAM, Miss MABEL W., in Calhoun, Ala.; born in New England and educated in Boston; taught in Hampton, Va., for a number of years, and with Miss Thorn, another Hampton teacher, bought a farm in Lowndes County, near Calhoun, Ala., and established a school on the plan of Hampton.

DORSEY, JAMES OWEN, in Washington, D. C., February 4; born in Baltimore, Md., October 31, 1848; attended the City College, of Baltimore; spent a year in teaching, and studied theology at the Seminary of Virginia, and became an authority on ethnology.

DOUGLAS, THOMAS, in New London, Conn., January 25; born in Waterford, Conn.; graduated at Yale in 1831, and studied at Yale Divinity School and at Andover Theological Seminary; taught in Brooklyn, N. Y., and Norwich and New London, Conn., having charge of the Union School in the last place from 1836 to 1844. Sailing to the Sandwich Islands for his health, he remained, and became assistant to Amos S. Cook in a school attended by the children of the royal family. He returned to the United States, and taught in San Francisco, and is said to have been the first American teacher there.

DOUGLASS, FREDERICK, Washington, D. C., February 20; born a slave in 1817; educated himself as best he could, and became one of the most cultured and eloquent pleaders for the elevation of his race; in 1877 he was appointed United States marshal of the District of Columbia; in 1881 recorder of deeds for the District of Columbia; in 1889 minister resident and consul-general to Haiti and chargé d'affaires to Santo Domingo.

DUNCAN, Gen. SAMUEL AUGUSTUS, in Englewood, N. J., October 18; born in Plainfield, N. H., June 19, 1836; graduated at Dartmouth in 1858; was principal of the high school, Quincy, Mass.; tutor in Dartmouth College, school commissioner of Grafton County, and served through the war. He was successively special agent United States Treasury Department, chief examiner in Patent Office, and Assistant Commissioner of Patents.

DURELL, Rev. GEORGE W., in Somerville, Mass., August 26; born in Kennebunkport, Me., in 1818; graduated from Bowdoin, and was at once made principal of Limerick Academy. After teaching four years, he attended the Virginia Theological Seminary. He served on the school boards of Calais, Me., eleven years while occupying a pastorate there, and filled a like position for thirteen years when settled in Somerville.

EATON, DANIEL CADY, LL. D., in New Haven, Conn., June 29; born in Fort Gratiot, Mich., September 12, 1834; graduated from Yale in 1857; studied botany at Harvard, and in 1864 accepted the chair of botany at Yale which was made for him and remained there until his death. His most noted works were The Flora of the Southern States and The Fauna of North America. He left an unpublished work on Eaton Genealogy.

EATON, DARWIN G., A. M., Ph. D., in New York City, March 17; born in Chautauqua County, N. Y., in 1822; began teaching at 18 and passed through the State Normal School at Albany, N. Y. He immediately became instructor of physiology, and in 1851 was called to the Brooklyn Female Academy, afterwards the Packer Collegiate Institute, where he had the general charge of instruction in natural science for thirty-two years. During this time he visited Europe in the interest of his scientific and educational studies; was acting president of the institute one year, and was offered the presidency at President Crittenden's death. He was one of the first members of the council of the

Brooklyn Institute of Arts and Sciences and a member of the American Association for the Advancement of Science.

EATON, LEONHARD H., teacher in Pittsburg, Pa., February 10; born in Groton, N. H., in 1819; president and superintendent of the Western Pennsylvania Humane Society. He was widely known and for thirty years was prominent as an educator.

ELLIS, HARRY, in Cambridge, Mass., April 1; born there in 1859. He received a common-school education, and devoted himself to manual training, being superintendent of the Rindge School in Cambridge from its establishment.

EMERY, EDWIN, in New Bedford, Mass., in September; born in Sanford Me., in 1836. After graduating from Bowdoin College, he served as principal of the high schools in Gardiner and Belfast, Me., Great Falls, N. H., and Southbridge and Northbridge, Mass. He was also instructor of cadets on board the United States school-ships *J. C. Dobbin* and *S. P. Chase*.

FOSTER, Prof. LUTHER C., in Ithaca, N. Y., February 1, aged about 72. He was for many years superintendent of the public schools of Elmira and of the graded schools of Ithaca, which he raised to the rank of third in the State.

FULLER, Rev. SAMUEL, D. D., in Middletown, Conn., March 8; born in Rensselaerville, N. Y., in 1802; graduated from Union College in 1822; was principal of the Hudson Academy in 1823, and then tutor in the family of Mrs. Carter, of Halifax, Va. He graduated from the General Theological Seminary, New York City, in 1827; was appointed lecturer on Christian life at Philadelphia in 1853, and was professor of Latin and interpretation of the Holy Scriptures at Berkeley Divinity School, Middletown, Conn., from 1859 until 1883, when he became professor emeritus. In 1831 he was editor of The Churchman, and in 1844 acting president of Kenyon College.

FULTON, Rev. ROBERT, S. J., in San Jose, Cal., September 5; born in Alexandria, Va., June 28, 1826; in his youth he was a page in the United States Senate. Intending to prepare for a military career at West Point, he entered Georgetown College and joined the Jesuit society. He taught in Frederick, Md., and at Georgetown, D. C.; was connected with Boston College from its beginning, and was for many years its president.

GARDNER, Rev. GEORGE WARREN, D. D., in New London, N. H., April 27; born in Pomfret, Vt., October 8, 1838; fitted at Thetford (Vt.) Academy; graduated at Dartmouth in 1852; principal of Black River Academy, Ludlow, Vt., 1852–53, and held the same position at Colby Academy, New London, N. H., 1853–1861. He was licensed to preach in 1853; traveled abroad; pastor in Charlestown, Mass., 1861–1873; home secretary of American Baptist Missionary Union; occupied pastorates at Cleveland, Ohio, and Marblehead, Fitchburg, and Waltham, Mass.; was president of Central University of Iowa at Pella, 1881–1885; instructor in Biblical literature and Christian evidences in Colby Academy from 1890 until his decease.

GAYARRÉ, Judge CHARLES ÉTIENNE ARTHUR, in New Orleans, La., February 11; born in that city January 9, 1805; graduated at College of New Orleans; studied law in Philadelphia; eminent as a jurist, statesman, and historian.

GOODHUE, JONATHAN ELBRIDGE, in Newark, N. Y., March 17; born in Deerfield, N. H., April 15, 1824; was a member of the class of 1852 in Yale College; taught school several years; studied at the Berkeley Divinity School, Middletown, Conn.; occupied pastorates in Connecticut, Illinois, Iowa, and New York; taught three years in Griswold College, Davenport, Iowa.

GRAVES, Rev. SAMUEL, in Grand Rapids, Mich., January 20; born in Acworth, N. H., about 1820; graduated from Colgate University; tutor there four years; pastor at Ann Arbor, Mich., three years; professor of Greek at Kalamazoo College nine years; pastor at Norwich, Conn., ten years and at Grand Rapids, Mich., fifteen years. For the last nine years of his life he was the efficient president of the Baptist Seminary at Atlanta, Ga.

HAM, ALONZO G., in Pembroke, Mass. He was twenty-three years principal of the Lincoln School and six years principal of the Hart School, Boston.

HARRINGTON, Col. SAMUEL, in Boston, Mass., October 5; born in Paxton, Mass., in 1839; graduated at Amherst; taught the grammar schools of New Bedford and Gloucester, Mass., and Melrose (Mass.) High School; was instructor in the English High School of Boston, and was from 1876 until his death principal of the Eliot Grammar School, Boston. He had a very honorable military record.

HARRIS, Rev. W. A., D. D., in Roanoke, Va., September 4, aged 68. He was a successful educator for forty years; was president of Wesleyan Female Institute at Staunton, Va., for twenty-seven years and president of the Virginia College for Young Ladies at Roanoke, Va., at the time of his death.

HASBROUCK, WASHINGTON, in Newburg, N. Y., February 24; born in New Paltz, Ulster County, N. Y.; was vice-principal of Kingston (N. Y.) Academy for three years; established classical schools at Saugerties and Jersey City, N. J., where he remained twenty years. Many of his pupils became prominent. He was principal of the State Normal School at Trenton, N. J., for thirteen years.

HAYWOOD, Bishop ATTICUS G., LL. D., in Oxford, Ga., January 19; born in Georgia in November, 1839; became a Methodist minister in 1859. In 1876 he assumed the presidency of Emory College, Macon, Ga., which he held eight years. From 1883 he was general agent of the Slater fund for the education of the freedmen of the South. He was a leading bishop of the Southern Methodist Church.

HENRY, Rev. THOMAS, in New Orleans, La., December 6; born in County Derry, Ireland, in 1856; was educated at Dundalk; entered as a novitiate at Lyons, France; taught four years at Laseyne-sur-Mer, and read theology at Lyons. Came to this country in 1878; was prefect of classes at Jefferson College seven years; became president of that institution in 1887, and was superior of All Hallow's College, Salt Lake City, for four years.

HERRICK, HENRY, in North Woodstock, Conn., March 11; born in Woodbridge, Conn., March 5, 1803; fitted for college at Phillips (Andover) Academy, Massachusetts; graduated at Yale College in 1822; taught in West Springfield, Mass., 1822–23; Berkeley scholar and teacher in Hopkins Grammar School, New Haven, 1823–1825; teacher of penmanship in Phillips (Andover) Academy 1826–27. He studied theology at Andover Theological Seminary, and graduated at Yale Divinity School in 1828; principal of female academies in Knoxville, Tenn., and Somerville and Moulton, Ala., 1835–1842; home missionary until 1867.

HILL, ALFRED JAMES, in St. Paul, Minn., June 15; born in London, England, in 1833; archæologist and geographer.

HINE, ELMORE CHARLES, M. D., Atlantic City, N. J., March 8; born in Middlebury, Conn., September 16, 1836; graduated from Connecticut State Normal School and taught in several places; then entered and graduated from Yale Medical College in 1861; served through the war as a surgeon. Since 1880 he had occupied the chair of natural history in Girard College.

HITCHCOCK, Prof. HIRAM AUGUSTUS, in Hanover, N. H., January 17; born in Boston, Mass., May 13, 1857; graduated from Dartmouth in 1879 and from the Thayer School of Civil Engineering in 1881. He became an instructor in civil engineering in the Thayer School in 1883, and from 1887 until decease was associate professor in the same. He served frequently on boards of engineers and as consulting engineer of many large pieces of engineering.

HOLLAND, Rev. GEORGE W., in Newberry, S. C., September 30; born in Churchville, Va., July 16, 1838; graduated from Roanoke College, Salem, Va., in 1857; was tutor in the college for a year, and graduated at Theological Seminary at Gettysburg, Pa. Served during the war in the Confederate Army; became principal of the academical department of Roanoke College; was pastor of Rockingham parish for six years; became professor of ancient languages in Newberry College, and in 1877 president of that institution.

HOPKINS, Mrs. LOUISE PARSONS, in Newburyport, Mass., May 26; born in same place in 1834; received her education from Putnam Free School, Newburyport, and the State Normal School at Framingham, Mass. She taught in Albany, N. Y., Keene, N. H., and New Bedford, Mass.; later she was professor of English literature in the Swain Free School. In 1887 she became one of the Boston school supervisors and served on a commission to investigate and report upon manual training methods and theories. She was a large contributor of articles on educational subjects, especially child culture.

HOUGHTON, HENRY OSCAR, in North Andover, Mass., August 26; born in Sutton, Vt., April 30, 1823; was educated in the common school, Bradford (Vt.) Academy, and University of Vermont. He was a large publisher of educational works and did much toward raising the standard in book making. He belonged to the firm of Houghton, Mifflin & Co., which includes the Riverside Press.

IRWIN, REBECCA, in Albany, N. Y., January 5; was a graduate of the Female Academy and of the Normal College. She was assistant in natural sciences in the Albany High School from its opening in 1868, and a writer for magazines.

KENDRICK, ASHAEL CLARK, in Rochester, N. Y., October 21; born in Poultney, Vt., December 7, 1809; graduated from Hamilton College in 1831; became at once tutor in the Literary and Theological Institute at Hamilton, N. Y., now Colgate University; two years later he became professor of Latin and Greek, and then taught Greek exclusively until 1850. From the founding of Rochester University, in that year, until his retirement as professor emeritus in 1888, he occupied the chair of Greek in that institution. He was an extensive writer, a Hebrew scholar, and well versed in antiquities.

KIRKWOOD, Prof. DANIEL, in Riverside, Cal., June 11; born in Bladensburg, Md., September 27, 1814; spent four years at the academy at York, Pa.; was instructor in mathematics there for five years and was appointed principal of the high school at Lancaster, Pa., in 1843. In 1851 he became professor of mathematics in Delaware College, and president of the same in 1854; two years afterwards he accepted the chair of mathematics in the University of Indiana and remained there until he retired in 1886.

KITCHEL, HARVEY DENISON, D. D., in Danville, N. Y., September 11; born in Whitehall, N. Y., February 3, 1812; graduated from Middlebury College in 1835 and Yale Divinity School in 1838. He occupied pastorates at Thomaston, Conn., Detroit, Mich., and Chicago, Ill., and was president of Middlebury College from 1866 until 1873.

LADD, WILLIAM HENRY, in Boston, Mass., in September; born in Augusta, Me., in 1824; was educated in the Bridgewater Normal School; began teaching at 17; was instructor of English in a German school in Baltimore, Md., and occupied a similar position in one of the grammar schools of Charlestown, Mass., and also in one of the Cambridge grammar schools. In 1855 he became a teacher of rhetoric and elocution in Chauncey Hall, sole principal in 1879, and senior principal and a proprietor in 1884.

LANGSTROTH, LORIAN L., in Dayton, Ohio, October 6; born in Philadelphia, Pa., December 25, 1810; graduated at Yale in 1830, and was a tutor there in 1834–35; entered the Congregational ministry and became principal of a young ladies' seminary in Philadelphia in 1848.

LATHROP, MARY A., in Los Angeles, Cal.; born in Somerville, N. J., in 1855; graduated at the New York Conservatory of Music and the Oswego (N. Y.), Normal School; taught in the New Paltz Normal School and in Oswego Normal School. She studied sloyd abroad and on her return was engaged in sloyd and drawing in the Los Angeles Normal School.

LELAND, LUTHER E., in Newton Lower Falls, Mass., January 12, aged 69; came to Newton as a teacher, and at the organization of the Hamilton School at Newton Lower Falls was made principal and filled that position more than twenty years.

LOCKE, Rev. JOHN W., D.D., in Kansas City, Kans., December 29; born in Paris, Ky., February 12, 1822; graduated from Ohio Wesleyan in 1842; became a minister in the Methodist Episcopal Church and served many pastorates; was president of Brookville College four years, professor of mathematics in De Pauw University twelve years, and president of McKendree College, during which time the highest enrollment in the history of the institution was reached.

LOOMIS, Dr. ALFRED LEBBENS, in New York City, January 23; born in Bennington, Vt., June 10, 1831; graduated at Union College and the College of Physicians and Surgeons; served prominently on the staffs of many New York hospitals, and was connected with University of the City of New York as adjunct professor of the theory and practice of medicine and after 1866 as full professor. He was prominent in many medical societies, wrote extensively on medical subjects, and was active in his efforts for the medical department of the university.

McLAUCHLIN, DANIEL DECIUS TOMPKINS, in Litchfield, Conn., May 26; born in New York City, October 18, 1812; graduated from Yale in 1834; had charge of the classical department of St. Luke's School, New York, for two years, and maintained a classical school in the same city for seven years. He graduated from Union Theological Seminary and spent the remainder of his life in evangelistic work.

MELVIN, SARAH HALE, in South Hadley, Mass., June 4; graduated at Mount Holyoke in 1862, and studied at the Massachusetts Institute of Technology; was a teacher in Mount Holyoke for fifteen years, and was connected with the English department for the last ten years.

MERRIAM, Prof. AUGUSTUS CHAPMAN, in Athens, Greece, January 19; born in Locust Grove, N. Y., May 30, 1843; graduated at Columbia College in 1866; was a tutor in Latin and Greek there, 1868–1880; adjunct professor of Greek, 1880–1889, and professor of Greek archæology and epigraphy from 1889 until his death. He was also senior active professor in the school of philosophy and one of the senior instructors in the school of arts of the college. He was at one time president of the New York Archæological Institute, president of the American Philological Society, and a director of the American School at Athens. He superintended many excavations, and wrote numerous papers on inscriptions, etc.

MILLER, H. THANE, in Cincinnati, Ohio, December 7; he established and was at the head of the Mount Auburn Institute for thirty years; was blind for a number of years; a notable singer and leader in Young Men's Christian Association work.

MINER, Rev. ALONZO AMES, A. M., LL. D., in Boston, Mass., June 14; born in Lempster, N. H., August 17, 1814; studied at Lebanon, Franklin, and Hopkinton, N. H., and Cavendish, Vt.; began teaching at 16, and served four years as principal of the Scientific and Military Academy at Unity, N. H. He devoted himself for a number of years to the ministry of the Universalist Church, and filled pastorates at Lowell and Boston. He was active in the foundation of Tuft's College, and was its president from 1862 to 1874; was an overseer of Harvard, member of the Massachusetts State board of education, chairman of the board of visitors of the State Normal Art School, president of the trustees of Bromfield School at Harvard, and of the board of trustees of Dean Academy, at Franklin.

MINOR, JOHN BARBEE, in Charlottesville, Va., July 29; born in Louisa County, Va., June 2, 1813; was educated at Kenyon College and University of Virginia; studied law and went to Charlottesville in 1840 to practice. In 1845 he was elected professor of law at the University of Virginia, and was in charge of the law school for a number of years; later he filled the chair of common and statute law and conducted a summer law school from 1870 until his death. He was a special friend of public schools.

MONKS, JAMES RICHARD, in Elmira, N. Y., February 25; born in Paterson, N. J.; graduated at Union College. He was a teacher in Elmira from 1870, being first assistant and principal of the Free Academy.

MOORE, MARY E., in Chicago, Ill., November 11; was a teacher in the Collegiate Institute in Salt Lake City, Utah, for sixteen years.

MOREY, Prof. J. H., in Concord, N. H., March 12, aged 59; born in Franklin, N. H.; was one of the officers of the New Hampshire Musical Society, and also one of the best-known music teachers in the State.

MORRIS, JOHN GOTTLIEB, in Lutherville, Md., October 10; born in York, Pa., November 14, 1803; graduated from Dickinson College in 1823, and at Princeton Theological Seminary in 1826; was pastor of the First English Lutheran Church, Baltimore, for thirty-four years; trustee of Peabody Institute; one of the principal founders of the College for Women in Lutherville, Md.; a lecturer on natural history in Pennsylvania College, Gettysburg, Pa., from 1834, and for a long period professor of natural history in the University of Maryland. He was prominent in church polity and an extensive writer on ecclesiastical and scientific subjects.

MOULDER, ANDREW J., in San Francisco, Cal., October 14. He was superintendent of the city schools, State superintendent of public instruction, and was prominent in educational conventions.

NASON, HENRY BRADFORD, Ph. D., in Troy, N. Y., January 18; born in Foxboro, Mass., June 22, 1831; graduated at Amherst in 1855 and studied chemistry at the University of Göttingen; was appointed professor of natural history at Rensselaer Polytechnic Institute, Troy, N. Y., in 1858, and later professor of chemistry and natural sciences in Beloit College, Wisconsin. In 1866 he was called to the chair of chemistry and natural sciences at the Rensselaer Polytechnic Institute, which he occupied until his death. He wrote numerous text-books on chemistry.

NOONEY, JAMES, in Chester, Mass., April 12; born in the same town August 12, 1810; graduated at Yale in 1838; was professor of mathematics in the United States Navy two years, tutor at Yale three, professor of mathematics and natural philosophy in Western Reserve College four years. He was engaged on the survey of the boundary between Mexico and the United States and astronomer of the commission on the boundary line between the United States and Great Britain in 1859.

NORTHEND, CHARLES A., in New Britain, Conn., August 8; born in Newbury, Mass., April 2, 1814; was educated at Amherst College; became an assistant teacher in Dummers Academy; taught in South Danvers, and was master of Epps School, in Salem, for twelve years; was superintendent of the public schools of Danvers for three years and of the New Britain, Conn., public schools for eleven years. He traveled over New England, New York, and Pennsylvania in the interest of education, and held teachers' meetings and lectured for several years in Connecticut. For fifty years he was a member, and once president, of the American Institute of Instruction, held the same office for a number of years in the Essex County Teachers' Association, and wrote quite extensively on educational subjects.

NORTON, FRANKLIN BURROUGHS, in Fernando, Cal., April 13; born in Ware, Mass., March 5, 1833; graduated at Amherst, 1856; taught in Missouri and Tennessee, 1857–1861; graduated from Chicago Theological Seminary, 1864, and spent the largest part of his life in the ministry.

OLIVER, Prof. JAMES EDWARD, in Ithaca, N. Y., March 27; born in Portland, Me., July 27, 1829; graduated at Harvard in 1849 and was in the office of the American Ephemeris and Nautical Almanac until 1871, when he was called to Cornell as assistant professor of mathematics. He succeeded to the chair in 1873, and remained at the head of the department until his death.

PACKARD, Dr. LIBERTY D., in Boston, Mass., early in January; born in Brockton, Mass., September 13, 1831; was educated in the public schools and graduated from the New York Homeopathic College in 1862. He practiced his profession thirty-two years, and was an active and efficient member of the Boston school committee for a number of years.

PAINE, TIMOTHY OTIS, in Boston, Mass., December 6; born in Winslow, Me., October 13, 1824; graduated at Waterville College, Maine, in 1847; became a Swedenborgian minister, and was for many years after 1866 professor of Hebrew in the theological school of the New Jerusalem Church in Boston. He became an acknowledged authority on Egyptology.

PAINTER, CHARLES CORNELIUS COFFIN, in Great Barrington, Mass., January 13; born March 21, 1833, in Drapers Valley, Va.; graduated from Williams College in 1858 and from the Theological Seminary at Hartford, Conn. He was a professor of theology in Fisk University at Nashville, Tenn., for a number of years, and at the time of his death was a member of the Indian Commission, having been active as an agent of the Indian Rights Association since 1880.

PARK, CALVIN EMMONS, in West Boxford, Mass., March 4; born in Providence, R. I., December 30, 1811; studied at Brown University one year, and graduated at Amherst College in 1831; was principal of the Classical School of Weymouth and Braintree a year; graduated from Andover Theological Seminary in 1835. He occupied pastorates in Maine and Massachusetts, was a tutor in Amherst, instructor of rhetoric in Colby University, and carried on a private school for boys in West Boxford, Mass., for many years.

PAYNE, JOHN KERR, in Knoxville, Tenn., June 16; born in Pine Grove, Gallia County, Ohio, September 26, 1839; graduated at Yale in 1865, having spent three years at Marietta College, Ohio. At graduation he became professor of mathematics in East Tennessee University, at Knoxville, and remained there twelve years.

PEARL, ISAAC EMERSON, in Farmington, N. H.; born in same place September 26, 1857; graduated at Dartmouth in 1882; taught mathematics in Williston Seminary, Easthampton, Mass., in Mrs. Shaw's private school in Boston, and also in Boston Evening High School. Was admitted to the bar and practiced his profession.

PERKINS, Prof. WILLIAM RUFUS, in Erie, Pa., January 28; born in that city September 1, 1847; graduated at Western Reserve College in 1868; was tutor there three years; admitted to the bar in 1878; assistant professor of Latin and Greek in Cornell University and later of history; traveled abroad; professor of history in Iowa State University, and was a delegate to the eighth centenary of the University of Bologna, Italy. He seemed just entering upon a literary career at his death, having published several poems of unusual merit.

PERRY, RUFUS LEWIS, in Brooklyn, N. Y., June 18; born in Tennessee about 1833; son of a slave; graduated at Kalamazoo in 1861; became a baptist minister; was superintendent of a freedmen's school for a number of years. He was considered one of the best scholars the negro race has produced.

PITCHER, Gen. THOMAS GAMBLE, in Fort Bayard, N. Mex., October 21; born in Rockport, Ind.; graduated at West Point; had a brilliant military career, and was superintendent of the United States Military Academy 1866–1871.

POLLENS, Prof. LOUIS, in Hanover, N. H., September 28; born in the Canton of Vaud, Switzerland, March 10, 1838; was educated in the local schools and cantonal college; came to America in 1851, and taught French in the mission school at Grande Ligne, Quebec, at Fort Edward and Keeseville, N. Y., and at the University of Vermont 1868–1874; had been professor of modern language in Dartmouth since 1877.

POOLE, REUBEN BROOKS, in New York City, April 6; born in Rockport, Mass., in 1834; graduated at Brown University in 1857. He taught in the Rockport High School one year, and in 1860–1864 was a teacher in the House of Refuge in Philadelphia. From 1864 he held the position of librarian of the Young Men's Christian Association of New York City.

PORCHER, FRANCIS PEYRE, M. D., LL. D.; in Charleston, S. C., November 19; born in Berkeley, S. C., December 14, 1825; graduated at the South Carolina

College in 1844, and at the State Medical College in 1847. He held the chair of materia medica and therapeutics at the latter institution for many years, and was a prolific writer on medical and botanical subjects.

POSSE, BARON NILS, in Boston, Mass., December 18; born in Stockholm, Sweden; was educated for the army, and attained a commanding rank; graduated from the Royal Central Institute, and received the degree of master of gymnastics in 1885. He introduced Swedish gymnastics in Boston, and continued teaching them until his death. In May, previous to his death, he was knighted by the King of Sweden.

POWELL, Dr. THOMAS S., in Atlanta, Ga., December 30; born in Virginia in 1825. He organized the Southern Medical College, and was president until his death.

RAYMOND, Rev. CHARLES ATWATER, in West View, Va., March 5; born in New Haven, Conn., in 1822. He filled several pastorates North, and was principal of a female seminary in Newburg, N. Y.; accepted a call to New Orleans, and was subsequently principal of the Fuller Institute and of Edgefield College, S. C. During the war he went North, and from 1863–1871 was superintendent of public instruction for the eastern district of Virginia.

RHOADS, JAMES F., M. D., LL. D., in Bryn Mawr, Pa.. January 2; born in January, 1822; was early a teacher, then studied and practiced medicine, and in 1883 returned to the work of education, accepting the presidency of Bryn Mawr College, where he remained until his health failed him.

RIDGWAY, HENRY BASCOM, in Evanston, Ill., March 30; born in Talbot County, Md., September 7, 1830; graduated from Dickinson College in 1849, and became a circuit rider of the Baltimore conference of the Methodist Church. He occupied pastorates in a number of the leading cities; had been professor of history and theology in Garrett Biblical Institute since 1884, and president and professor of practical theology in the same. He made a tour around the world, and was the author of several books.

ROGERS, ELLIOT FOLGER, A. M., Ph. D., in Cambridge, Mass., October 3. He graduated at Harvard in 1890, held the Parker traveling fellowship, and was State instructor in chemistry in that institution.

ROUNDS, Mrs. LIBBEY N., in South Onondaga, N. Y., February 14; was a graduate of the Cortland State Normal School, and had taught at Groton, Flushing, and Geddes. At the time of her death she was principal of the Indian schools on the Onondaga Reservation.

RYDER, Prof. JOHN ADAMS, LL. D., March 26; born in Lyndon, Pa., 1852; professor of embryology in the University of Pennsylvania; published many pamphlets bearing on his original researches.

SANBORN, DANIEL WEBSTER, in Richmond, Ind., August 19, 1890; born in East Kingston, N. H., June 7, 1836; graduated at Dartmouth in 1860; was principal of high school, Milford, N. H.; associate principal of Chapman Hall, private school, Boston; principal of Academy in Woburn, Mass.; four years vice-principal of Greenpoint Academy, Brooklyn, N. Y., 1874–1877; principal of Mount Washington Collegiate Institute, New York; taught in National School of Elocution and Oratory, and in Shortlidge's Academy, Philadelphia.

SCHAUFFLER, Mrs. MARY REYNOLDS, in New Rochelle, N. Y.; born in Longmeadow, Mass., April 13, 1802; was a teacher in a private school in New Haven, Conn.; went to Turkey as a missionary and established a school for girls in Constantinople; married Rev. William G. Schauffler, and remained in the missionary field forty years.

SCUDDER, HENRY MARTYN, in Winchester, Mass., June 4; born in Panditeripo, Ceylon, being the son of the missionary, Rev. John Scudder, M. D.; graduated at the University of the City of New York in 1840 and at Union Theological Seminary in 1843. He returned to India, and was active in organizing schools and churches for twenty years, when failing health compelled him to retire.

SEELYE, JULIUS HAWLEY, D. D., LL. D., Amherst, Mass., May 12; born in Bethel, Conn., September 4, 1824; graduated at Amherst in 1847; studied at Amherst Theological Seminary, and Halle, Germany, and became pastor in Schenectady, N. Y., until called to be professor of mental and moral science at Amherst in 1858; was Member of Congress from 1874–1876; became president of Amherst in 1877, and so continued until 1890, when he resigned on account of failing health. In Congress he specially promoted the improvement of Indian affairs. He carried Amherst through a critical period, and established among the students a system of self-government. He was noted both as teacher of philosophy and as preacher. He visited India and delivered a noted series of lectures. He was a brother of President L. Clark Seelye, of Smith College.

SEWALL, THEO. L., in Indianapolis, Ind., December 23; born September 20, 1853, in Massillon, Ohio, graduated at Harvard in 1878; conducted preparatory school for boys in Indianapolis and after his marriage started a classical school for girls and continued both schools for a number of years.

SHEDD, Rev. JOHN HASKELL, D. D., in Ourmiah, Persia, April 12; born in Mount Gilead, Ohio, July 9, 1833; graduated at Marietta College in 1856; studied at Lane Theological Seminary and graduated at Andover Theological Seminary in 1859; was connected with the Nestorian Mission in Persia until 1870; professor in Biddle University, North Carolina, 1872–1878. He returned to Persia and was president of Ooroomeeyah College and Theological Seminary.

SHEPARD, WILLIAM ARTHUR, in Ashland, Va., June 3; born in Dorchester, Mass., June 26, 1831; graduated at Yale Sheffield Scientific School in 1852; upon graduation he became instructor of chemistry in Randolph-Macon College, Boydton, Va., and later professor of ancient languages. He served through the war, and taught in Petersburg from the close of the war until called to the chair of natural science in Randolph-Macon College, which had moved to Ashland, Va. He continued his connection with the college until his death, when he was senior member of the faculty and professor of chemistry.

SMITH, JAMES B., in Chicago, Ill., June 13; born June 21, 1825; graduated at Williams College; was principal of the famous Barton Academy, Mobile, Ala.; principal of the Third Ward School, and instructor in the Illinois Female College, at Jacksonville, Ill.

SMITH, SAMUEL FRANCIS, D. D., in Boston, Mass., November 16; born in Boston, October 21, 1808; graduated at Harvard in 1829, and at Andover Theological Seminary. He spent most of his life in religious and literary work, and was professor of modern languages in Waterville College, now Colby University, 1834–1841. Among his literary efforts are the hymns "America" and "The Morning Light is Breaking."

SPALDING, EDWARD, LL. D., at Lake Parmacheene, June 22; born in Amherst, N. H., September 15, 1813; graduated at Dartmouth in 1833, and at Harvard in medicine in 1837. He held many offices of prominence and of public trust; was a member of the city school board of Nashua for many years, and trustee of Dartmouth, 1866–1891.

SPEIR, Dr. SAMUEL FLEET, in Brooklyn, N. Y., December 19; born in that city April 9, 1838; graduated in medicine at the University of the City of New York, 1860; studied abroad, and brought back the use of plaster of paris in the place of splints. He served through the war and after its close was demonstrator of anatomy in the Long Island College Hospital.

SPRAGUE, ADA M., in Macon, Ga., November 23; born in Keene, Ohio, November 15, 1863; attended Wooston College, Texas, and was an assistant in the normal department of the Ballard School, Macon, Ga., at the time of her death.

SPRAGUE, EBEN CARLETON, in Buffalo, N. Y., February 14; born in Bath, N. H., November 26, 1822; studied at Phillips Exeter and graduated at Harvard in 1843; practiced law in Buffalo, and was chancellor of the University of Buffalo for several years.

STARR, OLIVER WINTHROP, in Red Bank, N. J., January 18; a graduate of Hobart College and a teacher of private schools in Yonkers, Port Chester, Hastings, and Red Bank.

STRONG, Judge WILLIAM, at Lake Minnewaska, N. Y., August 19; born in Somers, Conn., May 6, 1808; graduated at Yale in 1824. He had a long and prominent career at the bar and was active in religious movements. For several years he lectured before the Columbian Law School, Washington, D. C., and he also delivered a course of lectures at Union Theological Seminary.

TATTERSON, HARRY JORDAN, at Kennebunkport, Me., July 22; born in Saco, Me., November 12, 1853; graduated from Dartmouth, 1874; taught in a boys' preparatory school at Newburyport, Mass., read law, and was principal of a grammar school at Biddeford, Me., from 1885 until 1895.

TAYLOR, SAFFORD S., in Schuyler Falls, N. Y., January 23; born in the town of Ausable, N. Y., in 1840; taught winter school near his home until the war, when he enlisted as a private. He served two terms as school commissioner in Clinton County, was president of the County Teachers' Association and Sunday School Association.

THOMAS, EDWIN ALONZO, in Toledo, Ohio, March 29; born in Claremont, N. H., June 4, 1832; graduated at Dartmouth in 1855; was principal of Toledo High School, 1855–56; taught in Jackson, Miss., 1856–1859; was admitted to the bar; taught at Raymond, Miss., 1859–1861. He spent the remainder of his life in business.

VAN DER WEYDE, PETER H., in New York City, March 18; born in Nymegen, Holland, in 1813; graduated at the Royal Academy in Delft and became professor of mathematics and natural philosophy at the Government School of Design. He came to this country in 1849, and graduated at the New York

University Medical College in 1856; after three years' practice became professor of physics, chemistry, and higher mathematics at Cooper Institute, and also professor of chemistry in the New York Medical College. In 1864 he accepted the chair of industrial science in Girard College, Philadelphia, and after a few years returned to New York as editor of The Manufacturer and Builder. He was an inventor, painter, musician, and composer.

VAN DYCK, CORNELIUS, M. D., D. D., in Beyreut, Syria, November 16; born in Kinderhook, N. Y., August 13, 1818; graduated from the Jefferson Medical College in 1837; went to Syria as a missionary, and was appointed principal of the Seminary on Mount Tabor. Later he was professor of pathology in the Syrian Protestant College. He was an accomplished Arabic scholar and published many works in Arabic on scientific and religious subjects.

WADDELL, JOHN NEWTON, D. D., LL. D., in Birmingham, Ala., June 9; born in Willington, S. C., April 2, 1812; graduated at the University of Georgia in 1829; entered the ministry of the Presbyterian Church in 1841; was professor of Latin and Greek in the University of Mississippi 1848-1857, and held a similar chair in La Grange College, Tennessee, 1857–1860. He then became president of the last institution, which was closed in 1862; was chancellor of the University of Mississippi 1865-1875, and held the same position in the Southwestern Presbyterian University, Clarksville, Tenn. He was secretary of the Board of Ministerial Education of the Southern Presbyterian Church from 1874.

WALKER, CHARLES L., in Flint, Mich., February 11; born in Otsego County, N. Y., in 1814; became a teacher in 1830; practiced law and held several prominent positions. He was professor in the law department of the University of Michigan for several years, and wrote several historical books.

WARD, Dr. ISAAC M., in Lyons Farms, N. J., February 24; born in Bloomfield, N. J., in 1806; graduated at Yale in 1825; studied medicine at Rutgers Medical School and received his degree in 1828. He became a homeopathist and gained a lucrative practice in Newark, N. J.; was professor in the Homeopathic Medical College of Philadelphia, 1853–1861; held a like position in a kindred institution in New York City, and became its dean.

WEEKS, ASA, in Laconia, N. H., May 3; born in Sanbornton, N. H., December 22, 1816; graduated at Dartmouth in 1846; preceptor Moors Charity School, Hanover, N. H., 1846–1849; usher in Mathers School, Boston, 1849–1856; practiced law, and was clerk in United States Navy Department.

WELD, THEODORE DWIGHT, in Hyde Park, Mass., February 3; born in Hampton, Conn., November 23, 1803; was educated at Phillips Andover Academy. He was a great antislavery advocate and established a school in Eagleswood, N. J., for pupils irrespective of sex or color. From 1864 he taught in Hyde Park until his failing health compelled him to stop.

WESTBROOK, BENJAMIN FRANK, M. D., in Brooklyn, N. Y., April 12; born in St. Louis, Mo., February 4, 1851; graduated at Long Island College Hospital in 1874, and became professor of surgical pathology at that hospital and adjunct professor of anatomy at the Methodist Episcopal and St. Mary's hospitals. He contributed largely to medical literature.

WHEELWRIGHT, ISAAC WATTS, at Byfield, Mass., July 14; born in Newburyport, Mass., September 17, 1801; fitted for college at Phillips Andover Academy; graduated at Bowdoin in 1821 and from Andover Theological Seminary in 1825. He was assistant teacher in Phillips Andover Academy 1822–23, having had classes during his last two years in the seminary at Dummers Academy, Byfield; preached at Harwich, Mass.; principal of Newburyport Academy and taught in New Orleans. In 1833 was appointed agent of American Bible Society in South America and introduced Lancasterian schools into Guayaquil and Quito, and was made director of education by the President of Chile. After an absence of two years in the United States, he conducted a young ladies' school for ten years.

WHITE, Prof. GEORGE L., in Ithaca, N. Y., November 9; born in Cadiz, N. Y., in 1833; served through the war and became treasurer of Fisk University; while there he organized and trained the famous Jubilee Singers. He had been connected with Sage College for a number of years at the time of his death.

WHITE, JAMES, in Williamstown, Mass., September 3; born in Hinsdale, Mass., July 9, 1828; fitted at Williston Seminary; graduated at Williams College in 1851; instructor in Williston Seminary 1851–1853; studied at Andover Theological Seminary, but had to give up on account of his eyes. He was treasurer of Williams College from 1886.

WILBER, MARY COLE, born in Smithfield, Madison County, N. Y., in 1821; studied at Cazenovia Seminary and the Utica finishing school; married Rev. Perlee B. Wilber in 1836. The two founded and were sustaining forces at Wesleyan Female College for years.

WILLETT, WILLIAM MARINUS, in Jersey City, N. J., December 8; born in New York City, January 3, 1803; became a minister of the Methodist Episcopal Church in 1823; was instructor of Hebrew at Wesleyan University in 1838–1841; founded the Biblical Institute at Newburg, Vt., in 1843, and was its president until 1848. He spent most of his life in literary work and published a great deal on religious history.

WILLIAMS, HENRY WILLARD, M. D., in Boston, Mass., June 13; born there December 11, 1821; was educated at the Boston Latin School and Harvard Medical School, graduating in 1849. He continued his studies abroad; was lecturer in Harvard Medical School, 1868–1871, and professor of ophthalmology there, 1871–1891. He was a frequent contributor of medical treatises, confining himself to ophthalmic science.

WOODS, Rev. DANIEL BATES, in St. Louis, Mo., May 30, 1892; born in Andover, Mass., September 20, 1809; fitted at Phillips, Andover, attended Amherst College, graduated at Union College in 1833, and at Andover Theological Seminary in 1837; taught schools for young ladies at Prince Edward Court-House, Appomattox Church, and Cumberland Church, Va. He taught also in Philadelphia, 1844–1849, Cincinnati, 1852–1855, and for a few years in St. Louis.

WRIGHT, J. W. A., in Greensboro, N. C.; was a teacher at Greene Springs for many years.

WYLIE, Rev. THEOPHILUS ADAM, D. D., LL. D., in Bloomington, Ill., June 11; born in Philadelphia, Pa., October 8, 1810; graduated at University of Pennsylvania in 1830; was instructor there; professor of chemistry and natural philosophy in the University of Indiana, 1837–1852; professor of mathematics in Miami University, 1852–1855; held his former position in the University of Indiana, 1855–1864, acting as president in 1859. From 1864 until 1886 he was professor of ancient languages, and at the latter date professor emeritus. He published a history of Indiana.

YOUNGMAN, DAVID, in Boston, Mass., May 11; born in Peterboro, N. H., August 26, 1817; graduated at Dartmouth College, 1837; taught at Franklin, Tenn., Hartford, Vt., and Peterboro Academy; graduated at Dartmouth Medical School, 1846. He was a practicing physician the remainder of his life in Winchester and Boston, Mass., being a member of the school board of the former city.

YONCE, Rev. Dr. WILLIAM M. BROWN, in Salem, Va., March 22; born in Virginia in 1827; had been professor at Roanoke College since 1855.

FOREIGN.

AUTENHEIMER, FREDERICK, June 5; professor of mathematics and director of the technical school at Winterthur, Switzerland.

BARTSCH, SAMUEL, January 10; principal of a preparatory school in Baja, Hungary.

BEBAR, PAUL, October 22; teacher in a secondary school for girls in Nikolsburg, Moravia, Austria.

BECCU, JEAN, in Berlin, Germany, aged 71. He was director of the French Hospital, having given up teaching some years ago; was for many years treasurer of the Diesterweg fund.

BONGHI, RUGGIERO, at Torre del Greco, Italy, October 22; born in Naples, March 20, 1828; founded at Florence "Il Nazionale;" became professor of philosophy at the Academy of Milan in 1859, professor of Greek and literature at Turin in 1864, and subsequently was called to the University of Rome as professor of ancient history. From 1874 to 1876 he was minister of public instruction and was a strong advocate of secular education. He was the author of many philosophical works.

BUNGE, NICHOLAS CHRISTIANOVICH, in St. Petersburg, June 15; born in Kieff, Russia, in 1823. He gained distinction as a professor of political science, economy, and statistics, and in 1881 was appointed deputy minister of finance; in 1882 chosen president of the council of ministers; author of several works on economic, financial, and legal subjects.

CANTRI, CESARE, in Milan, March 11; born in Brivio, near Milan, December 2, 1805; was professor of literature in the College of Sondrio and wrote many historical books.

CARRIERE, MORITZ, in Munich, January 19; born in Criedel, Hesse, March 5, 1817; studied at Giessen, Göttingen, and Berlin; became a private docent at the University of Giessen, and in 1849 was made professor. He wrote many philosophical treatises and lectured on æsthetics at the University of Munich, and later at the Academy of Arts on the history of art.

EDINGER, FRIEDRICK, March 21; professor of languages in Berne, Switzerland.

ENDER, FRANZ JOSEF, in Maeder, Austria, March 25, nearly 80 years of age. He was a very active member of the Vorarlberger Teachers' Association.

FREYTAG, GUSTAV, the novelist, in Wiesbaden, April 30; born in Kreuzberg, Silesia, in 1816; studied at Breslau and Berlin, and was a private docent at University of Breslau eight years.

FRERICHS, in Oldenberg, Germany; vice-president of the Oldenberg Teachers' Association.

GALDO, D. MANUEL MARIA JOSE DI, in Spain, July 18; doctor of science, law, and medicine, director of Institute Cardenal Cisneros; councillor of public instruction; ex-inspector of public instruction.

GAYETTE, GEORGENS JEANNESS MARIE, in Leipzig, Germany, June 14, aged 78, widow of Jau Daniel Georgens. She was a very successful authoress of juvenile books.

GEFFROY, MATHIEU AUGUSTE, in Paris, August 15; born there April 21, 1820; was educated at the Normal School, and was instructor in history at the Lycée Louis Le Grand when he was called to the chair of history at Bordeaux in 1852. In 1872 he became professor of ancient history at Paris, and in 1875 was appointed director of the French school at Rome, where he remained until a short time before his death. He was an authority in Scandinavian history, having made extensive researches.

GIROKUTY, FRANZ, in Budapest, Hungary, September 8; inspector of the museum of education and professor of education.

GLEICHMANN, Professor, September 15; principal of Normal School in Eisenach, Germany.

GENNIT, THEODOR, April 24; teacher of an elementary school in Hagen, Germany. He was, though young, an indefatigable worker in the interests of educational associations.

GNEIST, RUDOLPH VON, in Berlin, Germany, July 22; university professor and one of the most noted and vigorous advocates of the people's school.

GLOGAU, GUSTAV, in Greece, March 17; born in Laukischken in 1844; studied, at Berlin, medicine, history, philology, and philosophy, and after serving through the Franco-Prussian war became a teacher; was professor at the Polytechnicum, Zurich, extraordinary professor at Halle, and professor of philosophy at Kiel, University.

GUNTHER, FRANZ, March 22; head teacher in a realschule (modern high school) in Berlin, Germany. His chief work was aiding the elementary schools.

HELM, county school inspector; died in Upper Franconia, loved and revered by the teachers of Bavaria, Germany.

HOCHEGGER, RUDOLPH, professor of philosophy and pedagogy in the University Czernowitz, Austria; author of numerous essays and treatises on education, and particularly on pedagogy.

HOFFMANN, Dr. FRIEDRICH, March 2; principal of a gymnasium (classical high school) in Berlin, Germany; an eminently practical schoolman, and active as an author in defense of progressive measures; was a member of the Prussian Lower House of Deputies and chairman of the committee on education.

HUG, ARNOLD, at Zurich, Switzerland, June 17; professor of classical philology.

KARFFY, TITUS, March 26; ministerial councilor in Budapest, Hungary. As chief of the division of elementary schools he did much to advance popular education in Hungary.

KECK, CHRISTIAN, in Kiel, Germany, February 6; author of national readers and noted promoter of popular education.

KERN, FRANZ, aged 64; principal of a gymnasium (classical high school) in Berlin, Germany. He was especially interested in improving methods of language instruction, and wrote a popular text-book on pedagogy.

KRAMER, KARL, March 18; teacher in Liestal, Switzerland.

LAHRESSEN, H., in Oldenburg, Germany; president of the Oldenburg Teachers' Association.

LANGENSCHEIDT, Prof. GUSTAV, in Berlin, Germany, November 11; was associated with Professor Toussaint in advocating natural methods in learning foreign languages.

LAUTH, FRANZ JOSEF, in Munich, Germany, February 11; born in 1822; Egyptologist and professor in the University of Munich. He wrote numerous monographs on Egyptology.

LENTNER, P. PAUL, August 21; teacher in Hallein, near Salzburg, Austria. He was active as a member of the city council and chairman of teachers' associations.

LEVAY, FRANZ, in Budapest, Hungary, May 2; ministerial councilor in the department of public instruction.

LUDWIG, KARL, M. D., in Leipsic, Germany, April 25; born in Witzenhausen in 1816. He was a private docent in the University of Marburg in 1842, professor at Zurich 1849–1855, and professor in the Vienna Academy of Military Surgery. For the last thirty years of his life he was professor of physiology at Leipsic. Important discoveries in pathology were made by him, and he invented the kymograph.

LUTZMAYER, IGNAZ, September 23; inspector of city schools, Vienna, Austria.

MARBACH, in Budingen, Germany, August 21; active in educational works and president of the Hessian Teachers' Association.

MARTHA, BENJAMIN CONSTANT, in Paris, France, May 28; born in Strassburg, June 4, 1820; studied in the École Normale, became professor at Strassburg in 1843, went to Douai as professor of ancient literature in 1854 and was transferred to Paris in 1865, becoming professor of Latin prose at the Sorbonne. He was a member of the Academy of Moral Sciences and the author of several famous works.

MEYER, HANS WILHELM, a Danish surgeon, in Venice, June 3; born in 1824. He discovered in the enlargement of the glands between the nose and throat a very frequent cause of arrested mental, as well as physical, development in children.

MULLER, MORITZ, in Pforzheim, Germany, March 19, aged 80; an active promotor of popular education.

MULLER, Dr. VON, March 24; minister of worship and public education in Bavaria, Germany. He developed a vigorous policy in advancing the interests of popular education.

NAGY, STEFAN, May 26; principal of a burgher school in Szegedin, Hungary.

NIKOLITS, ALEXANDER, May 27; director of the Hungarian music school at Budapest, Hungary.

ORDMAN, cantor emeritus, June 19, aged 92 years. He taught sixty years in the parish of Siedenburg, near Solingen, Germany.

PICK, ADOLF, September 19; a teacher in Vienna, Austria, and a distinguished promoter of the science of astronomical geography.

RAEBEL, THEODOR, May 2; principal of an elementary school in Berlin, Germany. He was the author of the famous ballad "The blacksmith of Sedan."

ROSENKRANS, KARL; principal of a burgher school in Vienna, Austria, and well known as a promoter of liberal ideas in education.

RYDBERG, ABRAHAM VICTOR, September 21; born in 1829; was appointed professor of history of civilization at Stockholm in 1884. His reputation is based mainly on his poetry.

SAATZEN, JOSEF, in Eger, Bohemia, Austria, January 14; school inspector and author of popular educational works.

SAINT-HILAIRE, JULES BARTHELÉMY DE, in Paris, France, November 22; born at Paris August 19, 1805; an eminent statesman and professor. He was assistant professor of French literature in the polytechnic school, professor of Latin and Greek philosophy in the Collège de France, and was a member of the Academy of Moral and Political Sciences. He was with De Lesseps in Egypt, and wrote treatises on Buddhism, the Koran, etc., and translations of Aristotle.

SCHAFER, cantor emeritus, January 29, aged 94 years. He taught sixty-two years in Seifershaw, near Hirschberg, Germany.

SCHAFLI, L., March 20; professor of mathematics in the University of Bern, Switzerland.

SCHENK, KARL, in Bern, Switzerland, July 18; a member of the federal council.

SCHMIDT, ALOIS, died July 30; professor in the Komotaw, Austria, Normal School.

SCHNEIDER, Dr. KARL THEODOR, privy councillor in Schleswig, Germany, November 10, aged 75; distinguished for theological and pedagogical writings.

SECRETAN, CHARLES, in Lausanne, Switzerland, January 22; born there January, 1815. He was professor of philosophy at the University of Lausanne the larger part of his active life and a teacher at the Academy of Neuchatel. As an author he showed a tendency to socialism in his ethical and political efforts.

STAMBULOFF, STEFAN NICOLAS, a leader of the Liberal party of Bulgaria; born in Tirnova in 1855; assassinated in Sofia July 18.

STEPNIAK, SERGIUS MICHAEL DRAGOMANOFF, in London, England, December 23; born in Hajatsch, in the Ukraine, Russia, in 1841. He was tutor of ancient history in the University of Kieff for a number of years and the author of a number of historical works.

STOSSEL, JOHANN, March 7; professor of natural science and prorector of a girls' school in Zurich, Switzerland.

SVEN, LOUIS LOVEN, in Stockholm, Sweden, September 4; born there January 6, 1809; took the degree of Ph. D. at Lund and studied at Berlin; devoted himself to the study of the fauna along the Scandinavian Peninsula, and was professor and conservator of the Museum of Natural History at Stockholm. He was a member of the Royal Society of Great Britain and the Institute of France and the author of many scientific memoirs.

SYBEL, HEINRICH VON, in Marburg, August 1; born in Dusseldorf, December 2, 1817; was educated at the gymnasium of his native city and the University of Berlin. He was a professor at the University of Bonn, at the University of Marburg, and University of Munich, and occupied several prominent political positions. The greatest of his many historical works was "Begründung des Deutschen Reiches durch Wilhelm I."

SZOLLBSY, KARL, March 29; principal of a burgher school in Budapest, Hungary.

TABLER, LUDWIG I., at Zurich, Switzerland, August 15; professor of philology.

TIMMEL, JULIAN, at Linz, Austria, January 2; professor in boys' high school and inspector of city schools.

TRENKEL, H., July 18; professor and head teacher in the normal school at Cohen, Germany. He was one of the few men in Germany who succeeded in rising from the modest position of elementary teacher to university professor.

VILATTE, Professor, at New Strelitz, Germany, June 13; a noted lexicographer.

VISBNEGRADSKY, IVAN ALEXANDER, in St. Petersburg, Russia, April 5; born January 1, 1832; was educated in the Pedagogic Institute and in Germany; taught mathematics in the Cadet School; was professor of mathematics in the Artillery Academy, and was a director of the Technological Institute. He was an advocate of technical education and the promoter of large industrial enterprises. Alexander III made him successively councilor of state and minister of finance.

VOGT, KARL, in Geneva, Switzerland, May 6; born in Giessen in 1817. He won a name as a naturalist by his work as a collaborator with Agassiz and Desor in their treatise on fresh-water fishes. A few years later he occupied a chair in the university of his native city. On account of his part in the revolution of 1848 he was exiled, and became professor of biology in the University of Geneva. He wrote extensively on scientific subjects.

VOSS, WILHELM, in Vienna, Austria, March 30; was professor in a boys' high school and had distinguished himself as a botanist.

WAGNER, FRIEDRICK, January 24; principal of a burgher school in Dresden, Germany.

WESTERMAYER, LEOPOLD, in Judenburg, Austria, aged nearly 90 years; was principal of a parish school

WETTSTEIN, HEINRICH, February 16; professor of natural science and principal of normal school at Küsnacht, Switzerland.

WIESSNER, EDWARD, cantor in Lichtenberg (province of Saxony), Germany. He was editor of an educational journal, contributor to Kehr's Praxis, and interpreter of Pestalozzi and Herbart.

WILKOMM, MORITZ, at Niemes, August 26, aged 75 years; university professor in Prague, Bohemia, Austria. He was one of the most noted professors in Austria and had been elevated to the position of States' councillor.

WINKLER, KARL, January 8; principal of a burgher school in Brunn, Moravia, Austria, and active in behalf of school gardens.

ZUPITA, JULIUS, July 5; born in 1844; professor of philology at the University of Berlin.

ENGLISH.

BLACKIE, Prof. JOHN STUART, in Edinburgh, March 2; born in Glasgow July, 1809; studied at Marischal College, Aberdeen, University of Edinburgh, Göttingen, Berlin, and Rome. In 1841 he was appointed professor in Marischal College, and occupied the chair of Greek at Edinburgh University from 1852 to 1882. He was an inspiring and enthusiastic teacher, and was a prominent advocate of the universities act which was passed in 1858; his writings include ethical, religious, æsthetic, and literary subjects.

BUCHANAN, Sir GEORGE, M. D., in London, May 5; born there in 1831; was educated at University College, and graduated at the London University in medicine in 1856. He devoted himself to sanitary conditions in population centers, and showed its importance as a protection against contagious diseases. His interest in education, especially university education for women, was great.

FAITHFUL, Miss EMILY, in Manchester, May 31; born in Headley, Surrey, in 1835. She began early to take a keen interest in the condition of women, and in endeavors to widen women's field of employment; in 1860 she founded the Victoria Press, in which women were employed as compositors. Queen Victoria made Miss Faithful her printer and publisher in ordinary. For eighteen years she published the Victoria Magazine, in which she advocated the claim of women to remunerative employment in branches of business monopolized by men. She twice visited the United States, giving lectures, and published a novel entitled "Change upon Change."

HUXLEY, Prof. THOMAS HENRY, the eminent scientist, at Eastbourn, England, June 29; born May 4, 1825, at Ealing, Middlesex; received common school education; graduated in medicine at Charing Cross Hospital, and entered the royal navy as an assistant surgeon. He served under Sir John Richardson, the Arctic explorer and naturalist, and was on the *Rattlesnake* when it was engaged in the survey of the Barrier Reef of Australia, New Guinea, and the Louisiade Archipelego under the command of Captain Stanley. Among the first of his efforts was the publication of the "Description of the Calycophorida of the Voyage of the *Rattlesnake.*" In 1854 he succeeded Edward Forbes in the natural history chair of the School of Mines. From 1863 to 1869 he was Hunterian professor in the Royal College of Surgeons, and during the absence of C. Wyville Thompson in 1875–76 filled his place as professor of natural history in the University of Edinburgh. He was a member of the London school board in 1870, was elected lord rector of the University of Aberdeen, and in 1881, at the death of Frank Buckland, he was called to the vacant post of inspector-general of salmon fisheries. Aside from his wide and thorough knowledge of his subjects, Professor Huxley was extremely popular because of the simple and lucid style of his scientific discussions and writings. He was the author of a great many standard treatises on scientific subjects and the recipient of distinguished honors.

LUMBY, Rev. Dr. JOSEPH RAWSON, in Grantchester, England, November 21; born in Stanningly, Yorkshire. He was one of the revisers of the Old Testament, and at the time of his death was professor of divinity at Cambridge. He wrote "Early Dissent, Modern Dissent, and the Church of England," "A History of Creeds," etc.

MONCRIEFF, Lord JAMES WELLWOOD, in Edinburgh, April 27; born there in 1811; solicitor-general and lord advocate. In Parliament he labored to establish a national system of education in Scotland and carried several measures modernizing the old educational institutions. He was elected rector of Edinburgh University.

PALMER, Rev. EDWIN, in Oxford, October 17; born in Mixbury, Oxfordshire, July 18, 1824; was educated at Oxford and a fellow at Balliol, 1848–1867; was professor of Latin in the university in 1870 and archdeacon of Oxford in 1878. He was one of the revisers of the New Testament, and edited the revised Greek text.

PAYNE-SMITH, Rev. ROBERT, in Canterbury, March 31; born in Chipping Campden, Gloucestershire, November 7, 1819; was educated at Oxford, head master of the Kennsington Proprietary School; professor of divinity at Oxford, Bampton lecturer for 1869, and accepted the deanery of Canterbury in 1870. His great work as an oriental scholar was the "Thesaurus Syriacus." He was also a member of the Old Testament revision committee.

POOLE, REGINALD STUART, in London, February 8; born there February 27, 1832; spent most of his youth in Egypt with his uncle Edward, and while quite young became deeply engrossed in Egyptology. He lectured on that subject and on numismatics, and in 1885 was made professor of archæology in the University College. "Cities of Egypt" was published by him in 1882.

SAVORY, Sir WILLIAM SCOVELL, in London, March 4; born in 1826; was educated in medicine at the College of Surgeons and London University. He was a fellow of the College of Surgeons, professor of comparative anatomy and physiology, and for several years president of the same institution.

SEELEY, Sir JOHN ROBERT, January 13; born in London in 1834; was educated at the City of London School and at Cambridge, where he graduated in 1857. He remained at Cambridge as a lecturer, was a master in the City of London School, and was elected professor of Latin in University College, London. He became professor of history at Cambridge in 1869, being at that time widely known as the author of "Ecce Homo," though he never publicly acknowledged the book as his own. The book was a common-sense survey of the life and work of Christ, which aroused great criticism on the side of the Evangelical party and was a stimulus to the thought of the time. He wrote a great many historical books of immense value.

STEPHENS, Prof. GEORGE, born in Liverpool, England, December 13, 1813; was professor at Copenhagen University from 1855 until his death. Of his works the best was "The Old Northern Runic Monuments of Scandinavia and England."

THOROLD, Rt. Rev. Dr. ANTHONY WILSON, in Farnham Castle, Surrey, July 2; born in Hougham, Lincolnshire, June 13, 1825; educated at Oxford, Canon residentiary of York, Bishop of Rochester, and later of Winchester. Was a tireless worker, and published a number of volumes.

WILKORN, Prof. HENRY MAURICE, October 5; the distinguished German botanist.

WILLIAMSON, WILLIAM CRAWFORD, in Clapham, June 23; born in Scarborough, November 24, 1816; practiced medicine in Manchester for some years, and was professor of natural history and geology at Owens College, 1851 to 1892. His "Organization of the Fossil Plants of the Coal Measures" has taken rank as high authority.

CHAPTER XXXVI.

CITY SCHOOL SYSTEMS.

The statistics of city schools as a whole show little difference from year to year except in the matter of growth. The relation of the items to each other, as shown by the various ratios and percentages, change but little, and the changes of one year are often counterbalanced during the next. But cities still grow apace and the schools grow with them.

Two factors enter into the aggregate growth of cities, one being the growth of cities already recognized as such and the other being the growth of villages to the point where they must be classed with cities and their activities reckoned in any discussion of city affairs. The greater part of the increases that occur are ascribable to the former factor, for the growth of the same cities usually amount in the aggregate to about 4½ per cent a year, while the increase due to the influx of new cities would probably not be over 2 per cent in any year. The difficulty of correctly determining the extent of the annual accessions has often been mentioned in these reports. There are scores of places that are nearing the boundary line that divides the village from the city, and unless there is an annual census it is impossible to say precisely how many of them come over the line in any year. It is hazardous, therefore, to present a list of "cities of over 8,000 inhabitants" without some reservation and qualification. But due diligence is exercised in the Bureau to discover evidences of growth, and care is taken in the admission of new cities. The lists presented are therefore as good as the facilities of this office permit, and are worthy of consideration if not of implicit confidence.

The following table shows the relative importance of the city school enrollment for the past six years. Prior to 1890–91 the statistics of all places having over 4,000 inhabitants were tabulated together, and it is not practicable to extend the comparison further than that year:

Date.	Public school enrollment in the United States.	School systems in cities of over 8,000 inhabitants.	Enrollment in cities.	Increase.	Per cent of increase.	Per cent of enrollment in cities.
1890–91	13,050,132	442	2,627,275			20.1
1891–92	13,255,921	459	2,743,430	116,155	4.42	20.7
1892–93	13,483,340	473	2,876,466	133,436	4.86	21.3
1893–94	13,995,357	554	3,126,659	249,793	8.68	22.3
1894–95	14,201,752	574	3,302,841	176,182	5.56	23.3
1895–96	14,424,500	602	3,484,255	181,414	5.49	24.2

The comparatively low rate of growth indicated for the first two years in the above table is explainable by the difficulty in this office of discovering newly developed cities, a difficulty that was largely remedied in 1893–94 by beginning the systematic collection of school statistics of smaller places, in order to secure data as to their yearly growth. This measure at once disclosed the fact that 81 places not previously reckoned as having 8,000 inhabitants were worthy of consideration as cities. This heavy accession to the list ran up the percentage of increase shown by the tables to 8.68 per cent for that year, and counterbalanced the low figures of the two years previous.

The average annual increase indicated since 1890-91 has been 5.80 per cent in geometrical ratio. The enrollment in the table for 1890-91 is probably a little too low as compared with the other figures, and it is likely that the actual increase has been about 5.50 per cent or approximately that shown for the last two years.

The last column in the table clearly shows the greater progress which cities and city schools are making in comparison with rural and village schools. These do not often decrease in actual numbers, but their relative gain is small in comparison with the city schools. The former class have gained only 1 per cent a year on an average since 1891. It is not yet practicable to go beyond this and determine the relative increase in village and in country schools, or, in other words, in graded and in ungraded schools; but there is every reason to believe that if the figures could be made they would show that even the 1 per cent increase comes entirely from schools in the villages. It is probable, in fact, that there is a steady decline in the number of country ungraded schools. New schools of this kind are constantly established, but on the other hand their number is being continually lessened by those which attain the dignity of the graded school.

The recent movement toward consolidating country schools and making graded schools of them must also have its effect upon their number within a few years at most.

In regard to the comparative tables in which the relations of the several statistical items to each other are shown, it may be said that no new tendencies of a permanent character are indicated, although many facts of interest are brought out, and additional evidence is disclosed of certain tendencies previously observed and mentioned.

The estimates of the several superintendents seem to show a continual decline in the relative enrollment in schools other than public. Of the whole number of children in school, there were in private and parochial schools 21.5 per cent in 1891-92, 21.2 per cent in 1892-93, 20.8 per cent in 1893-94, 20.3 per cent in 1894-95, and 19.6 per cent in 1895-96.

It must be confessed, however, that the statistics of private schools are far from satisfactory. Wholly without public control, and usually without public supervision, it is, except in two or three States, the legal duty of no local authority to collect or compile the statistics relating to them. And being often of temporary and evanescent character, to say nothing of their numbers, it is out of the question for this office to gather their statistics directly. An estimate is all than can be given in most cases; and since the use of estimates is necessary, no one is better capable of making those estimates than the city superintendents. Unfortunately even they are generally without any real basis for an estimate, and what is reported is often a mere guess. The tendency is noticeable, too, to "use the same figures as last year." It is largely due to this, probably, that the reported enrollment in private and parochial schools stands almost stationary—the increase in 1895-96 was only about three-fourths of 1 per cent—and since the public schools continually advance, the indicated proportion in the private schools naturally grows steadily less.

The figures in the tables are not wholly without value in themselves, but the principal reason that data confessedly unreliable are presented every year is the hope, which is founded on experience, that continually asking for certain facts will in time lead to the taking of steps to furnish them. The work of private schools is a necessary factor in the sum total of education. No thorough accounting can be made of the educational excellencies or deficiencies of any city unless they be taken into account, and this is especially important where any attempt is made to enforce compulsory attendance laws. For these purposes their statistics are just as essential as those of the public schools, and it is to be hoped that the time will soon come when their work will be as fully and as accurately recorded and reported as that of the public schools.

The average length of school term has increased 1.3 days over 1894-95, but this seems to be one of those variations that occur constantly without having any special significance in indicating a general tendency, since the average term in 1893-94 was 191.5, or one-tenth of a day longer than in 1895-96. The same absence of a general tendency may be seen in the changes in the per cent of attendance to enrollment, and in the number of pupils to each teacher.

But in regard to the matter of supervision, it is plain that supervising officers are becoming yearly more numerous. One supervisor to 17.9 teachers is now the ratio, the proportion having steadily grown from 1 to 20.2 teachers four years ago. The term "supervisors" must include, of course, all those who do not actually teach classes, but whose duties are to aid and direct those who do. Principals who do not teach, and specialists, like writing and drawing teachers, whose lessons are only for purposes of illustration, while the main work is done by class teachers, are embraced in this category, as well as superintendents and assistant superintendents. There have been few instances of noticeably large accession to the supervising force, but as a whole the number has grown much more rapidly than either teachers or pupils. There is an increasing inclination to relieve principals of all teaching, and in some cities the rules requiring principals of large schools to teach a portion of each day have become dead letters through their nonobservance.

Male teachers increased in number by only 36, that is, from 5,023 to 5,059, during the past year, while females have increased by 3,295, or from 61,971 to 65,266. In several of the larger cities there have been material reductions in the number of male teachers in the last year. There are now very few places in which men are employed as teachers in the elementary schools, nearly all the males reported being in the high schools or in the manual training shops. Men are still in the majority among principals and supervising officers, but even there the proportion of women is constantly increasing, and necessarily so; there are no training schools for officers, and the natural way to get them is by promotion from the ranks, and as there are only women in the ranks the officers will be women, too.

Notwithstanding the continuance of hard times the cost of the schools has increased more rapidly than the pupils. An examination of the detailed statistics for the last two years shows a number of conspicuous instances of reduction in the number of teachers; and it is a matter of common knowledge that in several cities there were general reductions in salaries. But all these were more than made up in the aggregate by increases in other cities. The average daily cost of instructing each pupil in attendance was less in 1895-96 than in the year before, but the schools were open a little longer and the number of pupils to each teacher was slightly greater, so that the average amount received by members of the supervising and teaching force actually increased from $625 to $643. It cost about 9½ cents a day on an average to instruct a pupil; and other expenses, including new buildings, repairs, janitors, supplies, etc., ran the whole cost up to about 16⅓ cents a day.

TABLE 1.—*Summary of statistics of school systems of cities containing over 8,000 inhabitants, showing increase or decrease from previous year.*

[NOTE.—In the absence of an annual census it is impossible to prepare an absolutely correct list of cities of given size in any year. The totals presented, therefore, may vary somewhat from the true totals, but the percentages of increase should be approximately correct. See remarks on page 1487.]

	1894-95.	1895-96.	Increase.	Per cent of increase.
Enrollment	3,302,841	3,484,255	181,414	5.49
Aggregate number of days' attendance	462,450,038	489,786,705	27,336,667	5.91
Average daily attendance	2,431,967	2,560,293	128,326	5.28
Average length of term, in days	190.1	191.4	1.3	....
Enrollment in private and parochial schools	842,555	848,760	6,205	.74
Supervising officers	3,685	3,938	253	6.87
Teachers	66,993	70,325	3,332	4.97
Number of buildings	8,106	8,496	390	4.81
Number of sittings	3,119,277	3,369,082	249,805	8.01
Value of school property	$236,846,394	$257,236,583	$20,390,189	8.61
Expenditure for tuition	$44,155,706	$46,747,865	$2,592,159	5.87
Total expenditure	$74,721,332	$80,042,118	$5,320,786	7.12

TABLE 2.—*Summary, by States, of enrollment, attendance, supervising officers, and teachers in cities containing over 8,000 inhabitants.* (*a*)

Cities of—	Number of city school systems.	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Enrollment in private and parochial schools (estimated)	Number of supervising officers.	Number of teachers.		
							Male.	Female.	Total.
1	2	3	4	5	6	7	8	9	10
United States	602	3,484,255	489,786,705	2,560,293	848,760	3,938	5,059	65,266	70,325
N. Atlantic Division	233	1,639,631	232,118,588	1,186,738	373,689	1,769	2,026	30,744	32,770
S. Atlantic Division	43	251,492	33,684,196	178,269	51,949	223	529	4,517	5,046
S. Central Division	53	190,366	24,580,505	138,250	48,008	247	403	3,257	3,660
N. Central Division	237	1,208,248	173,257,180	918,318	350,708	1,423	1,775	23,310	25,085
Western Division	36	194,518	26,146,236	138,718	24,406	276	326	3,438	3,764
N. Atlantic Division:									
Maine	10	24,116	3,132,039	18,134	5,567	34	44	609	653
New Hampshire	6	15,427	1,909,813	10,843	6,959	21	27	328	355
Vermont	2	3,992	549,450	3,041	2,075	6	7	91	98
Massachusetts	51	301,196	45,481,149	235,925	52,941	224	573	6,200	6,773
Rhode Island	9	46,556	5,783,004	30,318	10,313	33	90	967	1,057
Connecticut	19	74,881	10,371,179	53,277	15,642	90	121	1,544	1,665
New York	61	649,343	92,377,723	462,994	153,025	873	520	11,573	12,093
New Jersey	22	137,607	18,455,728	93,720	34,121	172	70	2,444	2,514
Pennsylvania	53	386,513	54,058,503	278,486	93,046	316	574	6,988	7,562
S. Atlantic Division:									
Delaware	1	10,162	1,539,800	7,699	-------	3	5	212	217
Maryland	4	80,927	11,458,615	55,703	18,428	39	157	1,534	1,691
Dist. of Columbia	2	42,464	5,851,664	32,153	5,000	57	117	859	976
Virginia	10	32,718	4,516,222	24,484	8,599	30	64	513	577
West Virginia	3	10,207	1,261,510	6,945	1,450	12	9	204	213
North Carolina	6								
South Carolina	4	9,995	1,472,702	8,178	2,227	16	17	154	171
Georgia	9	42,258	4,883,672	27,369	7,535	47	79	651	730
Florida	4	10,877	1,126,513	7,161	4,550	9	55	188	243
S. Central Division:									
Kentucky	12	48,148	6,831,728	35,495	15,607	67	80	866	946
Tennessee	6	27,579	3,823,682	20,864	5,100	63	58	435	493
Alabama	6	16,659	1,768,731	11,587	3,850	12	49	310	359
Mississippi *b*	5	8,289	1,036,620	5,759	2,510	20	14	159	173
Louisiana	3								
Texas	16	45,816	5,712,864	34,274	9,461	40	142	721	863
Arkansas	4	11,695	1,423,358	8,084	1,270	4	27	159	186
Oklahoma	1	--------	139,482	799	150	1	2	22	24
Indian Territory	0	0	0	0	0	0	0	0	0
N. Central Division:									
Ohio	46	236,149	35,345,275	187,275	75,072	245	452	4,603	5,055
Indiana	30	102,270	13,222,945	72,547	21,789	104	236	1,833	2,069
Illinois	39	303,911	45,628,159	236,255	113,160	377	372	5,961	6,333
Michigan	30	123,116	18,100,899	92,279	35,192	164	126	2,435	2,561
Wisconsin	21	93,473	12,984,374	69,478	34,500	119	141	1,753	1,894
Minnesota	10	75,461	10,889,329	57,982	17,745	133	66	1,627	1,693
Iowa	22	66,447	9,315,331	51,144	11,223	84	84	1,454	1,538
Missouri	15	127,848	17,250,749	91,637	32,623	130	150	2,260	2,411
North Dakota	0	0	0	0	0	0	0	0	0
South Dakota	1	1,870	262,800	1,460	300	3	2	43	45
Nebraska	10	37,385	4,989,220	27,938	3,250	36	48	696	744
Kansas	13	40,318	5,268,099	30,323	5,854	28	97	645	742
Western Division:									
Montana	3	7,522	965,136	5,500	770	17	22	151	173
Wyoming	1	1,142	147,030	830	75	2	0	27	27
Colorado	9	33,882	4,463,467	24,583	3,640	58	44	605	649
New Mexico	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0
Utah	2	14,860	2,177,996	11,736	650	32	48	250	298
Nevada	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0
Washington	4	17,776	2,334,856	13,354	3,250	18	32	337	369
Oregon	3	13,675	2,012,967	10,723	1,400	13	31	249	280
California	14	105,661	14,044,784	71,992	14,621	136	149	1,819	1,968

a No statistics were received from 21 out of the 602 systems, and in the returns of a few others some of the items were not reported. In the preparation of this table such deficiencies were supplied from the best sources available. In general, estimates based upon ratios developed in the other cities of the same State were used unless it appeared that the conditions were essentially different in the city for which the data were lacking. For example, if 2 cities out of 20 in a State did not report average attendance, and in the other 18 the attendance averaged 70 per cent of the enrollment, that ratio was applied to the enrollment of the two remaining cities; the number so obtained was added to the sum of the attendance in the 18 to find the total for the State. When the deficiencies in any State were considerable in relative number or importance no estimates were made for that State, but in all cases such deficiencies were insignificant when the geographical divisions were considered and satisfactory estimates were easily made.

b With the exception of one city the statistics are for 1894-95.

TABLE 3.—*Summary, by States, of school property and expenditures in cities containing over 8,000 inhabitants.* (*a*)

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	8,496	3,369,082	$257,236,583	$46,747,865	$80,042,118
North Atlantic Division	3,952	1,515,887	125,616,050	22,294,477	40,754,876
South Atlantic Division	672	228,579	10,960,232	2,932,741	4,119,513
South Central Division	465	191,730	10,857,437	2,188,338	3,163,570
North Central Division	2,878	1,256,360	90,802,930	16,179,769	27,144,150
Western Division	529	176,508	18,999,934	3,152,540	4,860,009
North Atlantic Division:					
Maine	195	28,053	1,382,982	278,688	449,003
New Hampshire	89	14,627	1,524,395	212,290	403,573
Vermont	21	3,798	345,800	44,974	81,699
Massachusetts	1,191	296,604	31,109,728	4,844,443	8,663,955
Rhode Island	210	42,244	3,680,128	662,663	1,370,299
Connecticut	267	70,082	6,366,282	1,024,668	1,930,440
New York	851	588,953	45,560,446	9,077,325	16,301,502
New Jersey	240	118,553	6,912,718	1,646,172	2,523,255
Pennsylvania	888	352,973	28,733,571	4,503,254	9,031,150
South Atlantic Division:					
Delaware	28	10,476	657,817	94,831	164,930
Maryland	120	74,750	3,075,600	1,042,305	1,539,613
District of Columbia	114	*35,500	3,260,000	714,367	1,050,369
Virginia	69	29,504	1,002,700	287,223	359,594
West Virginia	25	10,350	623,375	101,827	143,931
North Carolina					
South Carolina	15	9,020	235,400	86,128	101,856
Georgia	156	37,048	1,413,950	408,527	506,362
Florida	118	11,310	157,390	77,193	93,518
South Central Division:					
Kentucky	103	51,226	2,251,564	676,178	882,402
Tennessee	53	24,180	1,309,947	298,885	363,577
Alabama	48	14,360	809,000	146,988	180,120
Mississippi *b*	18	8,990	358,000	75,101	107,472
Louisiana					
Texas	141	40,797	2,854,323	508,434	678,249
Arkansas	35	10,777	937,603	96,055	141,505
Oklahoma	7	1,200	62,000	11,925	35,213
Indian Territory	0	0	0	0	0
North Central Division:					
Ohio	547	242,958	19,126,805	3,295,755	5,161,564
Indiana	277	98,060	6,914,941	1,174,613	1,961,809
Illinois	554	390,952	25,110,104	4,917,827	8,546,255
Michigan	329	111,370	8,207,662	1,432,761	2,616,448
Wisconsin	253	87,973	5,329,974	1,125,072	1,686,531
Minnesota	177	73,564	7,761,708	1,173,383	1,850,467
Iowa	218	64,428	4,840,898	835,647	1,424,139
Missouri	262	113,226	8,048,584	1,366,110	2,607,715
North Dakota	0	0	0	0	0
South Dakota	10	1,800	260,000	24,855	36,271
Nebraska	120	33,447	3,011,554	461,848	687,450
Kansas	131	38,582	2,190,700	371,898	565,501
Western Division:					
Montana	30	8,210	1,017,074	140,532	240,504
Wyoming	5	1,240	134,753	21,607	27,501
Colorado	90	29,315	4,467,000	556,011	1,056,663
New Mexico	0	0	0	0	0
Arizona	0	0	0	0	0
Utah	38	14,935	1,268,581	195,383	311,099
Nevada	0	0	0	0	0
Idaho	0	0	0	0	0
Washington	52	17,969	1,962,604	228,277	398,352
Oregon	43	12,346	1,014,386	240,735	309,334
California	262	92,493	9,135,536	1,769,995	2,516,556

* Statistics of 1894–95.
a See footnote on page 1490 for explanation of the method used in the preparation of this table.
b With the exception of one city the statistics are for 1894–95.

TABLE 4.—*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:													
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	97.39	18.16	30.72	9.55	16.16
1895-96	19.6	73.5	140.6	191.4	36.4	17.9	131.6	397	100.48	18.26	31.26	9.54	16.34
North 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
South 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
South 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	134.3	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	74.94	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	78.52	15.79	22.87	8.88	12.87
North 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	76.0	143.4	188.6	36.6	17.6	136.8	437	98.90	17.62	29.55	9.34	15.67
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	12.20	19.40

1894-95	14.2	73.2	136.4	186.3	37.4	14.8	122.7	335	133.40	22.83	36.14	12.61	20.05
1895-96	11.1	71.3	134.4	188.4	36.9	13.6	127.2	334	136.96	22.72	35.02	12.06	18.58
North Atlantic Division:													
Maine	18.8	75.2	129.0	172.7	27.8	19.2	154.7	144	76.25	15.37	24.76	8.90	14.34
New Hampshire	31.1	70.3	123.8	176.1	30.5	16.9	134.9	164	140.60	19.58	37.34	11.11	21.13
Vermont	34.2	76.2	137.7	180.7	31.0	16.3	124.9	181	113.70	14.78	27.49	8.18	14.87
Massachusetts	15.0	78.3	151.0	192.9	34.8	30.2	125.8	249	131.90	20.53	36.72	10.65	19.05
Rhode Island	18.1	65.1	124.2	190.8	28.7	32.0	139.3	201	121.40	21.86	45.21	11.46	23.70
Connecticut	17.3	71.1	138.5	194.7	32.0	18.5	132.9	265	110.50	19.24	36.23	9.88	18.61
New York	19.1	71.3	142.3	199.5	38.3	13.9	127.2	692	98.40	19.60	35.21	9.83	17.64
New Jersey	19.9	68.1	134.1	196.9	37.3	14.6	126.5	494	73.77	17.56	26.92	8.92	13.67
Pennsylvania	19.4	72.1	139.9	194.1	36.8	23.9	126.8	398	103.23	16.17	32.43	8.33	16.71
South Atlantic Division:													
Delaware	-----	75.7	151.5	200.0	35.5	72.3	138.9	382	85.46	12.32	21.43	6.16	10.71
Maryland	18.6	68.8	141.6	205.7	32.9	43.4	134.2	623	55.21	18.71	27.01	9.10	13.43
District of Columbia	10.5	75.7	137.8	182.0	32.9	17.1	110.4	311	101.40	21.73	32.67	12.21	17.95
Virginia	10.8	74.8	138.0	184.5	42.4	19.2	120.5	428	40.96	11.73	14.69	6.36	7.96
West Virginia	12.4	68.1	123.6	181.5	32.6	17.8	149.0	414	89.76	14.67	20.72	8.07	11.41
North Carolina	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
South Carolina	17.8	81.8	147.7	180.1	47.8	10.7	110.3	601	28.80	10.53	12.45	5.85	6.91
Georgia	15.1	64.8	115.6	178.4	37.5	15.5	135.4	238	51.66	14.93	18.51	8.37	10.37
Florida	29.5	65.8	103.6	157.3	29.5	27.0	157.9	96	21.93	10.78	13.06	6.85	8.30
South Central Division:													
Kentucky	24.5	73.7	141.9	192.5	37.5	14.1	144.3	497	63.44	19.04	24.86	9.90	12.92
Tennessee	15.6	75.6	138.6	183.3	42.3	7.3	118.6	456	62.79	14.34	17.43	7.82	9.51
Alabama	18.8	69.5	106.2	152.6	32.3	29.9	123.9	299	69.80	12.69	16.27	8.31	10.21
Mississippi	23.2	69.5	125.1	180.0	33.3	8.7	156.1	499	62.17	13.04	18.66	7.25	10.37
Louisiana	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Texas	17.1	74.8	124.7	166.7	39.7	21.6	119.1	289	83.28	14.84	19.79	8.90	11.87
Arkansas	9.8	69.1	121.7	176.1	43.5	46.5	133.3	308	115.97	11.88	17.51	6.75	9.94
Oklahoma	-----	-----	-----	174.6	33.3	24.0	150.2	171	77.60	14.93	44.06	8.55	25.24
North Central Division:													
Ohio	24.1	79.3	149.7	188.8	37.0	20.6	129.8	443	102.15	17.61	27.56	9.33	14.60
Indiana	17.6	70.9	129.3	182.3	35.1	19.9	135.1	354	95.32	16.19	27.04	8.88	14.84
Illinois	27.1	77.8	150.2	193.1	37.3	16.8	165.5	561	106.30	20.81	36.17	10.78	18.73
Michigan	22.2	75.0	147.0	196.1	36.0	15.6	120.7	339	88.94	15.52	28.35	7.91	14.45
Wisconsin	27.0	74.3	138.9	186.8	36.7	15.9	126.6	348	76.68	16.19	24.28	8.67	12.93
Minnesota	19.0	76.8	144.3	187.9	33.5	12.7	126.9	416	133.90	20.24	31.92	10.78	17.00
Iowa	14.4	77.0	140.2	182.2	33.2	18.3	126.0	296	94.66	16.34	27.85	8.97	15.29
Missouri	20.3	71.7	135.0	188.2	38.0	18.5	123.5	432	87.82	14.91	28.46	7.92	15.11
South Dakota	13.8	78.1	140.5	180.0	32.5	15.0	123.3	180	178.07	17.02	24.83	9.46	13.80
Nebraska	8.0	74.7	133.4	178.6	37.6	20.7	119.7	279	107.80	16.53	24.61	9.26	13.78
Kansas	12.7	75.2	130.7	173.8	40.9	26.5	127.3	234	72.33	12.27	18.65	7.06	10.74
Western Division:													
Montana	9.3	73.1	128.3	175.4	31.8	10.2	149.2	210	184.90	25.55	43.72	14.56	24.92
Wyoming	6.2	72.7	128.7	177.1	30.0	13.5	149.4	248	162.37	26.04	33.13	14.70	18.71
Colorado	9.8	72.6	131.7	181.6	37.9	11.2	119.2	326	181.70	22.62	42.29	12.46	23.68
Utah	4.2	79.0	146.6	185.6	36.4	9.3	127.3	393	108.10	16.65	26.51	8.97	14.28
Washington	15.5	75.1	131.4	178.9	36.2	20.5	134.6	346	147.00	17.10	29.83	9.78	17.06
Oregon	9.3	78.4	147.1	187.7	38.3	21.5	115.1	287	94.58	22.45	28.85	11.96	15.37
California	12.4	68.1	132.9	195.2	36.5	14.2	128.5	353	126.93	24.60	34.97	12.63	17.92

TABLE 5.—*Public kindergartens in cities of over 8,000 inhabitants.*

	City.	Number of kindergartens.	Number of teachers.	Number of pupils.
	ALABAMA.			
1	Anniston	2	2	122
	ARKANSAS.			
2	Hot Springs	1	1	16
	CALIFORNIA.			
3	Los Angeles	27	58	1,829
4	Oakland	1	1	35
5	Sacramento	4	8	172
6	San Diego	6	6	387
7	San Jose	7	15	647
8	Santa Cruz	1	2	53
	COLORADO.			
9	Denver (district No. 1)	20	41	1,891
10	Denver (district No. 2)	5	9	643
	CONNECTICUT.			
11	Bristol	3	6	216
12	Greenwich*	1	2	90
13	Hartford*	11	38	1,326
14	Manchester (ninth district)	1	8	210
15	New Britain	6	12	420
16	New Haven	8	19	676
17	Norwalk*	3	6	93
18	Norwich	1	----------	48
19	Rockville	1	1	----------
20	Willimantic	2	6	229
	GEORGIA.			
21	Augusta	8	8	250
22	Rome	1	1	16
	ILLINOIS.			
23	Chicago	37	72	3,221
24	Evanston (district No. 1)	1	----------	65
25	Rockford	3	----------	216
	INDIANA.			
26	Hammond	1	2	119
27	Jeffersonville	4	4	----------
28	Laporte	3	5	120
29	Richmond	2	2	156
30	Terre Haute	9	5	283
	IOWA.			
31	Burlington	1	2	69
32	Cedar Rapids	12	12	----------
	Des Moines:			
33	North Side	4	7	241
34	West Side	10	16	566
35	Dubuque	1	2	91
36	Marshalltown	7	8	305
37	Oskaloosa	4	5	160
38	Sioux City	3	6	205
	KENTUCKY.			
39	Covington	3	6	407
40	Frankfort	1	2	81
41	Lexington	----------	----------	----------
	MAINE.			
42	Augusta	1	1	----------
43	Portland	4	4	125
	MASSACHUSETTS.			
44	Boston	62	113	4,438
45	Brookline	10	18	424
46	Cambridge	8	16	594
47	Fall River	2	4	202
48	Lawrence	1	2	36
49	Lowell	8	18	639

* Statistics of 1894-95.

TABLE 5.—*Public kindergartens in cities of over 8,000 inhabitants*—Continued.

	City.	Number of kindergartens.	Number of teachers.	Number of pupils.
	MASSACHUSETTS—continued.			
50	Medford	2	4	105
51	Newton	13	24	569
52	North Adams	1	2	61
53	Peabody	2	4	88
54	Salem	5	10	230
55	Somerville	3	6	234
56	Springfield	4	8	385
57	Worcester	2	4	48
	MICHIGAN.			
58	Detroit	1	2	78
59	Escanaba	3	3	225
60	Grand Haven	1	3	89
61	Grand Rapids	6	6	338
62	Ironwood	1	5	125
63	Ishpeming	2	6	256
64	Menominee	4	4	315
65	Muskegon	8	10	582
	Saginaw:			
66	East Side *	1	1	6
67	West Side	1	5	85
68	Traverse City *	3	3	174
69	Sault Ste. Marie	3	5	300
70	West Bay City *	7	8	537
	MINNESOTA.			
71	Duluth	13	14	986
72	St. Paul	28	57	----------
73	Winona	7	11	469
	MISSISSIPPI.			
74	Natchez *	1	1	----------
75	Vicksburg	4	4	----------
	MISSOURI.			
76	Kansas City *	2	2	80
77	St. Louis	95	305	8,896
	NEBRASKA.			
78	Lincoln	8	8	572
79	Omaha	11	25	1,109
	NEW HAMPSHIRE.			
80	Concord (Union school district)	3	3	182
81	Nashua	4	4	80
82	Portsmouth	2	2	48
	NEW JERSEY.			
83	Newark	3	3	222
84	Passaic	5	6	400
85	Paterson	13	13	383
86	Plainfield	----------	2	----------
87	Town of Union	1	1	130
88	Trenton	1	1	65
	NEW YORK.			
89	Albany	18	18	1,036
90	Binghamton	5	3	174
91	Brooklyn	1	1	75
92	Buffalo *a*	12	15	1,059
93	Cohoes	2	4	112
94	Dunkirk	1	1	39
95	Flushing	1	2	66
96	Geneva	3	5	104
97	Glens Falls	1	3	71
98	Gloversville	4	4	411
99	Jamestown	4	7	322
100	Lansingburg	4	8	236
101	New Rochelle	5	8	390
102	New York	15	16	571

* Statistics of 1894-95.

a These kindergartens are under the supervision of the Buffalo Free Kindergarten Association. The city pays the salaries of 6 teachers.

TABLE 5.—*Public kindergartens in cities of over 8,000 inhabitants*—Continued.

	City.	Number of kindergartens.	Number of teachers.	Number of pupils.
	NEW YORK—continued.			
103	Niagara Falls	3	5	180
104	North Tonawanda	4	4	143
105	Rochester	11	68	1,972
106	Saratoga Springs	5	10	259
107	Schenectady	1	2	40
108	Sing Sing	2	3	114
109	Syracuse	5	5	318
110	Tonawanda	1	1	78
111	Utica	10	26	746
	NORTH CAROLINA.			
112	Asheville	4	5	200
	OHIO.			
113	Cleveland	1	1	33
114	Columbus	11	22	609
115	Fremont	2	2	106
116	Newark	2	3	33
	OREGON.			
117	Salem *	1	1	----------
	PENNSYLVANIA.			
118	Allegheny	3	12	120
119	Oil City *	2	2	104
120	Philadelphia	105	149	5,443
121	Pittsburg	11	33	473
	RHODE ISLAND.			
122	Newport	4	7	255
123	Pawtucket	3	7	235
124	Providence	11	22	891
	TEXAS.			
125	El Paso	1	2	113
	VERMONT.			
126	Burlington	1	1	104
	WISCONSIN.			
127	Madison	----------	----------	145
128	Marinette	3	3	331
129	Milwaukee	39	76	5,271
130	Oshkosh	3	13	405
131	Racine	6	12	550
132	Sheboygan	5	18	688
133	Stevens Point	2	2	61
134	Superior	9	29	945
	Total	943	1,808	66,245

TABLE 6.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants.*

	City.	Population in 1895 (estimated).	School population. School census age.	School population. Children of school census age.	Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools. Male.	Different pupils enrolled in public day schools. Female.	Different pupils enrolled in public day schools. Total.	Average daily attendance 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.
	1	2	3	4	5	6	7	8	9	10	11
	ALABAMA.										
1	Anniston	11,000	7-21	*a* 2,500	300	500	300	800	753	180	163,540
2	Birmingham *	40,000	7-21	8,849	600	1,489	1,854	3,343	2,602	158	411,116
3	Huntsville	8,000	7-21	*a* 2,500	500	413	441	854	410	60	20,500
4	Mobile (city and county)	....	....	....	....	3,967	4,427	8,394	5,307	*b* 145	769,515
5	Montgomery	25,000	7-21	5,480	300	996	1,193	2,189	1,660	161	267,260
6	Selma	10,000	6-21	*a* 3,000	200	550	529	1,079	855	160	136,800
	ARKANSAS.										
7	Fort Smith	16,000	6-21	3,900	400	1,105	1,227	2,332	1,665	177	294,758
8	Hot Springs	15,000	6-21	3,040	70	1,129	1,121	2,250	1,576	180	270,303
9	Little Rock	35,000	6-21	9,517	600	2,361	2,757	5,118	3,628	176	645,667
10	Pine Bluff	10,000	6-21	3,446	* 200	976	1,019	1,995	1,215	175	212,625
	CALIFORNIA.										
11	Alameda	14,742	5-17	3,330	191	1,488	1,469	2,957	2,156	202	437,944
12	Berkeley *	11,000	5-17	2,501	250	963	1,121	2,084	1,791	195	349,245
13	Eureka	8,000	5-17	1,781	* 56	734	781	1,515	1,186	193	229,016
14	Fresno *	....	5-17	....	106	894	864	1,758	1,160	185	214,600
15	Los Angeles	82,000	2-17	16,956	1,052	8,031	8,481	16,512	11,739	186	2,183,503
16	Oakland	56,000	5-17	13,142	1,675	5,366	5,569	10,935	7,391	206	1,516,216
17	Pasadena	13,000	5-17	2,470	225	1,068	1,133	2,201	1,606	173	277,933
18	Sacramento	....	5-17	5,236	416	2,267	2,273	4,540	3,301	184	607,384
19	San Bernardino	....	5-17	6,130	155	2,604	2,469	5,073	1.076	171	184,002
20	San Diego	20,000	5-17	3,420	243	1,622	1,654	3,276	2,401	190	456,190
21	San Francisco	350,000	5-17	70,006	9,070	(45,435)		45,435	31,505	209	6,350,864
22	San José	17,500	5-17	4,891	....	2,221	2,358	4,579	3,138	177	561,170
23	Santa Cruz	9,000	5-17	2,059	116	791	787	1,578	1,185	189	224,123
24	Stockton	25,000	5-17	3,632	432	1,609	1,609	3,218	2,357	192	452,594
	COLORADO.										
25	Colorado Springs *	16,000	6-21	2,894	40	1,290	1,376	2,666	1,872	190	355,718
26	Cripple Creek	20,000	6-21	3,100	0	1,329	1,396	2,725	2,140	174	372,360
	Denver:										
27	District No. 1	150,462	6-21	*13,309	....	6,176	4,680	10,856	8,694	181	1,573,614
28	District No. 2		6-21	7,940	300	3,083	3,282	6,365	4,289	183	779,769
29	District No. 17		6-21	5,157	150	2,025	2,026	4,051	2,806	182	510,767
30	Leadville	12,000	6-21	2,497	600	783	790	1,573	1,097	183	200,758
	Pueblo:										
31	District No. 1	30,000	6-21	3,397	....	1,049	1,038	2,087	1,345	186	250,233
32	District No. 20		6-21	3,475	* 300	1,108	1,112	2,220	1,469	177	260,013
33	Trinidad	8,500	6-21	1,630	150	651	688	1,339	871	185	160,235
	CONNECTICUT.										
34	Ansonia	12,000	4-16	2,725	98	1,159	1,101	2,260	1,627	195	317,221
35	Bridgeport	56,696	4-16	13,629	1,554	4,426	4,598	9,024	6,948	186	1,292,328
36	Bristol	8,000	4-16	1,818	2	(1,878)		1,878	1,233	193	237,969
37	Danbury	20,000	4-16	4,619	1,012	(3,723)		3,723	2,329	200	465,800
38	Greenwich *	....	4-16	2,250	253	(1,878)		1,878	*c* 1,011	*b* 200	*a* 202,200
39	Hartford *	62,000	4-16	12,175	3,407	(9,546)		9,546	6,554	196	1,284,545

* Statistics of 1894-95.
a Estimated.
b Average.
c Approximately.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population. School census age.	School population. Children of school census age.	Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools. Male.	Different pupils enrolled in public day schools. Female.	Different pupils enrolled in public day schools. Total.	Average daily attendance 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.
	1	2	3	4	5	6	7	8	9	10	11
	CONNECTICUT—con'd.										
	Manchester:										
40	Excluding Ninth district	9,000	4-16	------	0	494	478	972	812	190	154,280
41	Ninth district (incorporated)		4-16	1,067	3	(1,166)		1,166	874	190	166,060
42	Meriden *	26,000	4-16	6,094	1,500	2,386	2,346	4,732	3,088	194	599,072
43	Middletown *	10,000	4-16	1,722	450	(1,255)		1,255	964	185	178,340
44	New Britain	25,000	4-16	4,825	1,300	(*3,385)		*3,385	2,294	190	437,860
45	New Haven	100,000	4-16	20,509	2,085	(16,169)		16,169	12,340	200	2,468,000
46	New London	16,000	5-16	2,649	435	(2,306)		2,306	1,600	195	312,000
47	Norwalk *	20,000	4-16	4,013	632	1,549	1,520	3,069	2,126	200	425,100
48	Norwich (Central district)*	------	4-16	1,547	232	(1,226)		1,226	a 966	b 195	c 188,370
49	Stamford *	18,000	4-16	3,975	615	(3,156)		3,156	a 2,064	b 200	c 412,800
50	Vernon *	------	4-16	1,929	294	(1,501)		1,501	a 1,168	b 180	c 210,240
51	Waterbury	40,000	4-16	9,012	1,470	3,240	3,091	6,331	4,374	192	839,804
52	Willimantic	9,500	4-16	1,964	300	(1,304)		1,304	905	198	179,190
	DELAWARE.										
53	Wilmington	68,000	6-21	10,875	------	(10,162)		10,162	7,699	200	1,539,800
	DIST. OF COLUMBIA.										
	Washington:										
54	First 6 divisions										
55	7th and 8th divisions	------	6-18	55,014	5,000	19,882	22,582	42,464	32,153	182	5,851,664
	FLORIDA.										
56	Jacksonville (Duval County)	36,000	6-21	10,482	2,000	2,779	2,940	5,719	3,647	160	583,520
57	Key West	18,500	6-21	4,643	1,200	1,027	1,060	2,087	1,473	160	235,680
58	Pensacola	14,087	6-21	------	850	905	973	1,878	1,163	151	175,613
59	Tampa *	15,000	6-21	a 3,000	500	743	450	1,193	878	150	131,700
	GEORGIA.										
60	Americus	8,000	6-18	c 1,950	------	631	765	1,396	844	182	153,608
61	Athens	12,000	6-18	d 2,800	200	708	815	1,523	966	176	173,368
62	Atlanta	114,000	6-18	d 16,388	------	6,836	7,812	14,648	8,486	185	1,569,910
63	Augusta	45,000	6-18	12,371	2,500	2,300	2,750	5,050	3,750	162	607,500
64	Brunswick	9,000	6-18	1,680	175	454	457	911	623	170	105,910
65	Columbus	17,303	6-18	4,315	350	1,040	1,233	2,273	1,578	172	271,416
66	Macon e	42,370	6-18	d 12,594	300	3,264	3,566	6,830	4,450	180	801,000
67	Rome	8,000	6-18	2,400	200	800	700	1,500	1,100	180	198,000
68	Savannah	80,000	6-18	15,430	*1,200	3,917	4,210	8,127	5,572	180	1,002,960
	ILLINOIS.										
69	Alton	12,000	6-21	4,552	750	960	920	1,880	1,322	195	257,790
	Aurora:										
70	East Side	17,000	6-21	4,976	778	1,338	1,471	2,809	2,100	193	405,450
71	West Side	8,000	------	------	------	625	693	1,318	------	------	------
72	Austin	8,000	6-21	2,160	160	876	1,005	1,881	1,393	186	263,962
73	Belleville	18,471	6-21	5,783	1,055	1,441	1,338	2,779	2,395	193	478,827

* Statistics of 1894-95.
a Approximately.
b Average.
c Estimated.
d Census of 1893.
e Includes all schools in the county of Bibb.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population of 1895 (estimated).	School population. School census age.	School population. Children of school census age.	Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools. Male.	Different pupils enrolled in public day schools. Female.	Different pupils enrolled in public day schools. Total.	Average daily attendance 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.
	1	2	3	4	5	6	7	8	9	10	11
	ILLINOIS—cont'd.										
74	Bloomington	25,000	6-21	7,878	500	1,825	1,979	3,804	2,973	177	526,221
75	Cairo	14,850	6-21	3,967	393	956	1,088	2,044	1,520	180	273,555
76	Canton	8,058	6-21	2,238	......	826	862	1,688	1,303	178	131,974
77	Champaign	8,000	6-21	2,127	173	737	722	1,459	1,044	185	191,358
78	Chicago	1,619,226	6-21	448,597	91,041	106,217	107,608	213,825	165,570	196	32,451,720
79	Danville *	18,000	6-21	3,852	200	1,361	1,374	2,735	2,165	189	431,885
80	Decatur	25,500	6-21	6,601	*500	2,080	2,091	4,171	3,326	188	627,139
	East St. Louis:										
81	District No. 1		6-21	5,128	778	1,300	1,508	2,808	1,849	202	372,852
82	District No. 2, T. 2 N., R. 10 W	25,000	......	......	25	131	130	261	202	.....	......
83	District No. 2, T. 2 N., R. 9 W		6-21	1,647	*58	390	381	771	546	198	107,959
84	Elgin	21,086	6-21	5,395	665	1,550	1,618	3,168	2,932	190	557,399
	Evanston:										
85	District No. 1	11,161	6-21	2,662	401	802	767	1,569	1,245	195	243,036
86	North Evanston	1,366	6-21	413	12	135	165	300	217	185	40,145
87	South Evanston (District No. 2)	5,500	6-21	......	225	382	399	781	635	192	121,920
88	Freeport	15,000	6-21	2,912	625	1,015	1,118	2,133	2,026	190	385,007
89	Galesburg	25,000	......	......	*500	1,485	1,586	3,071	2,417	176	425,292
90	Jacksonville	12,500	6-21	......	2,800	1,013	1,029	2,042	1,545	176	268,400
91	Joliet	35,000	6-21	8,732	1,200	2,589	2,366	4,955	3,674	185	679,771
92	Kankakee	12,000	6-21	2,667	705	759	741	1,500	1,179	177	208,668
93	La Salle	......	......	......	......	......	......	......	......	......	......
94	Lincoln	10,000	6-21	3,501	400	823	706	1,529	1,032	179	185,255
95	Mattoon	9,000	6-21	2,661	200	842	898	1,740	1,294	182	235,554
96	Moline	15,007	6-21	4,248	295	1,388	1,433	2,821	2,325	178	415,175
97	Ottawa	10,600	......	......	*504	918	867	1,785	1,377	194	267,553
98	Pekin	10,000	6-21	3,272	200	704	866	1,570	1,280	170	217,672
99	Peoria *	55,000	6-21	13,623	1,400	4,024	3,938	7,962	6,544	196	1,277,624
100	Quincy	34,000	6-21	10,381	2,500	2,297	2,320	4,617	3,149	195	614,084
101	Rockford	30,000	6-21	10,872	215	2,569	2,703	5,272	4,155	192	798,568
102	Rock Island *	18,000	6-21	4,733	850	1,433	1,491	2,924	2,429	176	427,439
103	Springfield	30,742	6-21	12,604	1,200	2,221	2,292	4,513	3,567	186	663,462
	Sterling:										
104	District No. 1	......	......	......	......	......	......	......	......	......	......
105	District No. 3 *	7,000	6-21	864	85	365	377	742	587	188	106,897
106	District No. 8	3,000	......	......	25	248	268	516	430	187	71,810
107	Streator	12,500	6-21	4,590	942	934	1,084	2,018	1,915	188	360,000
	INDIANA.										
108	Anderson *	18,000	6-21	5,037	210	1,380	1,488	2,868	1,912	180	344,320
109	Bloomington	8,000	6-21	......	7	646	670	1,316	941	178	167,498
110	Brazil	8,000	6-21	2,563	200	785	960	1,745	1,286	169	217,334
111	Columbus	8,000	6-21	2,908	175	778	840	1,618	1,228	176	216,128
112	Crawfordsville	9,000	6-21	1,893	300	700	670	1,370	1,057	186	196,406
113	Elkhart	15,000	6-21	3,751	250	1,334	1,267	2,601	2,143	180	385,740
114	Evansville	60,000	6-21	16,276	3,000	3,679	3,804	7,483	5,868	192	1,126,656
115	Fort Wayne	50,000	6-21	12,631	*4,400	(5,646)		5,646	3,923	200	784,600
116	Frankfort	8,000	6-21	2,284	......	880	963	1,843	1,332	180	239,760
117	Goshen	8,500	6-21	2,005	75	725	805	1,530	1,205	180	216,900
118	Hammond	14,000	6-21	3,194	500	717	877	1,594	826	190	157,088
119	Huntington	11,000	6-21	2,989	400	887	890	1,777	1,426	195	278,070
120	Indianapolis	150,000	6-21	*37,569	*2,241	13,798	13,864	27,662	15,939	185	2,948,732
121	Jeffersonville	13,000	6-21	4,000	235	826	886	1,712	1,539	177	272,403
122	Kokomo	10,000	6-21	3,126	100	1,089	1,056	2,145	1,596	177	182,492
123	La Fayette	20,000	6-21	......	1,000	1,490	1,546	3,036	2,161	180	388,980
124	Laporte	9,000	6-21	3,797	300	573	608	1,181	973	190	157,120

* Statistics of 1894-95.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population. School census age.	School population. Children of school census age.	Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools. Male.	Different pupils enrolled in public day schools. Female.	Different pupils enrolled in public day schools. Total.	Average daily attendance 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.
	1	2	3	4	5	6	7	8	9	10	11
	INDIANA—cont'd.										
125	Logansport	15,000	6-21	5,940	750	1,416	1,426	2,842	2,249	178	400,500
126	Madison *	9,500	6-21	3,762	500	805	868	1,673	-------	190	--------
127	Marion	18,000	6-21	4,510	* 0	1,637	1,696	3,333	2,540	180	457,200
128	Michigan City *	13,000	6-21	4,818	1,200	788	758	1,546	1,262	190	240,204
129	Muncie	20,000	6-21	4,747	225	1,578	1,807	3,385	2,363	180	425,340
130	New Albany	22,000	6-21	7,777	600	1,535	1,748	3,283	2,678	160	428,480
131	Richmond	20,000	6-21	5,118	800	1,565	1,546	3,111	2,447	190	465,030
132	Shelbyville	10,000	6-21	2,327	100	682	716	1,398	993	175	173,775
133	South Bend	30,000	6-21	8,663	2,150	*1,672	*1,772	*3,444	*2,769	177	*a* 490,113
134	Terre Haute	37,000	6-21	13,935	971	3,145	3,231	6,376	4,793	191	917,859
135	Vincennes	10,000	6-21	3,400	800	745	770	1,515	1,390	195	271,050
136	Wabash	10,500	6-21	2,500	0	795	923	1,718	1,394	186	259,284
137	Washington	10,000	6-21	2,685	300	761	758	1,519	1,104	171	188,828
	IOWA.										
138	Boone	10,000	5-21	2,425	150	700	1,000	1,700	1,500	180	270,000
139	Burlington	27,341	5-21	7,977	1,500	2,063	2,070	4,133	3,422	184	631,248
140	Cedar Rapids	23,000	5-21	7,597	* 300	2,362	2,330	4,692	3,729	180	671,220
141	Clinton	17,375	5-21	6,030	400	1,747	1,832	3,579	2,684	*185	*a* 496,540
142	Council Bluffs	21,474	5-21	7,586	571	2,188	2,189	4,377	3,300	177	605,509
143	Creston	8,000	5-21	2,532	150	868	1,046	1,914	1,404	186	261,781
144	Davenport	31,484	5-21	10,744	1,200	2,784	2,701	5,485	4,399	193	849,227
	Des Moines:										
145	East side	16,000	5-21	5,384	300	1,908	2,070	3,978	3,011	178	535,926
146	North side	---------	5-21	1,682	20	692	772	1,464	1,002	176	176,359
147	West side	30,000	5-21	7,962	500	2,239	2,390	4,629	3,403	176	598,378
148	Dubuque	42,000	5-21	12,663	2,400	2,725	2,576	5,301	3,956	190	751,640
149	Fort Dodge	8,000	5-21	2,096	300	(1,488)		1,488	1,100	180	198,000
150	Fort Madison	10,022	5-21	2,903	-------	712	672	1,384	1,051	172	180,772
151	Iowa City	8,000	5-21	3,619	500	* 751	* 757	*1,508	*1,158	185	*a* 214,809
152	Keokuk *	15,000	5-21	4,564	-------	1,220	1,258	2,478	1,836	178	326,950
153	Marshalltown	12,000	5-21	3,020	100	1,107	1,201	2,308	1,855	177	328,388
154	Muscatine *	12,400	5-21	3,817	-------	1,241	1,219	2,460	1,942	181	351,441
155	Oskaloosa	10,200	5-21	2,852	23	1,041	1,077	2,118	1,483	178	263,974
156	Ottumwa	17,000	5-21	*5,004	200	1,855	2,019	3,874	2,897	187	541,748
157	Sioux City	30,000	5-21	11,186	800	2,761	2,865	5,626	4,500	175	790,427
	Waterloo:										
158	East Side *	---------	5-21	1,761	-------	(1,152)		1,152	929	-----	----------
159	West Side	---------	5-21	1,166	*50	387	412	799	583	178	103,774
	KANSAS.										
160	Arkansas City	8,000	5-21	2,490	60	720	875	1,595	1,450	153	221,850
161	Atchison	16,000	6-21	4,467	400	1,051	1,236	2,287	1,697	175	296,968
162	Emporia *	10,000	5-21	2,825	200	1,077	1,085	2,162	1,621	178	286,917
163	Fort Scott	11,000	5-21	4,203	100	1,231	1,396	2,627	1,980	160	316,453
164	Hutchinson	10,000	5-21	2,683	*200	1,050	1,123	2,173	1,620	179	289,980
165	Kansas City	45,000	5-21	12,948	906	3,537	3,790	7,327	5,432	177	977,760
166	Lawrence	10,500	5-21	3,568	-------	1,185	1,320	2,505	1,853	172	308,716
167	Leavenworth *	23,000	5-21	7,502	900	(3,146)		3,146	2,449	174	426,126
168	Ottawa	8,000	5-21	2,519	70	823	946	1,769	1,309	180	250,920
169	Parsons	8,000	5-21	2,402	175	865	965	1,830	1,378	180	248,280
170	Pittsburg	10,052	5-21	3,217	153	1,028	1,090	2,118	1,488	158	235,113
171	Topeka	31,000	5-21	10,025	*1,000	2,985	3,239	6,224	4,552	176	801,095
172	Wichita	24,000	5-21	*6,000	-------	2,217	2,338	4,555	3,494	174	607,921
	KENTUCKY.										
173	Bowling Green	8,500	6-20	2,461	-------	636	694	1,330	848	183	155,184
174	Covington	50,000	6-20	15,820	3,534	2,109	2,203	4,312	3,403	190	646,570

* Statistics of 1894-95.

a Estimated.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance 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.
			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:										
175	White schools	10,000	6–20	1,582	181	466	495	961	638	185	118,030
176	Colored schools		6–20	1,100	50	242	276	518	344	182	62,600
177	Henderson *	13,200	6–20	3,300	300	900	950	1,850	1,200	192	230,400
178	Hopkinsville (whites only)	8,000	6–20	1,053	30	340	414	754	547	198	108,254
179	Lexington	......	......	......	......	......	......	......	......	......	......
180	Louisville	200,000	6–20	78,216	8,000	12,021	12,834	24,855	18,524	192	3,556,608
181	Maysville	8,000	6–20	......	200	(2,000)		2,000	......	200	......
182	Newport *	30,000	6–20	8,606	1,200	1,888	1,949	3,837	3,112	200	622,400
183	Owensboro	15,000	6–20	3,372	400	951	941	1,892	1,523	183	302,499
184	Paducah	18,000	6–20	4,250	150	1,101	1,259	2,360	1,599	190	303,753
	LOUISIANA.										
185	Baton Rouge	......	......	......	......	......	......	......	......	......	......
186	New Orleans	......	......	......	......	13,224	14,176	27,400	18,928	*180	a3,407,040
187	Shreveport	18,000	6–18	3,901	......	......	......	......	......	180	......
	MAINE.										
188	Auburn	14,000	4–21	3,495	160	1,100	1,300	2,400	1,720	176	302,720
189	Augusta	12,000	4–21	3,150	500	......	......	......	......	175	......
190	Bangor	21,000	5–21	5,756	200	1,657	1,845	3,502	2,894	170	491,982
191	Bath	8,550	4–21	2,861	50	856	815	1,671	1,408	174	244,990
192	Biddeford	18,000	4–21	4,619	1,200	(1,772)		1,772	1,308	176	211,235
193	Calais	8,000	4–21	2,565	*64	(1,527)		1,527	*1,106	168	a 185,808
194	Lewiston	......	......	......	......	......	......	......	......	......	......
195	Portland	40,000	4–21	10,794	1,561	3,425	2,812	6,237	4,562	182	830,284
196	Rockland	8,000	4–21	2,337	0	679	722	1,401	1,156	163	188,428
197	Waterville	8,008	4–20	2,697	......	(1,054)		1,054	......	159	......
	MARYLAND.										
198	Baltimore	556,000	6–21	120,000	17,400	(75,610)		75,610	52,081	208	10,832,848
199	Cumberland	......	......	......	......	......	......	......	......	......	......
200	Frederick	9,000	6–21	a 4,000	......	529	658	1,187	774	146	113,114
201	Hagerstown *	12,000	6–20	......	255	(1,920)		1,920	1,325	151	199,653
	MASSACHUSETTS.										
202	Adams	8,000	5–15	1,747	25	(1,935)		1,935	*1,404	160 195	......
203	Amesbury *	9,884	5–15	1,622	480	552	567	1,119	*910	......	......
204	Attleboro	8,287	5–15	1,557	25	923	869	1,792	1,257	b 199	245,115
205	Beverly	11,802	5–15	1,899	50	(a 2,200)		a 2,200	1,621	195	a 316,095
206	Boston	496,920	5–15	78,561	12,231	40,647	39,208	79,855	67,780	199	13,488,220
207	Brockton	35,000	5–15	5,551	......	(5,564)		5,564	5,084	200	1,016,800
208	Brookline	16,164	5–15	2,445	165	1,449	1,446	2,895	2,159	196	423,164
209	Cambridge	81,643	8–14	7,776	2,557	(13,571)		13,571	10,611	200	2,122,200
210	Chelsea	30,000	5–15	5,305	1,000	2,699	2,738	5,437	3,841	200	768,200
211	Chicopee	18,000	5–16	2,871	600	818	812	1,630	1,421	196	258,594
212	Clinton	11,497	5–15	2,161	340	976	921	1,897	1,521	191	290,511
213	Everett *	......	5–15	3,040	3	(4,053)		4,053	2,745	190	511,550
214	Fall River	89,203	5–15	17,459	3,846	(14,442)		14,442	9,895	195	1,929,525
215	Fitchburg *	26,409	5–15	4,811	800	2,483	2,367	4,850	3,450	165	569,250
216	Framingham *	......	5–15	1,722	0	(2,169)		2,169	1,693	180	307,740
217	Gardner *	9,183	5–15	1,862	0	887	892	1,779	1,400	c 176	246,400
218	Gloucester	28,000	......	......	350	2,161	2,229	4,390	3,777	190	717,630

* Statistics of 1894–95.
a Estimated.
b The primary schools were in session 189 days.
c Average.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population. School census age.	School population. Children of school census age.	Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools. Male.	Different pupils enrolled in public day schools. Female.	Different pupils enrolled in public day schools. Total.	Average daily attendance 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.
	1	2	3	4	5	6	7	8	9	10	11
	MASSACHUSETTS—continued.										
219	Haverhill	30,300	5-15	5,067	1,346	(4,139)		4,139	3,154	200	630,860
220	Holyoke *	40,549	5-15	8,042	3,000	2,573	2,580	5,153	3,677	188	676,440
221	Hyde Park *	11,000	5-15	2,073	600	1,045	965	2,010	1,490	190	283,138
222	Lawrence	52,153	5-15	9,263	2,200	(7,213)		7,213	5,464	197	1,076,408
223	Lowell	84,357	5-15	13,343	4,000	6,495	6,339	12,834	8,737	192	1,677,504
224	Lynn	62,355	5-15	10,119	800	5,087	4,998	10,085	8,113	187	1,521,187
225	Malden	29,706	5-15	4,904	820	2,307	2,338	4,645	4,036	195	787,020
226	Marlboro	15,000	5-15	2,836	150	1,414	1,504	2,918	2,288	176	402,688
227	Medford	14,474	5-15	2,201	50	1,602	1,639	3,241	2,391	----	--------
228	Melrose	11,986	5-15	2,338	0	(2,159)		2,159	------	195	--------
229	Milford	8,958	5-15	1,256	250	741	851	1,592	1,227	*a* 173	214,360
230	Natick	8,909	5-15	1,364	6	897	916	1,813	1,505	----	245,000
231	New Bedford	55,251	5-15	10,076	2,693	3,920	3,940	7,860	5,542	189	1,047,432
232	Newburyport	14,554	5-15	2,382	648	971	908	1,879	1,571	200	314,100
233	Newton	27,622	5-15	3,566	899	2,561	2,586	5,147	3,953	195	770,896
234	North Adams	19,127	5-15	3,442	1,126	1,079	1,998	3,077	2,144	187	400,928
235	Northampton	17,600	5-15	2,749	500	(2,493)		2,493	2,031	*b* 190	387,361
236	Peabody	10,500	5-15	1,844	400	906	846	1,752	1,400	198	277,200
237	Pittsfield	20,461	5-15	3,804	167	2,110	2,116	4,226	3,245	189	574,275
238	Plymouth	8,000	5-14	1,700	0	827	832	1,659	*1,298	191	*c* 247,536
239	Quincy	20,712	5-15	4,571	200	(4,527)		4,527	3,481	----	*c* 678,795
240	Revere	8,500	6-14	1,487	0	745	944	1,689	1,385	182	254,845
241	Salem	34,000	5-15	5,590	2,126	2,344	2,038	4,382	3,419	205	709,895
242	Somerville	52,200	8-14	5,242	1,418	4,947	4,967	9,914	7,244	185	1,342,175
243	Southbridge	8,250	5-15	1,678	754	559	566	1,125	709	190	134,675
244	Spence	8,000	5-15	1,765	431	709	731	1,440	1,368	*b* 180	248,140
245	Springfield	51,534	5-15	8,041	1,137	4,655	4,190	8,845	6,763	194	1,302,119
246	Taunton	27,093	8-14	2,774	624	2,207	2,104	4,311	3,518	*b* 190	671,340
247	Wakefield	8,304	5-15	1,433	0	(1,882)		1,882	------	193	--------
248	Waltham	20,877	5-15	3,224	885	1,297	1,338	2,635	2,183	----	--------
249	Westfield	10,663	5-15	1,799	*0	1,000	994	1,994	1,499	190	284,810
250	Weymouth	11,291	5-15	1,778	0	(2,271)		2,271	1,859	190	353,210
251	Woburn *	14,176	5-15	3,158	350	1,556	1,217	2,773	2,164	200	432,800
252	Worcester	100,000	5-15	17,634	2,353	9,218	8,717	17,935	13,650	181	2,470,650
	MICHIGAN.										
253	Adrian	9,541	5-20	2,565	347	857	810	1,667	1,273	196	244,084
254	Alpena *	13,000	5-20	4,657	1,500	891	935	1,826	1,362	188	272,438
255	Ann Arbor	11,300	5-20	3,054	250	1,278	1,059	2,337	1,946	190	369,740
256	Battle Creek *	18,000	5-20	3,569	952	1,381	1,448	2,829	2,235	191	426,885
257	Bay City	31,000	5-20	11,482	2,500	2,580	2,799	5,379	3,625	198	717,527
258	Detroit	275,000	5-20	74,876	13,671	18,009	16,747	34,756	26,437	195	5,287,459
259	Escanaba	9,000	5-20	2,278	600	650	625	1,275	877	192	174,513
260	Flint	11,000	5-20	2,700	200	1,000	1,100	2,100	1,728	190	328,450
261	Grand Haven	--------	5-20	1,843	150	675	635	1,310	1,050	196	205,800
262	Grand Rapids	79,433	5-20	25,990	3,422	7,398	7,646	15,044	11,608	193	2,321,639
263	Holland	8,000	5-20	2,303	0	880	872	1,752	1,476	195	287,820
264	Iron Mountain	10,000	5-20	2,361	-------	910	998	1,908	1,482	200	287,115
265	Ironwood	10,000	5-20	2,264	450	836	832	1,668	1,350	200	270,000
266	Ishpeming	12,000	5-20	3,636	500	*1,343	*1,513	*2,856	1,798	196	372,456
	Jackson:										
267	District No. 1*	25,000	5-20	3,123	500	1,174	1,078	2,252	1,883	189	355,887
268	District No. 17		5-20	3,000	900	948	941	1,889	1,234	190	234,460
269	Kalamazoo	23,000	6-21	6,113	600	1,803	1,831	3,634	2,832	188	562,545
270	Lansing	18,000	5-20	3,939	500	1,627	1,530	3,157	2,499	191	477,309
271	Ludington	9,000	5-20	2,831	300	926	969	1,895	1,466	196	291,113
272	Manistee *	13,544	5-20	4,544	950	1,600	1,532	3,132	1,833	196	366,694
273	Marquette	--------	5-20	2,979	400	938	927	1,865	1,366	196	262,341

* Statistics of 1894-95.
a The high school was in session 192 days.
b High school, 200 days.
c Estimated.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population. School census age.	School population. Children of school census age.	Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools. Male.	Different pupils enrolled in public day schools. Female.	Different pupils enrolled in public day schools. Total.	Average daily attendance 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.
	1	2	3	4	5	6	7	8	9	10	11
	MICHIGAN—cont'd.										
274	Menominee	13,568	5-21	3,727	400	1,290	1,275	2,565	1,815	196	355,740
275	Muskegon	23,000	5-20	7,078	......	2,472	2,556	5,028	3,407	190	647,330
276	Owosso *	9,000	5-20	2,239	80	950	1,000	1,950	1,471	195	286,845
277	Port Huron	20,000	5-20	6,898	900	1,718	1,624	3,342	2,776	198	512,752
	Saginaw:										
278	East Side	30,000	5-21	* 9,269	......	2,858	2,883	5,741	4,504	190	855,760
279	West Side	18,000	5-20	5,793	400	2,000	2,200	4,200	3,000	196	588,000
280	Sault Ste. Marie	8,500	5-21	2,003	250	674	716	1,390	1,074	190	198,538
281	Traverse City	8,000	5-20	2,043	150	907	965	1,872	* 1,132	180	*a* 203,760
282	West Bay City *	14,000	5-21	4,246	700	1,240	1,257	2,497	1,740	193	335,899
	MINNESOTA.										
283	Brainerd	9,000	5-21	1,667	5	700	1,021	1,721	1,299	180	233,818
284	Duluth	59,369	5-21	*a*14,000	1,200	4,413	4,635	9,048	6,044	192	1,249,127
285	Faribault	8,550	5-21	2,000	* 400	623	748	1,371	982	176	175,778
286	Mankato	11,000	6-20	2,700	* 1,040	950	920	1,870	1,400	175	245,000
287	Minneapolis	200,000	......	......	* 5,000	15,368	15,366	30,734	24,304	188	4,568,586
288	Red Wing	8,500	5-21	1,750	100	820	834	1,654	1,347	175	242,562
289	St. Cloud	9,187	5-21	3,023	1,050	661	580	1,241	950	175	168,944
290	St. Paul	150,000	......	......	* 7,000	11,114	11,215	22,329	17,152	190	3,171,163
291	Stillwater *	......	......	......	350	889	867	1,756	1,536	176	270,336
292	Winona	22,000	5-21	......	1,600	1,875	1,862	3,737	2,968	190	564,015
	MISSISSIPPI.										
293	Columbus *	8,000	5-21	2,500	0	595	709	1,304	900	180	162,000
294	Jackson *	8,000	5-21	2,200	150	600	700	1,300	950	180	171,000
295	Meridian *	14,000	5-21	3,595	910	897	1,131	2,028	1,544	180	277,920
296	Natchez *	11,000	5-21	3,425	850	610	754	1,364	835	180	150,300
297	Vicksburg	19,000	5-21	4,687	600	987	1,206	2,293	......	180	......
	MISSOURI.										
298	Carthage	10,000	6-20	2,655	* 150	1,011	1,110	2,121	1,556	180	280,080
299	Chillicothe	8,000	6-20	1,830	......	759	834	1,593	1,159	177	208,683
300	Clinton	8,000	6-20	2,091	......	795	836	1,631	1,129	180	203,200
301	Hannibal	15,000	......	......	300	1,141	1,387	2,528	1,865	177	335,672
302	Jefferson City	10,000	6-20	2,400	500	560	665	1,225	*a* 816	180	*a* 146,880
303	Joplin	12,695	6-20	4,087	176	1,549	1,710	3,259	2,262	175	407,987
304	Kansas City	133,000	6-21	......	* 3,000	9,511	10,497	20,008	14,351	180	2,582,180
305	Moberly	10,000	6-20	3,778	* 300	831	935	1,766	1,242	178	221,076
306	Nevada	......	......	......	......	......	......	......	......	......	......
307	St. Charles	8,225	6-20	2,125	350	275	350	625	176	196	34,398
308	St. Joseph	60,000	6-20	23,120	1,200	3,823	3,979	7,802	5,829	170	990,930
309	St. Louis	603,837	6-20	158,352	25,000	35,840	37,689	73,529	53,044	197	10,449,068
310	Sedalia	20,000	6-20	4,434	200	1,693	1,763	3,456	2,693	180	487,686
311	Springfield	25,000	6-20	6,426	500	2,487	2,668	5,155	3,281	160	524,960
312	Webb City	8,000	6-20	1,757	10	778	812	1,590	1,107	176	199,260
	MONTANA.										
313	Butte	40,000	6-21	6,354	540	1,826	2,354	4,180	3,156	187	550,949
314	Great Falls	11,000	6-21	1,603	30	(1,309)		1,309	819	187	155,020
315	Helena*	15,000	6-21	2,423	200	961	1,072	2,033	1,525	170	259,167
	NEBRASKA.										
316	Beatrice	12,000	5-21	2,596	100	1,019	1,044	2,063	1,601	176	279,580
317	Fremont	9,000	5-21	2,689	......	935	951	1,886	1,419	187	263,947

* Statistics of 1894–95. *a* Estimated.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance 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.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	NEBRASKA—cont'd.										
318	Grand Island		5-21	2,121	138	828	911	1,739	1,317	178	234,426
319	Hastings	14,000	5-20	2,400	75	880	898	1,778	1,307		232,645
320	Kearney	8,000	5-21		25	677	754	1,431	979	177	173,324
321	Lincoln	45,491	5-21	11,270		3,226	3,314	6,540	4,685	188	880,780
322	Nebraska City	12,000				763	758	1,521	1,114	177	196,674
323	Omaha	140,000	5-21	28,609	*1,552	8,200	8,282	16,482	12,630	175	2,210,250
324	Plattsmouth	9,000	5-21	2,300	400	550	750	1,300	*928	178	*a* 165,184
325	South Omaha	14,000	5-21	3,613	200	1,303	1,342	2,645	1,958	180	352,410
	NEW HAMPSHIRE.										
326	Concord (Union district)		5-20	2,017	289	1,251	1,238	2,489	1,853	179	331,037
327	Dover	13,000	5-16	1,914	700	742	727	1,469	1,176	178	199,328
328	Keene (Union district)	8,000	6-16	1,113	150	549	546	1,095	943	185	174.455
329	Manchester*	55,000			4,000	2,627	2,579	5,206	3,499	175	612,325
330	Nashua	25,000	5-16	4,502	1,520	(3,696)		3,696	2,219	172	381,668
331	Portsmouth	12,000	6-16	1,606	350	703	769	1,472	1,153	183	211,000
	NEW JERSEY.										
332	Atlantic City	18,000	5-20	3,175	250	1,360	1,340	2,700	1,767	190	324,467
333	Bayonne	22,000	5-18	6,410	1,500	1,896	1,945	3,841	2,503	196	474,685
334	Bridgeton	13,000	5-18	3,026	104	1,114	1,320	2,434	1,651	*200	*a* 330,200
335	Camden	62,525	5-18	15,175	*950	*5,415	*5,592	*11,007	*5,954	202	*a*1,202,708
336	Elizabeth*	43,000	5-18	10,576	2,500	2,805	2,726	5,531	3,993	197	811,810
337	Harrison	10,000	5-18	2,900	1,000	400	380	780	610	210	128,100
338	Hoboken	54,085	5-20	18,132	1,500	4,084	4,035	8,119	5,608	201	1,121,861
339	Jersey City	182,713	5-18	55,484	6,463	13,196	13,529	26,725	18,255	197	3,498,047
340	Long Branch*	9,000	5-18	2,846	90	1,192	1,089	2,281	1,617	193	311,260
341	Millville *		5-18	2,845	133	1,026	1,117	2,143	1,407		259,282
342	Morristown	10,000	5-18	2,546	870	576	592	1,168	870	193	167,910
343	Newark	215,634	5-18	54,634	9,915	15,275	15,300	30,575	21,329	195	4,210,270
344	New Brunswick*		5-18	4,949	895	1,349	1,341	2,690	2,039	185	400,550
345	Orange	20,000	5-18	4,917	1,008	1,243	1,305	2,548	1,683	199	334,917
346	Passaic	20,000	5-20	4,689	300	1,617	1,659	3,276	2,115	199	420,885
347	Paterson	100,000	5-18	24,642	*2,500	7,272	7,285	14,557	9,997	202	2,019,394
348	Perth Amboy	13,500	5-20		400	917	848	1,765	1,273	199	225,595
349	Phillipsburg	10,400	5-18	2,552	267	884	843	1,727	1,358	200	277,162
350	Plainfield	13,000	5-18	2,837	*500	1,090	1,118	2,208	1,517	190	280,935
351	Rahway	8,000	5-18	1,861	194	684	630	1,314	923	195	181,106
352	Town of Union*	13,336	5-18	3,582	393	1,264	1,283	2,547	1,809	209	375,299
353	Trenton	62,500	5-18	14,680	2,389	3,757	3,914	7,671	5,442	202	1,099,284
	NEW YORK.										
354	Albany	97,120	5-21	23,859	4,000	(12,970)		12,970	10,009	182	1,821,638
355	Amsterdam*	19,000	4-21	5,093					*a* 1,900	190	*a* 325,000
356	Auburn	28,000	5-21	6,937	1,100	1,817	1,867	3,684	2,954	190	562,562
357	Batavia	9,000	5-18	2,040	350	700	916	1,616	1,017	195	198.315
358	Binghamton	42,200	5-18	8,872	422	3,376	3,522	6,898	5,410	196	1,060,256
359	Brooklyn	1,100,000	4-21	272,447	40,000	(146,429)		146,429	102,718	205	21,039,906
360	Buffalo	352,000	5-18	75,950	19,082	26,252	25,905	52,157	35,283	196	6.853,196
361	Cohoes	25,000	5-18	7,088	2,500	1,276	1,507	2,783	2,025	190	396.944
362	Corning (district 9)	11,000	5-21	2,714		853	797	1,650	1,247	190	236,935
363	Cortland	11.000	5-18	1,770	2	(1,180)		*b* 1,180	867	193	167,596
364	Dunkirk	12,000	5-21	3,162	767	(1,576)		1,576	1,174	196	230,198

* Statistics of 1894-95.
a Estimated.

b About 400 other pupils attend the Cortland Normal School.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population. School census age.	School population. Children of school census age.	Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools. Male.	Different pupils enrolled in public day schools. Female.	Different pupils enrolled in public day schools. Total.	Average daily attendance 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.
	1	2	3	4	5	6	7	8	9	10	11
	NEW YORK—cont'd.										
	Edgewater:										
365	Rosebank	......	......	......	......	......	......	......	......	......	......
366	Tompkinsville *a*	3,000	5-18	510	8	169	170	339	281	194	54,822
367	Stapleton *b*	7,596	5-18	1,895	99	677	633	1,310	943	197	185,735
368	Elmira	40,000	5-18	7,500	658	2,786	2,840	5,626	4,620	194	896,094
369	Flushing	9,500	8-16	2,394	330	(1,364)		1,364	938	190	183,280
370	Geneva	10,500	5-21	2,257	540	667	700	1,367	1,086	194	210,861
371	Glens Falls	12,000	5-21	3,100	1,000	714	769	1,483	*c*1,000	195	*c*195,000
372	Gloversville	15,000	5-18	3,373	20	1,475	1,616	3,091	2,404	196	471,145
373	Hornellsville	12,000	5-21	3,225	450	1,000	1,100	2,100	1,531	194	295,547
374	Hudson *	10,000	4-21	2,118	457	689	657	1,346	1,061	191	202,659
375	Ithaca	12,000	5-21	2,810	360	996	1,085	2,081	1,679	194	325,808
376	Jamestown	20,000	5-18	4,404	244	1,982	1,940	3,922	2,952	191	554,119
377	Johnstown	10,000	......	......	......	865	938	1,803	1,350	195	263,339
	Kingston:										
378	Kingston school district	13,000	5-18	2,836	328	1,093	1,123	2,216	1,565	197	308,362
379	District No. 2	......	5-18	1,013	......	(*d* 890)		*d* 890	593	205	115,829
380	District No. 3	......	......	......	......	225	230	455	314	189	59,346
381	District No. 4	2,200	5-18	438	8	(466)		466	301	194	58,494
282	Lansingburg	12,500	5-21	2,733	300	1,029	1,050	2,079	1,495	191	285,545
383	Little Falls	9,500	5-18	1,800	538	636	579	1,215	917	190	175,992
384	Lockport	19,000	5-21	4,617	382	(3,172)		3,172	2,392	195	460,786
385	Long Island City *	45,000	5-21	11,000	700	3,600	3,958	7,558	5,406	198	1,070,398
386	Middletown	13,000	5-21	......	250	1,015	1,044	2,059	1,646	196	322,754
387	Mount Vernon (district No. 5)	20,000	5-21	3,895	531	1,573	1,736	3,309	2,245	201	451,117
388	New Brighton	......	......	......	......	......	......	......	......	......	......
389	Newburg	25,000	5-18	5,492	1,348	1,796	1,658	3,454	2,700	191	515,862
390	New Rochelle	12,000	5-18	2,879	135	1,165	1,098	2,263	1,577	189	298,058
391	New York	1,850,000	5-21	440,000	50,000	133,942	127,384	261,326	183,580	203	37,181,882
392	Niagara Falls	17,000	5-18	3,409	596	1,295	1,310	2,605	1,790	196	350,757
393	North Tonawanda	10,000	5-18	2,113	290	856	892	1,748	1,133	193	218,769
394	Ogdensburg	......	......	......	......	......	......	......	......	......	......
395	Olean *	12,000	5-21	2,593	400	1,002	925	1,927	1,436	193	277,203
396	Oswego	25,000	5-18	6,590	1,052	(3,728)		3,728	2,777	193	535,961
	Peekskill:										
397	District No. 7	11,500	4-18	......	125	423	512	935	624	196	125,434
398	District No. 8		5-21	1,000	50	342	388	730	567	196	111,254
399	Plattsburg	9,400	5-18	2,384	125	915	709	1,624	1,178	184	216,920
400	Port Jervis	10,000	5-18	2,056	127	946	979	1,925	1,430	196	277,656
401	Poughkeepsie *	23,000	5-21	6,250	778	1,543	1,625	3,168	2,423	190	518,570
402	Rochester	160,000	5-21	55,000	5,827	11,190	11,328	22,518	17,230	193	3,308,599
403	Rome	15,000	5-18	2,157	359	921	909	1,830	1,389	194	266,315
404	Saratoga Springs	14,000	4-21	3,312	66	1,177	1,387	2,564	1,713	197	344,010
405	Schenectady	22,815	5-18	5,278	1,330	*1,340	*1,450	*2,790	2,159	188	410,294
406	Sing Sing	8,000	5-18	1,372	67	466	526	992	763	190	144,962
407	Syracuse	120,124	5-18	*c*25,000	1,772	8,804	9,045	17,489	13,536	197	2,666,592
408	Tonawanda	8,000	5-18	2,225	300	900	903	1,803	1,225	196	239,232
409	Troy	65,000	5-21	20,000	5,000	3,534	3,214	6,748	4,999	195	931,965
410	Utica	50,000	5-21	13,510	2,862	3,419	3,718	7,137	5,506	195	1,075,121
411	Watertown	23,000	5-18	3,869	150	1,700	1,800	3,500	2,447	200	458,537
412	Watervliet	15,000	5-18	2,912	538	908	1,184	2,092	1,318	197	259,763
413	Woodhaven	8,000	5-21	2,565	138	1,016	796	1,812	1,115	198	220,723
414	Yonkers *	......	......	......	......	......	......	......	......	......	......
	NORTH CAROLINA.										
415	Asheville	12,000	6-21	3,000	400	831	750	1,581	......	169	......
416	Charlotte *	20,000	6-21	4,594	150	1,020	1,078	2,098	1,405	180	252,900

* Statistics of 1894–95.
a J. W. Barris, principal.
b A. Hall Burdick, principal.
c Estimated.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance 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.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	NORTH CAROLINA—continued.										
417	Newbern	....	....	....	....	....	....	....	....	....	....
418	Raleigh	....	....	....	....	....	....	....	....	....	....
419	Wilmington	....	....	....	....	....	....	....	....	....	....
420	Winston	12,000	6-20	2,500	50	655	685	1,340	1,140	180	205,200
	OHIO.										
421	Akron	33,000	6-21	9,435	1,500	2,965	2,845	5,810	4,687	192	918,943
422	Alliance*	9,000	6-21	2,270	91	790	841	1,631	1,305	186	242,730
423	Ashtabula	9,000	6-21	1,862	125	674	697	1,371	1,173	190	222,870
424	Bellaire	....	6-21	2,924	400	842	923	1,765	1,360	177	240,720
425	Canton*	....	6-21	8,528	800	2,615	2,731	5,346	4,252	195	829,081
426	Chillicothe	....	6-21	3,692	*112	1,213	1,130	2,343	1,730	182	314,860
427	Cincinnati	360,000	6-21	87,212	16,793	22,071	20,718	42,789	34,020	200	6,803,980
428	Circleville	8,000	6-21	2,095	200	705	718	1,423	1,013	200	202,600
429	Cleveland	340,000	6-21	91,453	*25,000	25,388	25,066	50,454	38,612	188	7,259,056
430	Columbus	120,000	6-21	28,927	3,529	8,518	8,842	17,360	14,601	188	2,744,988
431	Dayton*	80,000	6-21	19,029	....	5,440	5,542	10,982	9,437	....	1,821,410
432	Defiance*	....	6-21	2,433	....	(1,503)		1,503	1,039	200	a207,800
433	Delaware	9,000	6-21	2,400	301	761	863	1,624	1,204	188	219,839
434	East Liverpool	15,000	6-21	4,171	....	1,194	1,239	2,433	1,767	176	310,992
435	Elyria	8,000	6-21	2,077	374	584	673	1,257	1,075	191	205,325
436	Findlay*	....	6-21	4,549	....	(3,500)		3,500	2,705	180	486,900
437	Fostoria	9,000	6-21	2,619	275	700	795	1,495	1,202	176	211,552
438	Fremont	9,000	6-21	2,201	500	685	643	1,328	1,086	175	189,875
439	Hamilton	25,000	6-21	6,312	1,250	1,626	1,641	3,267	2,684	197	528,748
440	Ironton*	14,000	6-21	3,772	425	1,149	1,204	2,353	2,011	184	370,024
441	Lancaster	8,000	6-21	2,108	210	691	664	1,355	1,098	184	202,581
442	Lima	20,000	6-21	4,797	1,000	1,568	1,626	3,194	2,489	186	462,954
443	Lorain	12,000	6-21	2,602	*250	918	996	1,914	1,447	188	272,036
444	Mansfield*	16,000	6-21	....	300	1,388	1,421	2,809	2,313	174	402,462
445	Marietta	12,000	6-21	2,927	60	1,029	1,103	2,132	1,802	184	151,368
446	Marion*	....	6-21	2,658	....	(1,982)		1,982	1,533	190	291,270
447	Martins Ferry	8,000	6-21	2,157	209	711	767	1,478	1,108	180	199,440
448	Massillon	12,000	6-21	3,946	759	1,010	985	1.995	1,626	193	313,812
449	Middletown	11,000	6-21	2,592	500	723	802	1,525	1,155	193	222,915
450	Mt. Vernon*	....	6-21	1,784	....	(1,341)		1,341	1,064	190	a202,160
451	Nelsonville	....	6-21	1,776	39	598	657	1,257	1,043	156	162,708
452	Newark	16,500	6-21	4,084	375	1,400	1,411	2,811	2,210	186	411,060
453	Norwalk*	....	6-21	2,129	....	(1,261)		1,261	994	190	a188,860
454	Piqua	13,000	6-21	3,962	500	990	953	1,943	1,569	180	282,420
455	Portsmouth	18,000	6-21	4,252	400	1,227	1,277	2,504	a1,669	180	a300,420
456	Salem*	8,000	6-21	1,939	0	793	795	1,588	1,229	184	242,634
457	Sandusky	22,000	6-21	5,700	1,300	1,480	1,595	3,075	2,764	185	511,340
458	Springfield	35,000	6-21	8,979	1,467	2,943	3,001	5,944	4,849	194	940,706
459	Steubenville	13,500	6-21	4,485	550	1,075	1,017	2,095	1,668	196	326,301
460	Tiffin*	14,000	6-21	3,408	800	873	887	1,760	1,372	187	256,564
461	Toledo	115,000	6-21	27,883	*4,500	8,364	8,360	16,724	13,265	193	2,573,655
462	Warren	10,000	6-21	2,632	32	760	912	1,672	*1,216	176	a214,016
463	Wellston	8,000	6-21	....	0	1,300	1,100	2,400	1,657	127	200,439
464	Xenia	8,000	6-21	2,125	165	741	775	1,516	1,208	187	226,021
465	Youngstown	37,000	6-21	11,731	2,100	3,022	3,100	6,122	4,795	185	887,075
466	Zanesville*	23,000	6-21	6,270	....	1,828	1,890	3,718	3,069	185	567,705
	OKLAHOMA.										
467	Oklahoma City	....	5-21	5,847	150	....	....	....	799	174	139,482

* Statistics of 1894-95. *a* Estimated.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population. School census age.	School population. Children of school census age.	Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools. Male.	Different pupils enrolled in public day schools. Female.	Different pupils enrolled in public day schools. Total.	Average daily attendance 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.
	1	2	3	4	5	6	7	8	9	10	11
	OREGON.										
468	Astoria	10,000	4-20	2,300	0	650	700	1,350	a 1,000	189	a 189,000
469	Portland *	90,000	4-20	19,471	1,100	5,107	5,447	10,554	8,388	190	1,593,663
470	Salem *	12,000	4-20	2,658	300	926	845	1,771	1,335	172	230,304
	PENNSYLVANIA.										
471	Allegheny	110,000	6-21	a 24,000	5,000	9,516	9,453	18,969	12,856	200	2,571,200
472	Allentown	30,000	6-21	5,000	300	2,400	2,302	4,702	* 4,236	189	a 800,604
473	Altoona	38,000	6-21	......	1,500	3,259	3,333	6,592	4,959	180	892,620
474	Beaver Falls *	11,000	......	......	180	922	977	1,899	1,446	180	260,280
475	Braddock	15,000	6-21	2,300	500	892	896	1,788	1,317	180	236,960
476	Bradford *	15,000	......	......	250	1,236	1,220	2,456	2,073	180	373,140
477	Butler	10,000	......	......	* 500	1,022	1,014	2,036	1,543	180	280,386
478	Carbondale	14,500	......	......	320	1,092	1,280	2,372	1,747	195	340,665
479	Carlisle	10,000	6-21	1,500	100	670	668	1,338	1,212	200	242,400
480	Chambersburg	9,346	6-21	2,400	85	843	792	1,635	1,422	179	254,538
481	Chester	21,000	6-21	......	600	1,639	1,856	3,495	2,475	200	495,000
482	Columbia *	13,000	6-21	a 2,527	500	1,000	1,027	2,027	1,631	180	293,580
483	Du Bois	8,000	6-21	2,000	400	708	741	1,449	1,013	160	162,150
484	Dunmore	12,000	6-21	2,200	75	769	946	1,715	1,486	195	289,770
485	Easton	17,000	6-21	......	75	1,410	1,397	2,807	2,202	201½	443,861
486	Erie	50,000	6-21	15,450	3,000	3,573	3,578	7,151	5,226	195	1,025,581
487	Harrisburg	50,000	6-21	......	950	4,044	4,305	8,349	5,956	190	1,119,364
488	Hazleton	15,000	6-21	4,000	300	1,255	1,246	2,501	1,929	180	347,220
489	Homestead *	10,000	6-21	......	450	862	848	1,710	1,147	180	206,460
490	Johnstown *	25,000	......	......	1,500	1,844	1,983	3,827	2,865	180	515,700
491	Lancaster	38,000	......	......	500	2,836	2,909	5,745	* 4,113	200	* 822,600
492	Lebanon	18,000	......	......	* 300	1,446	1,515	2,961	2,181	180	392,580
493	Lock Haven	8,000	6-21	2,000	250	690	702	1,392	1,126	180	202,680
494	McKeesport	31,000	6-21	a 7,000	1,200	2,092	2,166	4,258	3,588	180	645,840
495	Mahanoy City	14,000	6-21	a 2,500	216	950	1,100	2,050	1,800	180	324,000
496	Meadville	10,500	6-21	......	200	937	1,025	1,962	1,641	180	295,380
497	Mount Carmel	12,000	6-21	......	400	1,036	986	2,022	1,245	180	224,100
498	Nanticoke *	12,000	......	......	......	773	840	1,613	1,127	180	195,247
499	New Brighton	8,000	6-21	......	200	675	225	1,400	1,100	180	198,000
500	Newcastle *	20,000	......	......	250	(3,030)		3,030	2,041	180	367,380
501	Norristown	21,000	6-21	......	500	1,431	1,526	2,957	2,109	200	421,800
502	Oil City *	14,000	......	......	550	1,032	1,184	2,216	1,617	180	291,060
503	Philadelphia	1,500,000	......	......	42,000	(163,707)		163,707	112,835	199	22,454,165
504	Phœnixville	9,000	6-21	1,800	400	527	527	1,054	802	180	107,380
505	Pittsburg	275,000	6-21	......	......	20,812	20,685	41,497	30,783	200	6,156,600
506	Pittston *	12,000	......	......	690	779	646	1,425	1,205	180	228,704
507	Plymouth	12,000	6-21	......	......	823	913	1,736	1,211	180	312,480
508	Pottstown	15,000	6-21	3,500	20	1,463	1,410	2,873	2,140	200	428,000
509	Pottsville *	......	......	......	300	1,502	1,384	2,886	2,048	200	409,600
510	Reading	80,000	6-21	a 16,000	1,500	6,646	6,350	12,996	8,687	192	1,667,904
511	Scranton	90,000	6-21	13,499	1,000	6,480	7,019	13,499	9,475	188	1,781,300
512	Shamokin	18,000	6-21	6,500	2,000	1,714	1,788	3,502	2,586	180	467,480
513	Shenandoah	18,000	6-21	......	200	1,516	1,692	3,208	2,137	200	427,400
514	South Bethlehem *	......	......	......	650	942	823	1,765	1,436	200	287,200
515	South Chester	8,000	6-21	......	200	660	690	1,350	1,105	180	198,900
516	Steelton	12,000	......	......	240	861	879	1,740	1,535	180	276,300
517	Sunbury	10,500	6-18	a 2,500	* 15	(* 1,286)		* 1,286	* 945	180	a 170,100
518	Titusville	9,000	6-21	a 2,000	300	761	800	1,560	1,223	186	227,478
519	Uniontown	8,500	6-18	a 1,650	80	766	769	1,535	1,063	180	191,340
520	West Chester	10,000	......	......	300	679	886	1,565	1,062	200	212,400
521	Wilkesbarre	52,000	......	......	2,000	3,672	4,165	7,837	6,921	186	1,287,306
522	Williamsport	30,000	6-16	5,000	600	2,441	2,569	5,010	3,856	180	694,080
523	York	26,000	6-21	5,000	600	2,006	2,052	4,058	3,002	180	540,240

* Statistics of 1894-95.

a Estimated.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population. School census age.	School population. Children of school census age.	Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools. Male.	Different pupils enrolled in public day schools. Female.	Different pupils enrolled in public day schools. Total.	Average daily attendance 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.
	1	2	3	4	5	6	7	8	9	10	11
	RHODE ISLAND.										
524	Central Falls	15,828	5-15	3,488	679	1,320	1,280	2,600	1,447	191	269,483
525	Cranston	10,575	7-15	1,456	15	610	713	1,323	1,143	185	211,455
526	Cumberland	8,900	5-15	1,600	350	798	767	1,565	874	200	174,800
527	East Providence*	10,000	5-16	2,063	136	953	994	1,947	1,462	200	292,300
528	Johnston	11,500	5-15	2,072	26	877	906	1,783	1,459	200	291,800
529	Newport	21,537	5-15	3,925	1,133	1,432	1,356	2,788	2,145	195	418,275
530	Pawtucket	32,573	5-15	6,670	1,862	2,842	2,607	5,449	3,355	193	647,515
531	Providence	145,472	5-15	26,105	4,112	13,049	12,420	25,469	16,123	189	3,047,247
532	Woonsocket	25,000	5-15	5,642	2,000	1,904	1,728	3,632	2,310	190	430,129
	SOUTH CAROLINA.										
533	Charleston	60,000	6-21	6,500	1,200	2,429	2,674	5,103	4,847	183	887,001
534	Columbia	18,405	6-21	3,518	550	955	1,192	2,147	1,473	174	256,326
535	Greenville										
536	Spartanburg	10,000		a 2,000	250	795	932	1,727	1,025	175	179,375
	SOUTH DAKOTA.										
537	Sioux Falls	15,000	6-20	2,367	300	909	961	1,870	1,460	180	262,800
	TENNESSEE.										
538	Chattanooga	36,000	6-21	8,134	350	2,140	2,364	4,504	3,848	*177	a 681,096
539	Clarksville	9,400	6-21	3,223	207	763	943	1,706	1,098	192	219,721
540	Jackson										
541	Knoxville	30,000	6-21	9,160	550	1,486	1,606	3,092	2,574	189	481,385
542	Memphis	60,000	6-21	17,207	3,000	2,983	3,713	6,696	4,229	180	774,589
543	Nashville	76,309	6-21	*21,661	750	4,769	5,499	10,268	8,122	183	1,484,811
	TEXAS.										
544	Austin	28,584	8-16	5,580	*2,206	1,703	1,771	3,474	2,402	180	432,418
545	Corsicana										
546	Dallas*	50,000	8-17	8,086	675	2,508	2,874	5,382	4,623	173	604,610
547	Denison	14,000	7-19	2,727	300	990	1,134	2,124	1,365	190	259,357
548	El Paso	15,000	8-17	1,580	450	604	565	1,169	779	180	140,950
549	Fort Worth	35,000	7-21	5,048	300	1,752	1,915	3,667	2,793	168	469,213
550	Gainesville*	10,000	7-19	1,508	200	664	829	1,493	1,044	179	193,865
551	Galveston	45,000	7-18	9,000	1,200	2,381	2,489	4,870	4,375	160	700,000
552	Houston	50,000	8-18	9,995	500	2,684	3,168	5,852	4,218	175	738,237
553	Laredo										
554	Marshall	8,000	8-16	1,500	850	437	390	727	516	173	89,268
555	Paris	15,743	8-17	2,740	200	920	1,150	2,070	a 1,600	160	a 256,000
556	San Antonio	47,009	6-18	11,839		3,259	3,566	6,825	4,902	175	858,940
557	Temple	8,300	8-17	1,250	200	612	693	1,305	1,110	138	153,223
558	Tyler	10,500	7-21	2,000	75	718	858	1,576	966	177	170,953
559	Waco										
	UTAH.										
560	Ogden	20,000	6-18	4,688	*150	2,043	2,044	4,087	3,368	187	629,816
561	Salt Lake City	55,000	6-18	12,540	500	5,206	5,567	10,773	8,368	185	1,548,180
	VERMONT.										
562	Burlington*	16,000	5-21	4,665	1,575	1,208	1,045	2,253	1,574	181	285,390
563	Rutland	12,500	5-15	1,600	500	816	923	1,739	1,467	180	264,060

* Statistics of 1894-95.

a Estimated.

TABLE 6.—*Statistics of population and school enrollment, etc.*—Continued.

	City.	Population in 1895 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance 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.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	VIRGINIA.										
564	Alexandria	17,000	5-21	4,800	400	1,059	1,030	2,089	1,605	199	319,395
565	Danville	12,000	5-21	3,145	......	828	891	1,719	1,242	186	212,483
566	Lynchburg	19,000	5-21	6,772	385	1,403	1,789	3,192	2,406	195	469,170
567	Manchester*	......	......	......	......	663	813	1,476	1,012	160	161,920
568	Norfolk*	40,000	5-21	10,257	2,608	1,390	1,406	2,796	1,903	188	357,764
569	Petersburg	25,000	5-21	7,450	500	1,533	1,854	3,387	2,691	183	488,453
570	Portsmouth	12,345	5-21	4,318	*488	818	951	1,769	1,383	195	269,685
571	Richmond	100,000	5-21	23,933	2,500	5,520	6,724	12,244	9,740	183	1,782,420
572	Roanoke	23,000	5-21	4,526	812	1,450	1,488	2,938	1,617	178	295,632
573	Staunton	8,000	5-21	1,956	126	546	562	1,108	885	180	159,300
	WASHINGTON.										
574	Seattle	65,000	5-21	9,918	1,800	3,448	3,525	6,973	5,315	171	908,865
575	Spokane	30,000	5-21	4,799	350	1,746	1,854	3,600	2,692	169	457,516
576	Tacoma	40,000	5-21	8,635	700	2,733	2,728	5,461	4,445	178	800,100
577	Walla Walla	9,000	5-21	2,014	400	804	938	1,742	902	180	168,375
	WEST VIRGINIA.										
578	Huntington	13,000	6-21	2,850	50	992	1,073	2,065	1,268	......	202,880
579	Parkersburg	13,000	6-21	*a* 3,550	200	(2,316)		2,316	1,677	190	318,630
580	Wheeling	38,000	6-21	10,222	1,200	2,862	2,964	5,826	4,000	185	740,000
	WISCONSIN.										
581	Appleton	14,776	4-20	5,335	1,460	1,183	1,150	2,333	1,698	178	305,762
582	Ashland	12,015	4-20	3,401	701	972	996	1,968	1,299	188	246,768
583	Beloit	8,000	4-20	2,588	40	(1,788)		1,788	1,281	193	274,175
584	Chippewa Falls	10,000	4-21	......	*1,000	633	724	1,357	*1,070	*170	*181,868
585	Eau Claire	18,000	4-20	6,206	*600	2,121	2,026	4,147	3,152	180	539,300
586	Fond du Lac	......	......	......	......	......	......	......	......	......	......
587	Greenbay	18,295	4-20	5,787	809	1,826	1,763	3,589	2,469	198	474,037
588	Janesville	12,960	4-20	4,283	*300	1,106	1,192	2,298	1,787	180	319,571
589	La Crosse	30,000	7-20	9,743	*935	2,494	2,626	5,120	4,133	194	802,389
590	Madison	16,000	4-20	4,781	524	1,262	1,266	2,528	2,009	185	371,664
591	Manitowoc	......	......	......	......	......	......	......	......	......	......
592	Marinette	15,312	4-20	5,049	276	1,739	1,635	3,374	2,412	194	469,751
593	Merrill	8,994	4-20	2,867	170	(*a* 2,000)		*a* 2,000	1,288	177	227,994
594	Milwaukee	249,290	4-20	89,434	......	18,259	17,285	35,544	27,721	194	5,089,985
595	Oshkosh	27,000	4-20	8,428	*1,900	2,739	2,782	5,521	3,138	198	621,224
596	Racine	25,000	4-20	8,140	1,300	2,124	2,241	4,365	3,501	195	671,771
597	Sheboygan	22,130	4-20	7,793	1,307	1,682	1,763	3,445	2,602	200	507,463
598	Stevens Point	9,004	4-21	3,458	664	845	794	1,639	1,293	188	229,988
599	Superior	27,000	4-20	6,112	450	2,322	2,545	4,867	3,041	197	594,329
600	Watertown	......	......	......	......	......	......	......	......	......	......
601	Wausau	11,013	4-20	4,105	679	1,221	1,188	2,409	1,825	180	328,500
	WYOMING.										
602	Cheyenne	8,000	......	......	75	559	583	1,142	830	177	147,030

*Statistics of 1894-95.

a Estimated.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc., in schools of cities of over 8,000 inhabitants.*

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	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	3	0	3	4	14	18	0	2	0	3	-------	$50,000
2	Birmingham *	3	1	4	12	61	73	0	0	0	8	3,560	---------
3	Huntsville	2	0	2	2	11	13	------------	0	0	3	600	9,000
4	Mobile (city and county).	1	0	1	27	155	182	0	0	0	----	-------	---------
5	Montgomery	1	0	1	3	48	51	0	0	0	7	2,000	120,000
6	Selma	1	0	1	1	21	22	0	0	0	3	1,000	35,000
	ARKANSAS.												
7	Fort Smith	1	0	1	8	42	50	0	0	0	8	2,400	500,000
8	Hot Springs *	1	0	1	2	29	31	0	1	0	6	1,620	75,000
9	Little Rock	1	0	1	10	64	74	0	0	2	14	4,911	313,103
10	Pine Bluff	1	0	1	7	24	31	0	0	0	7	1,846	49,500
	CALIFORNIA.												
11	Alameda	5	0	5	3	59	62	0	0	1	7	2,936	197,962
12	Berkeley *	2	0	2	5	39	44	0	0	0	7	1,568	70,000
13	Eureka	1	0	1	3	26	29	1,2,3	0	0	13	1,650	125,140
14	Fresno *	0	0	0	5	30	35	0	0	0	4	1,702	90,125
15	Los Angeles	9	6	15	42	322	364	0	27	1	50	15,129	1,146,650
16	Oakland	12	4	16	11	173	184	8,9	1	5	14	10,000	1,005,000
17	Pasadena	2	0	2	7	38	45	0	0	0	7	2,525	150,000
18	Sacramento	4	2	6	1	110	111	0	4	1	17	*3,180	275,516
19	San Bernardino	3	2	5	8	35	43	0	0	0	12	1,450	136,250
20	San Diego	4	2	6	12	66	78	2 to 8 inc.	6	0	16	3,000	113,075
21	San Francisco	20	46	66	34	738	772	8, 9, and high.	0	6	78	41,381	5,204,173
22	San José	6	0	6	1	96	97	0	7	1	18	3,522	236,450
23	Santa Cruz	1	0	1	4	39	43	1 to 9	1	0	7	1,500	100,000
24	Stockton	3	2	5	13	48	61	7,8,9	0	1	12	2,950	285,195
	COLORADO.												
25	Colorado Springs *	(9)		9	0	49	49	0	0	0	9	2,850	352,000
26	Cripple Creek	1	0	1	6	34	40	0	0	0	11	1,860	40,000
	Denver:												
27	District No. 1	14	11	25	19	214	233	5 to 8	20	----	19	9,463	2,500,000
28	District No. 2	9	1	10	1	108	109	0	5	0	14	5,797	600,000
29	District No. 17	4	2	6	5	62	67	All.	0	0	7	3,000	375,000
30	Leadville	1	0	1	3	27	30	0	0	0	5	1,325	60,000
	Pueblo:												
31	District No. 1	1	1	2	5	43	48	0	0	0	8	1,885	*250,000
32	District No. 20	1	1	2	2	45	47	High school.	0	0	12	1,935	190,000
33	Trinidad	1	1	2	3	23	26	0	0	0	5	1,200	100,000
	CONNECTICUT.												
34	Ansonia	2	1	3	1	44	45	0	0	1	6	2,382	205,000
35	Bridgeport	5	2	7	3	158	161	0	0	1	20	8,988	660,000
36	Bristol	----	----	----	*4	*45	*49	6 to 10 and high.	3	0	*12	*1,788	101,000
37	Danbury	2	5	7	4	67	71	0	0	1	18	3,235	204,100
38	Greenwich *	0	0	0	6	31	37	------	----	0	20	1,885	*a*277,600
39	Hartford *	----	----	----	18	199	217	0	0	1	19	7,353	*1,408,100
	Manchester:												
40	Excluding ninth district.	2	1	3	1	22	23	------------	----	0	8	871	38,090
41	Ninth district.	0	0	0	2	12	14	Grammar.	1	0	1	1,200	*b*2,500
42	Meriden *	1	0	1	11	95	106	0	0	1	20	5,250	413,548
43	Middletown *	1	0	1	2	25	27	0	0	0	3	1,188	130,000
44	New Britain	3	1	4	4	72	76	0	6	1	10	3,142	100,000
45	New Haven	13	8	21	26	359	385	4 to 7	8	10	45	14,805	1,319,852
46	New London	1	2	3	2	53	55	0	0	1	6	2,486	250,000
47	Norwalk *	0	0	0	9	54	63	0	3	5	13	2,916	110,700

* Statistics of 1894-95.
a Value of sites and buildings.
b Value of apparatus; the building is private property.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	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
	CONNECTICUT—con.												
48	Norwich (Central district).*	1	0	1	2	30	32	....	....	0	6	1,395	a $167,000
49	Stamford*	2	1	3	9	64	73	8, 9, and high.	0	1	19	2,565	a 155,500
50	Vernon*	1	0	1	2	36	38	5, 6	....	1	11	1,750	a 123,150
51	Waterbury	7	11	18	11	135	146	7, 8, and high.	0	6	16	5,420	627,142
52	Willimantic	1	1	2	(47)		47	0	2	0	14	1,463	70,000
	DELAWARE.												
53	Wilmington	2	1	3	5	212	217	High school.	0	0	28	10,476	657,817
	DISTRICT OF COLUMBIA.												
	Washington:												
54	First 6 divisions.	21	36	57	117	859	976	....	....	....	114	*35,500	3,260,000
55	7th and 8th divisions.												
	FLORIDA.												
56	Jacksonville (Duval County).	4	0	4	41	115	156	....	0	0	90	6,000	75,200
57	Key West	2	1	3	5	23	28	0	0	0	10	....	25,315
58	Pensacola	1	0	1	5	29	34	0	0	0	11	2,000	38,875
59	Tampa*	1	0	1	4	21	25	....	....	....	7	1,050	18,000
	GEORGIA.												
60	Americus	1	0	1	3	27	30	0	0	0	3	1,250	26,000
61	Athens	1	0	1	4	25	29	0	0	0	6	1,500	30,000
62	Atlanta	10	15	25	4	169	173	0	0	1	22	9,698	392,950
63	Augusta	2	2	4	10	92	102	0	8	2	10	4,600	125,000
64	Brunswick	1	0	1	3	19	22	0	0	0	3	1,000	40,000
65	Columbus	6	1	7	3	47	50	0	0	1	9	2,200	275,000
66	Macon (Bibb Co.)	2	0	2	20	118	138	0	0	0	51	7,300	175,000
67	Rome	1	1	2	3	23	26	0	1	0	5	1,200	50,000
68	Savannah	2	2	4	29	131	160	0	0	1	47	8,300	300,000
	ILLINOIS.												
69	Alton	1	1	2	4	26	30	0	0	0	5	1,350	70,000
	Aurora:												
70	East Side	1	4	5	3	50	53	0	0	0	8	2,200	205,000
71	West Side	1	0	1	3	23	25	0	0	0	3	*1,100	94,000
72	Austin	3	5	8	1	41	42	0	....	....	7	1,800	180,500
73	Belleville	2	0	2	16	46	62	0	0	0	7	3,188	155,975
74	Bloomington	4	5	9	5	74	79	Primary.	0	0	12	3,700	250,000
75	Cairo	1	1	2	3	39	42	0	0	0	10	1,934	116,000
76	Canton	2	1	3	2	35	37	0	0	0	8	1,715	100,436
77	Champaign	1	0	1	4	25	29	0	0	0	4	1,339	85,000
78	Chicago	135	130	265	229	4,184	4,413	Grammar and high.	37	51	b295	202,231	18,637,241
79	Danville*	1	1	2	10	44	54	0	0	0	7	2,800	165,000
80	Decatur	*2	*1	*3	*12	*61	*73	0	0	0	*10	*3,600	253,400
	East St. Louis:												
81	District No. 1	3	0	3	9	47	56	0	0	0	4	2,286	*225,800
82	District No. 2, T.2N., R.10W.	1	0	1	1	6	7	0	0	0	1	265	30,000
83	District No. 2, T.2N., R.9W.	1	0	1	2	12	14	0	0	0	3	806	61,000
84	Elgin	1	3	4	3	83	86	0	0	0	13	*3,710	331,700
	Evanston:												
85	District No. 1	1	0	1	0	44	44	0	1	0	*5	*1,400	200,000
86	North Evanston.	0	0	0	1	7	8	0	0	0	1	271	20,000
87	South Evanston.	1	0	1	0	20	20	0	0	0	2	800	145,000

* Statistics of 1894–95. *a* Value of sites and buildings. *b* Not including 269 rented rooms.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	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.												
88	Freeport	1	1	2	2	45	47	0	0	0	8	2,200	$97,402
89	Galesburg	2	0	2	2	65	67	High school.	0	0	9	3,225	300,000
90	Jacksonville	1	1	2	1	51	52	0	0	0	7	2,226	152,650
91	Joliet	2	2	4	8	98	106	0	0	1	16	5,000	*326,000
92	Kankakee	1	0	1	1	36	37	0	0	0	6	1,800	120,000
93	La Salle	----	----	----	----	----	----	----	----	----	----	----	----
94	Lincoln	1	0	1	3	23	26	0	----	----	6	1,600	95,500
95	Mattoon	1	1	2	1	34	35	0	0	0	8	1,696	75,000
96	Moline	1	4	5	6	60	66	7 to 11 inc.	0	0	8	2,975	350,000
97	Ottawa	2	1	3	2	36	38	0	0	0	7	1,800	57,300
98	Pekin	1	0	1	5	29	34	0	0	0	5	1,650	126,600
99	Peoria *	11	7	18	7	156	163	0	0	3	15	7,800	578,006
100	Quincy	4	2	6	3	83	86	0	0	0	12	4,150	286,875
101	Rockford	1	1	2	4	111	115	0	3	1	16	4,840	356,425
102	Rock Island *	2	2	4	3	59	62	----	----	----	7	2,700	215,000
103	Springfield	1	1	2	12	90	102	7, 8, and 1st high.	0	0	12	4,300	289,000
	Sterling:												
104	District No. 1	----	----	----	----	----	----	----	----	----	----	----	----
105	District No. 3 *	1	0	1	0	18	18	0	0	0	2	700	51,100
106	District No. 8	1	1	2	0	11	11	0	----	----	2	535	42,000
107	Streator	1	1	2	1	48	49	0	0	0	9	2,500	87,200
	INDIANA.												
108	Anderson *	1	2	3	9	44	53	0	0	0	7	2,515	143,000
109	Bloomington	1	0	1	5	20	25	0	0	0	3	1,039	78,000
110	Brazil	1	0	1	6	19	25	0	0	0	4	1,473	98,550
111	Columbus	1	1	2	7	26	33	0	0	0	6	1,800	*100,000
112	Crawfordsville	1	2	3	3	32	35	0	0	0	4	1,600	*125,000
113	Elkhart	1	1	2	5	49	54	0	0	0	9	2,800	177,000
114	Evansville	8	8	16	21	159	180	0	0	4	20	7,800	493,000
115	Fort Wayne	2	1	3	3	130	133	----	----	----	16	*5,600	367,575
116	Frankfort	1	1	2	8	30	38	Elementary.	0	0	5	1,650	100,000
117	Goshen	1	1	2	3	33	36	0	----	----	5	1,405	67,000
118	Hammond	1	1	2	2	27	29	0	1	1	5	1,189	107,000
119	Huntington	1	0	1	5	38	43	0	0	0	5	1,940	149,500
120	Indianapolis	5	10	15	37	405	442	High school.	0	2	48	23,272	1,835,800
121	Jeffersonville	3	1	4	5	39	44	0	4	0	5	1,712	*85,000
122	Kokomo	1	0	1	12	31	43	0	0	0	9	2,200	107,500
123	La Fayette	6	2	8	4	57	61	----	----	----	9	2,700	285,000
124	La Porte	*3	*1	*4	7	33	40	0	3	0	6	*1,560	117,000
125	Logansport	1	1	2	10	49	59	0	0	0	9	2,500	203,000
126	Madison *	----	----	----	5	29	34	0	0	0	7	2,200	85,600
127	Marion	1	0	1	10	57	67	0	0	0	10	2,900	*182,000
128	Michigan City *	2	1	3	2	29	31	----	----	----	6	1,450	100,000
129	Muncie	2	2	4	7	60	67	0	----	----	10	3,210	237,000
130	New Albany	1	0	1	11	63	74	0	0	0	13	4,000	210,000
131	Richmond	4	1	5	6	65	71	0	2	0	9	2,945	303,500
132	Shelbyville	2	1	3	5	27	32	0	0	0	6	1,200	120,000
133	South Bend	1	3	4	6	73	79	0	0	1	9	3,650	300,000
134	Terre Haute	1	3	4	22	125	147	0	9	0	18	6,650	422,916
135	Vincennes	1	1	2	2	29	31	0	0	0	5	1,400	95,000
136	Wabash	1	1	2	1	36	37	0	----	----	5	2,100	120,000
137	Washington	2	0	2	7	19	26	----	0	0	4	1,600	100,000
	IOWA.												
138	Boone	*2	*0	*2	2	42	44	----	0	----	7	1,800	40,000
139	Burlington	3	1	4	13	88	101	0	1	0	12	4,300	205,500
140	Cedar Rapids	1	1	2	1	111	112	0	0	0	15	4,418	316,175
141	Clinton	1	1	2	3	82	85	0	----	----	13	3,600	200,000
142	Council Bluffs	1	3	4	3	107	110	----	----	----	20	4,658	276,233
143	Creston	1	0	1	4	33	37	0	0	0	8	1,950	*125,000
144	Davenport	11	3	14	5	106	111	9 and high.	0	1	12	*4,898	350,000
	Des Moines:												
145	East Side	1	2	3	1	85	86	0	0	0	10	3,295	285,400
146	North Side	2	1	3	0	35	35	0	4	0	5	1,320	75,000
147	West Side	5	9	14	4	111	115	High school.	10	0	12	4,707	502,690

* Statistics of 1894–95.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers. Male.	Supervising officers. Female.	Supervising officers. Total.	Regular teachers. Male.	Regular teachers. Female.	Regular teachers. Total.	Grades in which manual training is given.	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.
	1	2	3	4	5	6	7	8	9	10	11	12	13
	IOWA—continued.												
148	Dubuque	2	2	4	8	109	117	0	1	0	16	5,115	$358,600
149	Fort Dodge	1	0	1	2	28	30	0	----	----	7	1,500	85,000
150	Fort Madison	1	0	1	5	26	31	0	0	0	5	1,500	100,000
151	Iowa City	1	1	2	*4	*36	*40	9,10,11,12	0	0	*8	*1,600	125,000
152	Keokuk*	1	0	1	6	50	56	----------	0	0	9	2,500	230,500
153	Marshallton	1	0	1	5	55	60	0	7	0	7	2,325	200,200
154	Muscatine*	2	0	2	3	49	52	0	0	0	8	2,500	127,100
155	Oskaloosa	1	3	4	6	39	45	0	4	0	6	1,735	125,000
156	Ottumwa	2	1	3	0	85	85	0	----	----	8	3,000	250,000
157	Sioux City	4	9	13	5	132	137	0	0	0	24	6,032	750,000
	Waterloo:												
158	East Side*	2	0	2	2	27	29	----------	----	----	4	1,000	58,500
159	West Side	1	0	1	2	18	20	0	----	----	2	675	55,000
	KANSAS.												
160	Arkansas City	2	4	6	3	29	32	0	----	----	5	1,850	125,000
161	Atchison	1	0	1	4	38	42	0	0	0	8	2,388	166,000
162	Emporia*	2	0	2	5	36	41	----------	----	----	10	1,850	120,300
163	Fort Scott	1	0	1	7	40	47	0	0	0	11	2,381	110,000
164	Hutchinson	1	1	2	5	34	39	0	0	0	7	2,300	125,000
165	Kansas City	1	1	2	25	108	133	0	0	0	24	6,636	300,000
166	Lawrence	1	1	2	7	43	50	0	0	0	8	*2,100	*145,000
167	Leavenworth*	2	2	4	3	54	57	0	0	0	8	2,675	91,550
168	Ottawa	1	1	2	4	27	31	0	0	0	4	1,442	67,000
169	Parsons	1	0	1	4	27	31	0	0	0	5	1,800	168,000
170	Pittsburg	1	0	1	5	30	35	0	0	0	5	1,860	125,000
171	Topeka	1	0	1	19	98	117	0	0	0	20	6,500	400,000
172	Wichita	2	1	3	6	81	87	0	0	0	16	*4,800	*247,850
	KENTUCKY.												
173	Bowling Green	1	1	2	4	21	25	0	0	0	3	1,224	----------
174	Covington	1	0	1	5	93	98	0	3	0	9	3,983	*205,840
	Frankfort:												
175	White schools	1	0	1	3	20	23	6,7,8	1	0	2	968	50,000
176	Colored schools	1	0	1	1	10	11	----------	0	1	1	500	15,200
177	Henderson*	----	----	----	----	----	----	----------	----	----	----	----------	90,000
178	Hopkinsville, white only.	1	0	1	0	18	18	0	0	0	2	775	----------
179	Lexington	----	----	----	----	----	----	----------	----	----	----	----------	----------
180	Louisville	19	18	37	34	462	496	High school.	0	8	45	28,731	1,080,974
181	Maysville	----	----	----	7	13	20	0	----	----	6		25,000
182	Newport*	1	1	2	2	69	71	0	0	3	8	3,690	300,000
183	Owensboro	4	5	9	3	36	39	0	0	0	6	2,000	115,500
184	Paducah	7	2	9	9	34	43	0	----	----	7	2,200	118,000
	LOUISIANA.												
185	Baton Rouge	----	----	----	----	----	----	----------	----	----	----	----------	----------
186	New Orleans	----	----	----	20	543	563	----------	----	----	52	----------	----------
187	Shreveport	0	0	0	8	15	23	0	0	0	----	----------	----------
	MAINE.												
188	Auburn	3	2	5	5	62	67	0	0	0	27	3,700	17,500
189	Augusta	3	2	5	4	40	44	0	1	0	20	----------	100,000
190	Bangor	0	1	1	4	103	107	0	0	0	37	4,200	250,000
191	Bath	1	1	2	3	40	43	0	0	0	15	1,800	*100,000
192	Biddeford	1	0	1	10	42	52	0	0	1	22	1,675	160,000
193	Calais	1	0	1	3	27	30	0	0	1	13	1,728	33,000
194	Lewiston	----	----	----	----	----	----	----------	----	----	----	----------	----------
195	Portland	6	3	9	7	142	149	7,8,9	4	1	18	6,700	300,000
196	Rockland	1	1	2	2	40	42	0	0	0	10	1,550	*67,482
197	Waterville	1	2	3	2	41	43	0	----	----	9	1,280	80,000

*Statistics of 1894–95.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	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
	MARYLAND.												
198	Baltimore	4	32	36	140	1,440	1,580	Prim., gram., and high.	0	14	105	*70,100	$2,900,000
199	Cumberland												
200	Frederick	1	0	1	5	20	25	0	0	0	5	600	33,500
201	Hagerstown *	1	0	1	8	32	40	0	0	0	7	2,010	58,000
	MASSACHUSETTS.												
202	Adams	1	0	1	*5	*35	*40	0	0	0	8	1,927	120,000
203	Amesbury *	0	0	0	2	30	32	----	0	1	----	----	80,000
204	Attleboro	1	0	1	4	38	42	0	0	0	16	1,600	----
205	Beverly	3	0	3	3	49	52	0	0	1	12	2,500	190,000
206	Boston	20	6	26	182	1,336	1,518	Gram. and one high.	62	21	a206	74,814	*10,400,000
207	Brockton	3	2	5	12	126	138	High school.	0	10	30	----	363,021
208	Brookline	3	10	13	7	96	103	Grammar.	10	1	15	----	626,573
209	Cambridge	3	7	10	18	295	313	High school.	8	7	35	----	1,151,254
210	Chelsea	2	0	2	8	95	103	0	0	1	11	4,900	b519,000
211	Chicopee	2	1	3	1	43	44	0	0	4	11	----	145,000
212	Clinton	1	0	1	3	41	44	0	0	1	12	2,181	165,000
213	Everett *	2	2	4	9	70	79	4 to 9	0	1	10	3,400	----
214	Fall River	1	2	3	17	294	311	High school.	2	18	47	13,631	1,488,500
215	Fitchburg *	2	1	3	11	99	110	6 to 10	0	6	23	4,500	600,000
216	Framingham *	----	----	----	4	45	49	----					----
217	Gardner *	2	1	3	1	41	42	0	0	1	12	2,040	105,263
218	Gloucester	4	2	6	2	107	109	0	----		22	4,734	270,000
219	Haverhill	1	0	1	6	104	110	8, 9, 10	0	5	26		----
220	Holyoke *	4	2	6	13	117	130	----	0	28	17	5,183	402,846
221	Hyde Park *	0	0	0	10	43	53	6, 7	0	5	6	----	----
222	Lawrence	2	4	6	12	188	200	High school.	1	28	25	7,515	580,000
223	Lowell	4	6	10	16	231	247	10	8	14	48	11,916	1,258,650
224	Lynn	2	3	5	16	210	226	High school.	0	12	49	10,235	1,198,164
225	Malden	3	1	4	9	119	128	0	0	2	17	5,410	*551,340
226	Marlboro	1	1	2	2	68	70	0	----	1	9	2,686	181,004
227	Medford	3	3	6	8	61	69	7, 8, 9	2	1	16	3,000	370,000
228	Melrose	3	1	4	3	50	53	0	0	0	13	2,140	190,000
229	Milford	1	2	3	1	38	39	0			17	1,937	----
230	Natick	1	2	3	4	42	46	0	0	1	12	2,200	150,000
231	New Bedford	5	4	9	8	169	177	7, 8, 9, 10	----	6	21	7,066	687,100
232	Newburyport	1	0	1	4	38	42	0	0	2	14	1,964	95,000
233	Newton	2	0	2	17	134	151	0	13	2	26	5,510	632,050
234	North Adams	2	2	4	5	64	69	0	1	13	12	*2,800	175,500
235	Northampton	1	3	4	3	67	70	2 to 9 inc.	0	8	20	2,900	155,000
236	Peabody	1	0	1	4	46	50	4 to 6 inc.	2	0	9	1,932	110,000
237	Pittsfield	3	3	6	3	93	96	0	0	5	26	4,001	247,415
238	Plymouth	1	0	1	5	39	44	0	0	0	28	1,750	175,000
239	Quincy	1	3	4	9	82	91	0	----	3	10	----	401,450
240	Revere	6	1	7	3	37	40	0	----	----	7	1,400	105,000
241	Salem	2	2	4	10	108	118	Grammar.	5	2	19	5,153	450,000
242	Somerville	2	4	6	18	186	204	High school.	3	4	24	9,019	817,200
243	Southbridge	1	2	3	2	24	26	Primary.	----	----	11	1,178	35,900
244	Spencer	1	0	1	3	38	41	0	0	1	16	1,728	127,200
245	Springfield	7	9	16	5	206	211	8, 9, and high	4	5	31	7,891	1,004,302
246	Taunton	1	0	1	11	99	110	0	0	7	30	*5,000	350,000
247	Wakefield	1	1	2	2	37	39	0	----	----	9	----	145,100
248	Waltham	5	2	7	9	65	74	5 to 9 inc.	0	2	14	2,832	227,214
249	Westfield	2	1	3	5	46	51	0	0	2	19	----	208,400
250	Weymouth	2	0	2	7	47	54	0	0	0	20	2,550	146,500
251	Woburn *	1	1	2	6	56	62	1 to 4	0	1	14	2,882	219,009
252	Worcester	1	1	2	45	408	453	High school.	2	14	60	19,291	1,955,773
	MICHIGAN.												
253	Adrian	2	2	4	3	34	37	0	0	0	6	1,713	142,000
254	Alpena *	1	1	2	3	31	34	----	----	----	8	1,554	125,000
255	Ann Arbor	1	0	1	8	45	53	0	0	0	7	*1,693	210,000
256	Battle Creek *	2	2	4	2	61	63	----	----	----	8	2,653	226,000

* Statistics of 1894-95. *a* Including 31 hired buildings. *b* Real estate.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	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.												
257	Bay City	2	7	9	5	99	104	9,10	----	3	11	4,627	$275,000
258	Detroit	17	43	60	14	663	677	0	1	8	61	30,998	2,572,000
259	Escanaba	1	2	3	0	25	25	0	3	0	7	1,000	65,000
260	Flint	1	2	3	3	44	47	0	0	0	8	2,150	125,000
261	Grand Haven	1	0	1	2	27	29	0	1	0	7	1,300	50,000
262	Grand Rapids	4	24	28	19	328	347	0	6	2	35	15,520	*1,172,723
263	Holland	1	0	1	1	33	34	0	----	----	6	1,590	60,000
264	Iron Mountain	*2	*0	*2	2	32	34	0	0	0	4	1,500	120,000
265	Ironwood	1	0	1	2	31	33	0	1	0	7	1,200	60,000
266	Ishpeming	1	0	1	2	47	49	High school.	2	0	5	1,942	120,000
267	Jackson: District No. 1*	1	2	3	5	46	51	0	0	0	8	1,995	119,000
268	District No. 17	1	0	1	3	35	38	0	----	----	8	1,500	100,000
269	Kalamazoo	1	1	2	2	78	80	0	0	0	9	4,000	400,000
270	Lansing	2	10	12	4	67	71	0	0	0	12	2,851	*175,000
271	Ludington	1	0	1	3	38	41	0	----	----	5	1,729	100,000
272	Manistee*	1	2	3	6	49	55	4 to 6	0	0	6	2,364	103,500
273	Marquette	0	2	2	4	29	33	0	0	0	8	1,474	115,000
274	Menominee	1	2	3	2	47	49	0	4	0	9	2,343	156,000
275	Muskegon	2	0	2	3	94	97	1 to 8 inc.	8	0	21	--------	400,000
276	Owosso*	1	0	1	4	30	34	0	----	----	4	1,900	115,000
277	Port Huron	1	0	1	2	68	70	0	0	0	14	3,620	230,000
	Saginaw:												
278	East Side	1	2	3	5	147	152	0	----	0	12	5,474	390,722
279	West Side	1	2	3	6	87	93	0	1	0	11	3,500	208,717
280	Sault Ste. Marie	2	1	3	3	35	38	0	3	0	8	1,218	62,000
281	Traverse City	1	2	3	2	33	35	0	----	----	6	1,598	110,000
282	West Bay City*	1	0	1	6	52	58	0	7	0	8	2,254	100,000
	MINNESOTA.												
283	Brainerd	0	0	0	4	28	32	--------	----	----	6	1,469	130,000
284	Duluth	2	13	15	8	222	230	High school.	13	5	32	10,960	1,782,884
285	Faribault	2	2	4	3	26	29	0	0	0	9	1,400	75,000
286	Mankato	1	1	2	5	36	41	0	0	0	6	2,000	150,000
287	Minneapolis	8	44	52	11	665	676	4 and upward.	0	3	52	30,000	2,400,000
288	Redwing	1	2	3	1	37	38	0	----	----	5	1,600	65,000
289	St. Cloud	1	2	3	*3	*21	*24	1 to 8 inc.	0	0	6	1,075	50,000
290	St. Paul	17	23	40	22	466	488	3 and upward.	28	5	44	20,000	2,496,824
291	Stillwater*	2	1	3	3	42	45	Grammar and high.	0	----	7	1,600	187,000
292	Winona	3	8	11	6	84	90	0	7	2	10	3,460	425,000
	MISSISSIPPI.												
293	Columbus*	1	0	1	3	16	19	--------	----	----	3	1,340	35,000
294	Jackson*	2	1	3	1	21	22	--------	----	----	3	1,200	45,000
295	Meridian*	3	3	6	5	51	56	--------	----	----	5	3,000	115,000
296	Natchez*	3	0	3	2	26	28	0	1	0	2	950	30,000
297	Vicksburg	4	3	7	3	45	48	0	4	0	5	2,500	133,000
	MISSOURI.												
298	Carthage	2	0	2	8	35	43	0	0	0	9	2,140	110,000
299	Chillicothe	2	0	2	5	18	23	0	----	----	5	1,310	50,000
300	Clinton	1	0	1	2	28	30	0	----	----	4	1,460	70,000
301	Hannibal	1	0	1	6	55	61	0	----	----	9	2,714	*93,350
302	Jefferson City*	2	0	2	5	15	20	0	----	----	4	1,200	*80,000
303	Joplin	1	0	1	7	51	58	0	0	0	11	3,117	130,000
304	Kansas City	3	0	3	48	309	357	--------	----	----	37	20,000	1,600,000
305	Moberly	1	1	2	10	26	36	0	0	0	5	1,900	*70,000
306	Nevada	----	----	----	----	----	----	--------	----	----	----	--------	--------
307	St. Charles	1	0	1	4	12	16	0	0	0	6	400	130,000
308	St. Joseph	1	0	1	13	149	162	0	0	0	34	7,926	608,000

* Statistics of 1894–95.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	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
	MISSOURI—cont'd.												
309	St. Louis	60	47	107	27	1,391	1,418	(*a*)	95	8	121	61,129	$4,640,040
310	Sedalia	1	1	2	6	66	72	0	0	0	11	3,250	155,500
311	Springfield	2	1	3	4	59	63	0	0	0	11	3,920	182,694
312	Webb City	1	0	1	2	21	23	0	0	0	3	1,200	65,000
	MONTANA.												
313	Butte	12	2	14	13	82	95	0	0	0	21	4,560	414,500
314	Great Falls	1	0	1	7	26	33	0	0	0	9	1,150	170,000
315	Helena*	2	0	2	2	43	45	0	----	----	9	2,500	432,574
	NEBRASKA.												
316	Beatrice	3	1	4	7	33	40	0	0	0	8	2,100	150,000
317	Fremont	2	1	3	1	40	41	0	0	0	10	1,825	129,500
318	Grand Island	1	2	3	3	33	38	0	0	0	5	*1,722	130,000
319	Hastings	1	0	1	5	31	34	0	0	0	7	1,350	110,000
320	Kearney	2	0	2	4	22	26	0	0	0	6	1,200	200,000
321	Lincoln	1	0	1	10	121	131	0	8	0	18	5,300	387,954
322	Nebraska City	2	0	2	*5	*30	*35	0	0	0	8	1,500	82,700
323	Omaha	1	16	17	9	314	323	9 to 12 inc.	11	0	41	15,000	*b*1,600,700
324	Plattsmouth	1	0	1	2	25	27	----	----	----	9	1,200	*45,700
325	South Omaha	1	2	3	2	47	49	0	0	0	8	2,250	175,000
	NEW HAMPSHIRE.												
326	Concord	1	0	1	1	54	55	1 to 6 inc.	3	0	13	----	320,000
327	Dover	2	1	3	5	38	43	0	0	1	15	1,640	150,000
328	Keene (Union district).	1	2	3	3	25	28	0	0	1	8	1,200	*95,000
329	Manchester*	2	2	4	11	97	108	Higher grammar.	0	4	24	5,200	535,000
330	Nashua	3	2	5	3	70	73	----	4	0	20	*2,504	274,395
331	Portsmouth	3	2	5	4	44	48	4 to 7 inc.	2	0	9	1,583	150,000
	NEW JERSEY.												
332	Atlantic City	1	1	2	2	49	51	9 to 12 inc.	0	0	4	2,375	170,000
333	Bayonne	7	2	9	0	86	86	0	0	1	7	2,380	165,000
334	Bridgeton	1	0	1	1	45	46	0	0	0	6	2,225	*81,000
335	Camden	5	0	5	2	203	305	8	0	7	18	*8,860	650,935
336	Elizabeth*	5	6	11	0	86	86	0	0	0	9	4,278	250,000
337	Harrison	*0	*0	*0	2	16	18	0	0	0	2	800	50,000
338	Hoboken	*6	*0	*6	10	144	154	Grammar.	0	1	7	7,124	258,000
339	Jersey City	18	23	41	3	448	451	0	0	7	25	19,969	*1,039,620
340	Long Branch*	1	1	2	5	38	43	0	0	0	9	2,500	190,000
341	Millville*	----	----	----	5	40	45	----	----	----	13	2,592	82,500
342	Morristown	1	0	1	0	24	24	0	0	0	2	1,060	90,000
343	Newark	29	10	39	13	502	515	Lower grades.	3	11	53	28,644	1,648,475
344	New Brunswick*	----	----	----	3	58	61	----	----	----	7	2,905	163,000
345	Orange	4	1	5	3	57	60	All.	0	0	5	2,395	210,000
346	Passaic	0	0	0	2	58	60	5 to 8 inc. and high.	5	1	7	2,546	171,000
347	Paterson	19	2	21	2	257	259	6, 7, 8	13	4	19	12,011	660,000
348	Perth Amboy	1	2	3	1	30	31	0	0	0	4	1,533	80,000
349	Phillipsburg	1	0	1	4	35	39	2 to 6 inc.	0	0	7	1,584	80,000
350	Plainfield	1	0	1	3	52	55	0	2	0	6	*2,156	206,000
351	Rahway	----	----	----	4	22	26	0	----	----	4	1,203	47,782
352	Town of Union*	3	1	4	3	35	38	9 to 12	1	3	2	1,924	140,000
353	Trenton	4	7	11	2	159	161	0	1	5	24	7,489	478,906

* Statistics of 1894–95.

a Manual training, in the sense of paper folding, sewing, mat weaving, and the like, is given in the kindergartens, of which nearly every public school has one. Manual training, in the form of paper folding and cutting, forms part of the drawing lessons in every grammar school from the first to the eighth grade. There is also shopwork in wood and typesetting in the colored L'Ouverture School in the sixth, seventh, and eighth grades.

b Real estate only.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	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.												
354	Albany	15	11	26	8	257	265	High school.	18	3	21	12,887	$1,100,000
355	Amsterdam*	2	0	2	1	45	46	0	0	0	0	2,300	----------
356	Auburn	4	7	11	4	98	102	0	0	0	14	3,901	300,000
357	Batavia	1	0	1	0	30	30	----------	0	0	7	1,540	203,906
358	Binghamton	1	2	3	8	151	159	0	5	0	16	6,500	381,345
359	Brooklyn	74	160	234	(2,553)		2,553	cHigh school	1	12	137	124,994	9,195,196
360	Buffalo	59	83	142	5	939	944	7, 8, 9	(d)	14	83	46,794	2,056,555
361	Cohoes	2	0	2	1	66	67	0	2	11	12	2,540	----------
362	Corning	1	1	2	0	31	31	----------	0	0	3	1,526	140,000
363	Cortland	1	1	2	1	23	24	0	0	0	5	1,086	60,000
364	Dunkirk	1	0	1	2	45	47	0	1	0	10	1,600	180,000
	Edgewater:												
365	Rosebank	----	----	----	----	----	----	----------	----	----	----	----------	----------
366	Tompkinsville. a	0	0	0	1	8	9	----------	----	----	2	400	20,000
367	Stapleton b	1	1	2	1	23	24	0	----	----	1	1,125	114,047
368	Elmira	7	3	10	0	124	124	0	0	0	11	6,100	51,900
369	Flushing	1	2	3	2	27	29	0	1	0	2	*1,500	134,487
370	Geneva	1	0	1	2	41	43	0	3	0	5	1,453	126,958
371	Glens Falls	1	1	2	0	30	30	0	1	0	4	1,237	100,000
372	Gloversville	1	0	1	1	57	58	0	4	0	8	3,104	136,843
373	Hornellsville	1	1	2	1	49	50	0	0	0	5	2,100	100,000
374	Hudson*	1	1	2	1	28	29	----------	----	----	3	1,500	75,000
375	Ithaca	1	0	1	4	39	43	6, 7, 8	0	0	6	1,987	170,000
376	Jamestown	1	4	5	4	94	98	All.	4	0	12	3,676	290,571
377	Johnstown	1	0	1	1	34	35	0	0	0	5	2,046	127,988
	Kingston:												
378	Kingston school district.	1	1	2	6	33	39	0	0	0	5	1,929	195,000
379	District No. 2	1	0	1	3	19	22	----------	----	----	1	800	50,000
380	District No. 3	1	1	2	2	11	13	0	0	1	1	550	28,000
381	District No. 4	1	0	1	1	7	8	0	----	----	1	339	18,000
382	Lansingburg	1	0	1	1	54	55	0	4	0	5	*1,700	99,700
383	Little Falls	1	0	1	3	24	27	0	0	0	4	1,300	75,000
384	Lockport	1	0	1	6	66	72	0	0	0	9	3,992	320,000
385	Long Island City*	7	1	8	1	135	136	0	0	2	14	7,200	554,000
386	Middletown	1	2	3	3	40	43	0	0	0	6	1,836	95,000
387	Mount Vernon (District No. 5).	4	1	5	1	65	66	Primary.	0	0	8	*3,310	264,700
388	New Brighton	----	----	----	----	----	----	----------	----	----	----	----------	----------
389	Newburg	1	0	1	10	81	91	4 to 12 inc.	0	0	6	3,367	300,000
390	New Rochelle	1	0	1	0	54	54	0	5	0	5	1,800	148,975
391	New York	92	219	311	253	4,021	4,274	(e)	15	31	156	239,868	22,200,000
392	Niagara Falls	4	5	9	1	52	53	0	3	1	6	2,335	150,000
393	North Tonawanda	2	1	3	3	36	39	0	4	0	6	1,685	130,150
394	Ogdensburg	----	----	----	----	----	----	----------	----	----	----	----------	----------
395	Olean*	3	1	4	1	40	41	----------	----	----	6	2,000	95,000
396	Oswego	1	0	1	3	74	77	0	0	0	14	3,400	180,000
	Peekskill:												
397	District No. 7	1	2	3	0	13	13	0	0	0	2	650	35,850
398	District No. 8	1	1	2	1	12	13	0	----	0	1	673	----------
399	Plattsburg	1	2	3	1	37	38	0	0	0	7	1,650	71,347
400	Port Jervis	1	2	3	2	39	41	0	0	0	5	1,800	80,000
401	Poughkeepsie	2	2	4	3	72	75	0	0	0	11	2,700	146,605
402	Rochester	2	4	6	19	636	655	0	11	4	46	19,944	1,364,000
403	Rome	1	0	1	3	39	42	0	0	0	8	2,013	110,000
404	Saratoga Springs	2	0	2	4	49	53	0	5	0	6	2,445	200,000
405	Schenectady	*1	*0	*1	2	57	59	----------	1	----	7	2,800	*145,000
406	Sing Sing	1	0	1	0	24	24	0	2	0	2	947	74,083
407	Syracuse	13	4	17	18	349	367	High school.	5	3	32	15,857	968,000
408	Tonawanda	1	2	3	1	31	32	0	1	1	6	*1,400	60,000

*Statistics of 1894–95.
a J. W. Barris, principal.
b A. Hall Burdick, principal.
c And in truant school.
d The Buffalo Free Kindergarten Association conducts 12 kindergartens with 15 teachers; the school department pays the salaries of six of the teachers.
e In special manual training schools of elementary grades.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	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.												
409	Troy	2	1	3	19	170	189	0	0	0	18	6,125	$460,000
410	Utica	3	2	5	9	179	188	0	10	4	20	7,071	415,500
411	Watertown	1	0	1	2	85	87	0	0	1	*9	*2,800	220,000
412	Watervliet	1	0	1	1	33	34	0	0	0	8	1,582	75,000
413	Woodhaven	1	0	1	0	26	26	0	......	......	5	1,532	90,000
414	Yonkers	......	......	......	......	......	......	......	......	......	......	......	......
	NORTH CAROLINA.												
415	Asheville	1	0	1	4	23	27	Primary.	4	0	4	1,350	75,000
416	Charlotte*	1	1	2	2	35	37	9, 10	0	0	2	1,824	......
417	Newbern	......	......	......	......	......	......	......	......	......	......	......	......
418	Raleigh	......	......	......	......	......	......	......	......	......	......	......	......
419	Wilmington	......	......	......	......	......	......	......	......	......	......	......	......
420	Winston	1	0	1	6	21	27	0	0	0	3	1,225	75,000
	OHIO.												
421	Akron	5	2	7	4	120	124	All.	0	0	11	6,326	695,000
422	Alliance*	3	0	3	8	25	33	0	0	0	6	1,650	210,000
423	Ashtabula	3	1	4	3	30	33	0	0	0	6	1,500	110,000
424	Bellaire	1	2	3	3	36	39	0	0	0	7	1,926	56,000
425	Canton*	3	2	5	12	93	105	......	......	......	16	......	500,000
426	Chillicothe	1	0	1	5	50	55	0	0	0	5	......	*70,000
427	Cincinnati	*52	*11	*63	140	746	886	0	0	11	69	43,000	3,000,000
428	Circleville	1	0	1	3	30	33	0	0	0	3	1,400	140,000
429	Cleveland	11	46	57	*46	*926	*972	All.	1	24	59	*52,000	4,166,671
430	Columbus	11	26	37	22	384	406	Elementary	11	4	34	*16,077	2,155,829
431	Dayton*	1	0	1	36	275	311	......	......	2	29	......	1,223,525
432	Defiance	1	0	1	2	29	31	......	......	......	5	......	110,000
433	Delaware	1	0	1	4	33	37	0	0	0	5	1,600	58,000
434	East Liverpool	1	0	1	0	45	45	0	0	0	8	2,500	300,000
435	Elyria	1	0	1	1	28	29	1 to 6 inc.	0	0	5	1,270	100,000
436	Findlay*	......	......	......	7	64	71	......	......	......	13	......	236,000
437	Fostoria	1	0	1	2	31	33	......	......	......	6	1,500	90,000
438	Fremont	1	0	1	4	24	28	8 and high.	......	......	6	1,300	75,000
439	Hamilton	2	1	3	12	67	79	0	0	2	10	3,550	300,000
440	Ironton*	1	0	1	3	47	50	......	......	......	6	2,500	150,000
441	Lancaster	1	2	3	3	31	34	0	0	0	4	......	100,000
442	Lima	1	0	1	4	71	75	0	0	0	11	3,200	200,000
443	Lorain	1	0	1	2	39	41	0	0	0	6	1,929	89,000
444	Mansfield*	2	2	4	2	58	60	......	0	0	8	2,800	160,000
445	Marietta	1	0	1	6	38	44	0	0	0	8	2,100	87,000
446	Marion*	......	......	......	0	42	42	......	......	......	9	......	142,000
447	Martins Ferry	1	0	1	7	24	31	......	......	......	3	1,450	95,000
448	Massillon	3	0	3	6	32	38	0	0	0	6	2,014	165,000
449	Middletown	1	0	1	4	36	40	0	0	0	4	1,600	175,000
450	Mount Vernon*	1	0	1	2	28	30				6		115,000
451	Nelsonville	1	0	1	0	26	26	0	0	0	3	1,200	98,000
452	Newark	1	0	1	4	61	65	0	2	0	11	3,023	141,340
453	Norwalk*	1	0	1	2	27	29	......	......	......	6	......	85,000
454	Piqua	1	0	1	4	42	46	0	......	......	7	*2,478	200,000
455	Portsmouth	1	0	1	4	52	56	0	0	0	7	2,486	195,000
456	Salem*	......	......	......	2	29	31	0	0	0	4	1,580	104,940
457	Sandusky	2	1	3	4	64	68	0	0	1	8	3,700	300,000
458	Springfield	3	2	5	19	112	131	0	0	0	17	6,177	325,000
459	Steubenville	1	0	1	5	48	53	0	0	0	6	2,281	151,000
460	Tiffin*	1	1	2	3	37	40		0	0	6		200,000
461	Toledo	2	2	4	24	332	356	3 and upward.	0	......	39	17,593	1,075,000
462	Warren	1	1	2	4	31	35				9	1,680	125,000
463	Wellston	1	0	1	8	23	31	0	......	......	5	......	50,000
464	Xenia	2	1	3	2	37	39	0	0	0	6	1,828	127,500
465	Youngstown	1	1	2	11	123	134	High school.	0	5	23	6,700	625,000
466	Zanesville*	2	0	2	3	77	80	......	......	......	16	......	250,000
	OKLAHOMA.												
467	Oklahoma City	1	0	1	2	22	24	0	0	0	7	1,200	62,000

* Statistics of 1894-95.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers. Male.	Supervising officers. Female.	Supervising officers. Total.	Regular teachers. Male.	Regular teachers. Female.	Regular teachers. Total.	Grades in which manual training is given.	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.
	1	2	3	4	5	6	7	8	9	10	11	12	13
	OREGON.												
468	Astoria	1	0	1	4	25	29	0	----	----	8	1,400	$100,000
469	Portland*	9	2	11	22	197	219	0	0	2	31	9,346	764,386
470	Salem*	1	0	1	5	27	32	0	1	0	6	1,600	150,000
	PENNSYLVANIA.												
471	Allegheny	20	1	21	10	313	323	Grammar.	3	16	27	19,200	1,619,778
472	Allentown	9	4	13	21	80	101	----	----	4	12	5,200	600,212
473	Altoona	1	3	4	18	122	140	0	0	0	12	7,300	485,569
474	Beaver Falls*	1	0	1	1	37	38	0	0	0	4	1,800	132,000
475	Braddock	1	2	3	5	28	33	0	0	0	4	1,600	160,000
476	Bradford*	1	1	2	5	47	52	0	0	0	7	2,600	175,000
477	Butler	2	2	4	3	37	40	0	0	0	6	1,950	135,000
478	Carbondale	1	1	2	3	43	46	0	0	0	10	2,650	161,250
479	Carlisle	1	0	1	8	18	26	0	0	0	8	1,350	75,000
480	Chambersburg	1	0	1	5	29	34	0	----	----	6	1,700	75,000
481	Chester	1	0	1	3	81	84	0	0	0	14	3,631	300,000
482	Columbia*	2	0	2	3	33	36	0	0	0	5	1,875	48,000
483	DuBois	1	0	1	4	25	29	----	----	----	4	1,500	80,000
484	Dunmore	7	0	7	4	37	41	0	0	6	9	*1,800	95,000
485	Easton	0	0	0	16	53	69	0	0	0	10	3,216	442,800
486	Erie	1	3	4	6	176	182	0	0	2	17	7,278	651,900
487	Harrisburg	12	8	20	25	137	162	0	0	0	24	8,387	*560,000
488	Hazleton	1	1	2	9	36	45	0	0	0	8	2,916	200,000
489	Homestead*	1	1	2	1	34	35	0	0	0	4	2,000	140,000
490	Johnstown	1	1	2	9	73	82	----	----	----	14	*4,080	----
491	Lancaster	4	0	4	5	99	104	0	0	4	16	5,593	412,900
492	Lebanon	*1	*0	*1	4	52	56	0	----	----	10	----	210,000
493	Lock Haven	1	0	1	7	23	30	0	0	0	4	1,600	165,000
494	McKeesport	11	1	12	5	80	85	0	0	0	7	----	360,000
495	Mahanoy City	1	0	1	4	34	38	0	0	2	5	2,200	87,400
496	Meadville	1	3	4	0	42	42	5, 6, 7	0	0	3	2,000	150,000
497	Mount Carmel	1	0	1	8	25	33	0	0	3	6	1,959	*60,000
498	Nanticoke*	1	1	2	5	27	32	----	0	6	5	1,284	75,000
499	New Brighton	1	0	1	0	28	28	0	----	----	4	1,400	125,000
500	New Castle*	5	1	6	4	55	59	----	0	0	7	----	115,000
501	Norristown	2	0	2	6	62	68	8 to 12 inc.	----	----	8	2,975	210,000
502	Oil City*	1	0	1	4	40	44	0	2	----	8	2,000	128,000
503	Philadelphia	41	68	109	168	2,993	3,161	*a* High and normal.	105	68	302	138,915	11,512,571
504	Phœnixville	1	0	1	1	26	27	0	0	0	4	1,400	80,000
505	Pittsburg	30	12	42	15	781	796	Grammar.	11	0	72	41,700	4,000,000
506	Pittston*	1	0	1	0	27	27	0	0	5	6	----	80,350
507	Plymouth	1	0	1	6	25	31	0	0	5	6	1,650	55,000
508	Pottstown	1	1	2	12	51	63	0	0	0	21	3,300	177,291
509	Pottsville	----	----	----	6	46	52	----	----	----	9	2,600	----
510	Reading	2	5	7	7	222	229	High school.	0	8	38	11,500	700,000
511	Scranton	1	0	1	21	234	255	0	0	50	37	12,240	*921,000
512	Shamokin	1	0	1	13	50	63	----	0	4	8	3,250	300,000
513	Shenandoah	*1	*2	*3	5	50	55	0	0	13	8	3,000	115,000
514	South Bethlehem*	----	----	----	10	33	43	----	----	----	6	2,166	----
515	South Chester	1	0	1	5	30	35	0	0	0	8	1,400	110,000
516	Steelton	1	0	1	16	21	37	0	0	0	6	1,891	145,000
517	Sunburg	1	0	1	10	28	38	0	----	----	11	2,250	60,000
518	Titusville	1	2	3	2	39	41	0	0	0	5	1,650	100,000
519	Uniontown	1	1	2	0	25	25	0	0	0	2	1,400	110,000
520	West Chester	1	0	1	4	31	35	High school.	0	0	3	1,440	145,000
521	Wilkesbarre	2	2	4	24	119	143	0	0	16	18	7,700	580,000
522	Williamsport	1	0	1	18	91	109	0	0	0	14	5,500	350,000
523	York	1	0	1	20	60	80	0	0	0	16	4,400	302,550
	RHODE ISLAND.												
524	Central Falls	1	3	4	3	43	46	0	0	2	9	2,000	----
525	Cranston	1	2	3	7	36	43	0	----	----	12	----	125,000
526	Cumberland	1	1	2	5	30	35	0	----	----	15	1,391	75,000

*Statistics of 1894–95.

a Sewing is taught to girls from the third to the eighth year; there are six special schools of cooking for seven-year pupils.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers. Male.	Supervising officers. Female.	Supervising officers. Total.	Regular teachers. Male.	Regular teachers. Female.	Regular teachers. Total.	Grades in which manual training is given.	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.
	1	2	3	4	5	6	7	8	9	10	11	12	13
	RHODE ISLAND—continued.												
527	East Providence*	4	1	5	2	45	47	0	0	3	15	1,946	$135,000
528	Johnston	1	2	3	5	48	53	0	0	3	18	2,260	150,000
529	Newport	1	0	1	9	61	70	All except primary.	4	2	12	2,725	326,843
530	Pawtucket	1	3	4	9	113	122	0	3	5	27	4,971	500,000
531	Providence	2	8	10	46	516	562	High school.	11	20	82	22,100	1,892,285
532	Woonsocket	1	0	1	4	75	79	7 to 10 inc.	0	5	20	3,258	300,000
	SOUTH CAROLINA.												
533	Charleston	7	6	13	7	95	102	0	0	0	6	5,000	150,000
534	Columbia	1	0	1	5	27	32	0	0	0	4	1,500	36,400
535	Greenville												
536	Spartanburg	1	0	1	3	16	19	0	0	0	3	1,600	25,000
	SOUTH DAKOTA.												
537	Sioux Falls	1	2	3	2	43	45				10	1,800	260,000
	TENNESSEE.												
538	Chattanooga	7	0	7	10	88	98		0	0	*6	*4,315	*345,000
539	Clarksville	1	0	1	3	24	27	0			3	1,600	34,710
540	Jackson												
541	Knoxville	9	1	10	15	39	54	0	0	0	9	2,800	112,500
542	Memphis	1	0	1	11	112	123	0	0	1	13	5,346	342,850
543	Nashville	24	17	41	16	152	168	0	0	0	19	8,968	412,508
	TEXAS.												
544	Austin	1	1	2	13	62	75	0	0	0	15	3,400	117,810
545	Corsicana												
546	Dallas*	2	1	3	15	88	103	0	0	0	13	3,932	462,000
547	Denison	1	0	1	2	34	36	0	0	0	9	1,744	164,135
548	El Paso	1	2	3	2	19	21	0	1	0	5	1,018	74,540
549	Fort Worth	3	1	4	19	52	71	0	0	0	12	3,669	234,862
550	Gainesville*	3	3	6	4	28	32	0	0	0	5	1,427	125,100
551	Galveston	9	1	10	12	98	110	0	0	0	11	5,000	425,000
552	Houston	.1	1	2	26	84	110	0	0	0	15	4,874	*353,610
553	Laredo												
554	Marshall	0	0	0	4	9	13	0			5	300	5,000
555	Paris	1	0	1	4	40	44	0	0	0	6	2,100	100,000
556	San Antonio	3	0	3	18	87	105	0	0	0	18	6,612	313,316
557	Temple	1	0	1	4	17	21	0			5	1,200	64,950
558	Tyler	1	0	1	6	23	29	0	0	0	5	1,240	50,000
559	Waco												
	UTAH.												
560	Ogden	5	0	5	18	53	71		0	0	14	3,805	300,000
561	Salt Lake City	15	12	27	30	197	227	0	0	0	24	11,130	*968,581
	VERMONT.												
562	Burlington*	2	0	2	4	46	50	0	1	2	11		179,200
563	Rutland	1	3	4	3	45	48	0	0	0	10	1,973	166,600
	VIRGINIA.												
564	Alexandria	1	0	1	9	24	33	0	0	0	5	2,400	40,000
565	Danville	2	0	2	4	31	35	0	0	0	3	1,800	40,000
566	Lynchburg	1	1	2	12	50	62	0	0	0	8	3,100	95,000
567	Manchester*	1	0	1	5	16	21				2	1,000	30,000
568	Norfolk*	3	0	3	5	43	48	0	0	0	11	2,000	115,000
569	Petersburg	1	0	1	2	49	51	0	0	0	9	2,450	75,000
570	Portsmouth	0	0	0	2	27	29	0	0	0	4	*1,388	33,300
571	Richmond	18	0	18	10	224	234	Senior, high school.	0	9	17	11,216	424,400

* Statistics of 1894-95.

TABLE 7.—*Statistics of supervising officers, teachers, property, etc.*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	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—cont'd.												
572	Roanoke	1	0	1	9	26	35	0	0	0	7	2,800	$90,000
573	Staunton	1	0	1	6	23	29	All, for girls.	0	0	3	1,350	60,000
	WASHINGTON.												
574	Seattle	7	0	7	11	150	161	High school.	0	----	20	7,245	660,054
575	Spokane	1	0	1	6	70	76	0	0	0	12	3,524	501,050
576	Tacoma	4	1	5	12	100	112	0	0	0	16	5,800	700,000
577	Walla Walla	3	2	5	3	17	20	0	0	2	*4	*1,400	101,500
	WEST VIRGINIA.												
578	Huntington	1	0	1	3	40	43	0	0	0	6	2,250	78,175
579	Parkersburg	*3	*0	*3	2	38	40	0	0	0	8	2,300	*178,350
580	Wheeling	4	4	8	4	126	130	0	0	0	12	6,000	366,850
	WISCONSIN.												
581	Appleton	6	2	8	4	50	54	High school.	0	0	9	3,100	231,000
582	Ashland	1	1	2	3	32	35	0	0	0	9	1,400	175,000
583	Beloit	1	1	2	3	40	43	0	----	----	6	1,800	120,000
584	Chippewa Falls	1	1	2	4	29	33	0	0	0	8	1,300	96,000
585	Eau Claire	1	0	1	9	71	80	7,8, and high.	0	0	15	3,600	130,435
586	Fond du Lac	----	----	----	----	----	----	----	----	----	----	----	----
587	Green Bay	1	1	2	3	61	64	0	0	0	*6	*1,850	170,000
588	Janesville	1	0	1	4	49	53	High school.	0	0	8	2,246	200,000
589	La Crosse	2	2	4	10	105	115	----	0	0	16	*4,730	222,000
590	Madison	3	2	5	0	50	50	0	----	0	9	2,377	203,825
591	Manitowoc	----	----	----	----	----	----	----	----	----	----	----	----
592	Marinette	1	2	3	3	56	59	0	3	0	9	2,527	120,700
593	Merrill	1	1	2	4	29	33	0	0	0	6	1,771	48,000
594	Milwaukee	45	8	53	52	668	720	High school.	39	5	49	36,072	----
595	Oshkosh	7	2	9	3	72	75	0	3	2	12	3,525	255,000
596	Racine	1	0	1	9	84	93	0	6	0	12	4,024	300,000
597	Sheboygan	2	0	2	15	70	85	0	5	0	14	3,300	165,000
598	Stevens Point	1	2	3	3	38	41	0	2	0	10	1,845	85,000
599	Superior	4	7	11	4	110	114	0	9	2	19	5,500	400,000
600	Watertown	----	----	----	----	----	----	----	----	----	----	----	----
601	Wausau	1	1	2	2	48	50	0	0	0	16	2,246	127,114
	WYOMING.												
602	Cheyenne	1	1	2	0	27	27	0	0	0	5	1,240	134,753

*Statistics of 1894–95.

TABLE 8.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants.*

	City.	Receipts for the school year 1895-96.					Amount available for use during the year.
		State apportionment or taxes.	City appropriations or taxes.	County and other taxes.	All other sources.	Total.	
	1	2	3	4	5	6	7
	ALABAMA.						
1	Anniston						
2	Birmingham *	$7,897	$14,127	$7,781	$9,041	$38,846	$38,846
3	Huntsville	1,871	5,644	0	0	7,515	7,515
4	Mobile (city and county)	18,280					
5	Montgomery	5,702	17,778		3,457	26,937	26,937
6	Selma						
	ARKANSAS.						
7	Fort Smith	(17,479)			3	17,432	29,681
8	Hot Springs	3,000	(18,750)		0	21,750	22,000
9	Little Rock	11,126	38,976		0	50,104	74,123
10	Pine Bluff	2,368		17,359	101	19,828	19,828
	CALIFORNIA.						
11	Alameda	33,170	28,276	19,726	205	81,377	114,754
12	Berkeley *	17,750	15,000	21,000		53,750	53,750
13	Eureka	14,351	5,294	9,575	74	29,294	30,773
14	Fresno						
15	Los Angeles	159,424	91,719	100,792	226	352,161	713,308
16	Oakland	119,269	115,692	70,910	4,508	310,379	315,379
17	Pasadena	22,265	6,960	14,297	0	43,522	102,568
18	Sacramento	43,319	51,080	27,590	0	121,989	141,0[illegible]0
19	San Bernardino	14,930	15,732	8,614	1,184	40,460	45,995
20	San Diego	24,699	32,944	15,378	220	73,241	
21	San Francisco	659,457	405,457	0	39,302	1,104,216	1,137,248
22	San Jose	45,494	37,131	27,862	1,108	111,595	120,899
23	Santa Cruz	17,233	*a* 10,006	9,493	0	36,702	36,702
24	Stockton	28,256	31,624	13,260	5,368	78,508	94,152
	COLORADO.						
25	Colorado Springs *	11,865		65,183	20,071	97,120	166,051
26	Cripple Creek	2,200	30,000	7,300	0	39,500	64,800
	Denver:						
27	District No. 1	*b* 112,808	*a* 247,366		3,653	363,827	371,011
28	District No. 2	7,000	*a* 84,915	53,488	1,453	146,856	171,316
29	District No. 17	*b* 42,320	*a* 63,882			106,202	108,011
30	Leadville *	1,200	31,137	10,441		42,778	67,777
	Pueblo:						
31	District No. 1	21,359		25,350	21,669	68,378	78,738
32	District No. 20		43,185			101,371	
33	Trinidad		26,469	5,274	593	32,336	62,335
	CONNECTICUT.						
34	Ansonia	2,069	28,957			31,026	31,026
35	Bridgeport	30,655	122,671	431	0	153,757	153,757
36	Bristol	4,090	28,062	0	5,783	37,935	45,239
37	Danbury	10,462	*c* 39,981	0	3,231	53,674	94,134
38	Greenwich *	5,063	*c* 12,057	*a* 22,355	48	39,523	39,523
39	Hartford *	25,339	*c* 116,659	*a* 117,714		259,712	259,712
	Manchester:						
40	Excluding ninth district	2,197	*c* 10,569		536	13,292	13,292
41	Ninth district	2,401	16,600	0	687	19,688	19,688
42	Meriden *						69,635
43	Middletown						
44	New Britain				1,584	50,604	136,656
45	New Haven	46,274				368,703	933,867
46	New London	6,725	27,800	0	1,053	35,578	98,736
47	Norwalk *	9,524	*c* 33,392			42,916	42,916
48	Norwich (central district) *	3,481	*c* 3,715	*a* 21,130	3,325	31,651	31,684
49	Stamford *	8,914	*c* 48,340		1,110	58,394	58,394
50	Vernon *	4,340	*c* 15,972		974	21,286	21,286
51	Waterbury	20,000	111,000	0	2,000	133,000	226,000
52	Willimantic	4,419	*c* 19,637	10,468	4,514	39,038	48,611
	DELAWARE.						
53	Wilmington	17,307	147,552	1,262	491	166,612	171,088

* Statistics of 1894-95.
b Includes county taxes.
a District taxes.
c Town taxes.

TABLE 8.—*Statistics of receipts of public schools of cities, etc.*—Continued.

	City.	Receipts for the school year 1895-96. State apportionment or taxes.	City appropriations or taxes.	County and other taxes.	All other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	DISTRICT OF COLUMBIA.						
	Washington:						
54	First 6 divisions	....	....	....	....	....	a $1,050,369
55	7th and 8th divisions						
	FLORIDA.						
56	Jacksonville (Duval County)	$6,865	....	$53,207	$130	$60,202	62,077
57	Key West	1,602	....	11,587	40	13,229	13,963
58	Pensacola *	2,500	$7,900	0	350	10,750	16,588
59	Tampa	....	....	....	....	....	....
	GEORGIA.						
60	Americus	3,580	10,489	0	310	14,379	16,710
61	Athens	5,320	12,000	0	200	17,520	17,520
62	Atlanta	26,654	117,948	0	0	144,602	144,602
63	Augusta	31,880	(45,000)		7,300	84,180	84,180
64	Brunswick	4,200	2,500	1,200	800	8,700	8,700
65	Columbus	8,209	23,972	0	1,668	33,849	33,849
66	Macon (Bibb County)	23,929	....	46,000	2,791	72,720	77,044
67	Rome	3,856	8,144	....	....	12,000	12,500
68	Savannah	32,520	75,000	0	0	107,520	127,237
	ILLINOIS.						
69	Alton	3,102	21,581	2,156	324	27,163	43,956
	Aurora:						
70	East Side	3,539	....	52,532	231	56,302	56,302
71	West Side	0	16,255	0	0	16,255	33,479
72	Austin	....	....	....	....	....	....
73	Belleville	3,921	43,034	0	330	47,285	53,669
74	Bloomington	5,880	76,413	0	5,017	87,310	134,514
75	Cairo	2,204	0	25,415	13	27,632	27,726
76	Canton	1,485	25,753	....	350	27,588	53,826
77	Champaign	....	....	....	....	....	....
78	Chicago	334,849	5,145,672	0	601,897	6,082,418	7,328,532
79	Danville *	2,984	37,153	....	19,601	59,738	72,078
80	Decatur	5,185	54,780	0	2,126	62,091	111,058
	East St. Louis:						
81	District No. 1	....	....	....	....	....	....
82	District No. 1, T. 2 N., R. 10 W	....	....	....	....	....	....
83	District No. 2, T. 2 N., R. 9 W	862	....	12,000	3,500	26,362	26,962
84	Elgin	3,081	....	70,525	4,458	78,064	130,364
	Evanston:						
85	District No. 1	....	....	....	1,426	56,595	69,911
86	North Evanston	145	....	8,415	0	8,560	12,719
87	South Evanston	375	28,297	....	666	29,338	52,621
88	Freeport	2,094	....	45,417	356	47,867	48,114
89	Galesburg	3,842	54,961	0	567	59,370	75,263
90	Jacksonville	....	....	....	....	43,456	43,456
91	Joliet	6,990	125,172	....	404	132,566	182,460
92	Kankakee	2,171	29,837	303	641	32,952	35,407
93	Lasalle	....	....	....	....	....	....
94	Lincoln	....	....	....	....	....	....
95	Mattoon	2,250	0	19,967	632	22,849	28,558
96	Moline	1,658	60,037	0	2,364	64,059	77,563
97	Ottawa	2,658	28,285	0	178	31,121	47,852
98	Pekin	1,606	23,696	0	160	25,462	26,391
99	Peoria *	10,041	131,151	....	3,928	145,120	257,300
100	Quincy	7,903	65,598	0	175	73,676	77,992
101	Rockford	5,388	69,000	0	1,807	76,195	76,195
102	Rock Island *	3,253	75,887	....	602	79,742	152,227
103	Springfield	6,349	79,605	372	1,707	88,033	110,640
	Sterling:						
104	District No. 1	....	....	....	....	....	....
105	District No. 3 *	812	11,000	0	644	12,456	12,456
106	District No. 8	646	10,063	0	0	10,709	10,709
107	Streator	36,622	0	35,420	101	72,183	118,144

* Statistics of 1894-95.
a Appropriation of United States Congress, one-half derived from local taxation and one-half from the Federal Treasury.

TABLE 8.—*Statistics of receipts of public schools of cities, etc.*—Continued.

	City.	Receipts for the school year 1895-96.					Amount available for use during the year.
		State apportionment or taxes.	City appropriations or taxes.	County and other taxes.	All other sources.	Total.	
	1	2	3	4	5	6	7
	INDIANA.						
108	Anderson *	$16,045	$39,414	$3,355	$550	$59,364	$83,364
109	Bloomington						
110	Brazil	14,357			4,291	18,648	34,448
111	Columbus						
112	Crawfordsville						
113	Elkhart	8,385	(26,324)		0	34,709	35,365
114	Evansville					143,437	203,670
115	Fort Wayne					102,418	164,788
116	Frankfort	6,643		19,873	926	27,442	35,571
117	Goshen						
118	Hammond	8,093	11,597	6,694	0	26,384	26,384
119	Huntington				8,600	43,017	46,721
120	Indianapolis	99,632	362,471	41,380	14,115	517,598	657,668
121	Jeffersonville						
122	Kokomo	8,512	13,105	1,009	12,523	35,149	62,154
123	La Fayette	31,410		31,910		63,320	99,632
124	Laporte	12,359	2,923	11,263	507	27,052	44,381
125	Logansport	48,403	3,300		2,959	54,662	74,448
126	Madison *	15,213	1,873	0	0	17,086	17,086
127	Marion						87,686
128	Michigan City *	16,175	2,180	8,305	311	26,971	38,680
129	Muncie	15,927	18,023	25,614	0	59,564	100,178
130	New Albany	18,940	(29,697)		0	48,637	22,334
131	Richmond	19,352	46,461	1,497	0	67,310	110,341
132	Shelbyville *	8,903	6,395			15,298	20,494
133	South Bend					79,651	105,513
134	Terre Haute	42,991	9,867	65,660	219	118,737	146,319
135	Vincennes	10,952	9,801	0	3,044	22,797	27,874
136	Wabash						
137	Washington						
	IOWA.						
138	Boone	2,000			38,000	40,000	40,000
139	Burlington	8,431	(80,162)			88,593	109,214
140	Cedar Rapids	8,332		77,989	682	87,003	104,191
141	Clinton	5,884	*a* 54,920		489	61,293	73,363
142	Council Bluffs	8,850	87,253	42	16,848	112,993	122,548
143	Creston	2,694		25,908	675	29,277	38,053
144	Davenport	11,489		81,918	7,173	100,580	118,522
	Des Moines:						
145	East Side	8,794	58,723	0	549	68,066	94,112
146	North Side					30,000	50,000
147	West Side	11,712		134,330	11,508	157,550	197,607
148	Dubuque	12,183	89,875		24	102,082	102,729
149	Fort Dodge						
150	Fort Madison	2,731		17,347	173	20,251	58,529
151	Iowa City	5,003	29,642	0	0	34,645	34,645
152	Keokuk *	5,500		44,808	107	50,415	74,184
153	Marshalltown		*a* 61,037			86,481	112,492
154	Muscatine *	6,298	*a* 38,762		1,285	46,345	46,345
155	Oskaloosa	2,008	26,000	0	0	28,008	28,008
156	Ottumwa						
157	Sioux City	15,660	143,383		3,356	162,399	223,676
	Waterloo:						
158	East Side						
159	West Side	1,296		13,981	194	15,471	18,761
	KANSAS.						
160	Arkansas City	2,250	19,372	891	2,360	24,874	24,874
161	Atchison	3,905	0	25,889	1,140	30,934	41,960
162	Emporia *	2,787	21,666	148		24,601	26,263
163	Fort Scott	4,000	21,723		1,400	27,123	34,841
164	Hutchinson	2,445		22,179	84	24,708	24,708
165	Kansas City	11,551	77,255		6,096	94,902	94,902
166	Lawrence	3,200	27,886		1,853	32,939	34,928
167	Leavenworth *	6,628	34,920		2,830	44,378	71,228
168	Ottawa	2,355	18,483		196	21,034	23,190
169	Parsons	2,036	(26,826)		229	29,091	37,584
170	Pittsburg						
171	Topeka	9,233	92,595		2,561	104,389	119,154
172	Wichita	6,670	42,558		2,752	49,503	49,810

* Statistics of 1894-95.

a From district taxation.

TABLE 8.—*Statistics of receipts of public schools of cities, etc.*—Continued.

	City.	Receipts for the school year 1895-96.					Amount available for use during the year.
		State apportionment or taxes.	City appropriations or taxes.	County and other taxes.	All other sources.	Total.	
	1	2	3	4	5	6	7
	KENTUCKY.						
173	Bowling Green						
174	Covington	$41,734	$45,656	$1,980	$1,136	$90,506	$110,918
	Frankfort:						
175	White schools	4,638	7,000		5,200	16,838	16,838
176	Colored schools						
177	Henderson						
178	Hopkinsville *	2,666	10,380		572	13,618	14,200
179	Lexington						
180	Louisville	207,390	377,049	13,399		597,838	606,854
181	Maysville						26,000
182	Newport *	22,967	29,016		341	52,324	68,292
183	Owensboro	9,072	24,612	0	761	34,445	38,405
184	Paducah	9,936	10,478		162	20,576	29,643
	LOUISIANA.						
185	Baton Rouge						
186	New Orleans	41,204	310,500				
187	Shreveport	15,000	0	15,000	5,000	35,000	35,000
	MAINE.						
188	Auburn	8,685	16,000	0	33	24,718	24,718
189	Augusta	7,857	8,422	6,450	0	22,729	22,729
190	Bangor	13,952	68,000		590	82,542	82,542
191	Bath	7,234	20,250	0	108	27,592	27,592
192	Biddeford	11,728	20,500	0	39	32,267	32,267
193	Calais	6,631	7,259			13,890	13,890
194	Lewiston						
195	Portland	26,950	96,868	0	0	123,818	123,818
196	Rockland	6,182	11,500		13	17,695	20,759
197	Waterville						
	MARYLAND.						
198	Baltimore	215,425	1,199,228	0	4,147	1,418,800	1,418,800
199	Cumberland						
200	Frederick						
201	Hagerstown *	23,000		51,376	14	74,390	75,390
	MASSACHUSETTS.						
202	Adams						
203	Amesburg *	0	18,100	0	0	18,100	18,100
204	Attleboro	0	27,630	0	0	27,630	27,630
205	Beverly	0	53,000	0	0	53,000	53,000
206	Boston	0	2,689,422	0	39,182	2,728,604	2,728,604
207	Brockton	0	95,567	0	1,614	97,181	97,709
208	Brookline	0	109,550	0	2,155	111,705	111,705
209	Cambridge	0	360,282	0	2,072	362,354	362,354
210	Chelsea	0	94,030	0	4,616	98,646	98,646
211	Chicopee	0	32,400	0	0	32,400	32,400
212	Clinton		36,000				
213	Everett *	0	59,074	0	84	59,158	82,280
214	Fall River	0	186,439	0	0	186,439	319,132
215	Fitchburg *	0	118,484	0	62	118,546	221,546
216	Framingham						
217	Gardner *	0	34,750	0	0	34,750	34,750
218	Gloucester	0	124,259	0	0	124,259	124,259
219	Haverhill	0	91,946	0	936	92,882	92,882
220	Holyoke *	0	187,918	0	0	187,918	187,918
221	Hyde Park *	0	38,950	0	0	38,950	39,400
222	Lawrence	0	133,130	0	490	133,620	133,620
223	Lowell	0	248,348	0	103,814	352,161	406,966
224	Lynn	0	245,500	0	586	246,086	246,086
225	Malden	0	155,382	0	0	155,382	226,533
226	Marlboro	0	50,500	0	0	50,500	50,500
227	Medford	0	79,955	0	0	70,955	235,196
228	Melrose	0	52,820	0	0	52,820	52,872
229	Milford *	0	25,000	307	22	25,329	25,329
230	Natick	0	34,000	0	475	34,475	34,475
231	New Bedford	0	184,941	0	4,281	189,222	192,871
232	Newburyport	0	26,500	0	1,076	27,576	27,576

* Statistics of 1894-95.

TABLE 8.—*Statistics of receipts of public schools of cities, etc.*—Continued.

	City.	Receipts for the school year 1895-96.					Amount available for use during the year.
		State apportionment or taxes.	City appropriations or taxes.	County and other taxes.	All other sources.	Total.	
	1	2	3	4	5	6	7
	MASSACHUSETTS—continued.						
233	Newton *	0	....	$139,000	$2,609	$141,609	$141,609
234	North Adams	0	$49,985	0	0	49,985	49,985
235	Northampton	0	96,587	896	636	98,119	98,119
236	Peabody	0	33,800	0	1,036	34,836	34,836
237	Pittsfield	0	144,779	0	0	144,779	144,779
238	Plymouth	0	35,450	0	0	35,450	35,450
239	Quincy	0	83,374	....	....	....	....
240	Revere	....	....	....	....	....	....
241	Salem	0	107,388	2,024	589	110,001	110,001
242	Somerville	0	284,282	0	0	284,282	284,282
243	Southbridge	....	....	....	....	....	....
244	Spencer	0	28,798	0	0	28,798	28,798
245	Springfield	0	237,382	0	1,958	239,340	239,340
246	Taunton	0	115,400	0	1,288	116,688	116,688
247	Wakefield	....	....	....	....	....	....
248	Waltham	0	66,051	0	0	66,051	66,051
249	Westfield	0	47,483	0	5,227	52,710	58,322
250	Weymouth	0	41,000	0	1,075	42,075	50,596
251	Woburn *	0	50,171	0	125	50,295	50,295
252	Worcester	0	427,224	0	1,201	428,425	....
	MICHIGAN.						
253	Adrian	$3,335	24,252	5,328	1,255	34,170	35,503
254	Alpena *	6,229	13,164	0	0	19,393	25,227
255	Ann Arbor	4,001	36,943	0	13,346	54,290	59,333
256	Battle Creek *	4,745	44,000	0	478	49,223	83,417
257	Bay City	15,663	60,910	0	816	77,392	99,409
258	Detroit	98,355	674,869	0	17,600	990,824	941,287
259	Escanaba	3,624	11,836	3,601	68	19,129	30,365
260	Flint	3,394	37,956	0	1,154	42,504	42,696
261	Grand Haven	2,656	16,122	0	96	18,874	25,274
262	Grand Rapids	32,470	225,840	15,600	10,447	284,357	367,706
263	Holland	....	....	....	....	....	....
264	Iron Mountain	2,768	28,881	344	14,011	46,004	49,618
265	Ironwood	....	....	....	....	29,000	43,000
266	Ishpeming	....	....	....	....	47,891	77,145
	Jackson:						
267	District No. 1 *	3,845	34,746	....	....	....	39,234
268	District No. 17	3,884	18,246	....	106	22,236	27,299
269	Kalamazoo	16,489	55,887	....	985	73,361	99,150
270	Lansing	6,433	32,855	429	966	40,683	92,159
271	Ludington	3,493	20,014	4,943	158	28,608	28,637
272	Manistee *	7,834	34,991	....	328	43,153	67,781
273	Marquette	2,887	21,000	3,636	0	27,523	32,753
274	Menominee	8,270	34,100	....	....	42,370	106,371
275	Muskegon	9,407	53,305	....	3,623	66,335	76,888
276	Owosso *	....	23,608	....	697	24,305	53,538
277	Port Huron	14,615	28,035	0	630	43,280	59,300
	Saginaw:						
278	East Side	11,730	82,798	219	2,540	97,287	97,287
279	West Side	8,788	37,497	272	14,302	60,859	60,859
280	Sault Ste. Marie	2,500	16,465	0	0	18,965	30,965
281	Traverse City	2,484	31,133	659	109	34,385	42,186
282	West Bay City *	5,702	36,949	3,032	199	45,882	53,882
	MINNESOTA.						
283	Brainerd	....	....	....	....	....	....
284	Duluth	27,970	177,098	16,285	122,266	343,619	588,285
285	Faribault	4,392	0	20,083	263	24,738	43,601
286	Mankato	1,600	21,000	....	....	37,000	44,000
287	Minneapolis	102,802	570,548	0	6,045	679,395	1,028,735
288	Red Wing	....	....	....	....	....	....
289	St. Cloud	5,000	17,500	0	400	22,900	25,900
290	St. Paul	74,951	222,700	179,599	....	477,250	523,837
291	Stillwater *	4,762	35,810	5,791	....	46,363	49,728
292	Winona	16,409	53,132	8,678	292	78,511	104,797
	MISSISSIPPI.						
293	Columbus	....	....	....	....	....	....
294	Jackson	....	....	....	....	....	....

* Statistics of 1894-95.

TABLE 8.—*Statistics of receipts of public schools of cities, etc.*—Continued.

	City.	Receipts for the school year 1895-96.					Amount available for use during the year.
		State apportionment or taxes.	City appropriations or taxes.	County and other taxes.	All other sources.	Total.	
	1	2	3	4	5	6	7
	MISSISSIPPI—continued.						
295	Meridian*	$5,600	$14,500	-	$4,000	$24,100	$24,100
296	Natchez*	5,922	6,763	$323	-	13,008	13,076
297	Vicksburg	6,870	23,130	-	-	30,000	30,000
	MISSOURI.						
298	Carthage	5,003	22,544	-	2,225	29,772	36,940
299	Chillicothe	1,687	14,371	3,541	36	19,635	19,635
300	Clinton	-	-	-	-	-	-
301	Hannibal	*a* 6,584	32,581	-	605	39,770	39,770
302	Jefferson City	-	-	-	-	-	-
303	Joplin	*a* 7,586	35,530	-	0	43,116	74,572
304	Kansas City	67,182	-	316,758	16,904	400,844	671,970
305	Moberly	4,233	11,624	0	15,663	31,520	47,186
306	Nevada	-	-	-	-	-	-
307	St. Charles	2,123	-	-	-	-	15,683
308	St. Joseph	21,318	3,772	102,402	32,830	160,322	181,414
309	St. Louis	146,001	1,237,082	143,902	152,197	1,679,182	1,765,957
310	Sedalia	5,299	40,585	21,739	0	67,623	88,628
311	Springfield	6,667	-	38,455	7,471	52,593	62,886
312	Webb City	-	-	-	-	-	-
	MONTANA.						
313	Butte	8,357	130,572	-	181	139,110	158,917
314	Great Falls	2,085	27,600	20,948	1,423	52,057	121,619
315	Helena*	-	-	63,612	3,200	63,644	82,278
	NEBRASKA.						
316	Beatrice	-	11,283	11,510	132	22,925	25,649
317	Fremont	2,768	11,779	5,780	7,048	27,375	27,484
318	Grand Island	2,357	-	-	-	23,604	34,525
319	Hastings	2,104	-	7,781	13,235	23,120	32,491
320	Kearney	13,066	4,465	25	-	17,556	17,556
321	Lincoln	12,660	45,309	-	37,396	95,365	95,365
322	Nebraska City	3,369	11,000	-	571	14,940	32,321
323	Omaha	34,576	111,521	0	209,849	355,946	355,946
324	Plattsmouth*	3,532	-	12,906	68	16,506	19,403
325	South Omaha	6,000	20,661	0	43,550	70,211	96,062
	NEW HAMPSHIRE.						
326	Concord (Union district)	22,422	16,578	5,400	4,110	48,510	50,366
327	Dover	1,284	30,015	-	467	31,767	33,170
328	Keene (Union district)	1,686	13,316	671	7,057	22,730	30,008
329	Manchester*	-	-	-	-	202,290	202,290
330	Nashua	20,450	33,000	474	2,788	56,712	61,162
331	Portsmouth	1,116	37,689	901	0	37,706	39,706
	NEW JERSEY.						
332	Atlantic City	17,618	30,450	3,561	0	51,629	53,075
333	Bayonne	32,390	52,500	0	40	84,930	115,725
334	Bridgeton	14,464	8,036	0	173	22,673	24,561
335	Camden	70,391	135,495	10,364	0	216,250	216,250
336	Elizabeth*	50,679	34,321	0	0	85,000	88,876
337	Harrison	10,000	320	0	0	10,320	10,320
338	Hoboken	*a* 76,240	58,955	1,925	0	137,120	137,120
339	Jersey City	283,152	101,689	-	3,428	388,269	615,106
340	Long Branch*	17,018	0	35,613	2,963	55,324	66,698
341	Millville*	*a* 11,533	12,967	-	2,114	26,614	26,614
342	Morristown	11,842	16,275	0	1,070	29,187	36,109
343	Newark	370,010	215,154	0	768	585,930	751,875
344	New Brunswick*	*a* 22,253	21,399	-	-	43,652	43,652
345	Orange	41,232	17,500	0	766	59,500	101,583
346	Passaic	23,511	76,224	0	0	99,735	99,735
347	Paterson	114,952	91,000	0	618	206,570	254,149
348	Perth Amboy	8,340	10,000	0	0	18,340	20,740
349	Phillipsburg	14,089	16,732	0	143	30,964	56,976
350	Plainfield	18,883	41,300	0	2,303	62,486	70,033
351	Rahway*	9,276	9,500	-	187	18,963	18,963
352	Town of Union*	13,050	21,150	0	422	34,622	39,393
353	Trenton	-	-	-	-	-	-

* Statistics of 1894-95.

a Includes receipts from county taxes.

TABLE 8.—*Statistics of receipts of public schools of cities, etc.*—Continued.

	City.	Receipts for the school year 1895-96.					Amount available for use during the year.
		State apportionment or taxes.	City appropriations or taxes.	County and other taxes.	All other sources.	Total.	
	1	2	3	4	5	6	7
	NEW YORK.						
354	Albany	$44,510	$192,431	0	$8,175	$245,116	$349,879
355	Amsterdam						
356	Auburn	15,596	72,522	0	8,293	96,411	116,097
357	Batavia	6,458	20,058	0	2,351	28,867	32,596
358	Binghamton	22,502	101,500	0	1,795	125,797	125,797
359	Brooklyn	421,998	2,570,213	0	48,544	3,040,755	4,990,595
360	Buffalo	136,243	980,629			1,123,370	1,475,026
361	Cohoes	12,172	38,545	0	0	50,717	93,862
362	Corning	5,345	18,603	0	503	24,451	56,194
363	Cortland	4,279	11,000	$498	0	15,777	16,366
364	Dunkirk	6,900	28,194	0	924	36,018	87,437
	Edgewater:						
365	Rosebank						
366	Tompkinsville *a*						
367	Stapleton * *b*	3,482	23,902		5,455	32,839	142,838
368	Elmira	20,402	68,850	0	2,039	91,291	136,041
369	Flushing	5,440	22,556	0	2,063	30,059	30,395
370	Geneva	7,692	24,811	0	342	32,845	75,561
371	Glens Falls	4,747	19,463	0	1,575	25,785	26,911
372	Gloversville	8,596	35,025	0	4,079	47,700	65,450
373	Hornellsville	7,369	30,216	0	2,755	40,340	41,043
374	Hudson *	5,183	7,000	0	4,873	17,056	22,838
375	Ithaca	9,807	25,697	0	3,756	39,260	41,564
376	Jamestown	16,202	52,968	0	3,216	72,386	159,793
377	Johnstown	5,302	23,418	0	3,467	32,187	32,187
	Kingston:						
378	Kingston school district	7,016	25,000	0	2,615	34,631	41,684
379	District No. 2						
380	District No. 3	1,200	10,000				
381	District No. 4						
382	Lansingburg	8,408	31,465	0	104	39,977	42,690
383	Little Falls	3,630	19,025	0	2,734	25,389	25,389
384	Lockport	11,934	35,000	0	17,653	64,587	73,704
385	Long Island City *		99,302	0	40,047	139,349	166,756
386	Middletown	8,223	26,425	0	1,047	35,695	116,903
387	Mount Vernon (district No. 5)	415	56,799		6,251	63,465	143,288
388	New Brighton						
389	Newburg	13,566	62,660	0	3,628	79,854	80,018
390	New Rochelle	7,886	*c* 52,878	0	378	61,142	79,130
391	New York	718,647	4,550,334	0	71,000	5,339,981	7,036,181
392	Niagara Falls	7,674	41,516	0	1,824	51,014	51,014
393	North Tonawanda	6,720	28,018	164	0	34,902	37,037
394	Ogdensburg						
395	Olean						
396	Oswego	12,988	34,400	0	813	48,201	53,598
	Peekskill:						
397	District No. 7	2,309	11,855	0	321	14,485	14,494
398	District No. 8						
399	Plattsburg		17,000			26,000	26,000
400	Port Jervis	8,177	24,563	0	621	33,361	37,975
401	Poughkeepsie *	12,580	39,725		1,702	54,007	75,418
402	Rochester	86,636	837,000	0	1,329	924,965	990,557
403	Rome	6,838	20,120	0	6,015	32,973	32,973
404	Saratoga Springs	7,142	45,025	0	1,235	53,402	93,532
405	Schenectady	9,658	32,000	0	2,005	43,663	43,663
406	Sing Sing	4,114	16,528	0	1,810	22,453	28,474
407	Syracuse	49,884	282,446	0	9,883	342,213	560,088
408	Tonawanda	5,306	23,004	0	481	28,791	30,856
409	Troy	28,910	120,111	0	1,956	150,977	151,495
410	Utica	26,378	105,500	0	3,381	135,259	312,025
411	Watertown	12,329	40,000	0	966	53,295	68,295
412	Watervliet	6,078	17,624	0	0	23,702	24,139
413	Woodhaven						
414	Yonkers						
	NORTH CAROLINA.						
415	Asheville	0	10,500	4,500	0	15,000	15,000
416	Charlotte *	*d* 6,600	7,500			14,100	
417	Newbern						
418	Raleigh						
419	Wilmington						
420	Winston	4,000	16,000	0	0	20,000	20,000

* Statistics of 1894-95.
a J. W. Barris, principal.
b A. Hall Burdick, principal.
c From district taxation.
d From State and county taxes.

TABLE 8.—*Statistics of receipts of public schools of cities, etc.*—Continued.

	City.	Receipts for the school year 1895–96.					Amount available for use during the year.
		State apportionment or taxes.	City appropriations or taxes.	County and other taxes.	All other sources.	Total.	
	1	2	3	4	5	6	7
	OHIO.						
421	Akron	$14,037	$100,341	$445	$6,293	$121,116	$218,981
422	Alliance*	3,405	----------	26,075	561	30,041	39,410
423	Ashtabula	4,329	----------	33,847	2,546	40,722	43,817
424	Bellaire	4,386	0	20,082	103	24,571	31,400
425	Canton*	12,792	90,603	483	1,461	105,339	227,530
426	Chillicothe*	5,964	31,472	----------	769	38,205	51,732
427	Cincinnati	131,951	789,079	0	45,359	966,389	1,017,584
428	Circleville	----------	----------	----------	----------	26,338	43,133
429	Cleveland	137,180	963,800	6,494	33,481	1,140,955	1,629,683
430	Columbus	44,025	(357,140)		3,710	404,875	753,247
431	Dayton*	28,544	281,211	----------	5,123	314,878	573,590
432	Defiance	----------	----------	----------	----------	----------	43,537
433	Delaware	1,705	10,382	0	1,011	13,098	32,568
434	East Liverpool	6,163	24,459	0	16	30,638	43,638
435	Elyria	3,116	26,310	0	808	30,234	33,949
436	Findlay*	----------	----------	----------	----------	----------	78,832
437	Fostoria	----------	----------	----------	----------	29,850	38,115
438	Fremont	3,360	23,325	1,261	405	28,351	41,314
439	Hamilton	9,468	56,550	795	452	67,265	95,284
440	Ironton*	5,685	280	23,525	650	30,140	58,340
441	Lancaster	----------	----------	----------	----------	23,579	25,222
442	Lima	7,196	0	47,972	2,244	57,412	74,578
443	Lorain	3,447	23,207	163	39	26,858	76,060
444	Mansfield*	5,898	59,654	----------	60	65,612	82,900
445	Marietta	4,391	26,176	0	2,675	33,242	56,269
446	Marion*	----------	----------	----------	----------	----------	53,916
447	Martins Ferry	----------	----------	----------	----------	25,893	55,893
448	Massillon	5,919	28,790	150	10	34,869	55,446
449	Middletown	2,099	----------	30,745	709	33,553	55,311
450	Mount Vernon*	----------	----------	----------	----------	----------	29,436
451	Nelsonville	2,664	11,951	4,685	----------	19,300	23,758
452	Newark	6,520	41,552	696	1,993	50,761	84,786
453	Norwalk*	----------	----------	----------	----------	----------	46,879
454	Piqua	6,418	32,086	0	10	38,514	45,338
455	Portsmouth	6,393	31,021	0	525	37,939	52,546
456	Salem	----------	----------	----------	----------	----------	----------
457	Sandusky	9,225	47,632	0	684	57,541	96,100
458	Springfield	13,468	89,238	0	22,803	125,509	158,789
459	Steubenville	6,786	31,894	0	84	38,764	58,541
460	Tiffin*	5,112	28,249	----------	249	33,610	53,428
461	Toledo	63,684	343,808	0	2,700	410,192	751,947
462	Warren	1,200	27,000	2,000	350	30,550	33,050
463	Wellston	----------	----------	----------	----------	----------	----------
464	Xenia	3,418	(34,405)		759	38,582	58,479
465	Youngstown	18,430	104,409	0	307	123,146	192,352
466	Zanesville*	(65,340)		----------	----------	----------	95,772
	OKLAHOMA.						
467	Oklahoma City	1,332	16,000	2,881	15,000	35,213	35,213
	OREGON.						
468	Astoria	----------	----------	----------	----------	----------	----------
469	Portland*	17,178	284,186	4,378	----------	305,742	405,496
470	Salem*	2,085	----------	31,543	506	34,134	50,392
	PENNSYLVANIA.						
471	Allegheny	103,457	280,797	0	9,703	393,957	709,515
472	Allentown	31,563	83,176	0	1,572	116,310	140,764
473	Altoona	32,085	72,305	0	0	104,390	107,538
474	Beaver Falls*	8,198	20,028	269	2,018	30,513	30,513
475	Braddock	9,825	30,357	190	85	40,457	50,349
476	Bradford*	9,857	38,967	----------	706	49,530	70,272
477	Butler	9,637	24,261	33	7,138	41,069	74,169
478	Carbondale	13,235	21,735	0	273	35,243	45,649
479	Carlisle	9,068	13,582	0	167	22,817	23,937
480	Chambersburg	8,752	13,311	0	237	22,300	22,300
481	Chester	19,433	46,505	0	394	66,332	169,557
482	Columbia*	9,498	15,824	0	313	25,635	50,676
483	DuBois	----------	----------	----------	----------	----------	----------
484	Dunmore	10,304	19,991	0	111	30,406	32,764

* Statistics of 1894–95.

TABLE 8.—*Statistics of receipts of public schools of cities, etc.*—Continued.

	City.	Receipts for the school year 1895-96.					Amount available for use during the year.
		State apportionment or taxes.	City appropriations or taxes.	County and other taxes.	All other sources.	Total.	
	1	2	3	4	5	6	7
	PENNSYLVANIA—continued.						
485	Easton	$19,685	$59,085	0	$139	$78,909	$99,112
486	Erie	36,337	144,736	0	1,441	182,514	241,239
487	Harrisburg	43,881	109,082	0	656	153,119	200,660
488	Hazleton	11,317	39,083	0	647	51,047	103,423
489	Homestead *	7,235	24,107	....	....	31,342	71,342
490	Johnstown *	21,564	59,875	....	....	....	151,482
491	Lancaster	33,118	63,290	$2,469	180	99,057	155,773
492	Lebanon	16,574	28,532	0	0	45,106	53,082
493	Lock Haven	8,000	13,000	0	300	21,300	21,300
494	McKeesport	21,354	68,465	0	686	90,505	107,786
495	Mahoney City	15,000	13,944	208	....	29,159	31,766
496	Meadville	11,825	29,402	66	1,861	43,154	48,646
497	Mount Carmel	8,031	(15,798)		385	24,214	32,302
498	Nanticoke *	9,701	19,370	802	1,190	31,063	31,063
499	New Brighton	....	....	....	....	....	....
500	New Castle *	14,975	....	....	21,683	36,608	44,807
501	Norristown	18,172	32,316	0	1,326	51,814	56,715
502	Oil City *	10,752	30,386	38	167	41,343	41,343
503	Philadelphia	1,051,669	3,281,861	....	....	4,333,530	4,333,530
504	Phœnixville	8,862	11,648	....	444	20,954	23,803
505	Pittsburg	242,507	924,358	0	36,339	1,203,204	1,405,470
506	Pittston *	9,640	15,165	57	171	25,033	35,566
507	Plymouth	10,592	9,249	79	0	19,920	22,359
508	Pittstown	13,228	26,794	0	636	40,658	47,408
509	Pottsville *	18,743	29,875	....	....	....	68,813
510	Reading	58,047	152,302	0	2,123	212,472	343,837
511	Scranton	82,413	180,782	23,427	....	297,761	445,510
512	Shamokin	16,105	25,594	....	791	42,490	68,098
513	Shenandoah	10,934	30,568	....	517	51,019	75,045
514	South Bethlehem *	16,062	25,855	....	....	....	45,819
515	South Chester	6,630	16,522	0	361	23,513	29,613
516	Steelton	10,702	20,033	0	375	31,110	44,300
517	Sunbury	....	....	....	....	....	....
518	Titusville	10,493	27,438	....	526	38,457	46,623
519	Uniontown	6,440	11,576	0	644	18,660	23,126
520	Westchester	8,987	23,942	0	297	33,226	42,128
521	Wilkesbarre	39,985	104,282	770	1,206	146,243	218,454
522	Williamsport	30,608	65,394	0	1,394	97,396	113,259
523	York	24,271	39,435	0	942	64,648	129,853
	RHODE ISLAND.						
524	Central Falls	5,470	29,474	777	197	35,918	40,803
525	Cranston	....	....	....	....	....	....
526	Cumberland	....	....	....	....	....	....
527	East Providence *	4,155	30,514	....	1,000	35,669	35,669
528	Johnston	4,260	27,479	1,017	898	33,654	35,400
529	Newport	6,084	66,215	0	7,725	80,024	104,754
530	Pawtucket	8,699	196,003	0	0	204,702	247,748
531	Providence	26,076	545,791	21,311	0	593,178	903,070
532	Woonsocket	8,006	49,999	0	19	58,024	67,937
	SOUTH CAROLINA.						
533	Charleston	....	25,419	41,877	....	67,296	87,283
534	Columbia	4,112	9,900	2,848	550	17,410	17,473
535	Greenville	....	....	....	....	....	....
536	Spartanburg	....	5,970	2,794	....	8,764	8,764
	SOUTH DAKOTA.						
537	Sioux Falls	11,449	25,461	0	0	36,910	37,556
	TENNESSEE.						
538	Chattanooga	....	....	....	840	40,840	40,840
539	Clarksville	a 9,919	5,495	....	159	13,573	15,690
540	Jackson	....	....	....	....	....	....
541	Knoxville	1,600	4,772	31,006	1,643	39,021	39,282
542	Memphis	a 54,289	105,304	....	7,317	166,910	168,876
543	Nashville	a 110,281	43,306	....	....	153,587	153,587
	TEXAS.						
544	Austin	19,807	32,797	....	6,958	59,562	63,781
545	Corsicana	....	....	....	....	....	....
546	Dallas *	36,420	37,345	614	0	74,378	75,145

* Statistics of 1894-95.

a Includes receipts from county taxes.

TABLE 8.—*Statistics of receipts of public schools of cities, etc.*—Continued.

	City.	Receipts for the school year 1895–96.					Amount available for use during the year.
		State apportionment or taxes.	City appropriations or taxes.	County and other taxes.	All other sources.	Total.	
	1	2	3	4	5	6	7
	TEXAS—continued.						
447	Denison	$9,544	$14,420	$321	$375	$24,660	$24,660
548	El Paso	5,470	14,643	0	302	20,415	21,412
549	Fort Worth	17,667	23,334	1,000	0	42,001	42,001
550	Gainesville *	5,414	19,724	705	1,002	26,845	31,364
551	Galveston	32,991	57,634	1,943	517	93,085	93,085
552	Houston	37,625	76,599	0	648	114,872	118,093
553	Laredo						
554	Marshall						
555	Paris	*a* 10,000	*a* 10,000			*a* 20,000	*a* 20,000
556	San Antonio	41,061	53,626	0	200	94,887	95,805
557	Temple						
558	Tyler	6,632	11,500	750		18,882	19,982
559	Waco						
	UTAH.						
560	Ogden	15,377	37,034	10,079	1,559	64,049	64,049
561	Salt Lake City	41,131	207,961	50,262	3,369	302,723	310,242
	VERMONT.						
562	Burlington *	1,658	30,000		4,080	35,739	56,239
563	Rutland	4,362	32,000			36,362	38,084
	VIRGINIA.						
564	Alexandria	6,720	13,500			20,220	20,220
565	Danville	4,873	11,904	0	396	17,173	18,232
566	Lynchburg	9,418	21,335	0	1,085	31,838	33,821
567	Manchester *	4,837	4,553			9,319	9,396
568	Norfolk *	13,002	34,872	0	0	47,874	54,786
569	Petersburg	10,449	16,809	0	737	27,995	27,995
570	Portsmouth	5,226	11,648	0	16	16,890	18,419
571	Richmond	34,550	117,695	0	2,200	154,445	154,445
572	Roanoke	5,851	9,088	0	2,559	17,498	17,502
573	Staunton	2,673	10,944		281	13,998	14,426
	WASHINGTON.						
574	Seattle	9,579		137,061	1,532	148,172	638,558
575	Spokane	4,458	51,526		670	56,654	68,249
576	Tacoma	4,992	(115,986)		5,128	126,086	232,598
577	Walla Walla		6,078	10,045		16,123	21,937
	WEST VIRGINIA.						
578	Huntington	3,507	0	21,653	2,047	27,207	31,054
579	Parkersburg						
580	Wheeling	13,912	99,700	4,036	6,392	114,040	126,614
	WISCONSIN.						
581	Appleton	7,939	49,150	6,448		62,637	94,736
582	Ashland	4,485	19,260	4,484	4,316	32,545	32,758
583	Beloit						
584	Chippewa Falls	2,270	16,000	4,000	204	22,474	30,790
585	Eau Claire	5,550	42,966	7,555	10,858	66,929	93,066
586	Fond du Lac						
587	Green Bay	6,794	29,417	6,828	880	43,920	52,919
588	Janesville	5,027	23,000	5,312	1,348	34,687	58,484
589	La Crosse	12,288	63,000	11,721	776	87,785	119,813
590	Madison	5,612	29,970	5,895	2,340	43,817	64,721
591	Manitowoc						
592	Marinette	10,824	40,000	5,129	389	56,342	56,342
593	Merrill	3,057	10,000	4,000	381	17,438	25,903
594	Milwaukee	104,977	360,000	110,000	9,077	584,054	920,138
595	Oshkosh	9,893		63,326	189	73,408	79,960
596	Racine	9,830	35,825	16,000	756	87,776	121,613
597	Sheboygan	17,853	45,819	9,081	1,500	74,253	106,414
598	Stevens Point	7,177	16,750	4,084	562	28,573	43,923
599	Superior	6,466	60,000	6,653	438	73,557	206,572
600	Watertown						
601	Wausau	6,223	16,000	4,818	245	27,286	27,286
	WYOMING.						
602	Cheyenne	2,629				33,060	33,061

* Statistics of 1894-95.

a Approximately.

TABLE 9.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants.*

	City.	Expenditure for the school year 1895-96.				
		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 *		$32,771	$6,075		$38,846
3	Huntsville	$2,152	3,926	1,437	0	7,515
4	Mobile					
5	Montgomery	0	24,152	2,785		26,937
6	Selma		12,000	1,500		13,500
	ARKANSAS.					
7	Fort Smith					31,863
8	Hot Springs	4,320	15,000			
9	Little Rock	13,509	45,506	12,288	$398	71,701
10	Pine Bluff	504	13,549	2,568		16,621
	CALIFORNIA.					
11	Alameda	25,874	42,571	38,601	950	107,996
12	Berkeley *					52,200
13	Eureka	4,324	20,250	2,794	0	27,368
14	Fresno *		28,750	5,600		34,350
15	Los Angeles	337,435	192,364	119,313		649,112
16	Oakland	26,790	198,685	56,515		7,715
17	Pasadena	39,315	32,103	7,850		79,268
18	Sacramento	4,666	78,643	21,865	3,394	108,568
19	San Bernardino		33,742	15,331	0	49,043
20	San Diego	732	58,580		0	77,306
21	San Francisco	77,213	879,311	139,447	(a)	1,095,971
22	San Jose	7,386	81,870	24,475	720	114,452
23	Santa Cruz	0	28,748	7,408	0	36,156
24	Stockton	1,849	56,378	18,424	400	77,051
	COLORADO.					
25	Colorado Springs *		46,801			163,341
26	Cripple Creek	20,000	29,750	14,150	0	63,900
	Denver:					
27	District No. 1	41,648	218,782	100,581	0	361,011
28	District No. 2	29,349	94,538	43,566	0	167,453
29	District No. 17	1,183	62,365	37,992	0	101,540
30	Leadville *	4,284	20,527	7,311	0	32,122
	Pueblo:					
31	District No. 1	562	31,203	32,649	0	64,414
32	District No. 20		33,508	38,100		71,608
33	Trinidad	1,152	18,537	11,585	0	31,274
	CONNECTICUT.					
34	Ansonia	2,774	23,233	2,471		31,000
35	Bridgeport	1,464	102,201	49,842	250	153,737
36	Bristol	11,158	28,260	8,150	0	47,568
37	Danbury	25,841	34,685	15,201	498	76,225
38	Greenwich *	4,000	15,725	2,623	0	22,348
39	Hartford *	20,347	169,088		(a)	259,587
	Manchester:					
40	Excluding Ninth district		10,064	3,228		13,292
41	Ninth district	0	15,086	4,602		19,687
42	Meriden *	20,000	58,138	34,878	666	114,182
43	Middletown *	35,890	18,072	10,741		64,703
44	New Britain	86,052	35,946	13,948	710	136,656
45	New Haven	138,424	254,674	112,182	5,686	510,966
46	New London	62,546	26,092	7,883	289	96,810
47	Norwalk *		36,966	5,950	(a)	42,916
48	Norwich (Central district) *	0	23,672	9,318	0	32,990
49	Stamford *	0	45,570	15,374	(a)	60,944
50	Vernon *	0	16,529	6,332	(a)	22,861
51	Waterbury	51,254	85,346	49,540	2,872	189,012
52	Willimantic	1,021	25,321	8,594		34,936
	DELAWARE.					
53	Wilmington	36,196	94,831	33,903	0	164,930

* Statistics of 1894-95. *a* The accounts of evening schools are not kept separate.

TABLE 9.—*Statistics of expenditures of public schools of cities, etc.*—Continued.

	City.	Expenditure for the school year 1895–96.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	DISTRICT OF COLUMBIA.					
	Washington:					
54	First six divisions	$166,398	$714,367	$169,604	....	$1,050,369
55	Seventh and eighth divisions	....	....	....	....	....
	FLORIDA.					
56	Jacksonville (Duval County)	2,370	40,926	6,105	0	49,401
57	Key West	561	12,007	1,797	0	14,365
58	Pensacola	2,667	10,860	1,884	0	15,411
59	Tampa *	....	13,400	....	....	14,341
	GEORGIA.					
60	Americus	52	14,163	1,031	0	15,246
61	Athens	....	15,560	2,910	0	18,470
62	Atlanta	8,216	127,195	9,192	(*a*)	144,603
63	Augusta	7,500	49,500	16,450	(*a*)	73,450
64	Brunswick	....	7,450	1,250	0	8,700
65	Columbus	1,000	27,848	4,601	$400	33,849
66	Macon (Bibb County)	3,375	61,211	12,458	0	77,044
67	Rome	600	10,600	800	0	12,000
68	Savannah	25,000	95,000	3,000	0	123,000
	ILLINOIS.					
69	Alton	20,639	16,560	4,735	0	41,934
	Aurora:					
70	East side	1,035	35,054	12,197	0	48,286
71	West side	13,214	15,200	10,101	0	38,515
72	Austin	....	39,475	....	....	62,500
73	Belleville	3,134	35,057	9,693	0	47,884
74	Bloomington	64,555	48,126	15,386	0	128,067
75	Cairo	2,481	17,654	6,250	0	26,386
76	Canton	20,000	18,013	5,575	0	43,588
77	Champaign	....	9,480	3,808	0	12,288
78	Chicago	1,423,135	3,843,505	1,297,968	111,909	6,676,517
79	Danville *	4,288	27,106	13,111	....	44,505
80	Decatur	34,131	43,199	14,936	0	92,266
	East St. Louis:					
81	District No. 1 *	....	28,022	....	....	....
82	District No. 2, T. 2 N., R. 10 W	....	4,700	....	....	....
83	District No. 2, T. 2 N., R. 9 W	13,743	6,250	2,856	0	22,849
84	Elgin	4,059	45,928	21,696	0	71,683
	Evanston:					
85	District No. 1	12,623	32,587	13,298	0	58,508
86	North Evanston	1,460	3,199	2,041	0	6,700
87	South Evanston	22,882	12,439	8,742	0	44,063
88	Freeport	....	25,233	20,541	0	45,774
89	Galesburg	19,698	36,030	13,895	0	69,623
90	Jacksonville	2,928	22,445	3,242	0	28,615
91	Joliet	15,857	55,707	26,336	....	97,900
92	Kankakee	4,264	16,835	6,992	0	28,091
93	La Salle	....	....	....	....	....
94	Lincoln	....	13,980	....	....	22,644
95	Mattoon	....	15,988	7,426	0	23,414
96	Moline	3,422	37,709	17,275	0	58,406
97	Ottawa	6,334	22,838	4,460	0	33,632
98	Pekin	2,000	16,985	5,495	0	24,480
99	Peoria *	2,470	107,325	29,091	(*a*)	138,886
100	Quincy	11,989	48,182	14,217	0	74,388
101	Rockford	15,399	54,743	26,444	147	96,733
102	Rock Island *	28,870	34,783	12,635	....	76,978
103	Springfield	8,695	58,907	14,675	0	82,277
	Sterling:					
104	District No. 1	....	....	....	....	....
105	District No. 3 *	....	9,051	3,207	....	12,258
106	District No. 8	0	6,450	2,860	0	9,310
107	Streator	30,772	18,282	6,453	0	55,507
	INDIANA.					
108	Anderson *	10,302	31,118	6,944	0	48,364
109	Bloomington	....	10,450	....	....	11,755

* Statistics of 1894–95. *a* The accounts of the evening schools are not kept separate.

TABLE 9.—*Statistics of expenditures of public schools of cities, etc.*—Continued.

	City.	Expenditure for the school year 1895-96.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	INDIANA—continued.					
110	Brazil	$6,567	$10,935	$9,087	0	$26,589
111	Columbus					
112	Crawfordsville *		15,870			17,000
113	Elkhart	1,500	25,251	8,083	0	34,834
114	Evansville	28,067	106,347	20,827	$1,191	156,432
115	Fort Wayne	15,046	66,690	13,252	0	94,988
116	Frankfort		17,086	9,546		26,633
117	Goshen					
118	Hammond	3,438	18,900	2,899	378	25,615
119	Huntington	22,668	23,425	14,228	0	60,321
120	Indianapolis	74,096	309,652	153,176		536,924
121	Jeffersonville *		25,000			
122	Kokomo	7,713	22,757	8,121		38,591
123	Lafayette	20,439	39,049	12,000		71,488
124	Laporte	8,031	22,538	8,867		39,435
125	Logansport	5,160	28,405	10,861		44,426
126	Madison *					16,991
127	Marion				0	54,467
128	Michigan City *	1,000	20,087	4,566		25,653
129	Muncie	13,261	36,665	14,577	0	64,503
130	New Albany	1,478	37,113	10,963		49,554
131	Richmond		46,041	17,700	0	63,751
132	Shelbyville	35,000	*12,358		0	
133	South Bend	38,000	42,440	17,154		97,594
134	Terre Haute	23,106	86,155	24,660		133,921
135	Vincennes	6,325	15,119	6,367	0	27,811
136	Wabash *		22,000			23,500
137	Washington	15,000	13,000	3,500	0	31,500
	IOWA.					
138	Boone	1,000	20,000	5,000		26,000
139	Burlington	12,717	61,289	18,432		92,438
140	Cedar Rapids	8,944	51,159	32,587		82,690
141	Clinton	3,115	38,340	17,830	0	59,285
142	Council Bluffs	6,673	56,609	27,216		90,498
143	Creston	849	18,064	11,469	0	30,382
144	Davenport	1,760	76,053	16,860	238	94,911
	Des Moines:					
145	East Side	1,987	37,592	22,035	0	61,614
146	North Side	30,000	18,000	8,500	0	56,500
147	West Side	30,474	82,542	37,310	0	150,326
148	Dubuque	11,877	59,608	23,565	0	95,049
149	Fort Dodge		15,000			21,000
150	Fort Madison	42,170	15,615	6,983		64,768
151	Iowa City	1,500	21,022	9,899	0	32,421
152	Keokuk *	34,545	30,165	3,536	0	68,246
153	Marshalltown	28,633	32,726	22,647	0	84,006
154	Muscatine *	382	29,130	9,493	0	39,005
155	Oskaloosa	4,500	21,000	1,600	0	27,100
156	Ottumwa *					75,766
157	Sioux City		87,118	48,117	0	135,235
	Waterloo:					
158	East Side *	889				19,443
159	West Side	1,100	9,515	6,811		17,456
	KANSAS.					
160	Arkansas City	421	12,840	9,050	0	22,311
161	Atchison	811	19,622	10,680	0	31,113
162	Emporia *	1,544	20,991	2,066		24,601
163	Fort Scott		20,769	11,143	0	31,912
164	Hutchinson	917	19,541	9,359	0	29,817
165	Kansas City	6,000	70,584	20,569	0	97,153
166	Lawrence		23,000			
167	Leavenworth *	2,301	35,769			56,387
168	Ottawa	5,598	13,556	4,319	0	23,483
169	Parsons		13,504	8,893	0	22,397
170	Pittsburg					
171	Topeka		*61,585	*48,019		103,787
172	Wichita	0	42,137	14,363	0	56,500

* Statistics of 1894-95.

TABLE 9.—*Statistics of expenditures of public schools of cities, etc.*—Continued.

	City.	Expenditure for the school year 1895-96.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	KENTUCKY.					
173	Bowling Green					
174	Covington		$68,175	$14,696	0	$82,871
	Frankfort:					
175	White schools	$1,480	11,392	1,464	0	14,336
176	Colored schools	34	3,946	354		4,334
177	Henderson *		17,000			20,000
178	Hopkinsville *	1,854	9,350	1,996		13,200
179	Lexington					
180	Louisville	60,090	396,413	49,929	(*a*)	506,432
181	Maysville					
182	Newport *	4,108	40,446	13,057	$500	58,111
183	Owensboro	16,238	20,264	1,782	0	38,234
184	Paducah	1,169	21,472	7,743	0	30,384
	LOUISIANA.					
185	Baton Rouge					
186	New Orleans		335,872			713,832
187	Shreveport					35,000
	MAINE.					
188	Auburn				0	43,280
189	Augusta					20,000
190	Bangor	30,000	41,434	17,099	0	88,533
191	Bath		17,579	6,878	0	24,457
192	Biddeford		26,382	9,570		35,952
193	Calais		9,942	3,943		13,885
194	Lewiston					
195	Portland	0	84,350	38,567	901	123,818
196	Rockland	12,838	15,160			27,998
197	Waterville					16,400
	MARYLAND.					
198	Baltimore	325,165	950,000	136,395	7,240	1,418,800
199	Cumberland					
200	Frederick					
201	Hagerstown *	9,609	55,277	3,386	0	68,272
	MASSACHUSETTS.					
202	Adams	4,200	20,393	7,000	0	31,593
203	Amesbury *		13,261	5,750	*b* 328	19,011
204	Attleboro	5,609	18,378	6,026	0	30,013
205	Beverly	18,000	23,105	11,600	295	53,000
206	Boston	513,736	1,594,425	567,846	52,596	2,728,603
207	Brockton		79,455		1,648	97,696
208	Brookline		78,222	32,627	739	111,588
209	Cambridge	55,763	235,812	63,274	7,505	362,354
210	Chelsea		73,224	23,698	1,170	98,092
211	Chicopee		21,567	9,148	1,685	32,400
212	Clinton	992	23,410	10,903	686	35,991
213	Everett *	20,000	43,486	17,862	569	81,917
214	Fall River	82,058	161,973	64,901	10,200	319,132
215	Fitchburg *	102,694	68,002	37,625	3,325	211,646
216	Framingham *		22,979			38,200
217	Gardner *	0	20,847	12,114	627	33,588
218	Gloucester	48,067	54,552	21,640		124,259
219	Haverhill		69,231	21,365	2,286	92,882
220	Holyoke *	67,203	85,273	31,857	3,585	187,918
221	Hyde Park *	493	29,280	8,356	707	38,836
222	Lawrence	46,930	95,340	34,640	3,770	180,680
223	Lowell	47,611	174,180	94,941	23,444	340,176
224	Lynn	13,463	152,804	58,844	3,118	228,229
225	Malden	71,151	90,682	28,684	2,566	193,083
226	Marlboro	3,790	36,485	10,132	491	50,898
227	Medford	103,281	48,040	19,366	1,062	171,749
228	Melrose	210,000	37,245	15,575	0	262,820
229	Milford		18,880			27,014
230	Natick	2,000	24,514	9,613	348	36,475

* Statistics of 1894-95.

a The accounts of evening schools are not kept separate.

b Included in the other items reported.

TABLE 9.—*Statistics of expenditures of public schools of cities, etc.*—Continued.

	City.	Expenditure for the school year 1895-96.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
231	New Bedford	$30,177	$107,240	$45,465	$6,015	$188,897
232	Newburyport	1,500	21,962	5,522	340	29,324
233	Newton*		109,887	30,339	994	141,220
234	North Adams	0	36,000	12,615	1,370	49,985
235	Northampton	50,000	33,776	13,060	1,283	98,119
236	Peabody	0	26,475	8,344	0	34,819
237	Pittsfield	76,779	43,376	23,703	921	144,779
238	Plymouth	3,190	23,760	8,500	0	35,450
239	Quincy	2,500	60,074	20,735	2,518	85,827
240	Revere		18,763			31,560
241	Salem	4,364	80,464	23,753	1,420	110,001
242	Somerville	87,680	144,113	49,616	2,873	284,282
243	Southbridge		12,982			17,660
244	Spencer	1,209	17,433	8,198	445	27,285
245	Springfield	32,607	148,703	52,675	5,042	239,027
246	Taunton	21,764	67,235	25,875	1,814	116,638
247	Wakefield		21,358			29,000
248	Waltham	40,000	49,811	15,200	1,967	106,978
249	Westfield	1,214	32,940	12,012	355	46,521
250	Weymouth	500	32,123	12,373	0	44,996
251	Woburn*	1,802	37,960	9,584	786	50,132
252	Worcester	111,543	302,963	106,273	10,783	531,562
	MICHIGAN.					
253	Adrian	6,635	17,000	8,926	0	32,561
254	Alpena*		17,256	6,002		23,258
255	Ann Arbor	10,617	33,924	10,292	0	54,833
256	Battle Creek*	27,000	29,225	15,623		71,848
257	Bay City	25,403	51,785	19,701	468	97,357
258	Detroit	279,564	505,470	163,223	9,238	957,495
259	Escanaba	12,285	13,949	7,271	0	33,505
260	Flint	0	22,579	11,478	0	34,057
261	Grand Haven		12,325	6,095	0	18,420
262	Grand Rapids	17,642	190,023	69,097	304	277,066
263	Holland		11,693			17,073
264	Iron Mountain	8,987	18,167	10,418	0	37,572
265	Ironwood	14,000	13,500	14,000	0	41,500
266	Ishpeming	32,934	23,682	14,432	0	71,048
	Jackson:					
267	District No. 1*		28,500	11,630		40,130
268	District No. 17		15,047	8,139	0	23,186
269	Kalamazoo		39,000	21,366	0	60,366
270	Lansing	6,829	32,530	13,905	0	53,264
271	Ludington		19,335	8,284	0	27,619
272	Manistee*	16,369	28,913	19,025		64,307
273	Marquette	1,964	19,800	9,376	0	31,140
274	Menominee	51,788	25,293	20,722	0	97,803
275	Muskegon	6,143	42,716	27,586	0	76,445
276	Owosso	23,467	17,000	6,380		46,847
277	Port Huron	6,576	30,466	9,754	0	46,797
	Saginaw:					
278	East Side	4,063	71,451	22,962	0	98,476
279	West Side		36,791	21,943	0	58,734
280	Sault Ste. Marie	14,000	14,885	6,780	0	35,665
281	Traverse City	13,948	18,119	7,532	0	39,599
282	West Bay City*		32,337	16,140		48,477
	MINNESOTA.					
283	Brainerd		16,157			22,000
284	Duluth	132,094	149,757	82,242		364,093
285	Faribault	3,215	15,472	15,914	0	34,601
286	Mankato	2,700	20,000	16,000	0	38,700
287	Minneapolis	46,758	507,335	146,978		701,071
288	Red Wing		20,900			
289	St. Cloud	0	14,000	8,900	0	22,900
290	St. Paul	44,000	362,467	92,634	3,992	503,093
291	Stillwater*		24,386	9,007		34,906
292	Winona	23,000	42,909	32,834	360	99,103

* Statistics of 1894-95.

TABLE 9.—*Statistics of expenditures of public schools of cities, etc.*—Continued.

	City.	Expenditure for the school year 1895–96.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	MISSISSIPPI.					
293	Columbus*		$9,000			$10,000
294	Jackson*		10,250			11,000
295	Meridian*		21,229	$1,775		23,004
296	Natchez*		12,122	846		12,968
297	Vicksburg	$25,000	22,500	3,000	0	50,500
	MISSOURI.					
298	Carthage		19,227	7,930	0	27,157
299	Chillicothe		10,125	4,091	0	14,216
300	Clinton		12,420			16,283
301	Hannibal	30	27,130	10,004	0	37,164
302	Jefferson City*		10,000			18,000
303	Joplin	3,312	24,777	10,047	0	38,136
304	Kansas City	76,475	247,001	109,896	0	433,372
305	Moberly	20,848	14,893	6,085	0	41,826
306	Nevada					
307	St. Charles					10,117
308	St. Joseph		91,696	53,371	0	145,067
309	St. Louis	402,310	817,905	436,822	$9,172	1,666,209
310	Sedalia	38,659	34,356	10,944	0	83,959
311	Springfield		27,205	18,273	0	45,478
312	Webb City		10,057			13,650
	MONTANA.					
313	Butte	17,700	75,462	21,521	0	114,683
314	Great Falls	11,487	30,000	19,655	0	61,142
315	Helena*	3,000	35,070	26,608		64,679
	NEBRASKA.					
316	Beatrice		21,188	7,565	0	28,753
317	Fremont		22,415	8,522	0	30,937
318	Grand Island		20,025	10,502	0	30,527
319	Hastings		18,377	8,464	0	26,841
320	Kearney	1,310	12,601	3,062	0	16,974
321	Lincoln	597	72,274	29,140	0	102,011
322	Nebraska City		17,028	4,995	0	22,023
323	Omaha	14,540	237,326	124,125	0	375,991
324	Plattsmouth*		12,396	6,190		18,586
325	South Omaha	1,796	28,218	4,793	0	34,807
	NEW HAMPSHIRE.					
326	Concord		33,106	15,435	0	48,541
327	Dover	2,141	24,163	6,506	226	33,036
328	Keene (Union district)	4,100	13,258	5,881	133	23,372
329	Manchester*	104,960	71,895	23,543	1,892	202,290
330	Nashua	2,160	45,435	9,210	0	56,805
331	Portsmouth	5,000	24,433	10,096	0	39,529
	NEW JERSEY.					
332	Atlantic City		29,547	16,689	0	46,236
333	Bayonne	10,556	54,828	13,614	2,000	80,998
334	Bridgeton		17,869	6,251	0	24,120
335	Camden	19,500	122,000	50,250	3,350	195,100
336	Elizabeth*	3,205	60,038	20,652	0	83,895
337	Harrison		9,000	1,320	0	10,320
338	Hoboken	9,889	101,577	21,747	1,500	134,713
339	Jersey City		310,622	93,314	5,571	409,507
340	Long Branch*	2,004	28,557	17,267	0	47,828
341	Millville*		17,920			23,831
342	Morristown	2,952	17,165	6,654	0	26,771
343	Newark	71,166	419,928	128,926	28,334	648,354
344	New Brunswick*		30,302			43,652
345	Orange	37,046	42,316	18,649	0	98,011
346	Passaic	42,373	32,297	18,065		92,735
347	Paterson	34,641	152,053	50,946	5,239	242,879
348	Perth Amboy		14,040	3,000	0	17,040

* Statistics of 1894–95.

TABLE 9.—*Statistics of expenditures of public schools of cities, etc.*—Continued.

	City.	Expenditure for the school year 1895-96.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	NEW JERSEY—continued					
349	Phillipsburg	$9,206	$19,498	$13,430	0	$42,134
350	Plainfield	7,329	35,531	18,677	0	61,537
351	Rahway	...	16,074	...	...	21,282
352	Town of Union*	...	20,339	11,362	$637	32,338
353	Trenton	10,324	94,671	31,664	3,315	139,974
	NEW YORK.					
354	Albany	8,394	187,598	59,083	1,408	256,483
355	Amsterdam	...	...	...	...	...
356	Auburn	34,218	54,211	14,624	...	103,053
357	Batavia	1,734	14,633	9,344	0	25,710
358	Binghamton	15,958	76,580	21,346	0	113,884
359	Brooklyn	843,894	2,244,648	519,298	13,359	3,621,199
360	Buffalo	436,212	685,204	169,709	13,827	1,304,952
361	Cohoes	28,210	38,567	10,200	...	76,977
362	Corning	28,390	16,659	7,169	0	52,218
363	Cortland	2,308	10,352	2,482	0	15,142
364	Dunkirk	30,942	22,657	9,591	0	63,190
	Edgewater:					
365	Rosebank	...	...	...	...	...
366	Tompkinsville *a*	...	6,452	...	...	11,013
367	Stapleton *b*	59,845	17,860	...	...	93,347
368	Elmira	42,105	64,453	22,969	0	129,527
369	Flushing	4,290	17,092	8,743	0	30,125
370	Geneva	23,764	19,409	6,536	0	49,709
371	Glens Falls	...	15,616	4,845	0	20,461
372	Gloversville	15,903	29,891	9,152	0	54,946
373	Hornellsville	1,100	23,045	8,313	0	32,458
374	Hudson*	...	13,125	8,928	...	22,053
375	Ithaca	6,015	25,191	7,907	0	39,113
376	Jamestown	66,811	45,670	19,310	0	131,791
377	Johnstown	3,106	16,241	7,526	0	26,876
	Kingston:					
378	Kingston school district	4,558	24,143	12,983	0	41,684
379	District No. 2	...	12,425	...	...	19,539
380	District No. 3	...	...	...	...	...
381	District No. 4	...	4,400	...	...	5,110
382	Lansingburg	271	24,287	9,660	0	34,219
383	Little Falls	88	16,005	6,624	0	22,717
384	Lockport	12,295	38,196	15,778	0	66,269
385	Long Island City*	11,764	83,596	28,446	1,273	125,079
386	Middletown	8,609	22,348	11,088	0	42,045
387	Mount Vernon (District No. 5)	31,194	46,519	25,000	0	102,713
388	New Brighton	...	...	...	...	...
389	Newburg	6,492	52,352	20,767	0	79,611
390	New Rochelle	5,961	33,369	17,184	0	56,514
391	New York	2,215,506	3,601,008	1,043,867	175,800	7,036,181
392	Niagara Falls	4,470	28,460	12,610	374	45,914
393	North Tonawanda	0	20,755	...	0	35,619
394	Ogdensburg	...	...	...	...	...
395	Olean	...	...	...	...	...
396	Oswego	11,198	33,683	8,717	0	53,598
	Peekskill:					
397	District No. 7	1,452	8,346	4,084	0	13,882
398	District No. 8	...	...	...	...	...
399	Plattsburg	0	17,130	8,555	0	25,685
400	Port Jervis	1,291	21,400	8,087	0	30,778
401	Poughkeepsie*	...	37,109	16,308	...	53,417
402	Rochester	94,577	477,685	137,192	5,429	714,883
403	Rome	6,181	20,953	5,839	0	32,973
404	Saratoga Springs	2,608	29,148	10,556	0	42,313
405	Schenectady	4,900	29,694	9,069	...	43,663
406	Sing Sing	1,088	13,908	6,962	0	21,958
407	Syracuse	28,439	213,692	101,136	(*c*)	343,267
408	Tonawanda	1,823	17,918	8,107	(*c*)	27,848
409	Troy	5,932	120,623	24,418	0	150,972
410	Utica	44,868	93,443	30,415	1,393	179,119
411	Watertown	32,000	34,927	11,301	418	78,646

* Statistics of 1894-95.
a J. W. Barris, principal.
b A. Hall Burdick, principal.
c The accounts of evening schools are not kept separate.

TABLE 9.—*Statistics of expenditures of public schools of cities, etc.*—Continued.

	City.	Expenditure for the school year 1895–96.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	NEW YORK—continued.					
412	Watervliet	$1,710	$14,736	$6,549	0	$22,995
413	Woodhaven		17,690			58,517
414	Yonkers					
	NORTH CAROLINA.					
415	Asheville	700	13,200	1,100	0	15,000
416	Charlotte*		14,100	1,240		15,340
417	Newbern					
418	Raleigh					
419	Wilmington					
420	Winston		13,000	3,500	0	16,500
	OHIO.					
421	Akron	19,030	70,213	30,288	0	119,531
422	Alliance*	3,745	18,057	6,031		27,833
423	Ashtabula	1,351	17,319	7,007	0	25,677
424	Bellaire		15,706	6,945	0	22,651
425	Canton*	38,598	58,165	29,300		126,063
426	Chillicothe		26,400			34,964
427	Cincinnati	41,724	734,138	140,700	$9,432	925,994
428	Circleville	18,350	17,840	6,943		43,133
429	Cleveland	148,204	745,547	245,844	4,547	1,144,142
430	Columbus	62,806	302,652	113,837	(*a*)	479,295
431	Dayton*	39,051	217,327	98,109	1,214	355,701
432	Defiance					33,860
433	Delaware	0	18,669	5,559	0	24,228
434	East Liverpool	16,638	17,597	9,415	0	43,650
435	Elyria	9,251	17,408	2,197	0	28,856
436	Findlay*		36,567			52,831
437	Fostoria		14,998	7,049	0	22,047
438	Fremont		16,414	6,893	0	23,307
439	Hamilton		48,190	24,137	(*a*)	72,327
440	Ironton*	9,867	22,697	7,563	0	40,127
441	Lancaster	0	19,035	4,246	0	23,281
442	Lima	0	35,730	12,942	0	48,672
443	Lorain	31,026	15,355	3,746	0	50,127
444	Mansfield*	19,574	28,657	12,939		61,170
445	Marietta	16,860	21,698	7,940	0	46,499
446	Marion*		21,639			39,822
447	Martins Ferry	35,000	13,565	7,328		55,893
448	Massillon	11,379	20,632	8,972	0	40,984
449	Middletown	5,851	22,695	8,338	0	36,884
450	Mount Vernon*					21,525
451	Nelsonville	770	8,692	4,218	0	13,680
452	Newark	1,969	31,888	10,029	0	43,886
453	Norwalk*					22,057
454	Piqua	0	21,947	13,651	0	35,598
455	Portsmouth		27,641	6,987	0	34,628
456	Salem*		17,539			32,806
457	Sandusky	17,793	35,695	12,788	97	66,373
458	Springfield	20,358	74,092	27,790	0	122,240
459	Steubenville	701	28,657	6,606	0	35,964
460	Tiffin*	3,923	19,740	13,207	0	36,870
461	Toledo	83,660	201,739	72,848	0	358,247
462	Warren	0	23,070	9,980	0	33,050
463	Wellston		9,780			11,000
464	Xenia	5,000	23,640	10,962	0	39,602
465	Youngstown	4,968	74,185	46,207	(*a*)	125,360
466	Zanesville*	8,675	40,090	30,364		79,129
	OKLAHOMA.					
467	Oklahoma City	15,288	11,925	8,000	0	35,213
	OREGON.					
468	Astoria		22,000			
469	Portland*	22,861	197,693	46,312		266,866
470	Salem*	1,153	21,042	20,273		42,468

* Statistics of 1894–95. *a* The accounts of evening schools are not kept separate.

TABLE 9.—*Statistics of expenditures of public schools of cities, etc.*—Continued.

	City.	Expenditure for the school year 1895-96.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	PENNSYLVANIA.					
471	Allegheny	$179,996	$218,988	$100,856	$3,531	$503,371
472	Allentown	15,698	49,811	38,206	563	104,278
473	Altoona	12,839	60,505	29,665	0	103,009
474	Beaver Falls *	3,714	16,584	9,454	0	29,752
475	Braddock	251	20,090	11,637	0	31,978
476	Bradford *	18,813	26,468	14,547	....	59,828
477	Butler	35,740	18,901	7,694	0	62,335
478	Carbondale	3,091	16,583	9,833	0	29,507
479	Carlisle	2,505	13,549	4,467	0	20,521
480	Chambersburg	1,500	14,000	6,990	0	22,490
481	Chester	25,598	41,821	17,761	0	85,180
482	Columbia *	6,160	15,095	12,677	0	33,932
483	Du Bois	....	9,614	....	....	18,543
484	Dunmore	4,789	13,730	5,281	480	24,280
485	Easton	13,118	40,331	19,372	0	72,821
486	Erie	71,250	77,310	38,037	985	187,582
487	Harrisburg	15,615	86,087	29,961	0	131,663
488	Hazleton	49,981	23,404	11,896	0	85,281
489	Homestead *	42,000	17,011	9,800	0	68,811
490	Johnstown *	....	39,958	....	....	120,916
491	Lancaster	51,165	*52,190	....	(*a*)	132,366
492	Lebanon	8,624	20,369	8,640	0	37,633
493	Lock Haven	2,500	11,700	8,500	0	22,700
494	McKeesport	5,649	50,647	25,486	0	81,782
495	Mahanoy City	....	18,441	5,827	200	24,468
496	Meadville	4,674	23,781	7,533	0	35,988
497	Mount Carmel	2,828	13,285	15,688	240	32,041
498	Nanticoke *	1,276	15,300	10,441	600	27,617
499	New Brighton	....	16,000	....	....	20,000
500	Newcastle *	11,284	38,050	13,067	....	62,401
501	Norristown	4,698	36,564	10,692	0	51,956
502	Oil City *	1,000	22,476	15,557	....	39,033
503	Philadelphia	799,509	2,161,689	1,004,373	(*a*)	3,965,571
504	Phœnixville	84	12,572	7,018	0	19,674
505	Pittsburg	392,878	530,118	268,613	0	1,191,609
506	Pittston *	8,850	12,143	5,805	300	27,098
507	Plymouth	701	14,224	5,231	434	20,590
508	Pottstown	1,589	28,682	8,015	0	38,286
509	Pottsville *	....	26,215	....	....	67,641
510	Reading	123,883	98,480	55,331	1,240	278,934
511	Scranton	186,705	129,408	56,625	6,401	379,139
512	Shamokin	4,435	28,843	13,160	372	46,810
513	Shenandoah	17,713	31,673	12,057	1,642	63,085
514	South Bethlehem *	....	22,198	....	....	46,023
515	South Chester	3,666	14,053	9,448	0	27,167
516	Steelton	858	20,331	6,943	0	28,132
517	Sunbury	....	17,546	....	....	34,226
518	Titusville	1,528	20,068	8,970	0	30,584
519	Uniontown	2,240	13,569	4,929	0	20,738
520	West Chester	15,296	18,302	9,231	0	42,829
521	Wilkesbarre	49,780	81,791	26,177	(*a*)	157,748
522	Williamsport	....	*51,232	*28,340	....	82,567
523	York	51,071	31,456	16,109	0	98,636
	RHODE ISLAND.					
524	Central Falls	....	26,817	10,052	647	37,516
525	Cranston	....	21,209	....	....	32,691
526	Cumberland	....	17,350	....	....	28,698
527	East Providence *	2,949	22,423	9,830	25	35,227
528	Johnston	....	24,567	8,814	1,024	34,405
529	Newport	....	53,349	24,771	1,054	79,174
530	Pawtucket	92,251	77,586	33,280	3,798	206,915
531	Providence	287,529	381,397	159,690	30,317	858,933
532	Woonsocket	3,963	37,965	12,545	2,267	56,740
	SOUTH CAROLINA.					
533	Charleston	3,750	58,534	4,898	0	67,182
534	Columbia	1,011	12,204	2,439	0	15,654

* Statistics of 1894-95.

a The accounts of evening schools are not kept separate.

TABLE 9.—*Statistics of expenditures of public schools of cities, etc.*—Continued.

	City.	Expenditure for the school year 1895–96.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	OREGON—continued.					
535	Greenville	...	...	...	...	...
536	Spartanburg	$991	$6,660	$989	0	$8,640
	SOUTH DAKOTA.					
537	Sioux Falls	972	24,855	10,444	0	36,271
	TENNESSEE.					
538	Chattanooga	...	37,981	2,280	...	40,261
539	Clarksville	...	11,458	2,471	...	13,829
540	Jackson	...	...	...	...	...
541	Knoxville	711	33,096	5,059	0	38,866
542	Memphis	2,594	68,271	26,846	$2,010	99,721
543	Nashville	5,415	133,846	14,326	0	153,587
	TEXAS.					
544	Austin	4,977	40,699	11,642	0	57,318
545	Corsicana	...	...	...	...	...
546	Dallas*	1,891	59,984	11,464	0	73,339
547	Denison	3,847	16,630	3,047	0	23,524
548	El Paso	0	19,300	2,000	0	21,300
549	Fort Worth	0	37,183	5,808	0	42,991
550	Gainesville*	262	19,974	4,176	0	24,412
551	Galveston	...	70,000	17,131	0	87,131
552	Houston	43,250	50,048	24,589	0	117,887
553	Laredo	...	...	...	...	...
554	Marshall	...	4,000	...	...	5,000
555	Paris	...	*17,000	...	...	20,000
556	San Antonio	3,588	82,389	8,360	0	94,337
557	Temple	...	11,957	...	...	20,003
558	Tyler	1,250	14,850	900	0	17,000
559	Waco	...	...	...	...	...
	UTAH.					
560	Ogden	4,523	38,654	18,175	...	61,352
561	Salt Lake City	1,585	156,729	91,433	0	249,747
	VERMONT.					
562	Burlington*	21,519	24,280	11,170	...	56,969
563	Rutland	...	20,694	...	...	24,730
	VIRGINIA.					
564	Alexandria	752	16,100	2,868	0	19,720
565	Danville	0	13,831	3,262	0	17,093
566	Lynchburg	1,044	27,918	4,593	0	33,555
567	Manchester*	92	7,128	2,169	0	9,389
568	Norfolk*	8,750	31,864	7,956	0	48,570
569	Petersburg	4,649	19,575	3,971	0	28,195
570	Portsmouth	493	13,095	2,636	0	16,224
571	Richmond	1,353	130,600	21,432	1,060	154,445
572	Roanoke	332	14,603	2,542	0	17,477
573	Staunton	500	12,509	1,917	0	14,926
	WASHINGTON.					
574	Seattle	19,186	98,165	58,838	0	176,189
575	Spokane	16,226	40,341	30,550	0	87,117
576	Tacoma	1,557	76,982	39,797	0	118,336
577	Walla Walla	...	12,789	3,921	...	16,710
	WEST VIRGINIA.					
578	Huntington	6,840	15,630	8,592	0	31,062
579	Parkersburg	...	...	...	...	...
580	Wheeling	...	65,078	18,310	...	83,388
	WISCONSIN.					
581	Appleton	22,379	31,312	31,388	0	85,079
582	Ashland	979	20,305	6,288	0	27,572

*Statistics of 1894–95.

TABLE 9.—*Statistics of expenditures of public schools of cities, etc.*—Continued.

	City.	Expenditure for the school year 1895-96.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	WISCONSIN—continued.					
583	Beloit		$17,775			$27,563
584	Chippewa Falls		16,535	$5,643	0	22,178
585	Eau Claire	$22,007	37,484	13,773	0	73,264
586	Fond du Lac					
587	Green Bay	10,829	32,441	9,773	0	53,043
588	Janesville	8,750	21,109	15,213	0	45,072
589	La Crosse	2,792	65,769	17,948	0	86,509
590	Madison	5,446	31,539	11,206	0	48,191
591	Manitowoc					
592	Marinette		30,817	24,659	0	55,476
593	Merrill		13,812	4,833	0	18,645
594	Milwaukee	(*a*)	524,330	96,360	$3,400	*a* 624,090
595	Oshkosh	5,541	49,450	24,198	500	79,689
596	Racine	44,880	47,856	12,120	0	104,856
597	Sheboygan	24,277	42,851	13,918	0	81,046
598	Stevens Point	11,848	17,591	6,900	0	36,339
599	Superior	12,316	70,827	34,498	320	118,961
600	Watertown					
601	Wausau		20,824	4,943	0	25,767
	WYOMING.					
602	Cheyenne		21,607	5,894		27,501

a The cost of new buildings does not appear in the accounts of the school board.

TABLE 10.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants.*

	City.	Population in 1895 (estimated).	School population.		Pupils in private and parochial schools.	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.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ALABAMA.																			
1	Bessemer	6,000	6-21	1,300	125	------	------	901	180	--------	--------	1	2	10	12	2	571	$16,550	$800	$5,104
2	Eufaula	4,500	7-21	1,546	150	------	------	530	180	77,400	430	2	4	12	16	------	------	10,000	5,655	--------
3	Florence	6,700	7-21	1,725	--------	380	370	750	153	70,300	459	1	3	9	12	3	650	20,000	3,560	4,050
4	New Decatur	4,000	7-21	1,252	50	205	251	456	157	--------	--------	1	2	7	9	2	500	14,500	3,260	4,110
5	Opelika	4,000	7-21	1,339	--------	222	225	447	178	55,377	311	------	4	5	9	2	331	--------	3,980	4,555
6	Tuskaloosa	5,000	7-21	1,936	--------	255	137	392	158	--------	--------	2	2	7	9	2	450	35,000	3,340	3,670
	ARKANSAS.																			
7	Helena	6,000	6-21	2,014	156	348	434	782	178	82,407	512	4	2	14	16	3	700	35,000	6,420	7,540
	CALIFORNIA.																			
8	Napa	4,500	5-17	1,325	125	475	520	995	186	151,218	813	1	------	19	19	4	1,000	42,000	12,600	15,000
9	Pomona	6,800	5-17	1,535	--------	676	686	1,362	174	178,528	1,026	2	3	28	31	8	1,350	67,850	20,526	27,147
10	Riverside	7,000	--------	1,284	--------	588	633	1,221	178	164,691	955	2	3	22	25	5	1,300	100,000	20,687	29,327
11	Santa Ana	5,000	5-17	1,082	15	513	549	1,062	182	158,037	874	1	2	18	20	5	1,100	47,000	15,588	21,470
12	Santa Barbara	7,000	5-17	1,590	--------	711	645	1,356	171	162,749	951	1	6	23	29	8	1,200	64,000	22,282	29,288
13	Santa Cruz	7,500	5-17	2,106	133	839	828	1,667	189	224,123	1,186	1	4	39	43	8	1,400	150,000	28,200	33,476
14	Santa Rosa	7,500	5-17	1,580	100	591	562	1,153	191	163,111	834	1	2	20	22	3	990	20,000	16,550	20,000
15	Vallejo	6,800	5-17	1,600	--------	645	575	1,220	186	132,500	13,250	------	3	19	22	4	800	45,000	16,000	30,000
	COLORADO.																			
16	Aspen	7,000	6-21	1,267	200	555	581	1,136	186	159,123	855	1	2	19	21	3	925	75,000	17,698	35,694
	CONNECTICUT.																			
17	Branford *	5,000	4-16	908	--------	------	------	800	185	105,265	569	1	1	21	22	8	--------	40,000	8,672	11,738
18	Derby	6,000	4-16	1,529	400	------	------	817	188	97,070	566	3	------	20	20	4	844	50,000	10,920	14,500
19	East Hartford	5,000	4-16	1,313	71	------	------	1,449	180	143,100	795	------	3	27	30	13	1,118	48,400	--------	30,582

* Statistics of 1894-95.

TABLE 10.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Population in 1895 (estimated).	School population.		Pupils in private and parochial schools.	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.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	CONNECTICUT—cont'd.																			
20	Milford	4,000	4–16	719	20	......	......	604	185	79,074	427	2	1	14	15	5	550	$30,000	$6,190	$7,686
21	Naugatuck	7,000	5–16	1,200	......	556	559	1,115	196	170,324	869	2	1	25	26	4	1,275	......	15,500	25,000
22	New Milford	4,000	4–16	787	40	327	430	757	177	85,469	436	......	1	22	23	18	800	16,100	7,772	9,262
23	Wallingford	6,500	4–16	1,318	15	730	642	1,372	194	186,046	959	3	3	29	32	5	......	......	16,183	26,804
24	West Haven	4,000	4–16	856	10	401	424	825	186	115,642	621	1	......	19	19	4	853	60,000	9,700	12,400
25	Westport	4,000	4–16	787	100	......	......	632	200	......	......	......	......	......	......	10	562	11,500	5,350	......
26	Winchester	7,500	4–16	1,465	......	......	......	982	190	......	......	......	2	31	33	10	1,500	......	11,964	14,712
	DELAWARE.																			
27	New Castle	5,000	......	......	......	179	358	537	200	90,000	450	......	......	......	......	......	......	......	7,000	......
	GEORGIA.																			
28	Griffin	6,000	6–18	1,400	......	276	348	624	180	58,500	325	1	1	12	13	2	350	30,000	5,694	6,778
	ILLINOIS.																			
29	Belvidere*	......	6–21	1,364	40	531	614	1,145	200	152,744	763	2	2	21	23	3	1,000	54,675	10,925	4,430
	Braidwood:																			
30	North side	2,500	6–21	980	......	287	296	583	191	91,463	478	1	1	6	7	2	550	9,000	2,583	3,450
31	South side	3,000	6–21	1,312	2	280	350	630	161	92,946	578	1	1	11	12	3	650	16,000	3,840	......
32	Centralia	6,200	6–21	1,704	100	646	662	1,308	200	......	......	1	3	25	28	5	1,350	60,000	13,500	17,000
33	Charleston	6,000	6–21	1,597	......	566	687	1,253	170	160,275	942	2	3	25	28	4	1,166	50,000	12,350	17,500
34	Dixon*	......	......	......	......	......	......	......	180	......	......	2	......	17	17	3	......	76,300	9,330	4,203
35	Du Quoin	6,500	6–16	1,550	300	544	579	1,123	159	148,472	808	3	3	16	19	4	1,200	35,000	8,500	9,000
36	Edwardsville	5,500	6–21	1,978	200	450	474	924	187	127,278	690	1	1	18	19	3	1,000	30,000	8,115	......
37	Galena	6,000	6–21	1,300	250	379	427	806	200	150,000	750	1	2	17	19	5	875	45,000	9,750	12,500
38	Kewanee	7,000	6–21	1,750	220	638	690	1,328	175	207,900	1,188	1	2	32	34	5	1,232	75,000	15,480	22,000
39	Litchfield	7,500	6–21	1,500	200	......	......	......	......	......	......	1	1	22	23	3	1,100	60,000	11,000	14,000

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40	Macomb	6,000	6-21	1,583	-------	570	638	1,208	187	167,958	919	1	5	17	22	4	1,050	100,000	9,681	11,906
41	Metropolis City	4,000	6-21	1,562	-------	512	517	1,029	186	130,471	702	1	3	15	18	4	1,150	35,000	7,995	11,641
42	Monmouth	7,000	6-21	1,948	-------	769	797	1,566	200	259,500	1,252	3	1	29	30	5	-------	80,000	14,957	19,972
43	Morris	4,000	-------	-------	50	365	428	793	200	112,513	562	2	1	17	18	4	900	46,300	8,198	10,707
44	Oak Park	7,520	6-21	1,843	100	785	784	1,569	178	236,398	1,258	3	6	43	49	5	1,500	300,000	47,799	70,811
45	Pana (east side)	7,000	6-21	2,600	215	523	604	1,127	167	163,367	816	1	8	22	25	4	1,304	46,000	10,360	12,678
46	Paris	6,000	6-21	1,482	100	582	638	1,220	180	162,477	902	1	2	22	24	3	950	55,000	12,959	18,886
47	Peru	7,000	-------	-------	-------	464	452	916	196	155,384	802	2	1	20	21	5	1,006	27,000	11,000	13,180
48	Spring Valley	6,000	6-21	1,150	240	387	412	799	210	128,730	613	-------	-------	-------	-------	-------	-------	30,000	7,400	9,600
49	Urbana	4,940	6-21	1,411	44	528	519	1,047	188	148,407	789	3	5	15	20	6	900	51,000	10,000	13,000
	INDIANA.																			
50	Aurora	4,000	6-21	1,192	-------	354	328	682	180	92,880	516	1	3	16	19	2	700	31,000	10,650	15,315
51	Bluffton	5,000	6-21	1,314	-------	540	551	1,091	180	156,240	868	2	4	18	22	4	950	45,500	11,398	13,096
52	Connersville	6,500	6-21	1,500	120	490	514	1,004	178	132,500	744	1	5	17	22	3	1,050	60,300	10,535	13,189
53	Greencastle	4,400	6-21	1,584	75	400	419	819	180	115,456	656	3	3	18	21	4	850	60,000	10,109	15,074
54	Lawrenceburg	4,900	6-21	-------	327	298	417	715	170	-------	-------	2	5	12	17	2	530	27,500	-------	-------
55	Lebanon	5,000	6-21	1,549	-------	576	577	1,153	160	150,530	940	3	5	19	24	-------	1,200	70,000	10,257	-------
56	Mount Vernon	5,500	6-21	1,575	75	549	563	1,112	180	177,660	987	2	7	17	24	5	1,000	40,000	10,395	12,895
57	Portland	5,000	6-21	1,350	-------	513	588	1,101	175	142,940	816	1	7	13	20	5	1,050	50,000	8,515	-------
58	Seymour	7,000	6-21	1,655	200	553	647	1,200	168	152,528	908	1	-------	24	24	5	1,400	77,500	10,440	13,638
59	Valparaiso	7,500	6-21	2,164	400	642	719	1,361	180	203,220	1,129	-------	-------	-------	-------	-------	-------	70,000	12,000	19,327
60	Warsaw*	4,500	6-21	1,150	-------	450	401	851	180	118,170	662	-------	-------	-------	-------	-------	-------	50,000	10,510	11,550
	IOWA.																			
61	Atlantic	5,000	5-21	1,700	100	617	693	1,310	178	158,540	930	2	2	24	26	4	1,100	75,000	11,000	13,500
62	Centerville	6,000	5-21	1,952	-------	531	814	1,345	180	172,086	955	2	3	25	28	3	1,400	100,000	10,000	21,000
63	Lyons	7,000	5-21	2,010	180	-------	-------	-------	197	169,420	860	2	1	21	22	5	1,250	50,000	10,533	13,650
64	Mason City	5,625	5-21	1,620	200	631	622	1,253	180	183,384	1,019	2	3	35	38	5	1,300	100,000	14,000	27,000
65	Mount Pleasant	4,000	5-21	1,257	60	396	434	830	176	117,269	665	2	1	22	23	4	900	42,000	9,300	11,900
	KANSAS.																			
66	Argentine	6,000	5-21	-------	225	493	472	965	157	112,883	719	1	4	12	16	4	-------	47,000	7,040	10,500
67	Junction City	5,300	5-21	1,867	50	620	670	1,290	180	162,000	900	6	2	19	21	4	1,250	45,000	14,500	15,500
68	Newton	6,000	6-21	2,072	-------	664	689	1,353	178	185,043	1,038	2	7	21	28	3	1,375	90,000	14,206	17,542
69	Salina	6,000	5-21	2,072	75	695	690	1,385	178	179,712	1,009	1	4	23	27	6	-------	75,000	14,980	18,379
70	Wellington	4,000	5-21	1,533	12	506	540	1,046	158	126,531	801	1	3	16	19	4	1,200	125,000	8,732	11,000
71	Winfield	5,000	5-21	1,821	25	593	648	1,241	158	158,560	991	1	4	22	26	5	1,300	100,000	12,280	13,350
	KENTUCKY.																			
72	Ashland	7,500	6-20	1,883	250	552	585	1,137	178	153,614	863	1	1	22	23	12	1,285	39,412	9,423	12,808
73	Dayton	5,502	6-20	1,565	250	428	467	895	196	157,391	803	1	-------	16	16	3	950	33,000	10,127	11,627
74	Paris	7,500	-------	1,550	200	-------	-------	672	193	99,588	516	1	4	11	15	2	750	35,000	8,350	10,500
75	Winchester*	7,500	6-21	635	50	200	250	450	200	76,000	380	1	2	8	10	3	450	30,000	7,511	8,000
	MAINE.																			
76	Belfast	5,300	4-21	1,605	-------	486	502	988	165	154,840	891	2	2	23	25	13	1,020	20,000	10,147	12,757
77	Brewer	4,500	4-21	1,280	-------	-------	-------	872	155	119,195	769	1	1	19	20	12	-------	31,000	8,258	11,283

*Statistics of 1894-95.

TABLE 10.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Population in 1895 (estimated).	School population.		Pupils in private and parochial schools.	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.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MAINE—continued.																			
78	Brunswick	6,000	4-21	2,040	200			876	180	112,500	625	1	1	30	31	21	1,200	$65,000	$10,153	$16,920
79	Eastport	5,000	4-21	1,686		475	580	1,055	185	148,000	868		5	18	23	7	1,070	16,250	8,602	12,217
80	Ellsworth	5,000	4-21	1,550		491	680	1,171	175	143,033	817	6	3	28	31	22		28,000	9,013	11,631
81	Fort Fairfield	4,000	4-21	1,623				1,217	3,973			1	5	43	48	27		34,000	4,511	7,426
82	Gardiner	5,300	4-21	1,547	25	462	468	930	180	151,200	840	1	4	20	24	10	976	80,000	6,900	18,450
83	Houlton	5,000	4-21	1,297	18	460	519	979	153	122,553	801	1	2	21	23	13	1,008	39,000	7,668	11,972
84	Old Town	5,500	4-21	1,215				717				1	1	24	25	10		30,000	11,058	
85	Saco	7,000		1,815	150			1,081	180			1	5	23	28	15	1,350	50,000	15,000	21,000
86	Sanford *	5,000	5-21	1,586	150	454	750	1,204	160	176,586	1,105					14		30,000	5,600	7,100
	MARYLAND.																			
87	Cambridge *	4,600	6-20	900	85	405	442	847	95-180			1	6	12	18	6	900	22,500	5,111	5,575
	MASSACHUSETTS.																			
88	Abington	4,500	8-14			416	433	849	189	118,881	629	3	1	23	24	1	950	80,000	12,256	14,023
89	Amherst	4,785	8-14	455	49	422	400	822	176	110,000	625	3	1	20	21	9	809	48,000	11,016	16,559
90	Andover	6,101	8-14					1,033	184	150,816	820	2	1	29	30	12	1,000	125,000	16,000	22,600
91	Arlington	7,000	8-14	789	200	620	639	1,259	191	179,158	938	3	2	37	39	5	1,400	200,000	22,345	35,426
92	Athol	7,500	8-14	564		508	694	1,202	178	174,235	939	1	1	29	30	11	1,075	140,000	13,511	19,895
93	Barnstable	4,055	8-14	451		414	390	804			608		7	19	26	16		37,910	12,569	17,281
94	Blackstone	6,000	8-14	486				1,082	195	139,425	715	1	1	24	25	10	750	40,500	11,859	14,500
95	Bradford	4,720	5-15	806				900	181	130,863	723	3	2	27	29	9	925	85,250	13,589	34,511
96	Braintree	5,310	8-14	472				1,035	187	147,730	790	2	3	23	26	4	980	103,540	14,552	21,324
97	Bridgewater					369	385	754	182	94,640	520	3	1	23	24	10	1,000	20,000	12,056	14,360
98	Canton	5,000	8-14	445	400	339	298	637	200	95,000	475	3	2	17	19	8		47,000	12,072	15,664
99	Concord	4,500	8-14	385	24	454	454	908	194	132,342	696	1	1	22	23	4	775	65,000	15,000	22,000
100	Danvers	7,654	5-15	1,265		750	769	1,519	194	248,902	1,283	2	3	32	35	10	1,600	65,000	18,812	25,680
101	Dedham	7,211	5-15	1,342	34	627	655	1,282	186	212,598	1,143	5	6	41	47	12			27,607	39,623

102	Easthampton	4,500	8-14	485	....	461	521	982	180-200	....	704	4	2	26	28	8	....	....	12,259	17,047
103	Easton	4,500	5-15	830	....	498	537	1,035	191	....	....	3	5	37	42	10	1,100	130,000	17,013	24,844
104	Franklin *	5,133	8-14	646	268	....	....	736	....	....	511	3	....	....	18	10	750	50,000	10,900	18,441
105	Grafton	5,101	....	927	....	....	....	982	180	132,660	737	2	1	26	27	8	....	....	12,863	16,771
106	Greenfield	6,500	5-15	964	25	619	678	1,297	182	175,266	963	1	2	42	44	15	1,600	120,000	16,484	26,711
107	Hingham	4,300	8-14	890	17	....	....	808	193	124,358	644	2	4	17	21	6	870	87,000	13,200	19,300
108	Hopkinton	4,088	8-14	841	....	....	....	507	180	85,680	476	1	1	19	20	10	600	40,000	9,394	12,975
109	Marblehead	7,664	8-14	634	....	599	655	1,254	190	212,420	1,118	2	2	32	34	12	1,525	82,246	17,928	23,326
110	Methuen	5,690	5-15	1,027	40	....	....	1,061	190	157,130	827	1	1	28	29	11	1,400	58,000	13,304	17,100
111	Middleboro	6,090	8-14	552	....	....	....	1,233	183	162,870	890	1	2	29	31	17	....	62,000	14,410	22,601
112	Milton	5,500	5-14	1,010	75	490	501	991	195	168,285	863	5	6	32	38	8	1,700	231,000	28,306	39,547
113	Millbury	5,200	5-15	961	....	....	....	1,008	....	140,206	771	2	4	19	23	7	960	34,000	10,192	14,561
114	North Attleboro	7,000	5-15	1,237	....	740	764	1,504	184	211,600	1,150	3	1	39	40	12	1,460	96,000	20,330	28,186
115	Northbridge	5,286	5-15	1,002	....	635	579	1,214	190	165,680	872	3	1	27	28	9	1,268	125,000	12,419	19,373
116	Orange	5,200	8-14	582	....	590	516	1,106	175	160,170	929	1	1	28	29	13	1,180	83,000	11,870	17,132
117	Palmer	6,850	5-15	1,123	125	....	....	1,293	173-195	....	900	2	1	29	30	8	1,380	68,600	14,419	20,854
118	Provincetown	4,555	5-15	845	....	....	....	911	185	136,715	739	1	2	22	24	7	1,275	50,000	9,987	13,327
119	Reading	4,717	5-15	804	....	....	....	921	190	....	....	2	....	....	....	9	....	....	14,500	16,973
120	Rockport	5,289	5-15	750	2	430	421	851	186	125,736	686	4	2	17	19	7	871	21,600	8,195	11,023
121	Saugus	4,600	5-15	800	....	456	504	960	185	125,993	681	2	1	21	22	9	850	80,000	10,001	13,157
122	South Hadley	6,000	8-14	421	....	506	498	1,004	180	128,700	715	3	2	23	25	7	1,100	50,000	10,535	16,058
123	Stoneham	6,300	5-15	923	....	602	573	1,175	190	168,700	888	3	1	27	28	7	1,000	75,000	14,800	19,790
124	Ware	7,800	8-14	1,087	350	....	....	1,261	190	166,440	876	4	2	24	26	8	1,165	120,000	15,254	26,957
125	Warren*	4,500	5-15	912	....	....	....	985	177	136,868	717	3	3	23	26	9	....	75,000	11,620	17,311
126	Watertown	7,788	5-15	1,206	450	....	....	1,160	183	159,250	875	1	3	29	32	8	....	154,925	23,700	32,428
127	Webster	7,800	8-14	814	911	350	361	711	178-196	112,182	559	3	1	14	15	7	810	50,000	9,112	14,506
128	Wellesley	4,229	8-14	385	140	395	281	606	196	117,433	455	3	1	19	20	6	575	107,000	14,190	24,513
129	Westboro	5,300	8-14	352	6	....	....	865	188	113,386	623	2	1	18	19	7	818	....	9,235	17,455
130	West Springfield	6,250	5-15	1,088	....	742	790	1,532	185	204,184	1,104	2	1	35	36	11	....	125,000	17,863	26,993
131	Winchendon	4,490	5-15	911	15	440	471	911	180	122,220	679	1	3	24	27	12	1,150	160,000	14,000	20,000
	MICHIGAN.																			
132	Albion	5,000	5-20	1,800	....	550	650	1,200	185	161,875	875	3	....	23	22	5	1,100	60,000	9,000	16,000
133	Au Sable	2,661	5-20	789	....	268	303	571	199	102,425	495	1	2	9	11	3	560	100	4,375	6,000
134	Benton Harbor	5,500	5-20	1,428	100	760	725	1,485	175	153,598	1,018	....	1	29	30	4	1,368	47,000	11,678	17,241
135	Big Rapids	6,000	5-20	1,713	200	575	615	1,190	186	166,842	897	3	2	24	26	4	....	80,000	15,000	17,000
136	Cadillac*	5,165	5-20	1,485	....	579	630	1,209	185	....	....	3	....	....	....	....	....	50,000	14,000	18,000
137	Charlotte	4,350	5-20	1,011	....	501	493	994	190	147,702	759	2	1	21	22	6	909	40,000	11,589	14,581
138	Coldwater	5,300	5-20	1,334	15	571	599	1,170	194	175,182	903	2	3	22	25	4	1,160	90,000	12,633	17,510
139	Hillsdale	4,120	5-20	1,159	....	490	469	959	185	141,256	756	2	2	17	19	6	830	50,000	8,597	12,689
140	Ionia*	6,000	6-21	1,100	200	460	521	981	193	168,875	875	5	....	23	23	4	1,029	60,000	11,000	19,286
141	Monroe	5,600	5-20	2,030	500	446	324	770	194	102,045	521	1	3	15	18	3	665	30,000	7,610	9,694
142	Mount Clemens	6,000	5-20	1,885	....	495	585	1,080	200	....	....	....	3	22	25	5	960	65,000	10,751	26,812
143	Negaunee	6,000	5-20	1,950	400	660	627	1,287	194	182,538	950	1	1	27	28	5	1,200	50,000	14,040	19,542
144	Niles	4,600	5-20	1,227	40	503	507	1,010	186	151,468	902	2	2	19	21	5	950	54,000	10,073	13,706
145	Pontiac	7,500	5-20	1,500	....	616	718	1,334	197	207,047	1,051	1	1	27	28	6	1,250	100,000	13,004	23,181
146	St. Joseph	4,519	5-20	1,289	....	524	543	1,067	182	136,124	742	1	....	23	23	2	1,019	55,000	9,684	14,992
147	Wyandotte	4,500	5-20	1,590	400	504	449	953	198	141,570	715	1	....	....	....	3	807	55,000	7,400	4,000
148	Ypsilanti	6,500	5-20	1,650	400	495	580	1,075	173	146,704	749	2	2	20	22	4	950	60,000	11,667	16,397

* Statistics of 1894–95.

TABLE 10.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Population in 1895 (estimated).	School population.		Pupils in private and parochial schools.	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.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MINNESOTA.																			
149	Anoka*	4,000	6-21	1,284	40	392	487	879	180	133,740	743	....	....	....	....	....	....	$40,000	$12,000	....
150	Austin	6,000	5-21	1,400	....	610	701	1,311	180	178,733	933	2	2	30	32	6	1,400	125,000	16,000	$24,000
151	Fergus Falls	5,000	5-21	1,500	....	548	607	1,155	179	160,286	888	1	1	24	25	6	1,200	60,000	20,000	24,000
152	New Ulm	4,783	5-21	1,200	500	405	323	728	193	....	....	1	5	9	14	5	696	33,000	7,750	15,000
153	Owatonna	5,550	5-21	1,025	125	485	519	1,004	180	143,742	752	1	1	20	21	5	920	60,000	9,240	15,000
154	Rochester	6,500	....	....	....	....	....	1,072	180	149,836	804	3	3	25	28	5	1,585	80,000	13,155	16,000
155	St. Peter	4,250	5-21	655	40	303	341	644	180	93,280	518	2	1	14	15	3	750	28,500	8,165	12,000
	MISSISSIPPI.																			
156	Greenville	8,000	5-21	2,764	110	203	233	436	178	50,219	282	2	1	14	15	3	350	20,000	7,785	9,200
	MISSOURI.																			
157	Bonneterre	4,000	6-20	1,000	300	353	356	709	160	73,075	460	0	4	10	14	5	642	....	5,440	....
158	Boonville	4,400	6-20	1,207	50	390	328	718	180	90,000	500	1	2	11	13	2	675	10,000	8,000	11,200
159	Brookfield	6,000	6-21	1,203	....	564	457	1,021	178	128,363	721	1	2	17	19	5	....	25,000	7,949	9,463
160	Carrollton	4,000	6-20	1,310	60	397	690	1,087	179	140,827	800	3	5	20	25	3	....	45,000	11,535	....
161	Columbia	5,000	6-21	1,450	....	444	521	965	170	107,131	649	1	....	....	....	2	945	30,700	9,560	10,900
162	De Soto	6,000	6-20	1,840	100	588	685	1,273	179	138,146	772	1	2	15	17	5	1,084	34,500	7,127	8,739
163	Fulton	6,000	6-20	1,240	200	370	430	800	180	89,240	520	1	6	10	16	3	500	30,000	7,200	9,200
164	Independence*	7,000	6-20	1,846	225	705	745	1,450	172	178,080	1,002	2	2	22	24	4	1,250	80,000	12,107	17,274
165	Kirksville*	4,500	6-20	1,408	250	449	523	972	157	102,507	651	1	4	13	17	3	1,080	26,000	5,684	7,249
166	Lexington	5,000	6-20	1,532	40	466	519	985	186	125,699	675	1	2	14	16	4	1,000	60,000	7,035	8,972
167	Louisiana*	6,000	6-20	1,632	75	531	544	1,075	155	131,840	851	1	3	13	16	3	1,007	21,000	6,360	8,000
168	Marshall*	5,500	6-21	1,654	100	656	741	1,397	175	181,210	1,035	1	4	22	26	4	1,048	55,900	13,568	14,768
169	Maryville	4,560	6-20	1,300	170	370	590	960	180	144,000	800	4	4	18	22	5	1,000	65,000	10,000	20,000
170	Mexico	6,050	6-20	1,796	70	676	700	1,376	180	170,263	946	1	3	23	26	3	1,370	48,000	11,820	24,101
171	Rich Hill	5,000	6-20	1,460	0	632	629	1,261	177	159,579	886	1	4	16	20	4	1,172	25,000	8,400	9,000
172	Trenton	6,000	6-20	1,631	50	646	704	1,350	179	170,460	947	1	2	22	24	3	1,340	40,000	10,062	16,034
173	Warrensburg*	6,000	6-20	1,610	....	552	629	1,181	156	139,912	....	2	3	18	21	6	....	26,000	7,740	11,598

	NEW HAMPSHIRE.																			
174	Exeter	4,600	5-16	711	16	447	264	711	176	108,240	615	0	2	14	16	12	750	21,800	7,362	12,428
175	Laconia	7,500	5-16	1,189	125	791	769	1,560	175	194,600	1,112	3	2	33	35	11	1,423	85,000	16,217	23,571
176	Rochester	7,800	5-16	1,220	150	623	654	1,277	173	169,592	986	1	4	38	42	21	1,427	68,670	15,483	20,465
	NEW JERSEY.																			
177	Bordentown	4,500	5-18	1,454	250	----	----	473	200	69,200	346	1	2	10	12	2	650	25,000	5,620	76,015
178	Gloucester City	6,800	5-18	1,479	400	419	413	832	199	102,393	483	0	1	11	12	4	800	36,000	6,250	9,724
179	Hackensack	7,000	5-18	1,700	270	882	743	1,625	200	231,448	1,141	0	5	31	36	4	1,510	79,000	20,709	45,369
180	Lambertville	4,500	5-18	976	239	308	329	637	193	90,703	451	1	0	13	13	3	600	15,000	----	8,589
181	Red Bank	5,000	5-18	1,178	142	451	412	863	200	117,746	588	3	2	17	19	3	950	45,000	9,913	27,138
182	Salem	6,000	5-18	1,529	50	656	582	1,238	184	152,177	827	----	3	24	27	5	1,260	52,000	11,264	14,879
183	South Amboy	4,330	5-20	608	483	293	315	608	210	79,922	390	2	1	11	12	2	----	----	6,100	----
184	Vineland	7,500	5-18	2,087	----	892	897	1,789	180	203,272	1,127	2	3	36	39	20	1,820	80,000	14,830	34,260
185	Woodbury*	4,000	5-20	----	35	----	----	730	200	119,400	597	1	2	16	18	4	----	50,000	9,401	14,829
	NEW MEXICO.																			
186	Albuquerque	7,000	5-21	1,115	200	438	445	883	164	103,894	633	2	0	16	16	4	800	60,00(	14,570	18,000
187	Santa Fe	8,000	5-21	900	----	----	----	486	115	35,305	307	0	1	7	8	4	500	2,500	3,500	4,325
	NEW YORK.																			
188	Albion	5,000	5-18	1,109	127	340	512	852	191	104,149	545	2	2	21	23	6	1,041	65,000	11,466	14,594
189	Canandaigua	6,200	5-21	1,520	208	496	557	1,053	192	151,134	804	1	3	26	29	4	1,080	120,457	12,907	22,428
190	Catskill	----	5-21	1,250	250	452	443	895	188	134,817	702	3	2	19	21	2	800	63,000	10,800	17,329
191	College Point	6,700	5-18	1,683	363	383	372	755	199	116,742	587	1	1	14	15	2	776	15,400	7,950	9,128
192	Dansville	4,500	5-21	1,100	300	235	228	463	190	69,304	365	1	1	11	12	1	526	31,755	5,950	9,550
193	Fishkill Landing*	4,000	5-21	1,146	170	200	260	460	194	68,472	350	1	1	10	11	1	550	36,000	5,500	21,000
194	Fulton	5,200	5-21	980	0	480	537	1,017	185	162,225	876	1	1	23	24	2	1,057	58,543	12,270	16,215
195	Green Island	4,500	5-18	1,076	12	430	456	886	203	123,308	607	1	1	13	14	2	768	38,000	7,904	10,644
196	Haverstraw*	5,500	5-21	1,283	300	----	----	763	194	95,789	494	1	0	14	14	1	650	40,000	7,704	25,797
197	Hempstead	3,411	5-21	1,000	60	330	340	670	185	87,000	459	1	0	14	14	1	544	40,000	11,000	12,000
198	Hoosick Falls	7,500	5-21	1,834	500	500	500	1,000	185	134,300	726	0	4	21	25	4	1,100	64,400	13,050	15,350
199	Ilion	4,400	5-21	1,117	0	441	429	870	189	135,878	719	1	1	21	22	2	829	45,000	11,466	16,681
200	Jamaica	6,500	5-18	----	350	509	454	963	200	126,745	634	1	0	24	24	4	920	40,000	12,422	31,656
201	Lyons	5,000	5-21	1,361	0	508	492	1,000	191	159,419	813	3	4	18	22	1	900	65,993	11,850	15,163
202	Matteawan	5,000	5-18	859	212	272	385	657	191	88,231	462	1	0	13	13	1	675	35,000	6,375	10,647
203	Medina	4,500	5-18	1,121	0	----	----	1,013	196	144,829	739	1	2	22	24	6	1,063	44,348	10,082	15,037
204	Newark	4,200	5-21	694	0	269	305	574	189	83,143	440	1	1	11	12	1	559	34,000	5,695	7,871
205	Nyack	6,500	5-21	2,011	65	625	524	1,149	195	154,300	791	2	0	25	25	2	974	59,578	16,645	20,880
	Oneida:																			
206	District No. 25	7,500	4-18	886	----	441	445	886	190	118,567	624	0	1	18	19	2	924	29,154	9,406	13,964
207	District No. 26	7,500	5-21	----	0	250	276	526	191	72,122	378	0	1	8	9	1	575	12,000	3,760	5,110
208	Oneonta	7,000	5-21	1,712	50	----	----	1,118	195	153,439	787	1	19	1	20	2	1,100	35,000	10,119	16,378
209	Owego	6,000	5-20	1,100	62	463	491	954	193	146,945	826	3	2	28	30	7	----	50,000	14,434	18,000
210	Penn Yan	5,127	5-21	1,360	162	411	464	875	191	113,220	543	1	1	18	19	6	900	38,500	8,220	11,600
211	Port Chester	7,000	5-21	1,341	300	----	----	1,245	216	160,044	803	3	0	26	26	4	1,097	80,000	18,551	24,599

* Statistics of 1894–1895.

TABLE 10.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Population in 1895 (estimated).	School population.		Pupils in private and parochial schools.	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.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
			School census age.	Children of school census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	NEW YORK—continued.																			
212	Port Richmond	7,800	5-21	2,354	125	654	724	1,378	194	212,375	1,094	1	5	26	31	5	1,400	$125,000	$19,900	$29,500
213	Saugerties	4,500	5-18	897	200	276	296	572	199	84,723	426	1	0	14	14	4	639	21,365	6,912	9,628
214	Seneca Falls	7,000	5-18	1,523	400	465	493	958	196	138,849	708	1	0	23	23	4	1,197	40,000	10,350	18,703
215	Waterford	6,500	5-21	1,589	90	487	516	1,003	192	147,345	792	2	0	23	23	3	1,100	75,000	12,500	18,000
216	Waterloo*	4,500	5-21	1,180	40	328	392	720	185	105,287	570	0	4	16	20	5	781	30,000	8,712	12,322
217	Whitehall	5,000	5-21	1,450	0	450	450	900	191	150,890	790	1	0	22	22	5	800	....	9,500	12,000
218	White Plains	6,500	5-21	1,389	331	448	451	899	195	130,429	622	4	1	15	16	1	741	75,844	13,076	25,290
	NORTH CAROLINA.																			
219	Concord	6,000	6-21	1,622	90	195	235	430	150	53,400	356	1	1	8	9	1	225	8,000	4,800	5,000
220	Durham	8,000	6-21	1,532	25	......	......	1,026	189	....	....	1	3	20	23	2	....	35,000	12,000	19,000
221	Goldsboro	6,000	6-21	2,270	0	......	......	1,319	170	127,500	750	1	2	18	20	2	1,400	15,000	8,100	10,000
222	Washington*	6,000	6-21	....	350	100	125	225	155	27,125	175	.....	2	4	6	2	300	6,000	2,500	3,080
	NORTH DAKOTA.																			
223	Fargo	7,600	6-20	1,856	....	710	744	1,454	173	183,855	1,063	3	0	28	28	5	1,400	120,000	23,165	42,000
	OHIO.																			
224	Ashland	4,000	6-21	1,111	0	456	436	892	180	120,240	568	2	3	16	19	6	720	55,000	8,214	12,285
225	Avondale*	5,000	6-21	1,416	....	413	425	838	185	123,580	668	1	0	18	18	2	850	150,000	12,900	25,352
226	Bellefontaine	6,600	6-21	1,584	100	535	557	1,092	180	166,940	923	1	5	23	28	4	1,032	59,000	12,330	23,992
227	Bucyrus*	7,000	6-21	1,863	150	645	664	1,309	184	177,744	966	1	5	22	27	2	1,250	110,000	11,676	....
228	Cambridge	7,500	6-21	1,791	0	680	697	1,377	176	191,312	1,087	1	3	25	28	4	1,412	120,000	12,530	19,590
229	Coshocton	5,000	6-21	1,453	....	484	536	1,020	176	148,296	846	1	4	20	24	3	1,100	57,000	12,000	14,000
230	Delphos	5,000	6-21	1,756	250	448	452	900	180	144,000	800	1	4	17	21	3	950	50,000	9,670	11,790
231	Galion	7,500	6-21	2,100	350	619	624	1,243	187	190,503	1,019	1	5	20	25	3	1,284	100,000	11,650	17,183
232	Gallipolis	6,000	6-21	2,187	80	586	582	1,168	180	150,480	836	1	4	27	31	7	1,000	35,000	11,828	15,000

233	Greenville	6,000	6-21	1,600	300	620	710	1,330	180	180,000	1,000	4	6	21	27	3	------	80,000	13,320	20,000
234	Hillsboro	5,000	6-21	1,067	12	410	410	820	192	116,317	651	1	2	19	21	3	750	36,500	12,197	16,238
235	Kent	4,000	6-21	1,109	90	446	440	886	185	132,223	715	1	5	15	20	3	1,000	64,000	10,460	13,720
236	Kenton	7,250	6-21	1,860	150	670	690	1,360	175	185,500	1,060	4	21	9	30	6	1,300	115,000	17,525	20,000
237	New Philadelphia	5,760	6-21	1,700	------	605	565	1,170	180	173,700	965	1	3	24	27	8	1,200	80,000	13,000	16,560
238	Niles	6,000	6-21	1,837	200	602	623	1,225	177	157,884	892	1	2	21	23	6	1,150	73,000	10,142	12,000
239	Oberlin	4,000	6-21	960	100	366	435	801	187	118,334	634	1	0	17	17	3	773	62,000	9,282	12,356
240	Painesville	5,000	6-21	1,244	250	493	475	968	194	151,514	781	3	1	19	20	4	885	86,790	12,720	------
241	Pomeroy	5,000	6-21	1,768	------	473	536	1,009	178	137,772	774	1	6	17	23	6	1,100	35,000	8,347	------
242	Sidney	6,000	6-21	1,732	------	510	485	995	175	144,025	823	2	3	22	25	4	1,162	80,000	12,546	17,217
243	Troy	5,500	6-21	1,317	75	499	492	991	186	153,078	823	4	6	24	30	9	1,100	190,000	16,536	22,307
244	Uhrichsville	4,500	6-21	1,546	------	535	543	1,078	176	132,840	738	1	2	21	23	8	960	53,000	8,410	9,800
245	Urbana	7,000	6-21	1,911	178	631	562	1,193	182	165,620	910	3	6	20	26	5	1,286	116,000	17,632	29,297
246	Van Wert	6,500	6-21	1,780	0	734	792	1,526	177	216,087	1,221	2	5	24	29	3	1,500	80,000	15,185	18,000
247	Wapakoneta *	4,000	6-21	1,351	650	373	357	730	180	111,780	622	------	------	------	------		------	55,000	6,995	------
248	Washington	7,000	6-21	1,500	0	638	652	1,290	------	178,350	990	1	3	27	30	4	1,300	40,000	15,000	23,000
249	Wellsville	6,000	6-21	1,645	75	583	568	1,151	175	174,225	995	1	1	21	22	3	1,200	65,000	8,000	------
	PENNSYLVANIA.																			
250	Archbald	5,000	6-21	1,500	10	436	518	954	180	104,400	580	0	3	15	18	6	750	20,000	7,290	13,367
251	Ashland	7,500	6-21	1,800	200	694	765	1,459	180	191,340	1,063	0	3	21	24	4	1,559	60,000	11,383	17,727
252	Bellefonte	5,000	6-21	950	150	385	368	753	180	101,340	563	1	5	11	16	2	775	50,000	7,476	21,526
253	Bethlehem *	7,000	6-21	1,200	300	477	503	980	197	158,979	807	1	5	22	27	4	1,208	136,590	13,310	28,206
254	Bloomsburg	6,500	6-21	1,101	40	607	607	1,214	180	164,700	915	1	4	19	23	8	669	75,000	9,820	13,000
255	Bristol	6,553	6-21	1,200	200	491	502	993	200	127,800	639	1	0	19	19	4	1,129	58,000	9,139	15,246
256	Connellsville	6,500	6-21	------	150	612	612	1,224	180	171,000	950	1	1	19	20	3	1,000	75,000	12,000	------
257	Conshohocken	6,300	6-21	1,100	400	355	353	708	200	94,621	473	1	2	17	19	2	800	33,614	8,271	18,920
258	Corry	6,500	6-21	1,300	150	524	557	1,081	180	149,580	831	2	1	22	23	4	1,050	50,000	9,973	15,404
259	Danville	7,200	6-21	1,900	150	620	633	1,253	180	174,123	959	2	2	27	29	6	1,450	100,300	12,292	19,574
260	Etna	5,000	8-13	510	------	319	330	649	180	83,520	465	1	1	12	13	1	560	35,000	6,975	10,138
261	Franklin	7,500	6-21	------	180	609	651	1,260	180	180,000	1,000	1	3	25	28	4	1,400	100,000	13,979	19,614
262	Greensburg	6,500	6-13	900	250	550	555	1,105	170	150,960	888	2	2	21	23	3	1,200	190,650	13,135	19,467
263	Greenville	4,500	6-21	1,400	0	526	488	1,014	160	133,760	836	3	2	18	20	3	1,000	50,000	8,500	14,000
264	Hanover	5,400	6-21	1,200	120	480	470	950	180	144,000	800	1	6	15	21	3	1,000	60,000	6,000	13,000
265	Huntingdon	6,500	6-21	1,500	0	------	------	------	------	------	------	------	------	------	------	2	1,300	60,000	11,000	14,000
266	Lansford	4,500	6-21	------	0	521	486	1,007	180	123,480	686	1	4	14	18	3	900	20,000	6,850	9,875
267	Mauchchunk	4,500	------	------	------	334	373	707	200	103,800	519	0	2	13	15	2	850	60,000	7,210	13,862
268	Middletown	5,060	6-21	1,400	0	570	672	1,242	180	166,680	926	1	6	18	24	7	700	70,000	10,000	18,938
269	Milton	6,000	6-21	1,400	------	561	604	1,165	180	163,980	911	1	5	17	22	8	1,300	60,000	------	11,983
270	Minersville	5,000	6-21	------	75	443	474	917	200	132,400	662	1	3	11	14	8	960	70,000	7,503	------
271	Monongahela	5,000	------	------	------	------	------	1,100	180	144,000	800	1	1	20	21	3	------	65,000	9,000	10,000
272	Renovo	4,500	6-21	1,500	300	246	488	734	180	94,320	524	1	0	16	16	3	400	36,000	6,628	10,588
273	St. Clair *	4,500	------	------	------	------	------	------	190	95,000	500	1	3	10	13	3	900	45,000	5,500	6,700
274	Sharpsburg *	6,000	6-16	1,400	500	389	430	819	180	100,980	561	2	1	13	14	2	700	85,000	7,200	13,500
275	South Easton	5,616	8-13	1,145	------	643	620	1,263	200	168,800	844	1	7	17	24	6	1,630	75,000	10,804	33,409
276	Tamaqua	6,054	6-21	1,500	0	654	696	1,350	200	197,200	986	------	3	22	25	4	1,400	83,000	11,300	14,000
277	Tarentum	5,000	6-21	1,000	300	540	460	1,000	180	137,340	763	1	0	20	20	3	1,000	45,000	9,000	12,000
278	Tyrone *	7,000	6-21	1,500	120	579	657	1,236	180	------	------	2	8	20	28	3	1,236	------	------	17,979
279	Waynesboro	4,500	6-21	1,200	------	469	502	971	170	131,580	774	1	6	16	22	4	1,100	32,700	------	16,262
280	Wilkinsburg	7,800	6-	------	100	650	663	1,313	180	198,000	1,100	1	2	28	30	3	1,260	275,000	16,000	------

* Statistics of 1894–95.

TABLE 10.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Population in 1895 (estimated).	School population. School census age.	School population. Children of school census age.	Pupils in private and parochial schools.	Different pupils enrolled in public day schools. Male.	Different pupils enrolled in public day schools. Female.	Different pupils enrolled in public day schools. Total.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers. Male.	Regular teachers. Female.	Regular teachers. Total.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	RHODE ISLAND.																			
281	Bristol	6,800	5–15	1,224	67	-------	-------	-------	-------	-------	-------	4	2	24	26	9	1,020	60,000	12,510	16,424
282	Burrillville	5,500	5–15	1,142	3	768	687	1,455	185	129,315	699	1	2	24	26	17	1,200	30,500	10,218	12,660
283	Westerly	7,000	5–15	1,400	10	758	830	1,588	200	16,520	826	1	4	22	26	4	850	75,000	16,000	36,000
	SOUTH CAROLINA.																			
284	Sumter	5,000	6–19	1,000	250	350	267	617	180	77,400	430	1	2	10	12	2	750	20,000	4,825	5,750
	SOUTH DAKOTA.																			
285	Yankton	4,000	6–21	1,365	-------	381	411	792	178	129,050	725	1	1	18	19	4	795	70,000	9,097	16,348
	TENNESSEE.																			
286	Johnson City *	4,250	6–21	1,239	35	474	395	869	177	93,456	528	1	6	9	15	3	1,000	27,550	5,302	5,920
	TEXAS.																			
287	Brenham	6,500	7–18	1,413	150	502	587	1,089	187	137,454	735	1	5	14	19	4	-------	24,750	11,510	13,557
288	Brownsville	7,000	8–16	2,305	400	429	272	701	178	87,154	452	0	1	19	20	2	595	42,680	7,077	-------
289	Corpus Christi	5,300	8–17	1,604	-------	218	236	454	190	-------	-------	2	2	13	15	3	494	25,000	7,968	8,624
290	Greenville	7,800	8–16	1,437	50	584	656	1,240	157	168,519	1,075	2	4	16	20	4	1,114	32,550	9,440	10,560
	UTAH.																			
291	Logan *	6,150	6–18	1,569	150	565	553	1,118	148	90,558	687	0	8	13	21	9	1,180	71,748	5,169	10,226
292	Provo City	6,300	6–18	1,966	263	700	740	1,440	194	188,568	972	2	7	13	20	6	1,286	59,784	10,461	16,767

	VERMONT.																			
293	Barre	6,700	5-21	1,730	25	600	723	1,323	177	169,212	956	2	2	23	25	5	1,200	75,000	10,317	18,251
294	Brattleboro*	5,500	5-21	1,162	175	343	352	695	190	114,153	615	1	2	23	25	6	750	100,000	12,450	18,451
295	Montpelier	5,025	5-21	1,009	205	242	313	555	174	75,957	436	2	1	12	13	1	645	50,000	7,175	11,650
296	St. Albans	7,000	5-14	1,400	400	435	501	936	187	152,966	818	3	1	24	25	4	1,200	65,000	13,700	21,000
297	St. Johnsbury	6,500	5-21	1,669	546	481	438	919	167	117,603	695	3	0	26	26	------	------	------	10,520	21,213
	VIRGINIA.																			
298	Charlottesville	7,000	5-21	2,000	150	------	------	------	210	------	------	2	7	13	20	2	------	30,000	7,733	10,576
299	Fredericksburg	5,042	5-21	1,325	250	354	348	702	180	96,768	538	1	2	10	12	3	761	11,882	3,647	4,773
300	Winchester*	5,000	5-21	1,740	150	432	387	819	200	124,600	623	1	4	10	14	2	800	16,000	5,280	7,046
	WASHINGTON.																			
301	Fairhaven	2,500	5-21	575	30	239	269	508	173	65,820	380	1	1	10	11	2	500	60,000	6,060	7,000
302	New Whatcom	7,500	5-21	1,352	37	603	609	1,212	155	145,597	939	1	5	24	29	6	1,400	120,000	16,456	------
303	Olympia*	5,000	5-21	1,212	210	445	444	889	116	82,268	695	4	1	22	23	4	1,000	103,800	4,498	12,085
304	Port Townsend	4,000	6-21	612	------	238	201	439	173	------	------	1	2	8	10	3	439	127,800	4,550	------
	WISCONSIN.																			
305	Antigo	5,002	4-20	1,604	425	379	465	844	180	120,802	671	1	1	17	18	6	775	42,900	7,746	14,369
306	Baraboo	6,985	4-20	1,607	0	636	776	1,412	179	193,492	1,081	2	0	30	30	5	1,450	60,000	9,776	18,647
307	Beaver Dam	5,033	4-20	1,784	181	478	446	924	195	128,943	720	1	1	19	20	5	1,083	70,000	9,750	19,657
308	Berlin	4,500	4-20	1,452	364	------	------	------	188	103,400	550	2	2	18	20	3	800	25,000	8,676	10,575
	De Pere:																			
309	East Side	2,600	4-20	973	356	150	170	320	178	47,342	269	1	0	8	8	2	300	7,400	3,812	4,791
310	West Side	2,250	4-20	809	200	196	202	398	180	52,989	295	0	1	7	8	2	350	15,000	3,641	5,923
311	Kaukauna	6,500	4-21	2,224	880	398	382	780	180	114,045	634	------	3	14	17	3	800	34,300	8,865	14,014
312	Kenosha	7,000	4-20	2,786	553	519	581	1,100	186	141,382	837	2	3	21	24	4	1,156	75,500	12,734	32,928
313	Menasha	6,174	4-20	2,211	612	396	430	826	190	114,509	604	2	2	16	18	7	900	35,000	7,556	13,035
314	Monroe	4,000	4-20	1,207	------	558	604	1,162	180	144,293	785	1	2	19	21	4	1,200	50,000	8,082	13,301
315	Neenah	6,500	4-20	2,225	------	630	647	1,277	180	192,059	1,067	1	1	27	28	7	1,400	86,000	12,168	18,064
316	Oconto	6,000	4-20	1,926	860	508	558	1,066	198	------	------	1	4	16	20	4	1,000	50,000	9,850	13,000
317	Portage	5,547	4-20	1,807	241	------	------	986	190	135,837	715	2	1	19	20	5	1,050	75,000	8,655	40,172
318	Whitewater	3,500	4-20	963	88	315	339	654	178	118,273	618	------	2	17	19	3	700	50,000	9,755	13,798
	WYOMING.																			
319	Laramie	6,600	6-20	1,250	200	417	425	842	200	135,000	675	2	1	17	18	2	750	50,000	14,500	17,000

*Statistics of 1894–95.

CHAPTER XXXVII.

STATISTICS OF SECONDARY SCHOOLS.

For the scholastic year ending June, 1896, there were 559,003 students receiving secondary instruction in institutions reporting to the Bureau of Education. This was an increase of 19,291 over the number reported for the year ending June, 1895. The number of students pursuing secondary studies in the elementary schools and not reported separately probably does not exceed 50,000. A fair estimate of the total number of secondary students in the United States would be 600,000. The 559,003 secondary students reported for 1896 were distributed among eight classes of institutions, as follows:

Institutions.	Males.	Females.	Total.
Public high schools	157,942	222,551	380,493
Public normal schools	1,522	4,495	6,017
Public universities and colleges	4,338	1,881	6,219
Private high schools	53,491	53,163	106,654
Private normal schools	4,903	3,034	7,937
Private universities and colleges	29,647	13,702	43,349
Private colleges for women		4,916	4,916
Manual training schools	2,059	1,359	3,418
Total	253,902	305,101	559,003

The above table does not take into account students of secondary grade in business colleges. The total number of students reported by 398 business colleges was 80,662, and of these 37,630 were in regular commercial courses and may be regarded as secondary students. These added to the total of the above table would swell the total number of secondary students reported to 596,633.

The purpose of this chapter is to review the statistics of public and private high schools, these two classes of institutions having nearly seven-eighths of all the secondary students in the United States.

The following table shows the growth of public and private high schools for the past seven 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	2,812	9,489	232,951	1,434	6,261	96,147	4,246	15,750	329,098
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

The increase in the total number of secondary students in seven years has been nearly 64 per cent, the increase in the number of public secondary students being 87 per cent, while the private secondary students increased only 12 per cent.

The relative progress of public and private high schools for the past seven years is graphically illustrated by the diagram on the next page. The private schools reached their highest enrollment in 1893-94, when they had 118,645 students. Since then the number has decreased nearly 12,000. The statistics for 1892-93 were incomplete, but the number of public secondary students for that year is estimated at 260,000 and the number of private secondary students at 103,000.

The following table of percentages shows the proportion of students in public high schools as compared with private high schools for each year since 1890:

Proportion of secondary schools, teachers, and students for seven years.

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

In 1890 the public high schools comprised less than 61 per cent of the number of secondary schools, while in 1896 they had increased to over 70 per cent. In 1890 the public high schools had nearly 56 per cent of the teachers, while in 1896 they had over 64 per cent. In 1890 the public high schools had 68 per cent of the secondary students, and in 1896 they had 78 per cent.

Public High Schools.

It is found convenient to examine separately the statistics of public high schools and private high schools and academies and finally to combine the results in a statistical review of secondary education.

In this chapter Tables 1 to 10, inclusive, are summaries of the statistics of public high schools, Tables 11 to 22 relate exclusively to private high schools and academies, while Tables 23 to 29 combine the statistics of public and private high schools. Tables 29 and 30 show the distribution of secondary students in the various classes of institutions.

The number of public high schools reporting to this office for the year ending June, 1896, was 4,974, as may be seen from Table 1. Of the total number 1,814 were reported as independent high schools, and 3,160 as high school departments of city or village systems. Here was an increase of 262 public high schools over the number reported for the previous year.

The number of teachers employed in instructing secondary students in the public high schools was 15,700, the number of men being 7,226 and the number of women 8,474. This does not include the teachers whose time was wholly employed in instructing pupils in elementary grades attached to many high schools.

The number of secondary students in the 4,974 schools was 380,493, the number of boys being 157,942, and the girls numbering 222,551, or 58.49 per cent of the whole number. More than half the secondary students, or 195,634, were in the North Central Division, composed of 12 States. The North Atlantic Division, composed of 9 States, had 114,731, while the remaining 29 States and Territories included in the two Southern divisions and the Western Division had only 70,128 secondary students in public high schools.

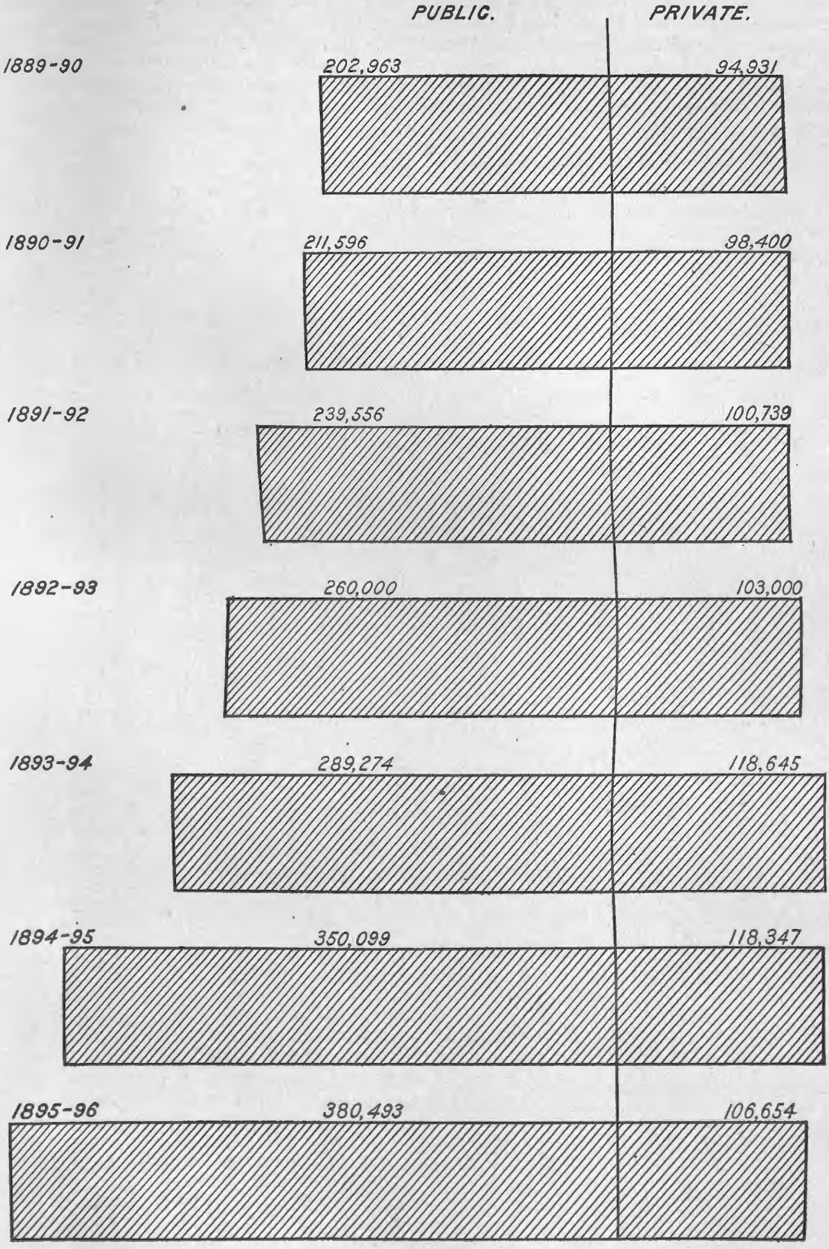
In the public high schools of the North Atlantic, North Central, and Western divisions and in colored high schools of the two Southern divisions were 4,708 colored secondary students.

The last column of Table 1 shows that there were 253,980 pupils receiving instruction in elementary departments attached to public high schools. These elementary pupils belonged largely to the independent high schools.

STUDENTS AND COURSES OF STUDY.

Of the 380,493 secondary students in the public high schools, only 52,597, or less than 14 per cent, were preparing for college. Table 2 shows that 29,222 were preparing for the college classical course and 23,375 for college scientific courses. The number of students preparing for college was 13.82 per cent of the whole

NUMBER OF STUDENTS IN PUBLIC AND PRIVATE HIGH SCHOOLS, 1890 TO 1896.



PROGRESS OF SECONDARY SCHOOLS IN SEVEN YEARS.

number of secondary students. The number of male students preparing for college was 16.60 per cent of the whole number of male students, while the number of female students preparing for college was 11.85 per cent of the whole number of female students. It appears that 8.96 per cent of the male students were preparing for the college classical course and 7.64 for college scientific courses, while 6.77 per cent of the female students were preparing for the college classical course and 5.08 per cent for the college scientific courses. These percentages and others showing the proportions of male and female students in certain studies are given in the following table:

Students in certain courses and studies in public high schools.

Courses, studies, etc	Number students.	Per cent to total number secondary students.	Male students.	Per cent to number male students.	Female students.	Per cent to number female students.
Students preparing for college:						
Classical course	29,222	7.68	14,154	8.96	15,068	6.77
Scientific courses	23,375	6.14	12,072	7.64	11,303	5.08
Total preparing for college	52,597	13.82	26,226	16.60	26,371	11.85
Graduating in 1896	45,864	12.05	16,498	10.45	29,366	13.20
College preparatory students in graduating class *a*	13,428	29.28	6,182	37.47	7,246	24.67
Students in—						
Latin	175,715	46.18	69,092	43.75	106,623	47.91
Greek	11,821	3.11	6,752	4.27	5,069	2.28
French	26,597	6.99	9,063	5.74	17,534	7.88
German	45,670	12.00	17,165	10.87	28,505	12.81
Algebra	207,912	54.64	88,668	56.14	119,244	53.58
Geometry	99,816	26.23	40,991	25.95	58,825	26.43
Trigonometry	9,448	2.48	4,533	2.87	4,915	2.21
Astronomy	16,753	4.40	6,143	3.89	10,610	4.77
Physics	84,005	22.08	35,306	22.35	48,699	21.88
Chemistry	34,046	8.95	14,255	9.03	19,791	8.89
Physical geography	97,174	25.54	41,128	26.04	56,046	25.18
Geology	18,282	4.80	7,188	4.55	11,094	4.98
Physiology	121,517	31.94	51,266	32.46	70,251	31.57
Psychology	11,432	3.00	4,105	2.60	7,327	3.29
Rhetoric	123,063	32.34	48,886	30.95	74,177	33.33
History (other than United States)	134,236	35.28	54,337	34.40	79,899	35.90

a Per cent to number of graduates.

Table 2 also shows that there were 45,864 graduates from the public high schools for the year ending June, 1896. This was 12.05 per cent of the whole number of secondary students. The 16,498 male graduates are 10.45 per cent of the male students, and the 29,366 female graduates are 13.20 per cent of the female students, as shown in the above table.

The number of college preparatory students in the graduating classes for 1896 was 13,428, or 29.28 per cent of the graduates. The above table shows that 37.47 per cent of the male graduates were college preparatory students, and 24.67 per cent of the female graduates were college preparatory students.

Tables 3, 4, 5, and 6 give the number of students pursuing each of the sixteen leading high-school studies in each State, while Tables 8 and 9 show the per cent of students in each study to the total number of students.

In 1895-96 in the public high schools of the United States 175,715 students were studying Latin. This was 46.18 per cent of the whole number of secondary students. The 69,092 male students studying Latin were 43.75 per cent of the whole number of male secondary students, and the 106,623 female students in Latin were 47.91 per cent of the whole number of female students.

By reference to the same tables it is found that 11,821 students, or 3.11 per cent of the whole number, were studying Greek; 26,597, or 6.99 per cent, were studying French; 45,670, or 12 per cent, were in German; 207,912, or 54.64 per cent, in algebra; 99,816, or 26.23 per cent, in geometry; 9,448, or 2.48 per cent, in trigonometry; 16,753, or 4.40 per cent, in astronomy; 84,005, or 22.08 per cent, in physics; 34,046, or 8.95 per cent, in chemistry; 97,174, or 25.54 per cent, in physical geography; 18,282, or 4.80 per cent, in geology; 121,517, or 31.94 per cent, in physiology; 11,432, or 3 per cent, in psychology; 123,063, or 32.34 per cent, in rhetoric; 134,236, or 35.28 per cent, in history other than United States history.

The preceding table, headed "Students in certain courses and studies," shows the per cent of male students in each study to the total number of male students and the per cent of female students in each study to the total number of female students. It will be seen that the percentages of male students studying Greek, algebra, trigonometry, physics, chemistry, physical geography, and physiology were larger than the percentages of female students in the same studies, while the female students had larger percentages in Latin, French, German, geometry, astronomy, geology, psychology, rhetoric, and history.

In this connection, it may be interesting to note the proportion of secondary students in public high schools pursuing certain courses of study or studying certain branches each year for the past seven years. In 1890 the per cent of students preparing for the college classical course was 7.38, while the per cent in 1896 was 7.68. The lowest percentage was 6.04 in 1891, and the highest 7.87 in 1894. In 1890 the per cent of students preparing for college scientific courses was 7.06, while the per cent in 1896 was only 6.14. The lowest percentage was 5.80 in 1891, and the highest 7.10 in 1893. Combining the two classes of preparatory students, it is found that in 1890 the per cent preparing for college was 14.44, while in 1896 the per cent was only 13.82.

These percentages and the per cent of students each year in certain studies are given in the following table:

Per cent of total number 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.
Males	42.67	40.27	40.59	40.10	40.45	41.15	41.51
Females	57.33	59.73	59.41	59.90	59.55	58.85	58.49
Preparing for college classical course	7.38	6.04	6.33	7.50	7.87	7.53	7.68
Preparing for college scientific courses	7.06	5.80	6.90	7.10	6.43	6.22	6.14
Total preparing for college	14.44	11.84	13.23	14.60	14.30	13.75	13.82
Graduates	10.78	12.00	11.48	12.60	12.90	12.11	12.05
Graduates prepared for college *a*	....	28.58	32.44	29.97	26.70	28.08	29.28
Studying—							
Latin	34.69	41.20	38.86	43.06	44.78	43.97	46.18
Greek	3.05	3.00	3.08	3.40	3.33	3.10	3.11
French	5.84	5.70	5.18	6.42	6.81	6.52	6.99
German	10.51	15.92	10.43	11.92	11.77	11.40	12.00
Algebra	45.40	52.20	48.98	52.88	56.14	54.27	54.64
Geometry	21.33	24.60	23.71	26.00	27.20	25.34	26.23
Trigonometry	....	....	2.37	2.73	2.93	2.53	2.48
Astronomy	....	....	....	....	....	4.79	4.40
Physics	22.21	24.00	22.82	23.27	25.29	22.77	22.08
Chemistry	10.10	10.20	10.17	10.00	10.31	9.15	8.95
Physical geography	....	....	....	....	....	23.89	25.54
Geology	....	....	....	....	....	5.00	4.80
Physiology	....	....	....	....	....	29.95	31.94
Psychology	....	....	....	....	....	2.74	3.00
Rhetoric	....	....	....	....	....	32.05	32.34
History	27.31	28.20	30.97	33.88	36.48	34.33	35.28

a Per cent to total number graduates.

The per cent of students in Latin increased from 34.69 in 1890 to 46.18 in 1896, the per cent in French increased from 5.84 to 6.99, the per cent in German from 10.51 to 12, the per cent in algebra from 45.40 to 54.64, the per cent in geometry from 21.33 to 26.23, and the per cent in history from 27.31 in 1890 to 35.28 in 1896. These are the only studies in which there has been marked increase in the number of students. There was a decrease in the per cent of students in chemistry from 10.10 in 1890 to 8.95 in 1896.

The above table also shows that 10.78 per cent of the public high-school students graduated in 1890 and 12.05 per cent graduated in 1896.

It is noted that there has been little change in the proportion of male and female students. In 1890 the per cent of males was 42.67, the highest for any year of the seven, while in 1896 the per cent was 41.51. The lowest per cent of male students was 40.10, in 1893.

EQUIPMENT AND INCOME.

Table 10 shows the equipment and income of public high schools so far as the items could be summarized from the reports. Of the 4,974 schools 3,921 are reported as having libraries containing in the aggregate 1,922,923 volumes. This would give an average of 490 volumes to a library. In the North Atlantic Division the average is 696 volumes to a library, in the South Atlantic 353, in the South Central 304, in the North Central 439, and in the Western Division 413.

The value of grounds, buildings, scientific apparatus, etc., reported by 3,872 schools was $74,684,740, an average of $19,288 to the school.

The amount of State and municipal aid received by 2,281 public high schools was $5,312,517, an average of $2,329 to the school. This average seems very small, and it is probable that the greater part of the $2,647,166 reported by 1,078 schools as "income from other sources and unclassified" should be credited to State and municipal aid.

The amount received from tuition fees by 2,582 schools was $808,339, while 248 schools received $305,620 from productive funds.

The total income reported by 3,207 schools was $9,073,642, an average of $2,829 to the school. Of the 1,767 schools which did not report their income, the majority were departments of city school systems in which separate accounts are not kept of high school expenditures. For a similar reason a large number of schools could not report the value of grounds and buildings.

Sixty-five schools reported the receipt of $39,318 from benefactions, while 152 schools reported permanent endowments aggregating $3,279,413. There were 96 schools receiving income from productive funds which failed to report the amounts of their endowments.

PRIVATE HIGH SCHOOLS AND ACADEMIES.

In Tables 11 to 22, inclusive, are summarized the statistics of 2,106 private high schools, academies, seminaries, and other institutions under private management offering secondary instruction. The forms of inquiry sent to these schools are similar to those sent to public high schools, and the statistical summaries are arranged so that the public and private secondary schools may be readily compared. Tables 11 to 20 may be compared with Tables 1 to 10 in consecutive order.

Table 11 shows that 2,106 private high schools and academies reported to this office, for the scholastic year ending June, 1896, a decrease of 74 in the number of schools for the previous year. The number of teachers reported as instructing secondary students in these schools was 8,752, an increase of 193 in the number of teachers. The number of secondary students reported was 106,654, or 11,693 less than for the previous year. The number of students was almost equally divided as to sex, there being 53,491 males and 53,163 females.

Included with the 106,654 students were 2,184 colored students pursuing secondary studies. Of this number 1,740 were in colored schools of secondary grade in the Southern States.

The number of elementary pupils in the 2,106 schools was 120,764, an increase of 6,886 over the previous year. In the elementary grades the number of boys was 55,073 and the number of girls 65,691.

STUDENTS AND COURSES OF STUDY.

The number of students in private high schools and academies preparing for college in 1895-96 was 31.231, or more than 29 per cent of the whole number of secondary students. The per cent of college preparatory students in the public high schools was less than 14. Of the 31,231 college preparatory students 19,733 were preparing for the classical course and 11.498 for scientific courses, as shown in Table 12. The number of male students preparing for college was 38.98 per cent of the whole number of male students, while the per cent of female students preparing for college was only 19.53. There were 11,289 graduates in 1896, or 10.58 per cent of the whole number of secondary students, and 46.55 per cent of these graduates had been preparing for college. These percentages are shown in the table on next page.

Students in certain courses and studies in private high schools and academies.

Courses, studies, etc.	Number students.	Per cent to number secondary students.	Male students.	Per cent to number male students.	Female students.	Per cent to number female students.
Students preparing for college:						
Classical course	19,733	18.50	12,810	23.95	6,923	13.02
Scientific courses	11,498	10.78	8,040	15.03	3,458	6.51
Total preparing for college	31,231	29.28	20,850	38.98	10,381	19.53
Graduating in 1896	11,289	10.58	5,818	10.88	5,471	10.29
College preparatory students in graduating class *a*	5,255	46.55	3,518	60.47	1,737	31.75
Students in—						
Latin	49,449	46.36	27,236	50.92	22,213	41.78
Greek	10,483	9.83	8,498	15.89	1,985	3.73
French	22,730	21.31	7,637	14.28	15,093	28.39
German	18,623	17.46	9,169	17.14	9,454	17.78
Algebra	52,497	49.22	28,189	52.70	24,308	45.72
Geometry	25,421	23.84	14,621	27.33	10,800	20.31
Trigonometry	5,880	5.51	3,650	6.82	2,230	4.19
Astronomy	8,519	7.99	2,608	4.88	5,911	11.12
Physics	22,422	21.02	11,055	20.67	11,367	21.38
Chemistry	10,551	9.89	5,054	9.45	5,497	10.34
Physical geography	24,290	22.77	11,107	20.76	13,183	24.80
Geology	7,048	6.61	2,744	5.13	4,304	8.10
Physiology	29,874	28.01	13,142	24.57	16,732	31.47
Psychology	7,189	6.74	2,563	4.79	4,626	8.70
Rhetoric	34,145	32.01	15,163	28.35	18,982	35.71
History (other than United States)	39,834	37.35	17,652	33.00	22,182	41.72

a Per cent to number of graduates.

Of the 5,818 male graduates, 3,518, or 60.47 per cent, had prepared for college; and of the 5,471 female graduates, 1,737, or 31.75 per cent, had prepared for college.

The above table also shows the per cent of male students in each of sixteen studies as compared with the whole number of male students, and also the per cent of female students in each of these studies as compared with the whole number of female students. It will be noted that larger percentages of male students are in Latin, Greek, algebra, geometry, and trigonometry, while in all the other studies the percentages of female students are greater.

Tables 13, 14, 15, and 16 show the number of students, male and female, in each of the sixteen leading high school studies in the private high schools and academies of each State, while Tables 18 and 19 show the per cent of students in each study to the total number of students.

Table 17 shows for each State the per cents of male and female students, the per cent preparing for the college classical course, the per cent preparing for college scientific courses, and also the per cent graduating in 1896. The last column shows that of the whole number of graduates 46.55 per cent had been preparing for college.

The table which follows indicates the progress made by the private high schools and academies since 1890 as relates to the number of students in certain courses and studies. In 1890 the per cent of students preparing for the college classical course was 17.54 and in 1896 it was 18.50. In 1890 the per cent of students preparing for college scientific courses was 10.16 and in 1896 the per cent was 10.78. The total number college preparatory students increased from 27.70 per cent in 1890 to 29.28 per cent in 1896.

Per cent of total number of secondary students in 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.
Males	50.07	50.97	52.14	52.10	50.39	48.46	50.15
Females	49.93	49.03	47.86	47.90	49.61	51.54	49.85
Preparing for college classical course	17.54	13.62	15.87	15.60	16.36	17.30	18.50
Preparing for college scientific courses	10.16	7.62	9.22	10.90	9.55	9.78	10.78
Total preparing for college	27.70	21.24	25.09	26.50	25.91	27.08	29.28
Graduates	8.50	7.22	8.41	8.70	9.40	10.11	10.58
Graduates prepared for college *a*	--------	61.37	61.68	60.10	50.39	47.93	46.55
Studying—							
Latin	31.32	37.00	38.60	39.23	40.77	43.14	46.36
Greek	7.02	8.00	8.48	8.61	9.04	9.55	9.83
French	17.03	16.30	16.69	18.47	18.85	19.38	21.31
German	13.55	15.10	14.45	15.63	15.25	16.07	17.46
Algebra	37.12	45.00	44.57	42.75	44.37	46.88	49.22
Geometry	17.36	19.60	19.66	20.37	20.54	22.06	23.84
Trigonometry	--------	--------	4.37	5.76	5.93	5.39	5.51
Astronomy	--------	--------	--------	--------	--------	6.69	7.99
Physics	18.39	20.98	20.16	19.76	20.91	20.32	21.02
Chemistry	8.59	10.60	9.83	9.94	10.32	9.79	9.89
Physical geography	--------	--------	--------	--------	--------	18.15	22.77
Geology	--------	--------	--------	--------	--------	7.08	6.61
Physiology	--------	--------	--------	--------	--------	22.34	28.01
Psychology	--------	--------	--------	--------	--------	5.13	6.74
Rhetoric	--------	--------	--------	--------	--------	29.12	32.01
History (other than U. S)	28.98	33.10	32.22	32.46	34.07	35.60	37.35

a Per cent to total number of graduates.

The above table also shows that the per cent of graduates increased from 8.50 in 1890 to 10.58 in 1896. But there has been a gradual decrease in the percentage of college preparatory students in the graduating classes. In 1891 the per cent of graduates prepared for college to the whole number of graduates was 61.37, while in 1896 the per cent was only 46.55.

This table also shows that the number of students in Latin increased from 31.32 per cent in 1890 to 46.36 per cent in 1896, the number in algebra from 37.12 in 1890 to 49.22 per cent in 1896, and the number in history from 28.98 per cent in 1890 to 37.35 per cent in 1896. There is not a single instance of a decrease in the percentage of students pursuing a high school study.

The proportion of male and female students has shown little variation for the past seven years.

EQUIPMENT AND INCOME.

The items reporting the equipment and income of private high schools and academies are summarized in Table 20. Of the 2,106 schools 1,369 are reported as having libraries aggregating 1,594,605 volumes, an average of 1,164 volumes to a library. In the North Atlantic Division the average was 1,644 volumes to a library; in the North Central Division, 1,168; in the Western Division, 843; in the South Atlantic Division, 765, and in the South Central Division, 730.

The value of grounds, buildings, scientific apparatus, etc., reported by 1,476 schools was $55,680,935, an average of $37,724 to the school.

The amount of State and municipal aid received by 309 schools was $222,777, the amount received by 1,413 schools from tuition fees was $5,623,550, the amount received by 310 schools from productive funds was $1,863,867, while the amount received by 435 schools from sources not named was $894,114. The total income of 1,408 schools reporting was $8,604,308, or an average of $6,111 to the school.

During the year ending June, 1896, the aggregate received in benefactions by 197 schools was $1,121,579. The permanent endowment funds possessed by 345 institutions aggregated $38,849,434.

DENOMINATIONAL SCHOOLS.

Of the 2,106 private high schools, academies, seminaries, etc., classed as private secondary schools, 924 are under the management, control, or patronage of religious denominations, while 1,182 are reported as nonsectarian.

From Tables 21 and 22 may be condensed the following statement, showing the number of schools, including their teachers and secondary students, controlled by each of the leading religious denominations:

Religious denomination.	Schools.	Instructors.	Students.
Nonsectarian	1,182	4,605	57,385
Roman Catholic	271	1,237	11,728
Methodist (North and South)	125	533	8,786
Episcopal	119	675	4,895
Baptist	115	474	7,294
Presbyterian	106	394	4,816
Friends	61	292	4,006
Congregational	58	231	2,813
Lutheran	33	134	1,989
All other denominations	36	177	2,942
Total	2,106	8,752	106,654

PUBLIC AND PRIVATE SECONDARY SCHOOLS.

Certain comparisons have been made in the preceding pages between public high schools on the one hand, and private high schools, academies, and seminaries on the other. It has been noted that in the private institutions the number of secondary students is nearly equally divided between the sexes, while in the public high schools the number of female students is largely in excess of the number of males. In the private institutions nearly 30 per cent of the secondary students are preparing for college, while in the public high schools the per cent is less than 14. In the private institutions nearly 47 per cent of the students graduating had been preparing for college, while in the public high schools less than 30 per cent of the graduates had been preparing for college.

Other comparisons between the public and the private secondary schools are made in Table 23. The average number of secondary students to a public high school is about 76, while the private secondary school has only about 51. The public secondary school has an average of three teachers, while the private school has four. In the public high school there is an average of 24 students to the teacher, while in the private school the average is 12. The average number of graduates to a public high school is 9, while the average to the private school is 5. The average number of elementary pupils to a public high school is 51, while in the private high school the average is 57, or about 6 more than the average number of secondary students in the same institutions.

In Tables 24 to 29, inclusive, the statistics of public high schools and private high schools, academies, and other private institutions of secondary grade are combined. Table 24 shows that there were 7,080 public and private secondary schools reporting to this office, and that these schools had 24,452 teachers and 487,147 secondary students. The number of male students was 211,433, or 43.40 per cent of the total number, while the female secondary students numbered 275,714, or 56.60 per cent of the total.

The remainder of Table 24 and the first four columns of Table 25 show the number and per cent of students preparing for college, the classical and the scientific students being separately summarized. There were 83,828 students preparing for college, or 17.21 per cent of the whole number of secondary students. There were 48,955 classical preparatory students, and 34,873 preparing for scientific college courses. There were 57,153 graduates from the public and private secondary schools in 1896, or 11.73 per cent of the whole number of secondary students. Of this number of graduates, 18,683, or 32.69 per cent of the number graduating, had prepared for college.

Tables 26, 27, 28, and 29 show the number and per cent of students in each of the sixteen leading high-school studies in the public and private secondary schools of each State. The same items for the United States are condensed in two columns of the table given below. The following table also shows the number and per cent of male students compared with the number and per cent of female students in certain courses and studies in the 7,080 public and private secondary schools reporting to this office:

Students in certain courses and studies in public and private high schools and academies.

Courses, studies, etc.	Number students.	Per cent to total number secondary students.	Male students.	Per cent to number male students.	Female students.	Per cent to number female students.
Students preparing for college:						
Classical course	48,955	10.05	26,964	12.75	21,991	7.98
Scientific courses	34,873	7.16	20,112	9.51	14,761	5.35
Total preparing for college	83,828	17.21	47,076	22.26	36,752	13.33
Graduating in 1896	57,153	11.73	22,316	10.55	34,837	12.64
College preparatory students in graduating class *a*	18,683	32.69	9,700	43.47	8,983	25.79
Students in—						
Latin	225,164	46.22	96,328	45.56	128,836	46.73
Greek	22,304	4.58	15,250	7.21	7,054	2.56
French	49,327	10.13	16,700	7.90	32,627	11.83
German	64,293	13.20	26,334	12.46	37,959	13.77
Algebra	260,409	53.46	116,857	55.27	143,552	52.07
Geometry	125,237	25.71	55,612	26.30	69,625	25.25
Trigonometry	15,328	3.15	8,183	3.87	7,145	2.59
Astronomy	25,272	5.19	8,751	4.14	16,521	5.99
Physics	106,427	21.85	46,361	21.93	60,066	21.79
Chemistry	44,597	9.15	19,309	9.13	25,288	9.17
Physical geography	121,464	24.93	52,235	24.71	69,229	25.11
Geology	25,330	5.20	9,932	4.70	15,398	5.58
Physiology	151,391	31.08	64,408	30.46	86,983	31.55
Psychology	18,621	3.82	6,668	3.15	11,953	4.34
Rhetoric	157,208	32.27	64,049	30.29	93,159	33.79
History (other than United States)	174,070	35.73	71,989	34.05	102,081	37.02

a Per cent to number of graduates.

This table shows that 22.26 per cent of the male students were preparing for college and only 13.33 per cent of the female students. In the graduating classes 43.47 per cent of the males and 25.79 per cent of the female students had prepared for college. The male students show larger percentages in Greek, algebra, geometry, trigonometry, and physics, while the female students had larger percentages in the remaining eleven studies.

Some idea of the progress of public and private secondary schools for the past seven years may be gained by an inspection of the condensed table of percentages given below. The table shows the per cent of the secondary students in certain courses and studies each year since 1890. The number of students studying Latin increased from 33.66 per cent in 1890 to 46.22 per cent in 1896. In the same time the number in algebra increased from 42.77 per cent to 53.46 per cent, and the number in geometry from 20.07 to 25.71 per cent. The number in history increased from 27.83 per cent in 1890 to 35.73 per cent in 1896. There was a decrease in the number preparing for college from 18.66 per cent in 1890 to 17.21 per cent in 1896, but the number of graduates increased from 10.05 per cent to 11.73 per cent. In 1891 the per cent of graduates prepared for college was 35.74, and in 1896 it had fallen to 32.69 per cent. The percentages in the following table would indicate that these changes have been in most instances regular from 1890 to 1896:

Per cent of total number 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.
Males	45.03	43.67	44.01	43.62	43.39	43.00	43.40
Females	54.97	56.33	55.99	56.38	56.61	57.00	56.60
Preparing for college, classical course	10.61	8.45	9.18	9.90	10.34	10.00	10.05
Preparing for college, scientific courses	8.05	6.38	7.59	8.22	7.33	7.11	7.16
Total preparing for college	18.66	14.83	16.77	18.12	17.67	17.11	17.21
Graduates	10.05	10.51	10.87	11.46	11.88	11.60	11.72
Graduates prepared for college *a*	-------	35.74	39.15	36.62	30.92	32.44	32.69
Studying—							
Latin	33.62	39.80	38.80	41.94	43.59	43.76	46.22
Greek	4.32	4.65	4.68	4.92	4.99	4.73	4.58
French	9.41	9.06	8.59	9.94	10.31	9.77	10.13
German	11.48	15.68	11.61	13.00	12.78	12.58	13.20
Algebra	42.77	49.89	47.65	49.92	52.71	52.40	53.46
Geometry	20.07	23.04	22.52	24.36	25.25	24.51	25.71
Trigonometry	-------	-------	2.96	3.61	3.80	3.25	3.15
Astronomy	-------	-------	-------	-------	-------	5.27	5.19
Physics	21.36	23.06	22.04	22.25	24.02	22.15	21.85
Chemistry	9.62	10.37	10.08	9.98	10.31	9.31	9.15
Physical geography	-------	-------	-------	-------	-------	22.44	24.93
Geology	-------	-------	-------	-------	-------	5.52	5.20
Physiology	-------	-------	-------	-------	-------	28.03	31.08
Psychology	-------	-------	-------	-------	-------	3.35	3.82
Rhetoric	-------	-------	-------	-------	-------	31.31	32.27
History (other than United States)	27.83	29.77	31.35	33.46	35.78	34.65	35.73

a Per cent to total number of graduates.

SECONDARY STUDENTS IN THE UNITED STATES.

On the first page of this chapter is a brief table showing the classification of the 559,003 secondary students in all the institutions reporting to this office. The distribution of these students by classes and by States is given in Tables 30 and 31. Table 30 shows the number in public high schools, in preparatory departments of public universities and colleges, and in public normal schools. The total number of secondary students in public institutions was 392,729, the number of males being 163,802 and the number of females 229,927. Table 31 shows the number of secondary students in private high schools and academies, in preparatory departments of private universities and colleges and colleges for women, in private normal schools, and in manual training schools. The total number of secondary students in these private institutions was 166,274, the number of males being 90,100 and the females 76,174. The third column of Table 30 gives the total number of secondary students in each State.

The number of secondary students to each 1,000 of population in 1896 was 7.92. The North Atlantic Division had 8.06 secondary students to each 1,000 of population, the North Central had 10.03, the South Atlantic had 4.79, the South Central had 4.91, and the Western Division had 8.53 secondary students to each 1,000 of population. These figures and the number of secondary students to each 1,000 of population in each State are given in the third column of Table 32.

For convenience of comparison, the number of students in higher education to each 1,000 of population in each State is given in the last column of Table 32. The total number is 139,611, as may be seen in the beginning of the chapter on "Higher Education," or 1.98 to each 1,000 of population.

Table 33 contains in detail the statistics of the 4,974 public high schools summarized in Tables 1 to 10. Table 34 gives similar statistics of the 2,106 private high schools, academies, and other institutions for private secondary instruction.

TABLE 1.—*Public high schools—Number of schools, secondary instructors, secondary students, and elementary pupils in 1895–96.*

State or Territory.	Number of schools.	Number of secondary teachers.			Number of 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	4,974	7,226	8,474	15,700	157,942	222,551	380,493	1,730	2,978	4,708	123,401	130,579	253,980
North Atlantic Div	1,185	1,825	2,935	4,760	48,263	66,468	114,731	407	588	995	39,257	42,590	81,847
South Atlantic Div	366	451	493	944	8,550	12,266	20,816	277	681	958	8,760	9,313	18,073
South Central Div.	536	684	618	1,302	11,923	15,969	27,892	165	324	489	14,143	13,829	27,972
North Central Div.	2,674	3,847	4,023	7,870	80,390	115,244	195,634	850	1,331	2,181	59,400	62,882	122,282
Western Division	213	419	405	824	8,816	12,604	21,420	31	54	85	1,841	1,965	3,806
North Atlantic Div:													
Maine	120	131	138	269	3,092	4,077	7,169	4	5	9	877	830	1,707
N. Hampshire	49	53	78	131	1,364	1,795	3,159	1	2	3	409	484	893
Vermont	51	50	82	132	1,293	1,694	2,987	1	1	2	1,949	2,067	4,016
Massachusetts	219	420	703	1,123	12,694	15,933	28,627	45	90	135	592	753	1,345
Rhode Island	14	59	60	119	1,111	1,608	2,719	8	18	26	100	104	204
Connecticut	66	108	164	272	2,727	3,433	6,160	12	15	27	1,045	1,091	2,136
New York	343	450	1,030	1,480	14,732	19,474	34,206	47	71	118	24,206	27,128	51,334
New Jersey	73	121	216	337	3,023	4,778	7,801	165	203	368	2,576	2,592	5,168
Pennsylvania	250	433	464	897	8,227	13,676	21,903	124	183	307	7,503	7,541	15,044
South Atlantic Div:													
Delaware	13	15	24	39	462	635	1,097	0	0	0	518	609	1,127
Maryland	45	62	72	134	1,456	1,874	3,330	35	105	140	1,496	2,005	3,501
Dist. Columbia	4	43	54	97	885	1,498	2,383	200	475	675	0	0	0
Virginia	75	75	110	185	1,661	2,170	3,831	0	0	0	2,022	1,811	3,833
West Virginia	22	26	20	46	390	646	1,036	7	23	30	135	119	254
North Carolina	14	15	14	29	337	432	769	3	3	6	303	340	643
South Carolina	61	66	53	119	975	1,104	2,079	0	0	0	1,235	1,316	2,551
Georgia	108	114	128	242	1,963	3,310	5,273	32	75	107	2,519	2,584	5,103
Florida	24	35	18	53	421	597	1,018	0	0	0	532	529	1,061
South Central Div:													
Kentucky	58	84	82	166	1,629	2,295	3,924	7	26	33	1,294	1,346	2,640
Tennessee	93	115	75	190	1,859	2,504	4,363	103	188	291	2,340	2,215	4,555
Alabama	57	63	55	118	975	1,429	2,404	0	0	0	1,332	1,267	2,599
Mississippi	84	93	85	178	1,469	1,681	3,150	0	0	0	2,625	2,521	5,146
Louisiana	20	32	43	75	502	935	1,437	0	0	0	560	507	1,067
Texas	166	227	223	450	4,163	5,578	9,741	14	19	33	4,210	4,354	8,564
Arkansas	52	61	46	107	1,142	1,368	2,510	41	91	132	1,602	1,619	3,221
Oklahoma	3	3	5	8	74	129	203	0	0	0	0	0	0
Indian Ter	3	6	4	10	110	50	160	0	0	0	180	0	180
North Central Div:													
Ohio	558	802	661	1,463	15,502	20,797	36,299	201	293	494	17,522	17,276	34,798
Indiana	315	507	318	825	8,117	10,867	18,984	133	213	346	7,067	7,346	14,413
Illinois	319	554	552	1,106	11,321	18,205	29,526	99	170	269	6,243	6,975	13,218
Michigan	281	367	581	948	9,834	13,747	23,581	50	60	110	9,862	10,863	20,725
Wisconsin	185	248	316	564	6,096	8,203	14,299	9	8	17	3,277	3,663	6,940
Minnesota	101	172	279	451	4,337	6,476	10,813	12	21	33	971	1,130	2,101
Iowa	329	403	561	964	9,818	13,961	23,779	37	81	118	5,820	6,097	11,917
Missouri	169	277	306	583	5,949	9,275	15,224	177	280	457	2,362	2,801	5,163
North Dakota	21	22	27	49	403	530	933	1	2	3	221	238	459
South Dakota	31	32	33	65	580	850	1,430	1	1	2	74	106	180
Nebraska	197	237	197	434	4,321	6,268	10,589	12	10	22	3,801	4,136	7,937
Kansas	168	226	192	418	4,112	6,065	10,177	118	192	310	2,180	2,251	4,431
Western Division:													
Montana	16	17	26	43	390	656	1,046	4	5	9	0	0	0
Wyoming	5	4	10	14	109	164	273	1	1	2	0	0	0
Colorado	41	93	88	181	1,524	2,316	3,840	20	28	48	426	443	869
New Mexico	7	8	8	16	87	144	231	1	1	2	0	0	0
Arizona	2	5	1	6	49	71	120	0	0	0	0	0	0
Utah	2	12	9	21	229	359	588	2	0	2	0	0	0
Nevada	4	4	6	10	103	190	293	0	0	0	0	0	0
Idaho	7	10	5	15	109	141	250	1	2	3	196	178	374
Washington	31	47	46	93	980	1,360	2,340	1	6	7	681	666	1,347
Oregon	13	22	24	46	597	867	1,464	1	0	1	100	110	210
California	85	197	182	379	4,639	6,336	10,975	0	11	11	438	568	1,006

TABLE 2.—*Public high schools—Number of secondary students in college preparatory courses; number of graduates and college preparatory students in graduating class in 1895–96.*

State or Territory.	Secondary students preparing for college.						Graduates in class of 1896.			College preparatory students in graduating class of 1896.			Students in military tactics.
	Classical course.			Scientific course.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States	14,154	15,068	29,222	12,072	11,303	23,375	16,498	29,366	45,864	6,182	7,246	13,426	8,274
North Atlantic Div	6,062	5,124	11,186	3,879	2,305	6,184	5,532	9,681	15,213	1,845	1,586	3,431	5,151
South Atlantic Div	1,072	1,178	2,250	270	194	464	600	1,228	1,828	328	346	674	700
South Central Div.	1,704	1,837	3,541	811	777	1,588	733	1,369	2,102	323	442	765	301
North Central Div.	4,624	6,068	10,692	5,792	6,556	12,348	8,614	15,522	24,136	3,180	4,261	7,441	1,108
Western Division.	692	861	1,553	1,320	1,471	2,791	1,019	1,566	2,585	506	611	1,117	1,014
North Atlantic Div:													
Maine	507	529	1,036	186	57	243	373	606	979	139	127	266	207
N. Hampshire	168	133	301	146	192	338	162	291	453	52	48	100	229
Vermont	168	144	312	207	200	407	133	227	360	61	72	133	120
Massachusetts	2,244	1,958	4,202	1,015	348	1,363	1,472	2,533	4,005	475	451	926	3,707
Rhode Island	363	238	601	28	11	39	120	265	385	53	49	102	0
Connecticut	353	248	601	341	77	418	322	540	862	138	83	221	75
New York	1,495	1,274	2,769	1,153	943	2,096	1,402	2,221	3,623	523	458	981	646
New Jersey	214	138	352	290	231	521	403	750	1,153	109	112	221	140
Pennsylvania	550	462	1,012	513	246	759	1,145	2,248	3,393	295	186	481	27
South Atlantic Div:													
Delaware	22	17	39	7	5	12	62	110	172	12	14	26	......
Maryland	66	33	99	7	5	12	119	234	353	26	14	40	0
Dist. Columbia	20	22	42	23	6	29	50	111	161	19	8	27	374
Virginia	210	167	377	28	22	50	81	182	263	32	42	74	23
West Virginia	20	14	34	11	6	17	41	106	147	15	20	35	0
North Carolina	40	47	87	13	11	24	36	81	117	28	47	75	0
South Carolina	235	239	474	62	39	101	75	117	192	128	62	190	257
Georgia	455	631	1,086	108	86	194	122	257	379	67	139	206	......
Florida	4	8	12	11	14	25	14	30	44	1	0	1	46
South Central Div:													
Kentucky	113	129	242	63	73	136	155	197	352	47	25	72	52
Tennessee	389	445	834	153	166	319	149	230	379	71	80	151	......
Alabama	115	171	286	85	81	166	44	144	188	17	30	47	......
Mississippi	236	257	493	144	170	314	83	143	226	51	83	134	28
Louisiana	18	33	51	20	15	35	55	127	182	5	20	25	......
Texas	566	544	1,110	235	180	415	180	393	573	96	137	233	22
Arkansas	267	254	521	71	92	163	57	125	182	32	60	92	39
Oklahoma	......	......	......	......	......	......	4	7	11	4	7	11	......
Indian Ter	0	4	4	40	0	40	6	3	9	0	0	0	160
North Central Div:													
Ohio	979	1,051	2,030	816	790	1,606	1,707	2,972	4,679	482	542	1,024	304
Indiana	369	449	818	415	412	827	926	1,496	2,422	302	320	622	55
Illinois	617	865	1,482	757	836	1,593	1,171	2,644	3,815	375	516	891	88
Michigan	402	456	858	835	948	1,783	1,005	1,634	2,639	440	560	1,000	172
Wisconsin	323	372	695	426	459	885	675	1,116	1,791	282	312	594	0
Minnesota	176	280	456	696	999	1,695	413	612	1,025	269	339	608	85
Iowa	579	940	1,519	545	633	1,178	1,199	2,106	3,305	391	553	944	366
Missouri	362	430	792	426	445	871	484	1,083	1,567	184	318	502	0
North Dakota	36	54	90	87	94	181	47	57	104	19	19	38	0
South Dakota	24	36	60	88	109	197	65	111	176	20	44	64	......
Nebraska	426	611	1,037	398	399	797	456	788	1,244	218	359	577	6
Kansas	331	524	855	303	432	735	466	903	1,369	198	379	577	32
Western Division:													
Montana	28	44	72	30	36	66	39	44	83	26	26	52	314
Wyoming	13	40	53	1	0	1	5	6	11	2	2	4	0
Colorado	125	141	266	342	432	774	155	303	458	73	112	185	580
New Mexico	1	0	1	1	1	2	9	8	17	3	2	5	0
Arizona	3	9	12	......	......	......	2	3	5	2	1	3	......
Utah	53	65	118	29	11	40	19	38	57	6	12	18	......
Nevada	10	33	43	5	10	15	16	25	41	4	8	12	0
Idaho	17	27	44	10	14	24	19	37	56	11	16	27	......
Washington	88	76	164	75	99	174	106	182	288	29	30	59	40
Oregon	3	0	3	0	0	0	58	99	157	13	17	30	0
California	351	426	777	827	868	1,695	591	821	1,412	337	385	722	80

TABLE 3.—*Public high schools—Number of secondary students pursuing ancient and modern languages in 1895–96.*

State or Territory.	Latin.			Greek.			French.			German.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	69,092	106,623	175,715	6,752	5,069	11,821	9,063	17,534	26,597	17,165	28,505	45,670
North Atlantic Div	21,126	31,845	52,971	4,256	3,003	7,259	6,722	11,262	17,984	6,244	10,747	16,991
South Atlantic Div	5,428	7,853	13,281	460	179	639	579	1,457	2,036	930	1,638	2,568
South Central Div	5,452	8,746	14,198	372	131	503	410	926	1,336	662	702	1,364
North Central Div	32,701	52,172	84,873	1,315	1,411	2,726	1,163	3,142	4,305	8,444	13,681	22,125
Western Division	4,385	6,007	10,392	349	345	694	189	747	936	885	1,737	2,622
North Atlantic Div.:												
Maine	1,228	2,062	3,290	414	396	810	442	863	1,305	10	54	64
New Hampshire	645	1,027	1,672	130	117	247	225	406	631	26	66	92
Vermont	475	796	1,271	130	98	228	107	215	322	64	69	133
Massachusetts	5,968	8,804	14,772	1,567	1,332	2,899	4,610	6,240	10,850	827	1,816	2,643
Rhode Island	593	758	1,351	180	109	289	212	453	665	97	195	292
Connecticut	1,696	2,029	3,725	351	158	509	261	583	844	558	734	1,292
New York	5,247	6,580	11,827	953	540	1,493	553	1,326	1,879	2,375	3,951	6,326
New Jersey	1,198	1,867	3,065	163	92	255	131	279	410	819	1,303	2,122
Pennsylvania	4,076	7,922	11,998	368	161	529	181	897	1,078	1,468	2,559	4,027
South Atlantic Div.:												
Delaware	365	511	876	......	......	......	0	1	1	22	14	36
Maryland	1,127	1,094	2,221	111	17	128	222	76	298	472	550	1,022
Dist. Columbia	436	669	1,105	47	30	77	62	198	260	202	560	762
Virginia	989	1,587	2,576	26	14	40	88	246	334	191	434	625
West Virginia	105	182	287	......	......	......	5	3	8	......	......	......
North Carolina	283	377	660	8	8	16	8	9	17	8	15	23
South Carolina	532	673	1,205	57	33	90	64	142	206	20	19	39
Georgia	1,335	2,420	3,755	196	74	270	119	745	864	13	31	44
Florida	256	340	596	15	3	18	11	37	48	2	15	17
South Central Div.:												
Kentucky	924	1,696	2,620	125	18	143	7	49	56	401	296	697
Tennessee	687	1,235	1,922	47	34	81	28	74	102	20	51	71
Alabama	525	899	1,424	78	13	91	41	162	203	32	64	96
Mississippi	565	767	1,332	48	21	69	4	16	20	32	29	61
Louisiana	423	743	1,166	2	10	12	289	553	842	20	30	50
Texas	1,746	2,699	4,445	61	28	89	16	45	61	121	176	297
Arkansas	495	630	1,125	11	7	18	21	25	46	27	43	70
Oklahoma	20	59	79	......	......	......	4	2	6	9	13	22
Indian Territory	67	18	85	......	......	......	......	......	......	......	......	......
North Central Div.:												
Ohio	7,344	10,833	18,177	365	400	765	122	436	558	1,497	2,388	3,885
Indiana	4,591	6,438	11,029	61	63	124	29	100	129	624	984	1,608
Illinois	4,655	8,890	13,545	227	270	497	406	1,159	1,565	1,320	2,552	3,872
Michigan	3,106	4,466	7,572	223	212	435	270	515	785	1,284	2,096	3,380
Wisconsin	1,223	1,874	3,097	61	35	96	30	24	54	1,304	1,853	3,157
Minnesota	2,246	3,606	5,852	127	131	258	157	325	482	573	903	1,476
Iowa	3,238	5,483	8,721	34	32	66	41	126	167	596	1,051	1,647
Missouri	2,323	4,147	6,470	121	143	264	59	315	374	631	912	1,543
North Dakota	171	302	473	3	1	4	6	2	8	3	1	4
South Dakota	173	294	467	5	3	8	1	13	14	23	30	53
Nebraska	1,630	2,703	4,333	65	86	151	37	116	153	181	333	514
Kansas	2,001	3,136	5,137	23	35	58	5	11	16	408	578	986
Western Division:												
Montana	138	280	418	......	......	......	......	......	......	11	29	40
Wyoming	41	85	126	......	......	......	......	......	......	8	19	27
Colorado	825	1,374	2,199	91	94	185	34	179	213	293	593	886
New Mexico	25	37	62	......	......	......	......	......	......	......	......	......
Arizona	13	29	42	......	......	......	......	......	......	......	......	......
Utah	82	170	252	0	10	10	14	23	37	27	53	80
Nevada	33	83	116	......	......	......	......	......	......	......	......	......
Idaho	62	89	151	......	......	......	......	......	......	......	......	......
Washington	342	513	855	10	1	11	......	......	......	152	244	396
Oregon	166	163	329	2	5	7	......	......	......	51	154	205
California	2,658	3,184	5,842	246	235	481	141	545	686	343	645	988

TABLE 4.—*Public high schools—Number of secondary students pursuing certain mathematical studies in 1895–96.*

State or Territory.	Algebra.			Geometry.			Trigonometry.			Astronomy.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	88,668	119,244	207,912	40,991	58,825	99,816	4,533	4,915	9,448	6,143	10,610	16,753
North Atlantic Div	25,462	32,842	58,304	13,592	17,609	31,201	1,490	1,164	2,654	2,203	3,973	6,176
South Atlantic Div	5,789	18,281	14,070	2,770	4,185	6,955	740	840	1,580	296	567	863
South Central Div	8,191	10,696	18,887	3,252	4,902	8,154	605	866	1,471	437	650	1,087
North Central Div	43,695	60,078	103,773	18,203	27,795	45,998	1,439	1,791	3,230	2,933	4,986	7,919
Western Division	5,531	7,347	12,878	3,174	4,334	7,508	259	254	513	274	434	708
North Atlantic Div.:												
Maine	1,538	2,034	3,572	783	997	1,780	30	25	55	276	389	665
New Hampshire	660	794	1,454	462	584	1,046	16	7	23	108	160	268
Vermont	659	801	1,460	247	362	609	5	7	12	169	207	376
Massachusetts	6,319	6,634	12,953	4,082	4,364	8,446	255	80	335	604	1,158	1,762
Rhode Island	839	948	1,787	385	339	724	43	12	55	27	137	164
Connecticut	1,418	1,803	3,221	831	942	1,773	233	113	346	137	259	396
New York	6,037	7,760	13,797	3,182	4,188	7,370	423	465	888	538	912	1,450
New Jersey	2,289	3,396	5,685	774	1,344	2,118	108	104	212	125	328	453
Pennsylvania	5,703	8,672	14,375	2,846	4,489	7,335	377	351	728	219	423	642
South Atlantic Div.:												
Delaware	335	447	782	123	170	293	59	16	75			
Maryland	953	1,581	2,534	884	1,328	2,212	156	175	331	88	145	233
Dist. Columbia	331	497	828	277	388	665	54	16	70			
Virginia	1,115	1,260	2,375	445	657	1,102	190	208	398	26	44	70
West Virginia	295	472	767	107	197	304	10	23	33	5	11	16
North Carolina	226	321	547	63	64	127				27	47	74
South Carolina	684	793	1,477	170	210	380	12	12	24	11	20	31
Georgia	1,553	2,538	4,091	595	1,022	1,617	227	349	576	130	264	394
Florida	297	372	669	106	149	255	32	41	73	9	36	45
South Central Div.:												
Kentucky	1,021	1,485	2,506	451	756	1,207	121	163	284	103	130	233
Tennessee	1,219	1,592	2,811	442	597	1,039	65	58	123	59	78	137
Alabama	729	883	1,612	279	580	859	63	122	185	54	66	120
Mississippi	909	1,125	2,034	279	301	580	66	82	148	76	119	195
Louisiana	409	559	968	157	367	524	36	42	78	1	11	12
Texas	3,013	4,004	7,017	1,396	1,940	3,336	190	326	516	111	221	332
Arkansas	829	962	1,791	237	334	571	58	73	131	33	25	58
Oklahoma	15	54	69	3	15	18						
Indian Territory	47	32	79	8	12	20	6	0	6			
North Central Div.:												
Ohio	8,997	11,816	20,813	3,924	5,806	9,730	562	666	1,228	682	1,076	1,758
Indiana	5,162	6,493	11,655	1,999	2,769	4,768	108	168	276	152	276	428
Illinois	5,781	8,683	14,464	2,510	4,315	6,825	207	247	454	512	1,203	1,715
Michigan	4,810	6,679	11,489	1,702	2,704	4,406	87	106	193	371	566	937
Wisconsin	2,771	3,629	6,400	1,350	1,916	3,266	29	23	52	61	64	125
Minnesota	2,208	2,944	5,152	1,204	1,848	3,052	17	0	17	156	223	379
Iowa	4,828	6,833	11,661	1,970	3,016	4,986	83	142	225	549	872	1,421
Missouri	3,797	5,345	9,142	1,300	1,999	3,299	199	235	434	179	285	464
North Dakota	275	332	607	148	149	297	25	37	62	38	51	89
South Dakota	295	396	691	106	153	259	13	15	28	29	26	55
Nebraska	2,534	3,709	6,243	1,075	1,672	2,747	48	88	136	53	117	170
Kansas	2,237	3,219	5,456	915	1,448	2,363	61	64	125	151	227	378
Western Division:												
Montana	127	224	351	43	85	128	2	6	8	9	18	27
Wyoming	28	73	101	19	50	69	4	0	4	5	8	13
Colorado	828	1,236	2,064	521	753	1,274	65	92	157	61	143	204
New Mexico	59	80	139	12	22	34				9	6	15
Arizona	23	41	64	7	12	19	2	1	3			
Utah	123	250	373	62	115	177	15	15	30	8	13	21
Nevada	88	149	237	20	55	75				2	15	17
Idaho	68	88	156	34	32	66				9	17	26
Washington	653	887	1,540	421	519	940	16	15	31	42	36	78
Oregon	409	609	1,018	135	203	338	14	14	28	16	34	50
California	3,125	3,710	6,835	1,900	2,488	4,388	141	111	252	113	144	257

TABLE 5.—*Public high schools—Number of secondary students pursuing certain science studies in 1895–96.*

State or Territory.	Physics.			Chemistry.			Physical geography.			Geology.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	35,306	48,699	84,005	14,255	19,791	34,046	41,128	56,046	97,174	7,188	11,094	18,282
North Atlantic Division	10,277	13,387	23,664	5,426	6,782	12,208	10,276	14,196	24,472	2,859	4,684	7,543
South Atlantic Division	2,539	3,559	6,098	778	826	1,604	2,675	3,591	6,266	307	385	692
South Central Division	3,672	4,791	8,463	834	1,646	2,480	4,518	6,027	10,545	768	1,069	1,837
North Central Division	16,698	24,104	40,802	6,092	8,877	14,969	22,135	29,974	52,109	2,860	4,350	7,210
Western Division	2,120	2,858	4,978	1,125	1,660	2,785	1,524	2,258	3,782	394	606	1,000
North Atlantic Division:												
Maine	613	754	1,367	307	399	706	607	712	1,319	216	358	574
New Hampshire	354	383	737	149	194	343	238	253	491	91	125	216
Vermont	241	257	498	167	158	325	345	418	763	126	152	278
Massachusetts	2,869	3,277	6,146	1,721	2,100	3,821	1,123	1,417	2,540	566	930	1,496
Rhode Island	301	393	694	143	179	322	107	172	279	9	116	125
Connecticut	510	671	1,181	364	481	845	430	560	990	156	326	482
New York	2,434	2,139	4,573	1,303	1,056	2,359	3,687	4,847	8,534	945	1,803	2,748
New Jersey	722	1,287	2,009	387	590	977	930	1,289	2,219	248	333	581
Pennsylvania	2,233	4,226	6,459	885	1,625	2,510	2,809	4,528	7,337	502	541	1,043
South Atlantic Division:												
Delaware	130	187	317	64	60	124	218	280	498	------	------	------
Maryland	774	1,042	1,816	201	22	223	282	397	679	39	0	39
District of Columbia	198	303	501	92	91	183	------	------	------	6	17	23
Virginia	506	572	1,078	202	211	413	792	944	1,736	52	33	85
West Virginia	105	157	262	19	53	72	208	291	499	11	14	25
North Carolina	54	64	118	4	9	13	59	81	140	25	22	47
South Carolina	167	201	368	15	26	41	379	435	814	28	39	67
Georgia	537	902	1,439	168	325	493	583	960	1,543	142	244	386
Florida	68	131	199	13	29	42	154	203	357	4	16	20
South Central Division:												
Kentucky	518	504	1,022	212	291	503	306	441	747	52	112	164
Tennessee	398	498	896	78	89	167	483	766	1,249	237	325	562
Alabama	276	372	648	67	267	334	325	355	680	41	77	118
Mississippi	600	756	1,356	64	102	166	577	686	1,263	76	65	141
Louisiana	167	516	683	74	390	464	264	582	846	4	6	10
Texas	1,418	1,737	3,155	270	384	654	1,951	2,429	4,380	263	384	647
Arkansas	263	350	613	69	123	192	551	692	1,243	77	85	162
Oklahoma	17	44	61	------	------	------	31	58	89	10	15	25
Indian Territory	15	14	29	------	------	------	30	18	48	8	0	8
North Central Division:												
Ohio	3,040	4,272	7,312	1,088	1,790	2,878	4,618	5,990	10,608	421	708	1,129
Indiana	2,052	2,638	4,690	652	877	1,529	2,584	3,196	5,780	294	401	695
Illinois	2,336	3,972	6,308	1,183	2,014	3,197	2,560	3,502	6,062	405	835	1,240
Michigan	1,810	2,510	4,320	864	1,131	1,995	1,672	2,397	4,069	358	463	821
Wisconsin	1,015	1,355	2,370	253	253	506	2,278	3,096	5,374	109	160	269
Minnesota	629	872	1,501	497	528	1,025	706	1,038	1,744	117	130	247
Iowa	2,034	3,048	5,082	428	565	993	3,073	4,271	7,344	523	761	1,284
Missouri	1,452	2,025	3,477	483	744	1,227	1,281	1,786	3,067	257	323	580
North Dakota	152	169	321	63	74	137	193	198	391	30	40	70
South Dakota	105	151	256	20	30	50	197	299	496	34	45	79
Nebraska	1,008	1,577	2,585	365	614	979	1,456	2,070	3,526	138	229	367
Kansas	1,065	1,515	2,580	196	257	453	1,517	2,131	3,648	174	255	429
Western Division:												
Montana	69	125	194	25	45	70	74	141	215	27	37	64
Wyoming	22	31	53	8	6	14	39	66	105	1	0	1
Colorado	430	633	1,063	241	400	641	301	402	703	168	302	470
New Mexico	17	13	30	------	------	------	41	51	92	9	3	12
Arizona	6	12	18	6	12	18	22	34	56	------	------	------
Utah	27	47	74	7	8	15	32	54	86	15	15	30
Nevada	63	86	149	17	32	49	39	76	115	------	------	------
Idaho	32	47	79	5	13	18	46	60	106	6	14	20
Washington	292	373	665	97	123	220	405	629	1,034	78	96	174
Oregon	130	166	296	55	81	136	165	228	393	9	16	25
California	1,032	1,325	2,357	664	940	1,604	360	517	877	81	123	204

TABLE 6.—*Public high schools—Number of secondary students pursuing certain studies in 1895–96.*

State or Territory.	Physiology.			Psychology.			Rhetoric.			History.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	51,266	70,251	121,517	4,105	7,327	11,432	48,886	74,177	123,063	54,337	79,899	134,236
North Atlantic Div	14,507	20,783	35,290	486	1,276	1,762	12,805	20,446	33,251	17,683	25,594	43,277
South Atlantic Div	2,874	4,122	6,996	321	537	858	2,942	4,513	7,455	4,392	6,473	10,865
South Central Div	6,155	7,214	13,369	797	1,023	1,820	4,465	6,567	11,032	4,544	6,863	11,407
North Central Div	26,200	36,085	62,285	2,351	4,258	6,609	24,587	36,777	61,364	23,202	34,338	57,540
Western Division	1,530	2,047	3,577	150	233	383	4,087	5,874	9,961	4,516	6,631	11,147
North Atlantic Div.:												
Maine	622	746	1,368	64	104	168	786	1,134	1,920	1,095	1,503	2,598
New Hampshire	237	275	512	15	14	29	339	416	755	476	638	1,114
Vermont	285	373	658	37	64	101	365	540	905	399	535	934
Massachusetts	2,217	3,066	5,283	64	167	231	4,038	5,213	9,251	6,194	7,723	13,917
Rhode Island	53	69	122	9	113	122	411	658	1,069	661	955	1,616
Connecticut	552	737	1,289	58	107	165	787	1,135	1,922	1,046	1,421	2,467
New York	5,939	7,998	13,937	77	351	428	2,507	3,722	6,229	3,782	5,684	9,466
New Jersey	1,234	1,894	3,128	8	51	59	957	1,623	2,580	1,332	1,813	3,145
Pennsylvania	3,368	5,625	8,993	154	305	459	2,615	6,005	8,620	2,698	5,322	8,020
South Atlantic Div.:												
Delaware	296	372	668	1	8	9	131	198	329	211	282	493
Maryland	339	820	1,159	110	209	319	353	353	706	981	1,367	2,348
Dist. of Columbia							436	759	1,195	475	901	1,376
Virginia	702	792	1,494	28	61	89	627	1,021	1,648	976	1,274	2,250
West Virginia	206	270	476	10	14	24	153	253	406	201	334	535
North Carolina	210	251	461				37	36	73	163	211	374
South Carolina	340	374	714	13	20	33	275	374	649	380	554	934
Georgia	603	1,019	1,622	128	179	307	761	1,245	2,006	779	1,264	2,043
Florida	178	224	402	31	46	77	169	274	443	226	286	512
South Central Div.:												
Kentucky	782	788	1,570	151	246	397	689	1,113	1,802	625	734	1,359
Tennessee	722	761	1,483	54	70	124	642	844	1,486	706	1,157	1,863
Alabama	601	607	1,208	15	22	37	447	659	1,106	327	445	772
Mississippi	732	835	1,567	58	67	125	499	654	1,153	471	637	1,108
Louisiana	229	572	801	0	6	6	276	629	905	209	702	911
Texas	2,315	2,764	5,079	357	481	838	1,398	2,035	3,433	1,754	2,558	4,312
Arkansas	702	833	1,535	117	124	241	429	579	1,008	406	551	957
Oklahoma	20	34	54	5	7	12	13	46	59	8	43	51
Indian Territory	52	20	72	40	0	40	72	8	80	38	36	74
North Central Div.:												
Ohio	6,182	8,200	14,382	380	598	978	4,430	6,492	10,922	4,359	6,065	10,424
Indiana	2,202	2,757	4,959	320	451	771	3,242	4,491	7,733	2,594	3,484	6,078
Illinois	3,227	4,448	7,675	164	312	476	4,038	6,140	10,178	3,216	5,132	8,348
Michigan	2,628	3,706	6,334	216	443	659	2,385	3,469	5,854	2,635	4,072	6,707
Wisconsin	1,680	2,119	3,799	410	712	1,122	1,068	1,574	2,642	1,496	2,108	3,604
Minnesota	1,109	1,786	2,895	20	33	53	1,093	1,755	2,848	1,232	1,948	3,180
Iowa	2,953	4,274	7,227	186	316	502	3,151	4,560	7,711	2,786	4,084	6,870
Missouri	2,623	3,613	6,236	355	876	1,231	2,390	4,154	6,544	1,994	3,126	5,120
North Dakota	191	241	432	34	48	82	144	183	327	190	253	443
South Dakota	225	306	531	13	21	34	164	247	411	173	208	381
Nebraska	1,738	2,578	4,316	36	40	76	1,145	1,739	2,884	1,223	1,911	3,134
Kansas	1,442	2,057	3,499	217	408	625	1,337	1,973	3,310	1,304	1,947	3,251
Western Division:												
Montana	91	171	262	6	7	13	97	178	275	118	188	306
Wyoming	31	63	94				40	89	129	19	21	40
Colorado	306	388	694	59	123	182	517	741	1,258	995	1,475	2,470
New Mexico	37	52	89				44	64	108	31	34	65
Arizona	20	30	50				21	39	60	13	20	33
Utah	14	14	28	20	28	48	189	301	490	80	106	186
Nevada	21	21	42	0	3	3	23	51	74	77	133	210
Idaho	48	64	112				69	83	152	51	59	110
Washington	382	517	899	55	57	112	300	416	716	443	605	1,048
Oregon	117	159	276	6	7	13	125	246	371	194	359	553
California	463	568	1,031	4	8	12	2,662	3,666	6,328	2,495	3,631	6,126

TABLE 7.—*Public high schools—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1895–96.*

State or Territory.	Total number of secondary students.	Per cent to total number. Males.	Females.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1896.	Per cent of graduates prepared for college.
United States	380,493	41.51	58.49	7.68	6.14	12.05	29.28
North Atlantic Division	114,731	42.07	57.93	9.75	5.39	13.26	22.55
South Atlantic Division	20,816	41.07	58.93	10.81	2.23	8.78	36.87
South Central Division	27,892	42.75	57.25	12.70	5.69	7.54	36.39
North Central Division	195,634	41.09	58.91	5.47	6.31	12.34	30.83
Western Division	21,420	41.16	58.84	7.25	13.03	12.07	43.21
North Atlantic Division:							
Maine	7,169	43.13	56.87	14.45	3.39	13.66	27.17
New Hampshire	3,159	43.18	56.82	9.53	10.70	14.34	22.08
Vermont	2,987	43.29	56.71	10.45	13.63	12.05	36.94
Massachusetts	28,627	44.34	55.66	14.68	4.76	13.99	23.12
Rhode Island	2,719	40.86	59.14	22.10	1.43	14.16	26.49
Connecticut	6,160	44.27	55.73	9.76	6.79	13.99	25.64
New York	34,206	43.07	56.93	8.10	6.13	10.59	27.08
New Jersey	7,801	38.75	61.25	4.51	6.68	14.78	19.17
Pennsylvania	21,903	37.56	62.44	4.62	3.47	15.49	14.18
South Atlantic Division:							
Delaware	1,097	42.11	57.89	3.56	1.09	15.68	15.12
Maryland	3,330	43.72	56.28	2.97	0.36	10.60	11.33
District of Columbia	2,383	37.14	62.86	1.76	1.22	6.76	16.77
Virginia	3,831	43.36	56.64	9.84	1.31	6.87	28.14
West Virginia	1,036	37.64	62.36	3.28	1.64	14.19	23.81
North Carolina	769	43.82	56.18	11.31	3.12	15.21	64.10
South Carolina	2,079	46.90	53.10	22.80	4.86	9.24	98.96
Georgia	5,273	37.23	62.77	20.60	3.68	7.19	54.35
Florida	1,018	41.36	58.64	1.18	2.46	4.32	2.27
South Central Division:							
Kentucky	3,924	41.51	58.49	6.17	3.47	8.97	20.45
Tennessee	4,363	42.61	57.39	19.12	7.31	8.69	39.84
Alabama	2,404	40.56	59.44	11.90	6.91	7.82	25.00
Mississippi	3,150	46.63	53.37	15.65	9.97	7.17	59.29
Louisiana	1,437	34.93	65.07	3.55	2.44	12.67	13.74
Texas	9,741	42.74	57.26	11.40	4.26	5.88	40.66
Arkansas	2,510	45.50	54.50	20.76	6.49	7.25	50.55
Oklahoma	203	36.45	63.55	0	0	5.42	100.00
Indian Territory	160	68.75	31.25	2.50	25.00	5.63	0
North Central Division:							
Ohio	36,299	42.71	57.29	5.59	4.42	12.89	21.89
Indiana	18,984	42.76	57.24	4.31	4.36	12.76	25.68
Illinois	29,526	38.34	61.66	5.02	5.40	12.92	23.36
Michigan	23,581	41.70	58.30	3.64	7.56	11.19	37.89
Wisconsin	14,299	42.63	57.37	4.86	6.19	12.53	33.17
Minnesota	10,813	40.11	59.89	4.22	15.68	9.48	59.32
Iowa	23,779	41.29	58.71	6.39	4.95	13.90	28.56
Missouri	15,224	39.08	60.92	5.20	5.72	10.29	32.04
North Dakota	933	43.19	56.81	9.65	19.40	11.15	36.54
South Dakota	1,430	40.56	59.44	4.20	13.78	12.31	36.36
Nebraska	10,589	40.81	59.19	9.79	7.53	11.75	46.38
Kansas	10,177	40.40	59.60	8.40	7.22	13.45	42.15
Western Division:							
Montana	1,046	37.28	62.72	6.88	6.31	7.93	62.65
Wyoming	273	39.93	60.07	19.41	0.37	4.03	36.36
Colorado	3,840	39.69	60.31	6.93	20.16	11.93	40.39
New Mexico	231	37.66	62.34	0.43	0.87	7.36	29.41
Arizona	120	40.83	59.17	10.00	0	4.17	60.00
Utah	588	38.95	61.05	20.07	6.80	9.69	31.58
Nevada	293	35.15	64.85	14.68	5.12	13.99	29.27
Idaho	250	43.60	56.40	17.60	9.60	22.40	48.21
Washington	2,340	41.88	58.12	7.01	7.44	12.31	20.49
Oregon	1,464	40.78	59.22	0.20	0	10.72	19.11
California	10,975	42.27	57.73	7.08	15.44	12.87	51.13

TABLE 8.—*Public high schools—Percentages of secondary students pursuing certain studies in 1895–96.*

State or Territory.	Per cent to total number of secondary students.							
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.
United States	46.18	3.11	6.99	12.00	54.64	26.23	2.48	4.40
North Atlantic Division	46.17	6.33	15.67	14.81	50.82	27.19	2.31	5.38
South Atlantic Division	63.80	3.07	9.78	12.34	67.59	33.41	7.59	4.15
South Central Division	50.90	1.80	4.79	4.89	67.71	29.23	5.27	3.90
North Central Division	43.38	1.39	2.20	11.31	53.04	23.51	1.65	4.05
Western Division	48.52	3.24	4.37	12.24	60.12	35.05	2.39	3.31
North Atlantic Division:								
Maine	45.89	11.30	18.20	0.89	49.83	24.83	0.77	9.28
New Hampshire	52.93	7.82	19.97	2.91	46.03	33.11	0.73	8.48
Vermont	42.55	7.63	10.78	4.45	48.88	20.39	0.40	12.59
Massachusetts	51.60	10.13	37.90	9.23	45.25	29.50	1.17	6.16
Rhode Island	49.69	10.63	24.46	10.74	65.72	26.63	2.02	6.03
Connecticut	60.47	8.26	13.70	20.97	52.29	28.78	5.63	6.43
New York	34.58	4.36	5.49	18.49	40.34	21.55	2.60	4.24
New Jersey	39.29	3.27	5.26	27.20	72.88	27.15	2.72	5.81
Pennsylvania	54.78	2.42	4.92	18.39	65.63	33.49	3.32	2.93
South Atlantic Division:								
Delaware	79.85	0	0.09	3.28	71.29	26.71	6.84	0
Maryland	66.70	3.84	8.95	30.69	76.10	66.43	9.94	7.00
District of Columbia	46.37	3.23	10.91	31.98	34.75	27.91	2.94	0
Virginia	67.24	1.04	8.72	16.31	61.99	28.77	10.39	1.83
West Virginia	27.70	0	0.77	0	74.03	29.34	3.19	1.54
North Carolina	85.83	2.08	2.21	2.99	71.13	16.51	0	9.62
South Carolina	57.96	4.33	9.91	1.88	71.04	18.28	1.15	1.49
Georgia	71.21	5.12	16.39	0.83	77.58	30.67	10.92	7.47
Florida	58.55	1.77	4.72	1.67	65.72	25.05	7.17	4.42
South Central Division:								
Kentucky	66.77	3.64	1.43	17.76	63.86	30.76	7.24	5.94
Tennessee	44.05	1.86	2.34	1.63	64.43	23.81	2.82	3.14
Alabama	59.23	3.79	8.44	3.99	67.05	35.73	7.70	4.99
Mississippi	42.29	2.19	0.63	1.94	64.57	18.41	4.70	6.19
Louisiana	81.14	0.84	58.59	3.48	67.36	36.46	5.43	0.84
Texas	45.63	0.91	0.63	3.05	72.04	34.25	5.30	3.41
Arkansas	44.82	0.72	1.83	2.79	71.35	23.75	5.22	2.31
Oklahoma	38.92	0	2.96	10.84	33.99	8.87	0	0
Indian Territory	53.13	0	0	0	49.38	12.50	3.75	0
North Central Division:								
Ohio	50.08	2.11	1.54	10.70	57.34	26.81	3.38	4.84
Indiana	58.10	0.65	0.68	8.47	61.39	25.12	1.45	2.25
Illinois	45.87	1.68	5.30	13.11	48.99	23.12	1.54	5.81
Michigan	32.11	1.84	3.33	14.33	48.72	18.68	0.82	3.97
Wisconsin	21.66	0.67	0.38	22.08	44.76	22.84	0.36	0.87
Minnesota	54.12	2.39	4.46	13.65	47.65	28.23	0.16	3.51
Iowa	36.68	0.28	0.70	6.93	49.04	20.97	0.95	5.98
Missouri	42.50	1.73	2.46	10.14	60.05	21.67	2.85	3.05
North Dakota	50.70	0.43	0.86	0.43	65.06	31.83	6.65	9.54
South Dakota	32.66	0.56	0.98	3.71	48.32	18.11	1.96	3.85
Nebraska	40.92	1.43	1.44	4.85	58.96	25.94	1.28	1.61
Kansas	50.48	0.57	0.16	9.69	53.61	23.22	1.23	3.71
Western Division:								
Montana	39.96	0	0	3.82	33.56	12.24	0.76	2.58
Wyoming	46.15	0	0	9.89	37.00	25.27	1.47	4.76
Colorado	57.27	4.82	5.55	23.07	53.75	33.18	4.09	5.31
New Mexico	26.84	0	0	0	60.17	14.72	0	6.49
Arizona	35.00	0	0	0	53.33	15.83	2.50	0
Utah	42.86	1.70	6.29	13.61	63.44	30.10	5.10	3.57
Nevada	39.59	0	0	0	80.89	25.60	0	5.80
Idaho	60.40	0	0	0	62.40	26.40	0	10.40
Washington	36.54	0.47	0	16.92	65.81	40.17	1.32	8.33
Oregon	22.47	0.48	0	14.00	69.54	23.09	1.91	3.42
California	53.23	4.38	6.25	9.00	62.28	39.98	2.30	2.34

TABLE 9.—*Public high schools—Percentages of secondary students pursuing certain studies in 1895-96*—Continued.

State or Territory.	Per cent to total number of secondary students.							
	Physics.	Chemistry.	Physical geography.	Geology.	Physiology.	Psychology.	Rhetoric.	History.
United States	22.08	8.95	25.54	4.80	31.94	3.00	32.34	35.28
North Atlantic Division	20.63	10.64	21.33	6.57	30.76	1.54	28.98	37.72
South Atlantic Division	29.29	7.71	30.10	3.32	33.61	4.12	35.81	52.20
South Central Division	30.34	8.89	37.81	6.59	47.93	6.53	39.55	40.90
North Central Division	20.86	7.65	26.64	3.69	31.84	3.38	31.37	29.41
Western Division	23.24	13.00	17.66	4.67	16.70	1.79	46.50	52.04
North Atlantic Division:								
Maine	19.07	9.85	18.40	8.01	19.08	2.34	26.78	36.24
New Hampshire	23.33	10.86	15.54	6.84	16.21	0.92	23.90	35.26
Vermont	16.67	10.88	25.54	9.31	22.03	3.38	30.30	31.27
Massachusetts	21.47	13.35	8.87	5.23	18.45	0.81	32.32	48.61
Rhode Island	25.52	11.84	10.26	4.60	4.49	4.49	39.32	59.43
Connecticut	19.17	13.72	16.07	7.82	20.93	2.68	31.20	40.00
New York	13.37	6.90	24.95	8.03	40.74	1.25	18.21	27.67
New Jersey	25.75	12.52	28.45	7.45	40.10	0.76	33.07	40.32
Pennsylvania	29.49	11.46	33.50	4.76	41.06	2.10	39.36	36.62
South Atlantic Division:								
Delaware	28.90	11.30	45.40	0	60.89	0.82	29.99	44.94
Maryland	54.53	6.70	20.39	1.17	34.80	9.58	21.20	70.51
District of Columbia	21.02	7.68	0	0.97	0	0	50.15	57.74
Virginia	28.14	10.78	45.31	2.22	39.00	2.32	43.02	58.73
West Virginia	25.29	6.95	48.17	2.41	45.95	2.32	39.19	51.64
North Carolina	15.34	1.69	18.21	6.11	59.95	0	9.49	48.63
South Carolina	17.70	1.97	39.15	3.22	34.34	1.59	31.22	44.93
Georgia	27.29	9.35	29.26	7.32	30.76	5.82	38.04	38.74
Florida	19.55	4.13	35.07	1.96	39.49	7.56	43.52	50.29
South Central Division:								
Kentucky	26.04	12.82	19.04	4.18	40.01	10.12	45.92	34.63
Tennessee	20.54	3.83	28.63	12.88	33.99	2.84	34.06	42.70
Alabama	26.96	13.89	28.29	4.91	50.25	1.54	46.01	32.11
Mississippi	43.05	5.27	40.10	4.48	49.75	3.97	36.60	35.17
Louisiana	47.53	32.29	58.87	0.70	55.74	0.42	62.98	63.40
Texas	32.39	6.71	44.96	6.64	52.14	8.60	35.24	44.27
Arkanaas	24.42	7.65	49.52	6.45	61.16	9.60	40.16	38.13
Oklahoma	30.05	0	43.84	12.32	26.60	5.91	29.06	25.12
Indian Territory	18.13	0	30.00	5.00	45.00	25.00	50.00	46.25
North Central Division:								
Ohio	20.14	7.93	29.22	3.11	39.62	2.69	30.09	28.72
Indiana	24.71	8.05	30.45	3.66	26.12	4.06	40.73	32.02
Illinois	21.36	10.83	20.53	4.20	25.99	1.61	34.47	28.27
Michigan	18.32	8.46	17.26	3.48	26.86	2.79	24.83	28.44
Wisconsin	16.57	3.54	37.58	1.88	26.57	7.85	18.48	25.20
Minnesota	13.88	9.48	16.13	2.28	26.77	0.49	26.34	29.41
Iowa	21.37	4.18	30.88	5.40	30.39	2.11	32.43	28.89
Missouri	22.84	8.06	20.15	3.81	40.96	8.09	42.98	33.63
North Dakota	34.41	14.68	41.91	7.50	46.30	8.79	35.05	47.48
South Dakota	17.90	3.50	34.69	5.52	37.13	2.38	28.74	26.64
Nebraska	24.41	9.25	33.30	3.47	40.76	0.72	27.24	29.60
Kansas	25.35	4.45	35.85	4.22	34.38	6.14	32.52	31.94
Western Division:								
Montana	18.55	6.69	20.55	6.12	25.05	1.24	26.29	29.25
Wyoming	19.41	5.13	38.46	0.37	34.43	0	47.25	14.65
Colorado	27.68	16.69	18.31	12.24	18.07	4.74	32.76	64.32
New Mexico	12.99	0	39.83	5.19	38.53	0	46.75	28.14
Arizona	15.00	15.00	46.67	0	41.67	0	50.00	27.50
Utah	12.59	2.55	14.63	5.10	4.76	8.16	83.33	31.63
Nevada	50.85	16.72	39.25	0	14.33	1.02	25.26	71.67
Idaho	31.60	7.20	42.40	8.00	44.80	0	60.80	44.00
Washington	28.42	9.40	44.19	7.44	38.42	4.79	30.60	44.79
Oregon	20.22	9.29	26.84	1.71	18.85	0.89	25.34	37.77
California	21.48	14.62	7.99	1.86	9.39	0.11	57.66	55.82

TABLE 10.—*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	3,921	1,922,923	3,872	$74,684,740	2,281	$5,312,517	2,582	$808,339	248	$305,620	1,078	$2,647,166	3,207	$9,073,642	65	$39,318	152	$3,279,413
North Atlantic Division	974	680,040	892	27,065,748	617	1,942,052	622	234,304	80	38,605	345	1,046,749	801	3,261,710	25	3,525	81	2,236,124
South Atlantic Division	153	53,978	277	2,650,837	214	282,057	172	87,233	10	12,174	50	46,614	251	428,078	6	1,385	12	55,350
South Central Division	253	76,876	451	4,131,990	338	533,205	305	144,007	29	15,600	102	69,333	387	762,145	9	4,030	15	58,525
North Central Division	2,349	1,032,729	2,092	36,335,065	1,026	2,128,134	1,405	320,709	126	198,241	544	1,345,771	1,643	3,992,855	21	25,508	40	859,424
Western Division	192	79,300	160	4,501,100	86	427,069	78	22,086	3	41,000	37	138,699	125	628,854	4	4,870	4	69,990
North Atlantic Division:																		
Maine	65	18,319	86	737,215	92	61,580	51	4,387	11	3,060	40	30,680	99	99,707	1	25	8	48,406
New Hampshire	31	7,354	36	747,500	12	30,027	26	5,664	4	1,275	9	20,674	33	57,640	----	--------	5	57,400
Vermont	43	15,099	40	502,300	18	37,348	33	11,350	2	1,351	7	11,180	35	61,229	2	1,100	4	34,250
Massachusetts	172	78,408	148	7,260,157	66	398,991	79	25,584	24	12,428	29	75,656	125	512,659	6	544	18	1,217,085
Rhode Island	12	8,402	9	337,000	5	20,612	6	2,154	1	4,000	3	9,606	8	36,372	----	--------	1	90,000
Connecticut	61	38,277	36	1,624,502	19	96,670	26	11,817	3	959	9	14,783	38	124,229	1	500	4	27,150
New York	318	357,301	312	8,163,908	268	733,295	276	103,748	30	8,269	195	756,944	291	1,602,256	13	1,336	31	574,663
New Jersey	65	44,044	55	1,935,893	36	245,700	26	35,511	1	3,300	14	25,272	44	309,783	1	10	4	44,920
Pennsylvania	207	112,836	170	5,757,273	101	317,829	99	34,089	4	3,963	39	101,954	128	457,835	1	10	6	142,250
South Atlantic Division:																		
Delaware	8	3,890	9	778,937	8	27,990	7	1,004	1	2,000	5	8,222	9	39,216	----	--------	----	--------
Maryland	31	6,119	29	547,600	19	49,155	10	2,836	----	--------	10	11,146	27	63,137	----	--------	----	--------
District of Columbia	4	9,513	1	125,000	----	--------	----	--------	----	--------	----	--------	----	--------	----	--------	----	--------
Virginia	23	3,990	63	350,950	38	58,084	31	10,500	1	330	7	3,085	49	71,999	2	345	3	6,500
West Virginia	14	4,172	11	109,800	6	11,520	4	235	1	500	----	--------	8	12,255	----	--------	----	--------
North Carolina	6	6,227	11	85,850	6	7,485	6	2,735	----	--------	2	660	8	10,880	----	--------	----	--------
South Carolina	19	4,485	54	181,950	50	32,605	43	20,637	3	1,150	6	8,823	51	63,215	3	790	3	27,750
Georgia	35	7,814	80	353,550	72	66,263	67	47,686	3	5,300	18	12,473	82	131,722	1	250	5	18,100
Florida	13	7,768	19	117,200	15	28,955	4	1,600	1	2,894	2	2,205	17	35,654	----	--------	1	3,000
South Central Division:																		
Kentucky	36	14,432	43	731,687	30	37,239	27	13,829	1	600	10	10,468	33	62,136	----	--------	2	14,700
Tennessee	38	6,563	79	545,728	49	74,015	45	17,824	6	2,030	23	9,793	65	103,662	----	--------	4	13,750
Alabama	20	8,540	39	173,300	39	33,143	38	27,295	3	800	7	1,835	42	63,073	1	100	1	2,600
Mississippi	33	8,667	74	491,975	60	106,078	56	22,956	8	2,941	21	9,941	72	141,916	2	400	4	4,175

TABLE 10.—*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.																		
Louisiana	12	5,852	12	$88,306	12	$20,923	6	$3,660	1	$900	4	$3,745	12	$29,228	1	$30	1	$6,000
Texas	88	22,814	152	1,618,809	115	194,712	101	44,567	5	4,229	25	19,522	120	263,030	2	2,200	1	3,500
Arkansas	23	8,608	48	351,185	31	47,095	29	9,736	5	4,100	12	14,029	39	74,960	3	1,300	2	13,800
Oklahoma	1	200	2	85,000			2	140					2	140				
Indian Territory	2	1,200	2	46,000	2	20,000	1	4,000					2	24,000				
North Central Division:																		
Ohio	425	167,834	441	7,025,160	192	418,093	291	71,800	26	44,423	90	144,813	341	679,129	5	3,185	8	401,888
Indiana	267	117,275	213	2,808,770	103	223,826	94	32,452	6	2,138	34	42,620	148	301,036	1	50	3	30,850
Illinois	297	114,985	227	4,592,370	78	183,886	174	40,658	16	20,298	51	166,418	191	411,260	4	2,086	7	108,195
Michigan	256	164,342	243	5,163,642	140	278,017	196	50,398	21	40,348	114	263,767	210	632,530	2	2,700	7	151,158
Wisconsin	179	100,203	160	3,268,669	110	163,605	110	23,687	4	5,875	54	126,445	130	319,612	2	2,400	1	50
Minnesota	97	79,358	78	1,999,513	46	64,413	19	2,564	3	6,760	12	30,700	50	104,437	1	20	1	40,000
Iowa	305	105,587	249	3,752,639	95	134,513	193	40,235	10	10,348	37	67,907	201	253,003	1	10	3	17,100
Missouri	156	70,928	151	2,924,446	72	268,040	105	24,674	13	17,615	41	93,550	109	403,879	2	5,030	7	72,500
North Dakota	20	8,466	14	225,200	4	9,140	2	210	1	600	2	1,708	5	11,658				
South Dakota	26	5,692	26	497,720	11	15,987	16	3,424			5	11,036	17	30,447			1	2,516
Nebraska	170	38,365	166	2,537,262	114	273,179	125	19,815	20	33,694	69	341,728	149	668,416	2	10,002	1	10,167
Kansas	151	59,694	124	1,539,674	61	95,435	80	10,792	6	16,142	35	55,079	92	177,448	1	25	1	25,000
Western Division:																		
Montana	16	6,339	14	566,500	6	19,400	5	418			2	10,075	8	29,893	1	4,600		
Wyoming	4	2,185	5	131,200	1	1,125					1	75	1	1,200				
Colorado	40	22,523	21	1,115,300	8	47,700	16	2,645			5	49,951	17	100,296				
New Mexico	5	430	7	125,465	2	6,752	2	142					3	6,894			1	14,540
Arizona	2	900	2	126,500														
Utah	2	600																
Nevada	4	1,915	3	80,575	2	6,976	1	80					2	7,056				
Idaho	5	3,644	3	80,000	2	9,100	3	380			1	3,000	4	12,480				
Washington	27	7,881	19	398,590	9	22,804	5	388			4	5,870	11	29,062				
Oregon	7	1,531	9	188,500	4	4,100	3	223			3	5,900	4	10,223				
California	80	31,352	77	1,688,470	52	309,112	43	17,810	3	41,000	21	63,828	75	431,750	3	270	3	55,450

TABLE 11.—*Private high schools and academies—Number of schools, secondary instructors, secondary students, and elementary pupils in 1895–96.*

State or Territory.	Number of schools.	Number of secondary instructors.			Number of 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	2,106	3,984	4,768	8,752	53,491	53,163	106,654	946	1,238	2,184	55,073	65,691	120,764
North Atlantic Div	671	1,758	2,069	3,827	21,618	19,297	40,915	105	237	342	12,936	13,701	26,637
South Atlantic Div	443	643	740	1,383	9,385	9,199	18,584	533	715	1,248	11,618	13,753	25,371
South Central Div	489	657	734	1,391	10,655	11,592	22,247	243	249	492	16,649	18,533	35,182
North Central Div	378	735	942	1,677	9,426	10,213	19,639	32	28	60	9,140	13,584	22,724
Western Division	125	191	283	474	2,407	2,862	5,269	33	9	42	4,730	6,120	10,850
North Atlantic Div.:													
Maine	35	68	89	157	1,551	1,590	3,141	1	1	2	257	206	463
New Hampshire	25	87	56	143	1,127	714	1,841	7	3	10	155	272	427
Vermont	26	57	83	140	1,159	1,058	2,217	0	0	0	570	528	1,098
Massachusetts	98	235	352	587	3,163	2,758	5,921	14	3	17	740	994	1,734
Rhode Island	11	24	48	72	354	344	698	0	0	0	179	197	376
Connecticut	59	107	158	265	1,129	1,490	2,619	10	15	25	516	812	1,328
New York	202	567	689	1,256	5,181	5,468	10,649	9	93	102	5,727	6,522	12,249
New Jersey	70	204	203	407	2,441	1,516	3,957	1	0	1	1,117	1,130	2,247
Pennsylvania	145	409	391	800	5,513	4,359	9,872	73	122	195	3,675	3,040	6,715
South Atlantic Div.:													
Delaware	3	8	11	19	119	146	265	0	0	0	112	108	220
Maryland	45	83	144	227	824	1,162	1,986	4	5	9	945	823	1,768
Dist. of Columbia	16	24	79	103	157	560	717	0	0	0	241	1,127	1,368
Virginia	87	138	127	265	1,689	1,438	3,127	45	59	104	1,403	1,617	3,020
West Virginia	18	29	33	62	465	475	940	0	0	0	297	346	643
North Carolina	137	188	134	322	3,039	2,10[illegible]	5,148	96	164	260	3,593	3,432	7,025
South Carolina	38	44	57	101	701	806	1,507	80	79	159	960	1,077	2,037
Georgia	89	121	130	251	2,297	2,278	4,575	268	346	614	3,727	4,583	8,310
Florida	10	8	25	33	94	225	319	40	62	102	340	640	980
South Central Div.:													
Kentucky	84	123	168	291	1,706	2,013	3,719	0	0	0	2,172	2,378	4,550
Tennessee	114	161	129	290	2,700	2,428	5,128	39	60	99	4,457	4,499	8,956
Alabama	77	86	79	165	1,506	1,306	2,812	21	23	44	2,232	2,390	4,622
Mississippi	65	82	92	174	1,417	1,708	3,125	54	85	139	2,452	2,798	5,250
Louisiana	27	19	72	91	302	772	1,074	18	14	32	599	1,051	1,650
Texas	79	132	149	281	2,254	2,560	4,814	86	44	130	2,930	3,642	6,572
Arkansas	32	43	32	75	651	634	1,285	25	23	48	1,222	1,289	2,511
Oklahoma	2	2	3	5	17	37	54	0	0	0	112	52	164
Indian Territory	9	9	10	19	102	134	236	0	0	0	473	434	907
North Central Div.:													
Ohio	56	107	148	255	981	1,312	2,293	0	5	5	1,110	1,878	2,988
Indiana	22	37	75	112	541	934	1,475	4	0	4	331	1,303	1,634
Illinois	59	115	171	286	1,525	1,823	3,348	3	0	3	1,532	2,714	4,246
Michigan	17	28	65	93	481	684	1,165	0	0	0	753	1,565	2,318
Wisconsin	24	70	68	138	894	586	1,480	0	0	0	415	544	959
Minnesota	29	69	75	144	881	622	1,503	0	0	0	850	840	1,690
Iowa	38	70	78	148	1,105	1,031	2,136	0	0	0	1,401	1,350	2,751
Missouri	87	144	165	309	2,075	2,288	4,363	23	22	45	1,485	2,106	3,591
North Dakota	4	4	5	9	43	30	73	0	0	0	250	135	385
South Dakota	7	13	16	29	124	106	230	0	0	0	207	287	494
Nebraska	14	32	34	66	243	314	557	0	0	0	295	362	657
Kansas	21	46	42	88	533	483	1,016	2	1	3	511	500	1,011
Western Division:													
Montana	3	0	5	5	0	85	85	0	0	0	60	222	282
Wyoming	2	2	4	6	18	28	46	0	0	0	33	50	83
Colorado	8	13	16	29	114	247	361	0	0	0	346	400	746
New Mexico	5	7	6	13	87	46	133	32	9	41	110	58	168
Arizona	......	......	......	......	......	......	......	......	......	......	......	......	......
Utah	14	25	22	47	671	532	1,203	0	0	0	882	762	1,644
Nevada	1	0	1	1	0	13	13	0	0	0	9	43	52
Idaho	3	5	2	7	77	63	140	0	0	0	27	24	51
Washington	14	15	29	44	208	324	532	0	0	0	203	463	666
Oregon	15	31	36	67	329	340	669	0	0	0	481	573	1,054
California	60	93	162	255	903	1,184	2,087	1	0	1	2,579	3,525	6,104

TABLE 12.—*Private high schools and academies—Number of secondary students in college preparatory courses, number of graduates and college preparatory students in graduating class in 1895–96.*

State or Territory.	Secondary students preparing for college. Classical course. Male.	Classical course. Female.	Classical course. Total.	Scientific class. Male.	Scientific class. Female.	Scientific class. Total.	Graduates in the class of 1896. Male.	Graduates. Female.	Graduates. Total.	College preparatory students in graduating class of 1896. Male.	Female.	Total.	Students in military tactics.
United States	12,810	6,923	19,733	8,040	3,458	11,498	5,818	5,471	11,289	3,518	1,737	5,255	7,271
North Atlantic Division	5,799	1,762	7,561	3,752	920	4,672	2,918	2,326	5,244	1,928	647	2,575	3,282
South Atlantic Division	2,233	1,303	3,536	836	296	1,132	708	704	1,412	429	291	720	1,039
South Central Division	2,407	2,057	4,464	1,398	1,125	2,523	742	927	1,669	386	275	661	1,140
North Central Division	1,845	1,483	3,328	1,624	887	2,511	1,188	1,222	2,410	593	419	1,012	1,443
Western Division	526	318	844	430	230	660	262	292	554	182	105	287	367
North Atlantic Division:													
Maine	436	209	645	172	97	269	223	231	454	95	28	123	0
New Hampshire	531	88	619	178	79	257	233	114	347	153	29	182	0
Vermont	239	62	301	117	53	170	163	127	290	73	22	95	320
Massachusetts	1,045	269	1,314	576	201	777	514	408	922	411	177	588	127
Rhode Island	95	17	112	37	11	48	35	39	74	31	12	43	177
Connecticut	379	137	516	232	28	260	174	133	307	117	28	145	16
New York	1,211	394	1,605	875	184	1,059	564	608	1,172	394	171	565	1,447
New Jersey	901	247	1,148	650	67	717	314	181	495	278	72	350	569
Pennsylvania	962	339	1,301	915	200	1,115	698	485	1,183	376	108	484	626
South Atlantic Division:													
Delaware	19	9	28	11	11	22	18	14	32	15	10	25	0
Maryland	180	41	221	98	2	100	99	87	186	45	40	85	107
District of Columbia	90	78	168	49	5	54	23	37	60	8	8	16	0
Virginia	407	184	591	188	72	260	98	102	200	75	22	97	348
West Virginia	60	21	81	42	37	79	38	27	65	25	8	33	79
North Carolina	859	435	1,294	259	88	347	199	116	315	125	56	181	415
South Carolina	118	82	200	53	18	71	77	100	177	46	40	86	23
Georgia	472	431	903	136	63	199	133	191	324	87	95	182	67
Florida	28	22	50	0	0	0	23	30	53	3	12	15	0
South Central Division:													
Kentucky	397	295	692	249	215	464	125	130	255	41	32	73	341
Tennessee	747	457	1,204	376	216	592	188	232	420	145	107	252	24
Alabama	385	252	637	221	149	370	104	95	199	52	29	81	245
Mississippi	269	255	524	196	280	476	102	140	242	44	42	86	104
Louisiana	59	175	234	30	27	57	28	86	114	20	14	34	130
Texas	321	431	752	275	207	482	136	196	332	56	33	89	260
Arkansas	191	138	329	48	27	75	51	37	88	20	11	31	36
Oklahoma	10	18	28	0	3	3	5	6	11	5	6	11	0
Indian Territory	28	36	64	3	1	4	3	5	8	3	1	4	0
North Central Division:													
Ohio	177	127	304	183	62	245	149	160	309	94	56	150	63
Indiana	19	16	35	18	22	40	48	88	136	26	20	46	166
Illinois	242	332	574	183	118	301	154	222	376	107	76	183	108
Michigan	92	136	228	132	61	193	52	70	122	35	24	59	91
Wisconsin	414	97	511	265	57	322	183	96	279	60	27	87	168
Minnesota	102	65	167	146	62	208	135	99	234	63	39	102	292
Iowa	263	136	399	187	135	322	161	141	302	76	61	137	93
Missouri	380	390	770	311	204	515	207	242	449	67	69	136	332
North Dakota	9	3	12	0	0	0	0	0	0	0	0	0	0
South Dakota	15	9	24	0	0	0	17	12	29	13	5	18	0
Nebraska	42	39	81	39	39	78	22	34	56	15	9	24	99
Kansas	90	133	223	160	127	287	60	58	118	37	33	70	31
Western Division:													
Montana	0	15	15	0	18	18	0	0	0	0	0	0	0
Wyoming	1	2	3	3	3	6	0	0	0	0	0	0	0
Colorado	12	36	48	36	50	86	16	23	39	13	8	21	46
New Mexico	22	3	25	2	0	2	5	7	12	5	2	7	8
Arizona	----	----	----	----	----	----	----	----	----	----	----	----	----
Utah	43	43	86	48	26	74	20	35	55	11	25	36	38
Nevada	----	----	----	----	----	----	0	2	2	0	0	0	----
Idaho	7	6	13	61	30	91	0	0	0	0	0	0	3
Washington	39	22	61	25	5	30	33	13	46	20	7	27	0
Oregon	76	36	112	58	45	103	53	47	100	19	19	38	60
California	326	155	481	197	53	250	135	165	300	114	44	158	212

TABLE 13.—*Private high schools and academies—Number of secondary students pursuing ancient and modern languages in 1895–96.*

State or Territory.	Latin.			Greek.			French.			German.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	27,236	22,213	49,449	8,498	1,985	10,483	7,637	15,093	22,730	9,169	9,454	18,623
North Atlantic Division	11,886	8,962	20,848	5,048	1,073	6,121	5,353	8,027	13,380	5,050	4,957	10,007
South Atlantic Division	5,409	4,395	9,804	1,112	149	1,261	968	2,522	3,490	802	744	1,546
South Central Division	4,852	4,384	9,236	835	395	1,230	456	1,592	2,048	671	959	1,630
North Central Division	4,037	3,633	7,670	1,196	307	1,503	593	2,060	2,653	2,358	2,270	4,628
Western Division	1,052	839	1,891	307	61	368	267	892	1,159	288	524	812
North Atlantic Division:												
Maine	535	549	1,084	249	110	359	134	237	371	22	44	66
New Hampshire	732	333	1,065	444	77	521	241	168	409	121	95	216
Vermont	404	345	749	130	42	172	141	179	320	50	95	145
Massachusetts	2,067	1,523	3,590	973	299	1,272	1,416	1,446	2,862	579	738	1,317
Rhode Island	235	191	426	78	11	89	167	251	418	6	75	81
Connecticut	838	750	1,588	329	69	398	303	626	929	265	413	678
New York	2,514	2,283	4,797	1,082	242	1,324	1,643	2,825	4,468	1,764	1,779	3,543
New Jersey	1,644	695	2,339	830	76	906	574	732	1,306	762	465	1,227
Pennsylvania	2,917	2,293	5,210	933	147	1,080	734	1,563	2,297	1,481	1,253	2,734
South Atlantic Division:												
Delaware	94	57	151	25	7	32	45	48	93	18	13	31
Maryland	586	639	1,225	131	16	147	172	665	837	300	315	615
District of Columbia	144	170	314	30	1	31	29	381	410	43	84	127
Virginia	1,086	684	1,770	172	------	172	301	450	751	254	105	359
West Virginia	186	176	362	53	17	70	24	64	88	28	45	73
North Carolina	1,566	905	2,471	348	51	399	118	255	373	95	74	169
South Carolina	477	363	840	112	18	130	169	251	420	35	33	68
Georgia	1,205	1,304	2,509	235	27	262	110	357	467	29	63	92
Florida	65	97	162	6	12	18	------	51	51	------	12	12
South Central Division:												
Kentucky	765	752	1,517	202	53	255	88	329	417	217	277	494
Tennessee	1,446	1,062	2,508	297	168	465	48	194	242	94	130	224
Alabama	782	578	1,360	138	47	185	102	249	351	73	122	195
Mississippi	398	527	925	49	21	70	25	58	83	10	27	37
Louisiana	180	119	299	11	11	22	110	465	575	11	25	36
Texas	925	1,005	1,930	109	74	183	71	261	332	199	296	495
Arkansas	308	269	577	23	15	38	12	34	46	61	65	126
Oklahoma	19	22	41	5	5	10	0	2	2	4	16	20
Indian Territory	29	50	79	1	1	2	------	------	------	2	1	3
North Central Division:												
Ohio	485	515	1,000	166	33	199	80	493	573	347	476	823
Indiana	266	351	617	58	17	75	40	173	213	121	177	298
Illinois	684	704	1,388	191	60	251	125	496	621	389	377	766
Michigan	196	170	366	31	17	48	74	117	191	96	79	175
Wisconsin	376	198	574	171	12	183	36	62	98	360	213	573
Minnesota	258	211	469	62	15	77	41	186	227	190	229	419
Iowa	532	323	855	215	57	272	109	12	121	302	161	463
Missouri	898	832	1,730	199	57	256	84	360	444	397	357	754
North Dakota	4	6	10	2	------	2	------	12	12	3	7	10
South Dakota	46	36	82	19	4	23	------	20	20	20	22	42
Nebraska	97	115	212	36	19	55	------	50	50	30	67	97
Kansas	195	172	367	46	16	62	4	79	83	103	105	208
Western Division:												
Montana	------	4	4	------	------	------	------	24	24	------	5	5
Wyoming	5	14	19	0	0	0	0	0	0	3	3	6
Colorado	30	65	95	13	6	19	6	40	46	14	51	65
New Mexico	26	7	33	5	2	7	------	------	------	------	2	2
Arizona	------	------	------	------	------	------	------	------	------	------	------	------
Utah	100	110	210	29	3	32	14	34	48	73	79	152
Nevada	------	------	------	------	------	------	------	------	------	------	------	------
Idaho	10	27	37	------	3	3	------	------	------	4	5	9
Washington	151	102	253	46	5	51	67	120	187	47	76	123
Oregon	175	163	338	72	29	101	44	101	145	57	148	205
California	555	347	902	142	13	155	136	573	709	90	155	245

TABLE 14.—*Private high schools and academies—Number of secondary students pursuing certain mathematical studies in 1895–96.*

State or Territory.	Algebra.			Geometry.			Trigonometry.			Astronomy.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	28,189	24,308	52,497	14,621	10,800	25,421	3,650	2,230	5,880	2,608	5,911	8,519
North Atlantic Division	11,122	8,166	19,288	6,909	4,263	11,172	1,404	348	1,752	1,086	2,144	3,230
South Atlantic Division	5,537	4,676	10,213	2,214	1,657	3,871	647	411	1,058	251	822	1,073
South Central Division	6,211	6,228	12,439	2,675	2,560	5,235	784	882	1,666	538	1,410	1,948
North Central Division	3,996	4,019	8,015	1,968	1,737	3,705	590	478	1,068	617	1,121	1,738
Western Division	1,323	1,219	2,542	855	583	1,438	225	111	336	116	414	530
North Atlantic Division:												
Maine	581	575	1,156	283	294	577	22	9	31	90	160	250
New Hampshire	431	285	716	240	133	373	65	20	85	54	49	103
Vermont	299	272	571	201	181	382	29	6	35	73	101	174
Massachusetts	1,649	1,102	2,751	1,145	670	1,815	168	66	234	166	188	354
Rhode Island	169	129	298	143	58	201	25	4	29	8	35	43
Connecticut	690	574	1,264	470	349	819	68	10	78	65	204	269
New York	2,780	2,240	5,020	1,807	1,240	3,047	460	60	520	232	741	973
New Jersey	1,700	658	2,358	992	292	1,284	194	16	210	111	146	257
Pennsylvania	2,823	2,331	5,154	1,628	1,046	2,674	373	157	530	287	520	807
South Atlantic Division:												
Delaware	47	30	77	25	16	41	11	.....	11	.....	.....	.....
Maryland	603	691	1,294	350	308	658	111	45	156	3	118	121
District of Columbia	86	226	312	51	98	149	0	11	11	0	169	169
Virginia	1,076	653	1,729	485	215	700	162	81	243	38	100	138
West Virginia	200	202	402	62	65	127	30	10	40	19	49	68
North Carolina	1,441	898	2,339	456	183	639	74	39	113	79	76	155
South Carolina	547	461	1,008	162	222	384	5	30	35	9	105	114
Georgia	1,470	1,406	2,876	604	516	1,120	247	183	430	91	157	248
Florida	67	109	176	19	34	53	7	12	19	12	48	60
South Central Division:												
Kentucky	986	843	1,829	391	257	648	140	111	251	84	238	322
Tennessee	1,429	1,340	2,769	527	504	1,031	140	165	305	116	212	328
Alabama	1,044	839	1,883	491	376	867	161	168	329	104	155	259
Mississippi	724	876	1,600	270	300	570	92	130	222	66	160	226
Louisiana	175	444	619	39	124	163	19	26	45	16	277	293
Texas	1,446	1,500	2,946	833	877	1,710	183	227	410	130	324	454
Arkansas	352	320	672	113	93	206	47	38	85	22	23	45
Oklahoma	2	12	14	4	12	16	2	11	13	0	15	15
Indian Territory	53	54	107	7	17	24	.....	6	6	.....	6	6
North Central Division:												
Ohio	408	504	912	250	232	482	78	61	139	43	214	257
Indiana	165	259	424	96	133	229	38	54	92	29	101	130
Illinois	585	750	1,335	256	346	602	54	79	133	40	168	208
Michigan	176	255	431	94	94	188	8	15	23	47	96	143
Wisconsin	326	207	533	213	74	287	58	16	74	62	47	109
Minnesota	273	249	522	152	118	270	8	8	16	42	57	99
Iowa	493	389	882	282	213	495	173	54	227	159	73	232
Missouri	1,212	1,017	2,229	485	372	857	150	146	296	151	258	409
North Dakota	24	27	51	1	10	11	.....	1	1	.....	.....	.....
South Dakota	54	48	102	33	15	48	.....	.....	.....	.....	.....	.....
Nebraska	91	135	226	38	51	89	4	17	21	12	49	61
Kansas	189	179	368	68	79	147	19	27	46	32	58	90
Western Division:												
Montana	.....	11	11	.....	2	2	.....	.....	.....	.....	.....	.....
Wyoming	9	4	13	3	1	4	0	0	0	0	0	0
Colorado	30	67	97	15	29	44	1	1	2	2	14	16
New Mexico	23	25	48	23	10	33	18	9	27	18	14	32
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	211	190	401	143	87	230	24	9	33	19	19	38
Nevada	.....	13	13	.....	13	13	.....	.....	.....	.....	.....	.....
Idaho	18	29	47	15	8	23	.....	.....	.....	.....	.....	.....
Washington	112	162	274	43	51	94	29	32	61	10	77	87
Oregon	173	155	328	94	58	152	41	26	67	19	32	51
California	747	563	1,310	519	324	843	112	34	146	48	258	306

TABLE 15.—*Private high schools and academies—Number of secondary students pursuing certain science studies in 1895–96.*

State or Territory.	Physics.			Chemistry.			Physical geography.			Geology.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	11,055	11,367	22,422	5,054	5,497	10,551	11,107	13,183	24,290	2,744	4,304	7,048
North Atlantic Division	4,429	3,881	8,310	2,445	2,144	4,589	3,653	3,965	7,618	1,046	1,469	2,515
South Atlantic Division	1,559	1,779	3,338	632	899	1,531	2,274	2,507	4,781	291	547	838
South Central Division	2,451	2,950	5,401	658	1,103	1,761	2,665	3,234	5,899	745	1,114	1,859
North Central Division	2,032	2,116	4,148	988	1,102	2,090	2,039	2,507	4,546	536	920	1,456
Western Division	584	641	1,225	331	249	580	476	970	1,446	126	254	380
North Atlantic Division:												
Maine	212	224	436	162	180	342	183	242	425	83	113	196
New Hampshire	176	72	248	121	88	209	123	95	218	29	39	68
Vermont	222	130	352	94	62	156	151	181	332	102	90	192
Massachusetts	663	524	1,187	344	408	752	293	385	678	117	185	302
Rhode Island	41	92	133	33	21	54	49	59	108	14	46	60
Connecticut	164	225	389	98	166	264	132	206	338	117	170	287
New York	1,184	1,296	2,480	644	654	1,298	1,105	1,240	2,345	273	463	736
New Jersey	566	290	856	286	142	428	542	287	829	109	88	197
Pennsylvania	1,201	1,028	2,229	663	423	1,086	1,085	1,260	2,345	202	275	477
South Atlantic Division:												
Delaware	27	16	43	16	7	23	15	12	27	......	......	......
Maryland	198	302	500	77	183	260	211	343	554	37	88	125
District of Columbia	29	237	266	17	132	149	52	213	265	0	65	65
Virginia	282	249	531	175	137	312	340	353	693	76	87	163
West Virginia	63	51	114	32	30	62	100	126	226	16	25	41
North Carolina	435	258	693	123	103	226	721	497	1,218	77	70	147
South Carolina	145	196	341	29	83	112	255	299	554	2	38	40
Georgia	359	391	750	155	193	348	509	520	1,029	77	146	223
Florida	21	79	100	8	31	39	71	144	215	6	28	34
South Central Division:												
Kentucky	234	283	517	112	153	265	454	435	889	114	159	273
Tennessee	393	405	798	86	184	270	419	521	940	271	318	589
Alabama	367	326	693	141	82	223	386	342	728	86	103	189
Mississippi	504	620	1,124	73	130	203	276	393	669	78	111	189
Louisiana	93	354	447	29	133	162	72	347	419	7	95	102
Texas	649	795	1,444	196	399	595	736	934	1,670	167	298	465
Arkansas	176	129	305	21	17	38	296	213	509	22	15	37
Oklahoma	17	13	30	......	......	......	17	21	38	0	15	15
Indian Territory	18	25	43	......	5	5	9	28	37	......	......	......
North Central Division:												
Ohio	202	372	574	150	193	343	277	394	671	41	125	166
Indiana	85	151	236	59	104	163	69	210	279	20	92	112
Illinois	307	307	614	105	175	280	325	324	649	41	155	196
Michigan	52	136	188	53	88	141	39	157	196	44	68	112
Wisconsin	219	117	336	94	45	139	191	199	390	48	42	90
Minnesota	157	103	260	16	40	56	187	137	324	12	55	67
Iowa	322	190	512	207	106	313	225	229	454	168	79	247
Missouri	511	500	1,011	247	279	526	512	539	1,051	122	237	359
North Dakota	......	7	7	......	......	......	12	22	34	......	......	......
South Dakota	28	24	52	1	......	1	17	42	59	......	......	......
Nebraska	37	99	136	12	19	31	21	86	107	5	15	20
Kansas	112	110	222	44	53	97	164	168	332	35	52	87
Western Division:												
Montana	......	17	17	......	......	......	......	22	22	......	3	3
Wyoming	4	0	4	0	0	0	6	0	6	0	0	0
Colorado	12	37	49	6	19	25	21	62	83	0	10	10
New Mexico	24	21	45	24	11	35	29	23	52	......	6	6
Arizona	......	......	......	......	......	......	......	......	......	......	......	......
Utah	77	36	113	48	16	64	163	152	315	32	44	76
Nevada	......	6	6	......	......	......	......	13	13	......	......	......
Idaho	2	9	11	......	......	......	11	8	19	......	......	......
Washington	60	102	162	12	51	63	51	135	186	48	43	91
Oregon	84	40	124	40	30	70	77	93	170	8	13	21
California	321	373	694	201	122	323	118	462	580	38	135	173

TABLE 16.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1895-96.*

State or Territory.	Physiology.			Psychology.			Rhetoric.			History.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	13,142	16,732	29,874	2,563	4,626	7,189	15,163	18,982	34,145	17,652	22,182	39,834
North Atlantic Division	3,800	4,577	8,377	607	1,525	2,132	5,779	6,760	12,539	6,886	8,497	15,383
South Atlantic Division	2,297	2,746	5,043	251	541	792	2,754	3,138	5,892	3,518	3,804	7,322
South Central Division	4,008	4,593	8,601	846	1,223	2,069	3,204	4,263	7,467	3,081	4,407	7,488
North Central Division	2,409	3,430	5,839	733	957	1,690	2,642	3,580	6,222	3,215	4,124	7,339
Western Division	628	1,386	2,014	126	380	506	784	1,241	2,025	952	1,350	2,302
North Atlantic Division:												
Maine	148	238	386	84	114	198	288	353	641	291	393	684
New Hampshire	155	131	286	12	33	45	210	179	389	336	266	602
Vermont	116	142	258	35	39	74	202	214	416	188	243	431
Massachusetts	353	551	904	53	188	241	817	1,207	2,024	1,045	1,265	2,310
Rhode Island	75	54	129	......	33	33	141	185	326	105	202	307
Connecticut	242	355	597	15	87	102	378	515	893	548	766	1,314
New York	1,080	1,385	2,465	93	496	598	1,255	1,864	3,119	1,893	2,707	4,600
New Jersey	473	289	762	56	102	158	868	581	1,449	754	722	1,476
Pennsylvania	1,158	1,432	2,590	259	433	692	1,620	1,662	3,282	1,726	1,933	3,659
South Atlantic Division:												
Delaware	22	17	39	......	7	7	35	23	58	50	27	77
Maryland	131	283	414	1	43	44	289	446	735	407	749	1,156
District of Columbia	2	131	133	0	34	34	71	274	345	99	393	492
Virginia	308	427	735	28	110	138	532	518	1,050	697	572	1,269
West Virginia	108	147	255	17	28	45	85	114	199	164	164	328
North Carolina	771	572	1,343	70	82	152	756	489	1,245	1,003	603	1,606
South Carolina	271	385	656	13	48	61	220	211	431	351	405	756
Georgia	614	645	1,259	85	147	232	735	949	1,684	698	778	1,476
Florida	70	139	209	37	42	79	31	114	145	49	113	162
South Central Division:												
Kentucky	641	698	1,339	193	286	479	617	748	1,365	603	856	1,459
Tennessee	719	736	1,455	71	175	246	670	816	1,486	617	761	1,378
Alabama	551	510	1,061	61	84	145	543	543	1,086	376	509	885
Mississippi	602	800	1,402	40	116	156	377	518	895	357	515	872
Louisiana	107	322	429	31	80	111	47	410	457	144	556	700
Texas	960	1,112	2,072	292	365	657	730	948	1,678	710	921	1,631
Arkansas	396	345	741	156	91	247	195	215	410	236	227	463
Oklahoma	0	18	18	0	18	18	7	23	30	3	19	22
Indian Territory	32	52	84	2	8	10	18	42	60	35	43	78
North Central Division:												
Ohio	284	386	670	136	152	288	315	552	867	370	758	1,128
Indiana	100	238	338	34	36	70	108	286	394	251	293	544
Illinois	297	480	777	61	167	228	505	586	1,091	627	717	1,344
Michigan	74	224	298	14	17	85	164	302	466	163	355	518
Wisconsin	172	192	364	41	34	75	224	217	441	290	224	514
Minnesota	126	308	434	28	28	56	209	256	465	258	251	509
Iowa	369	322	691	154	59	213	401	314	715	369	229	598
Missouri	676	836	1,512	211	316	527	530	734	1,264	685	919	1,604
North Dakota	36	35	71	......	3	3	10	12	22	8	20	28
South Dakota	61	76	137	9	9	18	18	34	52	22	41	63
Nebraska	40	98	138	15	29	44	57	133	190	52	137	189
Kansas	174	235	409	30	53	83	101	154	255	120	180	300
Western Division:												
Montana	......	54	54	......	......	......	......	19	19	......	10	10
Wyoming	6	14	20	0	0	0	4	10	14	5	18	23
Colorado	21	76	97	0	4	4	24	100	124	28	69	97
New Mexico	24	21	45	......	......	......	30	22	52	30	18	48
Arizona	......	......	......	......	......	......	......	......	......	......	......	......
Utah	90	99	189	95	194	289	154	182	336	116	121	237
Nevada	......	13	13	......	......	......	......	6	6	......	6	6
Idaho	74	38	112	8	4	12	11	31	42	15	28	43
Washington	90	185	275	10	20	30	55	156	211	100	135	235
Oregon	55	110	165	13	13	26	85	108	193	105	119	224
California	268	776	1,044	0	145	145	421	607	1,028	553	826	1,379

TABLE 17.—*Private high schools and academies—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1895–96.*

State or Territory.	Total number of secondary students.	Per cent to total number.					Per cent of graduates prepared for college.
		Male.	Female.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1896.	
United States	106,654	50.15	49.85	18.50	10.78	10.58	46.55
North Atlantic Division	40,915	52.83	47.17	18.48	11.42	12.82	49.10
South Atlantic Division	18,584	50.50	49.50	19.03	6.09	7.60	50.99
South Central Division	22,247	47.89	52.11	20.07	11.34	7.50	39.60
North Central Division	19,639	48.00	52.00	16.95	12.79	12.27	41.99
Western Division	5,269	45.69	54.31	16.02	12.53	10.51	51.81
North Atlantic Division:							
Maine	3,141	49.37	50.63	20.53	8.56	14.45	27.09
New Hampshire	1,841	61.22	38.78	33.62	13.96	18.85	52.45
Vermont	2,217	52.28	47.72	13.58	7.67	13.08	32.76
Massachusetts	5,921	53.42	46.58	22.19	13.12	15.57	63.77
Rhode Island	698	50.72	49.28	16.05	6.88	10.60	58.11
Connecticut	2,619	43.10	56.90	19.70	9.93	11.72	47.23
New York	10,649	48.65	51.35	15.07	9.94	11.01	48.21
New Jersey	3,957	61.69	38.31	29.01	18.12	12.51	70.71
Pennsylvania	9,872	55.85	44.15	13.18	11.98	11.98	40.91
South Atlantic Division:							
Delaware	265	44.91	55.09	10.56	8.30	12.08	78.13
Maryland	1,986	41.49	58.51	11.13	1.40	9.37	45.70
District of Columbia	717	21.90	78.10	23.43	7.53	8.37	26.67
Virginia	3,127	53.84	46.16	18.84	8.29	6.38	48.50
West Virginia	940	49.47	50.53	8.62	8.40	6.91	50.77
North Carolina	5,148	59.03	40.97	25.14	6.74	6.12	57.46
South Carolina	1,507	46.52	53.48	13.27	4.71	11.75	48.59
Georgia	4,575	50.21	49.79	19.74	4.35	7.08	56.17
Florida	319	29.47	70.53	15.67	0	16.61	28.30
South Central Division:							
Kentucky	3,719	45.87	54.13	18.61	12.48	6.86	28.63
Tennessee	5,128	52.66	47.34	23.48	11.54	8.19	60.00
Alabama	2,812	53.54	46.46	22.65	13.16	7.08	40.70
Mississippi	3,125	45.34	54.66	16.77	15.23	7.74	35.54
Louisiana	1,074	28.12	71.88	21.79	5.31	10.61	29.82
Texas	4,814	46.82	53.18	15.62	10.01	6.90	26.81
Arkansas	1,285	50.66	49.34	25.60	5.84	6.85	35.23
Oklahoma	54	31.48	68.52	51.85	5.56	20.37	100.00
Indian Territory	236	43.22	56.78	27.12	1.69	3.39	50.00
North Central Division:							
Ohio	2,293	42.78	57.22	13.26	10.68	13.48	48.54
Indiana	1,475	36.68	63.32	2.37	2.71	9.22	33.82
Illinois	3,348	45.55	54.45	17.14	8.99	11.23	48.67
Michigan	1,165	41.28	58.72	19.57	16.57	10.47	48.36
Wisconsin	1,480	60.41	39.59	34.52	21.76	18.85	31.18
Minnesota	1,503	58.62	41.38	11.11	13.84	15.57	43.59
Iowa	2,136	51.78	48.22	18.68	15.07	14.14	45.36
Missouri	4,363	47.55	52.45	17.65	11.80	10.29	30.29
North Dakota	73	58.91	41.09	16.44	0	0	0
South Dakota	230	53.91	46.09	10.43	0	12.61	62.07
Nebraska	557	43.63	56.37	14.54	14.00	10.05	42.86
Kansas	1,016	52.46	47.54	21.95	28.25	11.61	59.32
Western Division:							
Montana	85	0	100.00	17.64	21.18	0	0
Wyoming	46	39.14	60.86	6.52	13.04	0	0
Colorado	361	31.58	68.42	13.29	23.82	10.80	53.85
New Mexico	133	65.49	34.51	18.80	1.50	9.02	58.33
Arizona	...	...	...	...	...	...	...
Utah	1,208	55.78	44.22	7.15	6.15	4.57	65.45
Nevada	13	0	100.00	0	0	15.38	0
Idaho	140	55.00	45.00	9.28	65.00	0	0
Washington	532	39.10	60.90	11.47	5.64	8.65	58.70
Oregon	669	49.18	50.82	16.74	15.40	14.95	38.00
California	2,087	43.27	56.73	23.04	11.98	14.37	52.67

TABLE 18.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1895–96.*

State or Territory.	Per cent to total number of secondary students.							
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.
United States	46.36	9.83	21.31	17.46	49.22	23.84	5.51	7.99
North Atlantic Division	50.95	14.96	32.70	24.46	47.14	27.31	4.28	7.89
South Atlantic Division	52.76	6.79	18.78	8.32	54.96	20.83	5.69	5.77
South Central Division	41.52	5.53	9.21	7.33	55.91	23.53	7.49	8.76
North Central Division	39.05	7.65	13.51	23.57	40.81	18.87	5.44	8.85
Western Division	35.89	6.98	22.00	15.41	48.25	27.29	6.38	10.06
North Atlantic Division:								
Maine	34.51	11.43	11.81	2.10	36.80	18.37	0.99	7.96
New Hampshire	57.85	28.30	22.22	11.73	38.89	20.26	4.62	5.59
Vermont	33.78	7.76	14.43	6.54	25.76	17.23	1.58	7.85
Massachusetts	60.63	21.48	48.34	22.24	46.46	30.65	3.95	5.98
Rhode Island	61.03	12.75	59.87	11.60	42.69	28.80	4.15	6.16
Connecticut	60.63	15.12	35.47	25.89	48.26	31.27	2.98	10.27
New York	45.05	12.43	41.96	33.27	47.14	28.61	48.83	9.14
New Jersey	59.11	22.90	33.00	31.01	59.59	32.45	53.07	6.49
Pennsylvania	52.78	10.94	23.27	27.69	52.21	27.08	5.37	8.17
South Atlantic Division:								
Delaware	56.98	12.08	35.09	11.70	29.06	15.47	4.15	0
Maryland	61.68	7.40	42.15	30.97	65.16	33.13	7.85	6.09
District of Columbia	43.79	4.32	57.18	17.71	43.51	20.78	1.53	23.57
Virginia	56.42	5.48	23.94	11.44	55.12	22.31	7.75	4.40
West Virginia	38.51	7.44	9.36	7.77	42.77	13.51	4.26	7.23
North Carolina	48.00	7.75	7.25	3.28	45.44	12.41	2.20	3.01
South Carolina	55.74	8.63	27.87	4.51	66.89	25.48	2.32	7.56
Georgia	54.84	5.73	10.21	2.01	62.86	24.48	9.40	5.42
Florida	50.78	5.64	15.99	3.76	55.17	16.61	5.96	18.81
South Central Division:								
Kentucky	40.79	6.86	11.21	13.28	49.18	17.42	6.75	8.66
Tennessee	48.91	9.07	4.72	4.37	54.00	20.11	5.95	6.40
Alabama	48.36	6.58	12.48	6.93	66.96	30.83	11.70	9.21
Mississippi	29.60	2.24	2.66	1.18	51.20	18.24	7.10	7.23
Louisiana	27.84	2.05	53.54	3.35	57.64	15.18	4.19	27.28
Texas	40.09	3.80	6.90	10.28	61.20	35.52	8.52	9.43
Arkansas	44.90	2.96	3.58	9.81	52.30	16.03	6.61	3.50
Oklahoma	75.93	18.52	3.70	37.04	25.93	29.63	24.07	27.78
Indian Territory	33.47	0.85	0	1.27	45.34	10.17	2.54	2.54
North Central Division:								
Ohio	43.61	8.68	24.99	35.89	39.77	21.02	6.06	11.21
Indiana	41.83	5.08	14.44	20.20	28.75	15.53	6.24	8.81
Illinois	41.46	7.50	18.55	22.88	39.87	17.98	3.97	6.21
Michigan	31.42	4.12	16.39	15.02	37.00	16.14	1.97	12.27
Wisconsin	38.78	12.36	6.62	38.72	36.01	19.39	5.00	7.36
Minnesota	31.20	5.12	15.10	27.88	34.73	17.96	1.06	6.59
Iowa	40.03	12.73	5.66	21.68	41.29	23.17	10.63	10.86
Missouri	39.65	5.87	10.18	17.28	51.09	19.64	6.78	9.37
North Dakota	13.70	2.74	16.44	13.70	69.86	15.07	1.37	0
South Dakota	35.65	10.00	8.65	18.26	44.35	20.87	0	0
Nebraska	38.06	9.87	8.98	17.41	40.57	15.98	3.77	10.95
Kansas	36.12	6.10	8.17	20.47	36.22	14.47	4.53	8.86
Western Division:								
Montana	4.71	0	28.24	5.88	12.94	2.35	0	0
Wyoming	41.30	0	0	13.04	28.26	8.70	0	0
Colorado	26.32	5.26	12.74	18.01	26.87	12.19	5.54	4.43
New Mexico	24.81	5.26	0	1.50	36.09	24.81	20.30	24.06
Arizona	----	----	----	----	----	----	----	----
Utah	17.46	2.66	3.99	12.64	33.33	19.12	2.74	3.16
Nevada	0	0	0	0	100.00	100.00	0	0
Idaho	26.43	2.14	0	6.43	33.57	16.43	0	0
Washington	47.56	9.59	35.15	23.12	51.50	17.67	11.47	16.35
Oregon	50.52	15.10	21.67	30.64	49.03	22.72	10.01	7.62
California	43.22	7.43	33.97	11.74	62.77	40.39	7.00	14.66

TABLE 19.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1895-96*—Continued.

State or Territory.	Per cent to total number of secondary students.							
	Physics.	Chemistry.	Physical geography.	Geology.	Physiology.	Psychology.	Rhetoric.	History.
United States	21.02	9.89	22.77	6.61	28.01	6.74	32.01	37.35
North Atlantic Division	20.31	11.22	18.62	6.15	20.47	5.21	30.65	37.60
South Atlantic Division	17.96	8.24	25.73	4.51	27.14	4.26	31.70	39.40
South Central Division	24.28	7.92	26.52	8.36	38.66	9.30	33.56	33.66
North Central Division	21.12	10.64	23.15	7.41	29.73	8.61	31.68	37.37
Western Division	23.25	11.01	27.44	7.21	38.22	9.60	38.43	43.69
North Atlantic Division:								
Maine	13.88	10.89	13.53	6.24	12.29	6.30	20.41	21.78
New Hampshire	13.47	11.35	11.84	3.69	15.53	2.44	21.13	32.70
Vermont	15.87	7.04	14.98	8.66	11.64	3.34	18.76	19.44
Massachusetts	20.05	12.70	11.45	5.10	15.27	4.07	34.18	39.01
Rhode Island	19.04	7.74	15.47	8.60	18.48	4.73	46.70	43.98
Connecticut	14.85	10.08	12.91	10.96	22.79	38.95	34.10	50.17
New York	23.29	12.19	22.02	6.91	23.15	55.31	29.29	43.20
New Jersey	21.63	10.82	20.95	4.98	19.26	3.99	36.62	37.30
Pennsylvania	22.58	11.00	23.75	4.83	26.24	7.01	33.25	37.06
South Atlantic Division:								
Delaware	16.23	8.68	10.18	0	14.72	2.64	21.89	29.06
Maryland	25.18	13.09	27.90	6.29	20.85	2.22	37.01	58.21
District of Columbia	37.10	20.78	36.96	9.07	18.55	4.74	48.12	68.62
Virginia	16.93	9.95	22.09	5.20	23.43	4.40	33.47	40.45
West Virginia	12.13	6.60	24.04	4.36	27.13	4.79	21.17	34.89
North Carolina	13.46	4.39	23.66	2.86	26.09	2.95	24.18	31.20
South Carolina	22.63	7.43	36.76	2.65	43.53	4.05	28.60	50.17
Georgia	16.39	7.61	22.49	4.87	27.52	5.07	36.81	32.26
Florida	31.35	12.23	67.40	10.66	65.52	24.76	45.45	50.78
South Central Division:								
Kentucky	13.90	7.13	23.90	7.34	36.00	12.88	36.70	39.23
Tennessee	15.56	5.27	18.33	11.49	28.37	4.80	28.98	26.87
Alabama	24.64	7.93	25.89	6.72	37.73	5.16	38.62	31.47
Mississippi	35.97	6.50	21.41	6.05	44.86	4.99	28.64	27.90
Louisiana	41.62	15.08	39.01	9.50	39.94	10.34	42.55	65.18
Texas	30.00	12.36	34.69	9.66	43.04	13.65	34.86	33.88
Arkansas	23.74	2.96	39.61	2.88	57.67	19.22	31.91	36.03
Oklahoma	55.56	0	70.73	27.78	33.33	33.33	55.56	40.74
Indian Territory	18.22	2.12	15.68	0	35.59	4.24	25.42	33.05
North Central Division:								
Ohio	25.03	14.96	29.26	7.24	29.22	12.56	37.81	49.19
Indiana	16.00	11.05	18.92	7.59	22.92	4.75	26.71	36.88
Illinois	18.34	8.36	19.38	5.85	23.21	6.81	32.59	40.14
Michigan	16.14	12.10	16.82	9.61	25.58	7.30	40.00	44.46
Wisconsin	22.70	9.39	26.35	6.08	24.59	5.07	29.80	34.73
Minnesota	17.30	37.26	21.56	4.46	28.88	3.73	30.94	33.87
Iowa	23.97	14.65	21.25	11.56	32.35	9.97	33.47	28.00
Missouri	23.17	12.06	24.09	8.23	34.66	12.08	28.97	36.76
North Dakota	9.59	0	46.57	0	97.26	4.11	30.14	38.36
South Dakota	22.60	0.43	25.65	0	59.57	7.83	22.61	27.39
Nebraska	24.42	5.57	19.21	3.59	24.78	7.90	34.11	33.93
Kansas	21.85	9.55	32.68	8.56	40.26	8.17	25.10	29.53
Western Division:								
Montana	20.00	0	25.88	3.53	63.53	0	22.35	11.76
Wyoming	8.70	0	13.04	0	43.48	0	30.43	50.00
Colorado	13.57	6.93	22.99	2.77	26.87	1.11	34.35	26.87
New Mexico	33.83	26.32	39.10	4.51	33.83	0	39.10	36.09
Arizona	....	....	....	....	....	....	....	....
Utah	9.39	5.32	26.18	6.32	15.71	24.02	27.93	19.70
Nevada	46.15	0	100.00	0	100.00	0	46.15	46.15
Idaho	7.86	0	13.57	0	80.00	0	30.00	30.71
Washington	30.45	11.84	34.96	17.11	51.69	5.64	39.66	44.17
Oregon	18.54	10.46	25.41	3.14	24.66	3.89	28.85	33.48
California	33.25	15.48	27.79	8.29	50.02	6.95	49.26	66.08

TABLE 20.—*Private high schools and academies—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 other 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	1,369	1,594,605	1,476	$55,680,935	309	$222,777	1,363	$5,623,550	310	$1,863,867	435	$894,114	1,422	$8,604,308	197	$1,121,579	345	$38,849,434
North Atlantic Division	488	802,270	434	30,781,784	76	67,977	410	2,890,815	160	1,507,090	148	384,025	428	4,849,907	77	573,751	168	32,328,548
South Atlantic Division	209	159,834	332	7,351,668	90	50,701	279	486,450	43	185,085	52	145,591	297	867,827	35	360,856	46	3,954,436
South Central Division	276	201,448	360	4,638,680	135	68,789	352	755,793	36	58,920	97	120,170	370	1,003,672	22	71,729	43	896,658
North Central Division	299	349,329	279	9,852,368	6	29,310	259	1,196,368	55	95,502	109	185,847	260	1,507,027	45	70,729	73	793,908
Western Division	97	81,724	71	3,056,435	2	6,000	63	294,124	16	17,270	29	58,481	67	375,875	18	44,514	15	875,884
North Atlantic Division:																		
Maine	29	31,674	22	447,360	19	11,910	28	44,415	19	25,935	8	3,006	28	85,266	7	31,020	17	555,428
New Hampshire	23	42,632	20	629,000	1	110	16	32,965	13	59,369	7	3,006	19	95,450	8	122,000	10	1,754,570
Vermont	20	21,504	18	617,550	2	196	17	43,430	16	18,685	12	24,315	17	86,626	6	121,102	14	515,000
Massachusetts	76	116,375	71	4,850,012	3	2,025	76	671,215	34	152,179	25	98,084	81	923,503	14	74,022	41	5,875,727
Rhode Island	6	7,700	6	254,500	....	....	7	36,482	2	2,481	2	19,981	7	58,944	....	....	1	31,964
Connecticut	37	48,456	30	1,173,800	2	1,200	24	152,374	8	52,280	5	5,014	25	210,868	1	50	11	1,361,750
New York	159	275,402	143	11,372,521	46	19,266	128	1,119,577	37	97,748	59	161,055	131	1,397,646	28	137,582	42	2,845,531
New Jersey	45	74,293	40	2,157,801	3	33,270	29	241,564	9	9,543	9	30,791	30	315,168	6	14,800	12	2,971,450
Pennsylvania	93	184,244	84	9,279,240	....	....	85	538,793	22	1,088,870	21	38,773	90	1,666,436	7	73,175	20	16,417,128
South Atlantic Division:																		
Delaware	2	1,700	2	130,000	....	....	2	19,500	1	1,000	....	....	2	20,500	....	....	1	80,000
Maryland	31	43,256	26	1,586,884	8	10,200	28	137,510	4	106,493	5	15,047	31	269,250	3	265,350	4	3,085,582
District of Columbia	10	18,700	7	355,200	....	....	4	20,500	2	4,800	1	200	5	25,500	2	3,207	2	175,000
Virginia	38	20,189	59	3,143,300	5	2,033	50	113,165	5	1,966	9	27,735	53	144,899	2	5,500	7	35,000
West Virginia	9	6,300	11	178,500	....	....	10	19,640	3	2,372	3	5,003	10	27,015	1	8,000	4	103,500
North Carolina	54	22,308	111	551,716	20	2,183	85	55,731	10	50,205	22	18,223	90	126,342	8	20,810	7	49,920
South Carolina	21	16,140	28	371,200	7	5,825	23	31,176	2	1,781	8	24,435	24	63,217	2	21,000	5	46,300
Georgia	39	27,441	82	964,568	49	29,660	74	84,839	15	16,386	24	54,948	79	185,833	16	36,607	15	377,334
Florida	5	3,800	6	70,300	1	800	3	4,389	1	82	....	....	3	5,271	1	82	1	1,800
South Central Division:																		
Kentucky	52	41,287	59	1,069,450	9	4,789	62	169,541	7	4,731	16	40,555	63	219,616	5	16,050	8	100,500
Tennessee	61	42,206	91	655,729	27	11,287	77	138,680	7	4,291	22	11,046	81	165,304	5	2,800	7	106,550
Alabama	27	19,300	60	418,378	37	11,079	58	64,604	6	12,723	14	25,150	62	113,556	1	75	5	289,848
Mississippi	45	26,525	57	362,575	30	15,036	51	70,889	4	8,870	14	4,552	54	99,347	6	49,800	8	51,355
Louisiana	20	19,990	16	157,800	2	1,260	12	41,313	2	3,600	4	5,315	13	51,488	....	....	2	40,005
Texas	40	39,198	37	1,574,900	23	15,452	57	214,427	7	21,525	10	18,858	59	270,262	3	1,615	7	202,750
Arkansas	22	8,872	30	214,900	5	3,850	28	45,509	2	2,230	10	6,235	29	57,824	1	1,339	4	77,650

Oklahoma	2	1,700	2	19,500	....	....	1	900	....	....	1	1,500	1	2,400	....	....	....	....
Indian Territory	7	2,370	8	165,000	2	6,036	6	9,930	1	950	6	6,959	8	23,875	1	50	2	28,000
North Central Division:																		
Ohio	36	55,103	32	933,600	....	....	32	171,401	8	9,570	10	11,650	32	192,621	2	1,325	9	537,500
Indiana	17	29,985	11	250,800	2	15,750	14	99,999	6	33,766	3	559	14	150,074	3	22,900	6	88,000
Illinois	50	69,518	47	2,340,090	2	12,700	40	220,991	9	12,311	16	24,910	41	270,912	11	73,514	12	320,213
Michigan	12	17,575	12	521,178	....	....	8	77,316	2	1,300	4	21,450	8	100,066	2	4,200	2	36,000
Wisconsin	21	34,822	20	1,182,000	....	....	17	169,882	3	7,489	9	44,822	17	222,193	5	112,186	5	177,520
Minnesota	25	20,047	19	983,150	....	....	21	128,609	4	8,340	12	17,330	21	154,279	1	20,000	6	634,000
Iowa	31	31,292	26	514,950	1	60	29	70,049	6	4,914	16	15,487	29	90,510	5	11,074	9	134,890
Missouri	69	47,747	73	1,555,700	1	800	60	169,306	4	9,250	17	28,827	60	208,183	9	191,725	11	226,150
North Dakota	4	1,602	4	42,500	....	....	3	4,272	....	....	....	....	3	4,272	....	....	1	20,000
South Dakota	6	4,125	6	153,000	....	....	6	16,994	....	....	5	2,700	6	19,694	1	600	1	9,000
Nebraska	10	13,995	12	686,500	....	....	11	31,418	5	2,015	7	9,980	11	43,413	4	15,705	6	210,750
Kansas	18	23,518	17	678,900	....	....	18	36,131	8	6,547	10	8,132	18	50,810	2	30,800	5	168,000
Western Division:																		
Montana	2	700	1	15,000	....	....	1	2,000	....	....	....	....	1	2,000	....	....	....	....
Wyoming	1	300	1	10,000	....	....	1	1,000	1	400	1	800	1	2,200	1	900	1	10,000
Colorado	7	5,970	5	495,000	1	5,000	3	13,550	....	....	1	1,500	4	20,050	5	5,525	1	160,000
New Mexico	5	4,476	3	85,000	....	....	1	2,550	....	....	1	2,000	3	4,550	1	2,300	1	50,000
Arizona	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Utah	14	13,652	11	391,200	1	1,000	10	49,540	2	2,150	6	15,758	10	68,448	3	7,800	2	10,300
Nevada	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Idaho	1	1,050	1	3,000	....	....	2	805	....	....	....	....	2	805	1	1,400	....	....
Washington	11	3,550	8	222,500	....	....	5	7,904	3	2,600	3	6,100	6	16,604	2	8,400	2	155,000
Oregon	12	14,760	11	475,000	....	....	10	39,115	4	1,870	8	9,950	10	50,935	3	16,550	3	223,525
California	44	37,266	30	1,359,235	....	....	28	177,660	6	10,250	9	22,373	30	210,283	2	1,639	5	267,059

TABLE 21.—*Denominational schools included in the tables of private high schools and academies.*

State or Territory.	Nonsectarian.			Baptist.			Congregational.			Episcopal.			Presbyterian.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	1,182	4,605	57,385	115	474	7,294	58	231	2,813	119	675	4,895	106	394	4,816
North Atlantic Division	438	2,371	23,854	27	197	3,229	17	59	837	48	322	2,313	17	106	1,136
South Atlantic Division	273	789	11,252	38	116	1,789	8	23	289	22	82	614	27	79	939
South Central Division	305	728	13,975	34	92	1,404	8	35	428	12	48	383	29	95	1,195
North Central Division	137	608	7,332	15	67	844	15	74	791	24	149	1,002	22	79	1,046
Western Division	29	109	972	1	2	28	10	40	468	13	74	583	11	35	500
North Atlantic Division:															
Maine	22	85	1,390	6	41	939	2	4	195	1	1	9	0	0	0
New Hampshire	13	56	800	3	22	381	5	18	236	3	42	401	0	0	0
Vermont	12	56	1,125	4	29	336	2	7	83	2	6	48	0	0	0
Massachusetts	80	475	4,725	2	5	225	5	24	284	5	48	351	0	0	0
Rhode Island	7	39	346	0	0	0	0	0	0	0	0	0	0	0	0
Connecticut	42	183	2,031	1	8	69	2	4	26	11	54	385	0	0	0
New York	134	821	6,479	4	28	475	1	2	13	16	119	829	1	5	35
New Jersey	44	258	2,253	2	23	267	0	0	0	5	25	131	6	47	583
Pennsylvania	84	398	4,705	5	41	537	0	0	0	5	27	159	10	54	518
South Atlantic Division:															
Delaware	1	5	40	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	29	139	1,239	0	0	0	0	0	0	6	24	155	0	0	0
District of Columbia	7	36	254	1	7	50	0	0	0	1	9	12	0	0	0
Virginia	59	176	2,134	6	10	183	0	0	0	6	24	184	10	27	371
West Virginia	9	26	332	2	9	144	0	0	0	0	0	0	3	9	99
North Carolina	91	210	3,608	10	23	420	4	12	157	5	14	146	6	16	172
South Carolina	23	60	943	3	12	163	0	0	0	1	2	20	6	15	195
Georgia	53	132	2,640	15	51	809	4	11	132	0	0	0	2	12	102
Florida	1	5	62	1	4	20	0	0	0	3	9	97	0	0	0
South Central Division:															
Kentucky	47	137	1,986	5	18	238	1	5	110	4	10	88	6	28	439
Tennessee	63	139	2,817	8	17	314	1	5	36	3	12	77	7	17	224
Alabama	64	135	2,426	5	10	167	2	5	62	1	1	16	3	9	75
Mississippi	47	117	2,368	6	12	225	0	0	0	1	6	51	4	19	184
Louisiana	15	22	505	1	3	42	0	0	0	1	6	53	0	0	0
Texas	47	132	2,999	7	26	382	1	11	30	1	12	80	4	14	178
Arkansas	22	46	874	1	3	26	1	4	109	1	1	18	0	0	0
Oklahoma	0	0	0	0	0	0	1	2	36	0	0	0	0	0	0
Indian Territory	0	0	0	1	3	10	1	3	45	0	0	0	5	8	95
North Central Division:															
Ohio	28	126	1,078	0	0	0	0	0	0	4	31	228	5	13	167
Indiana	2	18	269	1	3	60	0	0	0	2	12	79	1	6	38
Illinois	25	126	1,119	3	16	195	3	11	106	3	15	119	4	15	202
Michigan	7	43	809	0	0	0	0	0	0	1	5	26	0	0	0
Wisconsin	6	26	203	1	10	129	1	4	39	4	33	240	2	8	108
Minnesota	8	51	498	1	2	30	1	3	58	3	21	103	1	5	77
Iowa	9	47	922	1	2	45	3	16	128	0	0	0	1	2	17
Missouri	48	157	2,163	5	15	204	1	10	138	2	5	48	4	12	202
North Dakota	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Dakota	0	0	0	1	8	50	1	5	52	1	4	24	1	2	25
Nebraska	0	0	0	1	5	68	2	11	110	3	16	104	2	9	89
Kansas	4	14	271	1	6	63	3	14	160	1	7	31	1	7	121
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	1	3	30	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	1	6	91	2	12	116	1	3	58
New Mexico	1	2	16	0	0	0	2	6	63	0	0	0	0	0	0
Arizona															
Utah	0	0	0	0	0	0	2	4	50	1	8	85	5	9	143
Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	1	1	9	1	3	33
Washington	1	2	14	1	2	28	2	3	61	2	6	45	2	7	129
Oregon	2	12	152	0	0	0	1	9	106	2	17	124	1	4	67
California	25	93	790	0	0	0	1	9	67	5	30	204	1	9	70

TABLE 22.—*Denominational schools included in the tables of private high schools and academies.*

State or Territory.	Friends.			Lutheran.			Methodist.			Methodist Episcopal South.			Roman Catholic.			Other denominations.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	61	292	4,006	33	134	1,989	76	369	5,970	49	164	2,816	271	1,237	11,728	36	177	2,942
North Atlantic Div	27	180	2,600	5	28	235	16	142	2,276	0	0	0	64	334	3,377	12	88	1,058
South Atlantic Div	6	41	272	7	16	261	19	65	1,213	13	40	622	27	124	1,180	3	8	153
South Central Div	5	12	157	1	3	59	22	74	1,200	29	97	1,740	41	196	1,522	3	11	184
North Central Div	23	59	977	20	87	1,434	16	81	1,209	7	27	454	89	413	4,066	10	33	484
Western Division	0	0	0	0	0	0	3	7	72	0	0	0	50	170	1,583	8	37	1,063
North Atlantic Div:																		
Maine	1	5	90	0	0	0	2	18	456	0	0	0	1	3	62	0	0	0
New Hampshire	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	23
Vermont	0	0	0	0	0	0	2	21	346	0	0	0	3	9	100	1	12	179
Massachusetts	0	0	0	0	0	0	0	0	0	0	0	0	3	14	142	3	21	194
Rhode Island	0	0	0	0	0	0	1	10	135	0	0	0	3	23	217	0	0	0
Connecticut	0	0	0	0	0	0	0	0	0	0	0	0	3	16	108	0	0	0
New York	3	20	219	3	17	130	5	41	416	0	0	0	34	189	1,915	1	14	138
New Jersey	6	13	103	0	0	0	2	16	284	0	0	0	5	25	336	0	0	0
Pennsylvania	17	142	2,188	2	11	105	4	36	639	0	0	0	12	55	497	6	36	524
South Atlantic Div:																		
Delaware	1	8	90	0	0	0	1	6	135	0	0	0	0	0	0	0	0	0
Maryland	2	17	103	1	2	34	1	13	180	0	0	0	6	32	275	0	0	0
Dist. Columbia	1	10	59	0	0	0	0	0	0	0	0	0	6	41	342	0	0	0
Virginia	0	0	0	2	4	73	2	9	104	1	11	76	1	4	12	0	0	0
West Virginia	0	0	0	0	0	0	2	11	254	0	0	0	1	3	40	1	4	71
North Carolina	2	6	20	4	10	154	6	10	209	6	10	124	1	7	46	2	4	82
South Carolina	0	0	0	0	0	0	3	6	96	0	0	0	2	6	90	0	0	0
Georgia	0	0	0	0	0	0	4	10	235	6	19	422	5	16	235	0	0	0
Florida	0	0	0	0	0	0	0	0	0	0	0	0	5	15	140	0	0	0
South Central Div:																		
Kentucky	0	0	0	0	0	0	2	5	46	3	14	219	13	63	409	3	11	184
Tennessee	4	8	134	0	0	0	10	32	673	15	49	773	3	12	80	0	0	0
Alabama	0	0	0	0	0	0	0	0	0	1	2	36	1	3	30	0	0	0
Mississippi	0	0	0	0	0	0	4	13	160	1	2	65	2	4	72	0	0	0
Louisiana	0	0	0	0	0	0	1	6	32	0	0	0	9	54	442	0	0	0
Texas	0	0	0	1	3	59	4	16	231	4	17	424	10	50	431	0	0	0
Arkansas	1	4	23	0	0	0	1	2	58	3	8	137	2	7	40	0	0	0
Oklahoma	0	0	0	0	0	0	0	0	0	0	0	0	1	3	18	0	0	0
Indian Ter	0	0	0	0	0	0	0	0	0	2	5	86	0	0	0	0	0	0
North Central Div:																		
Ohio	2	7	70	1	3	28	2	8	51	0	0	0	12	59	551	2	8	120
Indiana	6	19	444	0	0	0	0	0	0	0	0	0	10	54	585	0	0	0
Illinois	1	2	35	1	5	224	5	30	677	0	0	0	12	60	570	2	6	101
Michigan	1	3	36	0	0	0	1	4	54	0	0	0	7	38	240	0	0	0
Wisconsin	0	0	0	3	18	394	1	3	30	0	0	0	6	36	337	0	0	0
Minnesota	0	0	0	5	20	292	1	2	18	0	0	0	9	40	427	0	0	0
Iowa	8	18	286	4	17	200	1	5	50	0	0	0	9	35	391	2	6	97
Missouri	0	0	0	2	8	167	4	25	296	7	27	454	12	45	579	2	4	112
North Dakota	0	0	0	2	4	81	0	0	0	0	0	0	2	5	42	0	0	0
South Dakota	0	0	0	1	5	30	1	4	33	0	0	0	1	1	16	0	0	0
Nebraska	0	0	0	1	7	68	0	0	0	0	0	0	5	18	118	0	0	0
Kansas	5	10	106	0	0	0	0	0	0	0	0	0	4	21	210	2	9	54
Western Division:																		
Montana	0	0	0	0	0	0	...	...	...	0	0	0	3	5	85	0	0	0
Wyoming	0	0	0	0	0	0	...	...	...	0	0	0	1	3	16	0	0	0
Colorado	0	0	0	0	0	0	...	...	...	0	0	0	4	8	96	0	0	0
New Mexico	0	0	0	0	0	0	...	...	...	0	0	0	2	5	54	0	0	0
Arizona	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah	0	0	0	0	0	0	...	...	...	0	0	0	1	6	40	5	20	885
Nevada	0	0	0	0	0	0	...	...	...	0	0	0	1	1	13	0	0	0
Idaho	0	0	0	0	0	0	...	...	...	0	0	0	0	0	0	1	3	98
Washington	0	0	0	0	0	0	1	2	11	0	0	0	5	22	244	0	0	0
Oregon	0	0	0	0	0	0	1	3	28	0	0	0	7	18	162	1	4	30
California	0	0	0	0	0	0	1	2	33	0	0	0	26	102	873	1	10	50

TABLE 23.—*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.					vate high schools and academies.				
	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	3.1	76.4	24.2	51.0	9.2	4.1	50.6	12.1	57.3	5.3
North Atlantic Division	4.0	96.8	24.1	69.0	12.8	5.7	60.9	10.6	39.6	7.8
South Atlantic Division	2.5	56.8	22.0	49.3	4.9	3.1	41.9	13.4	57.2	3.1
South Central Division	2.4	52.0	21.4	52.1	3.9	2.8	45.4	15.9	71.9	3.4
North Central Division	2.9	73.1	24.8	45.7	9.0	4.4	51.9	11.7	60.1	6.3
Western Division	3.8	100.5	25.9	17.8	12.1	3.7	42.1	11.1	86.8	4.4
North Atlantic Division:										
Maine	2.2	59.7	26.6	14.2	8.1	4.4	89.7	20.0	13.2	12.9
New Hampshire	2.6	64.4	24.1	18.2	9.2	5.7	73.6	12.8	17.0	13.8
Vermont	2.5	58.5	22.6	78.7	7.0	5.3	85.2	15.8	42.2	11.1
Massachusetts	5.1	130.7	25.4	6.1	18.2	5.9	60.4	10.0	17.6	9.4
Rhode Island	8.5	194.2	22.8	14.5	27.5	6.5	63.4	9.6	34.1	6.7
Connecticut	4.1	93.3	22.6	32.3	13.0	4.4	44.3	9.8	22.5	5.2
New York	4.3	99.7	23.1	149.6	10.5	6.2	52.7	8.4	60.6	5.8
New Jersey	4.6	106.8	23.1	70.7	15.7	5.8	56.5	9.7	32.1	7.0
Pennsylvania	3.5	87.6	24.4	60.1	13.5	5.5	68.0	12.3	46.3	8.1
South Atlantic Division:										
Delaware	3.0	84.3	28.1	86.6	13.2	6.3	88.3	13.9	73.3	10.6
Maryland	2.9	74.0	24.8	77.8	7.8	5.0	44.1	8.7	39.2	4.1
District of Columbia	24.2	595.7	24.5	....	40.2	6.4	44.8	6.9	85.5	3.7
Virginia	2.4	51.0	20.7	51.1	3.5	3.0	36.0	11.8	34.7	2.2
West Virginia	2.0	47.0	22.5	11.5	6.6	3.4	52.2	15.1	35.7	3.6
North Carolina	2.0	54.9	26.5	45.9	8.3	2.3	37.5	15.9	51.2	2.2
South Carollna	1.9	34.0	17.4	41.8	3.1	2.6	39.6	14.9	53.6	4.6
Georgia	2.2	48.8	21.7	47.2	3.5	2.8	51.4	18.2	93.3	3.6
Florida	2.2	42.4	19.2	44.2	1.8	3.3	31.9	9.6	98.0	5.3
South Central Division:										
Kentucky	2.8	67.6	23.6	45.5	6.0	3.4	44.2	12.7	54.1	3.0
Tennessee	2.0	46.9	22.9	48.9	4.0	2.5	44.9	17.6	78.5	3.6
Alabama	2.0	42.1	20.3	45.5	3.2	2.1	36.5	17.0	60.0	2.5
Mississippi	2.1	37.5	17.6	61.2	2.6	2.6	48.0	17.9	80.7	3.7
Louisiana	3.7	71.8	19.1	53.3	9.1	3.3	39.7	11.8	61.1	4.2
Texas	2.7	58.6	21.6	51.5	3.4	3.5	60.9	17.1	83.1	4.2
Arkansas	2.0	48.2	23.4	61.9	3.4	2.3	40.1	17.1	78.4	2.7
Oklahoma	2.6	67.6	25.3	....	3.6	2.5	27.0	10.8	82.0	5.5
Indian Territory	3.3	53.3	16.0	60.0	3.0	2.1	26.2	12.4	100.7	0.8
North Central Division:										
Ohio	2.6	65.0	24.8	62.3	8.3	4.5	40.9	8.9	53.3	5.5
Indiana	2.6	60.2	23.0	45.7	7.6	5.0	67.0	13.1	74.2	6.1
Illinois	3.4	92.5	26.6	41.4	11.9	4.8	56.7	11.7	71.9	6.3
Michigan	3.3	83.9	24.8	73.7	9.3	5.4	68.5	12.5	136.3	7.1
Wisconsin	3.0	77.2	25.3	37.5	9.6	5.7	61.6	10.7	39.9	11.6
Minnesota	4.4	107.0	23.9	20.8	10.1	4.9	51.8	10.4	58.2	8.0
Iowa	2.9	72.2	24.6	36.2	10.0	3.8	56.2	14.4	72.3	7.9
Missouri	3.4	90.0	26.1	30.5	9.2	3.5	50.1	14.1	41.2	5.1
North Dakota	2.3	44.4	19.0	21.8	4.9	2.2	18.2	8.1	96.2	....
South Dakota	2.0	46.1	22.0	5.8	5.6	4.1	32.8	7.9	70.5	4.1
Nebraska	2.2	53.7	24.3	40.2	6.2	4.7	39.7	8.4	46.9	4.0
Kansas	2.4	60.5	24.3	26.3	8.1	4.1	48.3	11.5	48.1	5.6
Western Division:										
Montana	2.6	65.3	24.3	....	5.1	1.6	28.3	17.0	94.0	....
Wyoming	2.8	54.6	19.5	....	2.2	3.0	23.0	7.6	41.5	....
Colorado	4.4	93.6	21.2	21.1	11.1	3.6	45.1	12.4	93.2	4.8
New Mexico	2.2	33.0	14.4	....	2.4	2.6	26.6	10.2	33.6	2.4
Arizona	3.0	60.0	20.0	....	2.5	....	....	....	....	....
Utah	10.5	294.0	28.0	....	28.5	3.3	85.9	25.5	117.4	3.9
Nevada	2.5	73.2	29.3	....	10.2	1.0	13.0	13.0	52.0	2.0
Idaho	2.1	35.7	16.6	53.4	8.0	2.3	46.6	20.0	17.0	....
Washington	3.0	75.4	25.1	43.4	9.2	3.1	38.0	12.0	47.5	3.2
Oregon	3.5	112.6	31.8	16.1	12.0	4.4	44.5	9.9	70.2	6.6
California	4.4	129.1	28.9	11.8	16.6	4.2	34.7	8.1	101.7	5.0

TABLE 24.—*Combined statistics of public high schools and private high schools and academies—Number of schools, instructors, and students in 1895–96.*

State or Territory.	Total number of schools.	Total number secondary teachers.	Total number secondary students.	Male.		Female.		Classical preparatory students.	
				Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	7,080	24,452	487,147	211,433	43.40	275,714	56.60	48,955	10.05
North Atlantic Division	1,856	8,587	155,646	69,881	44.90	85,765	55.10	18,747	12.04
South Atlantic Division	809	2,327	39,400	17,935	45.52	21,465	54.48	5,786	14.69
South Central Division	1,025	2,693	50,139	22,578	45.03	27,561	54.97	8,005	15.96
North Central Division	3,052	9,547	215,273	89,816	41.72	125,457	58.28	14,020	6.52
Western Division	338	1,298	26,689	11,223	42.05	15,466	57 95	2,397	8.98
North Atlantic Division:									
Maine	155	426	10,310	4,643	45.03	5,667	54.97	1,681	16.30
New Hampshire	74	274	5,000	2,491	49.82	2,509	50.18	920	18.40
Vermont	77	272	5,204	2,452	47.12	2,752	52.88	613	11.78
Massachusetts	317	1,710	34,548	15,857	45.32	18,691	54.68	5,516	15.97
Rhode Island	25	191	3,417	1,465	42.87	1,952	57.13	713	20.87
Connecticut	125	537	8,779	3,856	43.92	4,923	56.08	1,117	12.73
New York	545	2,736	44,855	19,913	44.39	24,942	55.61	4,374	9.75
New Jersey	143	744	11,758	5,464	46.47	6,294	53.53	1,500	12.76
Pennsylvania	395	1,697	31,775	13,740	43.24	18,035	56.76	2,313	7.28
South Atlantic Division:									
Delaware	16	58	1,362	581	42.66	781	57.34	67	4.92
Maryland	90	361	5,316	2,280	42.89	3,036	57.11	320	6.02
District of Columbia	20	200	3,100	1,042	33.61	2,058	66.39	210	6.77
Virginia	162	450	6,958	3,350	48.15	3,608	51.85	968	13.91
West Virginia	40	108	1,976	855	43.27	1,121	56.73	115	5.82
North Carolina	151	351	5,917	3,376	57.06	2,541	42.94	1,381	23.34
South Carolina	99	220	3,586	1,676	46.74	1,910	53.26	674	18.79
Georgia	197	493	9,848	4,260	43.26	5,588	56.74	1,989	20.20
Florida	34	86	1,337	515	38.52	822	61.48	62	4.64
South Central Division:									
Kentucky	142	457	7,643	3,335	43.63	4,308	56.37	934	12.22
Tennessee	207	480	9,491	4,559	48.03	4,932	51.97	2,038	21.47
Alabama	134	283	5,216	2,481	47.57	2,735	52.43	923	17.69
Mississippi	149	352	6,275	2,886	45.99	3,389	54.01	1,017	16.21
Louisiana	47	166	2,511	804	32.02	1,707	67.98	285	11.35
Texas	245	731	14,555	6,417	44.09	8,138	55.91	1,862	12.80
Arkansas	84	182	3,795	1,793	47.25	2,002	52.75	850	22.40
Oklahoma	5	13	257	91	35.41	166	64.59	28	10.89
Indian Territory	12	29	396	212	53.54	184	46.46	68	17.17
North Central Division:									
Ohio	614	1,718	38,592	16,483	42.71	22,109	57.29	2,334	6.05
Indiana	337	937	20,459	8,658	42.32	11,801	57.68	853	4.17
Illinois	378	1,392	32,874	12,846	39.08	20,028	60.92	2,056	6.26
Michigan	298	1,041	24,746	10,315	41.68	14,431	58.32	1,086	4.39
Wisconsin	209	702	15,779	6,990	44.30	8,789	55.70	1,206	7.64
Minnesota	130	595	12,316	5,218	42.37	7,098	57.63	623	5.06
Iowa	367	1,112	25,915	10,923	42.15	14,992	57.85	1,918	7.40
Missouri	256	892	19,587	8,024	40.97	11,563	59.03	1,562	7.97
North Dakota	25	58	1,006	446	44.33	560	55.67	102	10.14
South Dakota	38	94	1,660	704	42.41	956	57.59	84	5.06
Nebraska	211	500	11,146	4,564	40.95	6,582	59.05	1,118	10.03
Kansas	189	506	11,193	4,645	41.50	6,548	58.50	1,078	9.63
Western Division:									
Montana	19	48	1,131	390	34.48	741	65.52	87	7.69
Wyoming	7	20	319	127	39.81	192	60.19	56	17.56
Colorado	49	210	4,201	1,638	38.99	2,563	61.01	314	7.48
New Mexico	12	29	364	174	47.80	190	52.20	26	7.14
Arizona	2	6	120	49	40.83	71	59 17	12	10.00
Utah	16	68	1,791	900	50.25	891	49.75	204	11.39
Nevada	5	11	306	103	33.66	203	66.34	43	14.05
Idaho	10	22	390	186	47.69	204	52.31	57	14.61
Washington	45	137	2,872	1,188	41.36	1,684	58.64	225	7.84
Oregon	28	113	2,133	926	43.41	1,207	56.59	115	5.39
California	145	634	13,062	5,542	42.43	7,520	57.57	1,258	9.63

TABLE 25.—*Combined statistics of public high schools and private high schools and academies—College preparatory students and graduates in 1895–96.*

State or Territory.	Scientific preparatory students.		Total college preparatory students.		Graduates in 1896.		Graduates prepared for college.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	34,873	7.16	83,828	17.21	57,153	11.73	18,683	32.69
North Atlantic Division	10,856	6.98	29,603	19.02	20,457	13.14	6,006	29.36
South Atlantic Division	1,596	4.05	7,382	18.74	3,240	8.22	1,394	43.02
South Central Division	4,111	8.20	12,116	24.16	3,771	7.52	1,426	37.81
North Central Division	14,859	6.90	28,879	13.42	26,546	12.33	8,453	31.84
Western Division	3,451	12.93	5,848	21.91	3,139	11.76	1,404	44.73
North Atlantic Division:								
Maine	512	4.97	2,193	21.27	1,433	13.90	389	27.15
New Hampshire	595	11.90	1,515	30.30	800	16.00	282	35.25
Vermont	577	11.09	1,190	22.87	650	12.49	228	35.08
Massachusetts	2,140	6.19	7,656	22.16	4,927	14.26	1,514	30.73
Rhode Island	87	2.54	800	23.41	459	13.43	145	31.59
Connecticut	678	7.72	1,795	20.45	1,169	13.32	366	31.31
New York	3,155	7.04	7,529	16.79	4,795	10.69	1,546	32.24
New Jersey	1,238	10.53	2,738	23.29	1,648	14.02	571	34.65
Pennsylvania	1,874	5.90	4,187	13.18	4,576	14.40	965	21.09
South Atlantic Division:								
Delaware	34	2.50	101	7.42	204	14.98	51	25.00
Maryland	112	2.11	432	8.13	539	10.14	125	23.19
District of Columbia	83	2.68	293	9.45	221	7.13	43	19.46
Virginia	310	4.46	1,278	18.37	463	6.65	171	36.93
West Virginia	96	4.86	211	10.68	212	10.73	68	32.08
North Carolina	371	6.27	1,752	29.61	432	7.30	256	59.26
South Carolina	172	4.80	846	23.59	369	10.29	276	74.80
Georgia	393	3.99	2,382	24.19	703	7.14	388	55.19
Florida	25	1.87	87	6.51	97	7.26	16	16.49
South Central Division:								
Kentucky	600	7.85	1,534	20.07	607	7.94	145	23.89
Tennessee	911	9.60	2,949	31.07	799	8.42	403	50.44
Alabama	536	10.28	1,459	27.97	387	7.42	128	33.07
Mississippi	790	12.59	1,807	28.80	468	7.46	220	47.01
Louisiana	92	3.66	377	15.01	296	11.79	59	19.93
Texas	897	6.16	2,759	18.96	905	6.22	322	35.58
Arkansas	238	6.27	1,088	28.67	270	7.11	123	45.56
Oklahoma	3	1.17	31	12.06	22	8.56	22	100.00
Indian Territory	44	11.11	112	28.28	17	4.29	4	23.53
North Central Division:								
Ohio	1,851	4.79	4,185	10.84	4,988	12.92	1,174	23.54
Indiana	867	4.24	1,720	8.41	2,558	12.50	668	26.11
Illinois	1,894	5.76	3,950	12.02	4,191	12.75	1,074	25.63
Michigan	1,976	7.98	3,062	12.37	2,761	11.16	1,059	38.36
Wisconsin	1,207	7.65	2,413	15.29	2,070	13.12	681	32.90
Minnesota	1,903	15.45	2,526	20.51	1,259	10.22	710	56.39
Iowa	1,500	5.79	3,418	13.19	3,607	13.92	1,081	29.97
Missouri	1,386	7.08	2,948	15.05	2,016	10.29	638	31.65
North Dakota	181	17.99	283	28.13	104	10.34	38	36.54
South Dakota	197	11.87	281	16.93	205	12.35	82	40.00
Nebraska	875	7.85	1,993	17.88	1,300	11.66	601	46.23
Kansas	1,022	9.13	2,100	18.76	1,487	13.29	647	43.51
Western Division:								
Montana	84	7.43	171	15.12	83	7.34	52	62.65
Wyoming	7	2.19	63	19.75	11	3.45	4	36.36
Colorado	860	20.47	1,174	27.95	497	11.83	206	41.45
New Mexico	4	1.10	30	8.24	29	7.97	12	41.38
Arizona	0	0	12	10.00	5	4.17	3	60.00
Utah	114	6.37	318	17.76	112	6.25	54	48.21
Nevada	15	4.90	58	18.95	43	14.05	12	27.91
Idaho	115	29.49	172	44.10	56	14.36	27	48.21
Washington	204	7.10	429	14.94	334	11.63	86	25.75
Oregon	103	4.83	218	10.22	257	12.05	68	26.46
California	1,945	14.89	3,203	24.52	1,712	13.11	880	51.40

TABLE 26.—*Combined statistics of public high schools and private high schools and academies—Secondary students in ancient and modern languages in 1895–96.*

State or Territory.	Latin.		Greek.		French.		German.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	225, 164	46.22	22, 304	4.58	49, 327	10.13	64, 293	13.20
North Atlantic Division	73, 819	47.43	13, 380	8.60	31, 364	20.15	26, 998	17.35
South Atlantic Division	23, 085	58.59	1, 900	4.82	5, 526	14.03	4, 114	10.44
South Central Division	23, 434	46.74	1, 733	3.46	3, 384	6.75	2, 994	5.97
North Central Division	92, 543	42.99	4, 229	1.96	6, 958	3.23	26, 753	12.43
Western Division	12, 283	46.02	1, 062	3.98	2, 095	7.85	3, 434	12.87
North Atlantic Division:								
Maine	4, 374	42.42	1, 169	11.34	1, 676	16.26	130	12.61
New Hampshire	2, 737	54.74	768	15.36	1, 040	20.80	308	6.16
Vermont	2, 020	38.82	400	7.69	642	12.34	278	5.34
Massachusetts	18, 362	53.15	4, 171	12.07	13, 712	39.69	3, 960	11.46
Rhode Island	1, 777	52.00	378	11.06	1, 083	31.69	373	10.92
Connecticut	5, 313	60.52	907	10.33	1, 773	20.20	1, 970	22.44
New York	16, 624	37.06	2, 817	6.28	6, 347	14.15	9, 869	22.00
New Jersey	5, 404	45.96	1, 161	9.87	1, 716	14.59	3, 349	28.48
Pennsylvania	17, 208	54.16	1, 609	5.06	3, 375	10.62	6, 761	21.28
South Atlantic Division:								
Delaware	1, 027	75.40	32	2.35	94	6.90	67	4.92
Maryland	3, 446	64.82	275	5.17	1, 135	21.35	1, 637	30.79
District of Columbia	1, 419	45.77	108	3.48	670	21.61	889	28.68
Virginia	4, 346	62.46	212	3.05	1, 085	15.59	984	14.14
West Virginia	649	32.84	70	3.54	96	4.86	73	3.69
North Carolina	3, 131	52.92	415	7.01	390	6.59	192	3.24
South Carolina	2, 045	57.03	220	6.13	626	17.45	107	2.98
Georgia	6, 264	63.61	532	5.40	1, 331	13.52	136	1.38
Florida	758	56.69	36	2.69	99	7.40	29	2.17
South Central Division:								
Kentucky	4, 137	54.13	398	5.21	473	6.19	1, 191	15.58
Tennessee	4, 430	46.68	546	5.75	344	3.62	295	3.11
Alabama	2, 784	53.37	276	5.29	554	10.62	291	5.58
Mississippi	2, 257	35.97	139	2.22	103	1.64	98	1.57
Louisiana	1, 465	58.34	34	13.54	1, 417	56.43	86	3.42
Texas	6, 375	43.80	272	1.87	393	2.70	792	5.44
Arkansas	1, 702	44.85	56	1.48	92	2.42	196	5.16
Oklahoma	120	46.69	10	3.89	8	3.11	42	16.34
Indian Territory	164	41.41	2	0.51	0	....	3	0.76
North Central Division:								
Ohio	19, 177	49.69	964	2.50	1, 131	2.93	4, 708	12.20
Indiana	11, 646	56.92	199	0.97	342	1.67	1, 906	9.32
Illinois	14, 933	45.42	748	2.28	2, 186	6.65	4, 638	14.11
Michigan	7, 938	32.08	483	1.95	976	3.94	3, 555	14.37
Wisconsin	3, 671	23.27	279	1.77	152	0.96	3, 730	23.64
Minnesota	6, 321	51.32	335	2.72	709	5.76	1, 895	15.39
Iowa	9, 576	36.95	338	1.30	288	1.11	2, 110	8.14
Missouri	8, 200	41.86	520	2.65	818	4.18	2, 297	11.73
North Dakota	483	48.01	6	0.60	20	1.99	14	1.39
South Dakota	549	33.07	31	1.87	34	2.05	95	5.72
Nebraska	4, 545	40.78	206	1.85	203	1.82	611	5.48
Kansas	5, 504	49.17	120	1.07	99	0.88	1, 194	10.67
Western Division:								
Montana	422	37.31	....	....	24	2.12	45	3.98
Wyoming	145	45.45	0	....	0	....	33	10.34
Colorado	2, 294	54.61	204	4.86	259	6.17	951	22.64
New Mexico	95	26.10	7	1.92	....	....	2	0.55
Arizona	42	35.00	....	....	....	....	....	....
Utah	462	25.80	42	2.35	85	4.75	232	12.95
Nevada	116	37.91	....	....	....	....	....	....
Idaho	188	48.21	3	0.77	....	....	9	2.31
Washington	1, 108	38.58	62	2.16	187	6.51	519	18.07
Oregon	667	31.27	108	5.06	145	6.80	410	19.22
California	6, 744	51.63	636	4.87	1, 395	10.68	1, 233	9.44

TABLE 27.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain mathematical studies in 1895-96.*

State or Territory.	Algebra.		Geometry.		Trigonometry.		Astronomy.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	260, 409	53. 46	125, 237	25. 71	15, 328	3. 15	25, 272	5. 19
North Atlantic Division	77, 592	49. 85	42, 373	27. 22	4, 406	2. 83	9, 406	6. 04
South Atlantic Division	24, 283	61. 63	10, 826	27. 48	2, 638	6. 70	1, 936	4. 91
South Central Division	31, 326	62. 48	13, 389	26. 70	3, 137	6. 26	3, 035	6. 05
North Central Division	111, 788	51. 93	49, 703	23. 09	4, 298	2. 00	9, 657	4. 49
Western Division	15, 420	57. 78	8, 946	33. 52	849	3. 18	1, 238	4. 64
North Atlantic Division:								
Maine	4, 728	45. 86	2, 357	22. 86	86	0. 84	915	8. 87
New Hampshire	2, 170	43. 40	1, 419	28. 38	108	2. 16	371	7. 42
Vermont	2, 031	39. 03	991	19. 04	47	9. 03	550	10. 57
Massachusetts	15, 704	45. 46	10, 261	29. 70	569	1. 65	2, 116	6. 12
Rhode Island	2, 085	61. 02	925	27. 07	84	2. 46	207	6. 06
Connecticut	4, 485	51. 09	2, 592	29. 53	424	4. 83	665	7. 57
New York	18, 817	41. 95	10, 417	23. 22	1, 408	3. 14	2, 423	5. 40
New Jersey	8, 043	68. 40	3, 402	28. 93	422	3. 59	710	6. 04
Pennsylvania	19, 529	61. 41	10, 009	31. 50	1, 258	3. 96	1, 449	4. 56
South Atlantic Division:								
Delaware	859	63. 07	334	24. 52	86	6. 31	....	....
Maryland	3, 828	72. 01	2, 870	53. 99	487	9. 16	354	6. 66
District of Columbia	1, 140	36. 77	814	26. 26	81	2. 61	169	5. 45
Virginia	4, 104	58. 98	1, 802	25. 90	641	9. 21	208	1. 99
West Virginia	1, 169	59. 16	431	21. 81	73	3. 69	84	4. 25
North Carolina	2, 886	48. 77	766	12. 95	113	1. 91	229	3. 87
South Carolina	2, 485	69. 30	764	21. 31	59	1. 65	145	4. 05
Georgia	6, 967	70. 75	2, 737	27. 79	1, 006	9. 40	642	6. 52
Florida	845	63. 20	308	23. 04	92	6. 88	105	7. 85
South Central Division:								
Kentucky	4, 335	56. 72	1, 855	24. 27	535	7. 00	555	7. 26
Tennessee	5, 580	58. 79	2, 070	21. 81	428	4. 51	465	4. 90
Alabama	3, 495	67. 01	1, 726	33. 09	514	9. 85	379	7. 27
Mississippi	3, 634	57. 91	1, 150	18. 33	370	5. 90	421	6. 71
Louisiana	1, 587	63. 20	687	27. 36	123	4. 90	305	12. 15
Texas	9, 963	68. 45	5, 046	34. 67	926	6. 36	786	5. 40
Arkansas	2, 463	64. 90	777	20. 47	216	5. 69	103	2. 71
Oklahoma	83	32. 30	34	13. 23	13	5. 06	15	5. 84
Indian Territory	186	46. 97	44	11. 11	12	3. 03	6	1. 52
North Central Division:								
Ohio	21, 725	56. 29	10, 212	26. 46	1, 367	3. 54	2, 015	5. 22
Indiana	12, 079	59. 04	4, 997	24. 42	368	1. 80	558	2. 73
Illinois	15, 799	48. 06	7, 427	22. 59	587	1. 79	1, 923	5. 85
Michigan	11, 920	48. 17	4, 594	18. 56	216	0. 87	1, 080	4. 36
Wisconsin	6, 933	43. 94	3, 553	22. 52	126	0. 80	234	1. 48
Minnesota	5, 674	46. 07	3, 322	26. 97	33	0. 27	478	3. 88
Iowa	12, 543	48. 40	5, 481	21. 15	452	1. 74	1, 653	6. 38
Missouri	11, 371	58. 05	4, 156	21. 22	730	3. 73	873	4. 46
North Dakota	658	65. 41	308	30. 62	63	6. 26	89	8. 85
South Dakota	793	47. 77	307	18. 49	28	1. 69	55	3. 31
Nebraska	6, 469	58. 04	2, 836	25. 44	157	1. 41	231	2. 07
Kansas	5, 824	52. 03	2, 510	22. 42	171	1. 53	468	4. 18
Western Division:								
Montana	362	32. 01	130	11. 49	8	0. 71	27	2. 39
Wyoming	114	35. 74	73	22. 88	4	1. 25	13	4. 08
Colorado	2, 161	51. 44	1, 318	31. 37	159	3. 78	220	5. 24
New Mexico	187	51. 37	67	18. 41	27	7. 42	47	12. 91
Arizona	64	53. 33	19	15. 83	3	2. 50	....	....
Utah	774	43. 22	407	22. 72	63	3. 52	59	3. 29
Nevada	250	81. 70	88	28. 76	....	....	17	5. 56
Idaho	203	52. 05	89	22. 82	....	....	26	6. 67
Washington	1, 814	63. 16	1, 034	36. 00	92	3. 20	165	5. 75
Oregon	1, 346	63. 10	490	22. 97	95	4. 45	101	4. 74
California	8, 145	62. 36	5, 231	40. 05	398	3. 05	563	4. 31

TABLE 28.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain science studies in 1895–96.*

State or Territory.	Physics.		Chemistry.		Physical geography.		Geology.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	106,427	21.85	44,597	9.15	121,464	24.93	25,330	5.20
North Atlantic Division	31,974	20.54	16,797	10.79	32,090	20.62	10,058	6.46
South Atlantic Division	9,436	23.95	3,135	7.96	11,047	28.04	1,530	3.88
South Central Division	13,864	27.65	4,241	8.46	16,444	32.80	3,696	7.37
North Central Division	44,950	20.88	17,059	7.92	56,655	26.32	8,666	4.03
Western Division	6,203	23.24	3,365	12.61	5,228	19.59	1,380	5.17
North Atlantic Division:								
Maine	1,803	17.49	1,048	10.16	1,744	16.92	770	7.47
New Hampshire	985	19.70	552	11.04	709	14.18	284	5.68
Vermont	850	16.33	481	9.24	1,095	21.04	470	9.03
Massachusetts	7,333	21.23	4,573	13.24	3,218	9.31	1,798	5.20
Rhode Island	827	24.20	376	11.00	387	11.33	185	5.41
Connecticut	1,570	17.88	1,109	12.63	1,328	15.13	769	8.76
New York	7,053	15.72	3,657	8.15	10,879	24.25	3,484	7.77
New Jersey	2,865	24.37	1,405	11.95	3,048	25.92	778	6.62
Pennsylvania	8,688	27.34	3,596	11.32	9,682	30.47	1,520	4.78
South Atlantic Division:								
Delaware	360	26.43	147	10.79	525	38.55	....	....
Maryland	2,316	43.57	483	9.09	1,233	23.19	164	3.09
District of Columbia	767	24.74	332	10.71	265	8.55	88	2.84
Virginia	1,609	23.12	725	10.42	2,429	34.91	248	3.56
West Virginia	376	19.03	134	6.78	725	36.69	66	3.34
North Carolina	811	13.71	239	4.04	1,358	22.95	194	3.27
South Carolina	709	19.77	153	4.27	1,368	38.15	107	2.98
Georgia	2,189	22.23	841	8.54	2,572	26.12	609	6.18
Florida	299	22.36	81	6.06	572	42.78	54	4.04
South Central Division:								
Kentucky	1,539	20.14	768	10.05	1,636	21.41	437	5.72
Tennessee	1,694	17.85	437	4.60	2,189	23.06	1,151	12.13
Alabama	1,341	25.71	557	10.68	1,408	26.99	307	5.89
Mississippi	2,480	39.52	369	5.88	1,932	30.79	330	5.26
Louisiana	1,130	45.00	626	24.93	1,265	50.38	112	4.46
Texas	4,599	31.60	1,249	8.58	6,050	41.57	1,112	7.64
Arkansas	918	24.19	230	6.06	1,752	46.17	199	5.24
Oklahoma	91	35.41	....	....	127	49.42	40	15.56
Indian Territory	72	18.18	5	1.26	85	21.46	8	2.02
North Central Division:								
Ohio	7,886	20.43	3,221	8.35	11,279	29.23	1,295	3.36
Indiana	4,926	24.08	1,692	8.27	6,059	29.62	807	3.94
Illinois	6,922	21.06	3,477	10.58	6,711	20.41	1,436	4.37
Michigan	4,508	18.22	2,136	8.63	4,265	17.24	933	3.77
Wisconsin	2,706	17.15	645	4.09	5,764	36.53	359	2.28
Minnesota	1,761	14.30	1,081	8.78	2,068	16.79	314	2.55
Iowa	5,594	21.59	1,306	5.04	7,798	30.09	1,531	5.91
Missouri	4,488	22.91	1,753	8.95	4,118	21.02	939	4.79
North Dakota	328	32.60	137	13.62	425	42.25	70	6.96
South Dakota	308	18.55	51	3.07	555	33.43	79	4.76
Nebraska	2,721	24.41	1,010	9.06	3,633	32.59	387	3.47
Kansas	2,802	25.03	550	4.91	3,980	35.56	516	4.61
Western Division:								
Montana	211	18.66	70	6.19	237	20.95	67	5.92
Wyoming	57	17.87	14	4.39	111	34.80	1	0.31
Colorado	1,112	26.47	666	15.85	786	18.71	480	11.43
New Mexico	75	20.60	35	9.62	144	39.56	18	4.95
Arizona	18	15.00	18	15.00	56	46.67	....	....
Utah	187	10.44	79	4.41	401	22.39	106	5.92
Nevada	155	50.65	49	16.01	128	41.83	....	....
Idaho	90	23.08	18	4.62	125	32.05	20	5.13
Washington	827	28.80	283	9.85	1,220	42.48	265	9.23
Oregon	420	19.69	206	9.66	563	26.39	46	2.16
California	3,051	23.36	1,927	14.76	1,457	11.15	377	2.89

TABLE 29.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1895–96.*

State or Territory.	Physiology.		Psychology.		Rhetoric.		History.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	151,391	31.08	18,621	3.82	157,208	32.27	174,070	35.73
North Atlantic Division	43,667	28.06	3,894	2.50	45,790	29.42	58,660	37.69
South Atlantic Division	12,039	30.56	1,650	4.19	13,347	33.88	18,187	46.16
South Central Division	21,970	43.82	3,889	7.76	18,499	36.90	18,895	37.69
North Central Division	68,124	31.65	8,299	3.86	67,586	41.30	64,879	30.14
Western Division	5,591	20.95	889	3.33	11,986	44.91	13,449	50.39
North Atlantic Division:								
Maine	1,754	17.01	366	3.55	2,561	24.84	3,282	31.83
New Hampshire	798	15.96	74	1.48	1,144	22.88	1,716	34.32
Vermont	916	17.60	175	3.36	1,321	25.38	1,365	26.23
Massachusetts	6,187	17.91	472	1.37	11,275	32.64	16,227	46.97
Rhode Island	251	7.35	155	4.54	1,395	40.83	1,923	56.28
Connecticut	1,886	21.48	267	3.04	2,815	32.07	3,781	43.07
New York	16,402	36.57	1,017	2.27	9,348	20.84	14,066	31.36
New Jersey	3,890	33.08	217	1.85	4,029	34.27	4,621	39.30
Pennsylvania	11,583	36.45	1,151	3.62	11,902	37.46	11,679	36.76
South Atlantic Division:								
Delaware	707	51.91	16	1.17	387	28.41	570	41.85
Maryland	1,573	29.59	363	6.83	1,441	27.11	3,504	65.91
District of Columbia	133	4.29	34	1.10	1,540	49.68	1,868	60.26
Virginia	2,229	32.04	227	3.26	2,698	38.17	3,519	50.57
West Virginia	731	36.99	69	3.49	605	30.62	863	43.67
North Carolina	1,804	30.49	152	2.57	1,318	22.27	1,980	33.46
South Carolina	1,370	38.20	94	2.62	1,080	30.12	1,690	47.13
Georgia	2,881	29.25	539	5.47	3,690	37.47	3,519	35.73
Florida	611	45.70	156	11.67	588	43.98	674	50.41
South Central Division:								
Kentucky	2,909	38.96	876	11.46	3,167	41.44	2,818	36.87
Tennessee	2,938	30.96	370	3.90	2,972	31.31	3,214	34.15
Alabama	2,269	43.50	182	3.49	2,192	42.02	1,657	31.77
Mississippi	2,969	47.31	281	4.48	2,048	32.64	1,980	31.55
Louisiana	1,230	48.98	117	4.66	1,362	54.24	1,611	64.16
Texas	7,151	49.13	1,495	10.27	5,111	35.12	5,943	40.83
Arkansas	2,276	59.97	488	12.86	1,418	37.36	1,420	37.42
Oklahoma	72	28.02	30	11.67	89	34.63	73	28.40
Indian Territory	156	39.39	50	12.63	140	35.35	152	38.38
North Central Division:								
Ohio	15,052	39.00	1,266	3.28	11,789	30.55	11,552	29.33
Indiana	5,297	25.89	841	4.11	8,127	39.72	6,622	32.37
Illinois	8,452	25.71	704	2.14	11,269	34.28	9,692	29.48
Michigan	6,632	26.80	744	3.01	6,320	25.54	7,225	29.20
Wisconsin	4,163	26.38	1,197	7.59	3,083	19.54	4,118	26.10
Minnesota	3,329	27.03	109	0.89	3,313	26.90	3,689	29.95
Iowa	7,918	30.55	715	2.76	8,426	32.51	7,468	28.82
Missouri	7,748	39.56	1,758	8.98	7,808	39.86	6,724	34.33
North Dakota	503	50.00	85	8.45	349	34.69	471	46.82
South Dakota	668	40.24	52	3.13	463	27.89	444	26.75
Nebraska	4,454	39.96	120	1.08	3,074	27.58	3,323	29.81
Kansas	3,908	34.91	708	6.33	3,565	31.85	3,551	31.73
Western Division:								
Montana	316	27.94	13	1.15	294	25.99	316	27.94
Wyoming	114	35.74	0	....	143	44.83	63	19.75
Colorado	791	18.83	186	4.43	1,382	32.90	2,567	61.10
New Mexico	134	36.81	....	....	160	43.96	113	31.04
Arizona	50	41.67	....	....	60	50.00	33	27.50
Utah	217	12.12	337	18.82	826	46.12	423	23.62
Nevada	55	17.97	3	0.98	80	26.14	216	70.59
Idaho	224	57.44	12	3.08	194	49.74	153	39.23
Washington	1,174	40.88	142	4.94	927	32.28	1,283	44.67
Oregon	441	20.68	39	1.83	564	26.44	777	36.43
California	2,075	15.89	157	1.20	7,356	56.32	7,505	57.46

TABLE 30.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1895-96.*—(See also Table 31.)

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	253,902	305,101	559,003	157,942	222,551	380,493	4,338	1,881	6,219	1,522	4,495	6,017	163,802	228,927	392,729
North Atlantic Division	77,501	91,028	168,529	48,263	66,468	114,731	787	8	795	465	2,279	2,744	49,515	68,755	118,270
South Atlantic Division	21,978	24,294	46,272	8,550	12,266	20,816	580	101	681	60	214	274	9,190	12,581	21,771
South Central Division	29,129	33,402	62,531	11,923	15,969	27,892	966	461	1,427	262	335	597	13,151	16,765	29,916
North Central Division	110,362	138,620	248,982	80,390	115,244	195,634	881	494	1,375	704	1,618	2,322	81,975	117,356	199,331
Western Division	14,932	17,757	32,689	8,816	12,604	21,420	1,124	817	1,941	31	49	80	9,971	13,470	23,441
North Atlantic Division:															
Maine	4,733	6,006	10,739	3,092	4,077	7,169	0	0	0	12	20	32	3,104	4,097	7,201
New Hampshire	2,518	2,682	5,200	1,364	1,795	3,159	0	0	0	27	44	71	1,391	1,839	3,230
Vermont	2,457	2,757	5,214	1,293	1,694	2,987	0	0	0	5	5	10	1,298	1,699	2,997
Massachusetts	16,369	18,959	35,328	12,694	15,933	28,627	0	0	0	30	162	192	12,724	16,095	28,819
Rhode Island	1,555	2,192	3,747	1,111	1,608	2,719	0	0	0	0	0	0	1,111	1,608	2,719
Connecticut	3,856	4,923	8,779	2,727	3,433	6,160	0	0	0	0	0	0	2,727	3,433	6,160
New York	24,089	28,162	52,251	14,732	19,474	34,206	670	0	670	198	1,852	2,050	15,600	21,326	36,926
New Jersey	5,953	6,427	12,380	3,023	4,778	7,801	40	0	40	70	78	148	3,133	4,856	7,989
Pennsylvania	15,971	18,920	34,891	8,227	13,676	21,903	77	8	85	123	118	241	8,427	13,802	22,229
South Atlantic Division:															
Delaware	613	787	1,400	462	635	1,097	32	6	38	0	0	0	494	641	1,135
Maryland	2,841	3,206	6,047	1,456	1,874	3,330	32	0	32	0	0	0	1,488	1,874	3,362
District of Columbia	1,476	2,094	3,570	885	1,498	2,383	0	0	0	0	0	0	885	1,498	2,383
Virginia	4,019	4,097	8,116	1,661	2,170	3,831	33	0	33	32	2	34	1,726	2,172	3,898
West Virginia	1,016	1,158	2,174	390	646	1,036	145	0	145	4	6	10	539	652	1,191
North Carolina	4,211	3,239	7,450	337	432	769	55	15	70	22	27	49	414	474	888
South Carolina	2,072	2,327	4,399	975	1,104	2,079	172	0	172	0	110	110	1,147	1,214	2,361
Georgia	4,895	6,323	11,218	1,963	3,310	5,273	35	22	57	0	67	67	1,998	3,399	5,397
Florida	835	1,063	1,898	421	597	1,018	76	58	134	2	2	4	499	657	1,156
South Central Division:															
Kentucky	4,289	5,118	9,407	1,629	2,295	3,924	72	23	95	6	0	6	1,707	2,318	4,025
Tennessee	6,369	6,837	13,206	1,859	2,504	4,363	0	0	0	106	234	340	1,965	2,738	4,703
Alabama	2,908	3,253	6,161	975	1,429	2,404	33	0	33	67	60	127	1,075	1,489	2,564
Mississippi	3,639	4,069	7,708	1,469	1,681	3,150	378	215	593	.....	.....	.....	1,847	1,896	3,743
Louisiana	1,443	2,320	3,763	502	935	1,437	126	0	126	0	0	0	628	935	1,563
Texas	7,340	8,737	16,077	4,163	5,578	9,741	0	0	0	0	0	0	4,163	5,578	9,741
Arkansas	2,649	2,552	5,201	1,142	1,368	2,510	240	122	362	83	41	124	1,465	1,531	2,996
Oklahoma	208	267	475	74	129	203	117	101	218	.....	.....	.....	191	230	421
Indian Territory	284	249	533	110	50	160	0	0	0	.....	.....	.....	110	50	160

TABLE 30.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1895–96.*—(See also Table 31.)—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	20,793	23,910	44,703	15,502	20,797	36,299	192	81	273	111	102	213	15,805	20,980	36,785
Indiana	11,598	13,126	24,724	8,117	10,867	18,984	0	0	0	2	2	4	8,119	10,869	18,988
Illinois	16,086	21,922	38,008	11,321	18,205	29,526	119	32	151	0	0	0	11,440	18,237	29,677
Michigan	11,352	15,477	26,829	9,834	13,747	23,581	0	0	0	33	125	158	9,867	13,872	23,739
Wisconsin	7,717	9,088	16,805	6,096	8,203	14,299	0	0	0	5	4	9	6,101	8,207	14,308
Minnesota	5,748	7,417	13,165	4,337	6,476	10,813	0	0	0	0	0	0	4,337	6,476	10,813
Iowa	13,077	16,600	29,677	9,818	13,961	23,779	0	0	0	57	70	127	9,875	14,031	23,906
Missouri	10,949	14,219	25,168	5,949	9,275	15,224	0	0	0	455	1,164	1,619	6,404	10,439	16,843
North Dakota	742	783	1,525	403	530	933	228	144	372	....	....	....	631	674	1,305
South Dakota	1,004	1,234	2,238	580	850	1,430	104	104	208	0	0	0	684	954	1,638
Nebraska	5,454	7,174	12,628	4,321	6,268	10,589	238	133	371	0	0	0	4,559	6,401	10,960
Kansas	5,842	7,670	13,512	4,112	6,065	10,177	0	0	0	41	151	192	4,153	6,216	10,369
Western Division:															
Montana	551	848	1,399	390	656	1,046	65	31	96	....	....	....	455	687	1,142
Wyoming	162	254	416	109	164	273	35	62	97	....	....	....	144	226	370
Colorado	2,044	2,801	4,845	1,524	2,316	3,840	150	149	299	0	0	0	1,674	2,465	4,139
New Mexico	253	255	508	87	144	231	46	48	94	....	....	....	133	192	325
Arizona	98	98	196	49	71	120	49	27	76	0	0	0	98	98	196
Utah	1,464	1,300	2,764	229	359	588	381	282	663	....	....	....	610	641	1,251
Nevada	141	213	354	103	190	293	38	10	48	....	....	....	141	200	341
Idaho	337	298	635	109	141	250	141	83	224	10	11	21	260	235	495
Washington	1,661	1,998	3,659	980	1,360	2,340	101	63	164	0	0	0	1,081	1,423	2,504
Oregon	1,477	1,632	3,109	597	867	1,464	118	62	180	21	38	59	736	967	1,703
California	6,744	8,060	14,804	4,639	6,336	10,975	0	0	0	0	0	0	4,639	6,336	10,975

TABLE 31.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1895–96.*

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	53, 491	53, 163	106, 654	29, 647	13, 702	43, 349	4, 916	4, 903	3, 034	7, 937	2, 059	1, 359	3, 418	90, 100	76, 174	166, 274
North Atlantic Division	21, 618	19, 297	40, 915	5, 055	645	5, 700	1, 202	182	198	380	1, 131	931	2, 062	27, 986	22, 273	50, 259
South Atlantic Division	9, 385	9, 199	18, 584	3, 128	1, 165	4, 293	1, 021	171	174	345	104	154	258	12, 788	11, 713	24, 501
South Central Division	10, 655	11, 592	22, 247	4, 899	3, 209	8, 108	1, 475	424	361	785	......	......	......	15, 978	16, 637	32, 615
North Central Division	9, 426	10, 213	19, 639	14, 111	7, 402	21, 513	1, 126	4, 126	2, 299	6, 425	724	224	948	28, 387	21, 264	49, 651
Western Division	2, 407	2, 862	5, 269	2, 454	1, 281	3, 735	92	0	2	2	100	50	150	4, 961	4, 287	9, 248
North Atlantic Division:																
Maine	1, 551	1, 590	3, 141	0	0	0	246	78	73	151	......	......	......	1, 629	1, 909	3, 538
New Hampshire	1, 127	714	1, 841	0	0	0	129	......	......	......	......	......	......	1, 127	843	1, 970
Vermont	1, 159	1, 058	2, 217	0	0	0	0	......	......	......	......	......	......	1, 159	1, 058	2, 217
Massachusetts	3, 163	2, 758	5, 921	451	25	476	8	......	......	......	31	73	104	3, 645	2, 864	6, 509
Rhode Island	354	344	698	0	0	0	0	......	......	......	90	240	330	444	584	1, 028
Connecticut	1, 129	1, 490	2, 619	0	0	0	0	......	......	......	......	......	......	1, 129	1, 490	2, 619
New York	5, 181	5, 468	10, 649	2, 548	98	2, 646	565	75	87	162	685	618	1, 303	8, 489	6, 836	15, 325
New Jersey	2, 441	1, 516	3, 957	379	30	409	25	......	......	......	......	......	......	2, 820	1, 571	4, 391
Pennsylvania	5, 513	4, 359	9, 872	1, 677	492	2, 169	229	29	38	67	325	0	325	7, 544	5, 118	12, 662
South Atlantic Division:																
Delaware	119	146	265	0	0	0	0	......	......	......	......	......	......	119	146	265
Maryland	824	1, 162	1, 986	529	93	622	17	0	0	0	0	60	60	1, 353	1, 332	2, 685
District of Columbia	157	560	717	434	36	470	0	0	0	0	......	......	......	591	596	1, 187
Virginia	1, 689	1, 438	3, 127	488	59	547	325	12	9	21	104	94	198	2, 293	1, 925	4, 218
West Virginia	465	475	940	0	0	0	18	12	13	25	......	......	......	477	506	983
North Carolina	3, 039	2, 109	5, 148	668	361	1, 029	188	90	107	197	......	......	......	3, 797	2, 765	6, 562
South Carolina	701	806	1, 507	224	80	304	227	0	0	0	......	......	......	925	1, 113	2, 038
Georgia	2, 297	2, 278	4, 575	583	385	968	246	17	15	32	......	......	......	2, 897	2, 924	5, 821
Florida	94	225	319	202	151	353	0	40	30	70	......	......	......	336	406	742
South Central Division:																
Kentucky	1, 706	2, 013	3, 719	838	509	1, 347	231	38	47	85	......	......	......	2, 582	2, 800	5, 382
Tennessee	2, 700	2, 428	5, 128	1, 553	1, 094	2, 647	477	151	100	251	......	......	......	4, 404	4, 099	8, 503
Alabama	1, 506	1, 306	2, 812	273	204	477	179	54	75	129	......	......	......	1, 833	1, 764	3, 597
Mississippi	1, 417	1, 708	3, 125	240	105	345	234	135	126	261	......	......	......	1, 792	2, 173	3, 965
Louisiana	302	772	1, 074	513	509	1, 022	104	......	......	......	......	......	......	815	1, 385	2, 200
Texas	2, 254	2, 560	4, 814	889	387	1, 276	200	34	12	46	......	......	......	3, 177	3, 159	6, 336
Arkansas	651	634	1, 285	521	336	857	50	12	1	13	......	......	......	1, 184	1, 021	2, 205

TABLE 31.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1895-96*—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	17	37	54	0	0	0	0	......	......	......	......	......	......	17	37	54
Indian Territory	102	134	236	72	65	137	0	......	......	......	......	......	......	174	199	373
North Central Division:																
Ohio	981	1,312	2,293	2,811	1,140	3,951	243	1,027	235	1,262	169	0	169	4,988	2,930	7,918
Indiana	541	934	1,475	1,014	352	1,366	75	1,924	896	2,820	......	......	......	3,479	2,257	5,736
Illinois	1,525	1,823	3,348	2,716	1,424	4,140	266	142	172	314	263	0	263	4,646	3,685	8,331
Michigan	481	684	1,165	940	598	1,538	0	64	99	163	0	224	224	1,485	1,605	3,090
Wisconsin	894	586	1,480	717	150	867	145	5	0	5	......	......	......	1,616	881	2,497
Minnesota	881	622	1,503	460	277	737	5	70	37	107	......	......	......	1,411	941	2,352
Iowa	1,105	1,031	2,136	1,517	984	2,501	0	580	554	1,134	......	......	......	3,202	2,569	5,771
Missouri	2,075	2,288	4,363	2,024	1,020	3,044	307	154	165	319	292	0	292	4,545	3,780	8,325
North Dakota	43	30	73	68	79	147	0	......	......	......	......	......	......	111	109	220
South Dakota	124	106	230	196	174	370	0	0	0	0	......	......	......	320	280	600
Nebraska	243	314	557	592	403	995	0	60	56	116	......	......	......	895	773	1,668
Kansas	533	483	1,016	1,056	801	1,857	85	100	85	185	......	......	......	1,689	1,454	3,143
Western Division:																
Montana	0	85	85	96	76	172	0	......	......	......	......	......	......	96	161	257
Wyoming	18	28	46	0	0	0	0	......	......	......	......	......	......	18	28	46
Colorado	114	247	361	256	89	345	0	......	......	......	......	......	......	370	336	706
New Mexico	87	46	133	33	17	50	0	......	......	......	......	......	......	120	63	183
Arizona	0	0	0	0	0	0	0	......	......	......	......	......	......	0	0	0
Utah	671	532	1,203	183	127	310	0	0	0	0	......	......	......	854	659	1,513
Nevada	0	13	13	0	0	0	0	......	......	......	......	......	......	0	13	13
Idaho	77	63	140	0	0	0	0	......	......	......	......	......	......	77	63	140
Washington	208	324	532	372	251	623	0	......	......	......	......	......	......	580	575	1,155
Oregon	329	340	669	412	325	737	0	......	......	......	......	......	......	741	665	1,406
California	903	1,184	2,087	1,102	396	1,498	92	0	2	2	100	50	150	2,105	1,724	3,829

TABLE 32.—*Number secondary students to each 1,000 inhabitants in each State in 1896; also number students in higher education to each 1,000 of population.*

State or Territory.	Estimated total population in 1896.	Total number secondary students in 1896.	Number secondary students to each 1,000 inhabitants.	Total number students in higher education in 1896.	Number students in higher education to each 1,000 inhabitants.
United States	70, 595, 321	559, 003	7. 92	139, 611	1. 98
North Atlantic Division	19, 520, 400	168, 529	8. 06	44, 570	2. 28
South Atlantic Division	9, 667, 000	46, 272	4. 79	18, 497	1. 91
South Central Division	12, 747, 200	62, 531	4. 91	18, 429	1. 45
North Central Division	24, 827, 541	248, 982	10. 03	50, 290	2. 03
Western Division	3, 833, 180	32, 689	8. 53	7, 825	2. 04
North Atlantic Division:					
Maine	655, 600	10, 739	16. 37	1, 210	1. 84
New Hampshire (1894)	389, 000	5, 200	13. 37	646	1. 66
Vermont	332, 500	5, 214	15. 66	595	1. 79
Massachusetts	2, 547, 000	35, 328	13. 87	10, 608	4. 16
Rhode Island	393, 400	3, 747	9. 53	963	2. 45
Connecticut	817, 900	8, 779	10. 73	3, 019	3. 69
New York	6, 722, 000	52, 251	8. 22	13, 986	2. 20
New Jersey	1, 716, 000	12, 380	7. 21	2, 306	1. 34
Pennsylvania	5, 947, 000	34, 891	5. 87	11, 237	1. 89
South Atlantic Division:					
Delaware (1892)	173, 200	1, 400	8. 09	87	0. 50
Maryland	1, 159, 000	6, 047	5. 22	3, 683	3. 18
District of Columbia	273, 600	3, 570	13. 03	2, 086	7. 61
Virginia	1, 697, 000	8, 116	4. 78	3, 936	2. 32
West Virginia	849, 300	2, 174	2. 56	411	0. 48
North Carolina	1, 763, 000	7, 450	4. 23	2, 599	1. 47
South Carolina	1, 256, 000	4, 399	3. 50	2, 032	1. 62
Georgia	2, 015, 000	11, 218	5. 57	3, 403	1. 69
Florida	480, 900	1, 898	3. 95	260	0. 54
South Central Division:					
Kentucky	1, 993, 000	9, 407	4. 72	4, 067	2. 04
Tennessee (1895)	1, 857, 000	13, 206	7. 11	5, 072	2. 73
Alabama	1, 709, 000	6, 161	3. 06	2, 205	1. 29
Mississippi (1895)	1, 431, 000	7, 708	5. 39	1, 596	1. 12
Louisiana	1, 234, 000	3, 763	3. 05	1, 619	1. 31
Texas	2, 979, 000	16, 077	5. 40	2, 611	0. 88
Arkansas	1, 270, 000	5, 201	4. 10	1, 158	0. 91
Oklahoma	274, 200	475	1. 73	82	0. 30
Indian Territory	....	533	....	19	....
North Central Division:					
Ohio	3, 855, 000	44, 703	11. 60	8, 530	2. 21
Indiana	2, 289, 000	24, 724	10. 80	4, 026	1. 76
Illinois	4, 509, 000	38, 008	8. 43	11, 543	2. 56
Michigan (1895) *a*	2, 241, 641	26, 829	11. 97	5, 149	2. 30
Wisconsin	2, 054, 000	16, 805	8. 18	2, 599	1. 27
Minnesota	1, 641, 000	13, 165	8. 02	3, 201	1. 95
Iowa	2, 088, 000	29, 677	14. 21	4, 071	1. 95
Missouri	3, 005, 000	25, 168	8. 38	6, 381	2. 12
North Dakota	303 600	1, 525	5. 02	131	0. 43
South Dakota (1894)	401, 300	2, 238	5. 58	418	1. 04
Nebraska	1, 111, 000	12, 628	11. 37	1, 741	1. 57
Kansas	1, 329, 000	13, 512	10. 17	2, 500	1. 88
Western Division:					
Montana	209, 800	1, 399	6. 66	59	0. 28
Wyoming	99, 700	416	4. 16	21	0. 21
Colorado	544, 200	4, 845	8. 91	1, 109	2. 04
New Mexico	177, 200	508	2. 87	39	0. 22
Arizona	78, 380	196	2. 51	24	0. 31
Utah	258, 500	2, 764	10. 67	358	1. 38
Nevada	41, 500	354	8. 43	139	3. 31
Idaho	143, 400	635	4. 44	42	0. 29
Washington	479, 700	3, 659	7. 62	822	1. 71
Oregon	378, 800	3, 109	8. 20	943	2. 49
California	1, 422, 000	14, 804	10. 41	4, 269	3. 00

a State census.

TABLE 33.—*Statistics of public high schools in*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	ALABAMA.					
1	Alexander City	High School*	James M. Pearson	Ind	1	0
2	Alexandria	Alexandria Academy	Mrs. Ila Mathis	Ind	0	1
3	Almond	Flat Rocks High School*	W. Holdridge	Ind	1	0
4	Anniston	Boys' High School	H. C. Gunnels	Dept	3	0
5	Bell	Shiloh High School*	W. G. Woods	Ind	1	1
6	Bessemer	High School	G. M. Lovejoy	Dept	1	1
7	Birmingham	do.*	A. C. Moore	Dept	2	5
8	Brewton	Collegiate Institute	D. Gillis	Dept	2	1
9	Camp Hill	High School	H. C. Wooddy	Ind	1	1
10	Crews	Trideka College*	J. M. Walton	Ind	1	1
11	Cullman	Normal Institute*	Robert Jones, A. M	Ind	2	0
12	Dadeville	Training School	W. C. Williams	Ind	1	1
13	Decatur	High School*	Chas. Edgar Williams	Dept	0	2
14	Echo	High School		Ind	1	0
15	Eufaula	do	J. L. Davis	Dept	1	2
16	Flint	Flint Academy	J. C. Tidwell	Ind	1	0
17	Forney	Cherokee Normal Institute	Thos. E. Wilkinson	Ind	2	0
18	Fort Deposit	High School	T. J. Threadgill	Ind	1	1
19	Goodwater	do	W. B. Neighbors	Ind	1	0
20	Graham	Graham College	J. E. Thomason	Ind	2	0
21	Hackneyville	High School	Jef Sox	Ind	2	1
22	Hamilton	do.*	A. W. Tate	Ind	1	0
23	Hanceville	do	S. A. Nunn	Ind	1	0
24	Hollins	do.*	Sam'l P. Williamson	Ind	1	0
25	Huntsville	do	S. R. Butler	Dept	1	1
26	Irondale	Irondale Academy*	C. C. Stamps	Ind	1	1
27	Jasper	Male and Female Academy	Miss E. M. Haley	Dept	1	3
28	Jemison	High School	H. L. Hicks	Dept	1	1
29	Kymulga	Lanier's Academy	J. H. Hamilton	Ind	1	1
30	Loachapoka	High School	G. W. Carlisle	Ind	1	1
31	McCalla	Pleasant Hill Academy	J. H. Jolley	Ind	1	1
32	Milo	Spring Hill Academy	R. G. Hightower	Ind	1	0
33	Mobile	Boys' High School	B. S. Woodcock	Dept	2	1
34	do	Girls' High School	Mrs. E. S. Colston	Dept	0	6
35	Montgomery	Boys' High School	W. M. Clyde	Dept	1	0
36	do	Girls' High School	Miss E. M. Bullock	Dept	0	5
37	Mount Hope	High School	Geo. A. Sneed, B. A	Ind	1	1
38	Murphrees Valley	Enterprise Academy*	T. G. Whaley	Ind	1	2
39	New Decatur	High School*	R. R. Harris	Dept	1	0
40	Oakman	do	Robt. L. Smithson	Dept	1	1
41	Pelham	Rutherford High School	J. W. Ellenburg	Ind	1	0
42	Phoenix City	High School	H. S. Simpson	Dept	1	0
43	Pinckard	do	J. O. Pinckard	Ind	2	1
44	Pinnacle	do.*	W. M. Shettesworth	Ind	1	0
45	Pollard	Pollard Academy	H. J. Seale	Ind	1	1
46	Randolph	High School	Geo. C. Brown	Ind	1	1
47	Royal	Collegiate Institute	B. C. Bynum	Ind	0	2
48	Sandusky	Crumly High School*	J. F. Elliott	Ind	1	0
49	Selma	Dallas Academy	R. E. Hardaway	Dept	1	3
50	Spring Garden	High School	W. N. Henderson	Ind	1	0
51	Troy	do	F. J. Cowart	Dept	1	2
52	Tuscaloosa	do	Jas. H. Foster	Dept	1	0
53	Tuscumbia	do	W. F. Trump	Dept	1	1
54	Uniontown	do.*	A. M. Spessard	Dept	2	1
55	Warrior	do	E. K. Brown	Dept	1	0
56	Whistler	do	C. L. Garrison	Dept	1	0
57	Winfield	do.*	J. B. Ziegler, A. M	Ind	1	0
	ARIZONA.					
58	Phoenix	Union High School	Herschel H. Brown	Ind	4	0
59	Prescott	High School	J. P. W. Browse	Dept	1	1

* Statistics of 1894-95.

the United States for the scholastic year 1895–96.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
12	11	0	0	75	73	2	2							3			$3,000	1
15	9	0	0	35	21	4	0	3	0					3			1,000	2
36	44	0	0	7	7												1,000	3
78	0	0	0	0	0									3			10,000	4
9	9	0	0	32	29	4	1	2	0					1			1,200	5
2	21	0	0	0	0	2	21											6
61	182	0	0	0	0	0	0	25	30	6	30	2	1	4		4,500		7
33	45	0	0	0	0					0	5	0	1	4		150	13,000	8
20	22	0	0	40	27					0	0			2				9
20	40	0	0	76	35	18	20	16	24	7	5	0	0	4		600	3,500	10
20	20	0	0	20	25	10	12	5	5	0	0			2		40	500	11
9	11	0	0	62	75	4	6			0	0			4			8,000	12
15	12	0	0	28	50	4	3							3			5,000	13
15	3	0	0	41	27	3	2							2			1,000	14
33	25	0	0	0	0					1	2	1	2	3			15,000	15
6	5	0	0	16	20	0	0	0	0	0	0	0	0					16
10	10	0	0	65	40					0	0	0	0				2,000	17
7	15	0	0	23	15	7	15							3			1,500	18
17	14	0	0	47	44									4		4	2,000	19
15	6	0	0	72	28					5	0			2			800	20
10	8	0	0	50	50									2			1,000	21
12	15	0	0	30	35	0	0	6	2	0	0	0	0			25	2,000	22
6	8	0	0	40	25	5	8											23
8	5	0	0	29	34					0	0	0	0					24
23	36	0	0	0	0					0	5			2		250		25
15	18	0	0	40	42	3	5	0	0	0	0	0	0	1			1,000	26
20	25	0	0	0	0											50		27
14	17	0	0	0	0	4	2	2	0	0	0			2			1,200	28
7	10	0	0	43	54	0	1	1	0	0	0	0	0	4			1,000	29
23	28	0	0	7	17	5	10	12	13	3	4	1	3	1		500	1,200	30
9	13	0	0	46	47													31
8	2	0	0	40	47	5	2	0	0	0	0	0	0	4		1	500	32
90	0	0	0	0	0					6	0			4				33
0	220	0	0	0	0					0	46			4				34
33	0	0	0	0	0					0	0	0	0	4		25		35
0	150	0	0	0	0	0	0	0	0	0	11	0	3	4		700		36
10	17	0	0	28	52	3	5	4	2								2,000	37
37	43	0	0	38	42	4	6	3	2					1			1,250	38
14	29	0	0	0	0	0	0	0	0	0	0	0	0	3		140	15,000	39
20	20	0	0	0	0	2	3			0	0	0	0	2		50		40
10	8	0	0	32	32									3				41
10	15	0	0	0	0	5	8	4	0	0	0			3			3,000	42
10	8	0	0	41	41									3			300	43
10	12	0	0	30	28	4	6											44
5	5	0	0	30	30	0	0	0	0	0	0	0	0				500	45
5	10	0	0	14	11					0	1	0	1	3			1,000	46
20	13	0	0	43	38	12	8	0	0					1			15,000	47
5	9	0	0	30	31					0	0	0	0	2		40	350	48
14	52	0	0	0	0	1	6			1	6	1	6	4		1,200	20,000	49
8	6	0	0	38	30					0	0							50
31	43	0	0	0	0					11	13	11	13			50	4,500	51
1	8	0	0	0	0	1	8			0	0			1		75		52
6	19	0	0	0	0			2	3	1	5	1	0	3		100	20,000	53
13	24	0	0	29	45	0	6			0	6			4			6,500	54
3	5	0	0	0	0	3	5	0	0	0	0	0	0	2			2,000	55
12	9	0	0	0	0	0	0	0	0	0	0	0	0	2		40	5,000	56
20	15	0	0	25	20					3	5			3			500	57
46	62	0	0	0	0					1	1	1	1	4		400	125,000	58
3	9	0	0	0	0	3	9			1	2	1	0	4		500	1,500	59

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	ARKANSAS.					
60	Augusta	High School	B. D. Rivers	Dept.	1	0
61	Bellefonte	do.*	S. E. Potts	Ind	1	0
62	Benton	do	J. A. Kimbrough	Dept.	1	0
63	Booneville	Training School*	S. T. Lane	Ind	1	1
64	Brinkley	High School	J. T. Roach	Dept.	1	0
65	Bryant	do.*	J. T. Kirklin	Ind	1	0
66	Buckner	do.*	Miss Meadows	Ind	0	1
67	Center Ridge	do.*	W. F. Chanmers	Dept.	1	1
68	Charleston	do	G. T. Cass	Ind	0	2
69	Clarendon	do	Arthur T. Ramsey	Dept.	1	1
70	Clarksville	do	John C. Bunch	Dept.	1	4
71	Conway	do	J. H. McCulloch	Ind	2	0
72	Dardanelle	Graded School	P. L. Burrow	Ind	1	1
73	Eureka Springs	High School*	C. S. Barnett	Dept.	1	1
74	Evening Shade	do.*	Eugene A. Shaver	Ind	1	1
75	Fordyce	do	R. G. Brown	Dept.	0	4
76	Greenwood	Normal College	Miss Minnie A. Brice	Ind	0	2
77	Hardy	High School*	D. C. Billingsley	Ind	1	0
78	Harrison	do	C. L. Scott	Dept.	2	1
79	Heber	do	Chas. F. Cole	Dept.	1	0
80	Holly Springs	Judson High School	Robt. B. De Vine	Dept.	1	2
81	Hot Springs	Central High School	Mrs. B. W. Hallom	Dept.	1	3
82	Huntsville	High School	H. F. Mintern	Ind	2	1
83	Judsonia	do	W. F. Condray, L. I.	Dept.	1	1
84	La Grange	Lee High School*	R. A. Blount	Dept.	1	0
85	Lead Hill	High School	M. J. Russell, A. B.	Ind	1	1
86	Little Rock	Peabody High School	Lewis Rhoton	Dept.	2	2
87	do	Union High School*	J. O. W. Alexander	Dept.	2	0
88	Lonoke	High School	J. J. Doyne	Dept.	2	0
89	Magazine	do.*	J. D. Arbuckle	Ind	1	1
90	Magnolia	do	Alexander Lowe	Ind	1	1
91	Malvern	do	W. D. Leiper	Dept.	2	0
92	Marianna	Male and Female Institute	Thos. A. Futrall	Dept.	2	2
93	Morrilton	High School	W. J. McIlwain	Dept.	1	0
94	National	do.*	J. E. Watson	Ind	1	1
95	Newport	do	R. M. Copenhaver	Dept.	1	0
96	Osceola	do.*	Mrs. Sarah S. Prewitt	Dept.	0	1
97	Ozark	Graded and High School	D. F. Withers	Dept.	1	0
98	Paragould	High School*	Geo. R. Hopkins	Dept.	2	0
99	Paris	Paris Academy	G. S. Minmier	Ind	3	0
100	Perryville	High School	C. A. Bayless	Ind	1	0
101	Pine Bluff	do	Jas. H. Witherspoon, A. B.	Dept.	1	2
102	do	Merrill High School	M. R. Perry	Dept.	3	0
103	Prescott	Tom Allen High School	W. C. Parham	Dept.	1	2
104	Russellville	High School*	J. G. Smyth	Dept.	1	1
105	Salem	do	J. H. and B. H. Caldwell.	Ind	2	0
106	Springdale	Graded School	J. B. Lea	Dept.	1	2
107	Springfield	Springfield Academy*	J. M. C. Vaughter	Dept.	1	0
108	Van Buren	High School	A. L. Peacher	Dept.	2	0
109	Waldron	do	H. J. Hall	Dept.	1	2
110	Wheetley	do	Miss Gray Taylor	Ind	0	1
111	Wilmar	do.*	Robt. F. Bond	Ind	1	0
	CALIFORNIA.					
112	Alameda	High School	Arthur W. Scott	Dept.	4	3
113	Arroyo Grande	Union High School	A. F. Parsons	Ind	1	1
114	Azusa	Citrus Union High School	C. T. Meredith	Ind	1	1
115	Bakersfield	Kern County High School	J. B. Newell	Ind	1	1
116	Berkeley	High School	S. D. Waterman	Dept.	5	5
117	Bostonia	El Cajon Valley High School	W. W. Payne	Ind	1	0
118	Cambria	Union High School	Albert L. Jones	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Students. Colored secondary students included in columns 7 and 8. Male.	Students. Colored secondary students included in columns 7 and 8. Female.	Students. Elementary pupils, including all below secondary grades. Male.	Students. Elementary pupils, including all below secondary grades. Female.	Students. Preparing for college. Classical course. Male.	Students. Preparing for college. Classical course. Female.	Students. Preparing for college. Scientific course. Male.	Students. Preparing for college. Scientific course. Female.	Students. Graduates in 1896. Male.	Students. Graduates in 1896. Female.	Students. College preparatory students in the class that graduated in 1896. Male.	Students. College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
16	9	0	0	0	0	....	....	....	....	0	0	0	0	4	....	100	2,000	60
20	16	0	0	50	44	30	20	....	....	....	....	....	....	....	....	....	2,000	61
20	15	0	0	0	0	....	....	....	....	0	0	0	0	2	....	250	2,000	62
22	38	0	0	67	70	2	0	0	0	6	10	2	4	4	....	0	2,000	63
5	17	0	0	0	0	....	....	....	....	....	....	....	....	....	....	0	6,000	64
5	5	0	0	68	77	....	....	....	....	0	0	0	0	....	....	....	....	65
6	7	0	0	94	98	0	0	0	0	....	....	....	....	....	....	....	2,000	66
17	13	0	0	68	52	....	....	....	....	8	11	8	11	3	....	1,000	1,000	67
28	26	0	0	101	97	10	3	5	4	3	5	3	3	....	....	....	2,500	68
11	19	0	0	0	0	5	9	....	....	0	2	0	2	3	....	700	....	69
20	30	0	0	0	0	....	....	....	....	0	7	0	7	4	....	30	20,000	70
27	36	0	0	93	99	15	25	....	....	....	....	....	....	4	....	250	3,000	71
22	35	0	0	222	212	....	....	....	....	2	10	2	10	....	....	0	13,500	72
14	26	0	0	0	0	4	2	....	....	0	2	0	1	3	....	350	8,000	73
7	6	0	0	53	63	0	0	0	0	0	0	0	0	....	....	100	800	74
10	30	0	0	0	0	....	....	....	....	2	12	....	....	2	....	100	3,000	75
39	38	0	0	48	53	39	38	....	....	....	....	....	....	....	....	....	4,000	76
10	15	0	0	60	65	10	10	0	0	0	0	0	0	1	....	0	1,500	77
40	30	0	0	0	0	....	....	....	....	5	2	3	0	3	....	300	8,000	78
6	5	0	0	0	0	4	5	3	2	....	....	....	....	3	....	....	2,500	79
17	14	0	0	0	0	4	5	4	5	0	0	....	....	3	....	0	3,000	80
58	64	0	0	0	0	34	27	....	....	5	9	3	4	4	....	750	27,000	81
54	37	0	0	86	63	12	7	....	....	....	....	....	....	3	....	....	1,000	32
25	28	0	0	0	0	0	0	0	0	1	6	0	1	4	....	0	3,000	88
6	10	0	0	29	55	....	....	....	....	....	....	....	....	....	....	....	1,500	84
31	27	0	0	57	53	12	10	8	17	0	0	....	....	4	....	....	4,000	85
68	100	0	0	0	0	....	....	12	16	8	17	....	....	3	....	100	60,000	86
27	57	27	57	0	0	0	0	0	0	1	0	0	0	3	....	0	20,000	87
24	30	0	0	0	0	4	10	....	....	3	4	2	3	3	....	350	6,000	88
12	13	0	0	78	62	5	2	0	0	0	0	0	0	3	....	100	1,500	89
25	30	0	0	25	25	10	5	....	....	0	0	....	....	....	....	40	2,200	90
27	23	0	0	0	0	4	1	1	2	0	0	0	0	3	....	....	4,500	91
30	25	0	0	0	0	10	15	5	15	....	....	....	....	4	....	2,500	15,000	92
12	10	0	0	0	0	0	0	0	0	0	0	0	0	....	....	....	20,000	93
36	40	0	0	38	33	7	4	4	6	....	....	....	....	3	39	....	750	94
12	13	0	0	0	0	6	4	0	0	0	0	0	0	2	....	7	8,000	95
18	25	0	0	47	55	....	....	....	....	....	....	....	....	....	....	0	2,500	96
8	12	0	0	0	0	....	....	....	....	0	0	0	0	3	....	....	12,000	97
20	38	0	0	0	0	....	....	....	....	0	0	0	0	3	....	75	6,000	98
60	45	0	0	116	99	....	....	....	....	2	2	....	....	4	....	150	12,000	99
5	12	0	0	45	58	....	....	....	....	0	0	....	....	....	....	....	600	100
44	78	0	0	0	0	....	....	....	....	0	7	0	3	4	....	200	....	101
14	34	14	34	0	0	....	....	....	....	1	3	....	....	3	....	....	7,000	102
50	46	0	0	0	0	4	4	1	0	4	4	4	4	3	....	300	6,000	103
15	25	0	0	0	0	10	20	5	10	3	7	2	5	3	....	500	8,000	104
23	14	0	0	68	73	9	7	19	13	....	....	....	....	3	....	....	4,535	105
10	12	0	0	0	0	7	12	0	0	0	0	0	0	3	....	0	10,000	106
10	12	0	0	40	50	1	2	1	2	....	....	....	....	1	....	....	800	107
25	33	0	0	0	0	2	3	....	....	1	4	1	1	3	....	856	18,000	108
15	20	0	0	0	0	4	2	....	....	2	1	2	1	3	....	....	2,000	109
10	20	0	0	20	44	....	....	....	....	....	....	....	....	4	....	....	....	110
6	5	0	0	29	19	3	2	3	0	0	0	....	....	3	....	....	500	111
77	136	0	0	0	0	4	9	20	38	5	14	2	4	3	....	400	55,000	112
18	24	0	0	0	0	1	1	8	6	1	1	1	1	[illegible]	....	150	250	113
22	21	0	0	0	0	....	....	....	....	2	1	....	....	3	....	100	2,000	114
20	16	0	0	0	0	2	0	0	0	3	2	2	0	3	....	110	2,000	115
160	170	0	0	0	0	13	19	110	121	39	32	34	31	3	....	250	40,000	116
11	13	0	0	0	0	0	0	2	0	0	0	0	0	4	....	50	6,000	117
8	6	0	0	0	0	0	0	2	2	2	2	1	2	4	....	48	250	118

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	CALIFORNIA—cont'd.					
119	Cloverdale	Union High School	E. E. Hollopeter	Ind	1	1
120	Colton	High School	W. F. Bliss	Dept	2	1
121	Colusa	do	Jno. E. Hayman	Ind	1	1
122	Coronado	do	H. J. Baldwin	Dept	2	2
123	Crescent City	Del Norte County High School.	G. F. Foster	Ind	1	1
124	Dixon	Union High School	Geo. C. Russell	Ind	1	1
125	Easton	Washington Union High School.	A. Sorensen	Ind	1	0
126	Elk Grove	Union High School	R. T. McKisick	Ind	1	1
127	Elmira	do	Jas. F. Duncan	Ind	1	0
128	Elsinore	do	A. J. Ladd	Ind	1	0
129	Escondido	High School	Chas. H. Meeker	Ind	1	1
130	Esparto	Union High School	J. A. Metzler	Ind	1	0
131	Etna Mills	do	Frederick Liddeke	Ind	1	0
132	Fairfield	Armijo Union High School	Chester Wetmore	Ind	1	1
133	Fallbrook	Union High School	I. C. Adams	Dept	1	1
134	Fresno	High School	T. L. Heaton	Dept	3	3
135	Fullerton	Union High School	W. B. Carpenter	Ind	1	1
136	Gilroy	High School	W. W. Pettit	Dept	2	2
137	Grass Valley	do	H. T. Wallace, A. B., L. L. B.	Dept	2	1
138	Gridley	Union High School	J. T. Bevan	Ind	1	0
139	Hanford	do	E. H. Walker	Ind	2	1
140	Haywards	do	John Gamble	Ind	4	2
141	Healdsburg	High School	H. R. Bull	Ind	1	2
142	Hemet	Union High School	F. A. White	Ind	1	1
143	Hollister	High School	T. D. M. Slaven	Ind	2	0
144	Julian	Cuyamaca Union High School.	J. W. Keene	Ind	1	0
145	Livermore	Union High School No. 1 *	J. M. Patton	Ind	2	1
146	Lompoc	Union High School *	Joseph S. Denton	Ind	2	0
147	Los Angeles	High School	W. H. Housh	Dept	8	15
148	Los Gatos	do.*	A. E. Shumate	Dept	1	1
149	Marysville	do	G. H. Stokes	Dept	1	1
150	Mendocino	do	R. Y. Glidden	Ind	1	1
151	Menifee	Vale Union High School	G. H. Wilkinson	Ind	1	0
152	Monrovia	City High School	J. H. Strine	Dept	2	1
153	Nevada City	High School *	A. M. Gray	Dept	2	1
154	Oakdale	Union High School	W. L. Webster	Ind	1	1
155	Oakland	High School	J. B. McChesney	Dept	11	15
156	Oroville	Union High School	Joel A. Snell	Ind	2	0
157	Pasadena	Wilson High School	Jas. D. Graham	Dept	3	4
158	Paso Robles	High School	J. F. West	Dept	1	4
159	Petaluma	do	W. Scott Thomas	Dept	2	1
160	Placerville	Union District No. 1	S. B. Wilson	Ind	1	0
161	Pomona	High School	F. A. Molyneaux	Dept	3	3
162	Redlands	Union High School	Lewis B. Avery	Ind	4	4
163	Riverside	High School	Miss Eugenie Fuller	Dept	3	3
164	Sacramento	do	Jas. H. Pond	Dept	2	7
165	Salinas	do	A. C. Barker	Dept	2	2
166	San Bernardino	do	N. A. Richardson	Dept	7	2
167	San Diego	do	F. P. Davidson	Dept	4	8
168	San Francisco	Girls' High School	Elisha Brooks	Dept	3	15
169	do	Lowell High School	Frank Morton	Dept	13	2
170	do	Polytechnic High School	Walter N. Bush	Dept	7	13
171	San Jose	High School	A. E. Shumate	Dept	2	5
172	San Luis Obispo	do	Le Roy D. Brown, A. M., Ph. D.	Dept	2	1
173	San Rafael	do	Geo. H. Boke	Dept	2	2
174	Santa Ana	do	F. E. Perham	Dept	2	3
175	Santa Barbara	do	C. Y. Roop	Dept	4	1
176	Santa Clara	do	John Manzer	Dept	2	1

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
9	16	0	0	0	0	....	....	....	....	1	2	....	....	3	....	50	....	119
9	26	0	0	0	0	3	3	4	3	0	0	....	....	4	....	375	100	120
25	27	0	0	0	0	0	0	10	6	6	5	4	2	3	....	1,200	1,000	121
30	35	0	0	0	0	1	0	5	0	4	6	4	6	4	....	800	35,000	122
14	19	0	0	0	0	....	....	13	13	1	....	1	....	4	....	....	4,000	123
14	18	0	0	0	0	....	....	....	....	3	2	0	0	3	....	80	2,500	124
8	14	0	0	0	0	0	0	6	10	1	1	1	1	3	....	140	300	125
14	12	0	0	0	0	....	....	3	1	5	3	3	1	3	....	75	2,800	126
11	10	0	0	0	0	0	0	2	3	3	4	0	1	3	....	10	2,000	127
10	13	0	0	0	0	....	....	8	13	0	0	0	0	4	....	50	0	128
28	32	0	0	0	0	6	11	13	8	1	1	1	1	4	....	400	800	129
12	18	0	0	0	0	....	....	....	....	1	3	....	....	3	....	210	5,500	130
11	13	0	0	0	0	0	0	4	5	2	2	2	1	3	....	590	4,250	131
22	15	0	0	0	0	0	0	6	4	3	4	2	1	3	....	219	11,500	132
18	16	0	0	0	0	3	3	2	0	1	0	1	0	4	....	50	10,000	133
75	100	0	0	0	0	0	0	....	....	12	13	12	13	4	....	300	80,000	134
17	17	0	0	0	0	....	....	17	17	2	0	2	0	4	....	75	1,300	135
17	16	0	0	0	0	....	....	3	0	4	5	3	2	4	....	1,300	12,000	136
47	58	0	0	0	0	7	4	6	4	9	6	7	0	3	....	1,676	....	137
8	13	0	0	0	0	0	0	0	0	1	2	0	0	4	....	120	....	138
31	44	0	0	0	0	....	....	....	....	10	11	....	....	3	....	400	12,000	139
25	38	0	0	0	0	8	15	....	....	3	4	2	2	3	....	500	12,000	140
37	40	0	0	200	300	....	....	....	....	4	9	4	9	3	....	900	8,000	141
22	20	0	0	0	0	....	....	....	....	5	2	5	2	4	....	160	6,000	142
22	29	0	0	0	0	18	26	2	0	0	0	....	....	3	....	40	400	143
3	10	0	0	0	0	....	....	....	....	0	0	0	0	4	....	200	2,700	144
20	29	0	0	221	233	2	2	1	3	3	5	3	5	3	....	....	14,500	145
30	34	0	0	0	0	1	3	24	20	5	6	5	6	3	....	175	15,000	146
460	503	0	0	0	0	6	4	20	2	29	42	29	42	4	....	850	100,000	147
17	24	0	0	0	0	....	....	....	....	....	....	....	....	3	....	500	8,000	148
16	58	2	0	0	0	....	....	1	6	2	10	1	6	3	....	250	6,000	149
18	19	0	0	11	13	15	19	....	....	5	2	5	2	3	....	250	10,000	150
10	10	0	0	0	0	1	1	4	6	0	0	0	0	4	....	2	200	151
19	19	0	0	0	0	0	0	11	15	0	7	0	0	4	....	....	16,045	152
24	27	0	0	0	0	15	23	9	4	0	10	0	10	3	....	423	25,000	153
14	13	0	0	0	0	0	0	14	13	6	7	5	3	3	....	103	5,000	154
431	611	1	0	0	0	32	26	....	....	37	62	....	....	3	....	500	225,000	155
29	50	0	0	0	0	....	....	....	....	6	9	6	9	4	....	138	1,100	156
102	162	0	0	0	0	41	84	51	76	11	24	7	9	4	....	400	45,000	157
38	40	0	0	0	0	....	....	....	....	0	2	0	2	4	....	578	52,250	158
41	62	0	0	0	0	0	0	6	5	7	10	....	....	4	....	225	20,000	159
10	22	0	0	0	0	....	....	....	....	1	5	....	....	3	....	50	300	160
80	90	0	0	0	0	5	6	50	60	4	5	4	5	4	....	600	30,000	161
65	103	0	0	0	0	6	23	16	32	7	10	7	7	4	....	365	21,150	162
68	111	0	1	0	0	....	....	....	....	9	11	....	....	4	....	320	500	163
172	267	0	2	0	0	22	2	23	4	16	13	10	4	4	....	576	13,225	164
42	68	0	0	0	0	....	....	10	8	4	9	2	2	4	....	700	25,000	165
104	152	0	1	0	0	....	....	....	....	12	17	3	3	4	....	800	110,000	166
140	217	0	0	0	0	10	18	10	10	12	19	5	7	4	....	250	30,000	167
0	585	0	1	0	0	0	36	0	25	0	88	0	45	3	....	400	180,000	168
415	185	0	0	0	0	60	20	90	40	43	17	39	12	3	80	1,000	80,000	169
290	287	0	0	0	0	....	....	20	43	81	80	29	43	3	....	750	....	170
172	180	0	0	0	0	....	....	....	....	26	26	26	26	3	....	500	70,000	171
23	31	0	0	0	0	....	....	....	....	1	0	1	0	4	....	100	500	172
29	39	0	1	0	0	1	0	2	0	4	8	3	4	3	....	300	....	173
75	81	0	0	0	0	14	15	31	19	8	11	8	11	4	....	1,700	4,000	174
74	91	0	0	0	0	35	28	37	51	9	5	7	3	4	....	700	3,500	175
25	29	0	0	0	0	....	....	....	....	2	6	....	....	3	....	....	....	176

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	CALIFORNIA—cont'd.					
177	Santa Cruz	High School	D. C. Clark	Dept	3	4
178	Santa Maria	....do	H. C. Faber	Ind	2	0
179	Santa Monica	....do	Nathan F. Smith	Dept	3	0
180	Santa Paula	....do	Emma Younglove	Ind	1	2
181	Santa Rosa	....do	F. L. Burk	Dept	3	4
182	Selma	Union High School	F. R. Cauch	Ind	2	1
183	Sonoma	Sonoma Valley Union High School.	Benj. Weed	Ind	2	0
184	South Riverside	High School	Lyman Gregory, M. D	Dept	1	1
185	Stockton	....do	Darius A. Mobley	Dept	5	5
186	Suisun City	Armijo Union High School	Chester Wetmore	Ind	1	1
187	Sutter	Union High School	J. C. Ray	Ind	1	1
188	Tulare	High School	C. J. Walker	Dept	2	2
189	Ukiah	....do	L. W. Babcock	Ind	2	1
190	Vacaville	Union High School	E. L. Hotchkiss	Ind	1	1
191	Vallejo	High School	C. B. Towle	Dept	1	2
192	Ventura	....do	P. W. Kauffman	Ind	2	1
193	Visalia	....do	P. S. Woolsey	Dept	5	0
194	Watsonville	....do	L. W. Cushman	Ind	3	2
195	Winters	Union High School	Isaac Wright	Ind	1	1
196	Yreka	Siskiyou County High School.*	Frank H. Hyatt	Ind	2	0
	COLORADO.					
197	Akron	High School	E. D. Lehman	Ind	1	0
198	Alamosa	....do	A. J. Fynn	Dept	0	3
199	Aspen	....do	F. J. Brownscombe	Dept	2	1
200	Black Hawk	....do	J. H. Matthews	Dept	1	4
201	Canyon City	....do	Miss Mattie Cooper	Dept	3	2
202	....do	South Canyon High School	H. E. Smith	Dept	1	1
203	Central City	High School	J. F. Keating	Dept	2	1
204	Colorado Springs	....do	G. B. Turnbull	Dept	4	4
205	Del Norte	....do	Jno. W. Wilson	Ind	1	0
206	Delta	....do	W. G. Harris	Dept	1	1
207	Denver	High School (dist. No. 1)	Wm. H. Smiley	Dept	15	10
208	....do	High School (dist. No. 2)	Ed. F. Hermanns	Dept	7	7
209	....do	High School (dist. No. 7)	W. J. Wise	Dept	1	2
210	....do	Manual Training High School.	Chas. A. Bradley	Dept	7	7
211	Durango	High School	Chas. E. Chadsey	Dept	3	3
212	Florence	....do	Julia Taylor	Dept	2	1
213	Fort Collins	....do.*	A. H. Dunn	Dept	3	2
214	Fruita	....do.*	A. E. Phillips	Dept	1	1
215	Georgetown	....do	D. R. Hatch	Dept	1	2
216	Golden	Fremont High School	A. J. Miller	Ind	1	0
217	....do	Golden High School	Wm. Triplet	Dept	3	1
218	Grand Junction	High School	Henry B. Smith	Dept	2	1
219	Greeley	....do	A. B. Copeland	Dept	3	2
220	Gunnison	....do	U. W. Keplinger	Dept	1	1
221	Holyoke	....do	Jno. F. Tate	Ind	1	2
222	Idaho Springs	....do	W. A. Haggott	Dept	1	4
223	La Junta	Columbian High School	C. E. Schutt	Dept	3	2
224	Leadville	High School	Mary W. Maxwell	Dept	3	1
225	Longmont	....do.*	Lillian B. Webster	Dept	1	2
226	Loveland	....do	W. P. Roberts	Dept	1	1
227	Manassa	San Luis Stako Academy*	Jas. B. Forbes	Ind	2	0
228	Monte Vista	High School	F. C. Spencer, supt	Dept	1	2
229	Montrose	....do	J. A. Smith	Dept	1	0
230	Ouray	....do	M. I. Ellis	Dept	0	1
231	Pueblo	Central High School	Ida B. Haslup	Dept	3	5
232	....do	High School (dist. No. 1)*	Dimon Roberts	Dept	2	5
233	Rocky Ford	High School*	F. B. Bolles	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
62	99	0	0	0	0	0	0	20	30	18	29	8	10	4	....	500	$50,000	177
27	32	0	0	0	0	....	....	....	....	3	6	....	....	3	....	366	13,850	178
26	25	0	1	0	0	....	....	16	12	2	1	1	1	4	....	115	1,400	179
32	26	0	0	0	0	....	....	....	....	2	2	2	2	4	....	475	10,000	180
114	172	0	0	0	0	....	....	....	....	18	12	....	....	4	....	....	32,000	181
22	40	0	0	6	22	....	....	....	....	3	11	3	5	3	....	200	400	182
15	20	0	0	0	0	....	....	....	....	4	6	1	1	3	....	1,200	3,000	183
22	23	0	0	0	0	0	0	10	13	1	0	0	0	4	....	100	20,000	184
108	216	0	4	0	0	0	0	28	45	18	38	1	2	4	....	775	30,000	185
22	15	0	0	0	0	....	....	7	13	3	4	2	2	3	....	198	11,500	186
22	28	0	0	0	0	....	....	....	....	2	3	1	1	3	....	50	12,000	187
19	19	0	0	0	0	....	....	5	3	1	1	1	1	4	....	500	30,000	188
40	92	0	0	0	0	....	....	1	1	2	9	1	1	3	....	150	12,000	189
15	22	0	0	0	0	4	3	8	14	2	2	2	2	3	....	400	500	190
28	57	0	0	0	0	1	1	1	3	2	11	2	4	3	....	150	500	191
30	48	0	0	0	0	....	....	....	....	4	9	....	....	4	....	400	....	192
40	44	0	0	0	0	2	8	7	0	5	5	4	2	4	....	500	30,000	193
59	47	0	0	0	0	12	13	24	21	17	9	9	5	3	....	400	30,000	194
9	25	0	0	0	0	0	0	5	7	0	0	0	0	4	....	40	400	195
19	32	0	0	0	0	0	0	10	10	0	0	0	0	3	....	300	20,000	196
4	15	0	1	30	60	0	0	0	0	0	0	0	0	2	....	50	10,000	197
20	20	2	2	0	0	0	0	0	0	4	4	4	4	3	....	700	8,000	198
17	32	0	0	0	0	....	....	6	0	1	4	....	....	4	....	1,189	75,000	199
32	28	0	0	0	0	....	....	....	....	4	4	4	4	4	....	250	10,000	200
20	43	0	0	0	0	0	0	2	10	0	6	0	2	4	....	728	30,000	201
20	25	0	0	0	0	....	....	....	....	2	2	1	3	3	....	....	10,000	202
10	39	1	1	0	0	....	....	1	6	1	3	....	....	4	....	1,000	....	203
99	143	1	1	0	0	10	9	....	....	6	11	5	10	4	90	500	125,000	204
24	18	0	0	107	91	....	....	....	....	6	6	3	2	4	....	150	10,000	205
14	20	0	0	0	0	....	....	....	....	....	....	....	....	3	....	250	....	206
275	507	5	9	0	0	61	55	20	8	24	73	4	12	4	275	1,520	360,000	207
126	232	0	2	0	0	12	6	46	48	10	31	6	10	4	85	3,300	100,000	208
23	28	0	0	0	0	2	5	8	11	2	7	2	5	3	....	500	....	209
138	95	1	4	0	0	....	....	70	47	18	15	11	5	4	35	526	135,000	210
40	50	0	0	0	0	....	....	3	5	3	5	3	5	....	....	1,500	....	211
8	21	0	0	0	0	4	13	3	2	0	0	....	....	3	....	320	....	212
38	57	0	0	0	0	5	10	15	10	6	10	1	5	4	95	1,000	....	213
19	30	0	0	0	0	....	....	....	....	2	5	2	5	3	....	423	8,000	214
21	32	0	0	0	0	6	12	2	0	4	10	1	4	4	....	500	10,000	215
3	3	0	0	25	15	0	0	0	0	0	0	0	0	4	....	125	....	216
40	67	0	0	0	0	0	0	40	67	4	3	4	3	4	....	700	....	217
25	45	0	0	0	0	....	....	15	15	1	3	1	1	4	....	400	20,000	218
64	77	0	0	0	0	....	....	9	17	9	17	....	....	4	....	250	....	219
23	27	1	2	0	0	4	7	1	0	2	3	2	2	4	....	400	10,000	220
5	5	0	0	57	58	....	....	1	1	....	....	....	....	....	....	72	7,000	221
25	50	5	4	0	0	....	....	25	50	2	3	2	3	4	....	540	....	222
20	18	1	0	0	0	10	11	3	1	1	5	1	3	5	....	300	22,000	223
9	30	0	0	0	0	....	....	....	....	2	3	....	....	3	....	1,200	....	224
30	38	0	0	0	0	....	....	....	....	0	4	0	4	4	....	450	25,000	225
18	24	0	0	0	0	5	3	1	2	5	7	....	....	3	....	700	....	226
7	8	0	0	15	18	2	2	6	6	8	8	....	....	4	....	75	....	227
21	24	0	0	0	0	....	....	....	....	1	5	....	....	4	....	250	....	228
7	17	0	0	7	7	....	....	....	....	1	4	....	....	2	....	280	15,000	229
12	18	0	0	7	12	....	....	6	12	0	0	0	0	4	....	320	....	230
66	112	1	0	0	0	....	....	....	....	5	8	4	5	4	....	100	....	231
51	110	1	0	0	0	4	8	14	29	2	5	1	4	4	....	1,000	125,000	232
10	14	0	0	120	130	....	....	....	....	3	6	3	3	3	....	80	....	233

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	COLORADO—cont'd.					
234	Saguache	High School	J. R. Morgan	Dept.	2	1
235	Salida	do	M. D. L. Buell	Dept.	1	2
236	Sterling	do	F. H. Blair	Dept.	1	1
237	Trinidad	do	R. M. Rolfe	Dept.	3	2
	CONNECTICUT.					
238	Ansonia	High School	Wm. H. Angleton	Dept.	2	2
239	Bethel	do	E. M. Crofoot	Dept.	1	1
240	Branford	do.*	C. H. Harriman	Dept.	1	1
241	Bridgeport	do	H. D. Simonds	Dept.	3	8
242	Bristol	do	Elmer S. Hosmer.	Dept.	1	5
243	Canaan	Graded School	Miss S. J. Roraback	Dept.	0	3
244	Collinsville	High School	G. W. Flint	Ind.	1	1
245	Danbury	do	Frank H. Bennett	Ind.	1	2
246	Danielson	Killingly High School*	A. P. Somes	Ind.	1	2
247	Deep River	Union High School	Fred'k N. Hanchett	Dept.	1	2
248	Derby	High School	J. W. Peck	Dept.	1	3
249	Durham	Coginchang High School	F. M. Doane	Dept.	1	0
250	East Hartford	High School	Hudson H. Lyon	Ind.	1	2
251	East Norwalk	do	Edward H. Gumbart	Ind.	1	1
252	Gildersleeve	do	D. C. Abbott	Ind.	1	3
253	Greenwich	do	Newton B. Hobart	Dept.	1	1
254	Guilford	do	Wilbur E. Soule	Dept.	1	1
255	Hartford	do	Edward H. Smiley	Dept.	15	15
256	Hazardville	do	Elmer E. Randall	Dept.	1	0
257	Lakeville	do	Joseph E. Marvin	Dept.	1	0
258	Litchfield	Centre High School	Edgar Wood	Ind.	1	1
259	Madison	Hand High School	Mrs. C. K. Clifford, A. M.	Dept.	0	1
260	Meriden	High School	S. T. Frost	Dept.	3	7
261	Middletown	do	Walter B. Ferguson	Dept.	3	5
262	Milford	do	H. J. Mathewson	Dept.	1	1
263	Mystic	Broadway High School	Harriet E. Park	Dept.	0	3
264	do	Mystic Academy	Henry C. Moore	Dept.	1	0
265	Naugatuck	High School	G. S. Fairbanks	Dept.	1	1
266	New Britain	do	John H. Peck	Dept.	4	6
267	New Canaan	do	Lillie L. Gettler	Dept.	1	2
268	New Hartford	do	Edgar H. Lane	Ind.	1	0
269	New Haven	Boardman Manual Training.	Thos. W. Mather	Dept.	8	7
270	do	Hillhouse High School	Isaac Thomas	Dept.	8	16
271	New Milford	Center High School	Samuel C. Shaw	Ind.	1	0
272	Norwalk	do	Chas. A. Tucker	Dept.	1	1
273	do	Over River High School	H. B. Wigham	Dept.	1	2
274	Orange	High School	Miss Talbot	Ind.	0	1
275	Plainville	do	Myron E. Powers	Dept.	1	1
276	Plymouth	do	Bessie M. Turner	Ind.	0	1
277	Poquonock	do.*	Edgar M. Johnson	Ind.	1	0
278	Portland	Central High School	Martin W. Griffin	Ind.	1	1
279	Putnam	High School	F. E. Burnette	Dept.	1	3
280	Rockville	do	Isaac M. Agard	Dept.	1	4
281	Salisbury	Salisbury Academy	George Abrams	Ind.	1	0
282	Saybrook	Old Saybrook High School.	Frederick A. Curtiss	Dept.	1	1
283	Seymour	High School*	Edgar C. Stiles	Ind.	1	0
284	Shelton	do	W. A. Smith	Dept.	1	2
285	Southington	Lewis High School	Horace W. Rice, A. M.	Dept.	1	4
286	South Manchester	High School	Fred. A. Verplanck	Ind.	2	4
287	South Norwalk	do	Wm. C. Foote	Dept.	1	2
288	Stafford Springs	do	Samuel A. Jacobs	Dept.	1	2
289	Stamford	do	W. R. Jones	Dept.	3	6
290	Stonington	do	Warren E. Fisher	Dept.	1	1
291	Terryville	do	F. H. Davis	Ind.	1	1
292	Thomaston	do	H. L. Benton	Dept.	1	1
293	Thompsonville	Enfield High School	E. H. Parkman	Ind.	1	2

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
15	14	0	0	58	52	0	0	15	14	3	1	2	0	3	....	100	....	234
34	43	1	1	0	0	....	....	....	....	1	8	....	....	4	....	500	....	235
35	38	0	0	0	0	....	....	2	5	2	3	....	....	4	....	75	....	236
56	99	0	1	0	0	0	0	28	66	10	11	6	8	3	....	200	$300	237
28	55	0	0	0	0	6	1	2	0	2	8	2	0	4	....	2, 500	....	238
29	35	0	0	0	0	2	1	0	1	5	5	1	1	3	....	226	9, 000	239
7	36	0	0	0	0	0	0	0	0	1	10	0	0	3	....	700	....	240
133	200	2	0	0	0	19	7	25	0	22	25	7	2	4	....	1, 035	94, 500	241
46	63	0	0	16	17	3	2	3	2	3	13	2	1	4	....	807	37, 250	242
18	22	0	0	62	68	....	....	....	....	3	7	....	....	4	....	70	4, 000	243
22	28	0	0	6	12	3	0	1	0	0	0	0	0	4	....	300	10, 000	244
33	79	0	0	0	0	15	10	8	0	9	16	4	2	3	....	300	1, 000	245
28	35	0	0	0	0	5	10	7	0	4	8	1	3	4	....	850	35, 000	246
20	28	1	0	0	0	....	....	....	....	2	4	2	4	4	....	1, 200	12, 000	247
21	28	0	0	0	0	....	....	....	....	5	4	4	1	4	....	300	....	248
8	4	0	0	20	36	....	....	....	....	....	....	....	....	....	....	100	....	249
22	28	0	0	8	24	....	....	....	....	4	1	....	....	3	....	....	15, 000	250
8	10	0	0	0	0	0	0	1	0	2	4	0	0	3	....	250	15, 000	251
3	11	0	0	56	54	....	....	....	....	0	0	....	....	3	....	300	15, 000	252
18	22	1	0	0	0	4	1	14	21	0	0	0	0	2	....	1, 056	....	253
27	34	0	0	0	0	....	....	....	....	2	6	0	2	4	....	300	3, 500	254
356	411	0	3	0	0	79	18	20	0	34	75	17	14	4	....	4, 700	300, 000	255
12	12	0	0	100	80	....	....	....	....	2	6	0	1	2	....	400	12, 000	256
16	14	0	0	0	0	0	0	5	6	0	0	0	0	4	....	50	....	257
24	16	1	0	100	90	1	0	2	0	0	.0	0	0	4	....	....	....	258
10	14	0	0	0	0	0	0	0	0	0	0	....	....	4	....	400	....	259
140	146	1	1	0	0	12	6	10	0	13	18	7	1	4	....	2, 000	95, 902	260
105	105	0	0	0	0	....	....	....	....	13	15	0	0	4	....	600	70, 000	261
30	30	0	0	0	0	0	0	0	0	2	5	0	0	3	....	300	....	262
11	12	0	0	40	65	....	....	....	....	0	3	0	0	4	....	30	6, 000	263
20	23	0	0	0	0	3	2	4	0	6	2	3	0	4	....	36	....	264
21	26	0	.0	0	0	....	....	10	18	0	0	0	0	4	....	1, 000	....	265
123	154	0	0	0	0	15	7	20	2	11	27	8	4	4	....	600	125, 000	266
26	35	0	0	46	43	1	0	0	0	0	1	0	0	4	....	153	8, 000	267
3	9	0	0	22	23	1	0	....	....	0	0	0	0	2	....	75	7, 000	268
97	65	0	3	0	0	0	0	0	0	0	0	0	0	3	....	350	150, 000	269
350	410	4	4	0	0	116	132	156	0	71	109	53	25	4	....	3, 000	150, 000	270
18	18	0	0	60	70	0	2	....	....	0	0	0	0	4	....	579	....	271
15	20	0	0	0	0	4	0	15	20	1	2	0	0	3	....	300	25, 000	272
23	40	0	0	0	0	0	1	3	4	1	7	1	3	4	75	370	....	273
9	13	0	0	0	0	....	....	....	....	2	1	....	....	....	....	75	....	274
16	24	0	1	0	0	....	....	....	....	2	3	0	0	4	....	0	....	275
8	13	0	0	35	40	0	0	0	0	0	0	....	....	....	....	75	....	276
15	7	0	0	0	3	0	0	0	0	1	0	0	0	3	....	64	....	277
14	22	0	0	0	0	7	2	3	0	2	5	2	0	4	....	650	....	278
30	52	0	0	0	0	6	7	....	....	6	8	2	3	4	....	500	40, 000	279
62	71	0	0	0	0	11	3	....	....	7	13	2	3	4	....	1, 000	50, 000	280
7	7	0	0	0	0	....	....	....	....	....	....	....	....	....	....	50	....	281
9	11	0	0	0	0	0	0	0	0	2	3	....	....	3	....	....	....	282
12	20	0	0	2	14	0	0	0	0	4	7	0	0	4	....	300	50, 000	283
11	17	0	0	0	0	0	1	1	0	2	3	1	1	4	....	350	....	284
56	90	0	0	0	0	3	0	1	0	7	12	2	0	4	....	700	12, 000	285
53	48	0	0	0	0	6	3	7	0	5	6	4	0	4	....	200	....	286
40	40	0	1	0	0	2	0	....	....	3	3	1	1	3	....	1, 500	25, 000	287
30	40	0	0	0	0	3	2	3	0	0	3	0	0	4	....	576	....	288
79	106	0	1	0	0	7	6	5	0	8	17	3	1	4	....	805	90, 000	289
11	25	0	0	0	0	0	0	0	0	0	0	0	0	3	....	200	....	290
21	18	0	0	62	70	....	....	2	1	3	1	2	1	3	....	450	2, 500	291
11	17	0	0	0	0	0	0	0	0	0	6	0	0	3	....	165	....	292
20	30	0	0	0	0	5	6	2	0	2	2	0	1	4	....	1, 400	....	293

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	CONNECTICUT—cont'd.					
294	Torrington	High School	Ed. H. Forbes, Ph. D.	Dept.	2	4
295	Wallingford	Central District High School	Frank W. Eaton	Ind	2	2
296	Wapping	High School	Susie M. Lindsey	Ind	0	1
297	Waterbury	do	Henry S. Gulliver, M.A.	Dept.	5	4
298	Westchester	Day High School	Rev. Ed. G. Stone, M. A.	Ind	1	0
299	West Hartford	High School	Alfred F. Howes	Ind	1	1
300	West Haven	do	A. M. Drummond, A.M.	Ind	1	2
301	Westville	Public School	C. S. McLean	Ind	1	1
302	Willimantic	Windham High School	S. Hale Baker, A. B.	Dept.	2	5
303	Windsor Locks	Union High School	Daniel Howard	Ind	1	1
	DELAWARE.					
304	Delaware City	High School	Norris W. Wilkinson	Dept.	1	0
305	Dover	do	Jas. E. Carroll	Dept.	1	1
306	Felton	do	James W. Lattomus	Ind	1	0
307	Georgetown	do	Roman Tammany	Dept.	1	0
308	Lewes	Union High School	Walter Sparklin	Ind	1	1
309	Middletown	Academy and High School	De Keller Stamey	Dept.	1	0
310	Milford	North High School *	Daniel S. Ells	Dept.	1	0
311	do	South High School	C. B. Morris	Dept.	0	7
312	Newark	High School	A. Lee Ellis	Ind	1	0
313	New Castle	do	Geo. W. Andrew	Dept.	1	0
314	Seaford	do	A. C. Brower	Dept.	1	1
315	Smyrna	do	Chas. H. Le Fevre	Dept.	0	1
316	Wilmington	do	A. H. Berlin	Dept.	5	13
	DIST. OF COLUMBIA.					
317	Washington	Central High School	Francis R. Lane, M. D.	Dept.	16	24
318	do	Eastern High School	C. M. Lacey Sites	Dept.	9	12
319	do	Seventh and Eighth Divisions High School.	F. L. Cardozo	Dept.	16	8
320	do	Western High School	Edith C. Westcott	Dept.	2	10
	FLORIDA.					
321	Aucilla	High School	W. H. Cassels	Ind	1	0
322	Apalachicola	do. *	Theo. J. McBeath	Dept.	2	0
323	Bartow	Summerlin Institute	William Hood	Dept.	2	0
324	Braiden Town	County High School	Thos. C. Walton	Ind	1	2
325	Brooksville	Hernando High School	J. T. Mallicoat	Dept.	1	1
326	Dade City	Pasco County High School*	L. C. Ray	Ind	1	0
327	Eustis	High School	Mrs. B. B. Phillips	Dept.	0	2
328	Fernandina	High School No. 1	J. H. Gans	Ind	1	0
329	Gainesville	East Florida Seminary	Edwin P. Cater	Ind	5	0
330	Inverness	High School	A. M. Linhart	Dept.	1	0
331	Jacksonville	Duval High School	Frederick Pasco	Dept.	3	2
332	Kissimmee	Osceola High School	D. L. Ellis	Dept.	2	0
333	Lake City	High School	E. F. Wilson	Dept.	1	0
334	Leesburg	do	Professor Huff	Ind	0	3
335	Live Oak	Suwannee High School	J. H. Fulks	Dept.	1	1
336	Milton	Santa Rosa Academy	Theo. J. McBeath	Dept.	1	1
337	Monticello	Jefferson Collegiate Institute.	Sam'l J. Halley	Ind	1	1
338	Ocala	High School *	John J. Earle	Dept.	2	1
339	Palatka	Putnam High School	I. I. Hines	Ind	1	1
340	Rochelle	Martha Perry Institute	W. J. Odom, A. M	Ind	1	1
341	St. Augustine	High School	H. O. Hamm	Dept.	2	1
342	Starke	Bradford County High School.	A. Hercules	Dept.	3	0
343	Tampa	Hillsboro High School	B. C. Graham	Dept.	1	1
344	Waukeenah	High School	—— Woodberry	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
45	65	0	0	0	0	8	12	4	0	7	8	0	4	4	....	1,200	$60,000	294
23	30	0	0	15	6	2	0	2	0	8	3	2	1	4	....	200	....	295
11	10	0	0	0	0	....	....	1	0	0	0	0	0	3	....	80	3,650	296
153	220	0	1	0	0	....	....	....	....	19	35	3	0	4	....	150	....	297
5	6	0	0	0	0	....	....	....	....	0	0	0	0	....	....	....	....	298
18	22	2	0	0	0	0	0	1	0	2	2	1	0	4	....	200	25,000	299
16	30	0	0	112	103	....	....	....	....	....	....	....	....	3	....	500	40,000	300
7	7	0	0	173	182	0	0	0	0	4	5	0	0	1	....	800	....	301
56	87	0	0	0	0	4	6	3	2	5	11	1	3	4	....	500	1,200	302
8	7	0	0	110	91	0	0	0	0	3	2	0	0	1	....	350	25,000	303
11	26	0	0	0	0	....	....	....	....	2	9	....	....	2	....	30	....	304
6	24	0	0	0	0	....	....	....	....	3	10	....	....	2	....	....	....	305
16	11	0	0	66	55	....	....	....	....	2	0	....	....	4	....	800	4,000	306
15	25	0	0	0	0	0	0	0	0	4	4	0	0	2	....	....	....	307
10	23	0	0	170	202	....	....	....	....	1	4	....	....	3	....	1,200	8,000	308
8	13	0	0	99	111	0	0	0	0	1	5	0	0	2	....	....	8,000	309
10	12	0	0	66	85	....	....	....	....	0	0	....	....	3	....	625	5,000	310
80	54	0	0	0	0	12	6	....	....	10	8	10	8	3	....	685	9,000	311
11	19	0	0	117	156	0	2	0	2	1	3	0	1	2	....	50	10,000	312
8	9	0	0	0	0	....	....	....	....	2	2	....	....	4	....	0	....	313
41	42	0	0	0	0	0	0	7	3	2	3	0	0	4	....	0	12,000	314
17	29	0	0	0	0	4	8	....	....	3	11	2	5	3	....	200	19,000	315
229	348	0	0	0	0	6	1	....	....	31	51	....	....	3	....	300	703,937	316
403	557	0	0	0	0	4	3	5	0	16	42	9	3	4	177	6,000	....	317
174	293	0	0	0	0	5	11	8	1	9	26	5	3	4	79	1,800	....	318
200	475	200	475	0	0	0	0	0	0	20	28	0	0	4	75	1,200	....	319
108	173	0	0	0	0	11	8	10	5	5	15	5	2	4	43	513	....	320
3	8	0	0	33	36	0	0	2	6	0	0	....	....	2	....	....	700	321
27	27	0	0	0	0	....	....	2	3	0	0	....	....	4	....	....	7,500	322
24	32	0	0	14	32	2	3	....	....	1	2	1	0	....	....	100	21,700	323
70	73	0	0	0	0	....	....	....	....	0	0	....	....	4	....	0	4,500	324
18	26	0	0	71	45	....	....	....	....	2	5	....	....	3	....	300	5,000	325
9	21	0	0	67	57	....	....	....	....	....	....	....	....	....	....	....	3,000	326
11	8	0	0	39	36	....	....	....	....	....	....	....	....	4	....	....	3,100	327
2	10	0	0	83	65	....	....	....	....	1	6	....	....	2	....	75	5,300	328
28	42	0	0	18	12	....	....	....	....	0	0	....	....	4	46	1,100	25,000	329
4	6	0	0	39	39	0	0	0	0	0	0	0	0	3	....	0	1,600	330
44	98	0	0	0	0	....	....	....	....	6	4	....	....	4	....	300	....	331
16	15	0	0	0	0	0	0	1	0	2	1	....	....	5	....	200	....	332
4	15	0	0	0	0	....	....	....	....	0	1	....	....	....	....	....	....	333
15	15	0	0	25	40	....	....	....	....	....	....	....	....	4	....	10	5,000	334
10	13	0	0	0	0	....	....	2	0	0	0	....	....	2	....	33	4,500	335
6	10	0	0	50	49	....	....	....	....	....	....	....	....	1	....	5,000	1,000	336
23	30	0	0	43	54	0	0	0	0	1	4	0	0	4	....	0	....	337
16	29	0	0	0	0	....	....	....	....	0	1	....	....	3	....	75	12,500	338
8	9	0	0	0	0	....	....	....	....	0	2	....	....	4	....	....	4,000	339
23	14	0	0	22	30	1	4	4	5	1	4	....	....	4	....	200	6,000	340
19	27	0	0	0	0	....	....	....	....	0	0	....	....	4	....	....	....	341
21	19	0	0	0	0	1	1	....	....	....	....	....	....	3	....	300	3,000	342
18	44	0	0	0	0	....	....	....	....	....	....	....	....	4	....	75	1,800	343
2	6	0	0	28	34	....	....	....	....	....	....	....	....	....	....	....	2,000	344

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	GEORGIA.					
345	Adairsville	High School	J. L. Strozier	Ind	1	0
346	Adel	Adel Institute *	R. J. Anthony	Ind	2	0
347	Albany	Albany Academy	Ed. G. Jones	Ind	2	0
348	Alpharetta	High School	Wade H. Maxwell	Ind	1	1
349	Americus	Jackson Street High School	J. E. Mathis	Dept	2	1
350	....do	McCay High School (colored)	Chas. A. Catledge	Dept	1	0
351	Antioch	Antioch High School *	Henry Reeves	Ind	1	0
352	Athens	West Broad Street High School.	J. A. Bray	Dept	1	1
353	Atlanta	Girls' High School	Miss Nettie C. Sergeant	Dept	0	13
354	Attapulgus	High School	Geo. L. Lowey	Ind	1	0
355	Augusta	Tubman High School	Jno. Neely	Dept	2	8
356	....do	Ware High school	Henry L. Walker	Dept	1	1
357	Austell	High School *	T. M. Pierce	Dept	2	0
358	Avalon	Martin High School *	S. Ben Yow	Ind	1	0
359	Bainbridge	Graded School	John Bethea	Dept	0	1
360	Bethlehem	High School	Marvin C. Quillian	Ind	1	0
361	Blakely	Blakely Institute	B. B. Daniel	Dept	1	1
362	Brooks Station	High School	L. T. F. Arnall	Ind	1	1
363	Brunswick	Glynn High School	A. L. Franklin, Supt	Dept	1	3
364	Buford	High School	P. E. Davant	Dept	1	0
365	Butler	Male and Female College *	J. C. Bass	Ind	1	2
366	Byron	High School *	E. H. Holland	Dept	1	1
367	Carrollton	....do	T. E. Hollingsworth	Dept	1	3
368	Cartersville	....do	W. W. Daves	Dept	1	1
369	Cedartown	....do	Henry L. Sewell	Dept	2	1
370	Clarkston	....do	John Mable	Ind	1	2
371	Cleveland	....do	A. E. Lashley	Ind	1	1
372	Coleman	....do	D. Y. Thomas	Ind	1	0
373	Columbus	....do	Carleton B. Gibson	Dept	2	0
374	Conyers	....do	W. P. Fleming	Dept	1	0
375	Corinth	....do	Saml. W. Du Bose	Ind	1	0
376	Covington	....do	W. C. Wright	Dept	0	4
377	Crawford	Crawford Academy *	E. H. Clark	Ind	1	0
378	Culloden	Culloden Institute	P. F. Brown, jr., A. M	Ind	1	0
379	Culverton	Culverton Academy	Mrs. G. P. Culver	Ind	0	1
380	Damascus	High School	Rev. W. C. Cullpepper	Dept	1	1
381	Darien	McIntosh County Academy	J. F. Little	Ind	0	4
382	Dunn	Pleasant Valley Academy	J. T. Leamon	Ind	1	1
383	Eatonton	High School *	C. H. Bruce	Dept	2	3
384	Flovilla	....do	N. W. Hurst	Dept	1	1
385	Fort Valley	Grady Institute	W. J. Scroggs	Dept	1	1
386	Franklin	Collegiate Institute *	L. L. Hargrave	Ind	1	0
387	Girard	Girard Academy *	Jas. Wingfield Stone	Ind	1	1
388	Girth	Union Academy	R. A. Clayton	Ind	1	0
389	Gordon Springs	High School *	Prof. J. J. S. Callaway	Ind	1	0
390	Guyton	....do	J. O. Culpepper	Ind	0	1
391	Hampton	....do	L. A. Murphey	Dept	0	2
392	Harmony Grove	Harmony Grove Academy	Claude Gray	Ind	2	0
393	Hawkinsville	High School *	N. E. Ware	Dept	1	1
394	Hollingsworth	Hollingsworth Institute *	W. H. Shelton	Ind	1	1
395	Hollonville	Planters' High School *	Thad. Adams	Ind	1	0
396	Hoschton	High School *	Wm. R. Chamblee	Ind	0	1
397	Jenkinsburg	Jenkinsburg Academy	Van Fletcher	Ind	1	0
398	Jesup	High School	W. T. Weaver	Dept	0	2
399	Jonesboro	....do	Robt. L. Paine	Dept	0	4
400	Kingston	....do	J. H. Hall	Dept	1	0
401	Knoxville	....do	E. H. Greene	Ind	1	1
402	Lawrenceville	....do	R. Johnston	Dept	1	0
403	Leesburg	Hillier Institute *	C. A. Castellow	Ind	1	0
404	Lincolnton	High School	W. A. Hogan	Ind	1	0
405	Linton	Washington Institute	C. W. Moran	Ind	1	1
406	Lithonia	Lithonia Institute *	J. F. Little, A. B	Ind	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
7	15	0	0	53	45	...	...	...	...	...	...	...	...	...	...	...	$800	345
28	32	0	0	25	19	3	3	...	...	...	...	...	...	...	...	...	2,500	346
30	35	0	0	109	109	2	4	...	...	...	...	...	...	4	...	50	...	347
22	14	0	0	44	32	2	4	4	0	0	0	0	0	4	...	25	1,200	348
42	80	0	0	0	0	...	...	...	...	0	10	0	3	4	...	35	3,750	349
2	15	2	5	12	18	0	7	...	...	...	...	...	...	1	...	72	600	350
7	11	0	0	13	4	1	3	0	0	0	0	0	0	...	...	...	...	351
15	14	15	14	0	0	15	14	...	...	1	2	1	2	3	...	350	4,000	352
0	410	0	0	0	0	...	...	...	...	...	...	...	...	4	...	2,000	37,500	353
3	5	0	0	7	15	0	0	0	0	0	0	0	0	...	...	0	...	354
0	220	0	0	0	0	0	41	0	0	0	39	0	39	4	...	500	15,000	355
15	46	15	46	0	0	2	1	...	...	2	1	2	1	4	...	300	...	356
25	25	0	0	0	0	10	8	0	0	0	0	0	0	2	...	300	2,500	357
6	0	0	0	34	30	2	0	4	0	5	0	2	0	4	...	...	500	358
13	27	0	0	37	43	10	26	1	0	...	...	...	...	...	...	...	4,000	359
6	4	0	0	29	19	2	0	3	0	0	0	...	...	...	...	...	...	360
15	21	0	0	0	0	4	8	1	2	2	3	1	2	4	...	250	6,000	361
11	13	0	0	71	81	2	4	...	...	...	...	...	...	...	...	100	1,000	362
35	47	0	0	0	0	...	...	...	...	1	5	...	...	4	...	100	10,000	363
10	8	0	0	0	0	1	0	...	...	...	...	...	...	3	...	...	1,000	364
26	40	0	0	34	50	...	...	...	...	8	17	...	...	6	...	...	26,000	365
28	35	0	0	12	15	18	22	2	3	...	...	...	...	3	...	...	2,500	366
16	26	0	0	0	0	1	0	...	...	1	1	...	...	4	...	300	...	367
25	35	0	0	0	0	1	0	...	...	3	5	1	0	3	...	100	10,000	368
30	45	0	0	0	0	8	7	2	1	7	8	5	4	...	...	200	...	369
6	10	0	0	42	40	...	...	...	...	...	...	...	...	4	...	...	500	370
15	10	0	0	40	42	3	4	2	3	...	...	...	...	...	...	...	...	371
11	12	0	0	29	39	2	1	1	0	...	...	...	...	2	...	...	1,400	372
18	38	0	0	0	0	...	...	...	...	7	13	...	...	2	...	...	10,000	373
11	10	0	0	0	0	5	1	0	0	5	2	5	2	3	...	0	...	374
15	15	0	0	11	11	0	3	...	...	...	...	...	...	3	...	...	...	375
15	25	0	0	0	0	8	10	...	...	...	...	...	...	...	...	...	15,000	376
8	6	0	0	19	21	0	0	...	...	0	0	0	0	4	...	...	500	377
15	17	0	0	20	11	6	5	...	...	0	0	0	0	4	...	0	3,000	378
0	6	0	0	10	16	0	2	0	0	...	...	...	...	...	...	...	400	379
40	30	0	0	0	0	10	15	4	5	...	...	...	...	4	...	...	1,000	380
30	34	0	0	38	51	5	3	...	...	5	3	5	3	1	...	165	4,000	381
24	32	0	0	32	41	3	5	2	6	0	3	...	...	...	...	0	1,500	382
87	98	0	0	0	0	...	...	...	...	...	...	...	...	4	...	...	10,000	383
20	17	0	0	24	29	6	5	...	...	...	...	...	...	4	...	...	8,000	384
24	26	0	0	0	0	20	10	4	10	6	5	4	5	3	...	400	3,000	385
10	8	0	0	24	27	2	2	0	0	0	0	0	0	2	...	...	2,000	386
20	25	0	0	45	15	8	11	0	0	...	...	...	...	...	...	...	...	387
3	3	0	0	17	22	...	...	...	...	...	...	...	...	...	...	...	...	388
3	2	0	0	33	26	3	2	...	...	...	...	...	...	...	...	...	...	389
5	6	0	0	35	29	1	0	0	0	1	2	1	2	2	...	0	2,000	390
4	3	0	0	44	36	3	3	...	...	...	...	...	...	...	...	...	...	391
46	48	0	0	100	71	8	11	12	7	0	0	...	...	...	...	35	12,000	392
40	40	0	0	0	0	18	18	0	0	3	5	3	5	...	...	...	15,000	393
13	9	0	0	50	55	0	4	0	2	...	...	...	...	5	...	50	3,000	394
16	12	0	0	28	30	...	...	...	...	0	0	0	0	...	...	...	3,000	395
4	3	0	0	44	47	4	3	1	0	...	...	...	...	2	...	...	1,000	396
15	11	0	0	17	24	...	...	...	...	...	...	...	...	...	...	...	500	397
9	12	0	0	32	46	9	12	...	...	...	...	...	...	4	...	...	...	398
45	46	0	0	0	0	38	39	4	6	...	...	...	...	...	...	45	3,000	399
5	0	0	0	37	39	3	6	...	...	0	0	0	0	...	...	...	...	400
7	20	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	500	401
15	23	0	0	0	0	0	2	0	0	0	0	...	...	3	...	0	4,000	402
9	6	0	0	15	14	2	1	1	0	0	0	0	0	...	...	...	1,000	403
8	15	0	0	42	50	5	7	0	0	4	6	4	6	3	...	0	1,000	404
2	14	0	0	28	18	...	...	...	...	0	0	0	0	...	...	...	...	405
9	12	0	0	62	76	3	7	...	...	...	...	...	...	...	...	...	6,000	406

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	GEORGIA—continued.					
407	McDonough	High School*	O. E. Ham	Ind	0	1
408	Macon	Gresham High School*	C. B. Chapman	Dept	1	7
409	Madison	High School	W. L. Abbott	Dept	2	0
410	do	Male and Female Institute*	A. J. Burruss	Ind	2	0
411	Malden Branch	Bryan Institute	W. E. Rambo	Ind	1	1
412	Marshallville	High School	J. W. Frederick	Dept	1	1
413	Morgan	do	W. S. Short	Ind	0	1
414	Newnan	do	Daniel Walker	Dept	2	3
415	Note	Central Academy	A. M. Smith	Ind	1	1
416	Palmetto	High School*	Geo. B. Wood, A. B	Ind	1	0
417	Perry	do.*	E. E. Miller	Dept	1	2
418	Phœnix	Phœnix Academy*	F. B. Mixon	Ind	1	0
419	Point Peter	Glade Academy	H. A. Lawrence	Ind	1	1
420	Reidsville	High School	C. L. Smith	Ind	0	1
421	Rome	do	R. J. Gwaltney	Dept	2	2
422	Roopville	Henry Grady Institute*	V. D. Whatley	Ind	1	0
423	Roscoe	Alex. Stephens Academy	Miss Witt Moseley	Ind	0	1
424	Roswell	High School	E. Newton Ellis	Dept	1	1
425	Sandersville	do	A. Willis Evans	Dept	1	1
426	Sargents	Farmers' High School*	A. S. Strickland	Ind	1	0
427	Savannah	High School	H. F. Train	Dept	6	10
428	Senoia	Senoia Institute*	J. S. Bagwell	Ind	1	1
429	Siloam	High School	Talfourd Smith	Ind	1	0
430	Smithville	do	G. M. Patterson	Ind	1	2
431	Soque	Providence College	Robt. E. L. Frankum, B. S.	Ind	1	1
432	Sparta	High School	Wm. T. Dumas	Dept	1	1
433	Spivey	Rockville Academy	F. G. Branch	Ind	1	1
434	Spring Hill	High School	C. M. Ledbetter	Ind	1	1
435	Temple	Temple Seminary	R. A. Yates	Ind	2	0
436	Tifton	Tifton Institute	J. H. O'Quinn	Ind	1	0
437	Toccoa	High School	N. A. Fessenden	Dept	1	0
438	Turin	do	R. F. Hodirett	Ind	1	0
439	Union Point	do	Prof. J. L. Steele	Dept	0	3
440	Valdosta	do	W. B. Merritt	Dept	2	0
441	Villa Rica	do	Eugene T. Steed	Ind	2	0
442	Waco	do	G. T. McLarty	Ind	1	0
443	Walden	do.*	Jno. W. Greer	Dept	1	0
444	Walnut Grove	Walnut Grove Academy	S. O. Breedlove	Dept	1	0
445	Washington	Female Seminary	Mary R. Bright	Dept	0	2
446	do	High School	B. P. Glenn	Dept	1	3
447	Waycross	do.*	E. A. Pound	Dept	1	2
448	West Porint	do	Norman C. Miller	Dept	2	0
449	Whigham	Connell Academy	R. A. Connell	Dept	1	1
450	Willard	Salem High School.*	E. L. Jarman	Ind	1	0
451	Woodbury	High School	C. C. Nall	Ind	1	1
452	Woodville	do	J. and H. Cloud	Ind	1	1
	IDAHO.					
453	Boise City	High School	C. M. Kiggins	Dept	3	1
454	Caldwell	do	Chas. O. Broxon	Dept	1	0
455	Genesee	do	Hartzell Cobbs	Dept	1	1
456	Hailey	do.*	N. I. Garrison	Ind	1	0
457	Kendrick	do	E. H. Thompson	Dept	1	0
458	Lewiston	do	W. O. Cummings	Dept	1	0
459	Moscow	do	J. C. Muerman	Dept	2	3
	ILLINOIS.					
460	Albion	High School	J. D. Samuell	Dept	2	0
461	Aledo	do	Miss Mabel Pepper	Dept	2	2
462	Alexis	do	N. E. Johnson	Dept	2	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
16	14	0	0	26	40	4	5	2	0	0	0	....	....	3	....	....	....	407
85	174	0	0	0	0	24	65	0	0	13	34	5	19	3	....	150	$31,750	408
24	9	0	0	0	0	....	....	....	....	0	0	....	....	3	....	....	....	409
15	30	0	0	50	45	....	....	....	....	0	8	0	0	4	....	....	1,000	410
4	5	0	0	34	21	1	1	0	0	0	0	0	0	....	....	....	150	411
24	20	0	0	0	0	5	0	12	8	0	0	....	....	4	....	125	....	412
18	19	0	0	28	20	....	....	....	....	....	....	....	....	2	....	....	200	413
50	75	0	0	0	0	6	20	....	....	2	8	2	5	....	....	200	15,000	414
8	11	0	0	26	27	2	4	....	....	0	0	0	0	5	....	....	350	415
8	8	0	0	27	24	1	2	....	....	....	....	....	....	4	....	....	1,000	416
34	64	0	0	12	20	4	8	1	0	3	10	2	7	3	....	....	3,000	417
5	4	0	0	9	25	0	0	0	0	0	0	0	0	....	....	....	....	418
8	8	0	0	39	25	....	....	....	....	0	0	0	0	....	....	125	800	419
14	18	0	0	37	46	6	5	....	....	....	....	....	....	....	....	....	....	420
40	56	0	0	0	0	8	16	0	0	13	14	5	10	3	....	0	5,000	421
7	11	0	0	63	54	2	0	....	....	....	....	....	....	....	....	175	500	422
4	3	0	0	26	33	3	1	....	....	....	....	....	....	....	....	....	300	423
10	21	0	0	0	0	10	6	....	....	0	0	0	0	4	....	50	1,500	424
26	17	0	0	0	0	6	5	1	0	4	1	2	0	4	....	200	6,000	425
6	5	0	0	45	36	1	1	1	1	0	0	0	0	....	....	....	300	426
110	256	0	0	0	0	....	....	....	....	....	....	....	....	3	....	....	1,000	427
40	50	0	0	35	50	4	10	1	0	7	10	5	8	3	....	....	4,000	428
10	10	0	0	30	50	10	10	....	....	....	....	....	....	3	....	30	500	429
17	16	0	0	31	29	3	2	0	0	....	....	....	....	....	....	....	1,200	430
19	8	0	0	30	33	3	0	2	3	0	0	....	....	....	....	10	1,000	431
20	52	0	0	0	0	15	40	....	....	6	7	6	7	3	....	....	....	432
5	5	0	0	52	36	2	3	....	....	....	....	....	....	3	....	....	1,000	433
8	7	0	0	12	11	....	....	....	....	....	....	....	....	....	....	....	....	434
11	5	0	0	33	33	0	0	0	0	0	0	0	0	....	....	....	800	435
10	6	0	0	90	84	20	10	8	0	....	....	....	....	....	....	300	8,000	436
9	14	0	0	0	0	2	1	0	0	0	1	....	....	....	....	50	....	437
15	19	0	0	39	11	5	4	0	1	0	0	0	0	....	....	....	1,150	438
4	9	0	0	57	70	1	3	1	0	2	3	1	2	3	....	....	3,000	439
25	45	0	0	0	0	4	8	....	....	0	3	....	....	3	....	600	2,500	440
32	41	0	0	71	79	10	0	7	10	2	2	2	1	1	....	300	10,000	441
6	6	0	0	60	48	1	1	1	0	0	0	0	0	4	....	0	1,200	442
8	12	0	0	20	30	0	0	....	....	1	2	....	....	3	....	....	1,500	443
9	7	0	0	39	26	....	....	2	0	....	....	....	....	....	....	....	2,500	444
0	46	0	0	0	74	....	....	....	....	0	8	....	....	3	....	....	....	445
50	60	0	0	0	0	....	....	....	....	1	0	....	....	3	....	....	4,000	446
23	27	0	0	0	0	....	....	....	....	4	6	....	....	3	....	0	5,000	447
21	29	0	0	0	0	6	21	15	8	3	10	3	6	3	....	56	....	448
10	15	0	0	10	15	10	15	6	10	....	....	....	....	....	....	....	600	449
18	14	0	0	23	16	8	5	....	....	....	....	....	....	....	....	....	....	450
8	20	0	0	27	30	7	10	0	0	0	0	0	0	....	....	....	800	451
25	23	0	0	40	37	2	5	....	....	0	0	....	....	....	....	66	800	452
30	30	0	0	0	0	8	12	5	0	3	6	2	3	4	....	800	....	453
15	25	0	0	0	0	....	....	....	....	0	0	0	0	3	....	0	....	454
10	12	0	0	0	0	....	....	....	....	2	2	2	2	1	....	....	....	455
15	10	0	0	110	90	5	5	....	....	5	5	5	5	2	....	1,294	25,000	456
2	6	0	0	86	88	....	....	2	6	2	6	....	....	3	....	750	5,000	457
7	16	0	0	0	0	....	....	....	....	3	8	....	....	2	....	500	....	458
30	42	1	2	0	0	4	10	3	8	4	10	2	6	4	....	300	50,000	459
17	28	0	0	0	0	....	....	....	....	2	8	2	4	3	....	242	....	460
52	97	0	0	0	0	....	....	....	....	6	10	....	....	4	....	950	....	461
17	20	0	0	0	0	2	3	....	....	1	3	1	3	3	....	200	10,000	462

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	ILLINOIS—cont'd.					
463	Alton	High School	G. E. Wilkinson	Dept	4	1
564	Amboy	....do	G. R. Lyman	Dept	3	0
465	Annawan	....do. *	E. J. Riley	Dept	0	2
466	Apple River	....do. *	G. W. Courts	Ind	1	0
467	Arcola	....do	G. W. Smith	Dept	1	2
468	Arenzville	....do	J. C. Welsch	Ind	1	0
469	Arthur	....do	Joseph O'Neal	Dept	1	0
470	Ashland	....do	Elijah Needham	Dept	1	0
471	Astoria	....do	J. S. Landers	Dept	1	1
472	Atlanta	....do	Theo. H. Harvy	Dept	2	1
473	Atwood	....do	Thos. J. Haney	Ind	1	0
474	Augusta	....do	H. M. Anderson	Dept	2	0
475	Aurora	West High School	Katharine Reynolds	Dept	1	3
476	Austin	High School	B. F. Buck	Dept	2	5
477	Barry	....do	Frank C. Dever	Dept	1	1
478	Batavia	East High School	Willard E. King	Dept	1	1
479	....do	West High School	E. M. Harris	Dept	1	2
480	Beardstown	Central High School	Elva J. Saunders	Dept	0	3
481	Beecher City	High School	P. E. Fletcher	Ind	1	1
482	Belleville	....do	H. W. Brua	Dept	5	0
483	Belvidere	South High School	R. V. DeGroff	Dept	1	2
484	Bement	High School	Charles McIntosh	Dept	2	0
485	Blandinsville	....do	B. E. Decker	Dept	1	1
486	Bloomington	....do	F. B. Spaulding	Dept	4	3
487	Brighton	....do	J. F. Garber	Dept	1	1
488	Brimfield	....do	G. V. Pettit	Ind	1	0
489	Bunker Hill	....do	W. C. Hobson	Dept	1	1
490	Bushnell	....do	R. B. Anderson, Ph. D	Dept	1	0
491	Byron	....do.*	G. N. Maxwell	Ind	1	1
492	Cairo	Douglas High School	John Snyder	Dept	1	4
493	....do	Sumner High School	J. C. Lewis	Dept	1	1
494	Cambridge	High School	E. E. Jones	Dept	1	1
495	Camp Point	Maplewood High School	H. W. Bowersmith	Dept	1	1
496	Canton	High School	Chas. S. Aldrich	Dept	3	8
497	Carlinville	....do	E. H. Owen	Dept	1	2
498	Carlyle	....do	E. E. Van Cleve	Dept	1	1
499	Carmi	....do	D. L. Boyd	Dept	3	0
500	Carrollton	....do	Clyde Slone	Ind	1	3
501	Carthage	....do	W. K. Hill	Dept	2	1
502	Centralia	....do	M. D. Cox	Dept	1	2
503	Cerro Gordo	....do	A. L. Starr	Dept	1	0
504	Champaign	....do	Miss Lottie Switzer	Dept	3	1
505	Chandlerville	....do	Heywood Coffield	Ind	2	0
506	Charleston	Union High School	William Wallis	Dept	1	3
507	Chebanse	High School	A. Leachman	Dept	1	1
508	Chenoa	....do	Anthony Middleton	Dept	1	1
509	Cherry Valley	....do	C. B. Baldwin	Ind	1	0
510	Chester	....do. *	James M. Dickson	Dept	1	1
511	Chesterfield	....do	D. B. Worthy	Ind	1	0
512	Chicago (Station T)	Calumet High School	Avon S. Hall	Dept	3	5
513	Chicago (Station O)	Englewood High School	J. E. Armstrong	Dept	10	15
514	Chicago	English High and Manual Training	Albert R. Robinson	Dept	16	0
515	....do	Hyde Park High School	Chas. W. French	Dept	16	22
516	....do	Lake High School	Edward F. Stearns	Dept	7	5
517	Chicago (Station X)	Lakeview High School	Jas. H. Norton	Dept	10	14
518	Chicago	North Division High School	Oliver S. Westcott	Dept	10	10
519	Chicago (Station S)	South Chicago High School	Chas. I. Parker	Dept	6	7
520	Chicago	South Division High School	Jeremiah Slocum	Dept	11	16
521	....do	West Division High School	Geo. M. Clayberg	Dept	17	17
522	Chillicothe	High School	Jas. W. Tavenner	Dept	2	0
523	Chrisman	....do	C. M. Barton	Dept	2	0
524	Clayton	....do	S. H. Trego	Ind	2	0

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
49	89	0	0	0	0	....	....	....	....	4	9	2	5	4	....	500	35,000	463
23	32	0	0	0	0	....	....	....	....	3	9	....	....	4	....	100	25,000	464
17	15	0	0	40	53	....	....	....	....	0	0	0	0	3	....	110	8,000	465
8	6	0	0	67	79	....	....	....	....	3	5	....	....	4	....	45	100	466
34	54	0	0	0	0	....	....	....	....	4	5	....	....	4	....	535	....	467
8	9	0	0	32	21	0	0	0	0	0	0	0	0	3	....	60	6,000	468
7	9	0	0	80	91	....	....	....	....	3	5	2	0	3	....	100	5,000	469
12	20	0	0	0	0	....	....	....	....	3	9	....	....	3	....	15	....	470
24	35	0	0	0	0	0	0	0	0	1	6	....	....	4	....	200	14,400	471
40	60	0	0	0	0	....	....	....	....	3	5	3	5	5	....	50	30,000	472
15	15	0	0	114	138	0	0	0	0	7	2	....	....	4	....	75	6,000	473
20	38	0	0	0	0	0	8	....	....	2	5	2	5	4	....	200	15,000	474
58	72	0	0	0	0	0	0	35	30	0	5	0	3	4	....	370	18,875	475
84	104	0	0	0	0	7	13	8	4	7	12	7	12	4	....	1,000	40,400	476
20	18	1	3	0	0	1	0	6	5	3	3	3	3	3	....	100	12,000	477
20	30	0	0	0	0	0	5	0	5	4	5	....	....	4	....	250	3,000	478
16	15	0	0	0	0	....	....	3	0	5	2	2	2	4	....	300	20,000	479
25	44	0	0	0	0	....	....	....	....	7	16	6	3	3	....	1,632	....	480
9	16	0	0	41	49	0	0	3	0	3	2	3	2	2	....	50	2,000	481
109	117	1	4	0	0	6	5	6	2	8	17	6	6	3	....	100	....	482
27	45	0	0	0	0	....	....	1	2	1	5	0	0	4	....	75	....	483
20	22	0	0	0	0	0	2	6	0	1	1	1	1	4	....	250	16,000	484
13	27	0	0	0	0	....	....	....	....	5	6	....	....	3	....	50	8,000	485
81	159	0	0	0	0	....	....	....	....	9	12	....	....	4	....	....	....	486
18	10	0	0	0	0	1	0	0	0	1	3	1	0	3	....	....	5,000	487
19	23	0	0	70	80	0	4	0	0	0	6	0	0	2	....	170	....	488
13	16	0	0	0	0	0	0	2	0	4	5	2	0	3	....	80	....	489
36	46	0	0	0	0	....	....	....	....	4	12	1	3	3	....	....	....	490
19	24	0	0	52	48	....	....	....	....	2	3	....	....	4	....	80	7,000	491
68	113	0	0	0	0	0	0	0	0	5	22	0	0	4	38	779	3,500	492
11	23	11	23	0	0	0	0	0	0	0	2	0	0	4	....	50	2,500	493
22	27	0	0	0	0	5	3	3	5	4	7	0	4	4	....	60	9,000	494
28	26	0	0	0	0	....	....	....	....	4	0	1	0	4	....	550	20,000	495
125	169	0	0	0	0	....	....	....	....	8	31	5	8	4	....	560	45,000	496
18	29	0	0	0	0	....	....	....	....	4	10	1	5	3	....	500	....	497
21	25	0	1	0	0	....	....	....	....	0	0	0	0	4	....	340	11,000	498
42	38	2	3	0	0	0	0	0	0	2	1	1	0	4	....	626	35,300	499
46	61	0	0	246	226	....	....	....	....	5	14	....	....	3	....	612	....	500
17	51	0	0	0	0	6	30	....	....	3	6	2	4	4	....	200	400	501
35	65	0	0	0	0	....	....	....	....	1	7	....	....	4	....	300	20,000	502
17	14	0	0	0	0	2	2	8	0	6	4	4	1	3	....	350	4,000	503
55	73	0	1	0	0	....	....	....	....	7	0	....	....	4	....	350	25,500	504
43	34	0	0	112	113	1	0	8	4	1	4	1	4	4	....	75	13,000	505
42	78	0	0	0	0	0	0	0	0	6	19	0	0	4	....	1,025	30,000	506
14	18	0	0	0	0	....	....	....	....	1	6	1	3	....	....	500	10,000	507
13	17	0	0	0	0	....	....	....	....	0	0	....	....	4	....	50	....	508
9	17	2	0	34	32	....	....	....	....	0	0	0	0	3	....	100	10,100	509
20	30	3	4	0	0	....	....	....	....	2	2	....	....	3	....	200	20,000	510
10	1	0	0	48	64	....	....	....	....	0	0	....	....	....	....	....	....	511
61	143	0	0	0	0	9	4	....	....	3	14	1	3	4	....	420	....	512
234	528	2	6	0	0	....	....	....	....	18	77	3	3	4	....	2,500	....	513
407	0	4	0	0	0	0	0	10	0	31	0	....	....	3	....	800	200,000	514
420	880	1	2	0	0	28	22	40	15	28	85	14	25	4	....	2,500	200,000	515
77	235	0	3	0	0	....	....	....	....	5	32	1	0	4	....	800	....	516
224	515	1	2	0	0	....	....	....	....	13	58	....	....	4	....	2,000	70,000	517
162	515	0	1	0	0	....	....	....	....	16	75	....	....	4	....	2,160	....	518
58	211	0	1	0	0	10	15	30	144	5	22	3	5	4	....	1,140	100,000	519
243	721	15	25	0	0	15	11	10	0	20	89	10	8	4	....	2,908	110,000	520
271	1105	1	6	0	0	35	31	....	....	40	192	16	15	4	....	1,000	....	521
13	28	0	0	0	0	....	....	2	0	2	4	2	0	4	....	340	20,000	522
16	19	0	0	0	0	1	1	....	....	2	2	0	1	3	....	60	1,800	523
28	32	0	0	98	114	1	2	0	0	2	2	2	0	4	....	250	....	524

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	ILLINOIS—cont'd.					
525	Clinton	High School	Minnie M. Bishop	Dept.	1	3
526	Coffeen	do	Jacob L. Traylor	Dept.	1	0
527	Colchester	do	John McClenahan	Dept.	1	0
528	Colfax	do	L. W. Haviland	Dept.	1	1
529	Coulterville	do	E. A. MacMillan	Dept.	1	1
530	Creston	do	Miss Eleanor S. Calligan	Ind	0	1
531	Cuba	do	J. R. Rowland	Dept.	1	1
532	Danville	do.*	S. A. D. Harry	Dept.	2	4
533	Decatur	do	J. J. Sheppard	Dept.	6	10
534	De Kalb	do	John T. Bowles	Dept.	1	2
535	Delevan	do	F. L. Calkins	Dept.	1	2
536	Dixon	do	Mary S. Porteous	Dept.	1	4
537	Downers Grove	do	J. K. Rassweiler	Dept.	1	2
538	Dundee	do	S. M. Abbott	Ind	1	3
539	Du Quoin	do	J. E. Wooters	Dept.	2	1
540	Durand	do	Thos. A. Gallagher	Dept.	1	0
541	Dwight	do	Leila Britt	Dept.	1	2
542	Earlville	do	H. H. Robinson	Dept.	1	1
543	East Dubuque	do	Jas. A. Farrell	Dept.	0	5
544	East St. Louis	do	Chas. L. Manners	Dept.	3	3
545	Edinburg	do	Gus E. Reiss	Dept.	1	1
546	Effingham	do	G. E. Marker	Dept.	2	1
547	Elgin	do	W. F. Lewis	Dept.	1	6
548	Elizabeth	do.*	O. E. Taylor	Dept.	1	0
549	Elkhart	do	W. A. Lucas	Ind	1	0
550	Elmhurst	do	R. F. Barmel	Dept.	1	1
551	Elmwood	do	L. E. Flanegin	Dept.	1	2
552	El Paso	East Side High School	Herbert Bassett	Ind	1	1
553	do	West Side High School	Anna E. Hill	Ind	0	2
554	Eureka	High School	B. B. Melton	Dept.	1	1
555	Evanston	do.*	Henry L. Boltwood	Ind	3	0
556	Fairbury	do	Alice J. Batterson	Ind	1	1
557	Fairmount	do	W. D. Fairchild	Dept.	1	0
558	Farmer City	do	C. C. Covey	Dept.	2	1
559	Farmington	do	Elizabeth Williams	Ind	0	6
560	Flora	do	J. L. Hughes	Dept.	2	0
561	Forrest	do	F. M. Wood	Dept.	1	1
562	Forreston	do	Lyman H. Coleman	Dept.	1	1
563	Fulton	do	Miss Ella M. Brophy	Dept.	1	2
564	Galena	do	F. G. Mutterer	Dept.	2	2
565	Galesburg	do	F. D. Thomson	Dept.	3	5
566	Galva	do	Miss Hedwig M. Maul	Dept.	1	2
567	Geneseo	do	Miss Ada M. Schnäbele	Dept.	1	3
568	Geneva	do	F. E. Hamlin	Dept.	1	1
569	Genoa	do	Joseph Gray	Ind	1	2
570	Georgetown	do	W. T. Crow	Dept.	1	0
571	Gibson City	do	J. D. Shoop	Dept.	2	1
572	Gillespie	do.*	Miss Rosa A. Burke	Ind	0	2
573	Gilman	do	Harry M. Shafer	Ind	1	1
574	Glen Ellyn	do	Luther H. Grange	Dept.	1	0
575	Good Hope	do	J. R. Kenneday	Ind	1	0
576	Grayville	do	R. W. Jennings	Ind	2	0
577	Greenfield	do	A. D. Snyder	Dept.	2	0
578	Greenup	do.*	L. B. Odell	Ind	1	1
579	Greenview	do	J. C. South	Dept.	1	0
580	Greenville	do	E. E. Schnepp	Dept.	2	1
581	Griggsville	do	H. C. McCarrel	Dept.	1	1
582	Hamilton	do	Geo. C. Baker	Dept.	1	1
583	Hampshire	do	C. F. Hobert	Dept.	1	1
584	Harvard	do	Anna M. Morrow	Dept.	1	2
585	Harvey	do	J. Elmer Cable	Dept.	2	1
586	Havana	do	Sara E. Pierce	Dept.	1	2
587	Hebron	do	Wells Hulbert	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.																		
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
29	49	0	0	0	0	....	....	....	....	1	2	....	....	4	....	200	25,000	525
24	24	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	526
12	13	0	0	0	0	0	0	0	0	1	5	0	0	3	....	116	5,000	527
6	14	0	0	131	146	....	....	2	0	0	0	0	0	4	....	340	10,730	528
21	31	1	0	0	0	0	0	1	0	3	4	1	0	4	....	340	....	529
11	15	0	0	29	20	....	....	....	....	0	0	....	....	3	....	100	5,000	530
27	63	0	0	0	0	....	....	....	....	2	2	0	0	3	....	80	....	531
72	148	1	1	0	0	20	40	12	0	4	15	3	3	4	....	1,200	2,500	532
229	305	0	0	0	0	....	....	....	....	47	33	....	....	4	....	1,100	....	533
30	42	0	0	0	0	....	....	....	....	6	10	0	0	3	....	250	....	534
41	54	1	0	0	0	....	....	....	....	4	10	2	0	4	....	850	....	535
37	56	0	0	0	0	3	2	9	17	3	11	3	2	4	....	250	20,000	536
16	37	0	0	0	0	....	....	....	....	3	11	....	....	4	....	401	....	537
24	22	0	0	253	245	0	0	0	0	1	5	0	0	4	....	250	....	538
32	33	0	3	0	0	....	....	....	....	1	9	1	4	4	....	1,200	35,000	539
16	25	0	0	0	0	....	....	....	....	1	4	....	....	3	....	120	800	540
21	47	0	0	0	0	....	....	....	....	0	1	....	....	4	....	300	10,000	541
17	19	0	0	0	0	3	3	....	....	0	4	0	3	3	....	300	....	542
8	32	0	0	0	0	....	....	....	....	4	9	4	9	3	....	25	20,000	543
35	108	0	0	0	0	0	0	....	....	1	11	....	....	4	....	340	40,000	544
12	19	0	0	0	0	....	....	....	....	3	5	....	....	3	....	120	12,000	545
26	41	0	0	0	0	....	....	....	....	0	2	....	....	4	....	50	21,300	546
69	122	1	0	10	20	4	2	5	0	11	21	11	21	4	....	800	26,500	547
6	19	0	0	0	0	....	....	....	....	6	4	....	....	3	....	....	....	548
4	1	0	0	33	77	....	....	....	....	....	....	....	....	....	....	....	4,000	549
10	4	0	0	0	0	1	0	....	....	0	0	....	....	3	....	1,000	....	550
23	47	0	0	0	0	10	5	4	3	0	13	....	....	3	....	675	32,000	551
30	33	0	0	29	48	....	....	3	2	2	5	2	2	4	....	150	20,000	552
12	16	0	0	6	12	0	0	8	12	0	5	0	3	4	....	500	2,000	553
11	37	0	0	0	0	5	9	0	0	1	4	1	1	3	....	150	15,000	554
165	227	1	4	0	0	....	....	....	....	15	26	8	14	4	....	1,000	50,000	555
25	42	0	0	13	12	....	....	....	....	1	14	....	....	....	....	400	....	556
10	16	0	0	0	0	....	....	....	....	2	7	....	....	2	....	200	17,000	557
27	39	0	0	0	0	17	37	11	2	3	4	3	4	4	....	300	15,000	558
22	37	0	0	163	148	....	....	....	....	2	4	....	....	....	....	800	35,000	559
23	30	0	0	0	0	....	....	5	4	1	3	....	....	4	....	1,200	....	560
30	23	0	0	0	0	5	7	2	0	2	2	1	0	4	....	300	15,000	561
7	17	0	0	0	0	0	0	0	0	1	6	0	0	3	....	200	15,000	562
18	15	0	0	0	0	....	....	....	....	1	2	1	0	2	....	590	....	563
30	50	0	0	0	0	....	....	....	....	4	5	4	5	4	....	2,000	10,000	564
110	180	5	4	0	0	4	8	5	10	13	30	8	25	3	....	475	40,000	565
34	65	0	0	0	0	....	....	....	....	5	6	....	....	4	....	959	35,000	566
25	66	0	0	9	15	0	0	18	57	3	6	3	2	4	....	600	10,000	567
18	17	0	0	0	0	2	3	3	0	9	3	2	3	3	....	600	....	568
33	30	0	0	77	85	....	....	....	....	4	1	....	....	4	....	300	25,000	569
14	20	0	0	0	0	....	....	14	20	0	1	0	1	4	....	100	....	570
36	33	1	0	14	15	10	20	12	5	5	7	3	2	4	....	300	12,000	571
8	22	0	0	83	112	0	0	0	0	0	4	0	0	2	....	12	....	572
15	17	0	0	151	157	0	0	2	0	2	2	2	0	4	....	45	....	573
6	6	0	0	62	107	....	....	6	6	2	4	2	4	3	....	50	....	574
5	9	0	0	44	55	0	0	0	0	0	0	0	0	3	....	218	2,000	575
18	16	0	0	0	0	....	....	....	....	4	4	....	....	3	....	200	17,000	576
16	14	0	0	14	26	2	1	0	0	4	8	2	1	3	....	400	5,000	577
18	22	0	0	107	153	0	0	0	0	2	6	....	....	4	....	....	6,800	578
9	11	0	0	0	0	3	0	0	0	2	1	2	0	4	....	417	9,000	579
35	43	2	0	0	0	....	....	....	....	1	8	1	0	4	....	150	....	580
16	31	0	2	0	0	2	21	13	10	0	4	0	4	3	....	....	....	581
14	18	0	0	0	0	....	....	....	....	1	6	1	3	3	....	22	....	582
10	20	0	0	0	0	1	0	....	....	1	5	1	1	3	....	200	....	583
35	47	0	0	0	0	....	....	....	....	9	14	....	....	4	....	700	15,000	584
28	45	0	0	0	0	0	0	12	37	4	6	3	5	4	....	133	8,500	585
30	44	0	0	0	0	0	0	0	0	2	15	0	0	4	....	400	....	586
13	18	0	0	75	85	....	....	....	....	2	4	....	....	3	....	200	5,000	587

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	ILLINOIS—cont'd.					
588	Henry	High School	W. S. Wallace	Dept.	1	2
589	Heyworth	....do	G. W. Winchell	Dept.	1	2
590	Highland Park	Township High School	W. A. Wilson	Ind	1	1
591	Hillsboro	High School	Mattie Hunt	Dept.	2	1
592	Hinsdale	....do	Miss Emma C. Bates	Ind	1	2
593	Hoopeston	....do	S. Cass	Dept.	2	0
594	Huntley	....do	A. A. Ebersole	Dept.	1	1
595	Illiopolis	....do	Geo. E. Clendenen	Dept.	1	4
596	Ipava	....do	L. C. Flanegin	Ind	1	0
597	Jacksonville	Washington High School	Virginia Graves	Dept.	1	2
598	Joliet	High School	J. Stanley Brown	Dept.	4	6
599	Kankakee	....do	Eugene C. Crosby	Dept.	1	3
600	Kansas	....do	W. L. Goble	Dept.	1	1
601	Kewanee	....do	H. S. Latham	Dept.	2	5
602	Kingston	....do	A. L. Thorpe	Dept.	1	0
603	Kinmundy	....do	H. C. Miller	Dept.	1	1
604	Kirkwood	....do	John M. Cathcart	Dept.	1	0
605	Knoxville	....do	E. S. Wilkinson	Dept.	1	2
606	Lacon	....do	Grace Germain	Dept.	1	1
607	Lagrange	Lyons Township High School.	E. G. Cooley	Ind	4	4
608	Lanark	High School	E. S. Hady	Dept.	1	1
609	La Salle	....do	T. C. Kohin	Dept.	2	2
610	Leaf River	....do	H. A. Cross	Dept.	1	2
611	Lena	....do	Geo. N. Snapp	Dept.	1	1
612	Leroy	....do	B. F. Templeton	Dept.	2	2
613	Lewistown	....do	Burton E. Nelson	Dept.	1	2
614	Lexington	....do	Jesse L. Smith	Dept.	1	1
615	Lincoln	....do.*	Jennie Kidd	Dept.	1	2
616	Litchfield	....do	J. E. Bryan	Dept.	2	2
617	Lockport	....do	J. E. Hooton	Dept.	1	2
618	Macomb	....do	R. C. Rennick	Dept.	3	1
619	Mansfield	....do	L. B. White	Dept.	1	0
620	Marengo	....do	C. W. Hart	Dept.	2	1
621	Maroa	....do	James Hodge	Dept.	2	0
622	Marseilles	....do	Carla Fern Sargent	Dept.	0	2
623	Marshall	....do	L. A. Wallace	Dept.	3	2
624	Martinsville	....do	F. N. Allen	Ind	1	1
625	Mascoutah	....do	P. A. Mortenson	Dept.	2	1
626	Mason City	....do	Miss Bel Denham	Dept.	1	2
627	Mattoon	....do	E. Kate Carman	Dept.	1	3
628	Mayfair	Jefferson High School	Chas. A. Cook	Dept.	7	4
629	Maywood	High School	J. E. McKean	Dept.	1	2
630	Mazon	....do.*	Jacob W. Rausch	Ind	1	1
631	Medora	....do	C. W. Yorkes	Dept.	1	0
632	Mendon	....do	E. W. Sellers	Ind	1	1
633	Mendota	East High School	W. R. Foster	Dept.	1	1
634	Meredosia	High School	Richard Linder	Ind	1	1
635	Metamora	....do	J. A. Burke	Dept.	1	0
636	Metropolis City	....do	Joel M. Bowlby (supt.)	Dept.	2	2
637	Milford	....do	Frank Harry	Ind	1	1
638	Milledgeville	....do	John H. Shirk	Dept.	1	1
639	Minier	....do	C. J. Posey	Dept.	1	0
640	Minonk	....do.*	R. A. Beebe	Ind	1	1
641	Minooka	....do	John Davies	Dept.	1	0
642	Moline	....do.*	F. A. Manny	Dept.	6	4
643	Momence	....do.*	Miss C. Luther	Dept.	1	2
644	Monmouth	....do	W. D. McDowell	Dept.	1	4
645	Monticello	....do	Enoch A. Fritter	Dept.	2	1
646	Morris	....do	Mary B. Holderman	Dept.	2	2
647	Morrison	....do	P. F. Burtch	Dept.	1	3
648	Morrisonville	....do	A. D. Dawkins	Dept.	1	0
649	Mount Carmel	....do	Wm. H. Lee	Dept.	2	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
26	43	0	0	0	0	....	....	....	....	3	10	....	....	4	....	300	$28,000	588
20	25	0	0	0	0	....	....	....	....	0	1	0	0	3	....	30	4,600	589
18	25	0	0	0	0	0	0	1	2	1	4	1	4	4	....	100	400	590
29	60	0	1	0	0	9	10	9	0	1	6	1	2	4	....	200	20,000	591
14	15	0	0	225	240	2	3	1	1	0	0	0	0	4	....	225	....	592
19	21	0	0	0	0	....	....	....	....	....	....	....	....	4	....	25	....	593
12	10	0	0	0	0	....	....	....	....	3	3	2	0	3	....	....	....	594
30	34	0	2	0	0	4	5	1	1	1	3	....	....	....	....	480	18,000	595
12	27	0	0	0	0	....	....	....	....	1	8	1	1	....	....	338	6,000	596
61	128	4	2	0	0	35	65	40	10	4	9	2	5	4	....	850	20,000	597
108	212	0	2	0	0	....	....	12	15	10	22	6	5	4	....	300	35,000	598
42	91	0	0	0	0	....	....	....	....	5	17	....	....	4	....	604	350	599
14	17	0	0	0	0	0	0	1	0	2	5	1	0	4	....	40	....	600
65	55	1	1	25	35	10	8	5	3	4	7	....	....	4	....	756	50,000	601
9	13	0	0	35	39	....	....	....	....	0	2	0	0	2	....	....	9,000	602
24	25	0	0	0	0	....	....	....	....	3	2	....	....	3	....	65	3,500	603
28	18	0	0	0	0	1	0	3	2	0	3	0	0	4	....	275	2,550	604
22	28	1	2	0	0	....	....	2	3	2	3	2	3	3	....	400	30,000	605
25	26	0	0	0	0	....	....	2	1	0	2	....	....	4	....	625	10,000	606
56	86	0	0	0	0	1	8	....	....	2	7	2	7	4	....	600	....	607
29	42	0	0	0	0	....	....	....	....	1	6	....	....	3	....	200	....	608
34	57	0	0	0	0	3	8	2	3	3	4	2	2	4	....	300	15,000	609
14	13	0	0	0	0	....	....	....	....	1	2	....	....	3	....	80	4,700	610
30	45	0	0	0	0	....	....	....	....	1	2	0	0	4	....	250	8,000	611
32	35	0	0	0	0	4	6	10	7	6	7	2	1	4	....	300	5,000	612
41	70	1	0	0	0	7	5	2	0	2	12	2	2	4	....	520	2,000	613
19	29	0	0	0	0	0	0	7	3	2	5	....	....	4	....	....	....	614
31	48	0	2	0	0	4	0	7	3	4	0	....	....	4	....	121	....	615
38	95	1	1	0	0	0	0	2	2	4	11	2	2	4	....	250	....	616
35	40	0	0	0	0	....	....	12	18	0	0	....	....	4	....	60	30,000	617
60	70	2	3	0	0	5	10	....	....	4	8	2	1	4	....	400	....	618
16	11	0	0	0	0	....	....	....	....	1	3	....	....	3	....	70	....	619
24	29	0	0	0	0	....	....	0	0	0	2	....	....	4	....	400	15,000	620
15	19	0	0	0	0	....	....	....	....	1	1	....	....	3	....	....	12,000	621
18	32	0	0	0	0	1	0	2	0	0	5	0	2	4	....	243	15,000	622
40	41	0	0	0	0	....	....	....	....	4	7	....	....	4	....	110	50,000	623
25	25	0	0	100	150	....	....	....	....	2	3	....	....	3	....	200	12,000	624
52	35	0	0	0	0	....	....	....	....	5	7	....	....	3	....	800	25,600	625
8	38	0	0	0	0	....	....	....	....	1	7	0	1	3	....	300	5,000	626
46	90	0	5	0	0	25	30	15	0	9	20	9	15	4	....	1,267	16,500	627
60	140	0	0	0	0	18	18	10	24	6	23	6	4	4	....	823	30,000	628
28	34	0	0	0	0	1	0	1	0	2	3	2	0	4	....	150	1,500	629
25	27	0	0	55	48	....	....	8	5	7	5	4	2	3	....	500	35,000	630
7	3	0	0	57	58	....	....	....	....	1	2	....	....	2	....	125	2,500	631
20	25	0	0	60	60	....	....	....	....	4	6	....	....	4	....	100	35,000	632
22	25	0	1	0	0	....	....	....	....	5	7	....	....	3	....	80	....	633
12	10	0	0	98	80	....	....	....	....	0	3	....	....	3	....	200	5,000	634
12	17	0	0	0	0	0	0	2	0	9	7	2	0	4	....	25	....	635
52	76	9	5	0	0	3	4	2	3	10	19	2	3	4	....	150	25,000	636
25	30	0	0	130	115	0	0	5	7	5	7	0	0	3	....	....	10,000	637
48	32	0	0	0	0	0	0	0	0	6	5	2	2	4	....	325	8,000	638
12	20	0	0	0	0	0	0	0	0	3	6	....	....	3	....	150	3,300	639
35	40	3	6	250	300	0	6	5	10	2	6	2	0	4	....	500	20,000	640
5	14	0	0	0	0	....	....	....	....	2	7	....	....	2	....	200	1,000	641
77	123	0	2	0	0	....	....	....	....	5	15	....	....	4	....	1,200	70,000	642
45	39	0	1	0	0	18	12	20	4	5	5	5	4	4	....	176	47,000	643
69	132	2	4	0	0	35	60	10	30	9	20	8	16	3	....	20	250	644
41	45	0	0	0	0	....	....	....	....	4	12	4	12	4	....	200	....	645
16	53	0	0	0	0	....	....	....	....	1	3	....	....	4	....	146	....	646
51	79	0	0	0	0	....	....	....	....	7	11	....	....	4	....	200	40,000	647
14	18	0	0	0	0	14	18	....	....	3	2	....	....	2	....	....	15,000	648
43	68	0	0	0	0	....	....	....	....	6	8	....	....	4	....	133	15,000	649

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	ILLINOIS—cont'd.					
650	Mount Carroll	High School	J. M. McCallie	Dept	1	2
651	Mount Morris	do	E. E. Waiders	Ind	1	0
652	Mount Olive	do	E. D. Bittner	Dept	1	0
653	Mount Pulaski	do.*	William Miner	Dept	1	1
654	Mount Sterling	do	H. E. Hammond	Dept	1	1
655	Mount Vernon	do	W. T. Felts	Dept	3	1
656	Moweaqua	do.*	J. W. Carle	Dept	1	0
657	Naperville	Ellsworth High School	F. A. Kendall	Dept	1	1
658	do	High School*	J. R. Bevis	Dept	1	0
659	Nashville	do	J. W. Emmerson	Dept	3	0
660	Nauvoo	do	S. D. Weiser	Ind	1	0
661	Neoga	do	R. R. Tiffany	Dept	1	0
662	Newman	do	E. B. Brooks	Dept	1	1
663	Newton	do	J. F. Arnold	Dept	1	1
664	Nokomis	do	Miss Carrie E. Flinn	Dept	1	1
665	Normal	do	E. B. Smith	Dept	2	1
666	Nunda	Nunda and Crystal Lake High School.	William Calhoun	Dept	1	1
667	Oakland	High School	O. L. Minter	Dept	1	1
668	Oak Park	do	D. O. Barto	Dept	5	4
669	Odell	do	G. N. Maxwell	Dept	1	1
670	Olney	do	T. L. Harley	Dept	2	2
671	Onarga	do	J. R. Freebern	Dept	1	1
672	Oneida	do	Chas. D. Coley	Dept	1	0
673	Oregon	do	A. E. Latson	Dept	1	2
674	Oswego	do	C. H. Newman	Ind	1	0
675	Ottawa	Township High School	J. O. Leslie	Ind	6	4
676	Palmyra	High School	Stephen Rigg	Ind	1	0
677	Pana	East High School*	W. T. Gooden	Dept	2	1
678	Paris	High School	C. S. Hoover	Dept	2	3
679	Paw Paw	do	M. L. Lyon	Dept	1	1
680	Paxton	do	J. M. Robinson	Dept	2	0
681	Payson	do	N. J. Hinton	Ind	1	1
682	Pecatonica	do	Frank H. Palmer	Dept	1	1
683	Pekin	do	Josephine Goodheart	Dept	2	3
684	Peoria	do	A. W. Beasley	Dept	7	10
685	Perry	do	S. D. Faris	Ind	1	1
686	Peru	do	John Fisher	Dept	2	2
687	Petersburg	do	Geo. C. Power	Dept	2	0
688	Piper City	do	E. H. Miller	Dept	1	1
689	Pittsfield	do	Minna Worthington	Dept	1	6
690	Plainfield	do	J. P. Browne	Dept	1	1
691	Plano	do	P. K. Cross	Dept	1	1
692	Pleasant Plains	do.*	W. H. Roach	Dept	1	0
693	Polo	do	Alice F. Bridgman	Dept	2	2
694	Prairie City	do	A. D. Bittner	Dept	1	0
695	Princeton	do	Richard A. Metcalf	Ind	5	4
696	Prophetstown	do	W. S. Ellison	Ind	1	1
697	Quincy	do	Wm. F. Geiger	Dept	2	6
698	Ramsey	do	John H. Jenkins	Ind	2	0
699	Rankin	do	O. O. Benson	Dept	1	0
700	Rantoul	do	A. P. Johnson	Dept	2	0
701	Raymond	do	E. Tackaberry	Dept	0	5
702	Richmond	do	E. H. Calhoun	Ind	1	1
703	Ridge Farm	do	F. P. Burchit	Ind	1	1
704	Riverside	do	Egbert C. Lane	Ind	2	0
705	Rochelle	do	Minnie G. Steele	Dept	1	2
706	Rock Falls	do	Horace N. Foltz	Dept	1	2
707	Rockford	do	B. D. Parker	Dept	3	9
708	Rock Island	do	W. N. Halsey	Dept	2	5
709	Rockton	do	Orville B. Houston	Ind	1	0
710	Roodhouse	do	P. M. Silloway	Dept	2	1
711	Roseville	do	J. A. Dixon	Dept	2	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
20	27	0	0	20	19	0	0	10	6	10	8	5	3	3	....	800	$25,000	650
8	2	0	0	93	124	....	....	....	....	8	2	4	2	1	....	175	....	651
3	10	0	0	0	0	....	....	....	....	2	6	....	....	2	....	150	....	652
25	42	0	0	0	0	0	0	3	0	3	12	3	0	3	....	129	21,120	653
24	38	1	0	0	0	....	....	....	....	7	8	0	0	3	....	800	10,000	654
46	56	0	1	0	0	3	1	....	....	8	8	3	1	4	....	500	50,000	655
24	20	0	0	0	0	....	....	....	....	2	8	2	2	3	....	21	10,500	656
11	9	0	0	0	0	....	....	....	....	2	5	....	....	3	....	150	....	657
10	10	0	0	0	0	4	6	....	....	3	7	3	1	3	....	457	6,000	658
38	44	0	0	0	0	....	....	....	....	0	0	0	0	4	....	600	....	659
12	14	0	0	6	5	3	3	4	3	2	2	0	0	4	....	157	5,000	660
20	10	0	0	0	0	5	2	....	....	0	0	....	....	4	....	11	5,000	661
30	30	0	0	0	0	3	1	1	0	0	10	0	6	5	....	500	1,250	662
20	30	0	0	0	0	10	15	15	20	1	4	....	....	4	....	800	20,000	663
36	30	0	0	0	0	....	....	....	....	3	3	....	....	3	....	400	18,000	664
20	30	0	2	0	0	....	....	....	....	0	0	....	....	3	....	250	....	665
15	25	0	0	0	0	....	....	....	....	3	6	2	2	3	....	445	25,000	666
25	27	0	0	0	0	4	6	5	2	3	4	....	....	4	....	125	12,000	667
108	131	0	0	0	0	....	....	....	....	15	21	....	....	4	....	600	250,000	668
24	30	0	0	0	0	1	1	1	1	3	2	3	2	4	....	200	8,000	669
46	82	0	0	0	0	....	....	....	....	6	11	....	....	4	....	1,065	10,000	670
29	34	0	3	0	0	10	14	6	4	4	2	2	1	4	....	100	2,500	671
6	6	0	0	74	78	0	0	0	0	1	2	....	....	2	....	100	8,000	672
40	35	2	0	0	0	....	....	....	....	3	6	2	3	3	....	300	25,000	673
13	18	0	0	73	78	0	0	0	0	2	4	0	0	4	....	100	12,000	674
83	147	0	0	0	0	5	5	15	10	8	15	7	9	4	....	800	30,000	675
6	6	0	0	99	104	....	....	....	....	0	6	0	0	1	....	25	2,000	676
20	49	0	0	0	0	0	0	....	....	1	8	....	....	4	....	450	50,000	677
63	107	4	0	0	0	....	....	....	....	7	14	4	10	4	....	500	25,000	678
18	20	0	0	0	0	....	....	....	....	....	....	....	....	3	....	100	....	679
19	40	0	0	0	0	....	....	6	12	2	8	2	4	3	....	500	....	680
26	25	0	0	0	0	....	....	....	....	3	4	2	1	3	....	535	7,000	681
10	17	0	0	0	0	0	0	0	0	2	5	....	....	4	....	250	....	682
58	86	0	0	0	0	0	1	1	0	6	10	0	1	4	....	450	....	683
217	350	1	2	0	0	18	25	27	43	22	48	9	14	4	....	2,500	70,000	684
16	19	0	0	94	99	....	....	....	....	0	3	0	0	3	....	40	....	685
33	56	0	0	0	0	0	0	....	....	0	7	0	2	4	....	500	1,000	686
24	29	1	1	0	0	2	0	1	0	5	5	3	0	3	....	650	8,000	687
16	24	0	0	0	0	14	20	2	4	....	....	....	....	3	....	150	10,000	688
65	73	0	1	0	0	8	18	....	....	3	13	0	5	4	....	100	50,000	689
13	17	0	0	0	0	....	....	....	....	8	8	....	....	3	....	220	10,100	690
35	30	0	0	0	0	....	....	....	....	4	3	3	8	4	....	100	35,000	691
10	15	0	0	50	65	....	....	....	....	0	0	....	....	3	....	0	2,500	692
32	37	0	0	0	0	....	....	....	....	7	9	....	....	3	....	600	25,000	693
7	8	0	0	11	28	1	0	0	0	1	1	1	0	3	....	25	6,760	694
76	145	0	0	33	43	4	3	30	45	8	10	4	8	4	....	1,814	70,000	695
21	20	0	0	104	100	0	0	3	1	4	7	....	....	3	....	275	15,000	696
80	150	2	2	0	0	15	20	18	25	8	28	2	4	4	....	600	44,496	697
15	25	0	0	135	135	0	0	10	12	8	5	0	0	3	....	30	3,090	698
15	15	0	0	0	0	....	....	....	....	2	3	....	....	3	....	150	....	699
21	22	0	0	0	0	....	....	....	....	5	2	....	....	3	....	100	12,000	700
41	25	0	0	0	0	....	....	4	2	0	0	0	0	3	....	35	8,000	701
22	31	0	0	20	41	....	....	....	....	3	7	0	0	2	....	100	4,500	702
28	32	0	2	110	130	....	....	....	....	2	5	....	....	3	....	100	15,000	703
6	13	0	0	0	0	....	....	....	....	0	0	....	....	4	....	40	100	704
26	47	0	0	0	0	0	2	....	....	4	10	....	....	3	....	600	....	705
28	55	0	0	0	0	1	11	3	4	1	1	1	0	4	....	450	25,000	706
159	302	1	2	0	0	....	....	....	....	14	64	....	....	4	....	1,130	60,000	707
78	147	0	0	0	0	....	....	....	....	5	7	5	7	4	....	625	47,000	708
9	19	0	0	43	89	....	....	....	....	0	2	....	....	4	....	20	6,175	709
39	65	0	0	0	0	....	....	....	....	3	7	....	....	4	....	200	20,000	710
15	20	0	0	0	0	2	9	10	11	0	0	0	0	4	....	30	....	711

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	ILLINOIS—cont'd.					
712	Rossville	High School	J. S. Ragsdale	Dept.	3	0
713	Rushville	....do	Nathan T. Veatch	Dept.	1	2
714	St. Charles	East High School	C. H. Bucks	Dept.	1	0
715	....do	West High School*	F. M. Overaker	Dept.	1	0
716	St. Elmo	High School	Edward D. Hart	Ind	1	0
717	Salem	....do.*	M. E. Spencer	Dept.	1	1
718	Sandoval	....do	Norman A. Jay	Ind	1	0
719	Sandwich	....do	W. W. Woodbury	Dept.	2	1
720	San José	....do	Miss M. H. Glasheen	Ind	0	1
721	Savanna	....do	B. F. Hendricks	Dept.	1	2
722	Saybrook	....do	F. C. Prowdley	Dept.	0	4
723	Scales Mound	....do	C. H. Levitt	Ind	2	1
724	Seneca	....do	C. J. Byrne	Dept.	2	0
725	Shabbona	....do	Chas. H. Slater	Ind	1	0
726	Shannon	....do.*	C. A. Alden, A. M	Dept.	1	0
727	Shawneetown	....do	Miss M. E. Gaston	Dept.	1	1
728	Shelbyville	....do	Thos. A. Hillyer	Dept.	2	1
729	Sheldon	....do	R. A. Bayne	Dept.	1	2
730	Sibley	....do	A. F. Lyle	Ind	1	0
731	Sidell	....do	C. F. Ganmer	Ind	1	0
732	Sorento	....do	J. H. Grigg	Dept.	1	0
733	Sparland	....do	J. R. Bouton	Dept.	2	1
734	Sparta	....do	J. M. Nickles	Dept.	2	2
735	Springfield	....do	Wm. Helmle	Dept.	4	5
736	Spring Valley	....do	F. S. Johnson	Ind	1	1
737	Sterling	....do	Miss Anna Parmelee	Ind	1	4
738	....do	Wallace High School	Mary D. Stuart	Dept.	1	1
739	Stockton	High School	G. W. Courts	Ind	1	0
740	Streator	Township High School	J. W. Coultas	Ind	3	5
741	Sugar Grove	High School	C. A. Darnell	Dept.	1	2
742	Sullivan	....do	H. E. Kelley	Dept.	1	2
743	Sumner	....do	J. I. Wagner	Dept.	2	0
744	Sycamore	....do	Andrew J. Blanchard	Dept.	2	2
745	Table Grove	....do	Robt. D. Hill	Dept.	1	0
746	Tallula	....do	J. A. Merryman	Ind	1	0
747	Taylorville	Township High School	Wm. E. Andrews	Ind	3	1
748	Thomson	High School	O. P. Cowen	Dept.	1	0
749	Toledo	....do	J. H. Brewer	Dept.	1	0
750	Toulon	....do.*	J. H. Stickney	Dept.	2	1
751	Tremont	....do	J. H. Sipe	Ind	1	2
752	Turner	....do	M. Madison	Ind	1	0
753	Tuscola	....do	Chas. S. Earle	Dept.	1	3
754	Union	....do	Sylvester Haiseley	Dept.	1	0
755	Urbana	....do	J. W. Hays	Dept.	3	2
756	Vandalia	....do	B. P. Baker	Dept.	2	2
757	Vermont	North High School	B. F. Schisler	Ind	0	3
758	....do	South High School	T. M. Jeffords	Ind	1	0
759	Virden	High School	F. E. Kennedy	Dept.	2	0
760	Virginia	....do	Lydia G. Clark	Dept.	1	1
761	Warren	....do	W. C. Smith	Ind	1	2
762	Warsaw	....do	F. L. Boyd	Dept.	1	1
763	Washington	....do	H. W. Veach	Dept.	1	1
764	Watseka	....do	E. J. Blake	Dept.	1	1
765	Waverly	....do	A. F. Rohrer	Dept.	1	1
766	Wellington	....do	I. H. Yoder	Ind	1	0
767	Wenona	....do	Geo. W. Reid	Dept.	1	1
768	West Salem	....do	G. H. Yelch	Dept.	1	1
769	Wheaton	....do	J. B. Russell	Dept.	1	2
770	White Hall	....do	C. H. Andrews	Dept.	2	0
771	Wilmington	....do	J. J. Eckman	Dept.	1	2
772	Winchester	....do	W. A. Bowman	Dept.	1	3
773	Windsor	....do	M. Rodenberger	Dept.	1	0
774	Winnebago	....do	Geo. A. Chase	Dept.	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
24	31	0	2	0	0	....	....	....	....	2	2	....	....	4	....	300	$17,000	712
30	50	0	0	0	0	2	0	1	1	5	13	....	....	4	....	250	....	713
21	19	0	0	0	0	....	....	....	....	3	3	0	1	3	....	50	....	714
15	15	0	0	83	80	....	....	....	....	0	1	0	0	....	....	50	5,000	715
23	20	0	0	62	67	0	0	0	0	0	0	0	0	....	....	20	7,000	716
32	41	0	1	0	0	....	....	....	....	2	7	1	2	4	....	50	30,000	717
15	15	0	0	133	149	0	0	0	0	2	3	....	....	3	....	80	5,800	718
29	51	0	0	0	0	....	....	....	....	3	9	....	....	4	....	200	22,750	719
11	13	0	0	65	85	2	0	1	0	3	2	1	0	3	....	20	12,000	720
21	18	0	0	5	13	....	....	....	....	7	7	....	....	3	....	400	....	721
36	30	0	0	0	0	0	0	5	6	3	7	2	2	3	....	25	20,000	722
36	15	0	0	14	60	0	0	0	0	4	3	0	0	4	....	200	4,800	723
14	23	0	0	0	0	....	....	....	....	2	4	....	....	4	....	250	14,000	724
10	21	0	0	35	59	....	....	....	....	2	3	....	....	3	....	300	....	725
9	12	0	0	70	71	0	0	....	....	0	0	0	0	3	....	....	3,600	726
20	25	0	0	0	0	5	8	....	....	0	4	0	1	3	....	100	6,000	727
37	50	0	2	0	0	....	....	....	....	7	9	....	....	3	....	470	4,000	728
30	40	0	0	0	0	....	....	....	....	2	3	....	....	3	....	484	20,000	729
7	11	0	0	90	87	....	....	....	....	2	6	....	....	....	....	400	....	730
6	12	0	0	74	108	2	6	1	0	3	3	....	....	2	....	60	6,000	731
7	9	0	0	0	0	....	....	....	....	2	1	....	....	3	....	112	2,800	732
19	31	0	0	0	0	....	....	....	....	3	5	3	5	4	....	40	15,000	733
82	82	1	1	0	0	....	....	....	....	2	8	1	1	4	....	1,000	5,000	734
130	231	3	6	0	0	....	....	....	....	11	36	....	....	4	....	500	20,000	735
18	36	0	0	398	385	....	....	....	....	4	9	....	....	4	....	160	....	736
35	58	0	0	310	293	4	12	8	15	11	11	....	....	4	50	300	50,500	737
12	15	0	0	22	23	2	1	3	2	5	9	3	1	3	....	284	10,000	738
8	21	0	0	81	70	0	0	0	0	1	3	0	0	3	....	15	5,000	739
85	170	0	0	0	0	0	3	6	12	4	25	3	5	4	....	1,245	40,000	740
25	15	0	0	0	0	....	....	....	....	....	....	....	....	2	....	300	4,000	741
26	45	0	0	0	0	....	....	....	....	2	3	....	....	4	....	....	....	742
16	19	0	1	0	0	....	....	....	....	3	5	0	0	3	....	....	8,000	743
25	27	0	0	0	0	....	....	3	2	8	8	3	2	3	....	700	10,000	744
20	25	0	0	0	0	....	....	....	....	1	0	....	....	3	....	300	....	745
9	15	0	0	61	75	....	....	....	....	0	3	....	....	3	....	....	....	746
51	86	0	1	0	0	....	....	....	....	3	8	....	....	4	....	425	40,000	747
10	11	0	0	50	54	....	....	....	....	0	2	....	....	3	....	100	3,000	748
5	9	0	0	0	0	....	....	....	....	1	4	....	....	3	....	20	15,000	749
14	31	0	0	0	0	....	....	1	0	2	4	0	0	3	....	207	15,000	750
30	35	0	0	42	47	....	....	....	....	0	0	0	0	3	....	92	....	751
5	13	0	0	0	0	0	0	0	0	....	....	0	0	3	....	300	30,000	752
58	72	0	0	0	0	....	....	....	....	8	7	....	....	4	....	273	....	753
10	10	0	0	32	38	0	0	0	0	2	4	0	0	1	....	30	3,000	754
34	43	1	0	14	14	....	....	3	4	4	8	3	0	3	....	1,000	....	755
30	26	0	0	0	0	22	18	....	....	3	6	2	4	4	....	1,000	30,000	756
13	21	0	0	57	54	5	7	....	....	1	3	....	....	....	....	200	4,600	757
10	15	0	0	62	72	0	0	2	2	2	6	1	0	4	....	350	4,500	758
40	40	....	....	....	....	....	....	....	....	....	....	....	....	....	....	75	7,000	759
21	29	0	0	0	0	....	....	....	....	6	3	....	....	3	....	400	30,000	760
15	30	0	0	110	120	8	7	4	4	1	4	1	4	4	....	200	10,000	761
19	21	0	0	0	0	....	....	....	....	1	2	....	....	4	....	20	6,000	762
19	34	0	0	0	0	16	24	....	....	3	7	2	5	3	....	700	20,000	763
25	30	0	0	0	0	....	....	....	....	5	7	....	....	3	....	300	....	764
24	26	0	0	0	0	....	....	....	....	0	0	....	....	3	....	100	....	765
24	19	0	0	36	42	....	....	....	....	4	1	....	....	3	....	75	3,000	766
8	7	0	0	0	0	....	....	....	....	....	....	....	....	4	....	490	....	767
16	13	0	0	0	0	....	....	....	....	2	2	0	0	2	....	70	8,000	768
24	33	1	0	0	0	....	....	....	....	3	6	3	6	4	....	300	....	769
24	44	0	0	0	0	....	....	....	....	7	19	1	2	3	....	825	....	770
20	30	0	0	0	0	2	1	2	1	6	3	3	1	3	....	650	35,000	771
24	54	0	0	0	0	....	....	2	8	2	8	2	8	4	....	....	15,000	772
7	12	0	0	0	0	1	0	0	0	1	0	1	0	2	....	10	....	773
26	34	0	0	0	0	8	10	....	....	3	6	1	4	4	....	200	9,000	774

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	ILLINOIS—cont'd.					
775	Woodhull	High School	E. L. McDuffee	Dept.	2	0
776	Woodstock	do	Miss Mary Richards	Dept.	1	2
777	Wyoming	do	J. M. Hutchinson	Dept.	1	1
778	Yorkville	do	Richard Heyward	Dept.	1	2
	INDIANA.					
779	Abington	Township High School	W. D. Cook	Ind.	1	1
780	Albany	High School	N. B. Powers	Dept.	1	0
781	Albion	do	Edward C. Downey	Dept.	2	0
782	Alexandria	do	Joe T. Giles	Dept.	1	3
783	Alquina	Jennings Township High School.*	S. D. Steininger	Ind.	1	0
784	Amboy	High School	Philip M. Hoke	Dept.	2	0
785	Anderson	do	J. B. Pearcy	Dept.	3	5
786	Andrews	do	J. C. Comstock	Dept.	2	0
787	Angola	do	D. H. Reese	Dept.	2	1
788	Arcadia	do	W. C. Day	Ind.	1	0
789	Argos	do	L. Q. Martin	Dept.	2	0
790	Ashley	do	Wm. H. May	Ind.	1	0
791	Attica	do	W. F. Mullinix	Dept.	3	1
792	Auburn	do	J. C. Lesters	Dept.	2	0
793	Aurora	do	Miss Anna Suter	Dept.	2	2
794	Avilla	do	W. E. Harsh	Ind.	1	0
795	Bainbridge	do	Jessie Moore	Ind.	1	0
796	Batesville	do	J. S. Benham	Dept.	1	1
797	Bedford	do	A. B. Guthrie	Dept.	3	0
798	Bengal	do.*	J. C. McCain	Ind.	1	0
799	Bentonville	do	Fletcher Gray	Ind.	1	0
800	Bicknell	do	Daniel McCarver	Dept.	1	0
801	Bippus	do	Frank Guthrie	Ind.	1	0
802	Bloomfield	do	E. R. Mason	Dept.	3	0
803	Bloomington	do	Jas. K. Beck	Dept.	4	1
804	Bluffton	do	Will H. Kelly	Dept.	2	2
805	Booneville	do	M. W. Rothert	Dept.	2	0
806	Boswell	do	Frank Brubeck	Ind.	1	0
807	Bourbon	do	L. E. Steinbach	Dept.	2	0
808	Brazil	do	T. N. James	Dept.	2	0
809	Brightwood	do	Mary E. Sparks	Dept.	1	1
810	Bristol	do	S. D. Merchant	Dept.	2	2
811	Broad Ripple	do	F. B. Neel	Ind.	2	1
812	Brookston	do	Arda Knox	Dept.	0	1
813	Brookville	do	H. S. Voorhees	Dept.	2	1
814	Brownstown	do	J. C. Browning	Dept.	2	1
815	Bunker Hill	do	Chas. Newby	Ind.	1	0
816	Butler	do	Clara E. Kinney	Dept.	1	1
817	Butlerville	do	J. E. Graham	Dept.	0	2
818	Cambridge City	do	Frank O. Beck	Dept.	2	0
819	Campbellsburg	do	Clarence A. Hall	Dept.	1	0
820	Cannelton	do	Geo. P. Woedman	Dept.	3	0
821	Carlisle	do	Chas. J. Waits	Ind.	1	0
822	Carmel	Graded School	J. S. Hussey	Dept.	2	0
823	Carthage	High School	J. Edwin Jay	Ind.	1	2
824	Centerville	do	Lewis Hoover	Dept.	2	0
825	Charlestown	do	E. E. Olcott	Dept.	1	1
826	Chesterton	do	E. S. Miller	Ind.	1	0
827	Churubusco	do	L. F. Chalfant	Dept.	1	1
828	Cicero	do	J. A. Mitchell	Dept.	1	0
829	Clarksburg	do	H. C. Doles	Ind.	1	1
830	Clayton	do	Manlius Kent	Ind.	1	0
831	Clinton	do	Oscar B. Zell	Dept.	2	0
832	Cloverdale	do.*	W. R. Allee	Ind.	1	0
833	Colfax	do	Frank Long	Dept.	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
15	22	0	0	0	0	3	5	11	14	0	0	....	....	4	....	146	$15,000	775
24	39	0	1	0	0	2	0	0	0	3	6	2	0	4	....	200	20,000	776
37	31	0	0	0	0	....	....	....	....	7	7	....	....	4	....	....	....	777
19	31	0	0	0	0	3	5	2	2	3	7	3	7	4	....	165	8,270	778
16	14	0	0	0	0	....	....	....	....	4	1	4	1	....	....	40	....	779
5	7	0	0	0	0	....	....	2	0	0	0	0	0	4	....	33	....	780
33	41	0	0	0	0	....	....	4	12	2	4	1	2	4	....	567	15,000	781
26	33	0	0	0	0	....	....	....	....	1	3	1	3	4	....	109	....	782
14	13	0	0	21	34	....	....	....	....	3	2	3	2	2	....	30	....	783
9	17	0	0	0	0	....	....	....	....	1	1	....	....	3	....	75	10,000	784
105	159	1	2	0	0	....	....	....	....	7	17	....	....	4	....	600	45,000	785
21	26	0	0	0	0	....	....	....	....	0	2	....	....	4	....	85	8,000	786
19	36	0	0	0	0	....	....	....	....	2	10	....	....	4	....	200	20,000	787
19	11	1	2	119	108	....	....	....	....	5	4	....	....	3	....	80	12,000	788
24	30	0	0	0	0	....	....	....	....	4	6	....	....	3	....	300	20,000	789
5	10	0	0	120	135	0	1	0	0	0	3	0	1	3	....	300	10,000	790
27	25	0	0	0	0	....	....	....	....	6	0	....	....	4	....	600	10,000	791
27	32	0	0	0	0	....	....	....	....	4	6	2	3	3	....	700	....	792
33	33	0	0	0	0	....	....	9	7	4	2	2	2	4	....	350	30,000	793
10	11	0	0	44	55	....	....	....	....	2	2	....	....	3	....	300	6,000	794
11	22	0	0	30	55	....	....	....	....	3	8	....	....	3	....	100	7,000	795
12	25	0	0	17	23	....	....	....	....	1	4	1	2	3	....	120	22,000	796
32	59	0	0	0	0	0	0	0	0	4	15	0	1	4	....	300	4,500	797
20	17	0	0	18	16	6	3	....	....	4	4	4	4	3	....	100	8,000	798
7	9	0	0	20	29	....	....	5	2	4	2	2	1	2	....	200	5,000	799
11	14	0	0	0	0	....	....	....	....	2	3	....	....	....	....	....	8,500	800
9	3	0	0	16	14	....	....	....	....	....	....	....	....	4	....	20	8,500	801
51	49	0	0	0	0	....	....	....	....	4	5	4	2	4	....	260	10,000	802
64	105	0	0	0	0	....	....	....	....	8	23	8	23	3	....	2,500	50,000	803
66	69	0	0	0	0	....	....	....	....	5	5	....	....	4	....	1,500	20,000	804
10	30	0	0	0	0	....	....	....	....	2	4	1	1	3	....	....	350	805
7	7	0	0	105	106	0	0	0	0	0	3	0	0	2	....	50	....	806
22	31	0	0	0	0	....	....	....	....	6	10	....	....	4	....	400	....	807
27	59	1	3	0	0	....	....	....	....	3	13	....	....	3	....	300	11,000	808
8	11	3	0	0	0	0	0	0	0	2	6	....	....	2	....	350	14,500	809
14	15	0	0	0	0	0	0	0	0	0	0	0	0	3	....	200	....	810
16	22	0	2	56	66	1	2	2	5	2	5	2	5	4	....	345	8,000	811
15	19	0	0	0	0	....	....	....	....	0	9	....	....	....	....	105	....	812
27	28	0	0	0	0	0	0	0	0	0	5	0	0	4	....	300	....	813
21	18	0	0	0	0	2	0	0	0	0	0	0	0	4	....	200	25,000	814
15	5	0	0	16	8	0	0	0	0	0	0	0	0	3	....	20	10,000	815
7	19	0	0	0	0	....	....	5	8	1	9	1	5	4	....	300	....	816
40	20	0	0	0	0	....	....	....	....	6	4	0	0	3	....	....	10,000	817
31	22	0	0	0	0	....	....	....	....	6	8	6	8	4	....	500	....	818
25	30	0	0	0	0	0	0	0	0	0	0	0	0	3	....	7	....	819
15	17	0	0	0	0	....	....	....	....	2	0	2	0	3	....	150	....	820
17	16	0	0	70	79	2	0	....	....	2	4	2	0	3	....	59	....	821
25	15	0	0	0	0	....	....	....	....	5	4	2	0	3	....	300	10,000	822
32	44	1	6	117	100	....	....	....	....	3	2	....	....	4	....	75	2,500	823
11	16	0	0	7	12	2	1	1	0	5	4	1	2	4	....	133	15,000	824
10	18	4	5	....	....	....	....	....	....	....	....	....	....	....	....	70	....	825
10	11	0	0	144	133	....	....	4	2	3	2	....	....	3	....	250	20,000	826
14	18	0	1	0	0	0	0	1	0	1	2	1	0	3	....	371	....	827
7	18	0	0	0	0	....	....	....	....	....	....	....	....	3	....	150	23,000	828
11	14	0	0	58	60	....	....	8	0	0	5	0	2	3	....	300	6,000	829
4	5	0	0	80	80	....	....	....	....	....	....	....	....	4	....	....	14,000	830
6	17	0	1	0	0	....	....	6	17	2	3	2	3	3	....	50	....	831
12	12	0	0	52	43	....	....	0	....	0	0	0	0	4	....	50	5,000	832
16	14	0	0	0	0	....	....	4	4	2	5	0	1	4	....	200	....	833

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	INDIANA—cont'd.					
834	Columbia	Township High School	Geo. A. Ostheimer	Ind	1	1
835	Columbia City	High School	Luella A. Melhinch	Dept.	1	3
836	Columbus	do	Samuel Wertz	Dept.	2	2
837	Connersville	do.*	W. F. L. Sanders	Dept.	2	1
838	Converse	do	M. F. Pearson	Dept.	3	0
839	Cortland	do	Thos. E. Sanders	Ind	1	0
840	Corydon	do	Jesse W. Riddle	Dept.	1	1
841	Covington	do	Edna Hays	Dept.	1	2
842	Crawfordsville	do	Miss Anna Wilson	Dept.	3	3
843	Crothersville	do	J. E. Payne	Dept.	2	2
844	Crown Point	do	Elizabeth L. Horney	Dept.	1	2
845	Dale	do.*	F. F. Hostetter	Ind	1	0
846	Dana	do	I. C. Renbelt	Ind	1	3
847	Danville	do	Orville C. Pratt	Dept.	2	0
848	Darlington	do	O. H. Greist	Dept.	1	0
849	Decatur	do	A. D. Moffett	Dept.	1	3
850	Delphi	do	F. C. Whitcomb	Dept.	2	1
851	Dublin	do	Samuel B. Plasket	Dept.	2	0
852	Dunkirk	do	Amy L. Schoff	Dept.	1	2
853	Earl Park	do	W. J. Whinery	Dept.	1	1
854	Edinburg	do	J. H. Hayworth	Dept.	1	3
855	Edwardsport	do.*	Wm. Hayes Johnson	Dept.	1	0
856	Elizabethtown	do	H. C. Dixon	Dept.	0	2
857	Elkhart	do	S. B. McCracken	Dept.	2	3
858	Elwood	do	Daniel Freeman	Dept.	2	1
859	English	do	C. A. Robertson	Dept.	2	1
860	Evansville	Governor High School	John R. Blackburn	Dept.	2	2
861	Everton	High School *	I. T. Trusler	Ind	1	0
862	Fairmount	do	M. E. Monahan	Dept.	2	0
863	Falmouth	Fairview High School	James Sheedy	Ind	0	3
864	Farmland	High School	J. D. White	Dept.	1	2
865	Fishers Switch	Fishers High School	Clarence Randall	Ind	2	0
866	Fort Branch	High School	Carle Minton	Ind	1	0
867	Fortville	do	J. W. Jay	Dept.	2	0
868	Fort Wayne	do	Chester T. Lane	Dept.	3	7
869	Fountain City	do	Alf. L. Elabarger	Ind	1	0
870	Fowler	do	B. B. Berry	Dept.	1	1
871	Frankfort	do	John A. Wood	Dept.	4	2
872	Franklin	do	Kittie E. Palmer	Dept.	2	2
873	do	Hopewell High School	James V. Deer	Ind	1	0
874	Frankton	High School	A. H. Beldon	Dept.	1	0
875	Freedom	do	Jacob L. Arthur	Ind	1	0
876	Fremont	do	F. Darwin Gray	Dept.	1	0
877	Garrett	do	Geo. P. Thielen	Dept.	2	0
878	Gas City	do	Edith E. Warrick	Dept.	1	1
879	Geneva	do	J. E. Orr	Dept.	1	2
880	Goblesville	Clearcreek Township High School.	A. W. Colclesser	Dept.	1	0
881	Goodland	High School	Fred. C. Weimer	Dept.	2	1
882	Goshen	do	Lillian E. Michael	Dept.	1	3
883	Gosport	do	Emma Stevenson	Dept.	1	1
884	Grandview	do	John H. Carroll	Dept.	1	0
885	Greencastle	do	Miss M. J. Ridpath	Dept.	3	3
886	Greenfield	do	Bessie R. Herrick	Dept.	2	3
887	Greensboro	do	R. S. Tice	Ind	2	0
888	Greensburg	do	Geo. L. Roberts	Dept.	2	2
889	Greensfork	Clay Township High School	W. C. Reynolds	Ind	1	1
890	Greentown	High School	O. B. Hultz	Dept.	1	0
891	Greenwood	do	Elmer E. Tyner	Dept.	2	0
892	Hagerstown	do	E. E. Vance	Dept.	2	0
893	Hammond	do	W. A. Hill	Dept.	1	3
894	Hanna	do	E. G. Bunnell	Ind	1	1
895	Harlan	Maysville Graded School	W. H. MacCraken	Ind	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. — Total secondary students. Male.	Students. — Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
7	4	0	0	12	23	0	0	7	4	0	0	0	0	2	....	100	$3,000	834
23	34	0	0	0	0	5	3	2	2	0	10	0	3	4	....	....	....	835
59	83	0	1	0	0	....	....	....	....	4	14	....	....	4	....	500	12,000	836
40	60	1	1	0	0	0	7	4	0	10	5	....	....	3	....	180	25,000	837
17	17	0	0	0	0	....	....	17	17	3	4	2	1	3	....	60	10,000	838
6	14	0	0	53	47	....	....	....	....	7	2	....	....	2	....	60	3,000	839
13	18	0	0	0	0	0	1	1	0	2	4	1	1	4	....	762	....	840
9	35	1	0	0	0	0	0	9	35	0	8	0	8	4	....	237	30,000	841
43	130	1	2	0	0	....	....	10	20	3	12	1	2	4	....	593	....	842
20	14	0	0	0	0	14	8	....	....	2	2	....	....	4	....	300	8,000	843
38	41	0	0	0	0	....	....	....	....	2	6	....	....	4	....	600	30,000	844
2	10	0	0	100	88	....	....	....	....	....	....	....	....	3	....	....	....	845
29	31	0	0	80	94	....	....	....	....	0	0	....	....	4	....	200	12,000	846
16	24	2	0	0	0	....	....	....	....	6	3	3	0	3	....	300	12,000	847
10	16	0	0	0	0	....	....	....	....	0	0	0	0	3	....	0	11,000	848
35	70	0	0	0	0	35	60	....	....	6	11	6	11	4	....	1,000	55,000	849
21	46	0	0	0	0	5	10	3	3	4	13	3	6	4	....	500	20,000	850
15	22	0	0	0	0	0	0	0	0	3	2	....	....	4	....	1,400	10,000	851
9	27	0	0	0	0	....	....	....	....	0	3	....	....	4	....	426	....	852
16	20	0	0	0	0	....	....	....	....	0	0	....	....	3	....	245	2,500	853
30	40	0	0	0	0	30	37	....	....	5	5	5	5	4	....	300	15,000	854
3	8	0	0	72	117	....	....	....	....	....	....	....	....	4	....	100	7,000	855
7	10	0	0	0	0	....	....	....	....	....	....	....	....	3	....	100	2,200	856
89	126	0	0	0	0	....	....	....	....	13	21	5	1	4	....	3,000	....	857
18	27	0	0	0	0	2	1	4	0	5	3	5	1	3	....	600	....	858
75	80	0	0	0	0	....	....	....	....	4	5	....	....	4	....	200	....	859
27	48	27	48	0	0	0	0	....	....	0	7	0	0	4	....	....	....	860
6	5	0	0	19	15	2	2	....	....	0	2	0	2	2	....	....	....	861
7	14	0	1	....	....	....	....	....	....	0	0	....	....	3	....	400	....	862
17	16	1	1	55	47	0	0	0	0	9	10	0	0	3	....	200	3,500	863
30	25	0	0	0	0	3	5	6	2	7	1	....	....	3	....	520	3,500	864
18	21	0	0	47	44	0	0	18	21	4	3	4	3	3	....	112	5,000	865
16	12	0	0	70	100	....	....	....	....	1	3	....	....	3	....	210	5,000	866
18	16	0	0	0	0	....	....	3	2	3	3	3	3	4	....	360	15,000	867
117	247	0	2	0	0	....	....	....	....	8	21	....	....	4	....	....	....	868
10	18	0	1	50	62	0	0	0	0	0	4	....	....	3	....	500	5,000	869
15	17	0	0	0	0	....	....	....	....	4	3	....	....	4	....	460	....	870
77	127	3	2	0	0	12	10	45	55	12	11	10	10	4	....	2,100	50,000	871
42	61	4	3	0	0	....	....	....	....	7	7	....	....	4	....	200	15,000	872
12	6	0	0	25	20	1	0	1	1	2	0	2	0	4	....	500	....	873
12	19	0	0	0	0	0	0	2	1	0	0	0	0	4	....	210	6,000	874
3	4	0	0	78	65	0	0	0	0	3	4	....	....	1	....	0	6,000	875
10	25	1	0	0	0	0	2	....	....	0	1	0	1	3	....	100	4,000	876
15	14	0	0	0	0	....	....	....	....	1	2	....	....	4	....	50	....	877
10	20	0	0	0	0	....	....	....	....	....	....	....	....	3	....	250	25,000	878
20	20	0	0	0	0	0	0	8	9	0	0	0	0	....	....	300	12,000	879
15	17	0	0	6	8	....	....	....	....	0	0	0	0	4	....	150	4,000	880
25	32	0	2	0	0	....	....	....	....	0	3	....	....	4	....	300	....	881
65	85	0	0	0	0	....	....	....	....	3	8	....	....	4	....	1,500	....	882
20	18	0	0	0	0	0	3	5	4	5	7	5	3	4	....	500	5,000	883
6	7	0	0	0	0	....	....	....	....	....	....	....	....	3	....	60	3,000	884
70	94	3	0	0	0	....	....	....	....	16	23	....	....	3	55	5,000	....	885
55	78	0	2	0	0	0	0	0	0	10	12	10	12	4	....	300	....	886
3	10	0	0	50	62	....	....	....	....	0	2	0	0	3	....	68	2,500	887
50	55	0	1	0	0	....	....	....	....	3	10	....	....	4	....	500	12,000	888
5	8	0	0	52	60	0	0	....	....	0	0	0	0	3	....	....	....	889
7	7	0	0	0	0	....	....	....	....	0	0	....	....	3	....	85	6,000	890
17	28	1	1	0	0	....	....	....	....	2	5	....	....	4	....	100	2,000	891
23	23	0	0	0	0	13	12	4	0	2	2	1	2	4	....	500	9,000	892
10	33	0	0	0	0	....	....	1	0	1	4	1	4	4	....	1,200	5,000	893
6	12	0	0	42	45	1	0	....	....	1	1	....	....	2	....	425	4,000	894
15	20	0	0	30	60	0	0	0	0	6	6	0	0	....	....	0	6,000	895

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	INDIANA—cont'd.					
896	Hartford City	High School	Jennie E. Hoover	Dept.	2	1
897	Haubstadt	do	John T. Ballard	Dept.	1	1
898	Hayden	do	J. C. Faris	Ind	1	0
899	Hazleton	do	Harvey Milburn	Ind	1	0
900	Hebron	do.*	A. B. Kirk	Ind	2	0
901	Hobart	do	A. R. Hardesty	Ind	2	0
902	Huntingburg	do	Miss Nora Severinghaus	Dept.	1	1
903	Huntington	Clear Creek Township High School.*		Ind	1	0
904	do	High School	A. U. Crull	Dept.	3	3
905	Indianapolis	do	Geo. W. Hufford	Dept.	17	11
906	do	Industrial Training School	Chas. E. Emmerich	Dept.	14	13
907	Jamestown	High School	P. T. Martin	Ind	3	1
908	Jasper	do	J. B. Vernon	Dept.	2	0
909	Jeffersonville	do	C. M. Marble	Dept.	3	2
910	do	Port Fulton High School*	E. S. Hopkins	Dept.	1	0
911	Jonesboro	High School	W. F. Gilchrist	Dept.	1	1
912	Kendallville	do	James M. Ogden	Dept.	5	0
913	Kennard	do	B. F. Deardoff	Ind	1	0
914	Kewanna	do	C. E. Teters	Dept.	1	0
915	Kirklin	do.*	Amos L. Hiatt	Ind	1	0
916	Knightstown	do	H. H. Cooper	Dept.	3	1
917	Knox	do	A. J. Whiteleather	Dept.	1	0
918	Kokomo	do	J. Z. A. McCaughan	Dept.	4	2
919	Ladoga	do	J. F. Warfel	Dept.	1	1
920	Lafayette	do	Russell K. Bedgood	Dept.	3	4
921	La Fontaine	do	W. M. Hubbard	Ind	1	1
922	La Grange	do	C. W. Sloan	Dept.	2	2
923	La Gro	do	Joseph W. Murphy	Dept.	2	0
924	Laketon	do.*	U. R. Young	Ind	1	0
925	La Porte	do	H. J. Leggett	Dept.	5	3
926	Laurel	do	Geo. H. Reiboldt	Dept.	2	0
927	Lawrenceburg	do	Tecumseh H. Meek	Dept.	3	0
928	Leavenworth	do	T. B. Sonner	Dept.	1	0
929	Lebanon	do	Miss Bettie G. Grimsley	Dept.	2	2
930	Leesburg	do	Clyde L. Wagner	Dept.	1	0
931	Leo	do.*	Charles Methley	Ind	1	1
932	Lewisville	Rich Square Academy	Chas. Julian	Ind	2	1
933	Lexington	High School	W. N. Parks	Ind	0	2
934	Liberty	do	P. B. Nye	Dept.	3	0
935	Ligonier	do	W. A. Beane	Dept.	1	1
936	Lima	do	Herbert S. Gilhams	Ind	2	1
937	Lincolnville	do	James C. Reynolds	Ind	1	0
938	Linden	do	A. S. Fraley	Ind	1	1
939	Linton	do	Ella Yakey	Dept.	1	0
940	Logansport	do	David C. Arthur	Dept.	5	2
941	London	do	C. A. Hack	Ind	1	1
942	Lowell	do	Frank F. Heighway	Dept.	2	0
943	Lynn	do	F. E. Addleman	Dept.	1	0
944	McCordsville	do	W. B. Stookey	Ind	1	1
945	Macy	do	A. M. Arnold	Dept.	1	0
946	Manhattan	do	P. B. Hutcheson	Ind	1	0
947	Marion	do	F. M. Ingler	Dept.	3	3
948	Markle	do	P. H. Beck	Ind	1	0
949	Martinsville	do.*	E. A. Abbott	Dept.	2	1
950	Mentone	do	Orange H. Bowman	Ind	1	0
951	Michigan City	do.*	Elmer E. Slick	Dept.	3	3
952	Michigantown	do	J. M. Campbell	Ind	1	0
953	Middlebury	do	Louis H. Kreke	Dept.	1	0
954	Middletown	do	Mary Stewart	Dept.	2	1
955	Milroy	do	John L. Shauck	Ind	1	1
956	Milton	do	J. H. Scholl	Dept.	1	1
957	Mishawaka	do	Mary D. Welch	Dept.	1	3

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
30	50	0	0	0	0	....	....	6	2	3	8	3	2	4	....	....	$300	896
8	2	0	0	0	0	....	....	8	2	0	0	0	0	3	....	75	1,000	897
8	17	0	0	38	43	....	....	....	....	....	....	....	....	3	....	50	3,000	898
6	6	0	0	94	104	2	0	6	3	4	4	0	0	3	....	....	....	899
18	26	0	0	79	83	....	....	....	....	3	5	0	0	4	....	200	....	900
20	25	0	0	155	140	....	....	....	....	1	9	....	....	3	....	300	....	901
19	39	0	0	0	0	....	....	....	....	0	4	0	1	4	....	185	....	902
8	6	0	0	30	8	....	....	....	....	0	0	0	0	4	....	200	4,000	903
66	77	0	0	0	0	....	....	....	....	8	8	....	....	4	....	10,000	....	904
337	672	10	52	0	0	....	....	....	....	37	106	....	....	4	....	4,600	....	905
382	343	0	0	0	0	....	....	....	....	8	16	....	....	4	....	2,000	230,000	906
9	7	0	0	0	0	....	....	....	....	....	....	....	....	3	....	80	5,000	907
5	12	0	0	0	0	....	....	....	....	1	3	....	....	3	....	61	....	908
45	80	0	0	0	0	2	5	....	....	5	11	2	1	4	....	500	....	909
3	8	0	0	0	0	3	5	....	....	0	0	0	0	4	....	....	....	910
32	31	0	0	0	0	....	....	....	....	3	2	0	0	3	....	150	20,000	911
33	50	0	1	0	0	....	....	....	....	4	7	....	....	4	....	1,100	....	912
4	5	0	0	76	70	....	....	....	....	0	0	0	0	2	....	109	1,500	913
14	2	0	0	0	0	0	0	0	0	0	0	....	....	4	....	23	....	914
23	12	0	0	86	83	....	....	....	....	....	....	....	....	3	....	....	5,000	915
41	44	0	0	0	0	....	....	....	....	6	7	0	3	4	....	....	....	916
8	12	0	0	0	0	1	1	2	0	1	0	1	0	3	....	100	15,000	917
113	117	7	4	0	0	....	....	....	....	14	7	14	7	4	....	180	36,000	918
20	36	0	0	0	0	3	2	4	1	5	0	3	0	4	....	744	1,800	919
105	210	3	2	0	0	....	....	....	....	4	13	3	4	4	....	....	....	920
12	10	0	0	60	68	....	....	....	....	0	0	....	....	4	....	90	....	921
52	53	0	0	0	0	3	3	....	....	3	4	3	4	4	....	300	....	922
34	36	0	0	0	0	14	10	10	4	7	2	7	2	4	....	650	....	923
2	2	0	0	65	68	....	....	....	....	0	0	0	0	4	....	141	5,000	924
73	93	0	0	0	0	0	0	0	0	9	10	....	....	4	....	3,000	40,000	925
10	14	0	0	0	0	0	0	1	2	1	5	0	0	3	....	100	4,500	926
13	24	0	0	0	0	....	....	2	0	3	7	0	0	4	....	701	27,500	927
20	16	0	0	0	0	....	....	....	....	2	3	....	....	3	....	100	6,500	928
50	57	0	0	0	0	....	....	....	....	3	7	2	3	4	....	780	....	929
10	25	0	0	0	0	3	12	1	0	1	2	1	1	2	....	150	3,500	930
18	20	0	0	33	45	....	....	....	....	3	4	....	....	4	....	175	5,000	931
9	8	0	0	20	25	....	....	....	....	3	0	1	0	3	....	125	2,000	932
45	30	0	0	30	25	....	....	....	....	0	1	....	....	3	....	100	....	933
26	48	0	0	0	0	....	....	....	....	2	6	0	4	4	....	291	15,300	934
26	31	0	0	0	0	....	....	....	....	3	4	....	....	4	....	560	10,000	935
25	35	0	0	75	90	....	....	25	35	5	8	5	8	4	....	200	1,800	936
6	11	0	0	39	39	1	0	....	....	0	0	0	0	2	....	150	5,000	937
13	10	0	0	61	69	....	....	2	1	4	1	1	1	3	....	72	8,500	938
17	18	0	0	0	0	....	....	....	....	0	1	....	....	3	....	200	7,000	939
96	179	1	3	0	0	....	....	....	....	6	22	....	....	4	....	....	50,000	940
9	2	0	0	15	13	0	0	0	0	0	0	0	0	2	....	....	....	941
14	20	0	0	11	9	....	....	2	3	2	5	1	1	3	....	200	5,000	942
10	13	0	0	0	0	....	....	....	....	5	6	0	0	4	....	200	5,000	943
22	18	0	0	66	54	....	....	....	....	....	....	....	....	4	....	100	10,000	944
4	8	0	0	46	60	....	....	4	8	0	0	....	....	3	....	....	4,500	945
3	7	0	0	19	16	....	....	....	....	2	3	....	....	3	....	3	1,500	946
92	110	3	0	0	0	....	....	....	....	3	15	3	8	4	....	....	....	947
2	7	0	0	119	125	0	1	1	0	0	2	0	0	3	....	171	5,500	948
23	43	1	0	0	0	....	....	....	....	3	4	2	2	4	....	300	....	949
12	8	0	0	112	134	....	....	4	3	3	2	2	1	3	....	75	12,000	950
45	58	1	0	0	0	15	20	10	0	11	8	8	3	4	....	600	25,000	951
12	7	0	0	63	56	....	....	....	....	....	....	....	....	3	....	....	5,000	952
20	10	0	0	0	0	0	0	0	0	1	4	0	0	3	....	....	1,000	953
18	17	0	0	0	0	....	....	....	....	5	4	2	0	4	....	600	13,000	954
20	26	0	0	90	90	10	9	8	12	12	13	....	....	3	....	200	6,000	955
15	25	0	0	0	0	2	4	1	0	1	5	1	1	4	....	175	5,000	956
26	33	0	0	0	0	....	....	5	1	1	9	1	3	4	....	1,250	....	957

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	INDIANA—continued.					
958	Mitchell	High School	F. E. Callahan	Dept.	1	2
959	Monon	do.*	Wm. M. Sheets	Ind	1	0
960	Monroe City	do	Anna Prather	Ind	0	1
961	Monroeville	do	R. M. Vanatta	Ind	1	0
962	Monticello	do	L. E. Wheeler	Dept.	2	2
963	Montpelier	do	Lewis C. Johnson	Dept.	1	0
964	Monument City	Polk Township High School.	E. B. Heiney	Ind	1	0
965	Mooresville	High School	Theadore Lentz	Dept.	2	2
966	Moral	Pleasant View High School*.	Arthur Snails	Ind	1	0
967	Morristown	High School	H. B. Patten	Ind	1	0
968	Mount Sterling	do	D. V. Lever	Ind	1	1
969	Mount Vernon	do	Edw. G. Bauman	Dept.	4	1
970	Mulberry	do	J. B. Mortsolf	Ind	1	0
971	Muncie	do.*	W. H. Masters	Dept.	3	4
972	Nappanee	do	S. W. Baer	Ind	1	1
973	New Albany	do	Joseph P. Funk	Dept.	2	4
974	do	Scribner High School	W. O. Vance	Dept.	1	1
975	New Amsterdam	High School	P. V. Tuell	Dept.	1	0
976	Newburg	do	S. D. Purdue	Dept.	1	0
977	New Carlisle	do	D. A. Sharp	Dept.	1	0
978	New Castle	do	Rosa R. Mikels	Dept.	2	2
979	New Harmony	do	Rose Griffith	Dept.	2	1
980	New London	do	C. R. Mendenhall	Ind	1	1
981	New Palestine	do	Frank Larrabee	Ind	1	0
982	Newport	do	G. E. Willoughby	Ind	1	2
983	Nineveh	do	M. J. Searles	Ind	1	1
984	Noah	Marion High School	G. W. Kinsley	Ind	1	0
985	Noblesville	High School	Jno. F. Haines	Dept.	3	3
986	North Judson	do	Clarence E. Smith	Dept.	1	0
987	North Manchester	do	Miss Jennie E. Thomas.	Dept.	1	2
988	North Vernon	do	Leva M. Foster	Dept.	1	3
989	Oakland City	do	John A. Divine	Dept.	1	3
990	Orange	Township Graded School	W. J. Paxton	Ind	1	0
991	Orland	High School*	A. J. Collins	Ind	2	0
992	Orleans	do	Frank Conder	Dept.	1	0
993	Osgood	do	W. D. Robinson	Dept.	1	1
994	Ossian	do.*	J. T. McManis	Ind	2	0
995	Owensville	do	J. E. Dame	Dept.	1	0
996	Oxford	do	M. F. Orear	Dept.	1	1
997	Paoli	do	Edith Tumas	Dept.	1	1
998	Patoka	do	R. N. Chappelle	Ind	1	0
999	Patriot	do	O. M. Given	Dept.	1	1
1000	Pendleton	do	H. F. Hunt	Dept.	2	1
1001	Pennville	do	F. L. Crowe	Ind	2	0
1002	Petersburg	do	W. H. Foreman, supt	Dept.	3	0
1003	Pierceton	do	Wm. Eisenman	Dept.	1	0
1004	Pine Village	do	Chester G. Rossiter	Dept.	1	0
1005	Pittsboro	Middle Township High School.	A. L. H. Miller	Dept.	1	0
1006	Pleasant Lake	High School	H. G. Brown	Dept.	1	1
1007	Plymouth	do	N. A. Chase	Dept.	2	1
1008	Portland	do	Isaac E. Neff	Dept.	2	1
1009	Poseyville	do	M. S. Woods	Ind	1	0
1010	Princeton	do	Hiram H. Ruston	Dept.	2	2
1011	Providence	do.*	Chas. E. White	Ind	1	0
1012	Raleigh	Graded School	L. A. Hufferd	Ind	1	0
1013	Remington	High School	M. P. Helm	Dept.	2	1
1014	Rensselaer	do	Thomas Large	Dept.	3	0
1015	Richland	Township High School	W. C. Burt	Ind	1	0
1016	Richmond	High School	Daniel R. Ellabarger	Dept.	7	4
1017	Ridgeville	do	J. B. Humphreys	Dept.	2	0
1018	Rising Sun	do	R. L. Thiebaud	Dept.	3	0
1019	Roachdale	do	Samuel A. Harris	Dept.	1	0
1020	Roann	do	F. F. Berry	Ind	0	3

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
23	36	2	0	0	0	....	....	....	....	3	12	3	12	4	....	200	$8,500	958
7	12	0	0	153	197	....	....	....	....	0	0	0	0	3	....	135	1,500	959
10	8	3	1	100	128	1	1	....	....	....	....	....	....	....	....	80	2,000	960
15	10	0	0	0	0	....	....	....	....	6	4	3	0	3	....	300	2,500	961
62	71	0	0	0	0	....	....	....	....	10	5	3	1	4	....	200	....	962
10	8	0	0	0	0	....	....	....	....	0	0	....	....	4	....	0	....	963
5	5	0	0	0	0	....	....	....	....	0	0	0	0	4	....	75	....	964
20	21	0	0	0	0	....	....	....	....	5	1	5	1	4	....	500	12,000	965
14	8	0	0	11	20	....	....	14	8	0	0	0	0	3	....	12	....	966
4	6	0	0	76	94	....	....	....	....	0	1	....	....	3	....	140	6,000	967
9	12	0	0	4	4	....	....	....	....	....	....	....	....	4	....	....	2,500	968
37	67	0	0	0	0	4	0	....	....	7	12	4	0	3	....	100	15,500	969
23	20	0	0	80	80	....	....	....	....	....	....	....	....	2	....	....	....	970
75	175	0	0	2	1	....	....	....	....	10	23	....	....	4	....	....	....	971
23	28	0	0	211	199	....	....	....	....	....	....	....	....	4	....	100	10,000	972
89	142	0	0	0	0	....	....	....	....	13	20	3	3	4	....	....	15,000	973
18	22	18	22	0	0	0	0	0	0	3	5	0	0	4	....	800	300	974
4	1	0	0	31	39	....	....	....	....	....	....	....	....	....	....	16	1,500	975
13	14	0	0	0	0	5	3	....	....	2	3	....	....	3	....	240	5,000	976
17	17	0	0	0	0	....	....	....	....	0	5	0	1	3	....	100	10,000	977
55	75	0	1	0	0	....	....	3	6	4	8	....	....	4	....	....	80,000	978
22	21	0	1	0	0	....	....	22	21	7	2	7	2	4	....	400	....	979
31	21	1	1	96	75	2	3	1	0	6	5	3	3	4	....	219	2,200	980
6	14	0	0	65	70	....	....	....	....	....	....	....	....	....	....	....	....	981
20	17	0	0	65	60	....	....	....	....	3	3	3	0	3	....	500	2,000	982
6	9	0	0	49	56	....	....	....	....	0	0	....	....	4	....	300	3,000	983
10	4	0	0	30	26	....	....	....	....	2	0	....	....	2	....	....	....	984
58	67	1	1	0	0	....	....	1	2	8	8	0	3	4	....	1,200	45,350	985
6	12	0	0	0	0	....	....	....	....	0	3	....	....	3	....	250	12,000	986
33	40	0	0	0	0	0	4	0	5	1	8	1	1	4	....	400	30,000	987
29	37	0	0	0	0	....	....	....	....	3	0	....	....	4	....	....	....	988
12	23	0	0	0	0	....	....	....	....	3	5	....	....	3	....	200	20,000	989
8	10	0	0	26	45	....	....	....	....	3	9	....	....	3	....	275	....	990
20	30	0	0	50	45	....	....	....	....	0	2	....	....	4	....	40	....	991
21	20	0	0	19	24	....	....	....	....	7	9	1	2	3	....	80	24,000	992
3	12	0	0	0	0	0	1	0	0	0	0	....	....	3	....	70	10,000	993
5	16	0	0	116	117	0	0	0	0	0	1	....	....	4	....	200	10,000	994
18	19	0	0	0	0	2	0	....	....	3	0	2	0	3	....	300	....	995
20	23	0	0	0	0	20	23	....	....	2	5	1	5	3	....	125	5,000	996
17	25	0	0	0	0	4	0	2	0	3	5	2	0	3	....	200	1,800	997
10	13	0	0	151	111	2	1	0	0	2	1	0	0	3	....	150	5,000	998
12	13	0	0	0	0	....	....	....	....	4	6	0	0	3	....	130	5,000	999
30	35	0	0	0	0	....	....	....	....	1	9	....	....	4	....	500	....	1000
12	16	0	0	100	119	0	0	10	14	2	0	1	0	3	....	100	6,000	1001
28	32	0	1	0	0	0	0	....	....	3	4	....	....	4	....	50	25,000	1002
14	30	0	0	0	0	....	....	....	....	1	7	....	....	3	....	487	....	1003
9	15	0	0	0	0	....	....	5	3	1	4	0	0	3	....	....	....	1004
18	12	0	0	0	0	....	....	....	....	....	....	....	....	3	....	....	....	1005
10	20	0	0	0	0	....	....	....	....	1	1	1	1	3	....	583	7,000	1006
30	31	0	0	0	0	....	....	....	....	2	4	0	0	3	....	5,000	....	1007
39	75	0	2	0	0	....	....	....	....	6	14	....	....	4	....	353	30,000	1008
13	9	0	0	101	100	0	0	4	2	3	2	3	1	3	....	200	7,500	1009
35	45	1	1	0	0	5	6	1	0	5	11	5	6	3	....	100	500	1010
7	9	0	0	20	15	0	0	0	0	0	2	0	0	4	....	50	1,000	1011
9	6	0	0	52	41	2	4	5	0	4	5	0	0	3	....	427	9,000	1012
21	36	0	0	0	0	....	....	....	....	1	3	1	2	4	....	800	....	1013
31	67	0	0	0	0	....	....	....	....	4	3	....	....	4	....	1,300	35,000	1014
3	9	1	0	30	39	....	....	....	....	0	0	0	0	2	....	....	....	1015
115	216	2	1	0	0	....	....	....	....	15	22	15	22	4	....	630	50,000	1016
23	26	0	0	0	0	....	....	....	....	2	2	1	1	3	....	50	12,020	1017
18	23	1	2	0	0	....	....	....	....	3	10	....	....	3	....	50	....	1018
5	8	0	0	8	18	....	....	....	....	0	0	0	0	3	....	125	2,500	1019
12	29	0	0	70	89	12	29	0	0	3	3	....	....	4	....	....	5,000	1020

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	INDIANA—continued.					
1021	Roanoke	Jackson Township High School.	C. D. Brock	Ind	1	0
1022	Rochester	High School	Brainard Hooker	Dept	2	2
1023	Rockport	do	O. P. Foreman	Dept	4	0
1024	Rockville	do	Miss D. Ella Brown	Dept	1	2
1025	Rolling Prairie	do	H. A. Salisbury	Ind	1	0
1026	Rome City	do	Elton Broughton	Ind	1	0
1027	Rossville	do	Joseph Clauser	Ind	1	0
1028	Rushville	do	W. C. Barnhart	Dept	2	0
1029	Russellville	do	Romulus Boyd	Ind	1	0
1030	St. Joe Station	Graded School	J. P. Bonnell	Ind	1	0
1031	Salem	High School	H. B. Wilson	Dept	1	1
1032	Scipio	do.*	H. H. Jeffers	Dept	1	0
1033	Scottsburg	do	U. F. Lewis	Ind	1	1
1034	Sellersburg	do	F. E. Andrews	Dept	1	0
1035	Servia	Chester Township High School.	John C. Hoover	Ind	1	0
1036	Seymour	High School	Frances Branaman	Dept	1	1
1037	Sharpsville	do	O. W. Dabney	Ind	1	0
1038	Sheridan	do	M. H. Stuart	Dept	2	0
1039	Shipshewana	do	J. M. Geiser	Ind	1	2
1040	Shoals	do	E. F. Sutherland	Dept	2	0
1041	Silver Lake	do	W. H. Davis	Dept	1	2
1042	Simpson	Union Township High School.	John Reber	Dept	1	0
1043	Smithland	High School	J. H. Phillipy	Ind	1	0
1044	Somerset	Waltz Township High School.*	Geo. H. Burke	Ind	1	0
1045	South Bend	High School	Mary L. Hinsdale	Dept	3	6
1046	South Milford	do	A. H. Barber	Ind	1	2
1047	South Whitley	do	Lotte Clark Tapy	Dept	1	4
1048	Spencer	do	O. P. Robinson	Dept	3	0
1049	Springport	do.*	Joshua Hayes	Ind	1	0
1050	Stillwell	do.*	M. S. Briscoe	Ind	1	0
1051	Straughn	Dudley Township High School.	J. W. Shockley	Ind	1	2
1052	Sullivan	High School	A. G. McNabb	Dept	2	1
1053	Terre Haute	do	Chas. S. Meek	Dept	6	14
1054	Thorntown	do	A. E. Malsbary	Dept	1	2
1055	Tipton	do.*	C. M. Ashby	Dept	2	2
1056	Topeka	do	R. F. Miller	Ind	1	1
1057	Trafalgar	do.*	Elba Branigin	Ind	1	0
1058	Treaty	do.*	Wm. Hubbard	Ind	1	0
1059	Union City	Special District High School	A. A. Hoover	Dept	1	2
1060	do	Union City High School*	W. H. Foreman	Dept	1	2
1061	Union Mills	High School	Kenneth Brewer	Ind	0	2
1062	Urbana	do	Wm. H. Freeman	Ind	1	0
1063	Utica	do	Orlando Ross	Ind	1	1
1064	Veedersburg	do.*	Geo. W. Gayler	Dept	2	0
1065	Versailles	do	C. B. Wilson	Ind	1	1
1066	Vevay	do	E. M. Danglade	Dept	2	2
1067	Vincennes	do	A. C. Yoder	Dept	1	4
1068	Wabash	do	Adelaide G. Baylor	Dept	2	4
1069	Walkerton	do	William Clem	Ind	1	1
1070	Walton	do	F. B. Miller	Ind	1	0
1071	Wanatah	do	C. Bunnell	Dept	1	0
1072	Warren	do	F. K. Mowrer	Dept	1	0
1073	Warsaw	do.*	Miss Mary McMahon	Dept	3	1
1074	Washington	do	W. F. Axtell	Dept	4	0
1075	Waterloo	do	Miss Mattie L. Gouser	Ind	1	1
1076	Waveland	do.*	Walter Dunn	Dept	1	1
1077	Wawaka	do	J. W. Earle	Dept	1	1
1078	Waynetown	do	Geo. Wetby	Dept	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
14	9	0	0	6	9	....	....	....	....	0	0	....	....	4	....	200	....	1021
52	51	0	0	0	0	3	0	1	0	6	2	4	0	4	....	500	....	1022
21	40	0	0	0	0	....	....	....	....	1	6	1	4	4	....	500	....	1023
15	25	0	4	0	0	2	1	....	....	2	3	....	....	3	....	300	$12,000	1024
25	21	0	0	36	38	....	....	....	....	4	4	....	....	2	....	430	7,500	1025
14	14	0	0	68	62	0	1	....	....	1	4	....	....	3	....	150	4,000	1026
18	12	0	0	78	72	2	3	1	1	1	0	0	0	2	....	750	12,000	1027
24	41	1	2	0	0	....	....	....	....	2	12	2	12	3	....	1,000	....	1028
16	18	0	0	42	40	1	0	1	0	1	2	....	....	3	....	70	3,900	1029
12	8	0	0	0	0	....	....	....	....	....	....	....	....	3	....	....	....	1030
10	35	0	0	0	0	....	....	....	....	4	0	....	....	4	....	200	5,000	1031
6	5	0	0	39	38	....	....	....	....	....	....	....	....	3	....	25	10,000	1032
2	4	0	0	158	169	2	3	....	....	0	0	0	0	3	....	125	10,000	1033
12	15	0	0	0	0	....	....	....	....	0	0	....	....	3	....	200	....	1034
8	3	0	0	47	59	....	....	....	....	0	0	0	0	....	....	120	5,500	1035
23	55	0	0	0	0	....	....	....	....	4	15	....	....	3	....	600	....	1036
8	2	0	0	32	28	0	0	0	0	0	0	0	0	2	....	....	8,000	1037
31	36	0	0	0	0	....	....	....	....	2	1	0	0	4	....	1,000	....	1038
14	16	0	0	54	46	0	0	0	0	2	5	1	0	3	....	100	8,000	1039
15	18	0	0	0	0	0	0	0	0	1	1	1	0	3	....	200	....	1040
10	15	0	0	0	0	....	....	....	....	0	6	0	0	2	....	300	5,000	1041
6	6	0	0	14	5	....	....	....	....	0	0	....	....	4	....	24	4,000	1042
4	5	0	0	20	35	....	....	....	....	0	3	....	....	2	....	....	2,500	1043
10	6	0	0	40	60	....	....	....	....	0	0	0	0	3	....	200	....	1044
101	137	1	2	0	0	....	....	....	....	7	19	....	....	4	....	1,655	75,000	1045
10	7	0	0	50	33	0	0	0	0	3	2	0	0	3	....	200	10,500	1046
30	45	0	0	0	0	4	6	4	6	5	1	2	1	3	....	420	20,000	1047
25	39	0	0	0	0	25	39	....	....	2	3	2	1	4	....	300	20,250	1048
8	8	0	0	34	36	0	0	0	0	6	6	0	0	4	....	150	3,500	1049
4	8	0	0	0	0	....	....	....	....	0	2	....	....	2	....	150	1,500	1050
12	8	0	0	60	55	....	....	....	....	6	3	....	....	3	....	200	3,000	1051
39	53	2	1	0	0	39	53	0	0	13	6	13	6	3	....	300	....	1052
313	368	14	8	0	0	....	....	....	....	23	44	....	....	4	....	1,000	....	1053
40	30	0	0	0	0	....	....	....	....	8	5	....	....	....	....	....	....	1054
35	45	0	0	0	0	....	....	....	....	2	6	....	....	4	....	200	40,000	1055
16	17	0	0	44	59	....	....	....	....	0	0	....	....	3	....	65	10,000	1056
22	13	0	0	93	68	....	....	....	....	3	0	1	0	4	....	130	3,500	1057
6	6	1	1	29	32	....	....	....	....	0	0	....	....	1	....	122	3,000	1058
13	28	0	0	0	0	0	0	0	0	1	5	0	0	4	....	250	6,000	1059
31	49	0	0	0	0	....	....	....	....	6	5	2	1	4	....	1,300	42,000	1060
2	7	0	0	46	59	....	....	....	....	1	2	....	....	2	....	175	3,200	1061
10	12	0	0	62	84	0	0	10	12	0	0	0	0	4	....	80	1,000	1062
6	7	0	0	74	78	0	1	1	0	1	3	1	1	2	....	425	8,000	1063
30	25	0	0	0	0	4	0	2	0	0	0	0	0	3	....	100	20,000	1064
6	8	0	0	78	72	2	1	....	....	0	1	....	....	3	....	75	7,000	1065
25	55	2	3	0	0	0	0	0	0	5	9	0	0	3	....	200	10,000	1066
87	75	0	0	0	0	....	....	....	....	5	9	3	3	4	....	....	....	1067
74	117	0	2	0	0	3	1	2	0	12	23	2	1	3	....	1,000	120,000	1068
8	20	0	0	142	105	....	....	....	....	0	5	....	....	3	....	....	8,000	1069
4	9	0	0	50	40	0	0	0	0	6	0	....	....	3	....	100	2,000	1070
12	19	0	0	0	0	....	....	....	....	5	5	....	....	2	....	390	6,000	1071
14	16	0	0	0	0	0	0	0	0	2	4	0	0	4	....	344	8,000	1072
73	72	0	1	0	0	....	....	....	....	13	7	5	5	4	....	300	15,000	1073
74	84	0	0	0	0	20	20	10	15	13	12	....	....	4	....	2,500	....	1074
14	30	0	0	119	139	0	0	0	0	1	5	....	....	4	....	300	20,000	1075
15	20	0	0	0	0	2	2	3	0	3	1	2	1	3	....	350	8,000	1076
20	24	0	0	0	0	....	....	....	....	5	2	....	....	3	....	150	10,000	1077
22	10	0	0	0	0	0	0	3	2	2	2	2	1	3	....	80	5,000	1078

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	INDIANA—continued.					
1079	Webster	High School	J. W. Outland	Ind	1	0
1080	Wellsboro	do.*	Mr. Whitmayer	Ind	1	0
1081	West Lebanon	do	Harry Evans	Dept	1	0
1082	Westville	do	John H. Henke	Dept	1	0
1083	Whitestown	do	W. D. Sanders	Ind	1	0
1084	White Water	do	Chas. W. Jordon	Ind	1	0
1085	Williamsburg	do	John A. Shafer	Ind	2	0
1086	Williamsport	do	S. C. Hanson	Dept	1	1
1087	Winamac	do	C. W. Kimmel, supt	Dept	2	0
1088	Winchester	do.*	O. R. Baker	Dept	1	5
1089	Windfall	do	L. D. Summers	Ind	1	0
1090	Wolcott	do	Mae Romig	Dept	0	1
1091	Wolcottville	do	Geo. A. Lovett	Dept	1	1
1092	Worthington	do	Miss Frances Benedict	Dept	1	2
1093	Zionsville	do.*	H. F. Gallimore, supt	Dept	2	0
	INDIAN TERRITORY.					
1094	Nelson	Spencer Academy	W. W. Appleton	Ind	3	1
1095	Tahlequah	Cherokee National Female Seminary.*	S. S. Stephens	Ind	0	3
1096	do	Cherokee National Male Seminary.	W. C. D. Duncan	Ind	3	0
	IOWA.					
1097	Ackley	High School	C. H. Cole	Dept	1	1
1098	Adair	do	Adam Pickett	Ind	1	1
1099	Adel	do	C. Ray Aurner	Dept	1	2
1100	Afton	do	J. B. Morris	Dept	1	2
1101	Agency	do	G. G. Sampson	Dept	1	1
1102	Ainsworth	do	T. H. Barnes	Dept	1	0
1103	Akron	do	I. C. Hise	Dept	1	0
1104	Albia	do	H. C. Hollingsworth	Dept	1	2
1105	Alden	do	Cassius E. Tool	Dept	1	1
1106	Algona	do	Minnie J. Coate	Dept	1	2
1107	Allerton	Normal and Graded School	J. F. Holiday	Dept	2	0
1108	Alta	High School	H. E. Crosby	Dept	1	1
1109	Alton	do	Thos. B. Hutton	Dept	1	1
1110	Ames	do	E. D. Y. Culbertson	Dept	1	2
1111	Anamosa	do	A. Palmer	Dept	1	2
1112	Andrew	do	J. C. McGee	Dept	1	0
1113	Anita	do	F. B. Lawrence, M. S	Dept	1	1
1114	Atlantic	do.*	Helen F. Clute	Dept	0	4
1115	Audubon	do	F. P. Hocker	Dept	1	2
1116	Aurelia	do	J. H. McClain	Ind	1	0
1117	Avoca	do.*	W. C. Davis	Dept	2	0
1118	Bancroft	do	J. R. Byers	Dept	1	1
1119	Battle Creek	do	Frank Jarvis	Dept	1	1
1120	Baxter	do	S. G. Richards	Dept	1	1
1121	Bayard	do	I. M. Boggs	Dept	1	1
1122	Beacon	do	J. P. McMurray	Dept	1	0
1123	Bedford	do	G. W. Fisher	Dept	1	2
1124	Belle Plaine	do	S. B. Montgomery	Dept	1	2
1125	Bellevue	do	A. P. Heald	Dept	1	1
1126	Belmond	do.*	Angus McDonald	Ind	1	0
1127	Birmingham	do	W. L. Barrett	Ind	0	3
1128	Bloomfield	do	G. M. Holiday	Dept	1	1
1129	Bonaparte	do	W. T. Dick	Dept	1	1
1130	Boone	do.*	Sara Findlay Rice	Dept	1	3
1131	Breda	do	Frank Van Erdewyk	Dept	1	1
1132	Brighton	do	E. G. Copeland	Dept	1	0
1133	Britt	do	A. M. Deyoe	Dept	1	2
1134	Brooklyn	do	Fred. S. Robinson	Dept	2	1

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.							
						Classical course.		Scientific course.											
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
10	9	0	0	46	46	....	....	....	....	2	2	1	0	4	....	175	$5,000	1079
4	6	0	0	44	66	6	3	....	....	4	4	1	0	2	....	230	2,500	1080
6	11	0	0	0	0	0	0	0	0	1	5	....	....	3	....	100	....	1081
15	16	0	0	0	0	....	....	....	....	....	....	....	....	3	....	....	....	1082
4	3	0	0	76	57	0	0	0	0	0	0	0	0	....	....	....	10,000	1083
12	8	0	0	51	22	....	....	....	....	2	2	....	....	3	....	....	5,000	1084
10	12	0	0	0	0	....	....	2	2	0	0	0	0	4	....	300	15,000	1085
8	14	0	0	0	0	....	....	4	3	2	1	2	1	3	....	200	20,000	1086
20	17	0	0	0	0	....	....	....	....	0	7	....	....	4	....	150	2,500	1087
46	60	0	0	0	0	....	....	....	....	7	9	....	....	4	....	600	....	1088
20	20	0	0	80	100	....	....	....	....	0	0	0	0	3	....	....	....	1089
16	15	0	0	0	0	0	0	0	0	0	0	0	0	3	....	100	5,000	1090
5	4	0	0	97	92	....	....	....	....	2	1	....	....	3	....	30	6,000	1091
34	37	0	0	0	0	....	....	....	....	4	6	1	2	4	....	200	25,000	1092
18	20	0	0	0	0	....	....	....	....	2	7	....	....	3	....	300	....	1093
50	0	0	0	80	0	....	....	40	0	0	0	....	....	5	100	200	6,000	1094
0	50	0	0	0	0	0	4	....	....	0	3	....	....	....	....	....	....	1095
60	0	0	0	100	0	....	....	....	....	6	0	0	0	4	60	1,000	40,000	1096
13	16	0	0	0	0	....	....	....	....	0	4	0	2	4	....	450	15,000	1097
23	38	0	0	120	85	0	0	4	2	2	4	2	2	4	....	54	12,100	1098
36	39	0	0	0	0	....	....	....	....	3	4	3	1	4	....	215	23,200	1099
9	54	0	2	0	0	....	....	....	....	1	11	0	0	4	....	40	10,000	1100
26	27	0	1	0	0	7	3	5	0	2	1	2	1	....	....	300	9,025	1101
18	16	0	0	0	0	....	....	....	....	5	6	....	....	3	....	110	5,000	1102
12	23	0	0	0	0	....	....	11	19	2	1	2	1	3	....	500	12,000	1103
41	71	2	3	0	0	....	....	....	....	3	11	3	9	4	....	700	35,000	1104
22	23	0	0	0	0	....	....	....	....	0	0	....	....	4	....	240	9,500	1105
25	35	0	0	0	0	2	7	....	....	3	9	2	7	4	....	100	....	1106
13	23	0	0	0	0	....	....	....	....	3	10	....	....	3	....	500	12,000	1107
26	34	0	0	10	12	....	....	....	....	4	6	....	....	3	....	300	....	1108
7	10	0	0	0	0	....	....	....	....	4	3	....	....	3	....	541	....	1109
40	46	0	0	0	0	....	....	....	....	2	2	2	1	4	....	100	15,000	1110
36	34	0	1	8	7	3	3	1	0	7	8	3	4	4	....	200	....	1111
6	6	0	0	54	66	4	5	....	....	1	1	1	1	4	....	150	4,700	1112
25	25	0	0	0	0	0	0	3	0	6	3	0	0	4	....	100	10,000	1113
60	94	0	0	0	0	....	....	4	6	9	11	2	0	4	....	1,133	15,000	1114
22	23	0	0	0	0	....	....	....	....	2	5	....	....	4	....	513	15,000	1115
6	20	0	0	107	94	....	....	....	....	1	3	....	....	3	....	60	14,300	1116
20	46	0	0	0	0	....	....	....	....	4	12	4	8	3	....	100	5,000	1117
38	19	0	0	0	0	....	....	....	....	2	3	....	....	3	....	50	5,000	1118
12	18	0	0	0	0	....	....	....	....	2	3	....	....	3	....	70	4,500	1119
14	16	0	0	56	34	0	4	0	0	0	1	0	1	3	....	....	4,500	1120
10	15	0	0	0	0	1	5	0	0	0	0	0	0	4	....	75	3,600	1121
2	12	0	0	0	0	....	....	....	....	0	8	....	....	2	....	60	8,000	1122
37	51	0	0	0	0	....	....	....	....	4	4	2	1	4	....	300	....	1123
24	30	0	0	0	0	....	....	....	....	4	12	....	....	4	....	270	....	1124
13	32	0	0	0	0	....	....	....	....	1	12	1	12	3	....	250	15,330	1125
11	8	0	0	148	145	....	....	3	0	5	4	....	....	4	....	155	3,000	1126
12	34	0	0	55	75	1	3	1	0	1	5	1	0	4	....	200	2,000	1127
23	35	0	1	0	0	....	....	....	....	3	6	....	....	4	....	300	....	1128
22	28	0	0	0	0	....	....	2	3	2	12	1	4	3	....	100	12,000	1129
46	73	1	1	0	0	....	....	....	....	4	4	2	0	4	....	1,800	....	1130
10	22	0	0	0	0	1	2	1	2	1	2	1	2	3	....	25	2,500	1131
20	28	0	0	0	0	....	....	....	....	9	3	....	....	4	....	250	17,000	1132
28	46	0	0	0	0	....	....	....	....	0	1	....	....	4	....	325	....	1133
37	33	0	0	0	0	....	....	....	....	5	5	5	5	4	....	500	15,000	1134

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	IOWA—continued.					
1135	Burlington	High School	E. Poppe	Dept	6	4
1136	Cambridge	do	Jessie B. Kinsell	Ind	1	1
1137	Carson	do	John E. Cameron	Dept	2	0
1138	Casey	do	M. P. Kenworthy	Dept	1	0
1139	Cedar Falls	do	Miss Grace I. Norton	Dept	1	4
1140	Cedar Rapids	Washington High School*	Abbie S. Abbott	Dept	1	13
1141	Center Junction	High School	F. D. Curttright	Ind	1	0
1142	Center Point	do	C. C. Gray	Dept	1	0
1143	Centerville	do	F. E. Stephens	Dept	2	3
1144	Chariton	do	S. M. Cart	Dept	1	4
1145	Charles City	do	Gazelle Holstead	Dept	2	6
1146	Cherokee	do	Miss Mamie F. Hearst	Dept	2	3
1147	Cincinnati	do	W. C. Kennedy	Dept	1	2
1148	Clarinda	do	Miss Elizabeth D. Sanborn.	Dept	1	3
1149	Clarion	do	S. T. May	Dept	1	1
1150	Clarksville	do	Geo. H. Betts	Ind	2	0
1151	Clearfield	do	H. S. Ash	Dept	1	1
1152	Clear Lake	do	D. H. Campbell	Dept	1	1
1153	Clinton	do	W. J. Greenwood	Dept	1	9
1154	Coggon	do	I. E. Gould	Ind	1	0
1155	Colfax	do	D. M. Kelly	Ind	1	2
1156	Collins	do	C. W. Lyon	Dept	1	0
1157	Columbus Junction	do	D. R. Michener	Dept	1	4
1158	Coon Rapids	do.*	D. K. Bond	Dept	1	1
1159	Corning	do	C. M. Thompson	Dept	2	1
1160	Correctionville	do	J. H. O'Donoghue	Dept	1	3
1161	Corydon	do	P. L. Dorland	Dept	2	0
1162	Council Bluffs	do	E. H. Eastman	Dept	3	8
1163	Cresco	do	L. E. A. Ling	Dept	1	1
1164	Creston	do	C. C. Carstens	Dept	2	6
1165	Cromwell	do	John W. Agans	Dept	1	0
1166	Dallas Center	do	A. J. Oblinger	Ind	0	3
1167	Davenport	do	Henry H. Roberts	Dept	5	6
1168	Davis City	do.*	John M. Howell	Dept	1	1
1169	Dayton	do	Emory A. Rolfe	Ind	1	0
1170	Decorah	do	E. A. Parks	Dept	2	3
1171	Deep River	do.*	Henry W. Tyer	Ind	1	1
1172	Defiance	do	A. Farnsworth	Ind	1	1
1173	Delta	do	Walter S. Athearn	Dept	1	0
1174	Denison	do	N. Spencer	Dept	1	1
1175	Des Moines	Capitol Park High School	J. H. Callison	Ind	1	3
1176	do	East High School*	E. H. White	Dept	2	9
1177	do	Elmwood High School	Miss M. E. Willcox	Dept	1	1
1178	do	North High School	W. N. Clifford	Dept	1	4
1179	do	West High School	William Wilcox	Dept	5	11
1180	De Soto	High School	Clarence W. Dawks	Dept	1	1
1181	De Witt	do	Margaret Buchanan	Dept	0	2
1182	Dexter	do.*	Bruce Francis	Ind	1	1
1183	Dow City	do	J. M. Canfield	Dept	1	1
1184	Dows	do	W. H. Blakely	Dept	1	1
1185	Dubuque	do	E. D. Walker	Dept	3	6
1186	Dysart	do	H. O. Bateman	Ind	1	1
1187	Eagle Grove	do.*	J. F. Grundy	Dept	1	1
1188	Early	do	C. H. Jump	Dept	1	0
1189	Eddyville	do	F. S. Thompson	Dept	1	1
1190	Eldon	do	Theo. Anderson	Dept	1	2
1191	Eldora	do	C. F. Woodward	Dept	1	3
1192	Elgin	do.*	W. S. Bailey	Ind	1	0
1193	Elkader	do	J. E. Webb	Ind	3	0
1194	Elma	do	John D. Porter	Dept	1	0
1195	Emmetsburg	do	Alexander Hinckley	Dept	2	1
1196	Essex	do	W. I. Long	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
92	266	1	0	0	0	....	....	....	....	2	32	....	....	4	....	600	$50,000	1135
17	15	0	0	77	86	12	10	....	....	6	3	....	....	3	....	168	5,000	1136
18	20	0	0	0	0	....	....	....	....	0	0	0	0	4	....	100	3,650	1137
2	7	1	0	14	12	0	3	3	1	0	0	0	0	3	....	75	5,000	1138
33	278	0	0	0	0	....	....	....	....	8	12	4	6	4	....	500	....	1139
160	80	2	1	0	0	....	....	....	....	20	25	8	12	4	....	15,000	100,000	1140
1	6	0	0	51	41	16	12	8	11	6	2	4	1	4	....	47	1,600	1141
7	18	0	0	0	0	....	....	....	....	2	10	1	5	3	....	15	4,000	1142
48	78	0	2	0	0	....	....	....	....	2	7	2	7	4	....	300	....	1143
58	99	0	2	0	0	....	....	2	12	5	19	....	....	4	....	250	....	1144
98	162	1	0	0	0	....	....	....	....	9	29	....	....	4	....	100	80,000	1145
62	98	0	0	0	0	37	77	....	....	6	5	....	....	4	....	500	....	1146
20	40	0	0	0	0	....	....	....	....	3	9	....	....	3	....	168	3,000	1147
41	62	0	2	13	21	....	....	....	....	3	7	2	1	4	40	3,000	45,200	1148
14	50	0	0	0	0	2	6	4	10	6	4	3	1	3	....	105	15,000	1149
20	25	0	0	80	100	....	....	....	....	0	0	0	0	3	....	300	10,000	1150
31	38	0	0	0	0	....	....	....	....	1	1	....	....	3	....	....	....	1151
28	48	0	0	0	0	....	....	....	....	5	1	5	1	3	....	200	18,000	1152
107	137	0	1	0	0	....	....	....	....	17	18	....	....	4	....	850	50,000	1153
7	4	0	0	84	71	....	....	....	....	2	3	....	....	2	....	125	2,000	1154
25	46	0	0	161	155	2	8	4	3	3	4	1	3	4	....	0	25,000	1155
4	3	0	0	59	64	2	1	....	....	4	3	2	1	1	....	....	7,000	1156
38	36	0	0	0	0	....	....	....	....	3	7	....	....	4	....	25	20,000	1157
24	40	0	0	0	0	....	....	24	40	2	3	2	3	4	....	100	5,000	1158
19	23	0	0	0	0	2	5	....	....	1	4	0	3	4	....	200	25,000	1159
19	48	0	0	0	0	0	0	0	0	0	6	0	0	3	....	290	15,000	1160
26	60	0	0	0	0	....	....	....	....	4	5	....	....	4	....	116	15,000	1161
150	261	0	0	0	0	8	12	8	0	9	46	4	8	4	74	....	....	1162
12	42	0	0	0	0	0	0	0	0	3	7	0	0	3	....	400	25,000	1163
95	176	0	1	0	0	25	20	10	0	12	23	9	8	4	....	700	....	1164
17	19	0	0	25	23	0	0	0	0	0	0	....	....	4	....	1	970	1165
14	19	0	0	75	58	....	....	....	....	11	2	....	....	3	....	225	8,000	1166
172	184	1	2	0	0	....	....	....	....	31	32	....	....	4	....	600	40,000	1167
40	32	0	0	2	4	2	4	....	....	2	4	1	3	3	....	....	8,000	1168
11	25	0	0	103	119	1	1	1	0	1	7	1	1	3	....	100	3,120	1169
20	50	0	0	0	0	0	0	5	0	2	3	2	1	4	....	550	....	1170
23	31	0	0	60	78	6	1	0	5	3	5	2	2	4	....	60	5,000	1171
15	20	0	0	55	60	....	....	....	....	2	1	1	0	3	....	200	4,000	1172
7	8	0	0	0	0	8	12	12	7	2	4	2	2	3	....	238	13,500	1173
23	27	0	0	0	0	....	....	....	....	3	7	....	....	3	....	1,400	....	1174
42	38	0	0	0	0	....	....	....	....	2	2	....	....	4	....	....	....	1175
95	200	0	2	0	0	....	....	....	....	16	37	....	....	4	....	....	....	1176
24	25	0	0	0	0	....	....	5	11	0	0	....	....	2	....	0	25,000	1177
60	80	0	0	0	0	....	....	....	....	3	9	3	6	4	....	102	85,000	1178
198	278	2	8	0	0	9	5	13	1	18	35	....	....	4	45	1,000	125,000	1179
27	33	0	0	0	0	....	....	....	....	2	3	0	1	3	....	100	5,000	1180
28	24	0	0	0	0	4	2	....	....	11	10	3	0	3	....	425	15,000	1181
20	23	0	0	72	83	....	....	....	....	2	4	1	2	3	....	100	2,500	1182
17	21	0	0	0	0	3	4	....	....	4	5	....	....	3	....	124	3,000	1183
11	23	0	0	0	0	0	0	0	0	1	2	0	0	3	....	150	....	1184
115	255	1	0	0	0	6	8	14	15	19	37	7	9	4	....	55	95,000	1185
40	60	0	0	140	135	6	8	0	0	3	3	3	3	3	....	500	6,000	1186
23	33	0	0	0	0	0	0	0	0	4	10	....	....	4	....	200	25,000	1187
7	18	0	0	0	0	....	....	3	4	1	3	1	3	3	....	200	5,000	1188
40	39	0	0	0	0	....	....	....	....	3	1	....	....	4	....	....	....	1189
30	40	0	0	0	0	....	....	1	3	4	9	1	1	4	....	225	13,000	1190
45	65	0	0	0	0	0	0	0	0	3	6	2	5	4	....	600	35,000	1191
5	6	0	0	7	18	....	....	....	....	....	....	....	....	2	....	100	6,000	1192
28	22	0	0	9	9	2	1	1	0	0	3	2	0	3	....	250	10,250	1193
8	14	0	0	0	0	....	....	....	....	0	3	0	3	3	....	150	5,000	1194
50	42	0	1	0	0	14	6	1	3	9	8	6	4	4	....	1,120	....	1195
12	25	0	2	0	0	....	....	....	....	3	6	2	0	3	....	80	6,520	1196

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	IOWA—continued.					
1197	Estherville	High School	H. H. Davidson	Dept	1	2
1198	Exira	do	C. W. Johnson	Dept	1	0
1199	Fairfield	do	Scott A. Power	Dept	3	1
1200	Farmington	do	D. T. Sollenbarger	Dept	2	0
1201	Farragut	do	C. P. Beale	Ind	1	1
1202	Fayette	do	C. F. Geiser	Ind	2	0
1203	Floyd	do	Dorette A. Schnedler	Dept	0	2
1204	Fonda	do	A. W. Davis	Dept	1	2
1205	Fontanelle	do	C. Colfax Smith	Dept	1	1
1206	Forest City	do	J. D. Stout	Dept	1	1
1207	Fort Dodge	do	Miss M. O. Buchanan	Dept	2	3
1208	Fort Madison	do	C. W. Cruikshank	Dept	3	1
1209	Fredericksburg	do	Chester Wright	Ind	1	0
1210	Fremont	do	G. W. Hursey	Dept	1	0
1211	Gálva	do	C. B. Mitchell	Dept	1	0
1212	Garden Grove	do	J. Effus Vertz	Dept	1	1
1213	Garnaville	do	J. D. Maurer	Dept	1	2
1214	Garner	do	J. F. Doderer	Dept	1	1
1215	Gilman	do	Herbert Pease	Ind	1	2
1216	Glenwood	do	J. L. Laird	Dept	2	2
1217	Glidden	do	W. E. Atkinson	Dept	2	1
1218	Goldfield	do	J. T. Bradshaw	Dept	1	1
1219	Gowril	do.*	Alfred L. Brown	Dept	1	0
1220	Grand Junction	do	C. N. Brones	Dept	1	0
1221	Greene	do	W. F. Barr	Dept	1	2
1222	Greenfield	do.*	F. E. Palmer	Dept	1	3
1223	Grinnell	do	Mrs. L. E. Wilson	Dept	1	4
1224	Griswold	do	G. H. Kirkpatrick	Ind	1	0
1225	Grundy Center	do	W. D. Wells	Dept	2	0
1226	Guthrie Center	do	S. P. Wylie	Dept	1	1
1227	Guttenberg	do	Jas. Lawrey	Dept	2	0
1228	Hamburg	do	J. C. King	Dept	1	1
1229	Hampton	do	E. E. Blanchard	Dept	2	4
1230	Harlan	do	A. B. Warner	Dept	1	3
1231	Hawarden	do	J. H. Orcutt	Dept	1	1
1232	Holstein	do	H. H. Schroeder	Dept	1	0
1233	Hopkinton	do	Chas. R. Scroggie	Ind	1	1
1234	Hubbard	do	Geo. Mather	Dept	1	2
1235	Hull	do	D. M. Odle	Dept	1	0
1236	Humboldt	do	Clarence Messer	Dept	1	1
1237	Humeston	do	C. A. Ratcliffe	Dept	1	2
1238	Ida Grove	do	Sherman Yates	Dept	2	2
1239	Independence	do	S. G. Burkhead	Dept	2	3
1240	Indianola	do	Belle M. Hastie	Dept	2	1
1241	Iowa City	do	M. E. Lumbar	Dept	3	6
1242	Iowa Falls	do.*	J. H. Richard	Dept	1	2
1243	Ireton	do	J. L. Mishler	Ind	1	0
1244	Jefferson	do	L. B. Carlisle	Dept	1	3
1245	Kellogg	do	A. W. Braley	Dept	1	1
1246	Keokuk	do.*	Geo. Edward Marshall	Dept	2	6
1247	Keosauqua	do	F. E. Buck	Dept	1	2
1248	Keota	do	W. L. McKee	Dept	1	1
1249	Kingsley	do.*	C. E. Hanchett	Dept	1	1
1250	Kirkville	do.*	J. W. Stoke	Ind	1	1
1251	Knoxville	do	S. J. Finley, supt	Dept	3	1
1252	Lake City	do	W. H. Bowser	Dept	1	1
1253	Lake Mills	do	S. A. Emery	Dept	1	1
1254	Lake View	do	J. M. Holaday	Ind	1	1
1255	Lamoni	do	Mamie A. Allen	Dept	1	1
1256	Lansing	do	J. B. Knoepfler	Dept	1	1
1257	Laporte City	do	H. B. Lizer	Dept	1	1
1258	Laurens	do	Lillian L. Crosley	Dept	0	1
1259	Lawler	do	W. J. Martin	Dept	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.																		
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
62	57	0	0	0	0	.....	.....	.....	.....	6	6	6	6	4	.....	250	$3,000	1197
11	18	0	0	0	0	.....	.....	1	3	1	2	.....	.....	3	.....	40	8,000	1198
54	98	0	0	0	0	28	54	26	44	13	18	.....	.....	4	.....	400	.....	1199
22	28	0	2	0	0	.....	.....	.....	.....	4	8	.....	.....	3	.....	450	9,500	1200
15	15	0	0	75	55	.....	.....	.....	.....	0	0	.....	.....	3	.....	200	.....	1201
20	22	0	0	56	72	.....	.....	.....	.....	5	5	.....	.....	3	.....	200	.....	1202
19	16	0	0	0	0	.....	.....	.....	.....	3	5	.....	.....	2	.....	98	9,000	1203
34	44	0	0	0	0	.....	.....	.....	.....	2	0	.....	.....	4	.....	250	15,000	1204
23	25	0	0	0	0	.....	.....	.....	.....	2	2	0	1	3	.....	20	.....	1205
33	42	0	0	0	0	0	0	.....	.....	0	3	0	0	4	.....	120	16,000	1206
60	87	0	1	0	0	2	3	7	10	9	10	8	10	4	.....	300	.....	1207
23	65	1	1	0	0	.....	.....	.....	.....	2	10	1	1	4	.....	92	40,000	1208
1	7	0	0	44	47	0	3	.....	.....	0	0	0	0	.....	.....	125	4,500	1209
27	23	0	0	0	0	.....	.....	.....	.....	2	1	.....	.....	3	.....	45	.....	1210
2	6	0	0	28	21	0	0	0	0	1	4	0	0	2	.....	0	5,500	1211
18	32	0	0	0	0	5	7	3	9	2	4	1	2	4	.....	78	8,000	1212
21	24	0	0	0	0	1	3	.....	.....	.....	.....	.....	.....	4	.....	240	5,000	1213
10	22	0	0	0	0	.....	.....	.....	.....	0	0	.....	.....	4	.....	93	18,000	1214
11	18	0	0	56	51	0	0	1	0	.....	.....	.....	.....	3	.....	50	.....	1215
24	50	0	0	0	0	.....	.....	.....	.....	5	13	.....	.....	4	.....	1,200	23,000	1216
15	18	0	0	0	0	.....	.....	.....	.....	0	0	.....	.....	4	.....	100	.....	1217
13	22	0	0	0	0	.....	.....	.....	.....	2	3	.....	.....	3	.....	100	6,000	1218
12	16	0	0	0	0	0	0	0	0	2	3	.....	.....	2	.....	65	4,000	1219
17	28	0	0	0	0	.....	.....	.....	.....	2	7	.....	.....	3	.....	.....	.....	1220
55	65	0	0	0	0	.....	.....	5	4	4	3	3	3	4	.....	250	12,000	1221
33	40	0	1	0	0	.....	.....	.....	.....	3	6	.....	.....	3	.....	.....	15,000	1222
69	102	0	0	0	0	.....	.....	.....	.....	4	16	4	4	4	.....	1,000	.....	1223
14	22	6	13	134	130	0	2	0	0	6	13	0	2	3	.....	75	5,000	1224
37	49	0	0	0	0	.....	.....	.....	.....	6	16	.....	.....	3	.....	724	16,000	1225
14	20	0	0	0	0	3	6	4	4	1	4	1	4	3	.....	175	7,000	1226
11	19	0	0	0	0	0	0	0	0	2	4	0	0	3	.....	165	8,400	1227
37	49	1	0	0	0	.....	.....	.....	.....	2	7	.....	.....	4	.....	478	.....	1228
40	60	0	0	0	0	5	12	7	20	11	20	5	8	4	.....	300	43,158	1229
44	74	0	0	0	0	.....	.....	.....	.....	4	6	.....	.....	3	.....	580	.....	1230
12	20	0	0	0	0	.....	.....	.....	.....	0	0	.....	.....	3	.....	200	27,000	1231
10	19	0	0	0	0	0	0	1	2	1	3	0	1	3	.....	75	14,000	1232
7	15	0	0	67	65	4	6	.....	.....	4	7	4	4	2	.....	0	6,000	1233
19	30	0	0	0	0	0	0	1	3	1	2	0	0	3	.....	200	7,000	1234
6	12	0	0	0	0	0	0	1	3	0	0	.....	.....	4	.....	160	8,000	1235
22	46	0	0	0	0	.....	.....	.....	.....	1	5	.....	.....	4	.....	396	.....	1236
17	19	0	0	0	0	.....	.....	.....	.....	1	3	.....	.....	2	.....	200	5,000	1237
20	31	0	0	0	0	1	2	3	2	7	7	3	2	4	.....	300	20,000	1238
43	73	0	0	0	0	9	3	.....	.....	5	16	6	9	4	.....	260	3,000	1239
53	45	1	5	0	0	.....	.....	.....	.....	11	8	.....	.....	3	.....	.....	.....	1240
91	111	0	0	0	0	.....	.....	.....	.....	14	11	14	11	4	.....	600	.....	1241
30	40	1	0	0	0	.....	.....	.....	.....	7	2	.....	.....	4	.....	200	25,000	1242
15	15	0	0	83	89	0	6	.....	.....	0	6	0	6	3	.....	100	5,000	1243
20	35	0	1	0	0	.....	.....	.....	.....	5	11	1	5	4	.....	800	25,000	1244
23	22	0	0	0	0	0	0	0	0	7	2	0	0	3	.....	200	2,000	1245
81	155	0	5	0	0	16	40	.....	.....	8	22	.....	.....	4	.....	300	.....	1246
45	45	2	0	0	0	.....	.....	.....	.....	7	5	.....	.....	4	.....	400	12,000	1247
15	25	0	0	0	0	.....	.....	.....	.....	4	4	.....	.....	3	.....	100	3,000	1248
5	13	0	0	82	86	.....	.....	.....	.....	2	5	.....	.....	4	.....	100	10,000	1249
10	15	0	0	66	98	.....	.....	.....	.....	1	3	1	2	4	.....	200	3,500	1250
47	81	0	1	0	0	4	6	10	10	5	8	5	8	4	.....	1,400	30,000	1251
24	26	0	0	0	0	.....	.....	1	1	3	2	1	1	3	.....	250	.....	1252
18	29	0	0	0	0	.....	.....	.....	.....	0	8	.....	.....	3	.....	125	12,000	1253
13	13	0	0	76	65	0	0	3	4	0	6	.....	.....	.....	.....	0	6,000	1254
9	12	0	0	0	0	.....	.....	.....	.....	4	4	.....	.....	4	.....	100	10,000	1255
36	23	0	0	0	0	0	0	0	0	4	5	0	0	3	.....	400	8,000	1256
15	28	0	0	0	0	.....	.....	.....	.....	4	8	1	3	3	.....	350	16,500	1257
14	11	0	0	6	7	.....	.....	.....	.....	1	2	1	0	4	.....	53	4,000	1258
5	4	0	0	59	47	.....	.....	3	3	.....	.....	.....	.....	.....	.....	50	1,200	1259

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	IOWA—continued.					
1260	Le Claire	High School *	W. C. Hicks	Dept	1	0
1261	Le Grande	do	Miranda Scoville	Ind	0	1
1262	Lenox	do	W. B. Moffett	Dept	1	1
1263	Leon	do	Sam. L. Darrah	Dept	2	2
1264	Letts	do. *	L. Focht	Dept	1	1
1265	Lewis	do. *	H. B. Newcomb	Dept	1	1
1266	Lime Spring	do. *	J. E. Stout	Ind	1	1
1267	Lineville	do. *	J. W. Cradler	Dept	2	0
1268	Lisbon	do	J. R. Jamison	Ind	1	1
1269	Logan	do. *	H. E. Wheeler	Dept	1	2
1270	Lohrville	do	J. B. Green	Dept	1	0
1271	Lorimor	do	Mary Taylor	Ind	1	2
1272	Lowden	do	Chas. P. Carl	Dept	0	2
1273	Lynnville	do	E. C. Meredith	Dept	1	0
1274	McGregor	do	Miss Josephine Harrison	Dept	2	1
1275	Madrid	do	S. A. Darland	Dept	1	0
1276	Magnolia	do. *	J. E. Turner	Dept	1	0
1277	Malcom	do	W. J. Cattell	Dept	1	0
1278	Malvern	do	Wm. E. Kline	Ind	1	2
1279	Manchester	do	E. B. Stiles	Dept	2	2
1280	Manilla	do	Chas. J. Colden	Dept	0	5
1281	Manning	do	Lewis J. Neff	Ind	1	1
1282	Manson	do	C. A. Fullerton	Dept	2	1
1283	Mapleton	do	H. H. Hahn	Dept	1	1
1284	Maquoketa	do	C. C. Dudley	Dept	1	4
1285	Marble Rock	do	W. E. Long	Ind	1	0
1286	Marcus	do	M. C. Ladd	Dept	1	0
1287	Marengo	do	C. H. Carson	Dept	2	2
1288	Marion	do	Lizzie R. Marshall	Dept	1	4
1289	Marshalltown	do	Herbert B. Hayden	Dept	5	8
1290	Mason City	do	A. R. Sale	Dept	3	7
1291	Maxwell	do	N. G. Richardson	Ind	1	0
1292	Maynard	do	William Beal	Ind	2	0
1293	Mechanicsville	do	L. F. Loos	Ind	1	1
1294	Menlo	do	P. P. Sullivan	Dept	1	0
1295	Miles	do	F. C. Wickes	Ind	1	1
1296	Milton	do	B. W. Hoadley	Dept	1	1
1297	Missouri Valley	do	C. E. Moore	Dept	0	3
1298	Mitchell	do	J. R. McCollum	Ind	1	0
1299	Mitchellville	do	J. Morrisy	Dept	1	1
1300	Modale	do	M. L. Dakan	Ind	1	0
1301	Monroe	do	J. E. Witmer	Dept	1	1
1302	Montezuma	do	G. W. Bryan	Ind	1	2
1303	Monticello	do	W. A. Doron	Dept	1	2
1304	Montour	do	W. W. Davis	Ind	1	0
1305	Montrose	do	J. P. Kennedy	Dept	1	1
1306	Morning Sun	do	A. M. M. Dornon	Dept	1	2
1307	Moulton	do	F. E. King	Dept	2	1
1308	Mount Ayr	do	J. Everett Smith	Dept	2	1
1309	Mount Pleasant	do	Thos. E. Savage	Dept	2	1
1310	Mount Vernon	do	H. R. Wright	Dept	1	1
1311	Murray	do	E. E. Sams	Dept	1	1
1312	Muscatine	do	E. F. Schall	Dept	2	4
1313	Nashua	do	G. E. Hancorne	Ind	1	2
1314	Neola	do	O. J. McManus	Ind	0	6
1315	New Hampton	do	D. A. Thornburg	Dept	1	4
1316	New London	do	S. B. Stonerook, jr	Ind	1	1
1317	New Sharon	do	Chas. W. Hackler	Dept	2	0
1318	Newton	do	E. J. H. Beard	Dept	1	2
1319	North English	do	C. E. Fleming	Ind	1	1
1320	Northwood	do	R. H. Walker	Dept	1	1
1321	Norway	do	C. E. Stinson	Dept	1	0
1322	Oakland	do	W. B. Buckley	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
12	20	0	0	60	70	0	5	....	....	0	3	....	....	3	....	300	$13,270	1260
14	12	0	0	50	37	....	....	....	....	4	1	....	....	3	....	563	....	1261
28	36	0	0	0	0	4	5	....	....	6	13	3	4	3	....	300	12,000	1262
46	71	0	0	0	0	3	0	....	....	8	7	....	....	4	....	25	25,000	1263
17	20	0	0	30	35	....	....	....	....	3	2	....	....	2	....	40	5,000	1264
25	38	0	0	0	0	4	6	....	....	4	4	2	3	4	....	130	10,000	1265
15	18	0	0	83	87	....	....	....	....	2	3	....	....	3	....	60	4,500	1266
35	27	0	0	0	0	....	....	....	....	0	0	....	....	3	....	70	....	1267
12	18	0	0	0	0	....	....	....	....	2	4	0	0	3	....	....	10,000	1268
20	50	0	0	0	0	....	....	....	....	4	10	....	....	4	....	200	....	1269
1	6	0	0	87	75	....	....	....	....	0	0	0	0	3	....	40	7,000	1270
15	20	0	0	40	49	....	....	....	....	0	0	0	0	3	....	....	....	1271
12	15	0	0	0	0	....	....	....	....	2	2	0	0	2	....	85	6,000	1272
15	14	0	0	0	0	7	6	0	0	4	3	3	1	3	....	150	....	1273
12	40	0	0	0	0	0	6	7	0	3	6	2	2	4	....	750	....	1274
12	16	0	0	0	0	3	4	....	....	1	2	0	0	3	....	225	....	1275
23	20	0	0	30	36	....	....	....	....	0	0	0	0	4	....	13	3,000	1276
12	7	0	0	14	15	2	6	2	1	0	0	0	0	....	....	180	3,500	1277
33	31	0	0	200	199	1	12	17	6	4	7	0	7	3	....	70	20,000	1278
62	76	0	0	0	0	16	28	....	....	5	9	3	5	4	....	350	15,000	1279
36	31	0	0	0	0	10	20	4	16	0	0	0	0	3	....	105	10,000	1280
15	10	0	0	0	0	....	....	....	....	6	2	2	0	3	....	225	....	1281
32	36	0	0	0	0	2	0	....	....	12	6	12	6	4	....	188	....	1282
15	10	0	0	0	0	0	0	0	0	1	6	1	1	4	....	200	5,000	1283
56	84	0	0	0	0	5	6	8	7	7	21	3	6	4	....	88	33,000	1284
10	15	0	0	50	75	....	....	....	....	....	....	....	....	2	....	35	3,000	1285
22	18	0	0	0	0	....	....	....	....	0	1	....	....	2	....	200	7,600	1286
39	47	0	0	0	0	....	....	....	....	4	10	2	5	4	....	500	....	1287
89	98	0	0	0	0	23	39	....	....	6	18	2	7	4	....	378	30,500	1288
121	184	0	0	0	0	40	104	49	49	10	23	3	16	4	50	4,500	100,000	1289
105	128	0	0	0	0	....	....	....	....	13	13	....	....	4	40	250	20,000	1290
15	20	0	0	86	77	5	7	2	1	2	4	2	4	3	....	50	....	1291
8	13	0	0	30	42	....	....	....	....	2	0	....	....	3	....	108	4,457	1292
18	25	0	0	57	60	....	....	....	....	1	5	....	....	4	....	50	....	1293
18	17	0	0	5	5	....	....	....	....	2	2	....	....	3	....	260	12,000	1294
15	12	0	0	43	47	0	0	0	0	0	0	0	0	4	....	300	15,000	1295
20	19	0	0	17	31	....	....	....	....	0	0	....	....	4	....	110	....	1296
38	78	0	0	0	0	0	0	0	0	2	14	....	....	3	....	100	....	1297
6	10	0	0	75	78	....	....	....	....	6	3	....	....	3	....	50	4,000	1298
8	11	0	0	0	0	0	0	0	0	2	4	....	....	....	....	115	10,000	1299
2	10	0	0	48	80	....	....	....	....	0	6	....	....	....	....	40	2,500	1300
25	23	0	0	0	0	0	0	....	....	1	7	....	....	4	....	100	....	1301
45	50	0	1	115	146	....	....	....	....	5	11	2	3	4	....	350	....	1302
39	54	0	0	0	0	....	....	....	....	9	12	....	....	3	....	200	....	1303
5	11	0	0	55	70	0	0	....	....	2	4	....	....	3	....	130	7,000	1304
12	18	0	0	0	0	0	0	0	0	0	4	0	0	4	....	200	15,000	1305
52	40	0	0	0	0	....	....	....	....	7	3	4	2	4	....	250	25,000	1306
41	49	1	1	0	0	....	....	....	....	3	4	....	....	4	....	682	20,000	1307
44	54	0	0	0	0	....	....	....	....	4	10	2	0	4	....	300	22,300	1308
43	61	1	3	0	0	20	20	....	....	11	19	6	7	3	....	200	40,000	1309
35	30	0	0	0	0	....	....	....	....	10	10	8	7	3	....	175	12,000	1310
13	24	0	0	0	0	....	....	....	....	2	7	....	....	....	....	40	8,000	1311
74	91	0	1	0	0	....	....	....	....	7	9	6	1	4	....	....	....	1312
32	25	0	0	101	121	15	13	....	....	3	5	....	....	4	....	320	12,000	1313
50	50	0	0	152	130	3	10	....	....	0	10	0	8	3	....	360	14,000	1314
49	60	0	0	0	0	3	3	7	8	2	6	2	4	4	....	220	1,600	1315
13	16	0	0	167	59	....	....	....	....	3	1	....	....	3	....	....	7,000	1316
10	34	0	0	0	0	....	....	....	....	2	4	2	1	3	....	150	10,000	1317
40	63	0	0	0	0	....	....	....	....	8	13	8	13	4	....	899	50,000	1318
34	38	0	0	76	92	....	....	....	....	2	3	....	....	4	....	302	10,000	1319
21	34	0	0	0	0	....	....	....	....	2	11	2	8	4	....	325	6,000	1320
3	11	0	0	10	13	....	....	....	....	1	5	....	....	1	....	75	1,000	1321
35	35	0	0	0	0	0	0	3	0	3	2	3	2	3	....	110	7,500	1322

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	IOWA—continued.					
1323	Odebolt	High School	Chas. Henry	Dept	1	1
1324	Oelwein	do	Prof. Chas. E. Smith	Dept	1	3
1325	Ogden	do.*	S. F. Reece	Dept	1	1
1326	Orange City	do	Mary F. Talbot	Ind	2	1
1327	Osage	do	Geo. Chandler	Dept	2	3
1328	Osceola	do	I. N. Beard	Dept	1	2
1329	Oskaloosa	do	Oliver E. Dixon	Dept	1	6
1330	Ottumwa	do	Miss Effie Fraser	Dept	0	7
1331	Oxford	do	Eugene Henely	Dept	1	1
1332	Oxford Junction	do	W. E. Fleming	Dept	0	4
1333	Pacific Junction	do	A. E. Day	Dept	1	0
1334	Panora	Guthrie County High School	L. M. Swindler	Ind	2	3
1335	Parkersburg	High School	C. A. Draper	Dept	0	2
1336	Patterson	do.*	Geo. M. Dunmire	Dept	1	0
1337	Pella	do.*	Ava Clements	Dept	1	2
1338	Perry	do	Minnie Moore	Dept	2	2
1339	Peterson	do	E. M. Duroe	Ind	1	0
1340	Pleasantville	do	Peter B. Woods	Dept	1	1
1341	Pomeroy	do	J. T. Fackler	Dept	1	1
1342	Postville	do	T. V. Hunt	Dept	2	0
1343	Prairie City	do	J. M. Martindale	Dept	0	4
1344	Prescott	do	A. C. Peckham	Dept	1	1
1345	Preston	do	G. E. Farley	Dept	1	0
1346	Primghar	do	J. J. Billingsly	Dept	1	1
1347	Randolph	do	L. B. Stewart	Ind	1	0
1348	Redfield	do	J. H. Ellison	Ind	1	1
1349	Red Oak	do	Ira S. Condit	Dept	3	3
1350	Reinbeck	do	O. M. Elliott	Dept	2	1
1351	Rhodes	do.*	Grant Flora	Dept	1	0
1352	Riceville	do	H. E. Blackmar	Dept	1	1
1353	Richland	do	A. L. Thorburn	Ind	1	2
1354	Riverside	do	L. A. Wescott	Dept	1	1
1355	Riverton	do	B. M. Taylor	Dept	1	0
1356	Rockford	do	L. B. Moffett	Dept	1	2
1357	Rock Rapids	do	W. S. Wilson	Dept	1	2
1358	Rock Valley	do	W. E. Collins	Dept	0	4
1359	Rolfe	do	T. J. Loar	Ind	1	0
1360	Sabula	do	J. M. Davis	Dept	1	2
1361	Sac City	do	J. N. Hamilton	Ind	1	1
1362	St. Ansgar	do	J. E. Vance	Dept	1	0
1363	St. Charles	do	L. Jay Little	Dept	2	2
1364	Sanborn	do	R. B. Daniel	Dept	0	7
1365	Schaller	do	A. B. Miller	Dept	1	0
1366	Scranton	do	W. H. Meek	Ind	1	0
1367	Seymour	do	L. B. Sager	Dept	2	0
1368	Shannon City	do	J. L. Mullin	Ind	1	0
1369	Shelby	do	Chas. S. Cobb	Dept	1	1
1370	Sheldon	do	Nellie Jones	Dept	1	2
1371	Shellsburg	do	Chas. Severance	Ind	1	0
1372	Shenandoah	do	Evelyn Miller	Dept	1	3
1373	Shueyville	Jefferson Township High School.	G. Fracker	Ind	1	1
1374	Sibley	High School	B. T. Green	Dept	1	2
1375	Sidney	do.*	S. M. Mowat	Dept	1	1
1376	Sigourney	do	Fannie R. Wilson	Dept	2	2
1377	Sioux City	do	W. H. Turnbull	Dept	5	9
1378	Sioux Rapids	do	T. B. Morris	Dept	2	0
1379	Smithland	do	J. M. Rapp	Dept	1	1
1380	Spencer	do	Mr. F. E. Willard	Dept	1	4
1381	Spirit Lake	do	W. F. Davidson	Dept	2	1
1382	Springdale	do	J. M. Davis	Dept	1	3
1383	Springville	do	S. S. Milligan	Dept	0	4
1384	Stanwood	do	Arthur Wilson	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
39	45	0	0	0	0	3	9	2	0	1	7	5	9	4	....	226	....	1323
25	35	0	0	0	0	2	5	6	10	2	1	2	1	4	....	50	....	1324
18	22	0	0	0	0	5	3	7	4	3	3	2	1	3	....	300	$30,000	1325
22	28	0	0	210	218	1	2	....	....	2	1	....	....	4	....	100	....	1326
70	60	0	0	0	0	....	....	....	....	8	17	....	....	4	35	250	35,000	1327
49	81	0	0	0	0	....	....	....	....	1	12	....	....	4	....	150	....	1328
78	159	3	2	0	0	10	36	6	4	8	24	5	12	4	....	1,697	3,000	1329
53	128	0	0	0	0	....	....	....	....	6	11	....	....	4	....	1,200	....	1330
23	20	0	0	0	0	....	....	10	4	3	3	1	0	3	....	223	5,000	1331
20	25	0	0	0	0	....	....	....	....	3	3	....	....	4	....	40	5,000	1332
10	20	0	0	0	0	....	....	....	....	0	0	....	....	3	....	50	5,000	1333
124	109	0	0	0	0	40	30	10	15	6	3	3	0	4	....	660	30,000	1334
26	21	0	0	0	0	2	1	2	0	3	1	....	....	4	....	200	....	1335
3	4	0	0	56	60	1	1	0	0	0	0	0	0	2	....	15	800	1336
23	42	0	0	....	....	....	....	....	....	2	3	....	....	4	....	250	1,200	1337
41	87	0	0	0	0	....	....	....	....	6	13	....	....	4	....	400	36,200	1338
4	11	0	0	93	87	0	0	2	0	2	7	2	0	4	....	0	3,000	1339
15	16	0	0	15	18	0	0	0	0	5	6	....	....	3	....	50	10,000	1340
14	5	0	0	0	0	0	0	1	1	3	1	0	0	3	....	24	14,000	1341
16	34	0	0	0	0	....	....	....	....	1	6	....	....	4	....	30	10,000	1342
16	48	0	0	0	0	3	5	....	....	2	8	1	3	4	....	240	25,000	1343
22	16	0	0	0	0	....	....	....	....	0	2	0	2	4	....	28	7,000	1344
4	16	0	0	0	0	....	....	....	....	0	0	....	....	4	....	....	....	1345
22	40	0	0	0	0	....	....	1	3	4	6	1	2	3	....	290	10,000	1346
8	5	0	0	19	22	0	2	....	....	4	2	0	2	3	....	150	8,000	1347
28	40	0	0	65	63	0	0	0	0	3	4	0	0	3	....	150	5,000	1348
70	104	0	0	0	0	....	....	....	....	8	12	....	....	4	....	1,000	25,000	1349
58	37	0	0	12	8	0	0	....	....	6	4	2	0	4	....	125	15,000	1350
17	18	0	0	59	62	0	0	1	2	2	0	2	0	3	....	100	10,000	1351
17	34	0	0	0	0	....	....	....	....	0	0	....	....	3	....	56	....	1352
11	25	0	0	56	70	....	....	....	....	0	6	....	....	2	....	300	6,000	1353
21	16	0	0	0	0	....	....	....	....	5	3	....	....	3	....	90	3,500	1354
21	25	0	0	0	0	0	0	....	....	1	3	1	3	4	....	100	7,000	1355
22	42	0	0	0	0	....	....	....	....	5	9	2	2	4	....	150	12,000	1356
41	56	0	0	0	0	14	23	....	....	8	8	7	5	4	....	230	30,000	1357
10	30	0	0	0	0	0	5	0	1	1	2	0	1	4	....	400	15,800	1358
9	16	0	0	108	107	0	1	1	1	1	2	....	....	3	....	120	10,000	1359
20	40	0	0	0	0	20	30	....	....	3	3	0	3	3	....	668	30,000	1360
23	31	0	0	167	215	3	1	2	0	7	14	3	4	3	....	140	....	1361
3	8	0	0	0	0	....	....	....	....	0	2	....	....	2	....	300	5,000	1362
15	19	0	0	0	0	1	0	3	2	1	0	1	0	3	....	200	3,000	1363
27	35	0	0	0	0	....	....	27	35	4	0	2	0	4	....	178	5,000	1364
14	22	0	0	0	0	0	0	0	0	1	6	....	....	3	....	66	3,000	1365
7	12	0	0	103	108	....	....	7	12	2	3	0	0	3	....	200	5,000	1366
4	13	0	0	15	33	....	....	....	....	....	....	....	....	3	....	50	12,000	1367
2	4	0	0	73	61	2	1	....	....	3	3	2	1	....	....	80	1,500	1368
34	36	0	0	0	0	3	3	....	....	2	4	1	1	4	....	504	7,600	1369
28	47	0	0	0	0	1	6	0	0	1	6	1	6	4	....	350	....	1370
8	21	0	0	82	79	1	0	0	0	1	5	1	0	2	....	25	8,000	1371
24	35	0	0	0	0	....	....	....	....	4	1	4	1	4	....	200	19,000	1372
18	19	0	0	1	2	....	....	....	....	1	1	....	....	4	....	158	2,000	1373
35	38	0	0	0	0	4	8	12	16	2	9	0	2	4	....	400	18,000	1374
20	30	0	0	0	0	0	3	....	....	5	7	4	2	3	....	60	16,500	1375
49	48	1	0	0	0	....	....	....	....	8	7	....	....	4		256	30,000	1376
179	188	0	0	0	0	3	8	....	....	12	18	....	....	4	....	900	250,000	1377
43	31	0	0	0	0	....	....	....	....	2	6	....	....	4	....	250	7,000	1378
12	24	0	0	0	0	0	0	0	0	0	0	0	0	4	....	200	5,205	1379
35	68	0	0	0	0	....	....	....	....	5	11	4	7	4	....	342	....	1380
14	16	0	0	0	0	....	....	....	....	....	....	....	....	4	....	100	....	1381
30	50	0	0	0	0	11	13	8	9	1	6	1	3	4	....	330	15,000	1382
26	34	0	0	0	0	....	....	1	3	1	3	0	2	4	....	200	15,000	1383
10	17	0	0	0	0	....	....	....	....	1	1	0	1	3	....	150	2,000	1384

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	IOWA—continued.					
1385	State Center	High School	Lucy Curtis	Dept	0	2
1386	Storm Lake	do	Miss Laura Seals	Dept	2	3
1387	Story City	do	Frank W. Shultis	Dept	1	0
1388	Stratford	do	C. W. Stanley	Dept	1	0
1389	Strawberry Point	do	F. H. Slagle	Dept	1	1
1390	Stuart	do.*	Miss Elizabeth Wyant	Dept	2	2
1391	Sumner	do	J. W. Dickman	Ind	1	1
1392	Tabor	do	Miss A. L. Blakely	Dept	0	1
1393	Tama	do	S. C. Huber	Dept	2	1
1394	Thurman	do	J. S. Estes	Ind	0	3
1395	Tingley	do	E. F. Sanders	Ind	1	2
1396	Toledo	do	C. J. Cooper	Dept	2	3
1397	Traer	do	R. A. Kletzing	Dept	1	3
1398	Union	do.*	A. J. Cavana	Dept	2	1
1399	Vail	do	Z. T. Hawk	Dept	1	0
1400	Van Meter	do	D. S. Thompson	Dept	1	0
1401	Victor	do	S. T. May	Dept	2	0
1402	Villisca	do	A. F. Burton, B. S	Dept	1	3
1403	Vinton	do	H. C. Waddle	Dept	1	4
1404	Wall Lake	do.*	F. F. Strong	Ind	1	0
1405	Walnut	do	M. E. Crosier	Dept	1	2
1406	Wapello	do	J. W. Cradler	Dept	1	2
1407	Washington	do	Geo. H. Mullin	Dept	2	4
1408	Washta	do	Wm. Durant	Dept	1	0
1409	Waterloo	East High School	Lydia Hinman	Dept	2	7
1410	do	West High School	A. S. Newman	Dept	2	3
1411	Waucoma	High School	Fred. E. Finch	Dept	1	0
1412	Waukon	do	E. L. Coffeen	Dept	1	2
1413	Waverly	do	S. H. Sheakley	Dept	1	3
1414	Webster City	do	Lillian L. Smith	Dept	1	5
1415	Weldon	do	W. W. Palmer	Ind	1	1
1416	West Branch	do	J. E. Roberts	Dept	0	4
1417	West Liberty	do.*	Lillian Lewis	Dept	0	3
1418	West Union	do	G. E. Finch	Dept	1	1
1419	What Cheer	do	A. L. Shattuck	Dept	1	1
1420	Williamsburg	do	A. T. Hukill	Dept	1	7
1421	Wilton Junction	do	A. L. Brower	Dept	1	1
1422	Winfield	do	H. W. Baker	Dept	1	0
1423	Winterset	do	T. H. Stone, supt	Dept	1	1
1424	Woodburn	do	Chas. Murray	Ind	1	0
1425	Wyoming	do	Lincoln Buchanan	Dept	1	1
	KANSAS.					
1426	Alma	High School	H. W. Jones	Dept	2	0
1427	Almena	do	C. B. Walker	Dept	1	1
1428	Altamont	Labette County High School	T. B. Hanna	Ind	2	2
1429	Americus	High School	C. A. Kent	Dept	1	1
1430	Argentine	do	S. M. Simmonds	Dept	2	0
1431	Arkansas City	do	R. H. Ewing	Dept	2	3
1432	Atchison	do	C. A. Shively	Dept	1	2
1433	Augusta	do	J. H. Findly	Dept	1	1
1434	Baldwin	do	E. W. Myler	Dept	0	4
1435	Belle Plaine	do	D. A. Iliff	Ind	1	0
1436	Belleville	do	James Z. Gilbert	Dept	2	0
1437	Beloit	do	Lucy A. Arthur	Dept	3	13
1438	Brookville	do	T. J. Rollman	Dept	0	3
1439	Bunker Hill	do	Chas. Ellege	Dept	1	0
1440	Burden	do	H. M. Means	Dept	0	5
1441	Burlingame	do	C. S. Fowler	Dept	2	0
1442	Burlington	do.*	Miss Kate B. Miles	Dept	1	2
1443	Burr Oak	do.*	D. J. Coy	Dept	1	1
1444	Burrton	do	H. C. Campbell	Dept	2	0
1445	Caldwell	do	J. F. Clark	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—**Continued.**

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
20	25	0	0	0	0	....	....	....	....	3	6	....	....	3	....	475	....	1385
56	72	0	0	0	0	1	4	1	0	2	4	2	4	4	....	1,101	$45,000	1386
1	6	0	0	70	75	....	....	....	....	0	0	....	....	3	....	161	7,000	1387
20	22	0	0	0	0	0	0	0	0	4	0	0	0	3	....	75	2,000	1388
24	30	0	0	0	0	....	....	....	....	3	3	....	....	4	....	234	10,000	1389
42	67	0	0	0	0	....	....	....	....	4	10	....	....	4	37	350	18,000	1390
16	26	0	0	140	208	....	....	1	0	3	6	....	....	2	....	210	3,050	1391
7	11	0	0	0	0	....	....	....	....	1	14	1	11	1	....	250	....	1392
18	36	0	0	0	0	3	7	....	....	1	15	1	6	3	....	400	....	1393
24	18	0	0	86	112	2	2	....	....	4	6	2	2	3	....	320	....	1394
15	25	0	0	60	75	....	....	5	7	5	7	5	6	3	....	150	3,000	1395
40	55	0	0	0	0	....	....	....	....	8	15	....	....	3	....	535	34,084	1396
60	60	0	0	0	0	0	1	5	5	17	3	3	2	4	....	553	1,500	1397
40	30	0	0	0	0	....	....	17	10	6	4	5	1	1	....	96	....	1398
11	18	0	0	0	0	0	0	....	....	0	0	0	0	3	....	652	5,000	1399
7	11	0	0	0	0	2	3	....	....	2	3	2	3	4	....	78	10,000	1400
15	23	0	0	0	0	....	....	....	....	2	5	2	1	4	....	500	4,500	1401
63	86	0	0	0	0	0	0	0	0	7	19	....	....	4	....	300	6,000	1402
57	63	0	0	0	0	....	....	....	....	10	4	2	5	4	....	350	4,500	1403
11	17	0	0	77	101	0	0	5	9	2	2	0	0	4	....	90	7,000	1404
29	34	0	0	0	0	1	1	2	2	3	6	1	1	4	....	200	....	1405
30	35	0	0	0	0	2	3	0	0	1	4	1	1	3	....	150	20,000	1406
63	100	6	10	0	0	....	....	....	....	17	27	....	....	3	....	100	40,000	1407
5	5	0	0	0	0	0	1	0	0	0	0	0	0	3	....	90	3,000	1408
104	134	0	0	0	0	....	....	45	80	9	12	4	8	4	....	500	2,500	1409
60	87	0	0	0	0	....	....	....	....	11	17	11	17	4	....	400	....	1410
21	27	0	0	0	0	0	0	2	3	1	6	1	1	2	....	75	4,000	1411
32	52	0	0	0	0	....	....	....	....	8	10	....	....	4	45	660	18,000	1412
43	63	0	0	0	0	2	5	10	21	2	4	1	2	4	....	1,700	....	1413
37	100	0	0	0	0	....	....	....	....	5	11	....	....	4	....	300	....	1414
25	30	0	0	35	35	0	0	0	0	0	0	....	....	3	....	208	4,500	1415
31	39	0	0	0	0	....	....	....	....	6	5	....	....	4	....	450	25,000	1416
27	65	0	0	0	0	....	....	....	....	8	13	0	3	3	....	300	16,000	1417
26	32	0	0	0	0	2	2	3	6	2	4	2	1	3	....	200	20,000	1418
10	30	0	0	0	0	0	1	....	....	2	10	1	1	3	....	300	4,000	1419
58	55	0	0	0	0	....	....	....	....	3	5	2	5	4	....	200	15,000	1420
22	36	0	0	0	0	....	....	....	....	3	7	....	....	3	....	....	10,150	1421
14	18	0	0	0	0	....	....	....	....	2	5	0	2	2	....	75	....	1422
30	48	1	0	0	0	4	8	....	....	3	24	1	3	3	....	100	25,000	1423
3	3	0	0	60	61	0	0	0	0	1	0	0	0	3	....	0	2,000	1424
13	15	0	0	0	0	0	15	10	0	1	7	1	7	3	....	150	3,000	1425
18	12	0	8	0	0	0	0	0	0	0	1	0	1	3	....	159	8,000	1426
5	15	0	0	0	0	....	....	....	....	0	0	....	....	3	....	356	8,000	1427
65	112	0	0	0	0	2	2	....	....	7	12	1	1	3	....	200	24,000	1428
16	17	5	2	0	0	4	7	0	0	0	0	0	0	2	....	204	8,000	1429
17	26	1	1	0	0	....	....	....	....	1	5	0	0	3	....	50	....	1430
47	97	11	19	0	0	....	....	3	7	5	15	3	4	4	32	300	....	1431
35	92	4	7	0	0	4	10	2	15	1	7	1	1	4	....	250	20,000	1432
30	34	0	0	0	0	4	5	....	....	3	3	....	....	3	....	200	12,000	1433
25	30	0	0	0	0	....	....	....	....	4	8	4	8	3	....	250	6,000	1434
10	9	0	0	94	111	....	....	....	....	3	3	2	0	3	....	200	12,000	1435
23	24	0	0	0	0	1	2	0	0	1	5	1	2	3	....	500	....	1436
50	101	0	0	0	0	....	....	....	....	4	12	4	12	4	....	2,500	35,000	1437
12	20	0	0	0	0	10	10	....	....	3	1	....	....	3	....	400	6,000	1438
3	3	1	0	46	57	....	....	....	....	....	....	....	....	2	....	1,025	8,000	1439
20	24	0	0	0	0	....	....	....	....	1	3	0	0	2	....	175	8,000	1440
14	33	1	2	0	0	1	6	2	6	3	8	2	8	....	....	2,000	....	1441
20	32	2	3	0	0	....	....	....	....	2	7	2	6	4	....	200	20,000	1442
20	25	0	0	38	44	....	....	....	....	0	8	0	0	4	....	120	2,500	1443
19	12	0	0	0	0	3	0	0	0	3	0	3	0	....	....	500	10,000	1444
6	17	0	0	13	19	2	2	1	0	1	0	1	0	4	....	562	....	1445

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	KANSAS—continued.					
1446	Carbondale	High School	J. T. Albin	Dept	1	1
1447	Cawker City	do	L. J. Hall	Dept	1	2
1448	Centralia	do	Geo. C. Baker	Dept	1	1
1449	Chanute	do	H. C. Ford	Dept	1	1
1450	Chapman	Dickinson County High School.	S. M. Cook	Dept	3	3
1451	Cherokee	High School*	W. B. Hall	Dept	1	0
1452	Cherryvale	do	Irene Beckley	Dept	1	1
1453	Chetopa	do	G. M. Brown	Dept	1	0
1454	Circleville	do	George Allen, jr	Ind	1	0
1455	Clay Center	do	Wm. S. Heusner	Dept	2	1
1456	Clifton	do	Mr. Mullen	Ind	1	1
1457	Clyde	do.*	E. P. McMahon	Dept	1	1
1458	Coffeyville	do	S. A. Harbourt	Dept	1	1
1459	Colby	do.*	R. A. Elwood	Dept	1	0
1460	Coldwater	do	N. G. Sutton	Dept	1	0
1461	Columbus	do	E. L. Enloe	Dept	2	0
1462	Concordia	do	Ida R. Wilcox	Dept	1	1
1463	Cottonwood Falls	do	L. A. Lowther	Dept	2	0
1464	Council Grove	do	B. F. Nihart	Dept	2	4
1465	Delphos	do	Theo. H. Scheffer	Dept	1	1
1466	Dodge City	do	Warren Baker	Dept	1	0
1467	Douglass	do.*	W. J. Speer	Ind	1	2
1468	Downs	do	W. H. Andrews	Ind	1	1
1469	Effingham	Atchison County High School.	S. J. Hunter, A. M	Dept	2	3
1470	El Dorado	High School	W. M. Fisher	Dept	2	1
1471	Elk City	do	Alexander Nash	Dept	2	0
1472	Ellinwood	do	C. M. Lockhart	Dept	1	1
1473	Ellis	do	J. W. Thompson	Dept	1	0
1474	Ellsworth	do	H. Coover	Dept	2	0
1475	Erie	do	A. T. S. Owen, B. S	Dept	2	0
1476	Eureka	do	Miss Jessie Brookover	Dept	1	2
1477	Everest	do	J. O. Ward	Dept	1	0
1478	Florence	do	E. C. Hickey	Ind	1	0
1479	Fort Scott	do	Laura M. Moore	Dept	1	3
1480	Frankfort	do.*	T. P. Bogar	Dept	1	1
1481	Fredonia	do	J. R. Campbell	Dept	3	0
1482	Galena	do.*	S. C. Lewis	Dept	2	0
1483	Galva	do	Geo. Barkley	Dept	1	0
1484	Garden City	do	R. S. Liggett	Dept	2	1
1485	Garnett	do	F. McClellan	Dept	2	9
1486	Geneva	do	John B. White	Dept	1	0
1487	Girard	do	J. W. Weltner	Dept	1	1
1488	Glen Elder	do.*	W. S. Hadley	Dept	1	0
1489	Goodland	do	Leona B. Irione	Dept	0	1
1490	Great Bend	do	J. A. Brady	Dept	2	1
1491	Greeley	do	J. A. Maburim	Dept	0	3
1492	Greenleaf	do	E. H. Jackson	Dept	1	1
1493	Grenola	do.*	J. F. Deal	Dept	1	0
1494	Gypsum	do	J. P. Perrill	Dept	1	0
1495	Halstead	do	H. O. Kruse	Dept	2	0
1496	Hamlin	do	H. H. Spangler	Ind	1	0
1497	Hanover	do	A. B. Minshall	Ind	1	1
1498	Harper	do.*	Jonas Cook	Dept	1	1
1499	Hartford	do.*	Wilbert D. Ross	Dept	1	0
1500	Hays City	do	Oscar A. Kropf	Dept	1	1
1501	Herington	do	W. W. Ramey	Ind	1	1
1502	Hiawatha	do	E. O. Leatherwood	Dept	2	2
1503	Hill City	do	John S. Dawson	Dept	1	0
1504	Hoisington	do	C. R. Aldrich	Ind	1	0
1505	Holton	do	Erwin E. Heath	Dept	2	0
1506	Horton	do.*	Edw. O'Bryan	Dept	2	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
9	26	0	0	0	0	6	4	2	3	3	5	2	2	3	....	80	$4,000	1446
35	40	0	0	0	0	....	....	....	....	7	4	3	4	3	....	500	10,000	1447
10	10	0	2	....	....	6	7	....	....	4	3	2	2	3	....	75	10,000	1448
23	37	1	1	0	0	6	4	3	0	6	17	2	2	3	....	1,000	....	1449
100	115	0	0	0	0	2	0	6	8	7	16	....	....	4	....	1,500	28,000	1450
12	14	0	0	0	0	....	....	....	....	1	1	....	....	3	....	50	10,000	1451
23	36	0	0	0	0	....	....	....	....	5	11	....	....	3	....	70	....	1452
15	32	0	1	0	0	2	1	....	....	4	4	2	1	3	....	....	....	1453
4	7	0	0	89	95	....	....	....	....	2	4	0	0	2	....	200	1,200	1454
45	65	2	1	0	0	....	....	....	....	10	16	4	6	4	....	1,075	....	1455
27	24	0	0	130	140	....	....	....	....	2	1	2	1	3	....	365	....	1456
23	36	0	0	0	0	2	4	5	5	4	7	2	3	3	....	200	12,000	1457
70	50	2	3	0	0	....	....	....	....	5	7	3	4	4	....	300	....	1458
8	20	0	0	73	59	....	....	....	....	0	0	....	....	3	....	100	1,200	1459
20	18	0	0	0	0	....	....	5	4	0	0	....	....	3	....	237	8,000	1460
30	59	2	1	0	0	....	....	30	59	5	13	5	13	3	....	1,563	18,000	1461
20	15	0	0	0	0	....	....	....	....	5	4	2	0	3	....	....	....	1462
20	30	0	0	0	0	1	4	....	....	2	8	1	3	3	....	700	15,000	1463
50	50	0	0	0	0	4	3	....	....	....	....	....	....	3	....	200	20,000	1464
22	31	0	0	0	0	0	0	1	0	0	0	0	0	4	....	60	13,524	1465
25	35	0	0	0	0	3	7	....	....	2	6	1	2	4	....	500	....	1466
10	40	0	0	130	70	....	....	....	....	0	0	....	....	2	....	40	10,000	1467
13	15	0	1	124	140	7	9	....	....	3	3	2	0	3	....	....	5,000	1468
30	26	2	2	....	....	3	7	....	....	5	7	0	0	4	....	400	2,500	1469
32	66	0	0	0	0	....	....	....	....	5	12	0	0	3	....	200	25,000	1470
21	29	0	0	0	0	....	....	....	....	3	5	1	1	3	....	146	7,000	1471
11	14	0	0	0	0	....	....	....	....	2	7	2	6	1	....	....	15,000	1472
6	14	0	0	15	4	....	....	....	....	5	3	....	....	3	....	450	14,000	1473
15	16	0	1	5	12	....	....	....	....	1	4	....	....	4	....	....	10,000	1474
30	38	0	0	0	0	5	3	2	0	6	9	3	4	4	....	150	10,000	1475
19	37	1	0	0	0	2	2	....	....	2	5	2	2	3	....	150	2,500	1476
4	8	0	0	0	0	0	1	0	0	0	1	0	1	3	....	158	300	1477
12	13	0	1	154	175	0	0	3	7	1	3	1	3	3	....	50	12,500	1478
54	99	7	11	0	0	....	....	....	....	3	10	0	7	4	....	225	450	1479
10	16	1	0	0	0	....	....	....	....	0	2	0	2	3	....	600	10,000	1480
40	60	0	1	0	0	9	16	0	0	4	6	4	6	4	....	500	10,000	1481
21	42	0	0	0	0	3	2	....	....	4	8	3	2	3	....	150	....	1482
12	12	0	0	0	0	....	....	....	....	....	....	....	....	2	....	49	....	1483
20	25	0	1	0	0	5	3	3	1	2	2	1	1	4	....	50	2,500	1484
29	58	2	3	0	0	....	....	10	15	5	8	4	5	3	....	275	25,000	1485
3	5	15	9	0	0	....	....	....	....	....	....	....	....	2	....	100	1,200	1486
27	43	0	1	0	0	....	....	27	43	5	12	5	12	3	....	1,000	....	1487
15	20	0	0	0	0	....	....	....	....	2	7	....	....	2	....	600	5,000	1488
6	4	0	0	0	0	0	0	0	0	0	0	0	0	3	....	150	15,000	1489
35	50	3	4	0	0	25	30	....	....	4	7	0	1	4	....	500	....	1490
15	15	0	0	0	0	6	5	1	0	1	4	2	0	3	....	40	6,000	1491
21	24	0	0	0	0	....	....	....	....	0	0	0	0	3	....	200	....	1492
9	6	0	0	0	0	....	....	....	....	1	1	....	....	2	....	75	8,000	1493
11	16	0	0	4	4	....	....	2	0	0	0	0	0	3	....	....	6,000	1494
29	27	0	0	0	0	....	....	....	....	2	2	2	2	4	....	400	....	1495
10	10	0	0	30	35	....	....	....	....	3	3	0	0	2	....	350	3,000	1496
16	5	0	0	63	63	....	....	....	....	2	2	1	2	3	....	112	11,500	1497
22	22	0	0	0	0	....	....	....	....	7	5	....	....	3	....	100	20,000	1498
10	13	0	0	0	0	0	0	3	2	1	4	1	1	3	....	100	....	1499
21	23	0	0	0	0	10	12	....	....	2	4	1	2	3	....	200	5,000	1500
11	22	0	0	189	194	11	22	....	....	1	8	1	8	3	....	400	25,000	1501
30	61	0	0	0	0	6	5	10	4	4	16	2	6	4	....	....	30,000	1502
3	13	0	0	0	0	....	....	2	3	0	4	0	4	3	....	40	3,500	1503
5	9	0	0	85	88	....	....	....	....	0	0	....	....	3	....	40	6,000	1504
15	64	0	0	0	0	4	16	....	....	0	15	0	9	3	....	3,849	20,000	1505
20	40	0	0	0	0	....	....	....	....	....	....	....	....	4	....	300	43,000	1506

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	KANSAS—continued.					
1507	Humboldt	High School	W. C. Brookins	Dept.	1	1
1508	Hutchinson	do.*	Esther H. Richardson	Dept.	2	2
1509	Independence	do	Jeanie McKinlay	Dept.	1	2
1510	Iola	do	Miss Clifford Mitchell	Dept.	1	2
1511	Jewell City	do	S. H. Sanford	Ind	2	0
1512	Junction City	do	Ida M. Hodgdon	Dept.	2	4
1513	Kanopolis	do	A. M. Woodmansee	Dept.	1	1
1514	Kingman	do	C. A. Murphy	Dept.	2	0
1515	Kiowa	Franklin High School	J. C. Kenwell	Dept.	1	0
1516	La Crosse	High School	W. T. Clark	Dept.	1	3
1517	La Cygne	do	W. A. Stacey	Dept.	1	1
1518	Lakin	do	E. W. Kelley	Dept.	1	0
1519	Larned	do	J. W. Mayberry	Dept.	2	0
1520	Lawrence	do	F. H. Olney	Dept.	3	7
1521	Leavenworth	do	W. A. Evans	Dept.	1	5
1522	Leoti	do	H. B. Herod	Ind	1	0
1523	Le Roy	do	J. M. Pieratt	Dept.	1	0
1524	Liberal	do	A. L. Stickel	Dept.	1	0
1525	Lincoln	do	W. L. Helton	Ind	1	0
1526	Lindsborg	do	J. M. Archer	Dept.	1	0
1527	Little River	do	J. J. Caldwell	Dept.	1	0
1528	Lyndon	do	L. A. Parke	Dept.	1	0
1529	Lyons	do	Mary E. Berry	Dept.	1	1
1530	McPherson	do.*	Mrs. Mary Ludlum	Dept.	1	1
1531	Madison	do	Chas. Brookover	Dept.	1	0
1532	Mankato	do	C. C. Towner	Dept.	2	0
1533	Marion	do	J. M. Winslow	Dept.	2	0
1534	Marquette	do	H. E. Bruce	Dept.	1	0
1535	Marysville	do.*	N. T. Adams	Dept.	2	2
1536	Medicine Lodge	do	C. G. Messerley	Dept.	2	0
1537	Moline	do	C. W. Thompson	Dept.	1	2
1538	Morantown	do	S. L. Fogleman	Dept.	1	0
1539	Mound City	do	O. B. Reddick	Dept.	1	1
1540	Mound Valley	do	Chas. H. Williams	Dept.	1	1
1541	Mulvane	do	O. Winslow Jones	Dept.	1	1
1542	Neodesha	do	G. W. Smith	Dept.	2	1
1543	Neosho Falls	do	E. C. Parker	Ind	1	1
1544	Ness City	do	Porter Young	Ind	1	1
1545	Newton	do	D. R. Krehbiel	Dept.	1	2
1546	Nickerson	do	J. H. Jackson	Dept.	2	0
1547	Norton	do	H. M. Culter	Dept.	1	1
1548	Nortonville	do	P. A. Glenn	Dept.	1	0
1549	Olathe	do	May Parker	Dept.	2	1
1550	Osage City	do	N. McDonald	Dept.	2	0
1551	Osawatomie	do.*	R. S. Russ	Dept.	1	1
1552	Osborne	do	W. H. Olin	Dept.	1	1
1553	Oskaloosa	do	D. L. Stanley	Ind	1	2
1554	Ottawa	do.*	A. D. Wilcox	Dept.	2	2
1555	Oxford	do	W. M. Massey	Dept.	1	0
1556	Paola	do	Frank W. Allin	Dept.	2	2
1557	Pittsburg	do	Hugh H. Ewing	Dept.	1	2
1558	Plainville	do	J. N. Day	Dept.	1	0
1559	Pleasanton	do	S. C. Bloss	Dept.	0	6
1560	Pratt	do	Grant Van Hoose	Dept.	2	0
1561	Prescott	do	W. Darling	Ind	1	0
1562	Randall	do.*	Miss Mary Price	Ind	1	0
1563	Reading	do	C. R. Alexander	Dept.	1	0
1564	Reserve	do	T. P. Detamore	Ind	1	0
1565	Sabetha	do	Isaac B. Morgan	Dept.	1	1
1566	St. John	do	U. S. Sartin	Dept.	2	0
1567	Salina	do	Mrs. M. A. Ludlum	Dept.	2	1
1568	Scandia	do	May Carpenter	Dept.	1	1
1569	Scranton	do	J. M. Colburn	Dept.	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
31	37	0	0	0	0	....	....	....	....	2	3	....	....	4	....	677	$8,000	1507
47	105	1	0	0	0	29	75	0	0	3	10	2	6	4	....	550	....	1508
54	50	3	0	0	0	....	....	....	....	4	7	....	....	4	....	400	15,000	1509
35	58	0	0	0	0	....	....	....	....	4	7	1	6	4	....	150	18,000	1510
29	38	0	0	0	0	....	....	....	....	4	8	....	....	4	....	226	5,000	1511
70	120	0	0	0	0	....	....	....	....	6	9	....	....	4	....	1,000	....	1512
4	20	0	0	28	57	1	1	0	1	1	1	0	0	3	....	47	10,000	1513
27	29	0	0	0	0	....	....	....	....	6	5	....	....	4	....	500	....	1514
13	18	0	0	0	0	13	18	0	0	1	1	1	1	3	....	678	30,000	1515
12	33	0	0	0	0	1	2	....	....	2	2	2	2	3	....	25	8,000	1516
19	20	0	0	0	0	4	5	....	....	2	5	2	5	3	....	200	13,000	1517
15	27	0	0	0	0	....	....	....	....	0	0	....	....	4	....	100	20,000	1518
22	25	1	0	0	0	....	....	....	....	2	6	....	....	3	....	525	15,000	1519
200	241	18	27	0	0	....	....	....	....	24	43	....	....	4	....	250	....	1520
80	139	3	15	....	....	2	3	41	74	11	17	11	17	4	....	1,100	....	1521
6	5	0	0	46	41	....	....	....	....	0	2	....	....	1	....	....	....	1522
9	28	0	0	0	0	2	2.	2	3	1	8	....	....	3	....	125	9,000	1523
5	11	0	0	0	0	1	0	0	0	0	0	0	0	4	....	20	5,000	1524
10	30	0	0	203	181	....	....	....	....	2	4	....	....	3	....	....	24,000	1525
2	10	0	0	0	0	4	1	0	0	2	3	2	3	2	....	60	7,000	1526
10	8	0	0	12	21	....	....	....	....	2	1	....	....	....	....	125	4,000	1527
7	18	0	0	0	0	0	3	2	0	1	3	1	2	3	....	50	5,000	1528
21	27	0	1	0	0	....	....	10	12	4	10	4	4	4	....	500	17,000	1529
21	47	0	0	0	0	16	40	....	....	6	6	6	6	3	....	700	70,000	1530
6	6	0	0	0	0	....	....	....	....	....	....	....	....	3	....	75	5,000	1531
30	49	0	0	0	0	3	6	3	2	6	8	3	6	4	....	500	5,000	1532
36	35	1	0	0	0	....	....	....	....	6	1	6	1	4	....	40	32,000	1533
9	10	0	0	0	0	2	3	....	....	5	4	....	....	2	....	260	6,000	1534
22	27	0	0	0	0	....	....	0	0	1	6	0	2	4	....	2,200	25,000	1535
8	27	0	0	0	0	0	1	0	1	0	1	....	....	3	....	275	20,000	1536
13	13	0	0	0	0	....	....	....	....	1	3	....	....	2	....	100	....	1537
14	14	0	0	0	0	7	6	....	....	2	3	2	3	3	....	122	2,000	1538
19	21	0	0	0	0	3	1	....	....	3	2	3	2	3	....	0	2,000	1539
16	24	0	0	0	0	3	8	0	0	2	2	2	2	3	....	150	5,000	1540
9	21	0	0	0	0	....	....	....	....	1	4	....	....	2	....	80	10,000	1541
17	28	0	0	0	0	....	....	....	....	2	7	2	7	3	....	434	8,200	1542
10	15	0	0	155	140	5	6	....	....	1	4	1	2	3	....	346	1,000	1543
9	12	0	0	87	89	....	....	....	....	0	4	....	....	3	....	496	23,000	1544
34	57	2	3	0	0	....	....	1	1	5	14	5	14	3	....	200	....	1545
18	28	0	1	0	0	....	....	....	....	0	4	0	4	3	....	250	25,000	1546
20	14	0	0	17	17	....	....	....	....	4	4	4	4	4	....	600	....	1547
15	23	0	0	0	0	....	....	....	....	2	5	0	0	3	....	150	6,500	1548
43	45	1	2	0	0	....	....	....	....	0	7	0	7	3	....	300	3,000	1549
22	44	1	4	0	0	....	....	....	....	1	9	0	0	3	....	1,250	5,000	1550
30	24	0	2	0	0	0	1	....	....	3	8	0	0	3	....	....	2,000	1551
18	52	1	1	0	0	4	20	2	0	3	7	2	3	4	....	350	....	1552
20	30	0	0	155	167	13	22	2	0	5	5	5	5	4	....	324	8,000	1553
41	80	1	4	0	0	....	....	....	....	6	22	2	8	3	....	300	....	1554
15	24	0	0	0	0	....	....	....	....	10	8	....	....	1	....	300	....	1555
46	79	1	4	0	0	3	3	10	20	2	4	2	3	4	....	....	....	1556
27	41	0	0	0	0	3	1	4	4	2	7	1	1	3	....	30	30,000	1557
12	18	0	0	0	0	0	0	0	0	0	0	0	0	2	....	30	6,000	1558
20	30	1	1	0	0	....	....	....	....	1	5	0	3	3	....	100	....	1559
14	32	1	2	0	0	4	11	0	0	4	6	0	2	4	....	100	20,000	1560
12	28	0	0	44	36	1	15	....	....	....	....	....	....	....	....	....	5,000	1561
15	14	0	0	25	46	0	0	0	0	6	0	0	0	2	....	15	....	1562
11	11	0	0	0	0	0	0	4	5	0	3	0	1	3	....	200	10,000	1563
12	3	0	0	35	46	....	....	3	1	....	....	....	....	3	....	475	3,800	1564
32	47	0	2	0	0	....	....	6	10	5	15	0	8	4	....	250	20,000	1565
13	29	0	0	0	0	....	....	....	....	0	4	0	4	2	....	200	19,000	1566
35	50	1	0	0	0	....	....	....	....	5	11	5	11	4	....	....	....	1567
25	35	0	0	0	0	....	....	15	20	....	....	....	....	3	....	200	2,500	1568
13	30	0	0	0	0	....	....	....	....	2	5	....	....	3	....	10	....	1569

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	KANSAS—continued.					
1570	Sedan	High School	J. A. Ferrell	Dept	2	0
1571	Sedgwick	do	J. C. Moyer	Dept	1	1
1572	Seneca	do	Mrs. L. B. Wright	Dept	1	2
1573	Smith Center	do	J. N. Mosher	Dept	2	0
1574	Solomon	do	L. H. Wishard	Dept	1	1
1575	Stockton	do	C. E. Merwin	Dept	1	0
1576	Syracuse	do	Theo. B. Moore	Dept	1	0
1577	Thayer	High School	F. M. Abbott	Dept	1	0
1578	Topeka	High School*	C. W. Hickman	Dept	4	8
1579	Valley Falls	do	J. M. Nation	Dept	1	1
1580	Wa Keeney	do	Mrs. Lucy S. Best	Dept	0	1
1581	Walnut	do	J. B. McClure	Ind	1	1
1582	Wamego	do	E. P. Barrett	Dept	2	1
1583	Washington	do	E. L. Enochs	Dept	2	0
1584	Wathena	do	G. W. Kinkead	Ind	1	1
1585	Waverly	do.*	George R. Crisman	Dept	1	0
1586	Weir	do	Geo. B. Deem	Dept	1	0
1587	Wellington	do.*	T. W. Butcher	Dept	3	1
1588	Wellsville	do	Francis A. Prather	Dept	1	0
1589	Wichita	do	Frank R. Dyer	Dept	5	4
1590	Williamsburg	do	W. M. Seamen	Dept	1	0
1591	Wilson	do	Dallas Grover	Dept	3	7
1592	Winfield	do	M. E. Hickey	Dept	2	2
1593	Yates Center	do	Miss L. J. Stephenson	Dept	0	3
	KENTUCKY.					
1594	Adairville	High School	J. W. Morrison	Ind	2	0
1595	Ashland	do	H. M. Finley	Dept	2	2
1596	Augusta	do	E. B. Buffington	Dept	1	0
1597	Benton	Marshall County Seminary	G. R. Throop	Dept	1	1
1598	Carlisle	Graded School	Wm. F. Ramey	Dept	1	1
1599	Catlettsburg	High School *	J. B. Leech	Dept	1	1
1600	Cloverport	do	J. H. B. Logan	Ind	1	0
1601	Corydon	do	C. E. Dudley	Dept	1	2
1602	Covington	do	H. R. Blaisdell	Dept	1	5
1603	Crittenden	Male and Female Institute	C. S. Ellis	Ind	1	0
1604	Cynthiana	Graded School	C. A. Leonard, A. M	Dept	1	1
1605	Dayton	High School	R. M. Mitchell	Dept	1	1
1606	Farmington	Farmington Institute*	T. B. Wright	Ind	1	1
1607	Flemingsburg	High School*	G. W. Leahy	Dept	2	2
1608	Fort Thomas	Highland High School*	C. J. Hall	Ind	1	1
1609	Frankfort	High School	J. D. Coleman	Dept	2	1
1610	do	High School (colored)	Wm. H. Mayo	Dept	1	0
1611	Fulton	Carr Institute*	W. T. Aydelott	Ind	1	3
1612	Ghent	High School	C. H. Duncan	Ind	1	1
1613	Glasgow	do.*	H. W. Barclay	Ind	1	1
1614	Harrodsburg	do	Chas. W. Bell	Dept	0	3
1615	Hawesville	do	Mrs. Mary H. Brook	Dept	0	1
1616	Hickman	Hickman College	J. C. Cheek	Dept	1	0
1617	Hiseville	High School	G. P. Turner	Ind	1	1
1618	Hopkinsville	do	Livingstone McCartney	Dept	1	3
1619	Hyden	do	W. V. Thompson	Ind	1	0
1620	Lamasco	Lamasco Academy	J. J. Nall	Ind	1	0
1621	Lancaster	Graded School	B. S. Gowen	Dept	1	0
1622	Lewisburg	High School	O. T. Sutton	Ind	2	0
1623	Lisman	Shiloh High School	E. G. Thompson	Ind	1	0
1624	London	Laurel Seminary*	M. B. Jones	Ind	1	0
1625	Louisa	High School	U. S. G. Anderson	Dept	1	1
1626	Louisville	Central High School	A. E. Meyzeek	Dept	6	0
1627	do	Girls' High School	W. H. Bartholomew	Dept	1	17
1628	do	Male High School	Maurice Kirby	Dept	10	0
1629	do	Manual Training High School.	H. G. Brownell	Dept	12	0

* Statistics of 1894–95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
23	17	0	0	0	0	2	4	....	....	2	4	2	4	4	....	125	$10,000	1570
13	22	0	0	0	0	8	6	....	....	2	4	....	....	....	....	815	....	1571
39	45	0	0	0	0	....	....	....	....	2	2	2	2	4	....	1,000	....	1572
28	22	0	0	0	0	....	....	....	....	5	2	....	....	3	....	....	1,800	1573
20	26	0	0	0	0	0	0	8	10	9	6	2	2	3	....	650	5,000	1574
13	32	2	3	0	0	....	....	....	....	0	2	....	....	3	....	320	3,000	1575
12	21	0	0	0	0	0	0	2	0	0	0	0	0	3	....	65	10,000	1576
10	26	0	2	0	0	....	....	....	....	0	6	....	....	3	....	....	10,000	1577
185	290	8	21	0	0	....	....	....	....	14	31	....	....	4	....	300	95,000	1578
17	29	0	1	0	0	6	14	....	....	....	....	....	....	4	....	700	....	1579
10	8	0	0	4	10	5	0	3	8	0	0	....	....	3	....	672	5,000	1580
14	31	0	0	75	80	4	0	....	....	4	1	4	0	3	....	300	2,500	1581
40	54	1	2	0	0	....	....	....	....	1	4	1	2	4	....	400	30,000	1582
26	19	0	0	0	0	12	10	10	2	2	0	2	0	4	....	250	....	1583
12	27	1	2	12	10	....	....	12	21	4	4	0	3	4	....	....	8,000	1584
9	22	0	0	0	0	1	6	....	....	1	6	1	0	2	....	250	10,000	1585
14	35	0	0	0	0	0	0	....	....	1	2	1	2	3	....	200	....	1586
70	56	1	1	0	0	....	....	....	....	2	5	2	5	4	....	500	....	1587
15	17	0	0	0	0	....	....	....	....	3	4	....	....	3	....	150	1,500	1588
140	196	4	3	0	0	10	19	8	10	17	28	4	10	4	....	362	20,000	1589
4	4	0	0	0	0	....	....	....	....	0	0	0	0	3	....	265	8,500	1590
25	32	0	0	0	0	....	....	7	5	2	6	2	3	3	....	400	20,000	1591
54	80	1	2	0	0	....	....	25	40	5	12	5	12	4	....	1,175	....	1592
20	35	0	0	0	0	0	0	0	0	2	2	0	0	3	....	1,000	3,000	1593
14	17	0	0	44	37	0	0	3	0	3	2	3	0	3	....	....	4,000	1594
52	73	0	0	0	0	....	....	....	....	7	7	....	....	4	....	400	39,112	1595
17	12	0	0	0	0	....	....	....	....	....	....	....	....	3	....	....	....	1596
45	55	0	0	0	0	4	3	....	....	....	....	....	....	4	....	200	5,000	1597
16	32	0	0	0	0	....	....	....	....	3	4	3	4	1	....	210	13,000	1598
24	30	0	0	0	0	....	....	....	....	0	0	....	....	4	....	300	2,800	1599
21	23	0	0	122	118	8	10	....	....	6	6	....	....	3	....	....	10,000	1600
14	30	0	0	0	0	1	4	4	0	1	6	1	2	4	....	150	7,000	1601
53	127	0	0	0	0	....	....	....	....	2	23	0	1	4	....	350	....	1602
28	24	0	0	25	23	....	....	....	....	0	0	....	....	4	....	35	2,000	1603
31	56	0	0	0	0	1	0	0	0	1	10	1	1	4	....	1,800	8,000	1604
12	22	0	0	0	0	2	3	3	1	2	6	1	2	3	....	....	....	1605
20	8	0	0	70	77	8	3	....	....	0	0	0	0	3	....	....	....	1606
30	40	0	0	0	0	....	....	....	....	2	2	2	0	3	....	....	3,500	1607
19	13	0	0	91	82	....	....	....	....	1	2	....	....	4	....	....	10,000	1608
36	63	0	0	0	0	....	....	....	....	4	11	....	....	3	....	286	1,200	1609
5	14	5	14	0	0	....	....	....	....	1	3	....	....	3	....	100	15,000	1610
19	32	0	0	133	150	....	....	....	....	1	4	1	3	3	....	....	6,000	1611
7	5	0	0	35	40	7	5	0	0	0	0	....	....	4	....	0	7,000	1612
10	7	0	0	95	123	....	....	....	....	5	2	4	1	2	....	200	....	1613
60	50	0	0	0	0	10	5	....	....	10	5	3	0	2	....	100	10,000	1614
19	25	0	0	0	0	2	2	0	0	2	6	0	0	3	....	1	6,000	1615
12	23	0	0	0	0	....	....	....	....	2	3	1	5	3	....	350	....	1616
30	20	0	0	50	50	4	2	2	3	0	0	....	....	....	....	....	....	1617
17	58	0	0	0	0	0	0	5	15	5	5	....	....	3	....	1,634	....	1618
12	12	0	0	33	28	10	15	7	5	0	0	0	0	....	....	....	575	1619
19	11	0	0	35	35	3	0	....	....	....	....	....	....	....	....	....	1,500	1620
12	28	0	0	0	0	5	5	....	....	0	0	0	0	4	....	0	15,000	1621
5	5	0	0	65	70	1	1	....	....	....	....	....	....	3	....	....	....	1622
10	10	0	0	30	33	....	....	....	....	0	0	0	0	....	....	0	1,000	1623
10	6	0	0	90	120	0	0	0	0	0	0	0	0	2	....	250	1,000	1624
10	20	0	0	0	0	0	0	1	0	1	0	....	....	3	....	60	15,000	1625
42	171	0	0	0	0	....	....	....	....	2	24	....	....	4	....	400	....	1626
0	578	0	0	0	0	0	3	....	....	....	....	....	....	4	....	1,500	150,000	1627
275	0	0	0	0	0	....	....	....	....	32	9	12	0	4	....	200	75,000	1628
215	0	0	0	0	0	0	0	....	....	31	0	6	0	3	....	400	150,000	1629

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	KENTUCKY—cont'd.					
1630	Ludlow	High School	Aaron Grady	Dept	1	1
1631	Mackville	....do.*	J. L. Clark	Ind	1	0
1632	Marion	Graded High School	Charles Evans	Dept	1	4
1633	Maysville	High School	D. C. Hutchins	Dept	2	2
1634	Minerva	Male and Female Academy	W. E. Fite	Ind	1	0
1635	Mount Sterling	High School	Mrs. N. K. Hibler	Ind	0	3
1636	Mount Zion	....do.*	J. G. Blackburn	Ind	1	0
1637	Newport	Bellevue High School	J. M. N. Downes	Dept	0	2
1638	....do	Highlands High School	C. J. Hall	Ind	1	0
1639	....do	High School*	Charles Hammond	Dept	1	5
1640	Nicholasville	Graded School	R. G. Lowrey	Dept	1	0
1641	Paducah	High School*	G. B. Haggett	Dept	1	1
1642	Paris	....do	F. P. Walker	Dept	2	0
1643	....do	High School (colored)	J. C. Graves	Dept	1	5
1644	Richmond	Caldwell High School*	J. D. Clark	Dept	1	1
1645	Rochester	High School	N. T. Groves	Dept	1	0
1646	Scottville	Scottville Seminary	V. O. Gilbert	Ind	1	1
1647	Somerset	High School	Alfred Livingston	Dept	1	1
1648	Upton	Uptonville Institute	J. M. Phipps	Dept	0	1
1649	Vine Grove	Vine Grove Academy	J. C. Cardwell	Dept	1	1
1650	Williamstown	Graded School	J. H. Dickey	Dept	0	3
1651	Winchester	High School	A. C. Fleshman	Dept	1	1
	LOUISIANA.					
1652	Alto	High School*	J. C. Blanton	Ind	1	0
1653	Bastrop	Morehouse High School	D. B. Showalter	Dept	2	0
1654	Centerville	High School	L. J. Alleman	Ind	1	0
1655	Donaldsonville	Ascension Academy*	Wm. J. Gahan	Ind	1	0
1656	Downsville	Downsville Academy*	Jno. H. Davidson	Ind	1	0
1657	Grand Cane	High School	Geo. Williamson	Ind	2	1
1658	Jena	Catahoula High School	R. N. Gardner	Ind	1	1
1659	Lake Charles	High School	J. E. Keeny	Dept	4	2
1660	Monroe	....do	Wm. C. Garnett	Dept	2	1
1661	New Iberia	....do	D'Alton Williams	Dept	1	1
1662	New Orleans	McDonogh High School (No. 1).	J. V. Calhoun	Dept	10	1
1663	....do	McDonogh High School (Nc 2).	Mrs. Mary Stamps	Dept	0	16
1664	....do	McDonogh High School (No. 3).	Mrs. Robt. M. Lusher	Dept	0	12
1665	Opelousas	St. Landry High School*	Chas. Grant Shäffer, A. M.	Ind	2	3
1666	Plaquemine	High School	A. G. Singletary	Ind	1	1
1667	Shiloh	....do.*	H. D. Meriwether	Ind	1	0
1668	Shreveport	....do	C. E. Byrd	Dept	1	2
1669	Vidalia	....do	Inez Montgomery	Ind	0	1
1670	Weston	....do	Miss Frankie Wailes	Ind	0	1
1671	Wilson	Wilson Institute*	J. E. Newhouse	Ind	1	0
	MAINE.					
1672	Addison Point	Addison High School	Reed V. Jewett	Dept	2	0
1673	Alfred	Free High School*	W. A. French	Ind	1	0
1674	Ashland	High School	S. A. Perkins	Ind	1	1
1675	Augusta	Cony High School	A. H. Brainard	Dept	2	3
1676	Bangor	High School	Henry R. White	Dept	3	9
1677	Bath	....do	H. E. Cole	Dept	2	3
1678	Belfast	....do	Reuben L. Ilsley	Dept	1	2
1679	Berwick	Sullivan High School	Geo. W. Snow, A. M.	Dept	1	1
1680	Biddeford	High School	J. H. Blanchard	Dept	3	1
1681	Boothbay	Grammar and High School*	Edward P. Goodwin	Ind	1	0
1682	Boothbay Harbor	High School	Frederick J. Libby	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
7	23	0	0	0	0	1	0	1	0	2	2	1	0	4	....	30	....	1630
4	7	0	0	35	42	....	....	2	2	....	....	....	....	....	....	....	$400	1631
17	10	0	0	0	0	2	0	....	....	2	0	2	0	2	....	150	10,000	1632
35	40	0	0	20	20	....	....	....	....	5	12	....	....	3	....	100	10,000	1633
8	10	0	0	31	24	0	9	0	5	0	1	0	1	4	....	200	500	1634
25	56	0	0	190	163	....	....	....	....	3	7	....	....	3	....	76	20,000	1635
8	10	0	0	40	38	0	0	6	8	....	....	....	....	....	....	....	....	1636
17	29	0	0	0	0	0	0	....	....	2	4	....	....	3	....	1,200	100	1637
20	12	0	0	0	0	....	....	....	....	1	3	....	....	4	....	200	10,000	1638
49	82	0	0	0	0	....	....	....	....	6	14	....	....	4	52	800	25,000	1639
20	16	0	0	0	0	6	0	14	16	....	....	....	....	4	....	....	10,000	1640
24	74	0	0	0	0	2	3	....	....	3	13	2	2	3	....	500	22,000	1641
18	36	0	0	0	0	3	4	3	3	....	....	....	....	4	....	600	....	1642
2	12	2	12	0	0	2	12	....	....	2	0	2	0	....	....	600	10,000	1643
19	21	0	0	0	0	....	....	....	....	0	0	0	0	3	....	0	26,000	1644
15	17	0	0	0	0	15	17	....	....	0	0	0	0	....	....	300	8,000	1645
28	27	0	0	60	73	3	1	5	3	0	0	0	0	4	....	0	8,000	1646
13	16	0	0	0	0	....	....	....	....	0	1	0	1	3	....	300	....	1647
13	18	0	0	0	0	0	0	3	3	0	0	0	0	3	....	0	3,000	1648
23	14	0	0	0	0	2	1	1	0	3	2	....	....	4	....	200	5,000	1649
28	40	0	0	0	0	8	12	....	....	0	0	0	0	5	....	....	15,000	1650
15	25	0	0	0	0	3	9	3	9	2	7	2	2	....	....	250	....	1651
2	4	0	0	12	7	2	2	0	0	0	0	0	0	....	....	....	....	1652
10	30	0	0	0	0	....	....	....	....	0	6	....	....	4	....	150	3,000	1653
0	7	0	0	75	38	0	1	0	0	0	0	0	0	3	....	....	4,000	1654
3	10	0	0	156	164	....	....	....	....	....	....	....	....	....	....	....	....	1655
6	12	0	0	44	42	....	....	....	....	....	....	....	....	....	....	....	....	1656
8	28	0	0	66	46	....	....	....	....	0	3	....	....	3	....	250	3,000	1657
25	29	0	0	15	10	5	7	8	5	1	1	0	0	3	....	150	3,000	1658
60	42	0	0	0	0	....	....	....	....	3	10	3	10	4	....	300	15,000	1659
20	30	0	0	0	0	....	....	....	....	0	0	0	0	4	....	100	4,000	1660
26	34	0	0	0	0	....	....	....	....	2	0	2	0	4	....	1,000	....	1661
273	0	0	0	0	0	....	....	....	....	49	0	....	....	3	....	1,500	....	1662
0	378	0	0	0	0	....	....	....	....	0	64	....	....	3	....	850	....	1663
0	188	0	0	0	0	....	....	....	....	0	36	0	6	3	....	800	21,806	1664
9	45	0	0	119	111	....	....	....	....	0	1	....	....	3	....	500	20,000	1665
19	21	0	0	0	0	4	3	2	0	....	....	....	....	4	....	....	10,000	1666
6	7	0	0	29	23	....	....	8	7	0	0	....	....	....	....	....	1,000	1667
17	43	0	0	0	0	5	15	....	....	0	6	0	4	3	....	200	500	1668
6	12	0	0	13	27	2	5	2	3	0	0	0	0	4	....	....	....	1669
3	3	0	0	13	23	0	0	0	0	0	0	0	0	5	....	52	....	1670
9	12	0	0	18	16	....	....	....	....	0	0	....	....	....	....	....	3,000	1671
22	37	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	1,200	1672
12	19	0	0	9	1	0	3	....	....	2	7	0	1	4	....	107	3,000	1673
5	12	0	0	25	23	....	....	....	....	....	....	....	....	4	....	....	6,000	1674
60	90	0	0	0	0	25	25	5	0	3	15	2	3	4	....	400	75,000	1675
140	210	0	1	0	0	25	45	20	5	20	35	10	5	4	75	500	25,000	1676
68	77	0	0	0	0	18	7	8	4	6	11	4	1	4	....	1,000	20,000	1677
43	60	0	0	0	0	4	11	8	0	0	4	0	2	4	....	....	5,000	1678
16	27	0	0	0	0	7	5	2	0	0	0	0	0	4	....	0	10,000	1679
48	86	0	0	0	0	8	14	....	....	9	14	0	1	4	0	....	....	1680
3	7	1	0	12	10	....	....	....	....	0	0	....	....	....	....	....	....	1681
10	32	0	0	0	0	3	10	1	4	1	9	1	3	3	....	200	10,000	1682

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	MAINE—continued.					
1683	Bowdoinham	High School	R. F. Springer	Ind	1	1
1684	Brewer	do	Reginald R. Goodell	Dept	1	1
1685	Bridgton	do	Walter L. Gray	Dept	1	1
1686	Brooklin	do	Owen L. Flye, supt	Dept	2	1
1687	Brownville	do	E. D. Pratt	Dept	1	0
1688	Bryants Pond	do.*	Will H. Sturtevant	Ind	1	0
1689	Bucksport	do.*	Parker Spofford, supt	Dept	1	2
1690	Brunswick	do	Charles Fish	Dept	1	3
1691	Buxton Center	Buxton High School	V. C. Totman	Ind	1	1
1692	Calais	High School	Verne M. Whitman	Dept	1	2
1693	Camden	Megunticook High School*	F. S. Libbey	Ind	1	2
1694	Cape Elizabeth	High School	Ralph A. Parker	Dept	1	2
1695	Caribou	do	Herbert L. Wilbur	Dept	1	1
1696	Castine	do	Chas. L. Knight	Ind	1	1
1697	Cherryfield	Academy	Leroy S. Dewey	Ind	1	1
1698	Clinton	High School		Dept	1	2
1699	Columbia Falls	do	Albert Hoag	Ind	1	0
1700	Cornish	do.*	Albert M. Jones	Ind	1	2
1701	Danforth	do	J. L. Thompson, jr	Ind	0	2
1702	Denmark	do	R. M. Mahlman, A. B	Ind	1	0
1703	Dexter	do	Eugene L. Sampson	Dept	1	2
1704	Dixfield	do	C. A. Record	Dept	1	1
1705	Dover	English High School	W. J. Rideout	Dept	1	1
1706	Eastport	Boynton High School	John B. Warren	Dept	1	1
1707	Eliot	High School	Clarence Baker	Dept	1	0
1708	Ellsworth	do	W. H. Dresser	Dept	2	1
1709	Fairfield	do	W. F. Kenrick	Ind	1	1
1710	Farmington	do	Chas. A. Pennell, B. A	Dept	1	2
1711	Forest City	do	Carroll S. Farrar	Ind	1	0
1712	Fort Fairfield	do.*	Howard M. Cook	Dept	1	2
1713	Freeport	do	Geo. H. Stoddard	Ind	1	2
1714	Friendship	do	Grace E. Libby, L. A	Ind	0	1
1715	Gardiner	do	Wm. L. Powers	Dept	3	2
1716	Garland	Free High School	H. A. Greenwood	Ind	1	0
1717	Gorham	High School	Willard W. Woodman	Ind	2	1
1718	Greenville	do	Clarence A. Merrill	Dept	1	0
1719	Guilford	do	Leland A. Ross	Dept	1	1
1720	Hallowell	do	Geo. W. Singer	Dept	1	2
1721	Harrington	do	Chas. J. Ross	Dept	1	0
1722	Hartland	do	E. P. Dyer	Dept	1	1
1723	Jay	do	H. E. Alexander	Ind	1	0
1724	Jefferson	do	A. W. Vinal	Dept	1	0
1725	Jonesport	do	Harry C. Wilbur	Dept	1	0
1726	Kenduskeag	do	W. E. Craig	Dept	1	0
1727	Kennebunk	do.*	G. A. Gilmore	Ind	1	0
1728	Kennebunkport	do	E. L. Haynes	Dept	1	1
1729	Kingfield	do	J. L. Wilkins	Ind	1	0
1730	Lewiston	do	John R. Dunton	Dept	2	4
1731	Lisbon	do	Charles P. Barnes, A. M	Ind	1	1
1732	Livermore	do		Ind	0	1
1733	Livermore Falls	do	Chas. Fairbrother	Dept	1	0
1734	Lubec	do	Frank E. Russell	Dept	1	0
1735	Machias	do	F. J. Farrington	Ind	1	1
1736	Macwahoc	do	Willard O. Chase	Dept	1	0
1737	Mechanic Falls	do	F. H. Briggs, A. B	Dept	1	1
1738	Millbridge	do	W. L. Jones	Dept	1	0
1739	Milo	do.*	George H. Gould	Ind	1	1
1740	Monmouth	Academy and High School	W. S. Masterman	Dept	1	1
1741	Monson	Academy	L. E. Moulton	Ind	1	1
1742	New Vineyard	High School *	A. K. P. Smith	Dept	1	0
1743	North Berwick	do	George L. Jones	Dept	1	1
1744	North Livermore	Free High School	Mary E. Pollard	Dept	0	1
1745	North New Portland	do *	George Crosby Sheldon, A. B.	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
28	37	0	0	0	0	12	15	2	0	0	5	0	1	4	....	60	$2,000	1683
23	31	0	0	0	0	7	4	3	0	4	5	4	0	4	0	85	7,000	1684
26	34	0	0	0	0	12	3	....	....	1	9	1	0	4	0	500	3,000	1685
19	13	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	1686
9	12	0	0	0	0	....	....	....	....	....	....	....	....	5	....	....	2,500	1687
3	6	0	0	13	11	0	0	0	0	0	0	0	0	4	0	0	2,000	1688
18	40	0	0	0	0	....	....	....	....	2	10	1	1	4	....	6,000	....	1689
55	54	0	0	0	0	16	7	2	0	9	10	3	2	4	....	275	40,000	1690
24	23	0	0	0	0	6	0	0	0	6	8	0	0	4	0	100	1,500	1691
42	66	0	0	0	0	16	30	7	0	5	15	2	3	4	....	100	....	1692
14	30	0	0	0	0	2	4	....	....	2	3	0	2	4	....	150	....	1693
62	78	0	0	0	0	2	2	12	21	....	....	....	....	4	....	300	10,000	1694
54	68	0	0	0	0	4	1	0	0	3	3	3	0	4	....	0	20,000	1695
10	18	0	0	0	0	....	....	....	....	1	6	....	....	4	....	50	4,000	1696
33	52	0	0	15	12	2	0	....	....	7	7	2	0	4	....	....	5,000	1697
36	21	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	3,000	1698
14	10	0	0	5	7	....	....	....	....	....	....	....	....	4	....	....	1,900	1699
14	15	0	0	48	59	3	2	0	0	3	0	1	0	4	0	20	6,000	1700
6	21	0	0	25	33	....	....	....	....	5	1	....	....	3	....	....	....	1701
18	13	0	0	36	35	0	2	....	....	1	7	0	2	4	....	....	....	1702
38	56	0	0	0	0	5	2	4	1	8	8	3	1	4	....	50	4,000	1703
10	10	0	0	0	0	....	....	....	....	0	0	0	0	4	....	....	2,000	1704
33	27	0	0	0	0	....	....	6	0	1	0	....	....	4	....	....	16,000	1705
16	34	0	0	0	0	1	10	....	....	3	10	1	8	4	....	300	3,000	1706
12	16	0	0	6	1	0	2	5	2	....	....	....	....	4	....	0	....	1707
46	78	0	0	0	0	7	8	3	0	8	8	2	2	4	....	....	2,000	1708
26	25	0	0	0	0	0	0	0	0	....	....	....	....	....	....	....	6,000	1709
54	56	0	0	0	0	13	8	4	0	6	3	4	2	4	....	50	12,000	1710
6	10	0	0	21	14	....	....	....	....	2	1	....	....	3	....	....	1,000	1711
25	45	0	0	20	15	3	5	2	0	3	6	3	3	4	....	150	7,000	1712
29	41	0	0	0	0	3	8	....	....	3	8	3	4	4	....	520	....	1713
2	10	0	0	10	5	....	....	....	....	....	....	....	....	....	....	86	....	1714
62	76	0	0	0	0	15	19	6	0	10	11	3	4	4	....	100	30,000	1715
8	10	0	0	15	13	0	0	0	0	0	0	0	0	0	0	0	400	1716
37	34	0	0	0	0	19	6	8	0	5	5	4	0	4	....	125	11,000	1717
17	18	0	0	0	0	0	0	0	0	1	2	0	0	5	....	0	800	1718
10	18	0	0	0	0	2	5	7	0	3	2	3	2	4	0	500	15,000	1719
40	60	0	0	0	0	6	11	....	....	7	10	2	5	4	0	110	5,000	1720
35	30	0	0	0	0	2	0	0	0	0	0	0	0	3	....	20	1,500	1721
18	19	0	0	7	9	....	....	....	....	6	3	1	0	4	0	0	4,000	1722
5	7	0	0	43	45	....	....	....	....	0	0	0	0	3	0	0	2,500	1723
10	8	0	0	26	12	0	0	0	0	0	0	0	0	3	....	0	....	1724
5	22	0	0	7	9	0	0	0	0	2	6	0	0	3	0	....	4,000	1725
12	8	0	0	[illegible]	20	0	0	0	0	0	4	0	0	6	....	0	2,500	1726
10	15	0	0	0	0	3	10	7	5	....	....	....	....	4	....	....	....	1727
7	34	0	0	0	0	3	15	0	0	2	9	2	3	4	....	0	5,000	1728
7	4	0	0	50	55	3	5	....	....	3	5	....	....	4	....	....	....	1729
93	123	1	0	0	0	52	42	3	0	22	24	11	10	4	....	467	....	1730
24	26	0	0	0	0	6	5	....	....	3	8	....	....	4	....	5	10,000	1731
23	14	0	0	3	0	....	....	....	....	....	....	....	....	....	....	30	5	1732
24	11	0	0	0	0	3	3	....	....	6	3	1	2	4	....	....	3,000	1733
9	17	0	0	0	0	9	1	1	0	2	4	2	1	4	0	....	7,000	1734
12	18	1	0	8	14	2	3	0	0	3	3	2	1	4	....	215	....	1735
10	12	0	0	0	0	0	0	0	0	0	0	0	0	....	....	0	600	1736
13	21	0	0	0	0	6	16	0	0	0	0	0	0	4	0	125	5,000	1737
4	10	0	0	24	20	0	0	0	0	4	5	0	0	4	....	40	5,000	1738
34	40	0	0	8	5	....	....	....	....	2	4	....	....	4	....	30	6,000	1739
22	26	0	0	0	0	2	1	....	....	3	0	3	0	4	....	350	2,000	1740
27	23	0	0	0	0	5	3	1	0	3	4	1	0	4	....	150	4,000	1741
14	21	0	0	0	0	0	0	0	0	0	0	....	....	4	0	....	800	1742
12	20	0	0	0	0	1	1	0	0	1	2	1	1	4	....	12	....	1743
32	28	0	0	0	0	0	0	0	0	....	....	....	....	....	....	....	....	1744
25	15	0	0	0	0	6	2	4	3	0	1	0	0	4	....	....	2,500	1745

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	MAINE—continued.					
1746	North Parsonsfield	Parsonsfield Seminary	Isaiah Trufant, A. M.	Ind	2	2
1747	Norway	High School	Arthur G. Wiley	Ind	0	1
1748	Oakland	Free High School	Lyman Kingman Lee, A. B.	Dept	1	1
1749	Oldtown	High School	H. B. Smith	Dept	1	2
1750	Oxford	do	Frank E. Hanscom	Dept	1	1
1751	Patten	Academy	William L. Bonney, A. B.	Ind	1	1
1752	Pembroke	Free High School	D. L. Fisher	Dept	0	1
1753	Phillips	High School*	Warren W. Austin	Ind	1	1
1754	Portland	do	Albro E. Chase	Dept	6	11
1755	Presque Isle	do	Charles N. Perkins	Dept	1	2
1756	Princeton	do	H. J. Dudley	Dept	1	0
1757	Richmond	do	C. C. Spratt	Ind	1	1
1758	Rockland	do	George F. Kenney	Dept	2	3
1759	Rockport	do	G. L. Mildrain, A. B	Dept	1	0
1760	Sabbatus	do	E. J. Hatch	Dept	1	1
1761	Sanford	do.*	O. Howard Perkins	Dept	1	1
1762	St. Albans	do.*	E. P. Dyer	Dept	0	1
1763	Sangerville	do	H. R. Williams	Ind	1	0
1764	Scarboro	do	James G. Morrell	Ind	1	0
1765	Searsport	do	Frank H. Mead	Dept	0	1
1766	Sebec	do	Daniel W. Hayes	Ind	1	0
1767	Shapleigh	do	H. L. Springer	Ind	2	2
1768	Sherman Mills	do	C. E. Perkins	Ind	0	1
1769	Skowhegan	High School and Bloomfield Academy.	Winfred Nichols Donovan.	Dept	1	3
1770	South Norridgewock	High School	Clarence W. Pierce	Ind	1	1
1771	South Paris	do	F. T. Wingate	Dept	1	1
1772	South Thomaston	do	Miss Isabel R. Lattie	Ind	0	1
1773	Southwest Harbor	Tremont Free High School	Wm. W. A. Heath	Dept	1	0
1774	South Windham	Frederick Robie High School	Fred. Benson	Dept	1	2
1775	Spragues Mills	Easton High School	C. J. Richards	Ind	1	1
1776	Strong	High School	E. Clifford Butler	Ind	1	0
1777	Thomaston	do	Percy Bartlett	Dept	1	1
1778	Topsham	do	John A. Cone	Dept	1	0
1779	Tremont	Free High School*	Willard W. Rich	Dept	1	0
1780	Union	do	Leonard O. Packard	Ind	1	0
1781	Vanceboro	High School	Archer Jordan	Dept	1	1
1782	Vinal Haven	do.*	Fred. L. Tapley	Dept	1	1
1783	Waldoboro	do	C. W. Averell	Ind	1	1
1784	Warren	do	A. A. Badger, A. B.	Dept	0	1
1785	Waterville	do	Dennis E. Bowman	Dept	1	4
1786	Wells	Free High School	John Rankin	Dept	2	0
1787	Westbrook	High School	Fred. W. Freeman	Dept	2	2
1788	West Buxton	Hollis High School	W. H. Tibbetts	Dept	1	0
1789	West Newfield	Newfield High School	Fred. C. Mitchell	Ind	0	1
1790	Winthrop	High School	Loring Herrick	Ind	1	1
1791	Wiscasset	do	Elden P. Munsey	Ind	1	1
	MARYLAND.					
1792	Aberdeen	High School	John S. Hill	Ind	1	1
1793	Baltimore	City College	Francis A. Soper	Dept	16	0
1794	do	Colored High School	Dr. Geo. Lewis Staley	Dept	1	4
1795	do	Eastern Female High School	Wm. F. Wardenburg	Dept	1	13
1796	do	Western Female High School.	Andrew S. Kerr	Dept	1	14
1797	Bel Air	Academy	Albert S. Cook	Ind	2	0
1798	Berlin	Buckingham High School	Chas. E. Dryden	Ind	0	6
1799	Boonsboro	Public High School	W. A. Henneberger	Ind	2	0
1800	Cambridge	Seminary*	Emerson C. Harrington	Dept	2	2
1801	Catonsville	High School*	Emory C. Chenoweth	Ind	1	0
1802	Centreville	Academy	N. G. Horley, jr	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.																		
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
39	23	0	0	1	0	2	0	5	0	6	7	5	0	3	....	300	$4,000	1746
10	30	0	0	21	14	3	10	4	0	11	6	4	0	4	....	150	10,000	1747
19	23	0	0	0	0	5	2	0	0	3	6	1	1	4	....	100	3,000	1748
28	44	0	0	0	0	2	0	8	7	2	6	1	4	4	....	200	3,000	1749
32	21	0	0	6	4	0	0	4	1	6	6	1	1	4	....	40	5,000	1750
18	22	0	0	0	0	0	5	7	0	6	3	0	3	4	0	18	....	1751
7	22	0	0	0	0	0	0	2	0	3	4	0	0	4	....	50	2,500	1752
21	19	0	0	75	60	2	3	1	0	1	1	0	0	4	....	0	10,000	1753
279	345	1	3	0	0	96	82	0	0	31	58	16	14	4	132	1,500	130,000	1754
32	62	0	0	5	10	5	6	1	0	0	6	0	2	4	....	50	22,000	1755
10	20	0	0	0	0	1	1	....	....	2	3	....	....	4	....	....	....	1756
30	50	0	0	0	0	5	5	....	....	3	7	1	1	4	....	75	1,000	1757
51	103	0	0	0	0	7	4	....	....	11	25	3	4	4	....	300	18,000	1758
12	4	0	0	0	0	0	0	0	0	1	3	0	0	3	....	....	....	1759
17	15	0	0	4	6	1	0	1	1	0	0	0	0	4	0	0	1,000	1760
16	19	0	0	0	0	0	0	0	0	3	9	0	0	3	0	40	15,000	1761
6	8	0	0	24	16	....	....	....	....	....	....	....	....	3	....	....	....	1762
7	17	0	0	15	2	0	0	0	0	0	0	....	....	4	....	70	6,000	1763
12	18	0	0	0	0	....	....	....	....	3	4	....	....	3	....	....	....	1764
15	26	0	0	6	11	0	3	1	0	0	6	0	2	3	....	10	2,500	1765
7	7	0	0	8	10	....	....	....	....	....	....	....	....	....	....	0	1,000	1766
20	20	0	0	0	0	2	0	2	0	5	7	1	0	5	....	40	2,000	1767
12	9	0	0	22	21	0	0	1	0	0	0	0	0	....	....	12	1,500	1768
47	56	0	0	0	0	5	10	6	0	11	13	1	4	4	....	218	15,000	1769
34	43	0	0	18	25	3	7	0	0	5	10	0	0	4	....	92	3,500	1770
32	30	0	0	0	0	10	7	0	0	4	6	1	1	4	....	100	6,000	1771
2	6	0	0	14	18	0	0	0	0	0	0	0	0	5	....	0	1,000	1772
12	12	0	0	6	10	0	0	0	0	0	0	0	0	4	....	12	....	1773
8	11	0	0	7	14	....	....	....	....	0	0	....	....	4	....	0	3,000	1774
7	10	0	0	17	12	0	0	0	0	0	0	0	0	4	0	0	0	1775
9	23	0	0	30	19	0	0	0	0	2	1	0	0	4	0	25	....	1776
20	43	0	0	0	0	1	3	1	0	2	5	1	0	4	....	500	5,000	1777
21	32	0	0	0	0	2	0	....	....	3	6	2	0	4	....	0	9,000	1778
24	20	0	0	10	12	....	....	....	....	0	0	0	0	4	0	0	0	1779
18	14	0	0	0	0	0	0	0	0	0	0	0	0	3	....	0	2,500	1780
6	17	0	0	0	0	....	....	....	....	2	3	....	....	4	....	100	....	1781
36	38	0	0	0	0	....	....	....	....	3	5	0	0	4	....	....	6,000	1782
15	28	0	0	5	12	2	0	3	3	3	4	3	3	4	....	150	....	1783
11	22	0	0	25	25	2	0	....	....	....	....	....	....	3	....	160	4,000	1784
60	92	0	1	0	0	....	....	....	....	8	17	4	6	4	....	483	....	1785
12	17	0	0	51	54	0	0	0	0	0	0	....	....	4	....	0	....	1786
73	63	0	0	0	0	2	0	6	0	15	8	8	4	4	....	150	....	1787
7	12	0	0	0	0	....	....	....	....	....	....	....	....	....	0	....	10	1788
8	4	0	0	8	14	....	....	7	0	....	....	....	....	....	....	....	....	1789
13	26	0	0	0	0	....	....	....	....	3	11	0	0	4	....	92	....	1790
24	36	0	0	35	33	....	....	....	....	3	7	0	1	4	....	....	1,000	1791
5	4	0	0	100	102	....	....	3	2	0	1	....	....	3	....	175	3,000	1792
700	0	0	0	0	0	0	0	0	0	39	0	0	0	5	0	....	....	1793
35	105	35	105	0	0	....	....	....	....	6	13	....	....	4	....	250	....	1794
0	395	0	0	0	0	0	2	....	....	0	68	0	2	4	....	300	120,000	1795
0	539	0	0	0	0	0	2	....	....	0	50	0	2	4	....	300	213,000	1796
18	32	0	0	130	120	2	2	1	2	4	5	1	1	3	....	300	3,000	1797
1	23	0	0	99	152	1	2	0	0	2	4	1	1	2	....	200	5,000	1798
30	29	0	0	46	56	....	....	....	....	2	2	0	0	3	....	50	....	1799
40	50	0	0	0	0	....	....	....	....	2	6	....	....	4	....	400	20,000	1800
20	12	0	0	80	78	....	....	....	....	3	3	3	0	3	....	100	....	1801
44	37	0	0	83	94	17	14	....	....	....	....	....	....	4	0	250	10,000	1802

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	MARYLAND—cont'd.					
1803	Chesapeake City	Public School	Milton S. Harper	Ind	0	3
1804	Clear Spring	Tower Hill Academy	John Aukeney	Ind	1	0
1805	Cumberland	Allegany County High School.*	John T. White	Dept	1	2
1806	Darlington	Academy	A. F. Galbreath	Dept	1	2
1807	East New Market	do	William F. Beckwith	Ind	1	0
1808	Easton	High School	Dr. E. M. Hardcastle, jr.	Ind	2	3
1809	Ellicott City	do	Elmer M. Ham	Dept	1	1
1810	Forest Hill	Graded School	Ella M. Stritehoff	Ind	0	1
1811	Frederick	Male High School	Amon Burgee	Dept	1	0
1812	do	Female High School	M. M. Robinson	Ind	0	4
1813	Galena	Shrewsbury Academy	Thos. B. Long	Ind	1	0
1814	Hagerstown	Washington County Male High School.	H. B. Twitmyer	Dept	2	0
1815	Hancock	High School	Geo. W. Craig	Ind	1	0
1816	Havre de Grace	do	Chas. T. Wright	Dept	2	3
1817	Henderson	Academy	Richard Merriken	Ind	1	0
1818	Laurel	High School	Miss Margaret Edmonston.	Dept	0	1
1819	Marion Station	do	Benjamin F. Haynes	Ind	1	1
1820	Marydell	do.*	Joanna Valliant	Ind	1	0
1821	Middletown	do	S. M. Wagaman	Ind	1	0
1822	Oxford	do	N. Price Turner	Ind	1	1
1823	Pocomoke City	do	H. J. Handy	Ind	1	0
1824	Preston	Academy	R. Wilson Allen	Dept	1	1
1825	Princess Anne	High School or Washington Academy.*	Richard K. Wimbrough, A. M.	Dept	2	0
1826	St. Michaels	High School	Wm. S. Crouse, A. M.	Dept	2	2
1827	Salisbury	do	H. B. Freeny	Ind	1	0
1828	Sharpsburg	Grammar School	Jno. E. Wagaman	Dept	1	0
1829	Smithsburg	High School	Eugene A. Spessard	Ind	1	0
1830	Snow Hill	do.*	J. Edward White	Ind	1	1
1831	Thurmont	do	H. D. Beachley, A. B.	Dept	1	0
1832	Towson	do	R. Brent Crane	Dept	1	1
1833	Trappe	do	D. Melvin Long	Dept	1	1
1834	Upper Fairmount	Fairmount High School	Earle B. Polk	Ind	0	3
1835	Upper Marlboro	Academy	Thomas J. Grant, A. M.	Dept	1	0
1836	Vienna	do.*	Richard Matthew Hamilton, A. M.	Ind	1	0
	MASSACHUSETTS.					
1837	Abington	High School	Christop'r G. Campbell	Dept	1	3
1838	Adams	do	John C. Hull	Dept	1	4
1839	Amesbury	do	Forrest Brown	Dept	2	4
1840	Amherst	do	Charles A. Williams	Dept	1	3
1841	Ashby	do	Miss Winifred E. Hill	Ind	0	1
1842	Ashfield	Sanderson Academy	Orren H. Smith, A. M.	Dept	1	1
1843	Ashland	High School	Charles H. Sibley	Ind	1	1
1844	Assinippi	Norwell High School	E. F. Blood	Ind	1	1
1845	Attleboro	High School	W. S. Ross	Dept	2	2
1846	Ayer	do	Allen C. Cummings	Ind	1	1
1847	Baldwinsville	do	Nathaniel A. Cutler	Dept	1	0
1848	Barre	do	C. L. Randall	Ind	1	1
1849	Bedford	do	Minnie C. Potter	Dept	0	1
1850	Belchertown	do	Charles A. Guild	Ind	1	1
1851	Beverly	do	Benj. S. Hurd	Dept	2	4
1852	Blackstone	do	Edward W. Barrett	Dept	1	2
1853	Bolton	Houghton High School	Florence G. Houghton	Dept	0	1
1854	Boston	English High School for Boys.	Robert Edward Babson	Dept	25	0
1855	do	Girls' High School	John Tetlow	Dept	2	24
1856	do	Girls' Latin School	do	Dept	3	8
1857	do	Mechanic Arts High School	Chas. W. Parmenter	Dept	10	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
20	10	0	0	50	67	3	2	....	....	0	0	3	2	....	....	....	$6,000	1803
16	16	0	0	44	34	....	....	....	....	....	....	....	....	....	....	....	....	1804
13	36	0	0	0	0	....	....	....	....	5	5	....	....	3	....	1,000	....	1805
28	32	0	0	49	41	5	1	....	....	2	1	1	0	3	....	60	5,000	1806
10	16	0	0	47	46	....	....	....	....	0	2	0	0	5	0	....	5,000	1807
39	37	0	0	43	50	....	....	....	....	4	8	....	....	4	....	75	20,000	1808
13	16	0	0	4	6	5	0	....	....	1	1	1	0	4	....	0	....	1809
6	12	0	0	53	41	0	2	0	0	0	2	0	1	....	0	141	....	1810
33	0	0	0	0	0	3	0	....	....	3	0	2	0	....	....	0	1,500	1811
0	40	0	0	0	465	....	....	0	0	0	5	0	0	3	....	200	....	1812
6	10	0	0	44	47	....	....	....	....	....	....	....	....	....	....	....	2,500	1813
56	0	0	0	0	0	....	....	....	....	11	0	3	0	3	....	160	20,000	1814
15	17	0	0	58	75	3	1	3	1	3	4	3	1	4	....	56	7,000	1815
22	28	0	0	0	0	....	....	....	....	3	7	....	....	3	....	50	....	1816
2	25	0	0	38	40	....	....	....	....	0	0	0	0	3	....	105	1,000	1817
11	13	0	0	0	0	2	0	0	0	4	4	0	0	3	....	....	1,500	1818
5	15	0	0	35	31	2	3	....	....	1	2	1	2	5	....	....	2,000	1819
2	4	0	0	23	25	....	....	....	....	....	....	....	....	....	....	101	....	1820
19	19	0	0	0	0	3	0	0	0	2	2	....	....	3	0	0	1,600	1821
3	18	0	0	28	31	0	0	0	0	0	2	0	0	4	....	20	3,000	1822
15	37	0	0	160	158	4	2	....	....	4	2	3	2	4	....	600	8,000	1823
25	11	0	0	0	0	....	....	....	....	....	....	....	....	....	....	125	2,000	1824
20	22	0	0	0	0	....	....	....	....	0	2	....	....	4	....	150	14,000	1825
44	64	0	0	0	0	....	....	....	....	0	3	....	....	4	0	120	12,000	1826
16	31	0	0	0	0	....	....	....	....	1	9	....	....	2	....	325	....	1827
13	19	0	0	0	0	0	0	0	0	0	3	0	0	....	0	0	25,000	1828
7	15	0	0	59	53	....	....	....	....	1	3	0	0	3	0	46	....	1829
15	24	0	0	83	63	....	....	....	....	4	5	0	0	3	....	350	6,000	1830
15	15	0	0	0	0	....	....	....	....	4	4	....	....	3	....	....	....	1831
25	15	0	0	0	0	0	0	0	0	4	6	0	0	....	....	0	18,000	1832
7	11	0	0	15	17	....	....	....	....	0	0	....	....	....	0	30	1,500	1833
4	11	0	0	62	76	1	0	0	0	0	0	0	0	3	....	50	5,000	1834
35	0	0	0	30	0	15	0	....	....	3	0	3	0	3	....	....	....	1835
3	9	0	0	33	37	....	....	....	....	1	0	1	0	4	....	30	....	1836
33	42	0	0	0	0	2	5	3	0	2	7	1	1	4	0	172	10,000	1837
30	50	0	0	0	0	....	....	....	....	7	12	3	3	5	....	300	....	1838
40	90	0	0	0	0	6	0	0	0	4	12	1	0	4	40	350	1,500	1839
35	100	0	0	0	0	....	....	....	....	1	13	1	6	4	....	200	17,500	1840
1	18	0	0	0	0	0	0	0	0	0	0	0	0	4	....	....	....	1841
20	25	0	0	0	0	1	1	0	0	2	6	0	0	4	....	4,250	16,000	1842
31	33	0	0	0	0	8	5	....	....	6	6	3	3	4	....	190	25,000	1843
10	17	0	0	6	6	0	0	6	10	1	3	1	2	4	....	50	....	1844
72	62	0	2	0	0	....	....	....	....	11	14	6	3	4	....	510	....	1845
29	36	0	1	0	0	4	4	....	....	4	8	1	1	4	....	300	14,000	1846
13	16	0	0	0	0	0	0	0	0	2	9	....	....	4	....	100	5,000	1847
16	25	0	0	4	6	3	6	4	4	4	5	1	1	4	....	20	....	1848
8	10	0	0	0	0	0	0	0	0	3	6	0	0	3	....	30	....	1849
14	28	0	1	6	12	....	....	....	....	6	6	0	0	3	....	500	....	1850
57	115	0	0	0	0	2	2	2	1	6	18	2	2	4	....	300	....	1851
38	44	0	0	0	0	3	0	....	....	3	5	1	0	4	....	200	12,000	1852
6	8	0	0	2	7	0	0	0	0	0	0	0	0	4	....	0	....	1853
839	0	0	0	0	0	0	0	30	0	105	0	6	0	3	509	1,200	....	1854
0	825	0	18	0	92	....	....	....	....	0	204	0	2	4	0	3,000	....	1855
0	238	0	2	0	90	0	238	0	0	0	21	0	21	4	0	665	....	1856
180	0	3	0	0	0	....	....	60	0	51	0	24	0	3	....	100	240,000	1857

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
1858	Boston	Public Latin School	Moses Merrill	Dept	20	0
1859	Bradford	High School	Frank P. Morse	Ind	1	3
1860	Braintree	do	Oliver R. Cook	Dept	1	3
1861	Bridgewater	do	Charles F. Harper	Dept	2	4
1862	Brighton	do	Benj. Wormelle	Dept	1	4
1863	Brockton	do	Edward Parker	Dept	6	6
1864	Brookfield	do	Edward B. Hale	Ind	1	1
1865	Brookline	do	Daniel S. Sanford	Dept	4	11
1866	Cambridge	English High School	Ray Greene Huling	Dept	4	17
1867	do	Manual Training School for Boys.	Chas. H. Morse	Dept	10	0
1868	Cambridgeport	Latin School	William F. Bradbury	Dept	3	11
1869	Canton	High School	Elmer H. Brackett	Dept	1	1
1870	Charlestown	do	John O. Norris	Dept	2	6
1871	Chatham	do	Geo. F. Babb	Dept	1	0
1872	Chelmsford	Centre High School	Wilson R. Failing	Ind	1	0
1873	Chelsea	High School	Alton E. Briggs	Dept	4	10
1874	Cheshire	do	A. E. Hitchcock	Dept	0	1
1875	Clinton	do	Andrew E. Ford	Dept	3	4
1876	Cohasset	Osgood High School	C. F. Jacobs	Dept	1	4
1877	Concord	High School	William L. Eaton	Dept	1	6
1878	Conway	do	Charles L. Simmons	Ind	1	1
1879	Cummington	do.*	John Mason	Ind	1	0
1880	Dalton	do	H. L. Allen	Ind	1	2
1881	Danvers	Holten High School*	E. Jay Powers	Ind	2	5
1882	Dedham	High School	George F. Joyce, jr	Dept	1	5
1883	Dennis	North High School	B. E. Holland	Ind	1	0
1884	Dorchester	High School	Chas. J. Lincoln	Dept	2	7
1885	East Boston	do	John F. Eliot	Dept	2	4
1886	East Bridgewater	do.*	Ralph A. Sturges	Dept	1	1
1887	East Dennis	Dennis North High School	B. E. Holland	Ind	1	0
1888	East Douglass	Douglass High School	F. J. Libby	Dept	1	0
1889	Easthampton	High School	Alfred B. Morrill	Dept	2	3
1890	East Pepperell	Pepperell High School	J. H. Blaisdell	Ind	1	1
1891	Edgartown	High School	Granville Dunham	Ind	0	1
1892	Essex	do	J. Henry White	Ind	1	1
1893	Everett	do	Wilbur J. Rockwood	Dept	3	6
1894	Fairhaven	do	Howard S. Freeman, A. B.	Dept	1	1
1895	Fall River	B. M. C. Durfee High School	Charles C. Ramsay	Dept	10	10
1896	Falmouth	Lawrence High School	Leland B. Lane	Ind	1	1
1897	Fitchburg	High School	Charles S. Chapin	Dept	9	15
1898	Foxboro	do	W. Edgar Horton	Dept	1	1
1899	Framingham	Academy and High School	John H. Parsons	Dept	3	5
1900	Franklin	Horace Mann High School	E. D. Daniels, A. M	Dept	1	3
1901	Gardner	High School	Henry H. Folsom	Dept	1	5
1902	Georgetown	do	Charles Falconer	Ind	1	1
1903	Gloucester	do	Albert Wm. Bacheler	Dept	2	11
1904	Grafton	do	George Rugg	Dept	1	2
1905	Granby	do	Mabel Smith	Ind	0	1
1906	Great Barrington	do	Sanford L. Cutler	Dept	1	1
1907	Greenfield	do	W. H. Whiting	Dept	2	4
1908	Groton	Butler High School	John H. Manning	Ind	1	1
1909	Groveland	High School*	Norris E. Adams	Ind	1	1
1910	Hardwick	do	Frank W. Kimball	Ind	1	1
1911	Harwich	do	William E. Dixon	Ind	1	0
1912	Haverhill	do	Clarence E. Kelley	Dept	3	8
1913	Hingham Center	Hingham High School	Jacob O. Sanborn	Ind	1	3
1914	Hinsdale	High School	Geo. J. Walsh	Ind	1	0
1915	Holbrook	Sumner High School	E. Osborn Hopkins	Dept	1	2
1916	Holden	High School	Alonzo K. Learned	Dept	1	2
1917	Holyoke	do	Wm. Elliot Judd, A. M	Dept	5	8

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
647	0	5	0	0	0	647	0	....	....	37	0	37	0	6	400	4,595	....	1858
25	67	0	0	0	0	1	12	....	....	2	13	0	0	4	....	500	$8,000	1859
44	64	0	0	0	0	0	2	1	0	8	13	0	0	4	....	345	35,000	1860
41	53	0	1	0	0	6	18	2	0	7	8	2	5	4	....	....	....	1861
36	113	0	0	0	0	....	....	....	....	7	15	....	....	3	36	200	20,000	1862
193	170	0	0	0	0	18	22	15	0	21	29	11	8	4	193	450	....	1863
22	41	0	1	0	0	3	3	....	....	4	3	1	1	4	....	100	12,000	1864
140	140	0	0	0	0	50	30	30	20	20	14	14	8	4	130	1,000	300,000	1865
330	399	8	6	0	0	....	....	46	8	25	52	16	3	4	....	3,100	254,000	1866
179	0	0	0	0	0	....	....	27	0	12	0	10	0	....	....	....	....	1867
206	200	1	6	0	0	....	....	0	0	16	17	16	17	5	....	950	56,000	1868
16	44	0	0	0	0	0	0	3	0	3	1	0	0	4	....	100	6,000	1869
88	184	0	1	0	0	1	2	2	0	12	49	0	2	4	70	4,000	50,000	1870
24	15	0	0	0	0	0	0	0	0	3	4	0	0	4	0	50	4,000	1871
20	20	0	0	10	13	0	0	0	0	4	1	0	0	3	....	....	3,000	1872
183	250	1	3	0	0	45	77	17	2	18	27	13	8	4	150	500	125,000	1873
14	14	0	0	0	0	0	0	0	1	1	2	0	0	4	....	50	12,000	1874
59	76	0	0	0	0	18	2	8	0	13	15	6	2	4	....	175	65,000	1875
18	39	0	0	0	0	0	0	0	4	1	4	0	0	4	....	100	15,000	1876
85	89	0	0	0	0	14	17	5	0	11	15	5	5	4	....	100	25,000	1877
17	20	0	0	8	4	0	1	0	0	1	2	0	0	4	....	106	2,000	1878
9	10	0	0	8	6	....	....	....	....	....	....	....	....	....	....	....	....	1879
32	30	0	0	0	0	0	0	0	0	1	5	....	....	4	....	50	25,000	1880
80	120	0	0	0	0	6	8	4	2	10	15	5	6	4	80	250	....	1881
68	89	8	0	0	0	2	0	1	3	5	15	2	0	4	....	500	35,000	1882
20	12	0	0	0	0	....	....	....	....	....	....	....	....	3	....	20	1,000	1883
99	176	0	0	0	0	....	....	....	....	11	36	....	....	4	85	2,500	....	1884
78	99	0	0	0	0	0	0	4	0	9	20	0	0	3	64	500	0	1885
30	35	0	0	0	0	0	0	20	22	2	3	0	0	4	....	150	7,000	1886
20	12	0	0	6	3	1	0	0	0	5	9	0	0	3	....	150	....	1887
12	18	0	0	0	0	1	0	....	....	1	0	....	....	4	....	175	1,500	1888
18	52	0	0	0	0	0	14	2	0	1	7	0	6	4	....	170	....	1889
25	27	0	0	0	0	3	0	0	5	1	3	0	0	4	....	....	20,000	1890
7	21	0	0	0	0	0	4	....	....	....	....	....	....	4	....	50	....	1891
25	20	0	0	0	0	6	5	15	5	2	4	0	0	4	....	50	15,000	1892
83	123	1	2	0	0	10	13	12	14	17	17	13	4	4	....	700	80,000	1893
14	29	0	0	0	0	0	0	0	0	2	6	0	0	4	0	136	5,000	1894
239	333	0	1	0	0	43	8	....	....	16	38	10	15	4	233	1,632	1,000,000	1895
28	35	0	0	0	0	0	0	2	0	4	11	0	0	4	0	....	35,000	1896
252	305	0	0	89	74	50	4	14	75	18	20	4	4	4	....	500	230,000	1897
20	25	0	0	0	0	0	2	2	0	6	6	2	0	4	....	50	5,000	1898
89	107	0	1	0	0	....	....	....	....	8	17	6	5	5	....	....	....	1899
41	52	0	0	0	0	4	5	....	....	6	4	3	1	4	....	500	40,000	1900
77	91	0	0	0	0	11	6	10	0	8	12	3	1	4	....	500	25,000	1901
21	30	0	0	0	0	1	0	3	8	5	5	2	2	4	....	40	12,000	1902
152	201	0	0	0	0	34	61	29	4	21	32	5	6	4	142	1,700	100,000	1903
43	50	0	0	0	0	7	6	4	0	5	7	3	2	4	0	200	5,000	1904
6	18	0	0	0	0	0	2	1	0	1	8	....	....	4	....	20	....	1905
27	40	0	1	0	0	3	3	....	....	2	6	0	1	4	....	150	....	1906
53	111	0	0	0	0	9	15	3	0	4	21	2	4	4	....	....	45,000	1907
35	28	0	0	0	0	2	0	4	0	5	3	1	0	4	....	....	....	1908
24	38	0	0	0	0	0	0	2	0	6	2	0	0	4	....	90	6,000	1909
11	15	0	0	0	0	1	0	....	....	3	2	....	....	4	....	....	4,000	1910
15	19	0	0	0	0	0	0	0	0	5	3	0	0	3	....	375	1,200	1911
151	188	0	2	0	0	23	13	8	0	13	30	5	7	4	....	....	100,000	1912
56	65	0	0	0	0	5	13	2	0	8	14	1	6	4	....	100	22,000	1913
15	17	0	0	0	0	....	....	....	....	2	....	....	....	....	....	....	....	1914
22	44	0	0	0	0	2	7	....	....	1	6	1	3	4	....	....	15,000	1915
21	25	0	0	0	0	1	2	4	0	5	8	1	2	4	....	....	25,000	1916
180	215	0	0	0	0	64	69	12	0	13	37	4	9	4	....	200	50,000	1917

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
1918	Hopedale	High School	Harland H. Ryder	Dept.	1	1
1919	Hopkinton	...do	Edgar M. Johnson	Ind	1	2
1920	Hubbardstown	...do	Miss B. F. Courtney	Ind	0	1
1921	Hudson	...do	George H. Coffin	Dept.	1	4
1922	Hyde Park	...do	Jere. M. Hill	Dept.	4	6
1923	Ipswich	Manning High School	John P. Marston	Dept.	1	2
1924	Jamaica Plain	West Roxbury High School.	George C. Mann	Dept.	3	5
1925	Kingston	High School	Luther Hatch	Ind	1	1
1926	Lancaster	...do	William E. Sargent	Dept.	1	3
1927	Lawrence	...do	James D. Horne	Dept.	5	10
1928	Lee	...do	John D. Seacord	Dept.	1	2
1929	Lenox	...do	L. M. Rowland	Ind	1	1
1930	Lexington	...do	Mark S. W. Jefferson	Dept.	1	2
1931	Lincoln	...do	Ansel S. Richards	Dept.	1	0
1932	Littleton	...do	William Ervin Cate	Ind	1	1
1933	Lowell	...do	Frank F. Coburn	Dept.	6	14
1934	Lynn	Classical High School	Eugene D. Russell	Dept.	5	8
1935	...do	English High School	Charles S. Jackson	Dept.	6	8
1936	Malden	High School	George E. Gay	Dept.	2	10
1937	Manchester	Story High School	W. S. C. Russell	Dept.	1	1
1938	Mansfield	High School	James H. Johnson	Dept.	1	1
1939	Marblehead	...do	H. A. Macgowan	Dept.	1	4
1940	Marlboro	...do	Wm. Francis O'Connor.	Dept.	0	7
1941	Marshfield	...do	Charles R. Copeland	Ind	1	1
1942	Mattapoisett	Barstow High School	Albert S. Briggs	Ind	1	0
1943	Maynard	High School	Elmer E. Sawyer	Ind	1	2
1944	Medford	...do	Lorin L. Dame	Dept.	5	6
1945	Medway	...do	Walter Bowen Waterman.	Ind	1	1
1946	Melrose	...do	Alonzo G. Whitman	Dept.	3	5
1947	Mendon	...do	Emily Alice Hall	Dept.	0	1
1948	Merrimac	...do	C. C. Ferguson, A. M	Ind	1	1
1949	Methuen	...do.*	C. A. Page	Dept.	1	2
1950	Middleboro	...do	Walter Sampson	Dept.	1	3
1951	Milford	...do	Eben Williams	Dept.	1	3
1952	Millbury	...do	John F. Roache	Ind	1	2
1953	Milton	...do	Hiram Tuell	Dept.	3	4
1954	Montague	Centre High School	Eva L. Tower	Ind	0	3
1955	Nahant	High School	A. B. Crawford	Ind	1	1
1956	Nantucket	...do	Stanley Edwards Johnson.	Dept.	1	1
1957	Natick	...do	Emory L. Mead	Ind	2	8
1958	Needham	Kimball High School	C. L. Judkins	Dept.	1	1
1959	New Bedford	High School	Charles Sturtevant Moore.	Dept.	5	9
1960	Newburyport	...do	E. C. Adams	Dept.	2	7
1961	New Salem	...do	Emerson L. Adams	Dept.	1	1
1962	Newtonville	Newton High School	Edward J. Goodwin	Dept.	6	15
1963	Norfolk	High School	Miss E. D. Sturtevant	Dept.	0	1
1964	North Adams	Drury High School	Herbert H. Gadsby, Ph. D.	Dept.	4	2
1965	North Andover	Johnson High School	James Chester Flagg	Ind	2	4
1966	North Attleboro	High School	James W. Brehant	Dept.	1	4
1967	Northboro	...do	Nelson G. Howard	Ind	1	1
1968	North Brookfield	...do	Edgar H. Grout	Dept.	1	1
1969	North Dartmouth	Dartmouth High School	Henry H. Harriman	Dept.	1	1
1970	North Easton	Easton High School	M. C. Lamprey	Dept.	2	2
1971	North Reading	High School	Clara B. Holden	Dept.	0	1
1972	Norwood	...do	A. C. Russell	Dept.	1	3
1973	Orange	...do	Wallace E. Mason	Dept.	1	3
1974	Oxford	...do	S. J. Nowell	Ind	1	1
1975	Palmer	...do	A. W. Thayer	Dept.	1	2

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
15	24	0	0	0	0	0	3	4	2	3	4	2	1	4	....	500	$9,000	1918
38	40	0	0	0	0	8	13	2	0	2	7	0	7	4	....	45	25,000	1919
1	8	0	0	3	3	0	0	0	0	0	3	0	0	3	....	....	....	1920
25	48	0	0	0	0	....	....	....	....	1	14	0	1	4	0	....	....	1921
97	128	0	0	0	0	6	5	8	0	14	36	8	4	4	94	200	....	1922
20	32	1	0	0	0	6	4	4	1	6	9	0	2	4	....	1,200	25,000	1923
45	140	0	0	0	0	1	5	1	0	12	35	2	5	4	40	835	....	1924
29	24	0	0	0	0	5	5	....	....	4	3	....	....	4	....	100	....	1925
39	34	0	0	0	0	3	1	1	0	6	4	0	0	4	0	50	5,000	1926
150	250	0	0	0	0	25	20	20	0	11	28	7	8	4	....	....	100,000	1927
30	50	0	1	0	0	9	7	....	....	6	10	4	0	4	....	48	32,000	1928
25	47	0	2	0	0	1	6	....	....	0	5	0	0	4	....	200	....	1929
21	34	0	0	0	0	....	....	1	6	2	7	0	4	4	....	300	10,000	1930
8	12	0	0	0	0	0	0	0	0	2	3	0	0	3	....	....	....	1931
14	19	0	0	0	0	3	8	0	0	3	3	0	2	4	....	0	3,000	1932
339	371	0	0	0	0	40	38	27	0	58	63	6	8	4	278	710	200,000	1933
140	250	0	1	0	0	60	45	40	0	17	32	12	13	4	140	230	360,000	1934
162	161	0	3	0	0	0	0	17	12	12	19	1	0	4	158	130	....	1935
157	177	0	0	0	0	32	52	28	0	22	25	6	2	4	0	1,500	30,000	1936
20	26	0	0	0	0	2	6	10	5	0	0	....	....	4	....	300	....	1937
26	40	0	0	0	0	0	0	....	....	7	16	0	0	3	0	....	25,000	1938
52	52	0	0	0	0	0	2	5	4	7	14	1	2	4	....	200	10,000	1939
101	124	2	0	0	0	30	8	10	0	15	21	4	2	4	0	800	84,675	1940
22	25	0	0	0	0	0	0	0	0	3	3	0	0	4	....	....	18,000	1941
8	20	0	0	9	0	0	0	0	0	0	0	0	0	4	....	....	....	1942
20	24	0	0	236	243	....	....	....	....	5	7	0	0	4	0	50	35,000	1943
133	169	1	0	0	0	33	37	10	0	12	26	7	4	4	130	629	175,000	1944
21	40	0	0	0	0	1	4	....	....	3	4	....	....	4	....	75	....	1945
90	180	0	0	0	0	26	24	15	5	13	20	5	2	4	....	200	40,000	1946
9	9	0	0	0	0	0	0	0	0	0	0	0	0	4	....	0	100	1947
16	45	0	0	0	0	5	7	2	0	1	2	1	0	4	....	25	....	1948
46	58	0	0	0	0	10	4	6	0	5	5	....	....	4	....	....	....	1949
44	67	0	0	0	0	6	2	8	0	9	8	2	0	4	....	150	30,000	1950
52	88	0	1	0	0	15	5	21	40	9	12	4	2	4	0	360	7,000	1951
38	38	0	0	0	0	2	0	5	4	1	4	0	0	4	....	100	....	1952
46	75	0	2	0	0	4	5	....	....	4	7	3	2	4	....	250	25,000	1953
22	18	0	0	56	44	0	0	0	0	1	3	0	0	4	....	100	....	1954
16	17	0	0	0	0	0	0	....	....	1	1	....	....	4	....	....	....	1955
30	37	1	2	0	0	1	2	....	....	0	8	0	3	4	....	200	....	1956
105	131	0	0	0	0	12	12	7	0	10	14	4	3	4	....	200	25,000	1957
25	35	0	0	5	5	2	4	4	2	4	6	3	1	4	....	220	15,000	1958
146	209	0	7	0	0	36	31	14	0	23	30	9	7	4	38	5,500	127,000	1959
84	99	0	1	0	0	17	8	6	0	9	16	5	4	4	....	400	....	1960
8	10	0	0	0	0	0	1	....	....	....	....	....	....	4	....	....	5,000	1961
263	327	1	1	0	0	98	143	52	0	42	55	15	29	4	223	800	87,350	1962
10	13	0	0	0	0	0	0	0	0	0	1	0	0	3	....	25	6,000	1963
58	111	0	2	0	0	....	....	....	....	5	15	3	2	4	....	175	175,000	1964
40	36	0	0	0	0	5	6	5	6	3	4	3	4	4	....	200	50,000	1965
35	55	0	0	0	0	6	4	5	4	3	10	2	2	4	....	50	25,000	1966
22	29	0	0	0	0	6	4	8	2	7	5	2	1	3	....	100	6,000	1967
35	28	0	0	0	0	10	7	....	....	6	7	2	1	4	....	200	13,000	1968
17	22	0	0	31	25	0	0	0	0	4	9	0	0	2	....	....	4,000	1969
56	53	0	0	0	0	3	0	2	0	10	10	2	0	4	....	300	60,000	1970
10	13	0	0	0	0	1	1	....	....	4	6	....	....	3	....	....	....	1971
38	35	0	1	0	0	4	10	2	0	2	3	0	2	4	....	100	25,000	1972
47	60	0	0	0	0	2	4	....	....	4	8	1	0	4	0	300	15,000	1973
18	24	0	0	0	0	0	0	0	0	0	7	0	0	4	....	200	3,000	1974
40	42	0	0	0	0	1	6	3	4	5	10	2	2	4	....	175	20,000	1975

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
1976	Peabody	High School	John W. Nichols	Dept	1	4
1977	Pembroke	do	Sumner A. Chapman	Ind	1	0
1978	Petersham	do	Miss S. Gertrude Leonard.	Dept	0	1
1979	Pittsfield	do	C. A. Byram	Dept	2	5
1980	Plainville	do	W. A. Woodward	Dept	1	0
1981	Plymouth	do	Marietta Kier	Dept	0	6
1982	Princeton	do	Lucy S. Peirce	Ind	0	3
1983	Provincetown	do	Ira A. Jenkins	Ind	1	2
1984	Quincy	do	Frederic Allison Tupper	Dept	2	7
1985	Randolph	Stetson High School*	Hugh J. Molloy	Dept	1	2
1986	Reading	High School	F. E. Whittemore	Dept	2	4
1987	Rockland	do	Theodore P. Farr	Dept	2	4
1988	Rockport	do	Wm. F. Eldridge	Dept	1	1
1989	Roxbury	do	Charles M. Clay	Dept	7	15
1990	Rutland	do.*	Alfred L. Saben	Ind	1	0
1991	Salem	Classical and High School	Arthur L. Goodrich	Dept	5	7
1992	Sandwich	High School	A. B. Webber	Ind	1	1
1993	Saugus	do.*	F. E. Emrich, jr	Ind	1	1
1994	Scituate	do	Julius N. Mallony	Dept	1	1
1995	Sheffield	do	Lucy Stowe Merwin	Ind	0	1
1996	Shrewsbury	do	F. E. Bragdon	Ind	1	0
1997	Somerset	do	Clara B. Count, A. B.	Ind	0	1
1998	Somerville	Latin High School	George L. Baxter	Dept	3	6
1999	Southampton	High Grammar School	Minnie H. Bridgman	Ind	0	1
2000	Southbridge	Public High School	F. E. Corbin	Dept	2	1
2001	South Dartmouth	High School	M. D. Morris	Ind	1	1
2002	South Hadley	do	Fred P. Bachelder	Ind	1	1
2003	South Weymouth	do	Albert E. Kingsbury	Dept	2	3
2004	Spencer	David Prouty High School*	Edwin S. Terrell, A. M.	Dept	1	2
2005	Springfield	High School	Fred. W. Atkinson	Dept	5	16
2006	Sterling	do	Chas. Murdock	Ind	1	1
2007	Stockbridge	do	Alfred W. Rogers, A. M.	Dept	1	1
2008	Stoneham	do	Charles J. Emerson	Dept	1	3
2009	Stoughton	do	A. D. Arnold	Dept	1	2
2010	Stow	Hale High School	George F. Murdock	Ind	1	0
2011	Sutton	High School	Miss S. E. Wedge	Ind	0	1
2012	Swampscott	Phillips High School	Gardner P. Balch	Dept	1	2
2013	Taunton	High School	John P. Swinerton, A. M.	Dept	5	5
2014	Templeton	do	H. F. Lane	Dept	1	0
2015	Tewksbury	Foster High School	Fred P. Tuxbury	Ind	1	1
2016	Townsend	High School*	Andrew P. Averill	Ind	1	0
2017	Turners Falls	do	Lucas Lee Baker	Ind	1	2
2018	Tyngsboro	Winslow High School	L. Miriam Beede	Ind	0	1
2019	Upton	High School	Harry L. Pierce	Ind	1	1
2020	Uxbridge	do	Chas. H. Bates	Dept	1	1
2021	Wakefield	do	Chas. H. Howe	Dept	1	5
2022	Walpole	do	Allen Latham	Ind	1	2
2023	Waltham	do	Wilson R. Butler	Dept	3	6
2024	Ware	do	Frederic T. Farnsworth	Ind	3	4
2025	Wareham	do.*	Clarence L. Mitchell	Dept	1	1
2026	Warren	do	Mary C. Burbank	Ind	0	3
2027	Watertown	Phillips High School	Geo. R. Dwelley	Dept	2	3
2028	Wayland	High School	Miss Lelia S. Taylor	Ind	0	1
2029	Webster	do	J. I. Buck	Dept	1	1
2030	Wellesley Hills	Wellesley High School	Seldon L. Brown	Dept	2	3
2031	Wellfleet	High School*	Joseph S. Burns	Dept	1	0
2032	Westboro	do	H. C. Waldron	Dept	1	2
2033	West Boylston	do	W. D. Gilpatric, A. M.	Dept	1	1
2034	West Brookfield	do	Cora A. Durgin	Ind	0	1
2035	West Dennis	Dennis South High School	Wellington Hodgkins	Dept	1	0
2036	Westfield	High School	Herbert W. Kittredge	Dept	4	6

* Statistics of 1894–95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
50	66	0	0	0	0	2	15	5	0	......	......	......	......	4	....	....	....	1976
10	12	0	0	0	0	0	0	0	0	2	2	0	0	4	0	0	$100	1977
10	8	0	0	5	3	0	0	0	0	0	1	0	0	3	....	....	2,000	1978
92	160	1	1	0	0	15	19	7	0	14	22	6	8	4	....	200	....	1979
12	16	0	0	0	0	9	15	3	1	3	3	......	......	4	0	30	13,000	1980
81	95	2	0	0	0	0	2	10	3	10	17	3	2	4	....	100	60,000	1981
16	20	0	0	0	0	1	1	1	0	0	0	0	0	....	0	....	....	1982
16	36	0	0	0	0	1	2	1	0	3	8	1	2	4	....	100	15,000	1983
152	188	0	0	0	0	10	15	5	0	5	26	2	2	4	....	200	75,000	1984
35	35	0	0	6	3	0	0	0	0	3	2	2	0	4	....	150	....	1985
47	79	0	0	0	0	5	17	5	0	4	15	......	......	4	....	250	15,000	1986
45	95	0	0	0	0	10	0	2	0	6	3	3	0	4	....	50	20,000	1987
22	28	0	0	4	4	1	2	0	0	0	4	0	0	4	....	300	4,000	1988
190	382	2	1	0	0	13	13	35	7	43	83	8	3	4	150	1,640	400,000	1989
8	11	0	0	4	15	0	0	0	0	0	4	0	0	3	....	....	3,000	1990
156	200	1	1	0	0	62	79	15	0	20	24	6	3	4	....	1,827	26,000	1991
12	18	0	0	0	0	0	2	2	0	1	5	1	2	4	....	120	5,000	1992
16	32	0	0	0	0	0	0	0	0	3	14	0	0	3	....	350	500	1993
25	28	0	1	15	2	2	3	....	....	3	7	......	......	4	....	100	6,000	1994
8	7	0	0	11	8	....	....	....	....	2	4	......	......	3	....	15	....	1995
14	22	0	0	0	0	....	....	....	....	4	5	......	......	3	....	200	....	1996
8	17	0	0	0	0	0	0	....	....	1	3	0	0	4	0	600	6,400	1997
107	165	0	0	0	0	107	165	....	....	16	37	16	37	4	....	150	55,000	1998
6	8	0	0	11	15	0	0	0	0	0	3	0	0	1	....	....	....	1999
38	50	0	0	0	0	10	1	2	0	3	5	2	1	4	....	60	40,000	2000
3	14	0	1	11	5	....	....	....	....	1	3	......	......	2	....	250	6,000	2001
9	13	0	0	0	0	1	1	0	1	2	5	0	2	4	....	....	10,000	2002
50	52	0	0	0	0	9	2	8	0	4	6	4	2	4	....	1,000	35,000	2003
40	43	0	0	10	10	6	7	5	0	10	10	0	1	4	....	100	50,000	2004
204	279	3	7	0	0	30	45	35	11	26	32	......	......	4	....	1,989	127,508	2005
7	8	0	0	3	14	0	0	0	0	0	4	0	0	....	....	50	3,000	2006
16	20	0	0	0	0	1	0	....	....	3	2	1	0	4	0	110	11,000	2007
32	53	0	2	0	0	3	4	5	1	4	10	1	2	4	52	250	....	2008
15	27	0	0	0	0	7	11	....	....	1	6	......	......	4	....	....	....	2009
5	18	0	0	0	0	0	0	0	0	1	3	0	0	4	0	25	8,000	2010
11	16	0	0	0	0	....	....	....	....	0	0	0	0	4	....	6	2,050	2011
19	28	0	0	0	0	3	5	0	2	2	6	1	3	4	....	200	125,000	2012
117	202	0	0	0	0	6	4	11	12	15	45	2	7	4	48	300	75,000	2013
14	23	0	0	0	0	0	0	0	0	1	6	0	0	4	....	50	....	2014
17	13	0	0	4	4	....	....	....	....	6	2	2	0	4	....	....	14,000	2015
18	19	0	0	0	0	0	0	0	0	4	5	0	0	3	....	50	10,000	2016
32	30	0	0	0	0	6	10	3	3	3	3	2	1	4	....	300	26,000	2017
4	5	0	0	2	5	0	1	....	....	....	....	......	......	2	....	41	5,350	2018
31	32	0	0	0	0	0	2	....	....	5	5	0	1	4	....	75	....	2019
32	30	0	0	0	0	1	2	1	0	2	8	0	0	4	....	400	35,000	2020
80	90	0	0	0	0	10	15	3	0	13	13	1	3	4	70	200	50,000	2021
25	36	0	0	0	0	0	2	2	0	1	3	0	1	4	0	75	15,000	2022
110	121	0	0	0	0	24	26	18	0	6	11	3	4	4	0	600	227,214	2023
27	74	0	0	0	0	7	10	2	0	1	8	0	2	4	0	275	50,000	2024
20	23	0	0	1	3	0	0	3	4	1	10	......	......	4	....	75	8,000	2025
7	13	0	0	0	0	1	2	2	0	0	4	0	2	4	....	....	....	2026
40	54	0	0	0	0	3	2	1	0	6	7	0	1	4	....	200	30,000	2027
1	5	0	0	0	0	....	....	....	....	0	0	......	......	4	....	36	....	2028
22	36	0	0	2	9	3	5	3	0	1	5	1	1	4	....	500	1,200	2029
18	43	0	0	0	0	5	15	10	3	3	5	3	3	4	....	100	50,000	2030
5	15	0	0	11	5	0	0	0	0	4	1	0	0	4	31	75	4,010	2031
28	52	0	0	0	0	6	5	....	....	3	9	0	2	4	....	200	....	2032
19	34	0	0	0	0	1	9	3	1	1	7	0	5	4	....	570	5,000	2033
5	9	0	0	0	0	....	....	....	....	1	7	0	1	3	0	20	....	2034
10	25	0	0	0	0	0	0	3	10	2	6	0	0	3	....	25	3,000	2035
77	108	1	0	0	0	7	6	5	3	6	26	3	5	4	0	650	87,000	2036

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
2037	West Hanover	Hanover High School	Herman N. Knox	Ind	1	1
2038	Westminster	High School	George F. Fiske	Dept	1	0
2039	West Newbury	do	Warren M. Dutton	Ind	1	0
2040	Weston	do	Charles Mayo Eaton	Ind	2	1
2041	Westport	do	Edwin C. Howard	Dept	1	0
2042	West Springfield	do	John C. Worcester	Dept	1	5
2043	West Stockbridge	do	Frederick D. Hayward	Ind	1	0
2044	Weymouth	North High School	Charles F. Abbott	Dept	2	2
2045	Whitinsville	Northbridge High School	S. A. Melcher	Dept	1	2
2046	Williamsburg	High School	S. M. Farnum, jr	Dept	1	0
2047	Williamstown	do	H. A. Strong	Dept	2	1
2048	Wilmington	do	Grace Tyler Pratt	Ind	0	3
2049	Winchester	do	Edwin N. Lovering	Dept	2	6
2050	Winthrop	do	E. D. Osborne	Ind	1	2
2051	Woburn	do	L. Herbert Owen	Dept	2	8
2052	Worcester	Classical High School	Edward R. Goodwin	Dept	9	14
2053	do	English High School	Homer P. Lewis	Dept	10	23
2054	Wrentham	High School	Fred C. Stewart	Ind	1	1
2055	Yarmouth Port	Yarmouth High School	Edward Foster Peirce	Ind	1	1
	MICHIGAN.					
2056	Addison	High School	Wade Millis	Ind	1	1
2057	Adrian	do	A. E. Curtis	Dept	2	5
2058	Albion	do	W. C. Hull	Dept	1	5
2059	Algonac	do	A. G. Gates	Dept	0	4
2060	Allegan	do	H. W. McIntosh	Dept	2	2
2061	Allen	do	D. L. Clark	Ind	1	0
2062	Alma	do		Dept	3	3
2063	Almont	do	Judd B. Nicholson	Dept	1	1
2064	Ann Arbor	do	J. G. Pattengill	Dept	8	9
2065	Athens	do	J. C. Seemann	Ind	1	1
2066	Augusta	do	L. G. Avery	Ind	1	1
2067	Au Sable	do	C. M. Jansky	Dept	1	1
2068	Bad Axe	do	A. F. Doyle	Dept	1	2
2069	Bancroft	do	E. E. Pickett	Ind	1	1
2070	Bangor	do	F. C. Penoyar	Ind	1	0
2071	Baraga	do	M. J. McKanna	Dept	1	0
2072	Bath	do	G. H. Dunning	Ind	1	0
2073	Battle Creek	do	Wilfred H. Manwarren	Dept	2	7
2074	Bay City	do	E. O. Marsh	Dept	5	8
2075	Beacon	Champion High School	Grace Gable	Dept	1	2
2076	Belding	High School	J. G. Van Winkle	Dept	2	4
2077	Belleville	do.*	H. C. Miller	Ind	1	0
2078	Bellevue	do	R. B. Dean	Dept	1	0
2079	Benton Harbor	Broadway High School	Stella M. Marble	Dept	1	5
2080	Berrien Springs	High School	J. D. Carmody	Ind	1	1
2081	Bessemer	do	T. B. Hartley	Dept	1	2
2082	Big Rapids	do	Marjorie R. Paine	Dept	0	3
2083	Birmingham	do	Sadie M. Alley	Dept	1	2
2084	Blissfield	East Blissfield High School	M. W. Hensel	Dept	1	1
2085	do	West Blissfield High School	M. J. Sweet	Ind	1	1
2086	Bloomingdale	High School	H. J. Prentice	Ind	1	1
2087	Boyne City	do.*	E. Wood	Ind	1	0
2088	Brighton	do	William McNamara	Dept	1	1
2089	Bronson	do	J. Bayne Ascham	Dept	2	0
2090	Brooklyn	do	G. H. Lake	Ind	1	1
2091	Buchanan	do	A. J. Swain	Dept	1	3
2092	Burnips Corners	do	L. B. Plummer	Dept	1	1
2093	Burr Oak	do	Geo. L. Griswold	Ind	1	2
2094	Byron	do	Jason B. Fuller	Ind	1	0
2095	Cadillac	do	Delia J. Cook	Dept	0	4

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
14	25	0	1	13	13	0	3	0	0	3	3	0	0	4	....	50	....	2037
18	24	0	0	0	0	....	....	....	....	1	8	0	0	3	....	....	....	2038
18	19	0	0	0	0	....	....	....	....	1	3	....	....	4	....	236	$3,000	2039
27	33	0	0	0	0	1	2	4	0	7	6	2	1	4	....	....	20,000	2040
11	16	0	0	0	0	0	0	0	0	0	5	0	0	2	....	....	2,000	2041
64	81	0	0	0	0	11	18	....	....	8	10	2	3	4	....	430	20,000	2042
10	19	0	0	0	0	....	....	....	....	0	7	0	2	3	....	300	....	2043
53	90	0	0	0	0	4	1	2	0	7	16	4	1	4	0	....	....	2044
30	39	0	0	0	0	4	8	3	0	2	5	0	0	4	....	350	55,000	2045
18	20	0	0	0	0	....	....	....	....	2	4	....	....	3	38	....	....	2046
33	27	0	1	0	0	6	3	0	0	5	5	2	1	4	0	60	20,000	2047
9	12	0	0	0	0	0	0	0	0	1	4	0	0	3	....	25	....	2048
61	76	0	0	0	0	9	14	4	0	8	22	2	2	4	....	100	30,000	2049
15	32	0	0	0	0	5	9	2	1	2	5	2	2	4	....	120	....	2050
99	162	1	0	0	0	25	38	6	0	19	38	4	8	4	85	250	20,000	2051
201	309	0	0	0	0	83	54	6	0	23	47	....	....	5	0	1,500	....	2052
355	425	1	1	0	0	0	0	....	....	....	....	....	....	4	....	1,000	120,000	2053
16	28	0	0	0	0	....	....	....	....	0	0	0	0	4	....	....	....	2054
15	17	0	0	0	0	....	....	....	....	5	7	0	2	4	....	....	3,000	2055
27	21	0	0	2	3	0	1	1	0	1	6	1	0	3	....	180	3,600	2056
77	118	0	2	0	0	....	....	17	23	9	12	2	2	4	....	....	....	2057
65	122	0	0	0	0	....	....	65	122	13	24	13	24	4	....	2,000	60,000	2058
12	15	0	0	0	0	3	6	....	....	3	9	3	9	1	....	150	6,500	2059
50	65	0	1	0	0	....	....	30	25	11	1	11	1	4	....	500	35,000	2060
8	11	0	0	46	37	0	0	1	0	3	2	1	0	4	0	150	7,500	2061
30	45	0	0	0	0	....	....	5	4	4	8	2	2	4	30	1,400	25,000	2062
22	24	0	0	0	0	....	....	....	....	1	5	1	3	4	0	274	14,000	2063
332	309	1	2	0	0	50	30	55	50	38	42	35	20	4	....	5,163	210,000	2064
20	20	0	0	63	60	....	....	....	....	6	5	....	....	3	....	100	4,000	2065
16	23	0	0	54	42	....	....	....	....	2	3	....	....	3	....	100	6,000	2066
17	43	0	0	0	0	....	....	....	....	0	4	....	....	4	....	100	10,000	2067
25	23	0	0	0	0	....	....	2	3	3	8	....	....	4	....	100	12,000	2068
23	24	0	0	60	105	1	0	0	0	6	4	1	0	3	0	171	6,000	2069
8	10	0	0	113	109	0	0	0	0	4	6	0	1	4	0	478	6,500	2070
19	10	0	0	0	0	0	0	0	0	0	0	0	0	3	....	225	6,000	2071
8	16	0	0	33	37	0	0	0	0	0	1	0	0	2	0	44	10,000	2072
127	201	0	1	0	0	10	12	30	30	14	22	10	16	4	....	15,000	150,000	2073
161	257	1	2	0	0	....	....	....	....	7	27	4	8	4	0	525	65,000	2074
15	33	0	0	0	0	0	0	1	2	1	5	....	....	....	....	300	1,850	2075
31	33	0	0	0	0	....	....	1	1	3	3	1	1	4	....	150	....	2076
0	6	0	0	76	64	....	....	....	....	3	3	....	....	4	....	200	....	2077
6	8	0	0	0	0	....	....	....	....	4	4	4	4	3	....	300	....	2078
67	100	1	0	0	0	2	6	8	21	6	7	8	12	4	....	250	47,000	2079
6	8	0	0	79	72	....	....	....	....	6	8	....	....	4	....	350	10,000	2080
18	28	0	0	0	0	0	0	8	3	0	3	0	1	4	....	196	30,000	2081
44	81	0	0	0	0	23	38	3	31	11	6	6	4	4	....	900	4,000	2082
40	61	0	0	0	0	....	....	....	....	4	4	....	....	4	....	400	14,000	2083
22	28	0	0	0	0	0	0	8	9	5	3	5	1	4	....	490	4,500	2084
23	36	0	0	69	64	8	10	3	0	2	2	2	1	6	....	300	6,000	2085
5	14	0	0	56	57	....	....	2	0	0	2	0	0	3	....	70	6,000	2086
8	10	0	0	83	95	....	....	....	....	3	0	....	....	3	....	67	3,000	2087
35	36	0	0	0	0	....	....	....	....	5	8	....	....	3	....	182	17,000	2088
15	30	0	0	0	0	....	....	1	2	3	0	0	0	4	0	75	5,000	2089
14	17	0	0	112	110	0	0	0	0	2	2	0	0	4	0	185	5,000	2090
44	56	0	0	0	0	0	2	4	6	5	10	3	2	4	....	350	38,000	2091
28	32	0	0	0	0	....	....	....	....	1	4	1	2	3	....	60	....	2092
18	23	0	0	66	99	0	0	2	2	6	1	2	0	3	....	50	15,000	2093
10	5	0	0	50	65	....	....	....	....	....	....	....	....	4	....	16	1,000	2094
35	70	0	0	0	0	0	4	6	12	0	4	0	2	4	....	1,200	50,000	2095

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	MICHIGAN—cont'd.					
2096	Caledonia	High School	W. J. Hoover	Dept	1	0
2097	Camden	do	W. M. Mathias	Ind	1	1
2098	Carleton	do	A. C. Marvin	Ind	1	0
2099	Carrollton	do	J. J. Daly	Ind	1	0
2100	Carson City	do	R. W. Coddington	Dept	2	1
2101	Casnovia	do	John B. Pickett	Ind	1	0
2102	Cass City	do	Gerrit Masselink	Ind	1	1
2103	Cassopolis	do	J. Biscomb	Ind	1	2
2104	Cedar Springs	do	H. D. Smith	Dept	1	1
2105	Champion	do.*	J. B. Montgomery	Ind	1	0
2106	Charlevoix	do	D. F. Wilson	Dept	1	1
2107	Charlotte	do	E. L. Mason	Dept	2	4
2108	Chelsea	do	L. A. McDiarmid	Ind	1	2
2109	Chesaning	do	John J. Marshall	Dept	2	1
2110	Clare	do	Grace L. Smith	Dept	1	1
2111	Clarkston	do	A. L. Craft	Ind	1	1
2112	Clarksville	do	Thos. Lattler	Dept	1	2
2113	Clayton	do	John Gahagan	Ind	0	1
2114	Climax	do	B. R. Platt	Dept	1	1
2115	Clinton	do	F. E. Wilcox	Dept	1	1
2116	Coldwater	do	E. P. Bradley	Dept	3	3
2117	Coloma	do	Ellsworth D. Foster	Ind	1	0
2118	Colon	do	G. E. Garbutt	Ind	1	0
2119	Concord	Union schools	F. W. Wells	Ind	1	1
2120	Constantine	High School	Wilmot E. Stevens	Ind	1	3
2121	Corunna	do	C. I. Collins	Dept	2	1
2122	Croswell	do	Wm. W. Weir	Ind	1	1
2123	Crystal Falls	Central High School	Miss Mary L. Corrigan	Ind	1	2
2124	Dansville	High School	T. C. North	Ind	1	1
2125	Decatur	do	William V. Sage	Dept	1	2
2126	Deerfield	do.*	O. M. Miles	Ind	1	1
2127	Detroit	Central High School	Frederick L. Bliss	Dept	11	36
2128	Dexter	High School	A. D. De Witt	Dept	1	2
2129	Douglas	Union School	C. S. Flanegan	Ind	1	0
2130	Dowagiac	High School	Nettie M. Dalley	Dept	1	3
2131	Dryden	do	Fred M. Churchill	Ind	1	0
2132	Dundee	do	G. A. Dennison	Dept	0	7
2133	Durand	do	F. W. Wheaton	Dept	1	0
2134	East Tawas	do	J. K. Osgerby	Dept	1	1
2135	Eaton Rapids	do	Willis T. Bishop	Dept	2	5
2136	Eau Claire	do	Isaac Williams	Ind	1	0
2137	Edmore	do	C. F. Straight	Ind	1	3
2138	Edwardsburg	do	Lemuel L. Coates	Ind	1	1
2139	Elk Rapids	do	Henry C. Lott	Dept	1	2
2140	Elsie	do	H. W. Hyser	Ind	1	0
2141	Escanaba	do	Carrie R. Heaton	Dept	0	4
2142	Evart	do	Lettie O. H. Augustine	Dept	0	2
2143	Farwell	do	George E. Downs	Ind	0	3
2144	Fennville	Common schools*	Wells G. Brown	Ind	1	0
2145	Fenton	High School	Lew D. Remington	Dept	2	11
2146	Flat Rock	Union School	E. W. Yost	Dept	1	1
2147	Flint	High School	F. F. Crampton	Dept	3	9
2148	Flushing	do	Albert Lynch	Dept	1	1
2149	Fowlerville	do	Nicholas Knooihuizen	Ind	1	2
2150	Frankfort	do	Ella Kyle Loflin	Dept	1	3
2151	Fremont	do*	F. Stillson	Dept	1	1
2152	Gaines	do	Charles R. Jones	Dept	1	0
2153	Galesburg	do	W. E. Conkling	Dept	2	0
2154	Galion	do	W. M. Milham	Ind	1	1
2155	Gaylord	do	R. Bailey	Dept	1	1
2156	Gladstone	Central High School	Annie Lemister	Dept	1	2
2157	Gobleville	High School	E. A. Aseltine	Ind	2	2
2158	Grand Haven	do	A. T. Brott	Dept	1	2

* Statistics of 1894–95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
10	9	0	0	0	0	....	....	....	....	4	0	....	....	4	....	132	$8,000	2096
8	9	0	0	32	21	....	....	....	....	....	....	....	....	....	....	....	....	2097
2	8	0	0	58	62	....	....	....	....	0	0	....	....	2	....	140	3,000	2098
12	25	0	0	0	0	....	....	....	....	....	....	....	....	4	....	500	10,000	2099
35	49	0	0	0	0	0	0	6	14	1	4	1	3	4	0	250	20,000	2100
8	17	0	0	37	58	3	6	2	1	0	3	0	3	2	....	150	2,500	2101
26	40	0	0	144	155	....	....	....	....	0	0	0	0	4	....	200	10,000	2102
46	54	2	0	160	158	2	2	2	1	10	10	3	2	4	0	800	25,000	2103
27	30	0	0	0	0	0	0	0	0	1	3	0	0	4	....	794	30,000	2104
5	7	0	0	225	189	....	....	1	2	1	2	1	0	4	....	....	16,600	2105
20	44	0	0	0	0	0	0	0	0	0	3	0	0	4	....	200	15,000	2106
65	75	1	1	0	0	6	9	2	1	7	13	6	11	4	....	1,250	15,000	2107
31	57	0	0	0	0	....	....	....	....	4	14	....	....	4	....	....	15,000	2108
31	56	0	1	0	0	....	....	....	....	4	0	2	0	4	....	100	10,000	2109
16	32	0	0	0	0	....	....	3	7	1	4	1	2	5	....	225	22,000	2110
21	24	0	0	51	64	....	....	....	....	6	7	....	....	4	....	....	6,000	2111
40	32	0	0	0	0	....	....	11	4	0	0	11	4	4	....	217	....	2112
12	16	0	0	38	45	0	0	....	....	0	0	0	0	4	....	250	1,500	2113
20	20	0	0	0	0	4	3	....	....	....	....	....	....	4	....	225	5,000	2114
10	9	1	1	0	0	1	1	....	....	6	3	2	1	3	0	300	5,000	2115
67	131	1	0	0	0	3	1	....	....	9	9	4	4	4	....	13,400	30,000	2116
20	20	0	0	70	90	0	0	3	0	1	1	1	0	3	....	100	6,000	2117
23	22	0	0	55	64	0	0	2	0	5	1	2	0	4	....	50	2,800	2118
12	18	0	0	40	42	....	....	....	....	3	2	....	....	4	....	210	....	2119
43	43	3	1	78	87	4	8	10	5	6	11	0	3	4	....	836	25,000	2120
30	35	0	0	0	0	0	0	0	0	4	8	4	8	4	....	300	28,000	2121
22	25	0	0	123	170	1	1	....	....	2	8	0	1	3	....	75	6,000	2122
22	20	0	0	206	212	0	0	0	0	1	2	0	1	4	....	1,004	18,000	2123
20	22	0	0	56	46	....	....	5	3	2	1	....	....	3	....	60	....	2124
37	48	2	1	0	0	....	....	....	....	2	2	....	....	4	....	228	15,500	2125
23	34	0	0	61	81	0	0	0	0	0	2	0	0	4	....	140	8,000	2126
726	1085	0	0	0	0	71	35	....	....	25	91	23	55	4	....	3,108	500,000	2127
29	31	1	0	0	0	0	0	12	11	3	9	3	9	4	....	321	20,000	2128
5	8	0	0	65	70	....	....	....	....	1	2	0	0	2	....	400	4,000	2129
67	78	0	0	0	0	0	0	....	....	5	2	3	1	4	....	723	50,000	2130
10	20	0	0	45	50	0	0	0	0	2	2	0	0	2	....	300	2,000	2131
23	39	0	0	0	0	....	....	8	12	4	5	3	2	4	....	290	30,000	2132
9	15	0	0	0	0	0	0	0	0	2	6	0	0	2	0	130	7,000	2133
30	39	0	0	6	22	3	12	4	2	0	6	0	2	4	....	542	....	2134
65	55	0	0	0	0	10	14	10	6	9	11	6	6	4	....	200	15,000	2135
2	3	0	0	40	42	0	0	0	0	0	0	0	0	5	....	15	2,500	2136
20	22	1	1	84	89	1	3	1	0	5	4	1	2	4	....	76	4,000	2137
13	17	0	0	47	49	....	....	....	....	1	8	....	....	4	....	60	....	2138
12	20	0	0	0	0	....	....	5	8	0	7	....	....	4	....	325	20,000	2139
22	31	0	0	87	83	0	0	3	0	4	0	0	0	4	0	....	....	2140
15	38	0	0	0	0	....	....	4	10	2	1	0	0	4	0	1,600	65,000	2141
13	10	0	0	0	0	....	....	....	....	1	5	....	....	4	....	650	....	2142
12	18	0	0	50	70	0	0	0	0	1	3	0	0	4	....	40	2,500	2143
6	16	0	0	47	53	....	....	....	....	2	6	....	....	3	....	250	5,000	2144
46	48	0	0	0	0	6	3	12	5	5	5	5	1	4	....	2,500	30,000	2145
21	23	1	0	0	0	....	....	....	....	2	1	....	....	3	....	400	10,000	2146
120	200	2	0	0	0	5	3	....	....	14	30	14	30	4	....	2,000	....	2147
14	16	0	0	0	0	4	5	....	....	2	6	0	0	4	....	200	5,000	2148
20	36	0	0	112	101	....	....	....	....	1	5	....	....	4	....	300	10,500	2149
10	34	0	0	0	0	....	....	....	....	1	6	....	....	4	....	50	27,400	2150
6	14	0	0	0	0	2	4	1	0	3	8	2	2	4	0	73	8,000	2151
19	21	0	0	0	0	0	0	0	0	0	3	0	0	3	....	300	6,000	2152
30	40	0	0	0	0	....	....	....	....	2	3	....	....	4	....	350	4,000	2153
35	30	0	0	62	71	....	....	....	....	3	2	2	1	4	....	140	5,000	2154
22	18	0	0	0	0	....	....	....	....	2	2	2	....	4	....	80	10,000	2155
12	20	0	0	0	0	....	....	4	6	....	....	....	....	4	....	256	15,000	2156
29	41	0	0	82	75	....	....	2	0	4	2	2	0	4	....	180	2,500	2157
44	69	0	0	0	0	1	0	....	....	7	6	2	3	4	....	3,108	....	2158

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	MICHIGAN—cont'd.					
2159	Grand Ledge	High School	E. J. Quackenbush	Dept.	1	1
2160	Grand Rapids	Central High School	W. A. Greeson	Dept.	9	20
2161	Grass Lake	High School	John P. Everett	Ind	1	1
2162	Grayling	do	W. F. Benkelman	Ind	1	2
2163	Greenville	do	Hester Fuller	Dept.	1	3
2164	Hadley	do	Howard L. Holmes	Ind	2	0
2165	Hancock	do	C. J. Barr	Dept.	2	2
2166	Hanover	Union School	F. J. Harrington	Ind	1	0
2167	Harbor Springs	do	R. D. Williamson	Ind	1	2
2168	Harrison	High School	C. E. Linabury	Dept.	1	0
2169	Hart	do	E. L. Griffeth	Dept.	1	2
2170	Hartford	do	W. G. Brown	Ind	1	1
2171	Hastings	do	J. E. Mealley	Dept.	2	2
2172	Hersey	do	E. N. Pitkin	Ind	1	0
2173	Hesperia	do	O. F. Munson	Ind	1	3
2174	Hillsdale	do	S. J. Gier	Dept.	3	2
2175	Holland	do	Frank D. Haddock	Dept.	1	3
2176	Holly	do	S. O. Wood	Dept.	1	2
2177	Homer	do	Lizzie M. Cook	Dept.	0	3
2178	Houghton	do	Duly McCone	Dept.	1	2
2179	Howard City	do	Eugene Straight	Dept.	1	2
2180	Howell	do	Robert D. Briggs	Dept.	2	3
2181	Hubbardstown	Union School	Edgar Burk	Ind	1	1
2182	Hudson	High School	Myra Belle True	Dept.	1	2
2183	Imlay City	do	G. R. Brandt	Dept.	1	2
2184	Ionia	do	C. L. Bemis	Dept.	2	5
2185	Iron Mountain	do	C. W. Greene	Dept.	2	2
2186	Iron River	do	H. L. Lawyer	Ind	1	1
2187	Ironwood	Central High School	L. L. Wright	Dept.	1	3
2188	Ishpeming	High School	Amelia F. Olcott	Dept.	1	5
2189	Ithaca	Union High School	Albert P. Cook, supt	Dept.	1	2
2190	Jackson	High School (dist. No. 17)	Chas. D. Livingston	Dept.	1	3
2191	Jonesville	do	W. D. Hill	Ind	1	2
2192	Kalamazoo	do	Shattuck O. Hartwell	Dept.	2	9
2193	Kalkaska	do*	Esther Marsh	Dept.	1	1
2194	Kingston	do	G. W. Briggs	Ind	1	0
2195	Laingsburg	do	A. N. Cody	Ind	1	0
2196	Lake Ann	do	Joseph F. Jackson	Ind	1	0
2197	Lake Linden	do	Mrs. C. G. White	Dept.	1	4
2198	Lakeview	do	E. A. Barnhart	Dept.	1	1
2199	Lansing	do*	W. H. Turnbull	Dept.	3	8
2200	Lapeer	do	J. W. Cuppler	Dept.	0	16
2201	Lawton	do	H. W. Lawson	Ind	1	1
2202	Le Roy	do	C. G. Howard	Ind	1	3
2203	Leslie	do	A. Knechtel	Dept.	1	1
2204	Lexginton	do	C. H. Naylor	Ind	1	1
2205	Litchfield	do	Chas. E. Smith	Ind	2	3
2206	Lowell	do	W. A. Ludwig	Ind	1	1
2207	Ludington	do	M. J. Withington	Dept.	3	2
2208	Luther	do	W. D. Rice	Ind	1	0
2209	McBride	do	J. E. Bradley	Ind	0	2
2210	Mancelona	do	J. R. Jenkens	Dept.	1	1
2211	Manchester	do	Evan Enery	Ind	1	3
2212	Manistique	do	D. M. Stegenga	Ind	2	2
2213	Manton	do	E. L. Bower	Dept.	1	1
2214	Maple Rapids	do	R. N. Howe	Ind	1	0
2215	Marcellus	do	Edmund Schoetzow	Ind	1	1
2216	Marine City	do	Amanda J. Hamilton	Dept.	2	2
2217	Marlette	do	E. M. Hartman	Dept.	1	1
2218	Marquette	do	F. J. Starkey	Dept.	2	4
2219	Marshall	do	Ralph Stillman Garwood	Dept.	3	3
2220	Martin	Union School	Verne C. Walcott	Ind	1	0
2221	Mason	High School	Helen Millspaugh	Dept.	1	3

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
12	15	0	0	0	0	....	....	....	....	2	4	....	....	4	....	510	$14,000	2159
389	581	0	2	0	0	19	24	68	14	41	74	15	15	4	....	3,000	....	2160
9	19	0	0	85	84	....	....	....	....	3	5	0	2	4	....	563	....	2161
28	35	0	0	178	195	....	....	....	....	3	5	1	2	4	....	150	10,000	2162
22	53	0	0	0	0	2	10	6	4	....	....	....	....	4	0	1,092	40,000	2163
21	23	0	0	8	11	2	1	1	0	1	1	1	0	3	....	750	5,000	2164
41	59	0	0	0	0	0	0	....	....	4	9	2	3	4	0	1,400	40,000	2165
11	19	0	0	60	70	....	....	....	....	3	3	2	1	3	....	200	4,000	2166
25	25	0	0	100	212	....	....	....	....	3	3	....	....	4	....	80	8,000	2167
14	21	0	0	0	0	0	0	0	0	1	0	0	0	4	....	150	1,500	2168
40	30	0	0	0	0	6	5	8	10	2	8	0	2	4	....	....	....	2169
15	15	1	0	150	160	....	....	....	....	0	5	....	....	4	....	100	4,000	2170
81	99	0	0	0	0	....	....	....	....	10	19	....	....	4	....	1,700	50,000	2171
15	20	0	0	31	48	0	0	0	0	0	3	....	....	3	....	55	4,000	2172
47	59	0	0	122	141	0	0	0	0	2	4	0	0	4	0	....	3,100	2173
75	91	0	0	0	0	5	9	9	8	16	12	5	6	4	....	939	50,000	2174
45	68	0	0	0	0	....	....	....	....	3	15	....	....	4	....	....	....	2175
27	22	0	0	0	0	....	....	6	4	1	2	1	1	4	0	350	15,000	2176
28	44	0	0	0	0	....	....	....	....	5	1	....	....	4	....	265	15,000	2177
25	34	0	0	0	0	1	2	6	2	4	3	1	2	4	....	1,000	60,000	2178
35	50	0	0	0	0	3	2	....	....	1	4	1	1	4	....	127	4,000	2179
63	99	1	0	0	0	8	16	24	21	9	15	8	13	4	0	753	40,000	2180
10	8	0	0	50	62	....	....	3	3	....	....	....	....	3	....	100	5,000	2181
25	23	0	0	24	23	....	....	....	....	6	1	9	9	4	....	800	....	2182
25	36	0	0	0	0	4	9	7	7	1	2	2	8	4	....	400	9,000	2183
67	85	0	0	0	0	5	5	15	27	9	12	3	5	4	....	823	60,000	2184
32	54	0	0	8	12	....	....	6	12	3	4	2	1	4	....	2,100	....	2185
12	18	0	0	78	112	3	0	....	....	5	6	3	0	4	....	40	3,000	2186
32	36	0	0	0	0	0	0	3	1	4	4	3	1	4	82	1,560	60,000	2187
70	80	0	0	0	0	....	....	9	25	5	13	5	13	4	....	850	....	2188
54	66	0	0	0	0	8	3	1	0	9	10	3	0	4	....	800	30,000	2189
51	61	1	0	0	0	....	....	....	....	4	6	....	....	4	....	1,000	....	2190
26	35	0	0	124	120	3	1	5	2	1	5	1	2	4	....	325	20,000	2191
143	210	0	2	0	0	3	5	20	30	18	30	....	....	4	....	600	30,000	2192
21	27	0	0	0	0	....	....	....	....	0	1	0	1	4	....	300	9,000	2193
8	15	0	0	52	55	0	1	....	....	2	1	....	....	....	....	20	800	2194
12	9	0	0	63	116	....	....	....	....	3	1	....	....	4	....	100	....	2195
14	9	0	0	40	50	....	....	....	....	5	3	....	....	....	....	28	3,000	2196
58	73	0	0	0	0	....	....	23	59	4	12	3	8	4	....	1,000	52,000	2197
21	22	0	0	0	0	....	....	3	5	....	....	....	....	4	....	210	5,500	2198
170	210	0	3	0	0	....	....	....	....	....	....	....	....	....	....	....	....	2199
60	130	2	5	0	0	7	3	4	0	9	8	2	3	4	....	700	1,000	2200
20	20	0	0	110	109	0	0	1	0	2	2	1	0	4	....	....	1,000	2201
20	16	0	0	50	79	....	....	....	....	2	0	....	....	4	....	45	6,000	2202
33	38	0	0	0	0	....	....	....	....	5	7	....	....	4	....	250	10,000	2203
21	33	0	0	87	83	....	....	....	....	0	3	....	....	4	....	400	9,000	2204
30	38	0	0	46	58	....	....	15	10	4	3	4	3	4	....	225	15,000	2205
20	64	0	0	258	255	0	0	0	0	1	6	0	0	4	....	3,000	14,800	2206
66	112	3	0	0	0	2	3	17	30	6	19	4	9	4	....	3,000	75,000	2207
14	4	0	0	130	153	1	0	1	0	2	1	2	0	3	....	150	6,000	2208
10	20	0	1	50	60	3	5	0	1	1	3	0	0	3	....	75	2,500	2209
20	25	0	0	0	0	....	....	....	....	0	2	....	....	4	....	....	5,000	2210
38	44	0	0	132	182	0	0	0	3	8	4	0	0	4	....	200	1,200	2211
16	26	0	0	350	341	1	0	....	....	0	4	....	....	4	....	1,300	10,000	2212
8	23	0	0	0	0	....	....	....	....	1	2	1	1	4	....	128	11,000	2213
7	10	0	0	65	78	....	....	4	8	2	4	2	2	2	....	250	2,500	2214
27	29	0	0	103	112	0	0	0	0	4	7	....	....	4	....	100	....	2215
17	39	0	0	0	0	....	....	....	....	2	1	2	1	4	....	632	33,200	2216
33	35	0	0	0	0	0	0	0	0	2	4	0	0	4	0	30	15,000	2217
53	97	1	2	0	0	....	....	2	0	4	16	2	0	4	....	200	115,000	2218
50	70	1	0	0	0	3	3	....	....	11	7	....	....	4	....	1,600	....	2219
20	28	0	0	25	40	....	....	2	1	4	2	....	....	4	....	43	6,000	2220
45	83	0	0	0	0	....	....	....	....	4	16	....	....	4	0	600	20,000	2221

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	MICHIGAN—cont'd.					
2222	Mayville	High School	Philip G. Davis	Ind	1	2
2223	Mendon	do	L. H. Merriman	Ind	2	0
2224	Menominee	do	J. C. Watson	Dept	3	2
2225	Metamora	do	Byron Burnell	Ind	1	0
2226	Michigamme	do	George A. Pitts	Ind	1	1
2227	Middleville	do	A. O. Wilkinson	Dept	2	0
2228	Midland	do	Miss Louella Creed	Dept	1	2
2229	Milan	do	C. H. Carrick	Ind	1	1
2230	Milford	do	E. R. Nethercott	Ind	2	2
2231	Millington	do	H. Z. Wilber	Ind	1	1
2232	Monroe	do	A. C. Tagge	Dept	3	3
2233	Montague	do	D. A. Teller	Dept	1	1
2234	Morenci	Union Schools	A. F. Probst	Dept	1	2
2235	Morrice	High School	O. L. Bristol	Ind	0	3
2236	Mount Clemens	do	D. F. Mertz	Dept	2	2
2237	Mount Morris	do	Guy W. Selby	Ind	1	0
2238	Mount Pleasant	do	Mabel I. Bishop	Dept	2	2
2239	Muir	do	L. G. Holbrook	Ind	1	1
2240	Muskegon	do	E. V. Robinson, Ph. D	Dept	3	6
2241	Muskegon Heights	do	L. G. Palmer	Ind	1	0
2242	Napoleon	Union School	W. W. Armstrong	Ind	1	1
2243	Nashville	High School	H. B. Andrews	Dept	2	1
2244	Negaunee	do	F. D. Davis	Dept	2	3
2245	Newaygo	do	A. W. Jones	Dept	1	0
2246	New Buffalo	do	Lenora J. McDonald	Dept	0	1
2247	New Haven	do	W. L. Gillette	Dept	1	0
2248	New Troy	do	Byron J. Benson	Ind	1	0
2249	Niles	do	J. W. Welch	Dept	2	2
2250	North Adams	do	B. F. Green	Dept	1	1
2251	North Branch	do	J. Q. Roode	Ind	1	0
2252	Northville	Union Schools	D. C. Bliss	Dept	1	1
2253	Norway	High School*	S. B. Tobey	Dept	1	2
2254	Okemos	do	Glen. Lawrance	Ind	1	0
2255	Olivet	do	C. E. Pray	Ind	1	1
2256	Ontonagon	do	Miss Ella Chamberlin	Dept	0	2
2257	Otisville	do	James Turrel	Dept	1	0
2258	Otsego	do	G. C. Nevins	Dept	1	5
2259	Ovid	do	Miss C. A. Copeland	Ind	1	1
2260	Owosso	do	E. T. Austin	Dept	2	4
2261	Oxford	do	H. S. Elliott	Ind	1	2
2262	Palmyra	do	E. C. Dershem	Ind	1	1
2263	Parma	Union School	John W. Maybee	Ind	1	0
2264	Paw Paw	High School	H. C. Wilson	Ind	1	4
2265	Pentwater	Union School	Lewis C. Sleeper	Dept	2	0
2266	Perry	High School	James H. Wallace	Ind	1	1
2267	Petersburg	Union Schools	Wm. G. Bauer, B. S., B. Ped.	Ind	1	1
2268	Petoskey	High School	Miss Stella Conrad	Dept	1	3
2269	Pinckney	do	Wm. A. Sprout	Dept	1	1
2270	Pinconning	do.*	C. E. Clark	Ind	1	1
2271	Pittsford	do	F. E. Knapp	Dept	0	2
2272	Plainwell	do	Chas. H. Norton	Dept	1	3
2273	Plymouth	do	Ira A. Beddow	Ind	1	2
2274	Pontiac	do	Lewis C. Carson	Dept	2	4
2275	Port Austin	do	J. A. Morse	Ind	2	0
2276	Port Hope	do	Cora E. Bright	Ind	0	1
2277	Port Huron	do	F. B. Whipple	Dept	2	8
2278	Portland	do	Geo. E. Rogers	Dept	1	3
2279	Quincy	do.*	Wm. Bellis	Ind	1	2
2280	Reading	do	G. A. McGee	Dept	1	1
2281	Reese	do	S. S. McGeachy	Ind	1	0
2282	Republic	do	John Northmore	Ind	1	0
2283	Richland	do	Wm. McMillan	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
14	26	0	0	102	95	0	0	1	3	3	8	1	3	4	....	150	$10,300	2222
40	43	0	0	75	75	3	2	10	8	7	13	3	5	4	....	200	15,000	2223
56	96	0	0	0	0	3	3	....	....	4	9	1	5	4	....	600	65,000	2224
22	15	0	0	56	50	....	....	....	....	....	....	....	....	3	....	300	3,500	2225
4	6	0	0	116	122	....	....	....	....	2	4	2	4	4	....	100	5,000	2226
20	30	0	0	0	0	....	....	....	....	5	7	5	4	3	....	100	6,000	2227
25	57	0	0	0	0	....	....	10	12	5	10	2	2	4	0	1,000	45,000	2228
21	35	0	0	124	143	....	....	....	....	4	4	....	....	4	....	800	10,000	2229
50	64	0	0	112	121	....	....	2	5	1	6	0	1	4	....	150	12,000	2230
25	26	0	0	60	64	....	....	....	....	1	1	1	1	4	....	115	3,000	2231
48	57	0	0	0	0	....	....	....	....	3	4	2	2	4	....	3,500	25,000	2232
4	22	0	1	0	0	....	....	....	....	1	5	....	....	3	0	100	12,000	2233
18	27	0	0	0	0	2	6	1	0	3	4	2	1	3	0	800	9,000	2234
20	25	0	0	46	104	2	6	1	3	1	0	....	....	3	....	154	5,000	2235
40	74	0	0	0	0	....	....	....	....	5	13	5	13	4	....	2,868	65,000	2236
7	6	0	0	44	44	0	0	0	0	0	0	0	0	2	....	125	6,000	2237
50	70	0	1	0	0	....	....	....	....	5	10	5	10	4	....	700	20,000	2238
15	20	0	0	45	80	....	....	....	....	5	4	....	....	3	....	100	....	2239
100	185	0	0	0	0	....	....	....	....	12	18	....	....	4	....	365	....	2240
4	6	0	0	80	85	....	....	....	....	....	....	....	....	3	....	40	....	2241
11	20	0	0	29	30	....	....	....	....	1	4	....	....	4	....	200	6,000	2242
50	80	0	0	0	0	0	0	0	0	7	8	3	4	4	....	550	12,000	2243
44	60	0	0	0	0	2	8	11	6	5	11	2	10	4	....	600	50,000	2244
10	12	0	0	0	0	....	....	....	....	0	5	....	....	4	....	250	....	2245
6	11	0	0	0	0	....	....	....	....	2	9	....	....	4	....	....	4,000	2246
5	7	0	0	0	0	0	1	....	....	0	1	....	....	4	....	150	2,000	2247
18	9	0	0	54	47	0	0	1	1	1	1	0	0	4	0	600	4,000	2248
33	89	1	1	0	0	3	6	2	2	5	14	4	0	4	....	2,154	50,000	2249
27	36	1	0	0	0	5	5	5	5	5	5	3	2	4	....	150	10,000	2250
25	36	0	0	136	106	....	....	....	....	2	5	....	....	3	....	....	10,000	2251
30	35	0	0	0	0	3	0	1	0	5	4	0	2	4	....	800	20,000	2252
23	22	0	0	0	0	....	....	11	12	2	5	2	5	4	....	1,133	22,000	2253
7	11	0	0	45	77	0	0	....	....	....	....	....	....	2	....	12	1,200	2254
13	14	0	0	83	106	1	3	14	11	3	4	3	4	2	....	266	7,000	2255
10	15	0	0	0	0	....	....	....	....	2	4	1	2	3	....	400	6,000	2256
3	4	0	0	86	82	0	0	0	0	0	4	0	0	2	....	194	2,500	2257
28	43	0	0	0	0	0	0	0	0	2	13	0	0	3	....	600	10,000	2258
24	32	0	0	157	168	0	0	0	0	1	3	0	0	4	....	217	10,000	2259
100	150	0	0	0	0	0	0	7	5	10	16	5	3	1	....	1,000	60,000	2260
35	40	0	0	95	105	....	....	4	6	1	3	1	3	4	....	280	14,000	2261
31	21	0	0	29	30	....	....	....	....	3	7	....	....	4	....	100	3,000	2262
3	8	0	0	81	85	1	0	1	0	2	3	1	0	3	0	200	15,000	2263
43	50	0	0	145	147	4	6	4	3	9	4	2	2	4	....	600	75,000	2264
31	32	0	0	0	0	....	....	7	15	2	9	0	1	3	....	325	12,000	2265
14	16	0	0	50	60	1	6	....	....	1	6	1	6	4	....	350	4,000	2266
20	20	0	0	58	82	3	4	....	....	1	2	1	4	4	....	132	....	2267
33	55	0	0	0	0	0	0	....	....	1	13	1	13	4	....	1,500	30,000	2268
16	35	0	0	0	0	0	0	0	0	2	4	....	....	4	....	50	10,000	2269
12	28	0	0	96	175	0	0	0	0	0	3	0	0	3	....	....	3,000	2270
23	34	0	0	0	0	....	....	....	....	2	5	....	....	3	....	150	2,500	2271
45	70	0	0	0	0	....	....	2	5	2	2	1	2	4	....	365	12,000	2272
30	25	0	0	0	0	....	....	2	3	4	2	3	0	4	0	1,500	20,000	2273
70	115	0	0	0	0	13	5	17	26	8	17	8	17	4	0	....	....	2274
8	20	0	0	74	83	....	....	....	....	1	0	....	....	2	....	252	....	2275
11	17	0	0	35	33	....	....	....	....	0	2	0	1	4	....	50	4,000	2276
129	172	0	1	0	0	2	3	6	9	....	....	....	....	4	0	2,500	250,000	2277
31	89	0	0	0	0	....	....	5	8	1	14	0	1	4	....	50	25,000	2278
32	51	0	0	93	117	....	....	....	....	7	5	....	....	4	....	300	8,000	2279
30	50	0	0	0	0	3	4	0	0	4	5	1	0	4	0	50	6,000	2280
5	8	0	0	13	11	0	0	0	0	0	0	0	0	4	0	50	2,000	2281
0	15	0	0	300	300	....	....	....	....	0	0	....	....	4	....	300	10,000	2282
14	6	1	0	9	18	....	....	....	....	2	2	....	....	2	....	42	4,000	2283

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	MICHIGAN—cont'd.					
2284	Richmond	High School	J. M. Tice	Ind	1	1
2285	Rochester	do	W. W. Gifford	Dept	1	1
2286	Rockland	do	A. C. Adair	Dept	1	0
2287	Romeo	do	O. D. Thompson	Dept	1	3
2288	Roscommon	do	O. W. Hoffman	Ind	1	0
2289	Saginaw	East Side High School	E. C. Warriner	Dept	6	10
2290	do	West Side High School	Frank L. Sage	Dept	1	7
2291	St. Charles	High School	L. J. Tuttle	Dept.	1	1
2292	St. Clair	do	B. E. Richardson	Dept	2	3
2293	St. Ignace	La Salle High School	Cora B. Theurer	Dept	1	2
2294	St. Johns	High School	I. B. Gilbert	Dept	2	2
2295	St. Joseph	do	Mrs. L. M. Helmer	Dept	1	4
2296	St. Louis	do	Alice I. Herore	Dept	1	2
2297	Saline	Union School	R. O. Austin	Dept	1	1
2298	Sand Beach	High School	E. C. Hambleton	Dept	1	1
2299	Sand Lake	do	G. T. Chapel	Dept	1	1
2300	Saugatuck	do	James Warnock	Dept	1	2
2301	Sault de Ste. Marie	do	Ella M. Bourne	Dept	2	3
2302	Schoolcraft	do	A. H. Covert	Dept	1	5
2303	Shelby	Union Schools	J. E. Clark	Ind	1	1
2304	Sheridan	High School	A. A. Ellsworth	Ind	1	1
2305	South Frankfort	do	S. S. Wilson	Dept	0	3
2306	South Haven	do	A. D. Prentice	Dept	1	2
2307	South Lyon	do.*	James M. Bailey	Dept	1	1
2308	Sparta	High School	Milton E. Osborn	Dept	1	1
2309	Spring Lake	do	Edward P. Cummings	Dept	1	2
2310	Springport	do	F. M. Harlow	Ind	1	1
2311	Stephenson	do	Wayne Simmons	Ind	1	0
2312	Stevensville	do	Chas. D. Jennings	Ind	1	0
2313	Stockbridge	do	A. A. Hall	Dept	1	0
2314	Sturgis	do	C. W. Leisenring	Dept	1	2
2315	Tawas City	do	Frank F. Stephenson	Dept	2	0
2316	Tecumseh	do	L. M. Kellogg	Dept	1	3
2317	Tekousha	do	H. C. Daley	Ind	1	0
2318	Three Oaks	do	Will E. Taylor	Ind	1	1
2319	Three Rivers	do	Stephen Douglas Fry	Dept	3	2
2320	Traverse City	do	Charles H. Horn	Dept	3	6
2321	Tustin	do	Geo. F. Roxburgh	Ind	1	0
2322	Union City	do	H. E. Johnson	Dept	2	2
2323	Unionville	do	Henry Bush, jr	Ind	1	0
2324	Vandalia	do	C. L. Pemberton	Ind	0	3
2325	Vassar	do	Ira L. Forbes	Dept	1	3
2326	Vernon	do	F. W. French	Dept	1	0
2327	Vicksburg	Union School	F. W. Wells	Ind	0	5
2328	Watervliet	High School*	R. H. Struble	Dept	1	0
2329	Wayland	do	E. M. Vroman	Ind	1	2
2330	Wayne	do	Emma Hunt	Ind	1	1
2331	West Bay City	do	C. S. Kingston	Dept	3	4
2332	Whitehall	do	Fred James Hendershot	Dept	1	1
2333	White Pigeon	do	J. G. Plowman	Ind	1	1
2334	Williamston	do	C. H. Burgess	Ind	2	1
2335	Woodland	do	J. M. Nelson	Ind	1	0
2336	Ypsilanti	do	A. R. Crittenden	Dept	3	3
	MINNESOTA.					
2337	Aitkin	High School	Alvin Braley	Dept	1	1
2338	Albert Lea	do	W. J. Schmitz	Dept	2	2
2339	Alexandria	State High School	J. E. Phillips	Dept	1	4
2340	Anoka	High School*	Z. N. Vaughn	Dept	3	1
2341	Appleton	do	Wm. H. Wallace	Ind	1	1
2342	Austin	do	K. C. Davis	Dept	2	3
2343	Benson	do	N. L. T. Nelson	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.																		
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
22	30	0	0	76	74	....	....	....	....	5	6	....	....	4	....	400	$10,000	2284
23	17	0	0	0	0	0	0	0	0	0	2	0	1	4	....	500	12,000	2285
6	12	0	0	52	46	0	0	0	0	0	0	0	0	4	0	444	5,350	2286
50	58	0	1	0	0	5	2	....	....	3	1	3	4	4	....	1,000	25,000	2287
6	14	0	0	71	85	....	....	....	....	2	2	....	....	2	....	40	6,000	2288
200	300	2	1	0	0	10	10	....	....	16	20	10	6	4	....	1,000	90,000	2289
98	155	0	0	0	0	2	8	....	....	13	11	....	....	4	....	....	28,542	2290
18	38	0	0	0	0	....	....	....	....	....	....	....	....	1	....	27	7,000	2291
60	40	0	0	0	0	0	0	10	12	5	4	3	2	4	....	300	35,000	2292
18	22	0	0	0	0	....	....	....	....	2	2	....	....	3	....	250	8,000	2293
47	70	0	0	0	0	....	....	....	....	3	7	....	....	4	....	490	45,000	2294
53	77	0	4	0	0	....	....	....	....	9	15	8	3	4	....	2,500	50,000	2295
39	47	0	0	0	0	0	0	....	....	5	7	....	....	4	....	950	3,500	2296
25	30	1	0	0	0	2	4	4	2	7	7	4	3	4	....	500	25,000	2297
16	22	0	0	0	0	....	....	....	....	0	0	....	....	4	....	300	7,000	2298
10	10	0	0	0	0	0	0	....	....	1	1	1	0	3	....	150	7,000	2299
30	37	0	0	0	0	....	....	5	2	4	4	....	....	4	0	343	6,000	2300
35	79	0	0	0	0	4	16	2	1	3	3	2	1	4	....	1,600	62,000	2301
73	88	0	0	0	0	0	0	2	2	6	6	6	6	4	....	500	25,000	2302
27	30	0	0	164	128	5	10	4	8	1	0	1	0	4	....	500	6,000	2303
7	15	0	0	98	77	....	....	....	....	....	....	....	....	4	....	100	2,400	2304
18	27	0	0	0	0	0	2	0	2	0	0	0	0	4	0	35	4,000	2305
54	51	0	0	0	0	....	....	....	....	7	5	....	....	4	....	300	16,000	2306
17	22	0	0	0	0	....	....	....	....	3	3	0	0	3	....	28	5,000	2307
34	24	0	0	0	0	0	0	0	0	2	1	1	0	4	....	325	5,000	2308
18	22	1	0	0	0	....	....	....	....	0	4	....	....	2	....	100	8,000	2309
36	35	0	0	49	64	0	0	0	0	6	6	1	0	4	0	302	20,000	2310
0	10	0	0	92	91	....	....	....	....	0	2	....	....	2	....	....	4,000	2311
1	5	0	0	40	58	0	1	....	....	2	4	....	....	4	0	105	6,500	2312
15	15	0	0	0	0	....	....	2	2	0	2	0	1	3	....	200	5,000	2313
22	30	0	0	0	0	....	....	3	0	1	5	1	0	4	....	....	40,000	2314
30	60	0	0	0	0	....	....	....	....	0	2	....	....	4	....	....	6,000	2315
53	67	0	2	0	0	....	....	4	3	7	6	2	1	4	....	2,100	30,000	2316
15	30	1	0	65	85	....	....	....	....	1	3	....	....	3	....	200	5,000	2317
6	14	0	0	164	166	2	3	6	8	1	1	0	0	4	....	150	4,000	2318
58	75	0	0	0	0	2	0	5	3	8	13	....	....	4	....	350	27,000	2319
120	145	0	0	0	0	....	....	....	....	9	12	5	1	4	....	1,000	55,000	2320
8	7	0	0	30	21	0	0	0	0	0	0	0	0	3	0	....	3,500	2321
50	50	0	0	0	0	2	2	4	6	8	1	2	1	4	0	300	50,000	2322
6	8	0	0	42	56	0	0	0	0	2	4	....	....	3	....	127	....	2323
11	25	10	15	49	87	....	....	....	....	1	2	....	....	4	....	300	15,000	2324
41	48	0	0	0	0	0	0	12	6	3	6	3	4	4	....	780	25,000	2325
9	11	0	0	57	69	....	....	....	....	1	5	....	....	3	....	....	....	2326
35	50	3	4	125	100	....	....	5	6	2	3	....	....	4	....	200	10,000	2327
4	8	0	0	0	0	....	....	4	8	1	3	1	1	3	60	150	10,000	2328
27	25	0	0	49	49	0	0	0	0	5	2	0	0	3	....	....	....	2329
25	28	0	0	157	143	0	0	2	1	3	7	2	4	4	0	150	30,000	2330
50	100	0	0	0	0	....	....	....	....	3	17	....	....	4	....	....	12,000	2331
21	34	0	0	0	0	....	....	....	....	7	6	....	....	4	....	845	30,000	2332
22	25	0	0	84	83	0	0	0	0	....	....	....	....	4	....	....	14,000	2333
15	35	0	0	114	130	1	3	1	2	4	1	1	1	4	....	40	14,000	2334
7	9	0	0	54	47	....	....	....	....	2	2	....	....	2	....	150	3,000	2335
69	108	1	0	0	0	3	1	....	....	8	9	....	....	4	....	2,500	....	2336
10	22	0	0	0	0	5	8	0	0	0	0	0	0	4	....	300	15,000	2337
37	65	0	0	0	0	2	0	....	....	5	7	3	4	4	....	600	75,000	2338
35	45	0	1	0	0	0	0	10	5	4	4	2	1	4	....	1,000	45,000	2339
28	58	0	0	0	0	....	....	2	8	1	11	1	3	4	....	700	40,000	2340
30	35	0	0	115	120	....	....	4	0	0	0	0	0	4	....	300	15,000	2341
45	95	0	0	0	0	0	0	5	10	5	7	....	....	4	....	600	50,000	2342
30	32	0	0	0	0	0	0	0	3	3	2	3	2	4	....	900	8,000	2343

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	MINNESOTA—cont'd.					
2344	Blooming Prairie	High School	Daniel J. Sullivan	Ind	1	0
2345	Blue Earth City	do	V. R. Wasson	Dept	2	0
2346	Brainard	do	Chas. E. Young	Dept	1	2
2347	Brown's Valley	do	Jesse F. Brumbaugh	Dept	2	0
2348	Buffalo	do.*	James A. Wharton	Dept	1	1
2349	Caledonia	do	C. A. Patchin	Dept	0	2
2350	Canby	do	J. C. Miller	Dept	1	1
2351	Cannon Falls	do	A. M. Locker	Ind	1	1
2352	Chatfield	do	F. L. Bomberger	Dept	1	2
2353	Cloquet	do	D. E. Cloyd	Dept	2	1
2354	Crookston	do	John H. Dewart	Dept	3	1
2355	Dawson	do	Eugene M. Phillips	Ind	1	1
2356	Delano	do	Chas. S. Hawker	Ind	1	1
2357	Detroit	do	S. A. Challman	Dept	1	2
2358	Dodge Center	do	J. C. Marshall	Dept	1	1
2359	Duluth	Central High School	E. F. Lohr	Dept	9	7
2360	Dundas	High School	George W. Walker	Dept	1	0
2361	Elk River	do	J. A. Cranston	Dept	1	2
2362	Excelsior	do	H. J. Harter	Ind	1	1
2363	Fairmont	do	P. P. Kennedy	Dept	1	1
2364	Faribault	do	G. M. Wilcox	Dept	2	2
2365	Farmington	do	Joel N. Childs	Dept	1	1
2366	Fergus Falls	do	Grace L. Terry	Dept	2	4
2367	Gaylord	do	F. A. Morrill	Dept	1	0
2368	Glencoe	Stevens Seminary	E. E. McIntire	Dept	1	2
2369	Glenwood	High School	Wm. L. Munger	Dept	1	0
2370	Granite Falls	do	Frank E. Green	Dept	1	1
2371	Hastings	do	Georgie A. Burgess	Dept	2	3
2372	Henderson	do	John G. Newkirk	Dept	1	1
2373	Herman	do	Chas. H. Schellbach	Dept	1	0
2374	Hutchinson	do	H. L. Merrill	Dept	3	0
2375	Jackson	do	Aaron F. Schmitt	Dept	1	2
2376	Janesville	do	A. C. Tibbetts	Dept	1	1
2377	Kasson	do	Mc D. Williams	Dept	1	2
2378	Kenyon	do	A. C. Kingsford	Dept	1	1
2379	Lake City	do	E. E. Martin	Dept	1	2
2380	Lanesboro	do	J. E. Tenney	Dept	1	1
2381	Le Roy	do	R. L. H. Lord	Ind	1	0
2382	Le Sueur	do	C. D. Decker	Dept	1	1
2383	Litchfield	do	E. V. W Brokaw	Dept	1	3
2384	Little Falls	do	Rebecca Ashley	Dept	0	3
2385	Luverne	do	C. E. Guthrie	Dept	1	2
2386	Madelia	do.*	M. H. Robinson	Dept	1	1
2387	Mankato	do	O. M. Searles	Dept	3	2
2388	Mantorville	do	A. P. Paulson	Dept	1	2
2389	Mapleton	do	H. E Bagley	Dept	1	1
2390	Marshall	do	Julia E. Booth	Dept	2	1
2391	Minneapolis	Central High School	John N. Greer	Dept	8	36
2392	do	East Side High School	W. F. Webster	Dept	4	15
2393	do	North Side High School	W. W. Hobbs	Dept	3	15
2394	do	South Side High School	Chas. L. Sawyer, A. M.	Dept	3	15
2395	Montevideo	High School	Albert M. Webster	Dept	1	1
2396	Monticello	do	Jesse E. Pope	Dept	1	1
2397	Moorhead	do	John F. Giles	Dept	1	3
2398	Morris	do	R. C. Dewey	Dept	1	2
2399	New Paynesville	do	Pete W. Ross	Dept	1	0
2400	New Ulm	do	E. T. Critchett	Dept	2	1
2401	Northfield	do	Miss Alma B. Stanford	Dept	2	4
2402	Ortonville	do.*	J. M. Richardson	Dept	1	1
2403	Owatonna	do	L. H. Ford	Dept	1	4
2404	Pine Island	do	C. H. Roberts	Dept	2	0
2405	Pipestone	do	G. W. Young	Dept	1	2
2406	Plainview	do	Chas. D. Lewis	Ind	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
10	8	0	0	75	73	0	0	0	0	0	0	0	0	....	....	200	$4,500	2344
21	43	0	0	0	0	....	....	21	43	4	4	4	4	4	....	1,000	35,000	2345
28	55	0	0	0	0	0	2	12	21	3	8	2	6	4	....	650	50,000	2346
0	6	0	0	82	92	0	2	....	....	0	0	0	0	4	....	....	5,000	2347
30	12	0	0	0	0	....	....	....	....	2	1	....	....	3	....	200	6,000	2348
3	11	0	0	0	0	0	0	1	0	2	2	2	2	3	....	200	8,000	2349
18	22	0	0	0	0	....	....	18	22	....	....	....	....	4	....	1,500	21,000	2350
17	30	0	0	162	203	0	0	3	0	0	4	0	3	4	....	850	17,000	2351
20	29	0	0	0	0	....	....	10	16	0	0	0	0	4	....	1,400	20,000	2352
20	30	0	0	0	0	0	0	....	....	0	0	0	0	4	....	600	1,300	2353
28	49	0	0	0	0	3	3	....	....	4	1	4	1	4	....	700	18,000	2354
35	22	0	0	150	136	0	0	8	4	0	0	0	0	4	....	500	12,000	2355
11	15	1	0	103	80	....	....	....	....	3	3	....	....	4	....	134	1,105	2356
11	23	0	0	19	22	2	4	2	5	0	0	....	....	4	....	1,020	28,000	2357
20	20	0	0	0	0	....	....	....	....	5	8	2	3	4	....	500	10,000	2358
239	310	0	0	0	0	6	4	22	20	21	35	9	9	4	....	2,500	....	2359
9	16	0	0	0	0	....	....	....	....	0	3	....	....	2	....	300	7,500	2360
20	34	0	0	0	0	....	....	....	....	1	6	0	4	4	....	497	....	2361
7	12	0	0	103	120	....	....	....	....	3	3	....	....	2	....	150	7,000	2362
15	26	0	0	0	0	12	15	3	11	3	2	2	1	4	....	330	....	2363
36	84	0	0	0	0	1	4	7	18	3	10	2	4	4	....	1,000	40,000	2364
13	26	0	0	0	0	0	0	0	0	0	2	0	2	4	....	600	30,000	2365
36	83	0	0	0	0	14	49	16	35	2	9	1	0	4	....	....	....	2366
8	4	0	0	0	0	0	0	0	0	0	0	0	0	4	....	260	8,000	2367
42	37	0	0	0	0	....	....	10	4	6	4	6	4	4	....	2,600	4,500	2368
5	10	0	0	0	0	2	3	....	....	0	1	0	1	4	....	400	6,000	2369
12	35	0	0	0	0	....	....	....	....	0	1	0	1	4	....	....	....	2370
39	59	0	0	0	0	0	0	....	....	1	14	1	4	4	....	5,000	32,600	2371
25	35	0	0	0	0	0	0	8	7	2	0	0	0	4	....	400	12,000	2372
7	18	0	0	3	5	....	....	....	....	0	0	0	0	4	....	80	7,400	2373
46	62	0	0	0	0	....	....	20	24	2	2	....	....	4	....	1,250	30,000	2374
25	50	0	0	0	0	....	....	3	4	5	9	5	9	4	....	800	3,000	2375
20	31	0	0	0	0	5	15	2	10	2	4	2	4	4	60	400	7,500	2376
22	25	0	0	0	0	0	0	10	12	3	6	2	5	4	....	500	....	2377
5	16	0	1	0	0	....	....	....	....	....	....	....	....	4	....	460	....	2378
34	47	0	0	0	0	1	1	....	....	2	5	2	3	4	....	800	....	2379
34	31	0	0	0	0	4	8	....	....	5	2	1	1	4	....	400	....	2380
6	9	0	0	69	116	0	0	4	5	0	0	0	0	4	....	350	4,000	2381
11	24	0	0	0	0	8	9	17	1	0	2	0	2	4	....	250	....	2382
62	66	0	0	0	0	....	....	19	36	6	1	6	1	4	....	358	30,000	2383
21	39	0	0	0	0	5	8	6	4	1	6	1	4	4	....	510	20,000	2384
29	42	0	0	0	0	0	0	12	20	3	6	8	6	4	....	680	....	2385
19	25	0	0	0	0	0	0	10	5	3	8	8	3	4	....	500	36,000	2386
78	84	0	0	0	0	....	....	....	....	11	4	8	3	4	....	950	....	2387
18	36	0	0	0	0	....	....	1	5	1	5	1	5	4	....	500	22,895	2388
20	15	0	0	0	0	1	0	4	0	4	1	4	0	4	....	600	5,000	2389
42	60	0	0	0	0	....	....	....	....	5	6	....	....	4	....	500	27,600	2390
496	904	5	10	0	0	15	14	70	80	85	94	76	55	4	....	5,000	200,000	2391
210	261	0	0	0	0	....	....	....	....	22	27	15	20	4	....	300	55,000	2392
125	300	1	0	0	0	1	10	10	75	10	20	10	20	4	....	....	75,000	2393
275	200	0	0	0	0	15	8	60	100	15	25	12	20	4	....	300	100,000	2394
18	20	0	0	0	0	0	0	5	0	2	1	2	1	4	....	311	....	2395
11	44	0	0	0	0	....	....	....	....	1	2	0	1	4	....	250	12,000	2396
19	14	1	0	0	0	0	0	4	2	7	4	5	3	4	....	3,500	40,000	2397
25	40	0	0	0	0	....	....	5	3	1	1	1	1	4	....	350	....	2398
4	13	0	0	0	0	0	0	....	....	0	0	....	....	4	....	200	6,000	2399
35	32	0	0	0	0	0	2	30	24	6	1	3	1	4	....	900	33,000	2400
83	75	0	0	0	0	5	15	7	20	3	9	3	9	4	....	1,500	....	2401
15	17	0	0	0	0	0	0	0	0	4	4	0	0	4	....	200	10,000	2402
56	66	0	0	0	0	0	0	....	....	5	6	....	....	4	....	1,600	....	2403
20	26	0	0	0	0	0	0	....	....	0	0	0	0	4	....	150	15,000	2404
40	50	0	0	0	0	....	....	15	10	0	2	....	....	4	....	300	....	2405
13	31	0	0	80	157	....	....	....	....	2	5	2	5	4	....	400	16,500	2406

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	MINNESOTA—cont'd.					
2407	Preston	High School	E. E. Lockerby	Dept.	1	3
2408	Princeton	do	G. R. Simpson	Dept.	1	2
2409	Redwing	do.*	W. W. Kilgore	Dept.	1	4
2410	Redwood Falls	do	J. L. Torrens	Dept.	1	2
2411	Rochester	do	L. S. Overbolt	Dept.	2	4
2412	Rushford	do	C. B. Miller	Dept.	1	1
2413	St. Charles	do	B. F. Buck	Dept.	1	5
2414	St. Cloud	do	Dora Wells	Dept.	1	3
2415	St. James	do	M. H. Manuel	Dept.	2	0
2416	St. Louis Park	do	L. M. Abbott, A. M	Dept.	1	2
2417	St. Paul	Central High School *	A. J. Smith	Dept.	17	25
2418	do	Cleveland High School	S. A. Farnsworth	Dept.	1	5
2419	do	Humboldt High School	Julian C. Bryant	Dept.	3	4
2420	St. Peter	High School	Mary L. Blanchard	Dept.	2	1
2421	Sauk Center	do.*	Geo. A. Stanton	Dept.	2	2
2422	Slayton	do	Walter W. Smith	Dept.	1	1
2423	Sleepy Eye	do	Iona I. Davis	Dept.	1	2
2424	Spring Valley	do.*	E. J. Donaldson	Dept.	2	2
2425	Stillwater	do.*	Carlton Aylard	Dept.	2	5
2426	Tracy	do	Mary Neff	Dept.	2	2
2427	Verndale	do	F. J. Yerke	Dept.	1	1
2428	Wabasha	do.*	J. A. Vandyke	Dept.	1	3
2429	Wadena	do	C. D. Perry	Dept.	1	2
2430	Waseca	do	Lafayette Bliss	Dept.	1	4
2431	Waterville	do	O. F. Morgan	Dept.	2	0
2432	Wells	do	G. E. Hult, A. M	Dept.	2	1
2433	Windom	do	A. N. Farmer	Dept.	2	3
2434	Winnebago City	do	J. E. Gilman, A. B	Dept.	1	2
2435	Winona	do	J. A. Tormey	Dept.	4	4
2436	Worthington	do	Frederick A. Kiehle	Dept.	1	2
2437	Zumbrota	do	J. H. Steffins	Dept.	1	2
	MISSISSIPPI.					
2438	Aberdeen	High School	M. Rose	Dept.	1	4
2439	Arkabutla	do.*	H. L. Keister	Dept.	1	0
2440	Baldwin	do	E. W. Cochran	Ind	1	0
2441	Bellefontaine	do	W. B. Walker	Dept.	1	0
2442	Benton	do.*	W. R. Jones	Ind	1	0
2443	Berwick	Toler High School	J. A. Naul	Ind	1	1
2444	Big Creek	High School*	W. T. Robertson	Dept.	1	0
2445	Blountville	Blountville Academy*	W. B. Pierce	Ind	1	0
2446	Booneville	High School*	W. T. Foster	Ind	1	1
2447	Canton	do*	W. F. Pate	Dept.	2	0
2448	Caseyville	Grange Hall High School*	D. S. Burch	Ind	1	1
2449	Clarksdale	High School	J. E. Hopkins	Dept.	2	2
2450	Coldwater	do.*	O. F. Lawrence	Ind	1	2
2451	Columbus	Franklin Academy	J. M. Barrow	Dept.	3	1
2452	Como Depot	Como Academy	G. W. Sislèr	Ind	1	0
2453	Conehatta	High School	D. Blackburn	Ind	1	2
2454	Courtland	do	T. D. Gayman	Ind	1	0
2455	Crawford	do	Miss M. E. Morgan	Ind	0	1
2456	Crystal Springs	do	T. L. Trawick	Dept.	1	3
2457	Cushtusa	Shady Grove High School	W. R. Pope	Ind	1	1
2458	Dorr	High School*	J. W. Cooper	Ind	1	1
2459	Duck Hill	Duck Hill Institute	W. W. Woodson	Ind	1	1
2460	Durant	High School	Wm. J. Humphrey	Dept.	1	1
2461	Ellisville	do.*	W. H. Foster	Dept.	1	3
2462	Enterprise	do	O. Hunt	Dept.	1	0
2463	Eucutta	do	Sam E. Jones	Dept.	2	2
2464	Fayette	do	Walter S. Davis	Ind.	1	1
2465	Fulton	Tombigbee Normal Institute.*	H. M. Fowler	Dept.	1	2

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
45	55	0	0	0	0	....	....	10	15	0	1	0	1	4	....	300	$20,000	2407
16	22	0	0	0	0	....	....	....	....	2	2	1	0	4	....	600	15,000	2408
35	65	0	0	0	0	2	1	20	50	4	8	4	8	4	....	600	....	2409
20	26	0	1	0	0	0	0	8	0	2	4	2	1	4	....	1,500	2,000	2410
35	75	0	0	0	0	....	....	35	75	2	12	2	12	4	....	1,500	9,000	2411
13	22	0	0	0	0	0	0	5	10	1	1	1	1	4	....	933	14,500	2412
36	40	0	0	0	0	....	....	12	0	4	7	3	2	4	....	600	25,000	2413
56	37	0	0	0	0	1	7	10	2	6	7	5	4	4	....	1,000	10,000	2414
11	20	0	0	0	0	....	....	3	0	0	0	0	0	4	....	1,500	20,000	2315
18	22	0	0	0	0	4	6	8	6	0	0	0	0	4	....	750	20,000	2316
445	824	3	5	0	0	16	30	2	0	44	68	16	30	4	....	3,000	....	2417
40	140	1	0	0	0	7	9	12	17	....	....	....	....	4	....	980	60,000	2418
71	82	0	0	0	0	2	9	19	63	....	....	....	....	4	....	1,814	80,888	2419
23	39	0	0	0	0	....	....	....	....	0	2	0	2	4	....	500	28,500	2420
30	65	0	0	0	0	0	0	15	35	1	14	1	10	4	....	500	25,000	2421
5	9	0	0	0	0	....	....	....	....	0	0	0	0	4	....	230	16,500	2422
32	33	0	0	0	0	0	1	....	....	1	5	1	3	4	....	60	45,000	2423
46	69	0	0	0	0	4	2	16	13	7	10	3	4	4	....	400	20,000	2424
38	66	0	2	....	....	....	....	....	....	6	6	3	5	4	....	2,300	....	2425
30	36	0	0	0	0	....	....	....	....	2	3	2	1	4	....	537	....	2426
20	25	0	0	0	0	....	....	....	....	2	1	....	....	3	....	500	4,500	2427
32	19	0	1	0	0	....	....	....	....	3	2	2	0	4	....	500	35,000	2428
9	41	0	0	0	0	4	0	0	2	4	2	4	2	4	....	400	20,000	2429
60	70	0	0	0	0	10	6	20	15	4	5	4	3	4	25	1,000	30,000	2430
15	20	0	0	0	0	13	20	....	....	0	0	0	0	4	....	344	14,000	2431
22	25	0	0	0	0	6	5	4	2	2	2	1	1	4	....	640	16,000	2432
40	20	0	0	0	0	....	....	....	....	1	4	0	0	4	....	700	....	2433
30	30	0	0	0	0	....	....	18	22	1	2	1	2	4	....	230	10,225	2434
125	134	0	0	10	6	....	....	....	....	11	16	....	....	4	....	800	60,000	2435
32	41	0	0	0	0	....	....	....	....	2	8	1	6	4	....	1,300	....	2436
20	33	0	0	0	0	....	....	....	....	2	5	1	0	4	....	300	10,000	2437
11	36	0	0	0	0	1	1	....	....	2	7	1	1	3	....	500	35,000	2438
15	20	0	0	50	60	1	0	3	5	....	....	....	....	3	....	....	500	2439
8	4	0	0	52	41	....	....	....	....	....	....	....	....	4	....	....	575	2440
10	7	0	0	38	49	....	....	1	3	0	0	0	0	....	....	0	1,500	2441
9	4	0	0	16	10	1	1	0	0	....	....	....	....	....	....	....	1,000	2442
5	5	0	0	30	15	4	0	....	....	2	2	2	2	4	....	....	400	2443
10	8	0	0	23	44	2	2	....	....	....	....	....	....	....	....	....	1,000	2444
20	9	0	0	49	32	11	5	9	4	5	2	4	2	3	....	100	300	2445
15	12	0	0	75	68	10	7	8	0	....	....	....	....	....	....	200	7,000	2446
4	21	0	0	96	129	1	5	1	3	....	....	....	....	3	....	....	....	2447
8	10	0	0	45	35	8	10	....	....	....	....	....	....	3	....	....	2,500	2448
64	43	0	0	0	0	12	9	0	0	18	19	12	9	3	....	....	8,000	2449
30	28	0	0	15	11	....	....	....	....	....	....	....	....	2	....	....	4,000	2450
48	52	0	0	0	0	5	7	....	....	....	....	....	....	3	....	0	6,000	2451
8	8	0	0	46	12	2	2	....	....	....	....	....	....	....	....	....	2,000	2452
15	15	0	0	35	40	2	3	....	....	0	0	....	....	....	....	30	1,500	2453
8	10	0	0	26	20	8	10	0	0	0	0	0	0	2	....	0	4,000	2454
10	10	0	0	11	6	0	0	0	0	0	0	0	0	....	....	0	1,000	2455
62	60	0	0	0	0	26	33	13	20	6	20	6	16	3	....	3,000	10,000	2456
10	17	0	0	30	23	....	....	10	10	0	0	0	0	3	....	....	....	2457
17	14	0	0	17	16	....	....	....	....	....	....	....	....	....	....	200	....	2458
25	20	0	0	10	20	15	10	0	0	0	0	0	0	4	....	0	800	2459
20	27	0	0	0	0	5	13	....	....	....	....	....	....	4	....	....	2,000	2460
20	15	0	0	120	115	....	....	....	....	0	0	0	0	3	....	100	8,000	2461
15	15	0	0	55	60	0	0	0	0	0	1	0	0	3	....	250	2,300	2462
18	21	0	0	62	51	15	11	9	8	0	4	....	....	....	....	20	1,250	2463
18	13	0	0	15	18	3	5	5	0	....	....	....	....	....	....	....	500	2464
21	30	0	0	65	23	5	6	3	10	5	3	5	3	4	....	....	800	2465

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	MISSISSIPPI—cont'd.					
2466	Gloster	High School	C. M. Shaw	Ind	0	5
2467	Grenada	do	A. S. Morrison	Dept.	1	2
2468	Hamlet	Jasper Normal High School*	E. Parker	Ind	1	0
2469	Harrison	High School	Jesse R. Barry, jr	Dept.	1	0
2470	Hattiesburg	do.*	E. J. Currie	Dept.	1	0
2471	Hickory	do	B. F. Hughes	Dept.	1	2
2472	Holly Springs	Normal Institute	W. A. Anderson	Dept.	1	0
2473	Houlka	High School.*	R. A. Eubanks	Ind	1	1
2474	Jacinto	do	J. R. Reynolds	Ind	1	1
2475	Jackson	do.*	J. C. Hardy	Dept.	2	1
2476	Kilmichael	do	J. W. Lucas	Ind	1	0
2477	Lafayette Springs	Collegiate Institute	E. J. Gilmer	Ind	1	0
2478	Lake Como	Lake Como Institute	Homer M. Knowles	Ind	1	1
2479	Lauderdale	Training School	T. R. Shields	Dept.	1	1
2480	Magnolia	Graded School	W. K. Nettles	Dept.	0	3
2481	Marietta	High School	Prof. J. C. Benedict	Ind	1	1
2482	Meridian	Central High School	W. P. Dobbins	Dept.	1	6
2483	Mud Creek	Spring Hill High School	John A. Donaldson	Ind	2	0
2484	New Albany	High School	Wm. T. Smith	Dept.	2	0
2485	Nolen	Sylvarena High School	G. W. Christian	Ind	1	1
2486	Oakland	Graded School	H. W. Sanderson	Ind	1	0
2487	Okolona	High School*	John Newhardt, A. M.	Dept.	2	1
2488	Oxford	Graded School	W. B. Cowan	Dept.	2	3
2489	Paulding	High School*	J. E. Brown	Dept.	1	1
2490	Phœnix	do	R. Gildart	Ind	1	0
2491	Pickens	do	J. M. O'Briant	Ind	1	0
2492	Pleasant Hill	Masonic Male and Female Institute.	Miss Julia Sage	Ind	0	2
2493	Poplarville	High School	W. I. Thames	Dept.	1	1
2494	Port Gibson	do	J. H. Owings	Dept.	1	2
2495	Potts Camp	Reid's Institute	A. R. Collins	Ind	1	1
2496	Pulaski	High School	J. W. Wade	Ind	1	1
2497	Purvis	do	Q. D. Sauls	Ind	1	1
2498	Raymond	do	C. B. G. Ross	Ind	1	2
2499	Rocky Springs	do	W. I. McInnis	Ind	0	1
2500	Sardis	Panola High School*	J. H. Richardson	Dept.	1	1
2501	Senatobia	High School for Boys	C. B. Sisler	Dept.	1	1
2502	Starkvillle	High School*	W. H. Hooker	Dept.	1	0
2503	State Line	do.*	J. C. Liger	Ind	1	0
2504	Steen Creek	do	H. L. Whitfield	Ind	2	0
2505	Strayhorn	Strayhorn Academy	S. F. Clayton	Ind	1	1
2506	Sturges	High School	S. W. Smith	Ind	1	0
2507	Terry	do.*	J. A. Jones	Ind	1	0
2508	Thompson	Cleaveland High School	D. E. Clower	Ind	1	1
2509	Tilden	High School*	J. A. Senter	Ind	1	0
2510	Tupelo	High School	D. A. Hill	Ind	1	1
2511	Tyro	High School	Ira G. Allen	Ind	1	0
2512	Utica	do.*	Mrs. Dickson	Dept.	0	1
2513	Vernon	Blue Ridge Academy	S. T. Gavin	Ind	1	1
2514	Verona	High School	F. M. Street	Ind	1	0
2515	Vicksburg	High School (3 schools)	J. P. Carr	Dept.	3	3
2516	Waldo	High School	J. M. Consley	Ind	0	1
2517	Wallerville	do	G. O. Mudge	Ind	1	0
2518	Watson	do	B. H. Malone	Ind	1	0
2519	Wesson	do	W. R. Mabry	Dept.	2	1
2520	Winona	do	A. J. Warren	Ind	2	1
2521	Yazoo City	do	Robert Torrey	Dept.	2	1
	MISSOURI.					
2522	Adrian	High School	John K. Failing	Ind	1	0
2523	Albany	do	J. H. Markley	Dept.	3	0
2524	Allendale	Public School	Gilbert M. Roberts	Dept.	2	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
45	74	0	0	70	71	5	6	...	...	0	0	...	...	4	...	50	$8,000	2466
21	25	0	0	0	0	4	2	18	23	0	0	...	...	3	...	...	21,500	2467
20	15	0	0	45	25	0	0	0	0	0	0	0	0	...	...	40	800	2468
4	4	0	0	31	27	...	...	3	0	4	4	2	3	4	...	...	500	2469
12	11	0	0	0	0	...	...	...	...	0	0	0	0	3	...	0	3,500	2470
45	44	0	0	0	0	2	2	...	...	...	...	...	...	3	...	...	2,500	2471
12	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2472
10	10	0	0	35	40	...	...	...	...	...	...	...	...	...	...	...	1,000	2473
6	6	0	0	55	54	...	...	...	...	0	0	0	0	...	...	...	1,000	2474
25	60	0	0	0	0	...	...	8	10	2	7	1	5	3	...	500	10,000	2475
12	15	0	0	43	50	10	4	...	...	1	0	...	...	3	...	...	1,200	2476
5	10	0	0	70	50	...	...	...	...	...	...	...	...	3	...	250	1,500	2477
31	24	0	0	37	40	...	...	...	...	...	...	...	...	...	...	125	800	2478
20	20	0	0	20	25	...	...	...	...	0	0	...	...	3	...	0	...	2479
11	21	0	0	0	0	0	0	0	0	0	0	0	0	3	...	250	5,200	2480
10	5	0	0	60	70	0	0	3	0	0	0	0	0	3	...	50	750	2481
35	105	0	0	0	0	...	...	...	...	1	12	1	12	3	...	1,000	50,000	2482
17	14	0	0	51	45	0	0	0	0	0	0	0	0	3	...	...	...	2483
20	26	0	0	...	...	0	0	0	0	...	...	...	...	3	...	60	1,000	2484
10	10	0	0	20	15	...	...	...	...	0	0	...	...	...	...	...	...	2485
4	8	0	0	16	28	...	...	...	...	...	...	...	...	...	...	...	...	2486
45	49	0	0	0	0	3	6	...	...	...	...	...	...	4	...	40	26,000	2487
30	30	0	0	0	0	6	4	10	15	5	8	4	2	4	...	100	15,000	2488
30	22	0	0	17	30	0	2	0	3	0	2	0	0	3	...	...	500	2489
10	10	0	0	20	25	1	1	0	0	0	0	0	0	...	...	25	600	2490
10	11	0	0	49	44	...	...	5	5	0	4	0	4	2	...	100	2,000	2491
10	15	0	0	35	35	2	1	1	8	0	0	...	...	...	...	...	800	2492
34	40	0	0	0	0	...	...	...	...	0	0	...	...	3	...	200	5,000	2493
24	16	0	0	0	0	0	4	...	...	0	4	...	...	3	...	...	5,000	2494
30	19	0	0	28	21	...	...	16	8	...	...	...	...	3	...	50	600	2495
10	12	0	0	50	43	5	10	...	...	0	0	0	0	...	...	...	500	2496
16	18	0	0	45	49	3	2	2	1	...	...	...	...	3	...	...	600	2497
5	8	0	0	22	28	4	8	4	8	0	0	0	0	3	...	100	800	2498
2	3	0	0	29	32	2	3	...	...	...	...	...	...	...	...	...	1,200	2499
11	22	0	0	74	85	4	15	3	18	...	...	...	...	...	...	...	10,000	2500
20	0	0	0	64	0	8	0	1	0	...	...	...	...	4	...	...	2,500	2501
0	32	0	0	84	89	...	...	...	...	...	...	...	...	3	...	287	3,500	2502
10	8	0	0	20	22	...	...	2	0	0	0	...	...	4	...	...	1,200	2503
23	25	0	0	53	48	6	5	...	...	1	2	1	1	3	28	150	2,000	2504
15	13	0	0	15	22	10	11	...	...	...	...	...	...	...	...	...	1,000	2505
12	10	0	0	51	55	...	...	...	...	5	3	...	...	2	...	...	1,000	2506
2	5	0	0	51	51	5	0	...	...	...	...	...	...	3	...	0	2,500	2507
17	10	0	0	19	19	...	...	...	...	0	0	0	0	...	...	...	...	2508
11	7	0	0	40	33	...	...	3	0	...	...	...	...	3	...	...	500	2509
15	23	0	0	75	77	2	4	2	4	3	5	3	4	3	...	10	12,000	2510
7	8	0	0	28	22	3	4	...	...	7	8	3	3	4	...	...	500	2511
16	20	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,000	2512
5	10	0	0	45	50	2	5	...	...	...	...	...	...	4	...	...	500	2513
14	14	0	0	40	42	...	...	...	...	0	0	...	...	3	...	200	2,500	2514
37	48	0	0	0	0	...	...	...	...	12	18	5	12	3	...	350	116,000	2515
7	4	0	0	20	31	0	0	0	0	0	0	0	0	3	...	...	1,000	2516
3	0	0	0	32	37	0	0	0	0	...	...	...	...	4	...	...	...	2517
3	4	0	0	27	31	2	1	0	0	0	0	0	0	2	...	0	1,000	2518
39	45	0	0	0	0	...	...	...	...	...	...	...	...	3	...	30	20,000	2519
17	38	0	0	58	62	0	7	0	0	3	4	...	...	3	...	200	12,500	2520
30	35	0	0	0	0	10	10	1	4	1	4	1	4	3	...	100	30,000	2521
29	21	0	0	101	148	0	0	1	1	0	0	0	0	3	0	100	6,000	2522
30	34	0	0	0	0	...	...	...	...	5	3	4	2	3	...	723	15,000	2523
12	9	0	0	0	0	...	...	...	...	...	...	...	...	2	...	50	1,500	2524

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	MISSOURI—cont'd.					
2525	Appleton City	High School	C. F. Van Benthusen	Ind	1	1
2526	Arrow Rock	do	Mrs. A. M. R. McMahan	Dept	0	2
2527	Aurora	do	J. W. Scott	Dept	3	8
2528	Barnard	do	H. N. Stamper	Dept	1	1
2529	Belton	High School (dept.)	A. A. Wirt	Dept	0	3
2530	Bethany	High School	J. R. Hale	Dept	1	3
2531	Berier	do	S. S. Dunham	Dept	1	0
2532	Bonne Terre	do	J. H. Malugen	Dept	1	1
2533	Boonville	Sumner High School (colored).	C. G. Williams	Dept	1	0
2534	Bowling Greene	High School	W. J. Rowley	Ind	1	3
2535	Braymer	do	Jno. E. Herriott	Dept	1	0
2536	Breckenridge	do	C. A. Cook	Dept	1	0
2537	Brookfield	Public High School	B. A. Jones	Dept	1	1
2538	Bunceton	Central High School	D. R. Cully, A. M	Dept	1	0
2539	Butler	High School	J. F. Starr	Dept	2	1
2540	Cabool	do	W. E. Vaughan	Dept	1	1
2541	Cainsville	do	J. L. Gallatin	Ind	1	3
2542	Calhoun	do	Walter L. Finks	Dept	0	3
2543	California	Aurora High School	H. A. Hollister	Dept	2	1
2544	Cameron	High School	B. Riggs	Dept	1	2
2545	Canton	do	A. O. Moore	Dept	1	6
2546	Carrollton	do	Mrs. A. R. Quisenberry	Dept	2	2
2547	Carterville	do	A. A. Antles	Dept	1	1
2548	Carthage	do	E. E. Dodd	Dept	2	4
2549	Cassville	do.*	N. L. Maiden	Ind	4	1
2550	Centralia	do	J. A. Jones	Dept	3	1
2551	Charleston	do	A. R. Boone	Ind	1	1
2552	Chillicothe	Central High School	S. E. Stout	Dept	2	4
2553	Clinton	High School	Mrs. C. D. Price	Dept	2	3
2554	Coffeysburg	Salem High School	I. J. Vogelgesang	Ind	1	0
2555	Columbia	High School	R. H. Emberson	Dept	2	2
2556	Craiz	Public High School	F. L. Maxwell	Ind	1	1
2557	De Soto	High School	D. B. Veazey	Dept	2	1
2558	Edina	Public High School*	J. T. Magee	Dept	1	0
2559	Eldorado Springs	High School	James A. Burke	Dept	0	2
2560	Elsberry	do.*	A. O. Moore	Ind	1	1
2561	Fairfax	do	J. F. Gaffney	Dept	1	0
2562	Farmington	do	S. T. Gresham	Dept	1	0
2563	Forest City	do	C. G. Landon	Dept	1	0
2564	Fredericktown	do.*	A. E. Jones	Dept	1	0
2565	Fulton	Public High School	J. C. Humphreys	Dept	2	1
2566	Golden City	High School	Will R. Crowther	Dept	1	1
2567	Granby	do	Ralph F. George	Dept	1	1
2568	Grant City	do	J. W. S. Dillon	Dept	1	1
2569	Green City	do	A. E. Dent	Dept	1	0
2570	Greenfield	do	J. M. Taylor	Dept	3	0
2571	Hannibal	Douglas High School (colored).	J. H. Pelham	Dept	1	1
2572	do	High School	Gertrude Ashmore	Dept	3	3
2573	Harris	do.*	Chas. S. Davis	Ind	1	0
2574	Harrisonville	do	A. F. Trenkle	Dept	2	1
2575	Hartville	do	Chas. H. Simmons	Dept	2	1
2576	Henderson	Academy	N. J. Craig	Ind	1	0
2577	Hermann	High School	C. C. Thudium	Dept	2	0
2578	Higginsville	do	H. B. Walker	Dept	1	2
2579	Holden	Public High School	F. P. Sever	Dept	1	1
2580	Hopkins	High School	Berriah Dimmitt	Dept	1	2
2581	Humansville	Public School	M. W. Allison	Dept	1	6
2582	Independence	High School	W. L. C. Palmer	Dept	1	3
2583	Jameson	Public School	Prof. Hickman	Ind	0	2
2584	Jamesport	Public High School	A. R. Alexander	Dept	2	0
2585	Jefferson City	High School	J. L. Bankson	Dept	3	0

* Statistics of 1894-05.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
11	23	0	0	167	203	0	0	2	4	3	11	3	11	2	....	80	$16,000	2525
2	9	0	0	0	0	....	....	....	....	0	0	....	....	4	....	0	....	2526
27	38	0	0	0	0	3	5	0	0	0	0	0	0	4	....	......	....	2527
12	14	0	0	0	0	3	0	10	5	3	0	0	0	3	0	200	7,000	2528
25	48	0	0	0	0	3	2	5	1	0	0	5	8	3	0	100	10,000	2529
38	50	0	0	0	0	3	5	6	8	0	3	....	....	4	0	600	12,000	2530
10	10	0	0	0	0	....	....	....	....	0	0	0	0	3	....	400	....	2531
14	16	0	0	0	0	0	0	0	0	1	2	0	0	3	....	200	....	2532
12	16	12	16	0	0	12	16	....	....	1	4	1	4	4	....	650	7,000	2533
20	25	0	0	136	145	1	2	0	0	1	2	1	2	3	0	200	9,000	2534
13	13	0	0	0	0	0	0	....	....	0	0	0	0	3	....	130	4,000	2535
17	25	0	0	0	0	....	....	....	....	3	3	....	....	3	....	450	3,000	2536
44	45	0	0	0	0	....	....	....	....	0	0	....	....	4	....	0	....	2537
10	15	0	0	0	0	3	0	1	0	3	3	3	0	3	....	500	2,500	2538
28	50	0	0	0	0	....	....	....	....	5	14	....	....	3	0	500	30,000	2539
18	20	0	0	0	0	....	....	....	....	0	0	....	....	3	....	50	2,000	2540
22	30	0	0	91	93	0	0	3	7	0	0	0	0	3	0	10	5,000	2541
20	28	0	0	0	0	3	4	2	6	0	2	0	2	1	0	13	8,000	2542
23	34	0	0	0	0	5	0	....	....	3	2	1	1	4	....	400	17,000	2543
40	40	0	0	0	0	....	....	....	....	3	5	3	5	4	....	5	40,000	2544
25	30	0	0	0	0	....	....	....	....	3	0	....	....	3	....	500	20,000	2545
72	99	10	14	0	0	....	....	....	....	4	8	2	3	4	....	1,100	45,000	2546
16	22	0	0	0	0	2	1	0	1	3	3	....	....	3	0	39	20,000	2547
98	200	3	6	0	0	....	....	8	12	....	....	2	3	4	....	4,000	15,000	2548
40	49	0	0	160	235	15	5	10	5	6	5	4	2	4	....	200	12,000	2549
30	50	25	35	0	0	12	16	9	12	3	2	2	2	4	....	257	1,100	2550
25	30	0	0	99	105	....	....	....	....	2	11	1	2	2	0	300	10,000	2551
59	92	6	3	0	0	2	5	3	1	5	10	2	9	4	....	7,200	62,000	2552
73	132	0	0	0	0	10	15	0	0	3	25	1	8	3	....	1,200	69,000	2553
16	18	0	0	23	21	....	....	....	....	4	0	....	....	2	....	18	1,000	2554
46	65	0	0	0	0	10	13	22	17	0	0	....	....	4	....	300	31,000	2555
23	33	0	0	102	98	....	....	15	10	0	2	0	2	3	....	100	7,000	2556
26	36	0	0	0	0	0	0	4	6	5	3	3	1	3	....	690	250	2557
20	31	0	0	0	0	0	0	3	6	3	6	2	4	2	0	120	7,000	2558
28	20	0	0	0	0	0	0	1	1	2	3	2	1	3	0	200	10,000	2559
35	50	0	0	85	105	....	....	....	....	2	2	2	2	3	....	250	12,000	2560
20	19	0	0	0	0	3	0	1	0	5	3	....	....	3	....	200	15,000	2561
22	28	0	0	0	0	0	0	2	2	2	7	2	2	3	....	1,095	12,000	2562
13	26	0	0	0	0	0	0	0	0	0	0	0	0	2	....	200	5,000	2563
20	32	0	0	0	0	0	0	0	0	1	1	0	0	3	0	300	4,000	2564
48	50	16	20	0	0	....	....	....	....	4	17	....	....	3	....	400	25,000	2565
11	22	0	0	0	0	0	0	0	0	3	1	0	0	3	0	247	10,500	2566
8	19	0	0	0	0	8	19	....	....	0	2	0	2	3	....	213	4,000	2567
25	40	0	0	0	0	0	0	5	10	0	0	0	0	3	0	500	15,000	2568
16	22	0	0	0	0	4	9	6	5	0	0	0	0	3	0	300	5,000	2569
30	40	0	0	0	0	....	....	....	....	1	5	0	3	4	....	380	15,000	2570
16	19	16	19	0	0	1	0	....	....	2	1	....	....	3	....	500	14,000	2571
36	102	0	0	0	0	....	....	....	....	2	11	2	1	4	....	900	11,000	2572
9	18	0	0	81	90	5	8	....	....	6	5	3	2	2	....	100	4,000	2573
41	67	0	0	0	0	....	....	....	....	4	6	1	1	4	0	1,300	30,000	2574
20	26	0	0	18	8	3	0	....	....	....	....	....	....	3	....	50	2,800	2575
22	20	0	0	33	28	....	....	....	....	2	1	....	....	2	0	225	2,000	2576
16	34	0	0	0	0	....	....	....	....	5	7	....	....	2	....	1,266	10,000	2577
32	68	0	0	0	0	....	....	....	....	1	11	0	5	3	....	400	20,000	2578
12	28	0	0	0	0	....	....	....	....	11	8	....	....	2	....	500	10,000	2579
8	26	0	0	0	0	0	0	0	0	1	2	0	0	4	....	265	15,000	2580
18	24	0	0	0	0	....	....	....	....	....	....	....	....	3	....	500	....	2581
35	55	0	0	0	0	0	0	23	39	4	16	4	16	3	....	1,325	500	2582
7	7	0	0	55	63	....	....	....	....	3	5	....	....	3	....	200	....	2583
9	19	0	0	0	0	....	....	....	....	3	3	0	0	3	0	350	....	2584
40	50	10	25	0	0	....	....	....	....	4	5	....	....	4	....	600	....	2585

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	MISSOURI—cont'd.					
2586	Jerico	High School*	J. A. Lowe	Dept.	1	0
2587	Joplin	do	Joseph D. Elliff	Dept.	2	2
2588	Kahoka	do	Chas. C. Schroeder	Dept.	1	1
2589	Kansas City	Central High School	Jno. T. Buchanan	Dept.	18	17
2590	do	Lincoln High School (colored).	G. N. Grisham	Dept.	3	1
2591	King City	High School	F. N. Dyer	Dept.	2	2
2592	Kingston	do	S. C. Rogers	Dept.	1	0
2593	Kirksville	Public High School	W. R. Holloway	Dept.	3	0
2594	Kirkwood	do	W. S. Dearmont	Dept.	1	3
2595	Knob Noster	High School	C. D. Thompson	Dept.	2	0
2596	Knox City	do	C. D. Lewis	Dept.	0	1
2597	Laddonia	do	J. F. Spannhurst	Dept.	0	3
2598	La Grange	Pleasant Grove High School	D. B. Jeter	Dept.	1	1
2599	Lamar	High School*	Miss Rosa Carhart	Dept.	2	2
2600	La Monte	do	Mrs. Carrie Hughes	Dept.	0	1
2601	Lancaster	do	W. C. Thompson	Dept.	1	2
2602	La Plata	do.*	T. C. Williams	Dept.	3	0
2603	Lathrop	do	H. C. Richmond	Ind	1	1
2604	Lees Summit	do.*	B. F. Brous	Dept.	2	1
2605	Lewis Station	do	Howard P. Finks	Ind	1	0
2606	Lexington	do	H. D. Demand	Dept.	2	2
2607	Liberty	do	V. E. Halcourt	Dept.	2	1
2608	Louisiana	Public High School	R. R. Rowley	Dept.	3	1
2609	Macon	High School	A. L. McKenzie	Dept.	4	0
2610	Maitland	Graded School	John U. Crosen	Ind	1	0
2611	Mansfield	High School	C. C. Bundy	Dept.	2	1
2612	Marionville	do	F. B. Ford	Ind	2	0
2613	Marshfield	do	W. W. Thomas	Dept.	2	0
2614	Maryville	do	B. F. Duncan	Dept.	3	2
2615	Memphis	do	Oliver Stigall	Dept.	2	0
2616	Mexico	do	D. K. McMillan	Dept.	1	6
2617	Miami	do	E. E. Barnett	Dept.	1	4
2618	Moberly	Central High School	H. H. Holmes	Dept.	3	2
2619	Monroe City	High School*	Delle Harwood	Dept.	1	2
2620	Montrose	do.*	R. A. Higdon	Dept.	1	0
2621	Mountain Grove	Academy*	Wm. H. Lynch	Dept.	3	0
2622	Mount Vernon	Public High School	H. McCurdy, A. B	Dept.	1	0
2623	Nelson	Public School	L. M. Nelson	Ind	1	0
2624	Neosho	High School	Jas. M. Stevenson	Dept.	2	6
2625	Nevada	Public High School	J. M. Guinn	Dept.	3	2
2626	New London	do	J. Cook Briggs	Dept.	1	3
2627	New Madrid	High School*	Edward D. Hays	Dept.	0	2
2628	Norborne	do	L. E. Petree	Dept.	2	0
2629	Oak Ridge	do.*	Edwin R. Graham	Dept.	1	1
2630	Odessa	do	W. E. Morrow	Dept.	1	1
2631	Oregon	do	D. L. Roberts	Dept.	2	1
2632	Osceola	do	Clyn Smith	Dept.	0	5
2633	Ozark	do.*	W. C. West	Dept.	1	0
2634	Palmyra	do	F. H. Potter	Dept.	1	0
2635	Paris	do	W. D. Christian	Dept.	1	2
2636	Perry	Public High School	Thos. V. Bashore	Ind	1	4
2637	Pierce City	High School	Chas. C. White	Dept.	1	1
2638	Plattsburg	do	R. L. Eberts	Dept.	2	0
2639	Pleasant Hill	do	A. W. Duff	Dept.	1	1
2640	Polo	do	W. C. Holman	Dept.	1	0
2641	Poplar Bluff	do	Jno. T. Withers	Dept.	1	1
2642	Princeton	do.*	A. H. Smith	Dept.	1	5
2643	Queen City	do	L. B. Osborne.	Dept.	1	1
2644	Renick	do.*	Mrs. Nettie McKenney	Dept.	1	1
2645	Republic	do	C. A. Mitchell	Dept.	1	0
2646	Rich Hill	do	J. P. Thurman	Dept.	1	8
2647	Richmond	do	J. E. Dunn	Dept.	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
6	9	0	0	0	0	2	0	....	....	2	2	2	0	2	....	....	$2,500	2586
39	80	0	0	0	0	....	....	....	....	3	3	0	0	4	....	768	30,000	2587
18	26	2	5	0	0	....	....	....	....	2	7	....	....	3	....	360	5,000	2588
668	1148	0	0	0	0	....	....	....	....	49	127	14	26	4	0	....	207,000	2589
38	91	38	91	0	0	0	0	0	0	0	7	0	0	4	....	....	....	2590
20	30	0	0	0	0	12	20	0	0	1	3	1	3	4	....	350	5,000	2591
16	24	0	0	0	0	0	0	0	0	3	5	....	....	3	....	216	10,000	2592
27	38	0	0	0	0	0	0	20	25	3	7	....	....	3	....	300	30,000	2593
25	29	0	0	0	0	5	0	6	0	0	0	....	....	4	....	400	15,000	2594
20	30	0	0	0	0	6	9	1	0	1	5	0	1	....	0	250	4,000	2595
23	25	0	0	0	0	....	....	....	....	2	3	5	4	3	....	560	3,500	2596
8	10	7	9	0	0	....	....	....	....	....	....	2	3	2	....	155	10,000	2597
26	20	0	0	0	0	....	....	10	8	3	3	2	2	4	....	525	12,000	2598
77	90	0	0	0	0	....	....	....	....	7	10	7	9	4	....	1,024	31,000	2599
12	14	0	0	0	0	2	0	3	1	0	0	0	0	....	....	126	5,000	2600
47	31	0	0	0	0	1	0	0	0	1	0	1	0	4	0	283	10,000	2601
33	44	0	0	0	0	....	....	....	....	1	7	....	....	4	0	500	15,000	2602
9	14	0	0	0	0	....	....	....	....	2	1	....	....	3	....	25	12,000	2603
40	50	0	0	0	0	....	....	....	....	6	6	3	2	4	....	350	20,000	2604
5	7	0	0	40	45	....	....	....	....	0	0	0	0	4	0	25	....	2605
25	51	10	12	0	0	0	0	0	0	1	10	0	0	4	0	100	60,000	2606
35	45	3	3	0	0	....	....	....	....	5	8	5	8	4	....	400	25,000	2607
50	50	5	5	0	0	....	....	....	....	7	6	0	0	4	....	1,200	21,000	2608
36	49	4	6	0	0	4	8	3	10	1	5	0	2	4	....	300	15,000	2609
16	26	0	0	109	109	....	....	....	....	7	7	....	....	3	....	50	8,000	2610
31	30	0	0	0	0	4	3	2	1	....	....	3	1	3	....	200	5,000	2611
15	25	0	0	117	142	....	....	4	6	0	9	0	9	4	0	300	10,000	2612
25	30	0	0	0	0	....	....	2	1	....	....	....	....	4	....	400	....	2613
75	85	0	0	0	0	20	12	10	5	3	9	4	5	4	....	300	75,000	2614
30	42	0	0	0	0	2	0	1	0	3	7	1	2	3	0	250	10,000	2615
95	104	0	0	0	0	1	0	94	104	11	9	11	9	4	....	800	4,800	2616
30	34	0	0	0	0	....	....	....	....	2	2	1	1	4	0	550	13,000	2617
66	130	0	0	0	0	10	6	5	3	2	8	2	8	4	....	1,200	30,000	2618
52	48	0	0	0	0	....	....	....	....	4	3	....	....	3	....	120	26,000	2619
8	8	0	0	0	0	....	....	....	....	0	0	....	....	2	....	30	1,200	2620
25	35	0	0	0	0	....	....	....	....	2	5	....	....	3	....	225	10,000	2621
11	12	0	0	0	0	0	4	2	0	2	7	2	4	3	0	49	6,050	2622
9	14	0	0	58	53	0	0	0	0	6	5	0	0	2	....	136	5,000	2623
60	56	0	0	0	0	9	12	4	6	3	9	2	7	4	....	1,200	50,000	2624
115	127	0	0	0	0	....	....	....	....	6	14	....	....	4	....	2,450	40,000	2625
24	34	0	0	0	0	13	12	7	9	0	0	....	....	4	....	164	10,000	2626
10	8	0	0	0	0	....	....	....	....	1	0	....	....	2	....	75	....	2627
21	25	0	0	0	0	....	....	....	....	1	4	0	1	3	....	249	15,000	2628
27	18	0	0	0	0	1	0	....	....	0	0	....	....	4	....	....	6,000	2629
17	28	0	0	0	0	1	3	1	1	2	5	2	4	3	0	300	15,000	2630
27	37	9	8	0	0	....	....	....	....	4	11	4	3	4	....	200	30,000	2631
8	14	0	0	0	0	....	....	....	....	1	2	0	0	3	....	400	8,000	2632
7	8	0	0	0	0	....	....	2	1	3	1	2	1	4	....	120	10,000	2633
15	12	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	15,000	2634
40	50	0	0	0	0	3	5	5	5	3	7	2	1	4	....	100	10,000	2635
18	20	0	0	62	70	....	....	....	....	....	....	....	....	4	....	....	7,000	2636
10	20	0	0	0	0	2	3	....	....	3	6	2	4	3	....	210	18,000	2637
20	24	0	0	0	0	....	....	....	....	2	1	1	0	3	....	....	13,000	2638
15	45	0	0	0	0	0	0	0	0	5	5	0	0	3	0	560	12,000	2639
14	18	0	0	0	0	....	....	2	5	3	5	....	....	3	....	300	7,000	2640
25	35	0	0	0	0	0	0	0	0	0	3	0	0	....	....	100	9,000	2641
60	70	0	0	0	0	6	5	0	0	3	0	2	0	3	....	150	12,000	2642
12	20	0	0	0	0	1	1	0	0	2	5	1	1	2	0	122	2,500	2643
18	15	0	0	0	0	....	....	....	....	....	....	....	....	3	....	120	1,500	2644
5	4	0	0	0	0	....	....	....	....	0	0	....	....	4	....	300	7,000	2645
20	60	0	0	0	0	13	36	10	21	8	9	4	18	3	0	356	25,000	2646
20	25	0	0	0	0	4	10	5	5	4	5	3	2	3	0	800	20,000	2647

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	MISSOURI—cont'd.					
2648	Rockport	Public School	B. F. Brown	Dept.	1	1
2649	Rockville	High School	Lewis E. Christian	Ind	1	0
2650	St. Charles	do	G. W. Jones	Dept.	2	3
2651	St. Joseph	do	C. E. Miller	Dept.	4	10
2652	St. Louis	Normal and High School	William J. S. Bryan	Dept.	25	45
2653	Salem	High School*	W. W. Walters	Dept.	1	2
2654	Salisbury	Public High School	J. F. Pratt	Dept.	1	0
2655	Sarcoxie	High School	G. W. Wilson	Dept.	1	0
2656	Savannah	do	L. M. Garrett	Dept.	1	1
2657	Schell City	do	R. L. Walker	Ind	1	0
2658	Sedalia	do	J. D. Wilson	Dept.	4	5
2659	Seneca	do	J. E. Petree	Dept.	1	0
2660	Seymour	do	Prof. Dunn	Ind	1	1
2661	Shawnee Mound	do.*	James N. Gaines	Ind	1	0
2662	Shelbina	do	Jno. T. Vaughn	Dept.	2	1
2663	Shelbyville	Graded School	W. L. Shouse	Dept.	2	0
2664	Slater	High School	W. C. Fisher	Dept.	2	1
2665	Sparta	Academy	R. N. Kirby	Ind	1	0
2666	Springfield	High School	W. T. Carrington	Dept.	4	6
2667	Stanberry	do	C. L. Lockwood	Dept.	1	7
2668	Stewartsville	do	A. S. Greeu	Dept.	0	2
2669	Stockton	do	W. E. Vurkamp	Dept.	2	0
2670	Sturgeon	Public School	C. L. Buckmaster	Dept.	1	0
2671	Sweet Springs	High School	Geo. J. Graham	Dept.	1	1
2672	Tarkio	do	W. D. Grove	Dept.	1	2
2673	Tipton	do	B. S. Couch	Dept.	1	2
2674	Trenton	do	E. M. Bainter	Dept.	2	2
2675	Union Star	High School*	J. E. Williams	Ind	1	1
2676	Unionville	High School*	J. W. Jones	Dept.	1	0
2677	Utica	do	J. L. Rupard	Dept.	1	0
2678	Vandalia	do	F. M. Patterson	Dept.	2	3
2679	Vermont	Bethlehem Graded Schools*	John Cantlon, A. B	Dept.	1	0
2686	Versailles	High School	J. S. Carlisle	Dept.	1	1
2681	Walnut Grove	do	Asberry Bloomer	Ind	1	0
2682	Warsaw	do	W. C. Crawford	Dept.	1	0
2683	Washburn	do	A. C. Farley	Ind	2	0
2684	Webb City	do	J. A. Higdon	Dept.	1	3
2685	Webster Groves	do	Sarah J. Milligan	Ind	0	8
2686	Weston	do	C. W. Bowen	Dept.	1	0
2687	Westplains	do	G. W. Garrison	Dept.	1	2
2688	Westport	do	Sarah E. Steele	Dept.	1	3
2689	Winfield	do	A. S. Ives	Dept.	1	0
2690	Winston	do	F. W. Williams	Ind	0	3
	MONTANA.					
2691	Anaconda	High School	M. E. Livingstone	Dept.	1	3
2692	Big Timber	do	John E. Rees	Dept.	1	0
2693	Billings	do	J. W. Johnston	Dept.	1	0
2694	Bozeman	do	Helen F. Chute	Dept.	1	1
2695	Butte	do	Jas. G. McKay	Dept.	1	7
2696	Deer Lodge	do	H. E. Wolfe	Dept.	1	1
2697	Dillon	do	H. A. Hull	Dept.	1	2
2698	Great Falls	do	Helen Edgerton	Dept.	1	2
2699	Helena	do.*	B. C. Hastings	Dept.	2	3
2700	Livingston	do	F. S. Monical	Dept.	1	1
2701	Miles City	do	C. M. Charles	Dept.	1	1
2702	Missoula	High School	J. M. Hamilton	Dept.	1	1
2703	Philipsburg	do	J. S. Gifford	Dept.	1	1
2704	Red Lodge	do	L. F. Johnston	Dept.	1	1
2705	Virginia City	do	L. D. Hall	Dept.	1	2
2706	White Sulphur Springs	do	D. C. Van Buren	Dept.	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
31	33	0	0	0	0	4	4	1	0	4	4	4	4	4	0	300	$20,000	2648
8	16	0	0	93	86	....	....	....	....	5	4	....	....	3	0	50	....	2649
40	45	1	0	0	0	5	10	20	15	3	6	3	6	3	....	2,800	10,000	2650
132	275	0	0	0	0	9	10	....	....	11	35	1	5	4	....	1,500	120,000	2651
577	1472	0	0	0	0	....	....	....	....	37	224	....	....	4	0	849	407,846	2653
12	17	0	0	0	0	....	....	....	....	2	3	....	....	3	....	437	8,500	2654
5	20	0	0	0	0	3	12	....	....	0	6	....	....	3	....	200	20,000	2652
9	8	0	0	0	0	....	....	....	....	5	4	....	....	3	....	100	10,000	2655
32	57	0	0	0	0	4	12	4	12	4	9	0	0	4	....	250	20,000	2656
10	20	0	0	135	137	....	....	5	8	1	3	0	3	3	....	200	15,000	2657
125	205	0	0	0	0	20	10	15	8	4	17	....	....	4	....	200	50,000	2658
11	22	0	0	0	0	....	....	....	....	1	9	....	....	2	0	200	10,000	2659
36	38	0	0	77	80	0	0	0	0	....	....	....	....	4	0	60	3,500	2660
10	10	0	0	30	35	2	2	2	1	1	3	0	2	2	....	100	3,000	2661
48	53	0	0	0	0	5	0	7	16	3	3	0	0	4	....	550	25,000	2662
18	27	0	0	0	0	....	....	....	....	....	....	....	....	4	....	100	7,500	2663
30	40	0	0	0	0	10	15	....	....	6	10	....	....	3	....	500	10,000	2664
13	13	0	0	92	108	0	0	0	0	0	0	0	0	....	0	40	1,000	2665
205	320	0	0	0	0	12	28	7	0	12	31	3	4	4	....	1,472	85,000	2666
25	15	0	0	0	0	....	....	....	....	4	2	4	2	3	....	200	28,000	2667
9	7	0	0	0	0	2	1	1	0	0	0	0	0	2	....	350	4,000	2668
30	50	0	0	0	0	0	0	0	0	6	9	0	0	3	....	300	2,500	2669
5	7	0	0	0	0	....	....	....	....	0	0	....	....	....	....	260	10,000	2670
14	20	0	0	0	0	4	5	1	0	4	4	1	3	3	0	250	15,000	2671
30	50	0	0	0	0	15	12	4	6	1	3	0	3	3	....	500	20,000	2672
20	33	0	0	0	0	9	18	0	0	3	4	3	4	3	0	400	20,000	2673
36	83	0	0	0	0	0	0	5	0	7	14	1	2	4	....	....	50,000	2674
16	39	0	0	47	54	....	....	....	....	0	0	0	0	2	....	135	....	2675
15	25	0	0	0	0	0	0	0	0	3	12	0	0	2	....	150	18,000	2676
17	15	0	3	0	0	0	0	0	0	0	0	0	0	3	....	200	....	2677
26	46	0	0	0	0	....	....	....	....	2	5	....	....	3	....	200	10,000	2678
6	12	0	0	0	0	4	2	1	0	0	0	0	0	....	0	0	....	2679
20	15	0	0	0	0	1	1	....	....	....	....	....	....	4	....	400	10,000	2680
36	24	0	0	64	96	5	0	0	0	4	2	3	5	3	....	227	5,000	2681
12	18	0	0	0	0	0	0	0	0	0	0	0	0	2	0	150	5,000	2682
31	13	0	0	110	113	2	0	10	3	0	0	....	....	3	....	20	4,500	2683
75	135	0	0	0	0	0	0	....	....	....	....	5	21	4	....	....	....	2684
12	15	0	0	117	269	5	8	0	0	2	6	3	5	3	0	50	20,000	2685
27	20	0	0	0	0	0	0	0	0	2	1	2	1	4	0	400	1,200	2686
28	38	0	0	0	0	....	....	....	....	7	10	....	....	4	....	300	10,000	2687
38	45	0	0	0	0	4	3	2	0	4	1	4	1	4	....	841	12,000	2688
5	5	0	0	0	0	4	3	0	0	0	0	0	0	2	0	100	1,700	2689
22	22	0	0	60	62	....	....	....	....	0	0	0	0	3	....	327	9,000	2690
20	50	0	0	0	0	....	....	....	....	2	2	2	2	4	....	300	....	2691
15	16	0	0	0	0	2	3	1	2	....	....	....	....	....	....	125	6,500	2692
8	22	1	0	0	0	....	....	....	....	0	0	0	0	3	0	125	15,000	2693
20	19	0	0	0	0	....	....	....	....	3	7	0	0	3	....	150	70,000	2694
99	175	0	0	0	0	....	....	....	....	18	13	14	12	4	274	680	30,000	2695
15	34	0	0	0	0	1	1	0	0	1	1	0	0	3	....	450	35,000	2696
16	30	2	3	0	0	2	6	....	....	0	0	....	....	4	....	450	15,000	2697
11	40	0	0	0	0	0	0	4	6	1	4	1	1	4	0	100	100,000	2698
48	95	0	1	0	0	10	23	7	10	5	7	3	4	4	40	800	172,000	2699
28	30	0	0	0	0	9	10	5	3	4	5	2	3	3	0	154	20,000	2700
13	23	0	0	0	0	....	....	8	10	1	3	1	3	3	....	975	30,000	2701
15	42	0	1	0	0	....	....	....	....	4	2	3	1	3	....	125	....	2702
19	17	0	0	0	0	0	0	3	5	0	0	0	0	4	0	1,250	41,000	2703
25	26	0	0	0	0	....	....	....	....	....	....	....	....	3	....	305	7,000	2704
19	16	0	0	0	0	....	....	....	....	....	....	....	....	3	0	150	15,000	2705
19	21	1	0	0	0	4	1	2	0	0	0	0	0	3	0	200	10,000	2706

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	NEBRASKA.					
2707	Ainsworth	High School	C. J. Trumbauer	Ind.	1	0
2708	Albion	do	H. C. Ostien	Dept.	1	2
2709	Alexandria	do	L. H. Thornburgh	Ind	1	2
2710	Alliance	do	Marie E. Heal	Dept.	1	2
2711	Alma	do	Ira Lamb	Dept.	1	1
2712	Ansley	do	James H. Hays	Dept.	1	0
2713	Arapahoe	do	James F. Hosic	Dept.	2	0
2714	Arcadia	do	Mrs. M. L. Fries	Ind	0	1
2715	Arlington	do	W. T. Stockdale	Ind	1	0
2716	Ashland	do	R. D. Overholt	Dept.	1	3
2717	Atkinson	do	Richard F. Cross	Dept.	1	0
2718	Auburn	do	T. F. Dobbs	Dept	2	0
2719	Aurora	do	James L. Rose	Dept.	2	2
2720	Avoca	do	Mr. Stanton	Ind	0	1
2721	Bancroft	do	J. A. Stahl	Ind	1	0
2722	Battle Creek	do	H. C. Maynard	Dept.	1	0
2723	Beatrice	do.*	O. H. Brainerd	Dept.	3	2
2724	Beaver City	do	F. G. Downing	Ind	1	2
2725	Beemer	do	William C. Gigg	Dept.	1	0
2726	Bellevue	do	Mrs. L. M. Guttery	Dept.	0	3
2727	Belvidere	do	G. B. Coleman	Dept.	1	0
2728	Blair	Public High School	M. M. Patterson	Dept.	2	1
2729	Bloomfield	High School	J. K. Young	Ind	1	0
2730	Bloomington	do	J. E. Bowers	Dept.	1	1
2731	Blue Hill	do	J. F. Curran	Dept.	1	1
2732	Blue Springs	do	J. A. Reed	Ind	1	1
2733	Bradshaw	do	T. A. Gierins	Ind	1	0
2734	Brainard	do	J. A. Watson	Dept.	1	0
2735	Broken Bow	do	F. M. Currie	Dept.	1	1
2736	Brownville	do	J. C. Shull	Dept.	1	1
2737	Cambridge	do	J. O. Lyne	Dept.	1	1
2738	Cedar Rapids	do	J. J. King	Ind	1	1
2739	Central City	do.*	R. McKelvey	Dept.	1	1
2740	Chadron	do	S. Ensminger	Dept.	1	1
2741	Clarks	do	J. G. Mote	Dept.	1	1
2742	Clay Center	do	D. W. Curtis	Ind	1	0
2743	Columbus	do	Belle M. Merrill	Dept.	3	1
2744	Cook	do.*	Richard F. Adkins	Dept.	1	0
2745	Cortland	do	M. E. Kerr	Ind	1	0
2746	Cozad	do	Albert Snare	Ind	1	1
2747	Craig	do	J. J. Loux	Dept.	1	0
2748	Crawford	do	C. F. Leetham	Ind	1	1
2749	Creighton	do	L. A. Ostein	Dept.	2	1
2750	Crete	do	Mrs. E. K. Manville	Dept.	2	1
2751	Culbertson	do	A. R. Daugherty	Dept.	1	0
2752	Curtis	do	Thomas Scott	Dept.	2	2
2753	David City	do	W. M. Kern	Dept.	1	2
2754	Dawson	do	Geo. Crocker	Dept.	2	0
2755	Decatur	do	C. G. Quinn	Ind	1	0
2756	De Witt	do	S. H. Martin	Ind	1	3
2757	Dodge	do	J. A. Dowden	Dept.	1	1
2758	Doniphan	do	H. E. Funk	Ind	1	1
2759	Dorchester	do.*	Simon H. Sell	Dept.	1	1
2760	Edgar	do	C. A. Fulmer	Ind	2	0
2761	Elm Creek	do.*	Emil R. Greabiel	Dept.	0	2
2762	Emerson	do	F. D. Fales	Dept.	1	1
2763	Ewing	do	Louis W. Worel	Ind	1	0
2764	Exeter	do	J. T. McKinnon	Ind	1	1
2765	Fairbury	do	Anna Wilder	Dept.	2	2
2766	Fairfield	do	J. M. Hursh	Dept.	2	1
2767	Fairmont	do.*	E. D. Stewart	Dept.	1	1
2768	Falls City	do	Wm. Reece	Dept.	1	3
2769	Filley	do	C. H. Kindig	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
18	22	0	0	108	167	....	....	5	17	0	12	4	5	3	....	273	$9,975	2707
29	51	0	0	0	0	....	....	....	....	1	7	....	....	3	....	300	15,000	2708
4	5	0	0	56	83	0	0	0	0	4	5	0	0	1	0	50	2,500	2709
17	24	0	0	0	0	0	2	0	0	....	....	1	2	4	....	250	15,900	2710
28	28	0	0	0	0	....	....	....	....	5	4	....	....	4	....	150	8,000	2711
10	20	0	1	0	0	....	....	....	....	1	4	0	2	....	....	100	10,000	2712
25	39	0	0	0	0	0	15	....	....	0	6	0	5	4	....	300	12,000	2713
10	20	0	0	57	57	....	....	....	....	3	7	....	....	2	0	25	....	2714
10	10	0	0	73	86	....	....	....	....	1	4	....	....	3	....	60	4,000	2715
60	70	0	0	0	0	24	40	12	8	6	15	4	10	4	....	480	18,000	2716
4	12	0	0	0	0	....	....	....	....	3	4	0	1	3	0	125	11,000	2717
21	58	0	0	0	0	....	....	2	0	1	0	1	0	4	....	246	8,000	2718
64	85	0	0	0	0	7	18	....	....	5	10	3	7	4	....	200	20,000	2719
3	10	0	0	56	38	....	....	....	....	0	1	....	....	....	....	40	2,920	2720
7	16	0	0	129	124	0	0	0	0	1	5	4	7	3	0	130	5,630	2721
20	15	0	0	0	0	....	....	....	....	....	....	....	....	3	....	....	10,000	2722
72	111	1	0	0	0	1	3	....	....	4	11	3	4	4	....	1,100	30,000	2723
12	38	0	0	128	124	....	....	....	....	0	3	....	....	3	....	50	....	2724
12	11	0	0	0	0	....	....	....	....	1	2	....	....	3	....	32	7,200	2725
8	4	2	0	0	0	....	....	....	....	....	....	....	....	....	....	200	8,000	2726
24	26	0	0	0	0	....	....	....	....	3	3	1	1	2	....	1,000	5,000	2727
40	61	0	0	0	0	4	4	7	18	7	5	2	0	4	....	300	....	2728
13	14	0	0	113	119	....	....	....	....	0	0	0	0	3	....	....	....	2729
18	25	0	0	0	0	....	....	....	....	2	6	....	....	4	....	86	5,000	2730
12	26	0	0	0	0	0	2	....	....	0	0	0	0	3	0	75	6,000	2731
20	23	0	0	109	125	....	....	....	....	0	2	0	1	3	....	100	....	2732
10	20	0	0	40	45	0	0	0	0	0	0	0	0	2	0	75	4,500	2733
5	6	0	0	0	0	1	0	....	....	0	0	0	0	2	....	0	8,000	2734
30	40	0	0	0	0	3	4	....	....	5	5	3	4	3	....	100	30,000	2735
7	11	0	0	0	0	2	0	....	....	2	0	2	0	3	....	50	4,500	2736
25	44	0	0	0	0	....	....	....	....	1	7	....	....	3	....	40	8,000	2737
17	29	0	0	87	99	....	....	....	....	2	3	....	....	3	....	160	15,000	2738
23	49	0	0	0	0	....	....	3	8	0	7	0	2	3	....	150	....	2739
20	25	1	1	0	0	....	....	....	....	0	0	0	0	3	....	75	25,000	2740
20	32	0	0	0	0	1	6	1	0	0	3	0	2	3	....	320	11,875	2741
15	35	0	0	77	175	1	1	0	0	1	1	1	1	2	....	100	2,500	2742
30	32	0	0	0	0	30	32	....	....	5	4	5	4	4	....	2,000	30,000	2743
10	4	0	0	0	0	....	....	3	3	3	3	1	1	2	....	40	5,000	2744
10	16	0	0	70	69	....	....	....	....	4	9	4	9	2	....	50	5,000	2745
18	36	0	0	0	0	0	0	0	0	0	7	0	0	3	....	20	16,000	2746
15	22	0	0	0	0	....	....	....	....	5	5	0	0	2	....	....	2,500	2747
11	29	0	0	0	0	....	....	3	3	2	6	0	6	3	....	40	25,000	2748
24	36	0	0	0	0	2	2	0	1	4	5	2	2	4	....	405	7,000	2749
58	77	0	0	0	0	8	3	....	....	7	13	....	....	4	6	250	30,000	2750
20	20	0	0	0	0	....	....	....	....	4	5	0	1	2	...	60	10,000	2751
16	20	0	0	0	0	4	2	6	10	4	3	4	3	3	....	250	10,000	2752
25	60	0	0	0	0	....	....	....	....	2	1	1	0	4	....	150	....	2753
44	44	0	0	0	0	2	7	0	0	1	1	1	1	2	....	210	....	2754
7	10	0	0	116	112	....	....	....	....	1	1	....	....	....	....	....	6,100	2755
18	22	0	0	113	117	0	0	3	0	2	5	0	0	3	....	100	10,000	2756
20	15	0	0	0	0	5	2	....	....	0	2	0	0	3	....	50	12,000	2757
22	13	0	0	80	90	0	0	0	0	2	6	0	0	4	0	26	2,000	2758
18	30	0	0	0	0	0	1	1	0	0	1	....	....	4	....	300	12,000	2759
23	27	0	0	152	157	....	....	....	....	0	3	....	....	3	....	300	....	2760
21	19	0	0	0	0	21	19	21	19	0	2	0	2	1	....	1,000	6,000	2761
13	17	0	0	0	0	3	1	....	....	0	3	....	....	3	....	50	4,000	2762
22	20	0	0	43	62	....	....	....	....	2	2	1	1	3	....	65	6,000	2763
9	25	0	0	113	112	3	5	0	0	1	4	1	4	3	....	534	8,000	2764
70	95	0	0	0	0	7	15	....	....	10	19	7	15	4	....	225	28,200	2765
19	33	0	0	0	0	....	....	....	....	0	6	....	....	3	....	130	6,700	2766
22	38	0	0	0	0	....	....	....	....	0	7	....	....	4	....	100	8,000	2767
18	86	0	0	0	0	2	5	6	20	6	3	3	2	4	....	....	55,000	2768
4	2	0	0	66	48	4	2	4	2	2	0	2	0	2	0	30	2,000	2769

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	NEBRASKA—cont'd.					
2770	Florence	High School	W. B. Backus	Dept	0	3
2771	Franklin	do	Ed. M. Hussong	Dept	1	1
2772	Fremont	do	Eoline Clark	Dept	1	4
2773	Friend	do.*	D. G. Hopkins	Dept	1	1
2774	Fullerton	do	W. L. Stephens	Dept	2	0
2775	Geneva	do	Robert J. Boyd	Dept	1	1
2776	Genoa	do	P. W. Hess	Dept	1	1
2777	Gibbon	do.*	F. S. Perduo	Dept	1	0
2778	Gordon	do	B. B. Smith	Dept	1	1
2779	Gothenburg	Columbian High School *	R. T. Boyd	Dept	1	0
2780	Grafton	High School	Walter M. Sheppard	Dept	1	0
2781	Grand Island	do	A. H. Waterhouse	Dept	2	3
2782	Greeley	do	W. W. Remine	Ind	1	0
2783	Greenwood	do	W. P. Killen	Dept	2	0
2784	Gresham	do	G. W. Gregg, jr	Dept	1	0
2785	Gretna	do	E. S. Nickerson	Ind	1	0
2786	Hardy	do	C. O. Brown	Ind	1	0
2787	Harrisburg	do	Merle S. Brown	Ind	1	0
2788	Hartington	do	F. W. Button	Dept	2	0
2789	Harvard	do.*	C. W. Mills	Dept	1	1
2790	Hastings	do	J. D. French	Dept	2	2
2791	Hebron	do	W. H. Wagner, B. L	Dept	2	0
2792	Hildreth	do	T. S. Magorian	Ind	0	2
2793	Holdrege	do	Jos. R. Fulk	Dept	2	0
2794	Hooper	do.*	O. Dooley	Dept	1	1
2795	Howell	do	Charles Arnot	Ind	1	0
2796	Humboldt	do	J. W. Dinsmore	Dept	2	1
2797	Humphrey	do	M. Parsons	Ind	1	0
2798	Indianola	do	Lewis W. Smith	Dept	0	4
2799	Johnson	do	J. H. Vieder	Ind	1	0
2800	Juniata	Graded School	W. A. Julian	Dept	1	0
2801	Kearney	High School	J. T. Morey	Dept	3	1
2802	Kenesaw	do	S. H. Ozias	Ind	1	0
2803	Kennard	do	D. H. Fair	Ind	0	2
2804	Leigh	do	J. T. Daly	Dept	0	3
2805	Liberty	do	J. K. Campbell	Dept	1	0
2806	Lindsay	do	J. I. Paul	Dept	1	0
2807	Long Pine	do	G. A. McKinley	Dept	0	4
2808	Louisville	do	F. E. Morrow	Dept	1	0
2809	Loup City	do	M. H. Mead	Ind	1	0
2810	Lyons	do	D. W. Gilliland	Dept	1	0
2811	McCook	do	Wm. Valentine	Dept	2	1
2812	Madison	Public High School	Frank S. Perdue	Dept	1	1
2813	Milligan	do	S. L. Kostoryr	Ind	1	0
2814	Minden	High School	Anson H. Bigelow	Dept	1	2
2815	Nebraska City	do	W. H. Skinner	Dept	3	2
2816	Nelson	do	Hattie Belle Sweezey	Ind	1	1
2817	Nemaha	do	Will L. Davenport	Dept	1	0
2818	Newport	do.*	Hugh Miller	Ind	1	0
2819	Niobrara	do	D. D. Feldman	Ind	1	0
2820	Norfolk	do	W. J. Dean	Dept	2	1
2821	North Bend	do	J. F. Conner	Dept	1	1
2822	North Loup	do	Walter Hirons	Dept	1	1
2823	North Platte	do	Charles E. Barber, supt	Dept	3	1
2824	Oakdale	do	Chas. T. Lang	Dept	1	1
2825	Oakland	do	D. E. Reese	Ind	1	1
2826	Odell	do	W. F. Hargrove	Ind	1	0
2827	Ohiowa	do	V. D. Zimmerman	Ind	1	0
2828	Omaha	do	Irwen Leviston	Dept	9	23
2829	O'Neill	do	C. L. Anderson	Ind	1	1
2830	Ord	do.*	Geo. I. Kelley	Dept	1	2
2831	Orleans	Public School *	Joseph Sparks	Ind	1	1
2832	Osceola	High School	C. F. Lehr	Dept	2	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
4	10	0	0	0	0	....	....	....	....	2	6	....	....	2	....	200	$10,000	2770
8	24	0	0	0	0	1	17	2	3	2	7	1	3	2	....	300	2,500	2771
81	112	0	1	0	0	....	....	....	....	10	27	4	19	4	....	450	30,000	2772
7	11	0	0	0	0	6	10	....	....	2	7	2	7	3	....	300	10,000	2773
25	50	0	0	0	0	10	15	5	10	0	2	0	2	3	....	200	6,000	2774
28	34	0	0	0	0	1	1	....	....	2	3	....	....	4	....	....	20,000	2775
13	31	0	0	0	0	....	....	....	....	5	14	....	....	3	....	150	5,000	2776
14	23	0	0	0	0	....	....	14	23	1	7	1	7	3	....	200	4,000	2777
15	12	0	0	0	0	....	....	....	....	0	0	....	....	2	....	160	12,000	2778
7	15	0	0	0	0	....	....	....	....	0	0	....	....	3	....	75	35,000	2779
20	16	0	0	0	0	....	....	....	....	1	1	1	1	3	....	....	4,000	2780
56	106	0	0	0	0	0	0	3	7	3	10	....	....	4	....	....	....	2781
6	27	0	0	69	88	....	....	....	....	1	4	1	2	3	....	....	....	2782
20	29	0	0	0	0	5	8	10	10	2	5	2	5	3	....	25	3,000	2783
5	7	0	0	0	0	0	0	2	3	0	0	0	0	2	0	10	3,000	2784
6	10	0	0	16	15	....	....	....	....	2	2	....	....	2	0	0	2,000	2785
14	7	0	0	0	0	0	0	0	0	4	2	0	0	2	0	180	5,900	2786
1	7	0	0	25	19	0	0	0	0	0	2	0	0	1	....	6	1,000	2787
6	8	0	0	0	0	3	4	....	....	4	1	3	4	4	....	....	....	2788
9	22	0	0	0	0	0	0	1	5	1	6	1	6	3	....	250	21,000	2789
62	76	0	0	0	0	....	....	12	15	3	8	3	8	4	....	300	25,000	2790
30	43	0	0	0	0	....	....	....	....	2	12	2	12	3	....	300	....	2791
4	10	0	0	43	30	....	....	....	....	0	5	....	....	2	....	....	1,500	2792
37	53	0	0	0	0	....	....	....	....	9	14	....	....	3	....	300	....	2793
16	30	0	0	0	0	....	....	....	....	5	4	5	4	3	....	150	18,000	2794
11	7	0	0	47	61	2	0	....	....	5	4	2	0	1	....	700	4,000	2795
41	50	0	0	0	0	0	0	0	0	3	7	2	3	4	....	....	18,000	2796
5	10	0	0	0	0	....	....	....	....	0	4	....	....	2	....	800	7,000	2797
18	28	0	0	0	0	....	....	1	0	2	6	....	....	3	....	60	12,000	2798
3	3	0	0	66	49	0	0	0	0	0	1	0	0	1	....	154	2,500	2799
15	20	0	0	0	0	....	....	....	....	2	3	2	2	2	0	....	....	2800
35	74	0	0	0	0	....	....	....	....	3	4	0	0	4	....	300	50,000	2801
15	14	0	0	79	80	....	....	....	....	2	2	....	....	3	....	....	....	2802
15	11	0	0	45	69	....	....	....	....	4	0	8	5	2	....	80	16,000	2803
14	10	0	0	0	0	....	....	....	....	0	0	0	0	3	....	100	5,000	2804
15	14	0	0	0	0	2	1	....	....	4	4	2	1	2	....	440	6,000	2805
2	3	0	0	0	0	....	....	....	....	0	0	0	0	1	....	18	3,000	2806
10	16	0	0	0	0	....	....	....	....	1	4	....	....	2	....	200	6,000	2807
6	8	0	0	0	0	1	2	1	0	1	2	2	0	3	....	50	10,000	2808
7	15	0	0	0	0	....	....	....	....	0	0	0	0	2	....	100	3,000	2809
22	33	0	0	0	0	....	....	....	....	1	11	....	....	2	0	30	5,000	2810
47	59	0	0	0	0	4	5	6	4	6	7	....	....	4	....	475	12,000	2811
17	30	0	0	0	0	0	0	17	30	1	4	1	4	3	....	400	15,000	2812
10	5	0	0	62	60	....	....	....	....	0	0	....	....	2	....	250	4,250	2813
46	36	0	0	0	0	....	....	32	13	11	3	9	3	3	....	1,650	35,000	2814
64	68	1	0	0	0	....	....	....	....	10	8	4	0	4	....	300	82,700	2815
22	57	0	0	102	99	....	....	....	....	5	7	5	7	3	....	100	22,000	2816
4	5	0	0	0	0	....	....	....	....	0	1	....	....	1	....	....	2,500	2817
6	8	0	0	29	31	....	....	....	....	0	4	0	0	1	....	0	21,800	2818
8	12	0	0	82	95	0	0	0	0	4	5	0	0	2	....	141	5,353	2819
21	36	0	0	0	0	....	....	....	....	4	5	4	5	4	....	100	40,000	2820
32	28	0	0	0	0	....	....	....	....	5	3	5	6	4	....	150	8,000	2821
24	27	0	0	0	0	....	....	....	....	1	3	....	....	2	....	150	4,000	2822
54	71	0	0	0	0	....	....	....	....	9	17	....	....	4	0	200	20,000	2823
10	24	0	0	0	0	0	1	....	....	0	8	0	0	4	0	50	4,150	2824
16	17	0	0	135	134	1	1	0	1	6	6	....	....	2	....	210	14,700	2825
8	16	0	0	60	80	....	....	....	....	4	11	4	11	3	....	70	3,000	2826
8	11	0	0	62	58	....	....	....	....	5	1	0	0	2	....	266	5,000	2827
510	694	7	6	0	0	40	60	100	25	30	71	11	19	4	....	1,300	575,000	2828
23	16	0	0	0	0	1	0	....	....	0	3	0	0	4	0	50	8,000	2829
27	48	0	0	0	0	....	....	6	8	5	3	1	2	4	....	168	12,000	2830
15	20	0	0	95	97	1	1	2	3	3	4	3	4	3	0	100	10,000	2831
14	26	0	0	0	0	....	....	....	....	0	0	0	0	3	....	300	12,000	2832

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	NEBRASKA—cont'd.					
2833	Osmond	High School	C. C. Hurley	Ind	1	0
2834	Oxford	do	W. T. Oates	Dept	1	0
2835	Palmer	do	Mr. D. S. Cochran	Ind	1	1
2836	Palmyra	do	George I. Babcock	Dept	1	0
2837	Pawnee City	do	H. M. Brayton	Dept	2	1
2838	Pender	do.*	F. W. Akers	Dept	1	1
2839	Petersburg	do	Harry L. Wells	Ind	1	0
2840	Pilger	do	Chas. H. Nellor	Dept	1	1
2841	Platte Centre	do	R. M. Campbell	Ind	1	0
2842	Plattsmouth	do	John G. McHugh	Dept	2	1
2843	Ponca	do	Bion H. Culver	Dept	1	1
2844	Randolph	do	W. L. Shipman	Dept	1	1
2845	Ravenna	do	W. H. Bartz	Dept	1	0
2846	Reynolds	do	J. M. Richardson	Dept	1	0
2847	Rising City	do	W. M. Moore	Dept	1	3
2848	Riverton	do	J. F. Carnahan	Dept	0	2
2849	Roseland	do	Richard D. Moritz	Dept	1	1
2850	Rulo	do	Chas. M. French	Ind	1	0
2851	Rushville	do	Frank T. Disney	Dept	1	1
2852	St. Edward	do	H. O. Chapman, B. D	Dept	1	0
2853	St. Paul	do	A. O. Thomas	Dept	1	1
2854	Salem	do	G. A. Spelbring	Dept	1	0
2855	Schuyler	Public School *		Dept	2	2
2856	Seward	High School	J. S. Van Eaton	Dept	1	1
2857	Shelby	do	J. M. Haskins	Ind	1	1
2858	Shelton	do	C. C. Williamson	Dept	1	1
2859	Shickley	do	F. Skipton	Dept	1	0
2860	Sidney	do	C. E. Doran	Dept	1	1
2861	Silver Creek	do	E. D. Lehman	Dept	1	0
2862	South Omaha	do	Mr. W. J. Taylor	Dept	2	3
2863	Springfield	do	G. W. Fox	Dept	2	1
2864	Stanton	do	Ellen M. Austin	Dept	1	1
2865	Stella	do	R. L. Hoff	Dept	1	0
2866	Sterling	do	S. P. Arnot	Dept	1	2
2867	Strang	do	J. L. Adams	Ind	1	0
2868	Stratton	do	O. J. Standley	Ind	1	0
2869	Stromsburg	do	E. Clippinger	Dept	0	5
2870	Stuart	do	S. L. Anderson	Ind	1	0
2871	Sumner	Public School	Mrs. J. M. Wells	Ind	1	0
2872	Superior	High School	Isaac E. Wilson	Dept	1	2
2873	Sutton	do	Alex. Stephens	Dept	2	3
2874	Syracuse	Public High School	A. L. Caviness	Dept	1	1
2875	Table Rock	High School	J. R. Utterback	Dept	1	1
2876	Tecumseh	Public Schools	T. H. Bradbury	Dept	1	3
2877	Tekamah	High School	A. V. Sunderlin	Dept	1	1
2878	Tilden	do	L. M. Troup	Ind	1	2
2879	Tobias	do	S. W. Whitman	Ind	1	1
2880	Trenton	do	C. S. Strickler	Dept	1	0
2881	Ulysses	do	Adolph Miller	Dept	2	0
2822	University Place	do	W. G. Fowler	Dept	1	0
2883	Utica	do	E. D. Stewart	Ind	0	3
2884	Valentine	do	U. O. Anderson	Dept	1	0
2885	Valparaiso	do	J. A. Magraw	Dept	1	0
2886	Verdon	do	W. M. Ward	Dept	1	1
2887	Waco	do	J. A. Bellows	Dept	1	0
2888	Wahoo	do	Geo. W. Haan	Dept	1	2
2889	Wakefield	do	J. M. Keating	Dept	1	0
2890	Waterloo	do	J. Arthur Cummings	Ind	1	0
2891	Wausa	do	Orum A. Preston	Ind	1	0
2892	Wayne	do	W. W. Boner	Dept	2	0
2893	Weeping Water	do	A. V. Louderback	Dept	2	2
2894	Western	do	J. F. Ord	Dept	1	1
2895	West Point	do	D. C. O'Connor	Dept	3	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
3	6	0	0	42	74	1	0	....	....	0	0	....	....	2	....	0	$12,000	2833
18	22	0	0	0	0	....	....	....	....	1	1	0	1	3	....	150	8,000	2834
11	5	0	0	24	23	....	....	....	....	0	0	....	....	1	....	50	1,800	2835
12	23	0	0	0	0	....	....	2	5	2	5	2	5	3	....	50	2,000	2836
34	62	0	0	0	0	9	10	3	4	2	5	2	3	4	....	1,000	....	2837
29	40	0	0	0	0	....	....	1	5	2	5	1	2	3	....	30	25,000	2838
12	14	0	0	84	74	3	2	2	1	3	2	3	2	3	....	100	5,000	2839
4	7	0	0	45	54	....	....	....	....	....	....	....	....	1	....	0	4,000	2840
1	7	0	0	0	0	1	0	1	0	1	0	1	0	1	....	40	3,000	2841
35	66	0	0	0	0	....	....	....	....	4	10	....	....	4	....	500	....	2842
21	28	0	0	0	0	1	1	0	0	2	4	1	1	3	0	100	5,000	2843
13	20	0	0	0	0	0	0	0	0	3	1	0	0	3	0	175	....	2844
6	25	0	0	0	0	....	....	....	....	0	6	0	6	3	....	32	6,000	2845
1	7	0	0	0	0	....	....	....	....	1	1	....	....	2	....	....	....	2846
30	23	0	0	0	0	....	....	....	....	3	4	3	4	3	....	0	3,000	2847
6	24	0	0	0	0	....	....	....	....	2	4	0	0	2	....	50	....	2848
15	21	0	0	0	0	0	0	0	0	0	0	0	0	2	....	160	2,500	2849
4	8	0	0	126	137	0	0	2	2	2	1	2	1	2	0	38	15,000	2850
30	26	0	0	0	0	4	8	....	....	2	0	2	0	4	....	150	8,000	2851
10	20	0	0	0	0	....	....	....	....	2	5	....	....	3	....	50	10,000	2852
32	50	0	0	0	0	....	....	....	....	5	11	5	11	4	....	200	14,000	2853
23	25	0	0	0	0	0	0	0	0	0	0	0	0	2	....	200	5,000	2854
30	43	0	0	0	0	11	20	4	2	2	2	2	2	4	....	....	35,000	2855
29	44	0	0	0	0	....	....	29	44	0	3	0	3	4	....	100	14,200	2856
14	22	0	0	65	77	2	0	3	0	....	....	....	....	2	....	90	....	2857
26	40	0	0	0	0	....	....	1	0	1	5	1	0	3	....	60	7,800	2858
11	9	0	0	0	0	....	....	....	....	....	....	....	....	2	....	100	2,500	2859
27	20	0	0	0	0	....	....	....	....	5	1	4	1	3	....	182	20,000	2860
10	20	0	0	0	0	4	6	0	0	4	1	4	1	4	....	50	5,000	2861
29	76	0	0	0	0	3	0	1	0	1	3	0	1	4	0	320	55,000	2862
22	18	0	0	0	0	8	8	....	....	3	6	3	6	2	0	200	6,000	2863
18	30	0	0	0	0	18	30	....	....	3	5	0	0	4	....	25	....	2864
12	9	0	0	0	0	12	9	0	0	1	1	1	1	2	....	35	5,000	2865
19	21	0	0	0	0	1	2	0	3	3	5	0	2	3	0	123	11,000	2866
9	13	0	0	48	35	....	....	....	....	0	4	....	....	2	....	25	....	2867
4	5	0	0	46	55	0	0	0	0	0	0	....	....	3	....	0	....	2868
15	35	0	0	0	0	....	....	....	....	0	0	0	0	4	....	300	....	2869
4	9	0	0	73	85	0	0	2	2	2	2	0	0	2	0	500	10,600	2870
4	3	0	0	50	51	....	....	....	....	0	0	....	....	1	....	0	....	2871
40	69	0	0	0	0	0	0	2	1	5	7	2	1	4	....	158	31,000	2872
45	62	0	0	0	0	5	17	0	0	1	5	0	0	4	....	150	20,000	2873
20	27	0	0	0	0	20	27	....	....	0	6	0	6	3	....	560	13,000	2874
26	18	0	0	8	20	1	0	4	8	2	5	1	0	3	....	125	4,000	2875
24	64	0	0	0	0	20	40	2	5	3	12	3	6	4	....	407	15,000	2876
30	57	0	0	0	0	9	12	10	15	5	9	3	5	3	....	300	....	2877
12	16	0	0	76	86	....	....	....	....	2	2	2	2	3	....	220	5,000	2878
10	16	0	0	98	86	2	3	1	0	2	7	1	2	3	....	124	....	2879
9	18	0	0	0	0	....	....	....	....	2	5	....	....	2	....	100	6,000	2880
33	52	0	0	0	0	....	....	....	....	0	5	....	....	4	....	15	....	2881
12	27	0	0	0	0	....	....	....	....	1	5	....	....	2	....	40	2,853	2882
12	17	0	0	66	71	....	....	....	....	3	4	....	....	3	....	150	4,000	2883
8	11	0	0	0	0	....	....	....	....	0	1	....	....	3	....	200	2,200	2884
11	19	0	0	0	0	....	....	....	....	4	1	....	....	2	....	40	2,500	2885
12	15	0	0	0	0	....	....	....	....	....	....	....	....	2	....	600	6,000	2886
4	4	0	0	0	0	....	....	....	....	0	0	0	0	2	....	10	3,000	2887
63	75	0	0	0	0	63	75	0	0	2	9	2	9	....	0	1,204	19,000	2888
16	15	0	0	0	0	1	3	....	....	1	3	1	3	3	....	95	8,000	2889
9	8	0	0	57	46	....	....	4	6	8	7	4	6	2	....	125	8,500	2890
10	28	0	0	33	20	0	0	0	0	0	0	0	0	2	0	50	20,000	2891
20	26	0	0	0	0	....	....	12	15	4	6	4	6	3	....	100	15,000	2892
23	36	0	0	0	0	....	....	....	....	2	2	....	....	4	....	103	13,300	2893
12	12	0	0	0	0	....	....	....	....	0	0	....	....	3	....	150	6,000	2894
29	34	0	0	0	0	5	4	1	0	5	4	1	2	4	....	400	18,000	2895

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	NEBRASKA—cont'd.					
2896	Wilber	High school	W. C. Farrand	Dept	1	1
2897	Wilcox	do	F. I. Cunningham	Dept	1	0
2898	Wilsonville	do	J. D. Phillips	Ind	1	0
2899	Winside	do	H. E. Mason	Dept	1	0
2900	Wisner	High School*	C. H. Beaver	Dept	1	2
2901	Wood River	High School	A. H. Seymour	Dept	1	0
2902	Wymore	do	E. C. Grubbs, supt	Dept	1	2
2903	York	do.*	B. G. Moulton	Dept	3	2
	NEVADA.					
2904	Carson City	High School	H. H. Howe	Dept	1	2
2905	Elko	County High School	E. C. Snyder	Dept	1	1
2906	Gold Hill	High School	A. E. Baugh	Dept	1	1
2907	Virginia City	do	C. L. McLane	Dept	1	2
	NEW HAMPSHIRE.					
2908	Amherst	High School	Clarence A. Crooks	Ind	1	0
2909	Antrim	do	Alberto W. Small, A. B.	Dept	1	0
2910	Berlin	do	H. W. Whittemore	Ind	1	2
2911	Bethlehem	do	H. W. Newell	Ind	2	1
2912	Bristol	do	Julia Mae Swain	Ind	0	1
2913	Charlestown	do	Fred. Edw. Goddard	Dept	1	0
2914	Claremont	Stevens High School	Melville C. Smart	Dept	1	6
2915	Concord	High School	John F. Kent	Dept	1	6
2916	Dover	do	Frank W. Whitney	Dept	2	4
2917	East Jaffrey	Conant High School	H. J. Leacke	Ind	1	0
2918	Epping	High School	William S. Mason	Ind	1	0
2919	Exeter	do	A. Burbank	Dept	1	1
2920	Franklin Falls	Franklin High School	Ernest Guy Ham, B. A.	Dept	1	3
2921	Goffstown	High School	James A. MacDougall	Ind	1	1
2922	Gorham	do	George Warner Stone	Ind	1	1
2923	Greenland	do	Mary A. Lyon	Ind	0	1
2924	Groveton	Public High School	Eugene J. Deane	Dept	1	1
2925	Hampton	Academy and High School	Jack Sanborn	Dept	1	2
2926	Hanover	High School	Eleanor J. Clark	Dept	2	1
2927	Henniker	do	Osmon C. Evans	Dept	0	1
2928	Hinsdale	do	C. H. Patterson, A. M.	Dept	2	1
2929	Hollis	do	Fred W. Dudley	Dept	1	0
2930	Jefferson	do	Flora J. Wheeler	Ind	0	1
2931	Keene	do	Robert A. Ray, A. M.	Dept	3	3
2932	Lancaster	do	F. C. Cleaveland	Dept	1	1
2933	Lisbon	do	Charles L. Wallace	Dept	1	1
2934	Littleton	do	F. B. Pelton	Dept	1	3
2935	Manchester	do	Albert Somes	Dept	3	5
2936	Meredith	do	Lillian M. Caverly	Ind	0	1
2937	Milford	do	Harry Clinton Morrison	Dept	1	2
2938	Milton Mills	do*	Henry L. Woodward	Dept	1	0
2939	Nashua	do	Lemuel S. Hastings	Dept	3	5
2940	New Boston	do	Hannah Jewett Powell	Ind	0	1
2941	New Market	do	A. B. Harvard	Dept	1	0
2942	Newport	do	F. O. Chellis	Dept	1	2
2943	Peterboro	do	Aubrey B. Call	Dept	1	2
2944	Pittsfield	do	Edw. S. Watson	Ind	1	2
2945	Plymouth	do	Paul R. Jenks	Ind	1	2
2946	Portsmouth	do	Irving H. Upton	Dept	2	4
2947	Rochester	do	J. Sherman Richardson	Dept	2	2
2948	Salmon Falls	Franklin High School	Everett A. Pugsley	Ind	1	0
2949	Somersworth	High School	J. M Russell	Dept	1	2
2950	Sunapee	do	Nellie Whittier	Dept	0	1
2951	Walpole	do	L. E. Sherwin	Ind	1	1
2952	West Lebanon	do	Henry W. B. Arnold	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
25	25	0	0	0	0	....	....	....	....	5	5	....	....	3	....	876	$15,000	2896
3	6	0	0	15	22	....	....	....	....	1	2	....	....	1	0	15	....	2897
18	29	0	0	42	46	....	....	....	....	1	5	....	....	3	....	0	3,000	2898
3	8	0	0	0	0	1	2	1	2	0	1	....	....	2	....	56	3,156	2899
26	35	0	0	0	0	....	....	....	....	1	8	....	....	4	....	165	15,000	2900
8	24	0	0	0	0	....	....	....	....	3	9	....	....	3	....	0	4,500	2901
23	28	0	0	0	0	....	....	....	....	2	1	2	0	4	....	202	15,000	2902
58	75	0	0	0	0	13	15	19	10	5	5	3	1	4	....	300	50,000	2903
52	58	0	0	0	0	0	0	0	0	9	9	2	0	3	....	155	20,575	2904
14	43	0	0	0	0	2	3	....	....	2	3	....	....	3	0	60	10,000	2905
17	29	0	0	0	0	....	....	....	....	2	2	0	0	3	....	200	....	2906
20	60	0	0	0	0	8	30	5	10	3	11	2	8	3	....	1,500	50,000	2907
5	9	0	0	7	4	0	0	0	0	0	0	0	0	....	....	25	5,000	2908
9	19	0	0	3	5	....	....	....	....	1	6	....	....	3	....	25	5,000	2909
17	26	0	0	0	0	....	....	....	....	2	1	0	0	4	....	....	....	2910
11	16	0	0	37	64	0	0	0	0	1	2	0	0	4	....	0	3,500	2911
9	12	0	0	80	72	0	0	0	0	0	0	0	0	2	....	375	22,000	2912
8	8	0	0	0	0	0	0	....	....	1	3	....	....	3	....	....	8,300	2913
51	74	0	0	0	0	6	4	47	70	10	13	2	2	4	....	500	25,000	2914
89	121	0	0	0	0	12	14	5	0	17	20	8	6	4	87	200	100,000	2915
68	107	0	0	0	0	....	....	6	10	6	28	2	6	4	0	468	24,000	2916
8	17	0	0	0	0	0	1	0	12	0	0	0	0	....	....	....	....	2917
8	15	0	0	10	17	....	....	....	....	....	....	....	....	3	....	100	5,000	2918
45	0	1	0	0	0	6	0	3	0	3	0	0	0	3	....	....	7,000	2919
36	50	0	0	0	0	4	3	....	....	3	10	0	0	4	....	200	....	2920
18	32	0	1	0	0	2	0	....	....	4	3	....	....	4	....	100	12,000	2921
24	26	0	0	103	127	3	0	0	0	3	5	2	0	4	0	30	16,000	2922
8	21	0	0	0	0	....	....	....	....	2	7	....	....	4	....	125	....	2923
15	20	0	0	0	0	2	3	3	0	....	....	....	....	4	....	....	....	2924
25	28	0	0	0	0	....	....	5	6	1	0	....	....	4	....	....	....	2925
17	25	0	0	0	0	0	0	0	0	5	7	0	0	3	....	200	18,000	2926
25	35	0	0	5	5	5	3	....	....	0	10	0	1	4	....	....	8,500	2927
22	26	0	0	0	0	10	12	5	0	2	5	2	3	4	....	1,452	9,000	2928
7	18	0	0	0	0	0	0	0	5	0	4	0	0	4	....	175	4,000	2929
10	6	0	0	8	3	0	0	3	3	0	3	....	....	4	....	0	2,000	2930
63	90	0	0	0	0	6	13	2	5	....	....	....	....	4	....	600	....	2931
14	18	0	0	0	0	3	1	....	....	3	1	....	....	....	....	25	2,000	2932
40	35	0	0	0	0	14	8	1	0	6	5	4	1	4	....	30	30,000	2933
27	47	0	0	0	0	5	2	10	7	5	6	2	2	4	....	200	50,000	2934
134	166	0	0	0	0	37	17	7	2	20	26	7	1	4	0	400	....	2935
7	19	0	0	0	0	....	....	....	....	0	2	0	0	3	....	....	4,000	2936
41	33	0	0	0	0	12	3	0	0	6	3	4	0	4	....	150	60,000	2937
6	12	0	0	0	0	0	0	0	0	0	0	0	0	....	....	0	3,500	2938
117	140	0	0	0	0	9	12	....	....	18	25	4	6	4	117	404	100,000	2039
6	26	0	0	0	0	....	....	....	....	4	5	....	....	4	....	30	3,000	2940
6	19	0	0	0	0	....	....	....	....	0	9	....	....	3	....	....	....	2941
25	35	0	0	0	0	....	....	5	10	3	8	0	3	4	....	250	10,000	2942
23	34	0	0	0	0	1	6	0	0	3	10	0	1	4	....	20	16,000	2943
18	32	0	0	0	0	4	1	....	....	0	8	0	1	4	....	75	10,000	2944
30	42	0	0	0	0	0	0	8	18	3	5	2	2	4	0	....	75,000	2945
88	114	0	1	0	0	5	10	....	....	6	17	0	5	4	....	600	25,000	2946
59	77	0	0	0	0	8	5	15	12	7	13	5	1	4	....	125	25,000	2947
16	6	0	0	10	9	0	0	0	0	0	0	0	0	4	....	....	5,000	2948
25	26	0	0	0	0	8	7	10	14	7	4	3	4	3	....	200	....	2949
14	15	0	0	0	0	....	....	....	....	....	....	....	....	4	....	....	....	2950
6	19	0	0	25	25	0	0	1	4	0	3	0	0	4	25	140	....	2951
18	20	0	0	58	63	1	0	0	0	1	0	1	0	4	....	....	15,000	2952

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	NEW HAMPSHIRE—continued.					
2953	Whitefield	High School	Henry W. Hurd	Dept.	1	2
2954	Wilton	do	Miss Elvira Morrill	Ind	0	1
2955	Winchester	do	W. O. Smith	Ind	1	1
2956	Woodsville	Union High School	A. B. Libbey, A. B	Ind	1	0
	NEW JERSEY.					
2957	Atlantic City	High School *	Henry P. Miller	Dept.	1	2
2958	Bayonne City	do	M. J. B. Thomas	Dept.	0	4
2959	Belleville	do	Thos. J. Bissell	Dept.	1	1
2960	Belvidere	do	R. M. Van Horn	Dept.	1	1
2961	Bloomfield	Public High School	John B. Dunbar	Ind	1	6
2962	Bloomsbury	Public School *	C. H. Williamson	Ind	1	1
2963	Boonton	Public High School	J. J. Savitz, A. M	Dept.	1	2
2964	Bridgeton	High School	Chas. H. Platts	Dept.	1	2
2965	Caldwell	do	Clarence E. Hedden, A. B	Ind	1	1
2966	Camden	Manual Training and High School.	Horatio Draper	Dept.	2	5
2967	Clayton	High School	W. Collum Cook	Ind	1	0
2968	Clinton	Academy	E. J. Frey	Ind	1	0
2969	Crawford	High School	Richard E. Clement	Ind	1	1
2970	Dover	High School	J. Howard Hulsart	Dept.	1	4
2971	Dunellen	High School	A. J. Whitney	Dept.	1	1
2972	East Orange	do	Vernon L. Davey, A. B.	Dept.	3	7
2973	Egg Harbor City	do	Henry M. Cressman, A. B	Dept.	1	0
2974	Elizabeth	Battin High School	W. J. Shearer	Dept.	4	7
2975	Flemington	Reading Academy	Stephen Bedle Gilhuly	Ind	1	1
2976	Freehold	High School	John Enright	Dept.	2	3
2977	Hackensack	do	Nelson Haas	Dept.	2	2
2978	Hammonton	do	Henry C. Krebs	Dept.	1	3
2979	Hightstown	do	Theodore Green	Dept.	1	0
2980	Hoboken	do	Cornelius J. Brower	Dept.	5	3
2981	Irvington	do	Frank H. Morrell, A. B.	Dept.	1	1
2982	Jersey City	do	C. S. Haskell	Dept.	4	12
2983	Keyport	Graded School	S. V. Arrowsmith	Dept.	1	2
2984	Lambertville	City High School	Alexander P. Kerr	Dept.	1	2
2985	Long Branch	High School *	C. Gregory	Dept.	3	6
2986	Madison	do	W. B. Matthews	Dept.	1	2
2987	Manasquan	do	S. B. Van Stone	Ind	1	3
2988	Millville	do	A. Duncan Yocum	Dept.	1	2
2989	Montclair	do	Randall Spaulding	Dept.	4	11
2990	Moorestown	do	Geo. E. Megargee	Ind	1	2
2991	Morristown	do	W. L. R. Haven	Dept.	0	3
2992	Mount Holly	do	C. D. Raine	Dept.	0	3
2993	Newark	Public High School	E. O. Hovey	Dept.	12	18
2994	New Brunswick	High School (colored)	W. C. Armstrong	Dept.	2	5
2995	New Providence	Public School *	Henry W. Saxe	Ind	1	0
2996	Newton	High School	Chas. J. Majory	Dept.	1	2
2997	Nutley	Franklin High School	Wm. R. Wright	Ind	1	2
2998	Orange	High School	Usher W. Cutts	Dept.	1	3
2999	Passaic	High School	Prof. S. Mather	Dept.	2	3
3000	Paterson	High School	Agnes E. Pelver	Dept.	1	15
3001	Plainfield	do	Ira W. Travell	Dept.	2	4
3002	Port Republic	Grammar School	P. N. Mitchell	Ind	1	0
3003	Rahway	High School	J. V. Sturges	Dept.	1	1
3004	Ramsey	Public High School	Willard A. Stowell	Ind	1	0
3005	Red Bank	do	Richard Case	Dept.	1	3
3006	Rockaway	do	Geo. R. Gerard	Dept.	1	1
3007	Roselle	Borough High School	Miss Rachel Van Syckel	Dept.	0	4
3008	do	Livingston High School	Chas. S. Maxwell	Ind	1	0
3009	Salem	City High School	William A. Storrie	Dept.	1	1
3010	Scotch Plains	High School	John R. Morey	Ind	1	0
3011	Scullville	do	W. H. Campbell	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
14	19	0	0	0	0	...	...	10	14	3	4	3	2	4	...	80	$7,200	2953
10	6	0	0	7	12	...	...	...	...	2	5	...	...	4	...	0	25,000	2954
18	26	0	0	56	78	4	8	...	...	4	5	1	1	4	...	50	7,500	2955
4	8	0	0	0	0	1	0	0	0	0	0	0	0	4	0	0	...	2956
15	40	0	0	0	0	0	5	...	...	4	12	...	...	4	...	1,500	...	2957
33	89	0	0	0	0	8	4	...	...	13	20	4	13	3	33	...	...	2958
20	29	0	0	0	0	4	6	3	2	0	3	0	1	4	...	600	40,000	2959
18	34	0	0	0	0	6	1	2	0	3	9	2	0	3	...	250	10,500	2960
38	65	0	0	0	0	4	5	7	8	4	8	3	1	4	...	736	50,000	2961
16	15	0	0	46	48	...	...	...	...	2	3	2	0	4	...	40	100	2962
20	40	0	0	0	0	0	0	3	0	5	7	0	0	3	0	675	10,000	2963
42	58	3	1	32	48	0	0	0	0	8	12	0	0	4	0	326	40,000	2964
12	23	0	0	134	118	0	0	4	12	1	6	1	6	3	...	350	20,000	2965
51	78	0	4	0	0	...	...	...	...	6	0	...	...	3	...	120	1,302	2966
9	15	0	0	191	185	...	...	...	...	2	3	...	...	3	...	275	10,000	2967
11	23	0	0	72	73	0	0	0	0	0	0	0	0	3	...	125	5,000	2968
19	18	1	0	163	146	...	...	4	0	6	2	4	0	3	...	200	16,000	2969
29	37	0	2	0	0	...	...	1	2	5	12	1	2	3	...	71	5,000	2970
12	14	0	1	0	0	...	...	4	0	5	6	4	0	2	...	100	6,000	2971
96	135	1	1	0	0	16	6	21	19	7	16	4	5	4	...	1,200	130,000	2972
7	5	0	0	0	0	1	0	...	...	1	1	1	0	2	...	450	7,000	2973
42	110	1	3	0	0	...	...	...	...	5	14	3	4	3	40	507	60,000	2974
19	31	0	0	145	195	2	2	4	0	2	7	2	2	4	...	150	...	2975
65	70	0	0	0	0	6	3	3	0	6	7	2	0	4	...	1,000	40,000	2976
54	57	0	0	0	0	...	...	4	0	2	4	2	0	4	...	200	...	2977
24	24	0	0	0	0	0	0	0	0	4	6	...	...	3	...	20	30,000	2978
5	9	0	1	0	0	...	...	...	...	2	5	...	...	3	...	300	15,000	2979
49	101	0	0	0	0	...	...	0	15	9	27	...	...	3	...	62	1,000	2980
15	23	1	1	0	0	...	...	...	...	15	23	...	...	1	...	185	...	2981
154	414	1	6	0	0	14	11	49	18	22	68	3	1	4	...	888	59,575	2982
33	49	0	0	0	0	...	...	...	...	8	4	...	...	3	...	1,082	40,000	2983
33	67	0	0	0	0	...	...	...	...	2	9	...	...	4	...	524	...	2984
72	88	6	3	0	0	7	1	...	...	9	22	0	0	4	...	1,700	100,000	2985
13	30	10	14	0	0	...	...	13	30	2	8	2	4	3	...	500	30,000	2986
51	56	0	0	188	149	0	1	10	12	3	6	2	0	3	...	190	15,000	2987
42	71	2	0	0	0	...	...	...	...	7	7	1	5	4	...	550	...	2988
156	158	2	4	14	2	24	21	37	0	18	23	6	16	4	...	2,120	134,000	2989
10	26	0	0	164	175	0	0	0	0	3	4	0	0	3	0	488	9,500	2990
31	61	0	0	0	0	2	2	5	0	7	9	...	...	4	...	...	...	2991
15	53	0	0	0	0	0	0	...	...	0	7	...	...	3	...	36	40,000	2992
510	615	0	0	0	0	42	16	...	...	38	59	7	11	4	...	2,500	...	2993
121	141	121	141	0	0	3	0	5	0	14	11	3	1	4	...	4,000	70,000	2994
1	3	0	0	32	31	0	0	0	2	0	3	0	0	3	...	866	5,010	2995
30	46	0	0	0	0	10	8	11	3	5	7	3	2	3	...	0	...	2996
14	22	0	0	0	0	2	0	1	1	4	7	1	1	3	...	700	...	2997
44	56	0	0	0	0	14	8	5	0	4	8	2	8	4	...	596	46,000	2998
50	100	0	0	0	0	5	7	10	15	7	10	1	0	4	...	0	...	2999
187	268	1	1	0	0	0	6	6	0	35	56	6	6	4	...	1,597	40,000	3000
66	117	0	4	0	0	11	7	3	0	10	13	6	1	4	37	...	...	3001
4	8	0	0	53	44	0	0	0	1	0	1	0	0	...	0	0	1,500	3002
12	26	0	0	0	0	0	0	12	26	1	14	1	14	2	...	...	30,000	3003
17	12	0	0	87	87	...	...	...	...	1	4	0	0	1	0	229	8,000	3004
24	53	0	1	0	0	...	...	...	...	4	8	...	...	3	...	1,050	5,000	3005
20	14	0	0	0	0	0	2	2	2	3	2	2	1	3	...	120	16,000	3006
10	17	0	0	0	0	...	...	...	...	0	5	...	...	3	...	400	10,000	3007
9	16	0	0	89	131	0	0	0	0	4	10	0	0	2	...	300	13,000	3008
15	36	0	0	0	0	...	...	...	...	3	7	2	0	3	...	100	12,000	3009
11	9	1	0	100	100	...	...	...	...	0	0	0	0	3	0	700	20,000	3010
8	8	0	0	35	33	0	0	0	0	0	0	0	0	4	...	94	2,500	3011

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	NEW JERSEY—cont'd.					
3012	Somerville	High School	J. S. Haynes	Dept.	1	2
3013	South Amboy	do	R. M. Fitch	Ind	1	2
3014	South Orange	do	G. J. McAndrew, M. A., Ph. D.	Ind	3	4
3015	Summit	do	E. Fred. Knapp	Dept.	1	2
3016	Tenafly	do	Ralph S. Mangham	Ind	1	0
3017	Toms River	do	F. A. North	Dept.	1	0
3018	Trenton	do	W. H. Brace, Ph. D	Dept.	2	10
3019	Trenton	Model School of State	James M. Green	Ind	10	9
3020	Union	Conn Farms High School	Ambrose B. Kline	Ind	1	0
3021	Vineland	Approved High School	H. J. Wightman	Dept.	2	3
3022	Washington	High School	Jas. H. Griffith	Dept.	3	0
3023	Weehauken	Union High School	Nathan C. Billings	Dept.	5	4
3024	Westfield	High School	E. Francis	Ind	0	4
3025	West Hoboken	do	Mr. Robert Waters	Dept.	2	1
3026	West Orange	do	Edward Davidson McCollom.	Ind	1	3
3027	Woodbridge	do	John H. Love	Ind	1	1
3028	Woodbury	do	William Milligan	Ind	1	2
3029	Woodstown	do	Emily S. Sayre	Dept.	0	1
	NEW MEXICO.					
3030	Albuquerque	High School	Martha M. Winslow	Dept.	2	3
3031	Deming	do. *	J. H. Hatton	Dept.	1	1
3032	East Las Vegas	do	J. A. Wood	Dept.	1	2
3033	Eddy	do	G. W. Gilmore	Dept.	1	1
3034	Raton	do	W. W. Storms	Dept.	1	1
3035	Santa Fe	Public High School	H. H. Brodie	Dept.	1	0
3036	Socorro	High School	U. Francis Duff	Dept.	1	0
	NEW YORK.					
3037	Addison	Free Academy and Union School.	C. B. Miller, A. M	Ind	1	4
3038	Afton	Union School and Academy.	W. D. Morse	Ind	1	4
3039	Akron	High School	Orson Warren	Ind	1	2
3040	Albany	do	Oscar D. Robinson, A. M., Ph. D.	Dept.	11	15
3041	Albion	do	Charles A. Hamilton, A. M.	Dept.	1	4
3042	Alexander	Academy department of Union School.	J. Howerth	Ind	1	1
3043	Allegany	Union School	Edgar W. Curtis	Dept.	1	0
3044	Altmar	do	Huse T. Skerritt	Ind	1	0
3045	Amsterdam	High School	W. W. Grant	Dept.	2	2
3946	Andes	Union School and Academy.	George Nowton Sleight.	Ind	1	2
3047	Andover	Academy	Benj. G. Estes	Ind	1	2
3048	Angola	do	Charles W. Vandegrift, A. M.	Ind	1	2
3049	Argyle	High School	Edwin C. Hogmire	Ind	0	1
3050	Attica	do	Arthur M. Preston	Dept.	1	3
3051	Auburn	Academic High School	Floyd J. Bartlett	Dept.	6	6
3052	Au Sable Forks	Union Free School	Herbert S. McCasland	Ind	1	0
3053	Avoca	Union School	C. E. Button	Ind	1	1
3054	Avon	High School	R. J. Wallace	Ind	2	2
3055	Babylon	Union School	William H. Lisk	Ind	1	3
3056	Bainbridge	Union School	F. W. Crumb, A. M	Ind	1	3
3057	Baldwinsville	Free Academy and Union School.*	Albert W. Emerson, M. S., Ph. M.	Dept.	1	3
3058	Ballston Spa	Union School, Academic department.	H. H. Southwick	Dept.	1	2
3059	Batavia	do	John Kennedy	Dept.	1	7

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
22	41	0	1	0	0	....	....	....	....	2	8	....	....	3	....	300	$20,000	3012
22	40	0	0	271	275	....	....	....	....	0	3	....	....	3	....	1,027	....	3013
41	72	1	0	0	0	7	6	21	31	5	6	5	3	4	....	300	30,000	3014
25	31	0	0	0	0	0	0	3	3	0	0	0	0	4	....	....	45,000	3015
5	2	1	0	76	84	0	0	0	0	....	....	....	....	....	....	369	....	3016
23	18	0	0	0	0	....	....	....	....	3	7	....	....	4	....	1,000	....	3017
41	252	9	9	0	0	....	....	4	1	18	44	2	0	4	30	396	34,406	3018
71	78	0	0	204	240	23	7	30	11	19	20	15	4	4	....	3,000	400,000	3019
3	2	0	0	0	0	....	....	....	....	0	0	0	0	3	....	300	3,500	3020
47	69	0	0	0	0	....	....	....	....	4	9	4	3	3	....	1,500	....	3021
32	62	0	0	0	0	0	0	0	0	10	8	0	0	3	0	200	30,000	3022
85	110	0	0	0	0	....	....	....	....	7	12	....	....	4	....	1,015	45,000	3023
30	50	3	4	70	90	0	2	0	2	1	5	0	2	4	....	500	40,000	3024
12	22	0	0	0	0	0	0	0	0	0	9	0	0	2	....	1,260	....	3025
8	20	0	1	172	200	1	0	2	10	1	3	0	0	4	0	800	37,000	3026
12	17	0	0	238	138	0	0	0	0	2	7	0	0	3	....	225	30,000	3027
30	51	0	0	0	0	2	1	....	....	....	....	....	....	4	....	869	14,000	3028
30	58	0	0	0	0	....	....	1	5	0	4	....	....	2	....	211	3,000	3029
20	43	0	0	0	0	0	0	....	....	1	4	0	1	4	....	....	50,000	3030
17	15	0	0	0	0	....	....	....	....	0	0	....	....	3	....	150	15,000	3031
14	16	1	0	0	0	....	....	....	....	8	2	3	1	3	....	25	14,000	3032
10	15	0	0	0	0	1	0	1	1	0	0	0	0	4	....	200	13,940	3033
4	25	0	0	0	0	0	0	0	0	0	2	....	....	3	....	25	30,000	3034
12	17	0	1	0	0	....	....	....	....	0	0	0	0	4	0	30	2,500	3035
10	13	0	0	0	0	0	0	0	0	0	0	0	0	4	....	0	25	3036
43	63	0	1	192	312	5	8	....	....	7	10	3	6	4	0	2,203	....	3037
39	44	0	0	55	56	2	0	....	....	0	0	0	0	....	....	750	4,500	3038
18	19	0	0	165	172	0	1	....	....	11	9	0	0	3	....	751	14,000	3039
333	489	2	3	0	0	333	489	....	....	39	68	19	68	4	....	....	250,000	3040
50	58	1	0	0	0	10	6	....	....	4	6	3	7	4	....	300	30,600	3041
10	19	0	0	35	35	0	0	1	0	2	6	2	6	4	....	1,200	10,000	3042
10	20	0	0	0	0	0	0	0	0	....	....	0	0	3	0	625	9,338	3043
7	9	0	0	53	61	0	0	0	0	0	0	0	0	4	....	400	3,500	3044
55	54	0	0	0	0	20	10	30	0	0	0	0	0	4	....	300	10,000	3045
25	22	0	0	32	37	6	1	0	0	4	0	4	0	4	0	552	2,600	3046
11	18	0	0	87	71	1	2	0	0	1	5	0	0	4	0	300	7,415	3047
25	35	0	0	60	95	....	....	....	....	3	4	0	0	4	....	375	....	3048
50	20	0	0	10	65	4	3	....	....	2	3	2	0	4	....	250	....	3049
79	76	0	0	0	0	9	4	21	17	5	10	4	7	4	0	1,754	38,000	3050
155	250	0	2	0	0	45	25	30	25	....	....	....	....	4	150	....	120,000	3051
4	7	0	0	100	125	0	0	0	1	0	0	0	1	....	0	875	2,200	3052
8	14	0	0	100	78	0	0	0	0	3	3	0	0	4	....	400	7,000	3053
35	40	0	0	100	125	3	3	4	5	0	6	0	2	4	....	1,250	8,000	3054
10	24	0	0	183	159	1	2	7	0	0	5	0	1	4	....	1,400	55,000	3055
97	95	0	0	45	54	8	4	14	7	4	3	2	1	4	0	1,400	24,000	3056
57	78	1	1	0	0	2	2	10	9	10	10	6	5	4	....	965	46,000	3057
29	45	0	0	0	0	0	0	0	2	3	6	1	2	4	0	293	22,000	3058
96	138	0	0	0	0	3	5	8	9	4	14	4	6	4	0	11,000	70,000	3059

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	NEW YORK—cont'd.					
3060	Bath-on-Hudson	Union School	William H. Good	Ind	1	3
3061	Bay Shore	Union Academic department.	Claude A. Duvall	Ind	1	5
3062	Belfast	High School	Fred W. Gray	Ind	1	2
3063	Belmont	Academic department of Union School.*	Jay Crissey	Ind	1	2
3064	Bergen	Union School	H. D. Bartlett	Ind	1	2
3065	Berkshire	High School	George D. Sykes	Ind	1	1
3066	Boonville	Union School, Academic, department.	C. H. Warfield, A. M.	Ind	2	3
3067	Brasher Falls	Academic department of Brasher and Stockholm Union School.*	Wm. H. Adams	Ind	1	2
3068	Brewster	Union School	Henry S. Purdy	Ind	1	1
3069	Bridgewater	....do	Stanard D. Butler	Ind	1	1
3070	Brocton	Academy and Union School.	John Niles Gillies	Ind	2	0
3071	Brookfield	Union School and Academy.	O. S. Rogers	Dept	0	3
3072	Brooklyn	Boys' High School	John Mickleborough	Dept	37	0
3073	....do	Girls' High School	Calvin Patterson	Dept	4	70
3074	Buffalo	High School	Frederick A. Vogt	Dept	10	47
3075	Cambridge	Union School	Ernest E. Smith	Ind	1	2
3076	Camden	High School	D. D. Van Allen, M. A.	Dept	2	1
3077	Campbell	Union School	Mr. F. Wilcox	Ind	1	1
3078	Canajoharie	High School	Charles M. Bean	Dept	2	2
3079	Canandaigua	....do	J. Carlton Norris	Dept	3	7
3080	Canaseraga	Union School	Henry Emerson Adams	Ind	1	1
3081	Canastota	High School	Geo. H. Ottaway	Dept	1	4
3082	Candor	Free Academy	James W. Alexander	Ind	0	4
3083	Canton	Union School*	Arthur E. Chase	Ind	1	3
3084	Carthage	High School	M. F. Perry	Dept	1	3
3085	Castile	Union School	Geo. H. Stratton	Ind	1	2
3086	Catskill	Free Academy	Julia N. Bates	Dept	2	5
3087	Cattaraugus	Academy	F. L. Walthart	Ind	1	3
3088	Central Square	High School	C. Orrin Du Bois	Ind	1	1
3089	Charlotte	Union School	Edward J. Manly	Ind	1	1
3090	Chateaugay	Union School and Academy.	William J. Deans	Ind	1	2
3091	Chatham	.... do	S. McKee Smith, Ph. B.	Dept	1	3
3092	Chester	Union School*	F. M. Wilson	Dept	1	2
3093	Chittenango	Yates Union School and Academy.	William Marvin Foot	Ind	0	5
3094	Churchville	Union School	N. Lee	Ind	1	1
3095	Clarence	Parker Union School	Geo. A. Bolles, A. B., B. Pd., A. M.	Ind	1	4
3096	Clayton	Union School	Charles A. Shaver	Ind	1	3
3097	Clayville	....do	Everett E. Edgerton	Ind	0	3
3098	Clinton	Union School, Academic department.	Percy L. Wight	Ind	2	3
3099	Clyde	High School	Chas. E. Allen	Dept	1	2
3100	Cobleskill	....do	W. H. Ryan, Ph. B	Ind	1	3
3101	Cohoes	Egbert's High School	Geo. M. Strout	Dept	1	3
3102	Cold Spring	Holdane Union School, Academic department.	Otis Montrose	Dept	1	1
3103	Cooperstown	High School	W. D. Johnson	Ind	1	4
3104	Copenhagen	Union School	F. A. Walker	Ind	1	1
3105	Corfu	Academic Union School	J. A. Mac Arthur	Ind	0	2
3106	Corinth	Union School, Academic department.	A. M. Hollister	Ind	1	4
3107	Corning	Free Academy	Leigh R. Hunt	Dept	1	4
3108	Cornwall-on-Hudson	Union Free School and Academy.	Lewis N. Crane, A. B.	Ind	1	2
3109	Cortland	....do	Eleanor E. Miller	Dept	1	2
3110	Coxsackie	High School	George William Fairgrieve, A. M.	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
40	43	0	0	190	250	4	6	3	1	4	9	.....	.....	4	....	720	$7,587	3060
20	28	0	0	238	282	0	0	0	0	2	3	0	0	4	....	772	....	3061
23	47	0	0	62	98	6	4	1	0	3	8	1	0	4	....	550	....	3062
15	25	0	0	135	147	2	4	1	3	3	6	0	2	4	....	1,000	20,000	3063
25	33	0	1	98	66	20	23	2	0	1	1	1	1	4	....	620	9,900	3064
33	31	0	0	37	47	.....	.....	.....	....	0	0	0	0	....	0	0	3,500	3065
41	59	0	0	164	131	6	0	2	5	4	7	1	2	4	....	450	11,585	3066
15	20	0	0	95	79	0	0	8	6	7	3	7	3	3	....	850	9,400	3067
36	29	0	0	156	151	0	0	3	2	4	5	1	1	4	0	320	6,225	3068
10	11	0	0	55	41	0	0	5	1	0	0	0	0	4	....	300	1,400	3069
20	30	0	0	100	96	0	0	0	0	0	3	0	0	3	....	600	8,000	3070
23	18	0	0	0	0	1	0	0	0	2	1	2	1	4	....	500	4,500	3071
1240	0	4	0	0	0	.....	.....	.....	....	93	0	.....	.....	4	0	3,607	327,000	3072
0	1964	0	15	0	0	0	43	0	35	0	138	0	19	4	....	....	500,000	3073
822	1218	0	0	0	0	49	31	.....	....	63	81	28	5	3	....	2,958	216,328	3074
20	30	0	0	0	0	2	2	5	0	1	7	0	0	3	....	3,800	27,200	3075
40	60	0	0	0	0	8	12	5	5	2	1	2	1	4	....	1,000	14,000	3076
10	6	0	0	53	31	.....	.....	.....	....	.....	.....	.....	.....	....	....	....	....	3077
48	49	0	0	0	0	3	1	12	8	4	4	2	2	4	0	1,301	40,000	3078
65	125	0	0	0	0	20	10	25	15	5	17	3	7	4	....	3,203	117,886	3079
9	16	0	0	103	98	2	0	.....	....	1	3	1	0	4	....	600	9,000	3080
24	24	0	0	0	0	.....	.....	.....	....	3	5	1	1	4	....	1,263	30,945	3081
20	35	0	1	78	96	1	0	0	0	0	2	1	0	4	....	642	9,000	3082
67	83	0	0	236	198	12	8	16	23	6	5	4	4	3	....	600	35,000	3083
40	60	0	0	0	0	1	0	2	0	4	5	1	1	4	0	1,200	30,000	3084
16	10	0	0	114	114	.....	.....	5	3	6	3	0	0	4	0	556	3,700	3085
50	72	1	0	8	11	10	14	10	1	2	2	2	2	4	....	800	40,000	3086
47	54	0	0	140	160	.....	.....	.....	....	4	6	.....	.....	4	....	2,143	23,087	3087
23	25	0	0	27	32	0	0	3	0	3	0	3	0	3	0	497	6,625	3088
9	28	0	0	187	187	0	0	0	0	0	0	0	0	4	....	500	20,894	3089
25	25	0	0	150	150	.....	.....	1	0	3	1	1	0	4	....	1,200	10,000	3090
46	74	1	1	0	0	2	0	17	25	0	1	0	0	4	....	2,785	17,000	3091
59	62	0	0	0	0	2	2	4	1	1	4	1	2	4	....	1,342	22,000	3092
26	50	0	0	100	125	2	2	2	5	3	7	1	3	4	....	3,000	15,000	3093
10	12	0	0	60	63	2	2	1	0	0	0	0	0	4	0	250	12,000	3094
60	55	0	0	156	120	0	0	1	2	11	9	6	7	4	....	940	40,390	3095
25	27	0	0	190	208	.....	.....	.....	....	3	5	0	0	4	....	250	20,000	3096
20	20	0	0	60	70	0	0	4	0	0	1	0	1	3	0	531	8,000	3097
42	54	0	0	205	169	10	0	1	0	3	4	1	1	4	0	1,530	36,000	3098
35	41	0	0	0	0	6	4	10	7	5	9	3	1	4	....	1,689	35,350	3099
52	45	0	0	161	152	5	3	0	0	11	5	2	0	4	0	690	30,000	3100
24	43	0	0	0	0	3	4	3	0	6	13	4	0	3	....	1,000	26,000	3101
13	17	0	0	0	0	0	0	2	0	0	3	0	0	4	0	2,000	43,225	3102
56	60	0	0	161	215	4	2	1	0	9	8	3	0	4	....	2,458	38,904	3103
36	53	0	0	20	38	.....	.....	3	2	2	3	1	2	4	0	750	5,300	3104
26	25	0	0	41	37	.....	.....	.....	....	1	6	.....	.....	3	....	300	3,900	3105
36	56	0	0	184	147	4	2	0	0	4	6	2	1	4	0	600	35,000	3106
45	56	0	0	0	0	4	1	20	20	9	10	.....	.....	4	....	1,300	60,000	3107
16	21	1	0	180	171	0	0	4	3	0	0	.....	.....	4	....	....	16,000	3108
30	35	1	0	0	0	0	0	.....	....	6	5	.....	.....	2	....	614	7,400	3109
20	25	0	0	0	0	5	10	5	10	2	7	1	1	4	....	720	26,000	3110

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	NEW YORK—cont'd.					
3111	Crown Point	Union School	A. O. Lavery	Ind	1	1
3112	Cuba	do	J. E. Dewey	Dept	1	2
3113	Dansville	High School	W. G. Canner	Dept	1	3
3114	Delevan	Union School	Ira P. Trevett	Ind	1	1
3115	Deposit	Union School and Academy	Geo. W. Pye	Ind	1	3
3116	De Ruyter	do	I. S. Sears	Ind	0	3
3117	Dolgeville	Academic department of Union Free School.	James Eggenberger	Dept	3	0
3118	Dryden	Union School	E. Day Clark	Ind	1	1
3119	Dundee	do	F. H. Hausner	Ind	2	1
3120	Dunkirk	Union School, Academic department.	J. Edman Massee	Dept	2	2
3121	Earlville	High School	Miss Maude Antisdel	Ind	0	3
3122	East Aurora	Union School	Chas. Goldsmith	Ind	0	11
3123	East Bloomfield	Union Free School	D. B. Williams, A. M	Ind	1	2
3124	East Pembroke	Union School	John W. Currie	Ind	1	0
3125	East Syracuse	Union Free School	Edwin H. Chase, Ph.B., M. A.	Dept	2	5
3126	Elizabethtown	High School	Schuyler F. Herron, A. B.	Ind	1	2
3127	Ellenville	Union School, Academic department.	John W. Chandlee	Dept	1	4
3128	Ellicottville	High School	Clifton J. Melrose	Ind	1	1
3129	Ellington	Academy and Union School*	Ellis W. Storms	Ind	0	2
3130	Elmira	Free Academy	Chas. W. Evans	Dept	1	9
3131	Fair Haven	Union School	G. A. Jacobs	Ind	1	1
3132	Fairport	Classical Union School	Elmer G. Frail	Ind	1	3
3133	Falconer	Union School	J. S. Wright	Ind	1	1
3134	Fayetteville	Union School, Academic department.	Frank J. House	Ind	1	2
3135	Fishkill	do	Edward B. Du Mond	Ind	1	1
3136	Florida	Academic department of Union Free School.	E. F. Brown, B. L	Ind	1	1
3137	Flushing	High School	Elmer Cross	Ind	2	5
3138	Fonda	Union School*	Charles Anson Coons	Ind	1	1
3139	Forestville	Free Academy	A. C. Anderson	Ind	1	3
3140	Fort Covington	Academy	Harlow Godard	Ind	1	1
3141	Fort Edward	Union School, Academic department.	W. S. Coleman	Dept	1	0
3142	Fort Plain	Union School	Russell H. Bellows	Ind	1	3
3143	Frankfort	High School	Samuel J. Slawson	Dept	0	3
3144	Frewsburg	Union School	P. E. Marshall	Ind	1	1
3145	Friendship	High School	T. H. Armstrong	Ind	2	3
3146	Fulton	Union School	B. C. Clapp	Ind	1	7
3147	Fultonville	Union School, Academic department.	H. E. Bolton	Dept	1	0
3148	Gainesville	do	Silas L. Strivings	Ind	1	1
3149	Geneva	High School (Classical and Union).	W. H. Truesdale	Dept	3	6
3150	Gilbertsville	Union School and Academy	B. C. Van Ingen	Ind	1	1
3151	Glens Falls	Union School, Academic department.	Nellie Farma	Dept	0	6
3152	Gloversville	High School	Chas. H. Weller	Dept	1	7
3153	Gouverneur	do	John C. Bliss, A. B	Dept	2	4
3154	Gowanda	Academy and Union School*	Charles A. Black, A. M	Ind	1	2
3155	Granville	Free Academy*	R. E. Brown, Ph. B	Ind	1	2
3156	Greene	Union School, Academic department.	William N. Harris	Ind	1	1
3157	Greenport	Union School, High School department.*	Carrington R. Stiles	Ind	1	2
3158	Greenwich	do	C. L. Morey	Ind	1	2
3159	Groton	High School	G. H. Baskerville	Dept	1	2
3160	Hamburg	Union School	Byron H. Heath	Dept	1	3

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
12	11	1	0	64	72	0	0	2	0	1	6	1	0	4	20	1,500	$6,450	3111
60	90	0	0	0	0	5	5	5	5	....	....	....	....	4	....	....	....	3112
47	68	0	0	0	0	....	....	....	....	2	3	1	0	4	....	192	31,755	3113
16	18	0	0	74	76	0	1	1	0	4	5	0	0	3	0	471	9,200	3114
30	35	0	0	210	225	8	5	....	....	6	6	4	2	4	....	2,000	21,982	3115
30	40	0	0	56	101	0	0	0	0	4	6	0	0	3	0	265	....	3116
6	6	0	0	3	0	0	1	0	0	2	1	0	1	4	0	400	18,000	3117
41	26	0	0	74	86	3	0	0	0	2	3	....	....	4	....	425	7,069	3118
30	50	0	0	80	90	4	1	....	....	2	4	2	1	4	....	900	9,500	3119
35	55	0	0	0	0	1	2	5	10	3	10	1	1	4	....	125	35,000	3120
30	37	0	2	60	58	0	2	0	0	2	5	2	5	3	....	450	10,300	3121
60	80	0	0	249	266	5	6	....	....	5	10	2	0	4	....	2,500	45,000	3122
18	21	0	0	97	78	0	3	....	....	1	2	1	2	4	0	800	6,000	3123
4	6	0	0	61	49	....	....	....	....	....	....	....	....	4	....	700	4,000	3124
38	46	0	0	0	0	....	....	1	0	6	10	3	4	4	....	1,600	60,000	3125
19	25	0	0	73	57	1	3	1	0	2	6	1	1	4	....	350	6,000	3126
33	56	0	0	0	0	3	1	1	0	0	0	0	0	....	0	1,770	21,500	3127
20	25	0	1	111	138	0	1	2	1	3	4	1	2	4	0	820	18,000	3128
25	28	0	0	53	66	2	3	....	....	4	9	2	3	3	....	450	500	3129
162	210	2	1	0	0	10	6	15	1	32	32	8	5	4	....	....	74,134	3130
22	25	0	0	53	55	....	....	3	0	2	0	2	0	3	....	400	1,550	3131
35	66	0	0	248	292	12	12	4	6	0	3	0	2	4	....	400	6,000	3132
13	19	0	0	96	105	1	1	1	0	0	1	0	0	4	....	250	15,000	3133
34	40	0	0	128	131	0	0	5	3	0	6	0	3	4	0	1,662	26,000	3134
19	17	0	0	60	79	0	0	0	0	3	0	2	0	2	0	335	10,125	3135
13	19	0	0	0	0	....	....	....	....	0	2	0	1	....	....	809	16,300	3136
70	90	0	0	0	0	4	2	....	....	5	17	0	0	4	....	2,190	130,827	3137
9	24	0	0	143	156	2	1	....	....	3	5	0	0	3	0	987	18,521	3138
55	60	0	0	82	66	0	1	20	25	5	3	3	0	4	....	1,000	10,000	3139
15	36	0	0	68	191	0	0	2	1	0	7	0	1	4	0	554	8,900	3140
6	8	0	0	0	0	3	2	3	7	1	5	1	0	4	....	1,550	30,000	3141
16	28	0	0	185	207	0	0	0	0	3	7	0	1	4	0	724	23,004	3142
10	46	0	0	0	0	1	2	....	....	1	1	....	....	4	....	700	15,000	3143
9	11	0	0	99	121	3	0	....	....	6	6	1	0	4	....	300	6,000	3144
25	50	0	0	75	250	5	5	10	3	7	2	7	2	4	22	1,000	27,800	3145
56	73	0	0	573	608	3	2	15	7	7	8	1	1	4	....	....	60,000	3146
9	7	0	0	0	0	2	1	3	0	1	3	1	1	4	....	600	18,585	3147
14	26	0	0	47	43	0	0	0	0	2	1	0	0	4	0	364	5,000	3148
98	151	0	2	0	0	30	20	10	15	8	14	7	5	4	98	4,643	80,158	3149
13	29	0	0	79	64	4	6	....	....	1	1	1	1	4	....	900	10,000	3150
77	136	0	0	0	0	0	0	11	4	9	13	3	2	4	....	3,000	40,000	3151
148	184	0	0	0	0	....	....	....	....	15	12	6	3	4	....	750	29,600	3152
62	75	0	0	0	0	2	2	4	0	5	3	3	1	4	....	1,043	71,700	3153
50	60	0	0	130	160	0	0	10	5	9	9	4	3	4	....	750	....	3154
30	40	0	0	176	314	7	0	6	5	4	9	4	0	4	....	500	25,000	3155
23	17	0	0	105	104	1	1	0	0	3	2	0	0	4	0	1,300	8,400	3156
20	33	0	0	219	203	0	1	5	2	2	4	1	2	4	....	1,076	22,725	3157
35	50	0	0	215	240	8	6	6	10	4	9	3	2	4	....	1,800	10,000	3158
30	40	0	0	0	0	1	4	10	8	3	0	1	0	4	0	800	23,000	3159
40	45	0	0	0	0	0	0	5	2	5	8	2	0	4	....	1,348	25,000	3160

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	NEW YORK—cont'd.					
3161	Hamilton	High School	C. H. Van Tuyl	Dept.	1	3
3162	Hammond	Union School	Melvin F. Gearhart	Ind	1	0
3163	Hammondsport	High School	E. L. Monroe	Dept.	1	2
3164	Hancock	Union School and Academy	Lincoln R. Long	Ind	1	2
3165	Haverstraw	Public School*	L. O. Markham	Dept.	1	5
3166	Hempstead	High School	Wallace S. Newton	Ind	0	12
3167	Herkimer	Union School	A. G. Miller	Dept.	1	4
3168	Hermon	High School	Sydney R. Covey	Ind	1	1
3169	Highland	Union School, Academic department.	Martin Has Brouck	Ind	1	0
3170	Highland Falls	Union Free School	J. Denna	Ind	1	0
3171	Hinsdale	Academy	Edward S. Babcock	Ind	1	0
3172	Hobart	Union School and Academy	Mrs. H. M. Mace	Ind	1	2
3173	Hogansburg	Academy*	M. S. McGarr	Ind	1	3
3174	Holland Patent	High School	John C. Chase	Ind	1	4
3175	Holley	Union School	H. D. Hopkins, A. M	Ind	1	1
3176	Homer	Academy	L. H. Tuthill	Dept.	1	3
3177	Honeoye	Union School	L. A. Toepp	Ind	1	0
3178	Hoosick Falls	High School	H. H. Suell	Dept.	3	2
3179	Hornellsville	Hornell Free Academy	Wm. R. Prentice	Dept.	1	9
3180	Horseheads	Union School, Academic department.	F. H. Miller, A. B	Ind	1	7
3181	Howard	Public School	Ernest E. Cole	Ind	1	0
3182	Hudson	High School	Frank James Sagendorph, A. M.	Dept.	1	1
3183	Huntington	do	Charles J. Jennings	Ind	2	3
3184	Ilion	Union School and Academy	Judson I. Wood	Ind	1	5
3185	Irvington	High School	R. A. McDonald	Ind	1	2
3186	Islip	do	Matthew I. Hunt	Dept.	1	1
3187	Ithaca	do	F. D. Boynton	Dept.	4	7
3188	Jamestown	City High School	Frank S. Thorpe	Dept.	2	11
3189	Johnstown	High School	William S. Snyder	Dept.	1	4
3190	Keeseville	Union School	Leland L. Landers	Dept.	1	1
3191	Kingstown	Academy	Myron J. Michael	Dept.	2	6
3192	Knowlesville	Union School	J. H. Filer	Ind	1	0
3193	Lancaster	High School	Burt B. Farmworth	Ind	1	2
3194	Leonardsville	Union School	Ernest E. Hinman	Ind	1	1
3195	Le Roy	High School	Emma Henderson	Dept.	1	4
3196	Lestershire	Academy	E. T. Graves	Ind	1	1
3197	Limestone	Union School and Academy	L. S. Minckley	Ind	1	1
3198	Lisle	do	D. S. Zimmer	Ind	2	1
3199	Little Falls	Union School	Marcellus Oakey	Dept.	1	4
3200	Liverpool	Union School and Academy	Manford D. Green	Ind	1	1
3201	Livonia	High School	Charles S. Williams	Ind	1	2
3202	Lockport	Union School (senior department).	Edward Hayward	Dept.	5	6
3203	Long Island City	High School	Edward F. Fagan, A. M., Ph. D.	Dept.	1	5
3204	Lyndonville	Academic department Union School.	Cynthia U. Weld	Ind	1	1
3205	Lyons	Union School, Academic department.	W. H. Kinney	Dept.	3	1
3206	McGrawville	Academic department of Union School.	Geo. D. Bailey	Ind	1	1
3207	Madison	Union School and Academy	Carlos J. Coleman	Ind	0	2
3208	Madrid	Union School	Frank H. Wallace	Ind	1	1
3209	Malone	Franklin Academy	E. D. Merriman, A. B	Dept.	2	7
3210	Manlius	Union School	Arthur E. Neeley	Ind	1	2
3211	Marcellus	Academic department Union School.	B. N. Strong	Ind	1	1
3212	Margaretville	Union School	Leonard Marvin Sackett	Ind	1	2
3213	Massena	Union Free Academic department.	Wm. C. Davis	Ind	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
30	110	1	2	0	0	1	3	....	....	0	0	....	....	4	....	850	....	3161
20	25	0	0	51	57	....	....	....	....	3	6	0	0	....	....	....	....	3162
25	35	0	0	0	0	4	5	3	2	3	4	3	4	4	....	500	....	3163
22	35	0	0	132	116	....	....	....	....	1	6	0	0	3	....	375	$6,000	3164
26	39	0	0	0	0	....	....	....	....	7	7	....	....	3	....	650	40,000	3165
12	33	0	0	0	0	1	3	1	2	0	6	0	3	3	....	1,200	40,000	3166
32	34	0	0	0	0	3	6	....	....	5	10	1	3	4	....	200	20,000	3167
24	26	0	0	32	58	3	2	0	0	0	0	0	0	4	....	610	5,500	3168
12	14	0	0	81	78	1	0	....	....	0	0	0	0	4	....	500	3,650	3169
6	5	0	0	244	295	0	0	0	0	6	5	0	0	1	0	500	25,000	3170
10	21	0	0	34	31	2	0	....	....	0	0	0	0	3	....	500	3,000	3171
22	24	0	0	53	61	3	2	2	0	5	4	2	1	4	....	500	5,000	3172
54	12	0	0	102	190	3	2	0	0	0	3	0	2	4	0	598	15,675	3173
25	27	0	0	30	60	0	0	0	0	5	1	0	0	4	....	800	....	3174
11	17	0	0	157	177	0	0	2	3	0	0	0	0	3	0	....	....	3175
40	60	0	0	0	0	0	2	4	0	2	8	1	2	4	....	1,500	40,000	3176
10	12	0	0	50	53	1	1	1	0	0	0	0	0	4	0	300	4,000	3177
54	60	0	0	0	0	26	15	20	10	10	11	5	2	4	....	2,300	64,400	3178
117	202	2	0	0	0	4	4	12	9	12	22	7	5	4	....	2,500	35,966	3179
25	38	0	0	175	242	0	0	1	8	1	6	0	3	3	....	800	25,000	3180
3	9	0	0	27	31	....	....	....	....	....	....	....	....	....	....	....	5,000	3181
32	34	0	0	0	0	4	3	....	....	7	6	2	2	3	....	5,000	....	3182
44	51	0	1	246	254	10	6	7	7	5	8	1	1	4	0	1,200	30,000	3183
44	80	0	0	397	349	0	0	0	0	7	7	0	2	4	....	600	45,000	3184
26	31	0	0	94	106	0	0	5	2	0	0	0	0	4	....	5,000	50,000	3185
12	14	0	0	0	0	0	0	0	0	1	1	0	0	4	....	500	17,000	3186
61	89	1	2	0	0	....	....	....	....	33	57	20	15	4	0	800	80,000	3187
132	182	1	1	0	0	3	10	....	....	19	22	4	2	4	80	3,304	63,650	3188
69	84	0	0	0	0	1	0	1	0	8	10	2	0	4	0	7,442	....	3189
11	26	0	0	0	0	0	1	3	0	4	6	1	0	4	....	1,500	10,200	3190
82	124	0	1	12	16	9	8	4	0	8	15	5	2	4	....	1,365	52,296	3191
4	7	0	1	38	53	....	....	....	....	....	....	....	....	....	....	387	8,000	3192
25	27	0	0	175	188	....	....	....	....	0	0	0	0	4	....	600	12,000	3193
26	31	0	0	27	41	1	2	0	0	4	4	0	0	4	....	820	2,500	3194
20	30	0	0	0	0	2	2	3	0	3	5	1	0	4	....	1,250	14,550	3195
2	3	0	0	163	149	0	0	2	0	0	0	0	0	4	....	125	13,923	3196
16	24	0	0	86	85	0	0	0	0	0	2	0	0	3	0	312	8,000	3197
18	16	0	0	0	0	2	2	4	6	1	1	0	0	3	....	325	7,400	3198
51	68	0	1	0	0	11	8	5	6	12	20	6	3	4	0	5,000	6,000	3199
13	24	0	0	112	152	1	0	1	0	0	0	0	0	4	....	719	....	3200
23	21	0	0	97	109	1	0	2	0	3	5	2	2	4	....	800	18,000	3201
166	235	0	3	0	0	8	3	10	15	18	35	10	1	4	....	742	98,803	3202
57	120	1	0	0	0	2	5	....	....	2	18	0	2	3	....	500	27,000	3203
7	9	0	0	38	27	....	....	....	....	0	0	....	....	4	....	682	5,677	3204
63	92	0	0	0	0	15	0	20	15	3	6	1	0	4	....	1,559	59,700	3205
21	15	0	0	59	85	0	0	0	0	0	1	0	0	4	0	270	7,000	3206
15	22	0	0	45	45	....	....	....	....	3	8	2	4	3	....	225	4,000	3207
10	12	0	0	55	58	0	0	1	1	3	5	0	0	3	0	300	6,000	3208
57	61	0	0	0	0	6	1	....	....	9	11	1	1	4	....	5,115	48,528	3209
18	18	0	0	123	108	0	1	2	0	0	2	0	1	4	....	1,000	7,760	3210
30	29	0	0	100	77	0	0	1	1	4	8	0	0	4	....	625	14,400	3211
15	20	0	0	49	66	1	3	0	1	3	5	1	1	4	....	700	....	3212
38	40	0	0	185	170	....	....	....	....	3	3	....	....	3	....	150	....	3213

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	NEW YORK—cont'd.					
3214	Matteawan	Union School	G. R. Miller	Dept.	1	2
3215	Mayville	do	T. E. Lockhart, A. M	Ind	1	4
3216	Mechanicsville	Union Free School	L. B. Blakeman	Ind	0	4
3217	Medina	High School	Henry Pease	Dept.	2	3
3218	Mexico	Academy and High School	Avery W. Skinner	Dept.	1	2
3219	Middleburg	High School	Wm. M. Marvin, A. B	Ind	1	2
3220	Middle Granville	Union School	Wm. E. Freeman	Ind	1	1
3221	Middleport	Union High School	F. R. Stevens	Ind	1	2
3222	Middletown	Wallkill Free Academy	James F. Tuthill	Dept.	2	6
3223	Mineville	High School	Christopher Keller	Ind	2	0
3224	Mohawk	Union School and Academy	S. A. Watson	Ind	1	3
3225	Montgomery	Academy	Reuben Fraser	Ind	0	4
3226	Monticello	Union School, Academic department.	W. W. Miller, A. B	Ind	0	5
3227	Montour Falls	Union Free School	Herbert C. Jeffers	Ind	1	0
3228	Moravia	Union School	John D. Bigelow	Ind	0	6
3229	Morris	High School*	George R. Greene	Ind	1	3
3230	Morrisville	do	Archibald S. Knight, A. M.	Ind	1	1
3231	Mount Kisco	Union Free School	Adelaide Norris	Ind	1	2
3232	Mount Morris	High School	S. G. Harris	Ind	1	2
3233	Munnsville	Union Free School	Frank M. Wiggins	Ind	1	0
3234	Naples	Union School	Wm. C. Noll	Ind	1	3
3235	Newark	Union School and Academy	John W. Robinson	Ind	1	3
3236	Newark Valley	Union School	Miss Fanny L. Hughes	Ind	0	3
3237	New Berlin	do	Willis A. Ingalls, B. S	Ind	1	1
3238	Newburg	Free Academy	James M. Crane	Dept.	5	7
3239	Newfield	Union Free School	C. F. Place	Ind	1	1
3240	New Hartford	Union School	Frank B. Spaulding	Ind	1	1
3241	New Rochelle	do	Ida M. Babcock	Ind	0	5
3242	New York City	Harlem Evening High School.	Edward A. Page	Dept.	8	0
3243	Niagara Falls	High School, Cleveland avenue.	Thos. B. Lovell, A. M	Dept.	1	5
3244	Nichols	Union School, Academic department.	Edson L. Moore	Ind	1	0
3245	North Brookfield	Union School and Academy	Gustavus S. Hardy	Dept.	1	1
3246	North Cohocton	Atlanta Union High School	Myron C. Plough	Ind	0	3
3247	North Tarrytown	Union Free School, Academic department.	Nath. H. Dumond	Dept.	1	1
3248	North Tonawanda	High School	Clinton S. Marsh, A. B	Dept.	4	6
3249	Northville	Union School*	B. C. Van Ingen	Ind	1	0
3250	Norwood	Union School, Academic department.	Edwin F. McDonald	Ind	1	1
3251	Nunda	do	William M. Robinson	Ind	1	1
3252	Nyack	do	Ira H. Lawton	Dept.	1	6
3253	Oakfield	Union School	A. M. McIlroy	Ind	1	1
3254	Olean	High School	Olin Wilson Wood	Dept.	3	7
3255	Oneida	do	Frank W. Jennings	Dept.	1	4
3256	Oneonta	Union School	A. W. Abrams	Ind	1	4
3257	Onondaga Valley	Academy	D. H. Cook	Ind	1	3
3258	Oswego	High School	Chas. W. Richards	Dept.	1	5
3259	Ovid	Union School, Academic department.	Lewis H. Clark, jr	Ind	1	1
3260	Owego	Free Academy	Ezra J. Peck, A. M	Dept.	2	5
3261	Painted Post	Union School	A. Z. Pierce	Ind	1	1
3262	Palatine Bridge	do	A. E. Barnes	Ind	1	1
3263	Palmyra	Classical Union School	S. D. Armes, A. M	Dept.	1	4
3264	Parish	Union Free School and Academy.	W. F. Canough	Dept.	1	2
3265	Patchogue	High School	W. E. Gordon	Ind	0	4
3266	Peekskill	Academic department Drum Hill Union Free School.	John Miller	Ind	1	3

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
21	35	0	0	0	0	....	....	1	5	1	4	0	3	4	....	500	$35,000	3214
51	55	0	0	76	98	0	0	4	2	6	5	2	1	3	0	1 035	27,364	3215
35	50	0	0	0	0	1	0	0	0	2	6	1	2	4	....	....	40,000	3216
41	78	0	0	0	0	3	0	5	3	3	8	1	0	4	....	1,580	9,748	3217
15	20	0	0	0	0	2	0	4	0	6	4	4	0	4	....	1,600	10,000	3218
29	41	0	0	114	130	1	2	2	1	2	3	1	0	3	0	1,150	21,000	3219
20	30	0	0	80	120	1	2	2	3	1	3	1	2	4	0	500	9,000	3220
9	12	0	0	133	123	4	3	1	0	1	2	0	0	4	....	800	13,000	3221
65	78	2	0	....	....	....	....	....	....	4	11	4	0	4	0	650	9,500	3222
22	50	0	0	158	195	0	0	2	0	3	1	2	0	4	....	571	10,765	3223
10	20	0	0	140	189	1	0	3	4	3	4	2	2	4	....	1,267	22,750	3224
72	80	1	0	28	70	2	0	0	0	4	2	1	0	4	....	1,000	6,200	3225
30	40	0	0	110	140	1	0	0	0	1	0	1	0	4	0	600	16,680	3226
6	5	0	0	94	75	....	....	....	....	5	5	....	....	1	....	410	3,500	3227
53	50	0	0	140	148	6	3	0	0	6	5	5	3	3	....	828	14,575	3228
40	60	0	0	20	40	....	....	....	....	9	11	....	....	3	....	....	11,000	3229
12	18	0	0	52	54	0	0	1	1	1	4	1	0	3	....	425	4,400	3230
12	17	1	0	88	108	....	....	....	....	1	3	....	....	....	....	....	20,000	3231
35	43	0	0	170	228	0	0	4	2	7	5	4	1	4	....	1,200	6,000	3232
16	14	0	0	34	56	6	4	3	0	0	0	0	0	4	....	300	7,000	3233
26	30	0	0	130	128	....	....	....	....	5	8	2	0	4	....	1,515	28,200	3234
29	37	0	0	240	268	0	0	15	10	13	7	4	2	4	....	1,000	33,000	3235
14	18	0	0	76	84	1	0	0	0	0	0	0	0	3	0	471	....	3236
20	30	0	0	67	70	1	1	1	0	1	2	1	1	4	....	1,000	6,000	3237
151	180	3	2	0	0	6	4	18	27	22	28	6	9	4	....	21,970	81,000	3238
10	6	0	0	46	48	7	4	0	0	0	0	0	0	4	....	300	2,600	3239
12	34	0	0	136	127	0	0	2	0	2	8	1	0	2	....	600	10,000	3240
18	12	0	0	292	258	0	0	2	0	2	0	2	0	4	....	305	14,775	3241
432	0	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	3242
44	75	0	0	0	0	1	0	2	5	2	5	0	0	4	....	80	55,000	3243
10	15	0	0	60	50	....	....	....	....	3	2	0	0	3	....	350	4,100	3244
18	15	0	0	31	10	....	....	2	1	1	0	....	....	4	....	600	2,900	3245
26	27	0	0	69	83	0	0	2	4	1	3	0	0	4	0	465	5,000	3246
13	18	2	2	0	0	....	....	....	....	3	2	0	0	3	0	952	25,700	3247
74	80	0	0	0	0	7	4	8	0	....	....	....	....	4	0	572	55,275	3248
11	15	0	0	89	112	0	1	4	0	0	1	....	....	....	....	531	6,900	3249
25	45	0	0	145	230	1	2	4	12	2	8	1	5	3	....	800	19,000	3250
29	38	0	0	95	80	....	....	....	....	4	6	3	1	4	....	683	11,000	3251
75	100	0	0	0	0	0	0	12	9	5	7	0	0	4	....	1,200	40,000	3252
15	15	0	0	45	55	0	0	0	0	0	0	0	0	4	0	625	5,000	3253
86	192	3	2	0	0	0	3	4	3	3	8	2	8	4	....	2,196	75,000	3254
74	100	1	0	0	0	9	5	38	36	9	19	1	6	4	....	....	29,154	3255
27	46	0	0	392	653	3	5	....	....	3	8	0	0	4	....	400	35,000	3256
65	85	0	0	60	100	5	10	4	0	5	9	2	1	4	....	1,000	40,000	3257
95	148	0	0	0	0	5	1	10	5	18	34	3	3	4	....	445	9,250	3258
38	29	0	0	96	94	....	....	....	....	4	3	4	3	3	....	759	8,550	3259
62	98	0	3	0	0	14	9	22	30	8	11	5	4	4	....	....	....	3260
17	23	0	0	140	140	0	3	2	5	2	4	2	4	4	0	350	....	3261
16	6	0	0	40	34	0	0	7	2	0	1	1	1	4	0	1,300	8,000	3262
40	73	3	2	0	0	5	4	3	0	3	8	1	4	4	....	2,965	15,154	3263
24	28	0	0	0	0	0	0	0	0	1	1	0	0	4	0	614	8,950	3264
56	66	0	0	0	0	0	0	2	1	0	4	1	0	4	0	....	20,000	3265
71	82	0	0	0	0	0	0	0	0	5	7	0	0	3	0	420	35,850	3266

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	NEW YORK—cont'd.					
3267	Peekskill	Oakside Union Free School, No. 8.	Alex. D. Dunbar, Pd. D.	Dept.	1	2
3268	Penn Yan	Academy	George H. Hoxie, A. B.	Dept.	1	4
3269	Perry	Academic department of Union School.	Mary E. Catton	Dept.	0	4
3270	Phelps	Union and Classical School.	D. D. Edgerton	Ind	1	2
3271	Philadelphia	Academic department of Union School.	John G. Peck	Ind	1	1
3272	Phœnix	High School	Edwin J. Howe	Ind	1	4
3273	Pittsford	do	Farley J. Withington	Ind	2	2
3274	Plattsburg	do	Helen D. Woodward	Ind	1	6
3275	Pompey	Union School and Academy.	Charles S. Benedict	Dept.	1	1
3276	Port Byron	Free School and Academy	W. L. Harris	Ind	1	2
3277	Port Chester	Union Free School	John C. Rockwell	Dept.	1	2
3278	Port Henry	Union School*	P. F. Burke	Dept.	1	2
3279	Port Jervis	Union School, Academic department.	J. M. Dolph	Dept.	1	5
3280	Port Leyden	Union School	Henry G. Grubel	Ind	2	1
3281	Port Richmond	Union Free School	Sarah E. Eldridge	Ind	0	9
3282	Portville	High School	Edwin Welling Cady	Ind	1	1
3283	Poughkeepsie	do	James Winne	Dept.	0	4
3284	Prattsburg	Franklin Academy	F. J. De La Fleur, A. B.	Ind	1	2
3285	Red Creek	Union Seminary	Albert Whitney	Ind	1	3
3286	Red Hook	High School	D. C. Lehman	Ind	1	0
3287	Rhinebeck	Union School	D. J. Keator	Ind	1	1
3288	Richburg	Academic School	C. A. Husted	Dept.	0	1
3289	Richfield Springs	Union Free School, Academic department.	J. Anthony Bassett	Ind	2	4
3290	Ripley	Union School	F. M. Markham	Ind	1	0
3291	Rochester	Free Academy	John G. Allen	Dept.	5	22
3292	Rockville Center	South Side High School	Elmer S. Redman, A. M.	Ind	1	2
3293	Rome	Free Academy	W. E. Stearns	Dept.	1	8
3294	Rondout	Ulster Academy	William E. Bunten, A.M.	Dept.	2	6
3295	Rushford	Union School	J. Howerth	Ind	1	1
3296	Rushville	do	Edward J. Rowe	Ind	1	1
3297	Russell	Union School, district No. 1.	Dennis O'Brien	Ind	1	0
3298	Sag Harbor	Union School, Academic department.	John Jay Harrison	Ind	1	1
3299	St. Johnsville	High School	F. Gale Adams	Ind	1	2
3300	St. Regis Falls	Union School	Alexander Macdonald	Ind	1	1
3301	Salamanca	do	Thomas Stone Bell, A.M.	Ind	1	4
3302	Sandy Creek	High School	R. H. Snyder	Ind	1	4
3303	Sandy Hill	Union School and Academy.	Frances A. Tifft	Ind	1	5
3304	Saranac Lake	Union School	Tibbetts Walker	Dept.	1	0
3305	Saratoga Springs	High School*	Henry H. Kendall	Dept.	1	4
3306	Saugerties	do	Fred. N. Moulton	Ind	1	3
3307	Sauquoit	Union School	Edward C. Miller	Ind	1	1
3308	Savannah	do	H. N. Tolman	Ind	0	4
3309	Savona	do	A. D. Miller, Ph. B., B. E.	Ind	1	1
3310	Sayville	High School department of Union School.	Geo. P. Armstrong	Dept.	1	3
3311	Schenectady	Union Classical Institute	Charles S. Halsey	Dept.	1	6
3312	Schoharie	Academy	Solomon Sias	Dept.	1	1
3313	Schroon Lake	Union Free School	J. W. Wiseman	Ind	1	1
3314	Schuylerville	High School	O. H. Burritt	Ind	1	2
3315	Scottsville	Public School	Frank H. Brown	Ind	1	1
3316	Seneca Falls	Mynderse Academy	F. S. Porter	Dept.	0	4
3317	Sharon Springs	Union School	John Van Schaick, jr.	Ind	2	2
3318	Sherburne	High School	Chas. R. Loomis	Ind	1	2
3319	Sherman	Union School	I. Howard Russell	Ind	1	3
3320	Shortsville	Union High School	Wm. D. Hewes	Ind	1	1
3321	Sidney	High School	Chas. E. Hesselgrave	Ind	1	3
3322	Silver Creek	Union School, Academic department.	J. Milford McKee	Ind	3	0

*Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
24	32	1	1	0	0	....	....	....	....	6	10	1	4	3	....	750	$60,000	2367
52	103	0	0	0	0	2	2	10	10	1	9	1	3	4	....	42	10,000	3268
45	55	0	0	0	0	10	8	0	0	8	9	3	4	4	....	1,200	2,500	3269
48	50	0	0	0	0	8	6	4	0	5	4	4	2	4	0	820	15,000	3270
20	24	0	0	55	57	0	0	2	3	0	0	0	0	4	....	450	7,000	3271
30	43	0	0	140	122	3	4	4	5	6	3	2	1	4	....	900	12,000	3272
30	60	0	0	100	90	3	0	2	0	0	4	0	0	4	....	400	17,820	3273
79	54	0	0	0	0	34	17	16	17	11	6	7	3	4	0*	1,452	35,000	3274
8	7	0	0	0	0	0	0	1	0	0	0	0	0	4	0	800	300	3275
26	23	0	0	134	117	0	0	10	0	2	4	0	0	4	....	1,000	12,500	3276
17	23	0	0	0	0	2	1	2	4	3	5	2	0	3	....	2,214	75,000	3277
20	42	0	0	0	0	0	0	7	10	1	9	1	4	....	....	476	19,328	3278
71	85	2	1	0	0	8	6	3	0	11	13	2	2	4	0	431	3,400	3279
21	23	0	0	75	85	3	3	0	0	3	4	3	2	4	0	567	6,050	3280
31	37	0	0	309	363	....	....	....	....	0	0	....	....	2	....	1,080	50,000	3281
20	20	0	0	95	180	1	0	3	2	5	2	5	2	4	100	800	....	3282
51	69	0	1	0	0	0	0	3	0	6	22	0	1	3	....	400	56,167	3283
31	19	0	0	70	80	3	0	1	0	1	4	2	0	3	....	1,000	10,000	3284
51	60	0	0	21	31	0	0	1	3	2	3	0	0	4	0	300	5,000	3285
8	12	0	0	82	98	0	0	5	6	1	0	0	0	4	0	500	4,000	3286
20	35	0	0	80	140	0	0	0	0	0	0	0	0	4	0	678	12,950	3287
1	6	0	0	0	0	0	0	....	....	....	....	....	....	....	....	447	11,473	3288
18	18	0	0	158	208	3	5	5	7	6	11	1	3	4	....	751	23,347	3289
8	10	0	0	92	100	....	....	....	....	....	....	....	....	....	....	200	1,000	3290
360	556	0	0	0	0	160	50	....	....	17	57	....	....	4	....	2,333	143,421	3291
34	42	0	0	162	151	10	4	....	....	5	8	0	0	4	0	106	46,476	3292
80	129	0	2	0	0	7	4	10	14	10	33	6	4	4	....	216	25,800	3293
63	71	0	0	0	0	9	5	3	0	6	7	5	0	4	....	1,440	50,000	3294
24	30	1	0	49	62	0	0	0	0	2	9	0	0	4	....	313	6,415	3295
10	25	0	0	47	40	0	0	0	0	1	2	0	0	4	....	300	10,000	3296
5	1	0	0	25	35	....	....	....	....	....	....	....	....	....	....	0	1,000	3297
15	30	1	0	235	270	0	0	3	0	2	3	1	0	4	0	350	25,000	3298
32	45	0	0	164	159	2	0	8	7	3	8	1	2	4	....	682	11,401	3299
10	20	0	0	140	170	1	2	2	1	1	3	0	0	4	....	750	6,500	3300
29	35	0	0	371	420	2	0	2	0	4	6	2	0	4	0	1,600	....	3301
35	40	0	0	145	80	4	3	0	0	6	7	2	1	4	....	700	30,000	3302
46	97	0	0	354	460	2	0	13	13	5	15	1	2	4	....	1,423	20,250	3303
11	22	0	0	0	0	5	0	....	....	1	0	1	0	4	0	225	18,000	3304
65	115	1	2	0	0	2	1	0	0	5	28	2	0	4	....	343	42,250	3305
28	36	0	0	65	75	6	1	9	4	0	0	....	....	4	....	1,200	1,800	3306
10	12	0	0	30	49	....	....	....	....	0	0	0	0	....	....	400	1,500	3307
27	23	0	0	83	87	0	0	....	....	0	0	....	....	4	....	700	8,000	3308
4	6	0	0	85	84	0	0	0	0	0	0	0	0	4	....	337	5,575	3309
25	30	0	0	0	0	....	....	1	0	2	4	2	0	4	0	482	22,500	3310
103	127	0	0	0	0	24	1	22	4	21	35	14	3	3	....	537	17,216	3311
25	30	0	0	0	0	5	0	8	0	2	1	2	0	4	....	900	16,540	3312
7	8	0	0	43	62	0	0	0	0	0	0	0	0	....	....	234	3,411	3313
25	40	0	0	110	160	1	0	5	5	1	0	1	0	4	0	700	10,500	3314
60	28	1	0	79	80	0	0	0	0	7	10	0	0	4	....	613	12,000	3315
53	63	0	0	0	0	5	5	....	....	8	6	2	1	3	....	1,537	40,000	3316
32	30	0	0	38	30	2	0	....	....	2	6	....	....	....	....	400	11,000	3317
21	38	0	0	75	88	1	0	....	....	1	5	....	....	4	....	1,500	15,000	3318
50	44	0	0	74	75	0	0	5	0	4	5	0	0	4	0	1,103	12,000	3319
14	26	0	0	86	94	0	0	5	2	3	3	1	0	4	....	560	10,595	3320
27	27	0	0	215	235	4	2	2	3	2	5	2	2	4	....	1,478	15,450	3321
32	34	0	0	223	233	0	0	8	2	8	6	1	0	4	....	1,863	24,419	3322

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	NEW YORK—cont'd.					
3323	Sinclairville	Union School and Academy	Fred L. Hannum, M. A.	Ind	1	1
3324	Sing Sing	High School	Ida W. Bennett	Dept	0	5
3325	Skaneateles	Union School, Academic department.	H. Frank Miner	Ind	1	3
3326	Solray	Union School	C. O. Richards	Dept	1	2
3327	Southampton	High School	F. A. Johnson	Ind	1	3
3328	South Glens Falls	Union School	Jas. E. Kelley	Ind	1	1
3329	South New Berlin	Union School and Academy	Charles S. Gibson	Ind	1	0
3330	Springville	Griffith Institute	Robert W. Hughes	Ind	1	3
3331	Stamford	Seminary and Union School	James A. Tooley	Dept	0	3
3332	Stillwater	Union Free School	Willis U. Hinman	Dept	1	1
3333	Tarrytown	Union School	George E. Atwood	Ind	1	1
3334	Theresa	....do	D. D. T. Marshall	Ind	0	3
3335	Tioga Center	....do	Walter E. Bunten	Ind	1	0
3336	Tonawanda	High School	Walter T. Palmer	Dept	1	3
3337	Troy	....do	H. L. Taylor, Ph. D	Dept	4	4
3338	Tully	Union School	W. Earle Stilwell	Ind	1	2
3339	Unadilla	Union School and Academy	M. J. Fletcher	Ind	1	3
3340	Union	Union Free School and Academy.	James L. Lusk	Ind	1	2
3341	Union Springs	Union School	Arthur M. Seekell	Dept	1	2
3342	Utica	Free Academy	George Carleton Sawyer	Dept	5	6
3343	Valatie	Union School	Olin B. Sylvester	Ind	1	1
3344	Vernon	....do.*	E. R. Adams	Ind	1	1
3345	Vestal	Graded School	Arthur Mason	Ind	1	2
3346	Victor	Union School	George Ray Wicker, A. B.	Ind	1	2
3347	Waddington	Union Free School	J. W. Rutherford	Ind	1	2
3348	Walden	High School	D. C. Dominick	Ind	1	2
3349	Walton	....do	James R. Fairgrieve	Dept	1	4
3350	Wappingers Falls	Graded School	Samuel Mansfield	Dept	1	0
3351	Warrensburg	Union School and Academy	B. F. Record	Ind	1	2
3352	Warsaw	....do	Irving B. Smith	Ind	2	2
3353	Warwick	Institute	L. W. Hoffman	Dept	1	2
3354	Washingtonville	High School	Prof. J. H. Burrows	Ind	1	1
3355	Waterford	....do	M. J. Cook	Dept	1	2
3356	Waterport	Union School	Augustus W. Behrend	Ind	1	1
3357	Watertown	High School	Eugene W. Lyttle, Ph. D	Dept	2	8
3358	Watkins	Academy and Union School	Samuel S. Johnson	Ind	2	2
3359	Webster	Union School	Edwin D. Webb	Ind	1	2
3360	Weedsport	....do	Lazell R. Hopkins	Ind	1	3
3361	Wellsville	High School	L. W. Craig, A. M	Dept	2	2
3362	Westchester	Union High School No. 1*	Michael E. Devlin	Dept	1	0
3363	Westfield	High School	A. N. Taylor	Dept	0	10
3364	West Hebron	Union School	Geo. E. Baldwin	Ind	1	1
3365	Westport	Union School and Academy	Fred. V. Lester	Ind	1	2
3366	West Winfield	....do	A. J. Merrill, A. M	Ind	1	3
3367	Whitehall	High School	Mary M. Humphrey	Dept	0	3
3368	White Plains	Union School, Academic department.	F. W. Brown	Dept	1	6
3369	Whitesboro	Union School	F. B. Van Ornum	Ind	1	2
3370	Whitney's Point	....do	Ernest P. Carr	Ind	1	1
3371	Williamsville	High School	W. M. Pierce	Ind	1	1
3372	Wilson	Union School*	H. C. Hustleby	Ind	1	2
3373	Windsor	Union School, Academic department.	W. S. Murray, M. S	Ind	1	1
3374	Wolcott	Leavenworth Institute and Union Free School.	E. D. Niles	Ind	1	2
3375	Woodhaven	Union Free School	Cyrus E. Smith, supt	Ind	0	2
3376	Woodhull	Academy	Belle Ingersoll	Ind	0	1
3377	Worcester	Union School	H. L. Tippe	Ind	1	3

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
20	20	0	0	30	80	0	0	0	0	3	3	0	0	3	0	300	$8,000	3323
50	75	0	1	0	0	....	....	....	....	3	6	0	0	3	....	1,338	13,700	3324
35	46	0	0	4	2	....	....	....	....	2	4	2	1	4	....	1,600	5,000	3325
10	13	0	0	0	0	2	0	1	0	....	....	....	....	4	....	900	10,000	3326
45	69	0	2	140	165	2	1	....	....	1	7	....	....	4	....	973	30,000	3327
5	10	0	0	138	151	0	0	0	0	0	2	0	0	4	0	375	27,000	3328
12	6	0	0	38	54	0	0	0	0	5	0	0	0	3	....	500	4,000	3329
61	64	0	0	254	253	....	....	....	....	6	7	0	0	4	....	1,277	31,500	3330
11	18	0	0	0	0	2	4	6	7	3	4	2	3	4	....	2,465	10,500	3331
10	10	0	0	8	9	1	0	....	....	2	3	....	....	3	....	800	13,000	3332
10	9	0	1	170	161	0	0	0	0	1	0	0	0	1	....	....	10,000	3333
59	50	0	0	71	65	3	4	12	15	3	3	....	....	4	....	500	4,500	3334
10	4	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	3335
21	47	0	0	0	0	....	....	....	....	1	8	0	0	3	0	300	40,000	3336
92	162	1	0	0	0	18	5	65	104	6	31	3	7	4	0	....	....	3337
35	50	0	0	40	75	0	1	4	0	5	9	3	1	4	0	200	2,000	3338
28	43	0	0	102	104	2	0	....	....	0	2	0	2	3	....	....	28,605	3339
30	40	0	0	50	50	1	0	....	....	2	1	....	....	5	....	800	3,000	3340
19	30	0	0	0	0	2	2	0	6	2	3	2	0	4	....	750	22,000	3341
172	227	0	1	0	0	18	14	....	....	18	24	2	2	4	0	1,965	82,142	3342
8	20	0	0	91	83	0	0	0	0	0	0	0	0	3	....	1,169	10,537	3343
24	30	0	0	56	59	0	0	0	0	2	11	2	0	4	....	675	3,695	3344
18	21	0	0	12	29	0	0	0	0	....	....	....	....	....	....	111	1,000	3345
35	55	0	0	65	85	8	10	3	0	2	12	2	10	4	....	1,000	14,000	3346
17	6	0	0	61	64	....	....	4	2	....	....	....	....	3	....	190	....	3347
35	48	0	0	0	0	2	3	6	5	3	1	1	1	4	....	1,167	30,000	3348
71	92	0	3	0	0	21	14	....	....	8	10	7	1	4	....	1,800	56,500	3349
1	13	0	0	0	0	....	....	....	....	0	5	....	....	2	....	399	12,000	3350
17	17	0	0	121	130	0	0	0	0	2	2	1	0	4	....	1,060	8,563	3351
66	90	0	0	0	0	8	7	10	8	4	6	4	1	4	....	4,001	41,100	3352
10	20	0	0	0	0	2	0	8	6	1	4	1	0	4	....	1,500	30,000	3353
8	12	0	0	52	78	0	0	0	0	2	5	0	0	2	....	70	6,230	3354
25	30	0	0	0	0	2	1	....	....	4	8	....	....	4	60	2,500	55,000	3355
16	13	0	0	35	33	2	0	1	0	0	0	....	....	3	....	305	2,835	3356
144	153	0	0	0	0	20	10	20	5	9	11	2	0	4	0	721	31,550	3357
24	40	0	0	173	194	....	....	....	....	1	4	0	0	4	....	2,760	15,000	3358
35	17	0	0	85	80	5	0	2	0	6	4	1	0	4	....	465	9,650	3359
62	68	0	0	157	163	1	1	1	0	4	10	0	0	3	0	500	20,000	3360
50	70	0	1	0	0	3	2	....	....	8	9	0	0	4	....	600	28,000	3361
10	15	0	0	0	0	0	0	0	0	5	4	0	0	2	0	1,000	40,000	3362
50	50	0	0	0	0	3	7	4	2	2	5	2	5	4	0	2,400	60,000	3363
4	14	0	0	14	26	....	....	2	11	....	....	....	....	3	....	135	3,000	3364
34	41	0	0	75	50	4	0	12	4	2	3	2	1	4	....	493	9,744	3365
28	44	0	0	102	113	3	9	2	7	5	1	2	0	4	....	1,490	24,000	3366
28	33	0	0	0	0	5	0	0	0	1	6	1	0	4	....	1,600	....	3367
49	48	0	0	0	0	5	4	6	0	0	0	0	0	4	....	2,500	80,224	3368
11	15	0	0	139	160	1	0	0	1	1	1	1	0	3	....	400	6,500	3369
18	18	0	0	0	0	0	0	2	1	0	0	0	0	4	....	396	10,850	3370
10	15	0	0	115	110	4	0	....	....	0	3	....	....	4	....	1,000	20,000	3371
61	64	0	0	139	119	3	1	0	0	3	10	3	1	4	....	754	11,000	3372
25	35	0	0	85	105	0	0	6	0	8	5	1	0	4	0	500	8,917	3373
49	54	0	0	90	120	2	0	0	0	6	5	0	1	3	0	483	31,900	3374
12	15	0	0	854	931	0	0	0	0	4	5	0	0	....	....	....	....	3375
4	9	0	0	66	80	0	0	0	0	0	0	0	0	3	....	250	4,625	3376
30	36	0	0	70	60	3	5	....	....	7	3	3	0	4	....	600	10,000	3377

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	NEW YORK—cont'd.					
3378	Wyoming	Middlebury Academy and Union School.	S. H. McIlroy	Ind	0	2
3379	Yonkers	High School	Thos. O. Baker, Ph. D., Pd. D.	Dept	3	7
	NORTH CAROLINA.					
3380	Ashboro	High School*	Geo. H. Crowell, Ph. B.	Dept	1	0
3381	Concord	High School	J. F. Shinn	Dept	1	2
3382	Durham	High School	C. W. Tarns	Dept	2	2
3383	Eli	Bethany Academy	F. B. Brown	Ind	1	0
3384	Faith	Faith Academy*	Rev. J. M. L. Lyerly, A. M.	Ind	1	0
3385	Glover	Mount Pleasant Academy*	Martha Chamblee	Ind	0	2
3386	Goldsboro	High School	M. H. Arnold	Dept	1	2
3387	North Wilkesboro	Institute*	W. R. Absher	Ind	1	1
3388	Reidsville	Graded School (colored)	J. R. Reynolds	Dept	1	0
3389	Shiloh	Shiloh Academy	C. B. Garrett	Ind	1	0
3390	Spring Hope	High School*	M. A. Griffin	Ind	0	2
3391	Statesville	do	Walter R. Thompson	Dept	2	1
3392	Wadesboro	Graded School	James A. McLauchlin	Dept	1	1
3393	Winston	do.*	Chas. F. Tomlinson	Dept	2	1
	NORTH DAKOTA.					
3394	Bathgate	High School*	Albert Oakes	Ind	1	2
3395	Bismarck	do	William Moore	Dept	1	1
3396	Casselton	State High School	Wm. E. Hoover	Dept	1	1
3397	Crystal	High School	J. C. McCannell	Ind	1	0
3398	Drayton	do	H. A. Tewel	Dept	0	3
3399	Ellendale	do	W. E. Hicks	Dept	1	1
3400	Fargo	do	Eliza A. Kent	Dept	3	0
3401	Grand Forks	do	Jennie Allen	Dept	1	4
3402	Jamestown	do	C. C. Schmidt	Dept	1	2
3403	La Moure	do.*	Chas. S. Harter	Dept	1	0
3404	Larimore	do	P. S. Berg, B. S.	Ind	1	0
3405	Lisbon	do	B. Malcolm Lawrence	Dept	1	1
3406	Mandan	Lincoln High School	Will H. Seitz	Dept	1	1
3407	Minot	High School	S. A. Danford	Dept	1	1
3408	Minto	do	James Fleming	Dept	1	0
3409	Oakes	do	J. C. Hood	Dept	0	3
3410	Park River	do	J. D. Campbell	Dept	1	1
3411	Pembina	do	W. A. Tucker	Dept	1	0
3412	St. Thomas	do	A. H. Oakes	Dept	1	1
3413	Valley City	do	Miss Charlotte Barton	Dept	2	3
3414	Wahpeton	do	H. G. Klepper	Dept	1	2
	OHIO.					
3415	Adamsville	High School	C. S. Littick	Ind	1	0
3416	Adelphi	do.*	J. B. Seelig	Dept	1	0
3417	Akron	do	Wilbur V. Rood	Dept	4	12
3418	Alliance	do	J. W. Guthrie	Dept	3	1
3419	Alpha	Beaver Creek High School	V. L. Moore	Ind	1	1
3420	Amelia	High School	John Slye	Ind	1	0
3421	Anna	do	S. E. Pearson	Dept	1	0
3422	Ansonia	do.*	P. C. Zemer	Dept	2	0
3423	Antwerp	do	J. H. Secrest	Ind	2	0
3424	Applecreek	do	Edward Magg	Dept	1	0
3425	Arcanum	do	J. M. Bunger	Dept	2	0
3426	Archbold	do	J. E. Hutcheson	Ind	1	0
3427	Ashland	do	Miss Belle F. Osborn	Dept	2	2
3428	Ashley	do	W. E. Maddock	Dept	2	0
3429	Ashtabula	do	A. T. Ulman	Dept	2	2

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
27	35	0	0	33	56	4	5	....	....	1	4	1	0	4	....	1,200	....	3378
116	152	2	1	0	0	....	....	....	....	3	10	3	4	4	116	10,000	$123,300	3379
9	7	0	0	76	83	....	....	....	....	....	....	....	....	3	....	....	2,000	3380
28	45	0	0	0	0	3	10	....	....	8	28	3	10	1	....	....	8,000	3381
62	123	0	0	0	0	4	10	....	....	4	18	4	18	4	....	....	....	3382
4	2	0	0	33	38	....	....	....	....	0	0	....	....	....	....	....	150	3383
7	2	0	0	60	71	....	....	....	....	0	0	0	0	4	....	....	500	3384
18	9	0	0	27	36	8	4	0	0	0	0	0	0	4	....	....	....	3385
65	92	0	0	0	0	....	....	....	....	3	13	3	6	3	....	3,000	10,000	3386
40	35	0	0	50	40	3	2	5	4	....	....	....	....	....	....	50	400	3387
3	3	3	3	0	0	....	....	....	....	....	....	....	....	3	....	0	2,000	3388
10	5	0	0	27	29	7	3	7	3	....	....	....	....	2	....	40	500	3389
20	17	0	0	30	43	....	....	....	....	....	....	....	....	3	....	0	1,100	3390
1	10	0	0	0	0	....	....	1	4	1	10	1	4	....	....	200	....	3391
15	18	0	0	0	0	15	18	....	....	8	2	8	2	3	....	500	1,200	3392
55	64	0	0	0	0	....	....	....	....	12	10	9	7	3	....	2,437	60,000	3393
43	30	0	0	40	42	....	....	....	....	1	4	1	4	3	....	134	8,200	3394
11	30	0	0	0	0	....	....	....	....	....	....	....	....	4	....	200	40,000	3395
6	15	0	0	0	0	0	2	2	2	....	....	....	....	4	....	300	....	3396
11	13	0	0	65	75	1	1	....	....	....	....	....	....	3	....	160	....	3397
20	17	0	0	0	0	4	2	0	0	4	2	0	0	3	....	350	10,000	3398
20	20	0	0	0	0	....	....	....	....	4	4	....	....	3	....	1,292	8,000	3399
26	55	1	2	0	0	....	....	....	....	3	3	2	1	4	....	300	....	3400
17	36	0	0	0	0	....	....	12	31	4	6	4	6	3	....	1,500	....	3401
22	37	0	0	0	0	....	....	....	....	1	4	....	....	4	....	300	....	3402
7	10	0	0	37	47	0	0	0	0	3	3	0	0	2	....	158	....	3403
26	24	0	0	75	70	3	4	7	0	0	4	....	....	3	....	800	12,000	3404
26	24	0	0	0	0	....	....	10	3	2	1	2	0	4	....	500	23,000	3405
14	22	0	0	0	0	1	0	....	....	0	0	....	....	3	....	140	10,000	3406
22	36	0	0	0	0	6	12	....	....	0	2	....	....	4	....	....	25,000	3407
10	6	0	0	0	0	5	4	8	5	3	3	....	....	3	....	200	12,000	3408
19	29	0	0	0	0	5	7	....	....	4	3	4	2	4	....	300	8,000	3409
20	30	0	0	0	0	5	15	....	....	1	1	0	1	3	....	325	10,000	3410
8	15	0	0	4	4	0	0	8	14	0	0	0	0	2	....	200	....	3411
22	24	0	0	0	0	3	6	2	1	12	12	1	0	4	....	521	8,000	3412
23	19	0	0	0	0	3	1	20	18	3	1	3	1	4	....	426	35,000	3413
30	38	0	0	0	0	0	0	18	20	2	4	2	4	4	....	360	16,000	3414
5	6	0	0	71	50	....	....	....	....	....	....	....	....	3	....	....	3,000	3415
3	4	0	0	62	76	....	....	....	....	3	4	....	....	2	....	100	6,000	3416
254	322	2	2	0	0	6	6	8	12	27	48	14	18	4	....	125	135,000	3417
59	87	0	0	0	0	....	....	....	....	7	20	....	....	3	....	1,600	75,000	3418
39	42	0	2	0	0	4	2	1	2	6	7	....	....	4	....	400	4,500	3419
24	10	1	1	45	86	0	0	0	0	4	2	....	....	3	....	108	10,000	3420
10	10	0	0	0	0	....	....	....	....	5	0	....	....	4	....	90	....	3421
15	24	0	0	98	69	....	....	....	....	1	5	0	0	4	....	200	....	3422
10	18	0	0	203	195	....	....	....	....	3	1	2	1	3	....	....	....	3423
22	20	0	0	0	0	0	0	0	0	0	0	0	0	3	....	100	5,000	3424
30	10	0	0	0	0	....	....	6	4	4	0	2	0	4	....	300	15,000	3425
7	10	0	0	112	95	0	0	0	0	0	0	0	0	3	....	....	20,000	3426
59	66	0	0	0	0	6	3	2	0	3	3	0	0	4	....	1,200	....	3427
19	18	0	0	0	0	....	....	....	....	3	2	....	....	3	....	80	5,000	3428
55	93	0	1	0	0	3	6	0	0	3	14	1	2	4	....	....	....	3429

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	OHIO—continued.					
3430	Ashtabula (Station A).	Harbor High School	W. H. King	Dept	2	2
3431	Ashville	Harrison Township High School.	C. B. Shook	Dept	1	2
3432	Athens	High School	Miss Kate Boyd	Dept	1	2
3433	Attica	do	R. J. Kiefer	Dept	2	0
3434	Bainbridge	do.*	S. K. Smith	Ind	1	0
3435	Baltimore	do	E. C. Hedrick	Dept	1	0
3436	Barberton	do	G. M. Korns	Dept	2	0
3437	Barnesville	High School	W. C. Bowers	Dept	2	1
3438	Bartlett	Wesley Township High School.	A. W. Shinn	Ind	1	0
3439	Basil	High School	G. M. Morris	Dept	2	2
3440	Batesville	do	H. L. Hastings	Dept	1	0
3441	Beach City	do	M. C. Heminger	Ind	1	1
3442	Beaverdam	do	Amos Henry	Ind	1	0
3443	Bedford	do	J. L. Wright	Dept	1	5
3444	Bellaire	do	Alice Cunningham	Dept	1	3
3445	Bellbrook	Sugarcreek Township High School.	S. O. Hale	Ind	1	1
3446	Belle Center	High School	D. O. Dean	Ind	1	4
3447	Bellefontaine	do	Henry A. Cassidy	Dept	1	3
3448	Bellville	do	W. S. Lynch	Dept	2	0
3449	Bellevue	do	H. C. Bates	Dept	2	2
3450	Belmont	do	S. C. Murphy	Ind	1	0
3451	Belpre	do	E. K. Barnes	Dept	0	2
3452	Berea	do	E. E. Rayman	Dept	1	2
3453	Berlin	do	E. A. Richardson	Ind	1	0
3454	Berne	Carlisle Special High School	C. R. Lowe	Ind	1	0
3455	Beverly	High School	J. F. Wagner	Dept	0	4
3456	Bladensburg	do	J. H. Dull	Ind	0	2
3457	Blanchester	do	J. L. Cadwallader	Dept	1	2
3458	Bloomingburg	do	T. Franklin Johnson	Ind	1	0
3459	Bloomville	do.*	O. J. Cory	Dept	1	0
3460	Blue Creek	Jefferson Township High School.	H. S. Stevenson, supt	Ind	1	0
3461	Bluffton	High School	A. B. Kibler	Ind	2	0
3462	Bolivar	do	L. G. Kuhn	Dept	1	1
3463	Bourneville	Township High School, No. 1	F. E. C. Kirkendall	Ind	1	0
3464	Bowerston	High School	A. B. Wingate	Ind	1	0
3465	Bowersville	do.*	Frank P. Sayrs	Ind	1	0
3466	Bowling Green	High School	Mrs. E. E. Barton	Dept	1	2
3467	Bradford	High School	M. L. Maier	Dept	2	0
3468	Bradner	do	F. H. Bowers	Ind	1	0
3469	Brandt	Bethel Township High School.	J. E. Peterson	Ind	2	0
3470	Brecksville	Township High School	J. F. Smith	Ind	1	1
3471	Bristolville	High School	J. H. Craig	Ind	1	1
3472	Brooklyn	do	Chas. M. Knight	Ind	1	1
3473	Bryan	do	May Trumper	Dept	1	2
3474	Bucyrus	do	G. M. Plumb	Dept	2	1
3475	Burbank	do	Ira E. Houseman	Dept	1	1
3476	Burlington	do	E. S. McCall	Dept	1	0
3477	Burton	do	Cora McCallum	Ind	1	1
3478	Butler	do	John F. Kramer	Ind	1	0
3479	Cadiz	do	Maude Potts	Dept	1	1
3480	Caldwell	do	Charlotte Bivins	Dept	1	4
3481	Caledonia	High School	E. H. Conaway	Dept	2	0
3482	Cambridge	High School	A. B. Hall	Dept	3	0
3483	Camden	do	J. E. Randall	Dept	2	1
3484	Canal Dover	do	Miss Anna M. Eaton	Dept	1	2
3485	Canal Fulton	do	John H. Focht	Dept	1	4
3486	Canal Winchester	do	U. S. Brandt	Ind	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
20	38	0	0	0	0					2	6	2	6	3		325		3430
20	10	0	0	0	0	10	5	10	5	3	2	3	2	4		100	$4,000	3431
30	49	0	4	0	0					0	11	0	0	4		900	30,000	3432
10	19	0	0	0	0	4	3			3	1	1	1	3		150	12,000	3433
12	18	1	2	100	120					0	1			4			18,000	3434
13	18	0	0	0	0					0	0	0	0	4		85	7,000	3435
27	17	0	0	0	0			12	8	3	3	3	3	4		186		3436
32	46	1	2	0	0					2	7			3		1,000		3437
8	7	0	0	19	13													3438
18	19	0	0	0	0					0	0			4		125	3,500	3439
18	24	0	0	0	0									5			500	3440
14	17	0	0	64	67					0	0			4		50	9,000	3441
10	15	0	0	55	70					0	0	0	0	3			7,500	3442
29	34	0	0	0	0					8	4			3			9,000	3443
40	71	1	0	11	14	0	0			3	7			3		100		3444
14	16	0	0	0	0	2	1	0	0	4	3	2	1	4				3445
20	18	0	0	117	108	4	3			7	4	3	1	4		300	20,000	3446
65	86	0	2	0	0	5	2			8	15	2	1	4				3447
35	24	0	0	0	0	15	7	3	0	4	2	3	1	4		80	22,000	3448
36	54	0	0	0	0					4	10	0	0	3		525	8,000	3449
15	18	0	0	55	62					2	5			2		300	4,500	3450
10	10	0	0	0	0					2	4			3		535	12,000	3451
28	29	0	0	0	0	1	0	1	0	3	1	3	1	3		630		3452
13	15	0	0	37	30					7	4	0	1	3		80	1,000	3453
11	10	0	0	34	33	0	0	0	0	0	0					0	3,000	3454
15	12	0	0	0	0					1	2			3		100	17,500	3455
7	8	0	0	42	56			7	4					4		200	5,000	3456
22	23	0	0	0	0			15	10	1	3	0	1	3		250	15,000	3457
10	20	1	2	50	70					2	1	2	0	3		25	5,000	3458
3	7	0	0	101	70					0	3			4		250	3,000	3459
11	8	0	0	0	0									4				3460
23	19	0	0	200	198					7	3			3		200	20,000	3461
27	30	0	0	0	0					5	4	1	0	3		132	15,000	3462
15	15	0	0	0	0	0	0	2	0	1	1	0	0	3		0	600	3463
9	10	0	0	87	80	3	0	0	2	5	5	5	5	2		35	7,000	3464
13	15	0	1	67	60					3	2	0	0	3		90	1,200	3465
49	73	0	0	0	0					11	10			4		257	4,000	3466
32	28	0	0	0	0					4	2			4		120	8,000	3467
5	15	0	0	95	85					0	3	0	0	3		0	18,000	3468
29	36	0	0	140	160	1	0	7	8					4		325	8,000	3469
20	17	0	0	0	0	2	1	3	0	1	5	1	2	4		525	4,500	3470
23	22	0	0	30	36					0	3			4		50	3,500	3471
7	8	0	0	13	19	0	0			3	0	2	0	3		200		3472
21	25	0	0	0	0	15	12	12	8	2	2	2	0	4		100		3473
24	57	0	0	0	0	4	3	2	3	6	14			4		1,200		3474
30	21	0	0	23	25					7	0	2	0	4		450	2,500	3475
3	8	0	0	0	0									4		53	3,500	3476
19	18	0	0	20	14					2	6	1	3	4		450		3477
16	11	0	0	75	66	0	0	0	0	0	0	0	0	3		80	7,200	3478
19	22	1	1	0	0	1	1	1	0	2	6	1	1	3		50	20,000	3479
23	19	0	0	0	0	3	2	7	3	4	1	4	1	4		500	15,000	3480
17	27	0	0	0	0					1	6			4		300	8,000	3481
37	73	1	1	0	0					8	18			3		1,400	50,000	3482
14	18	0	0	0	0			4	5	1	5			4		124	5,500	3483
32	56	0	0	0	0	0	0	0	0	4	17	0	0	3		500		3484
41	37	0	0	0	0					9	21	6	7			340	30,000	3485
27	22	0	0	79	71					4	4	1	1	4		125		3486

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	OHIO—continued.					
3487	Canton	High School	John M. Sarver	Dept.	4	4
3488	Cardington	Union School	N. D. O. Wilson	Dept.	2	5
3489	Carey	....do	Thos. A. Bouser	Dept.	1	2
3490	Carlisle	High School	C. H. Young	Ind	1	0
3491	Carroll	....do	Clarence Balthaser	Ind	1	0
3492	Carrollton	....do	W. H. Ray	Dept.	2	0
3493	Carthage	....do	J. R. Fortney	Ind	1	0
3494	Casstown	....do	S. S. Robinson	Ind	1	0
3495	Castalia	....do	E. S. Stephens	Ind	1	1
3496	Cedarville	....do	John H. Sayrs	Ind	1	1
3497	Celina	....do	R. W. Mitchell	Dept.	1	2
3498	Centerburg	....do	S. H. Maharry	Ind	1	1
3499	Centerville	Washington Township High School.	D. W. Klepinger	Ind	1	1
3500	Chagrin Falls	High School	F. P. Shumaker	Ind	1	2
3501	Chandlersville	....do	E. J. Tilton	Ind	1	0
3502	Chardon	....do	H. S. Foote, supt.	Dept.	1	3
3503	Chester Cross-Roads	Geauga Seminary	C. F. Easton	Ind	1	0
3504	Chester Hill	Chesterfield High School	S. H. Mott	Dept.	2	0
3505	Chesterville	High School	John B. Gordon	Ind	1	0
3506	Chillicothe	....do	H. E. Chatterton	Dept.	2	5
3507	Christiansburg	Addison High School	Fee Naylor	Ind	1	0
3508	Cincinnati	Hughes High School	E. W. Coy	Dept.	8	12
3509	....do	Woodward High School	Geo. W. Harper	Dept.	9	11
3510	Circleville	Everts High School	Ralph R. Upton	Dept.	2	2
3511	Clarington	High School	Chas. Troy	Dept.	3	1
3512	Clarksburg	Deer Creek High School	J. W. Reynolds	Ind	1	0
3513	Clarksville	High School	R. E. Andrews	Ind	1	0
3514	Cleveland	Central High School	Edward L. Harris	Dept.	20	31
3515	....do	South High School	G. A. Ruetenik	Dept.	3	8
3516	....do	West High School	Theo. H. Johnston	Dept.	15	10
3517	Clifton	High School	E. E. McCaslin	Ind	1	0
3518	Clyde	....do	A. H. Wicks	Dept.	2	1
3519	Coalton	....do	W. T. Morgan	Dept.	1	6
3520	College Corner	Union School	W. G. Smith	Ind	2	0
3521	Collinwood	High School	Letitia Bennett	Dept.	1	2
3522	Columbiana	....do	Linda L. Snyder	Dept.	1	1
3523	Columbus	Central High School *	Abram Brown	Dept.	11	15
3524	....do	North High School	Chas. D. Everett	Dept.	8	10
3525	Columbus Grove	High School	A. L. Belch	Dept.	2	2
3526	Congress	....do	S. M. Ludwick	Ind	1	0
3527	Conneaut	....do	Lizzie E. Morrow	Dept.	2	2
3528	Conover	Lena and Conover High School.	W. F. Gilmore	Ind	1	0
3529	Continental	High School	L. E. Huston	Ind	1	0
3530	Convoy	....do	Perry Fostnaught	Dept.	1	1
3531	Corning	....do	G. W. De Long	Dept.	2	0
3532	Cortland	....do	D. F. Grier	Ind	1	1
3533	Coshocton	....do	J. F. Fenton	Dept.	3	1
3534	Covington	....do	Lee A. Dollinger	Dept.	2	1
3535	Crawfis College	Crawfis College	B. J. Beach	Ind	0	1
3536	Crestline	High School	D. C. Rybolt	Dept.	3	1
3537	Creston	....do	J. L. Zaring	Dept.	1	1
3538	Cridersville	....do	G. E. Kelly	Ind	1	0
3539	Cumberland	....do	Arthur Reynolds	Dept.	2	0
3540	Custar	....do	L. B. Fraker	Ind	1	0
3541	Dalton	....do	T. W. Kimber	Ind	1	0
3542	Danville	Union School	Frank H. Roberts	Dept.	1	0
3543	Dayton	High School*	Charles B. Stivers	Dept.	15	7
3544	Deavertown	....do	J. Chas. Stone	Ind	1	0
3545	Defiance	....do	J. W. Huff	Dept.	1	4
3546	De Graff	Union School	C. J. Britton	Ind	1	2
3547	Delaware	High School	Charles E. Copeland	Dept.	2	3

* Statistics of 1894–95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1895. Male.	College preparatory students in the class that graduated in 1895. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
124	194	0	0	0	0	22	40	....	....	8	17	2	2	4	....	400	$100,000	3487
28	33	1	2	0	0	4	6	3	0	2	1	2	1	4	....	400	40,000	3488
30	26	0	0	0	0	4	6	....	....	3	3	1	1	3	....	600	....	3489
7	16	0	0	39	28	0	0	1	0	1	2	1	0	3	....	50	10,000	3490
11	11	0	0	68	50	0	0	....	....	0	0	0	0	4	....	0	2,500	3491
27	39	0	0	0	0	0	0	0	0	6	5	0	0	4	....	200	5,000	3492
2	6	0	0	198	212	....	....	....	....	....	....	....	....	4	....	600	25,000	3493
9	14	0	0	33	35	....	....	....	....	0	2	0	0	3	....	50	4,000	3494
21	24	0	0	34	36	0	0	0	0	2	3	0	0	3	....	60	3,000	3495
12	22	0	4	0	0	....	....	....	....	1	4	....	....		....	120	....	3496
20	25	0	0	0	0	2	0	0	3	2	4	2	2	4	....	200	42,000	3497
27	40	0	0	87	81	....	....	....	....	4	13	....	....	3	....	540	8,000	3498
4	14	0	0	0	0	....	....	....	....	0	3	0	2	4	....	300	....	3499
43	42	0	0	222	158	6	7	10	12	4	5	3	3	3	....	700	40,000	3500
6	3	0	0	32	37	....	....	....	....	0	0	....	....	....	....	....	....	3501
25	28	0	0	0	0	10	12	0	0	9	12	3	6	4	....	500	....	3502
8	12	0	0	25	20	....	....	....	....	0	0	0	0	4	....	50	1,500	3503
19	10	0	0	0	0	0	0	3	2	8	3	3	2	4	....	450	7,000	3504
7	14	0	0	21	28	....	....	....	....	1	2	0	0	4	....	250	5,000	3505
69	97	6	4	0	0	4	2	8	3	9	12	2	2	4	....	15,000	....	3506
4	3	0	0	43	36	0	0	0	0	0	1	0	0	4	....	232	4,800	3507
267	361	5	7	0	0	39	21	78	42	30	43	16	23	4	20	2,500	150,000	3508
285	355	6	8	0	0	36	17	....	....	22	43	8	3	4	104	4,000	250,000	3509
32	80	1	4	0	0	5	10	....	....	1	8	....	....	4	....	200	....	3510
16	13	0	0	0	0	....	....	....	....	0	0	....	....	4	...	0	7,000	3511
18	17	0	0	0	0	1	1	2	1	0	3	....	....	3	....	40	6,000	3512
18	15	0	0	76	67	1	5	2	0	4	2	1	2	3	....	....	5,000	3513
728	1012	0	0	0	0	120	230	100	200	74	104	....	....	4	....	1,800	....	3514
130	176	0	0	0	0	45	48	10	0	7	27	....	....	4	....	500	70,000	3515
312	534	0	2	0	0	38	14	....	....	27	81	....	....	4	....	1,500	....	3516
10	20	0	0	62	63	....	....	....	....	0	6	....	....	3	....	253	8,000	3517
31	43	0	0	0	0	....	....	....	....	1	9	0	0	4	....	350	....	3518
20	25	0	0	0	0	1	2	....	....	0	0	0	0	3	....	125	5,000	3519
22	34	0	0	94	76	....	....	....	....	0	0	0	0	4	....	10	12,000	3520
27	31	1	0	0	0	2	1	0	4	4	4	....	....	3	....	....	12,000	3521
23	31	0	0	0	0	....	....	....	....	4	6	2	2	3	....	300	....	3522
322	589	0	0	0	0	....	....	....	....	26	57	....	....	4	....	0	100,000	3523
208	303	7	4	0	0	....	....	....	....	....	....	....	....	4	....	....	....	3524
30	39	0	0	0	0	....	....	....	....	2	6	....	....	3	....	....	22,000	3525
2	5	0	0	24	30	....	....	....	....	....	....	....	....	....	....	....	3,000	3526
50	82	0	0	0	0	....	....	....	....	3	13	3	13	4	....	300	....	3527
14	13	0	0	25	35	....	....	....	....	0	1	....	....	4	....	300	5,000	3528
13	26	0	0	110	134	....	....	....	....	2	2	....	....	4	....	16	15,000	3529
10	15	0	0	80	80	....	....	....	....	0	5	....	....	3	....	150	....	3530
20	26	0	0	0	0	....	....	....	....	1	5	1	0	4	....	800	8,000	3531
38	40	0	0	71	75	....	....	....	....	5	13	....	....	4	....	500	10,000	3532
35	42	0	1	0	0	....	....	....	....	3	8	....	....	4	....	600	....	3533
39	38	0	0	0	0	3	0	2	1	6	4	8	0	4	....	500	7,000	3534
12	16	0	0	13	31	8	10	1	0	....	....	....	....	4	....	....	30,000	3535
32	40	0	0	0	0	3	1	....	....	4	6	1	1	4	....	2,000	....	3536
25	20	0	0	0	0	....	....	....	....	1	5	....	....	3	....	120	5,000	3537
1	12	0	0	71	63	....	....	....	....	0	5	....	....	2	....	200	5,000	3538
13	17	0	0	0	0	0	0	2	3	1	7	0	0	3	....	0	5,000	3539
4	5	0	0	46	55	0	0	....	....	....	....	....	....	....	....	....	10,000	3540
14	8	0	0	90	81	0	0	0	0	....	....	0	0	3	....	300	10,000	3541
18	22	0	0	0	0	4	2	....	....	2	3	1	0	3	....	200	3,000	3542
297	474	6	14	0	0	10	16	15	1	26	54	1	0	4	....	213	400,000	3543
16	12	0	0	24	23	....	....	....	....	....	....	....	....	....	....	....	2,500	3544
42	63	9	0	0	0	....	....	....	....	2	16	....	....	3	....	2,000	65,000	3545
36	33	2	1	152	136	10	6	....	....	3	9	....	....	4	....	800	20,000	3546
81	126	4	5	0	0	10	21	12	40	11	24	4	21	4	....	500	60,000	3547

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	OHIO—continued.					
3548	Dellroy	High School	C. H. Carlisle	Dept	1	3
3549	Delphos	do	E. W. Hastings	Dept	2	0
3550	Delta	do	R. H. Dunbar	Ind	2	0
3551	Derby	Township High School	S. M. Sark	Ind	2	0
3552	Deshler	High School	W. A. Hiatt	Dept	1	0
3553	Dexter City	do	W. E. Ellison	Dept	1	0
3554	Doylestown	do	E. E. Adair	Dept	0	5
3555	Dresden	do	Louise Herrick	Dept	1	1
3556	Dunkirk	do	A. D. Rank	Ind	2	0
3557	East Cleveland	do	W. H. Kirk	Ind	1	2
3558	East Liverpool	do	Florence V. Updegraff	Dept	0	3
3559	East Palestine	do	Miss Cora A. Harris	Dept	1	2
3560	Eaton	do	George R. Eastman	Dept	2	1
3561	Edgerton	do	R. L. Arnold	Dept	1	1
3562	Edison	do	H. C. Fickell	Ind	0	3
3563	Edon	do	J. W. Cummings	Ind	0	1
3564	Eldorado	do	U. S. Loopbourrow	Dept	1	0
3565	Elida	do.*	E. C. Ackerman	Dept	1	0
3566	Elmore	do	I. A. Knight	Dept	2	0
3567	Elyria	do	H. M. Ebert	Dept	1	4
3568	Empire	do	H. Z. Hobson	Ind	1	0
3569	Etna	do	C. V. Bebout	Dept	1	0
3570	Euphemia	Harrison Township High School.	F. M. De Motte	Ind	2	0
3571	Fairfield	High School	E. S. Breese	Dept	1	0
3572	Fairhaven	do	William Reynolds	Ind	1	0
3573	Fairport Harbor	do	T. W. Byrns	Dept	0	1
3574	Fayette	Normal University	J. E. Dodds	Dept	7	2
3575	Felicity	High School	J. B. Duzan	Dept	1	0
3576	Findlay	do	J. F. Smith	Dept	2	3
3577	Fletcher	do	S. Wilkin	Ind	1	0
3578	Flushing	do	A. M. Brown	Ind	0	3
3579	Forest	do	F. P. Allyn	Dept	2	0
3580	Forgy	Bethel Township High School.	C. S. Voorhees	Ind	1	1
3581	Fort Recovery	High School	T. W. Shimp	Ind	1	1
3582	Fostoria	do	Miss Ida McDermott	Dept	0	3
3583	Frankfort	do	J. C. Boldt	Dept	1	0
3584	Franklin	do	F. Gillum Cromer	Dept	3	0
3585	Frazeysburg	do	J. M. Carr	Ind	2	0
3586	Fredericksburg	do	W. J. Machwart	Ind	1	0
3587	Fredericktown	do	W. F. Allgire	Dept	2	0
3588	Freeport	do.*	B. W. Rowland	Ind	1	0
3589	Fremont	do	Seth Hayes	Dept	3	2
3590	Gahanna	do	Frank Elzey	Ind	1	0
3591	Galena	do	E. W. Van Fleet	Ind	1	0
3592	Galion	do	I. C. Guinther	Dept	2	0
3593	Gallipolis	do	T. W. Karr	Dept	3	1
3594	Gambier	do	U. S. Lybarger	Dept	2	2
3595	Garfield	do	A. Y. Taylor	Dept	0	1
3596	Garrettsville	do	C. T. Northrop	Dept	2	4
3597	Genoa	do	P. E. Graber	Dept	1	1
3598	Georgetown	do	Isaac Mitchell	Dept	2	0
3599	Germantown	do	H. W. Mumma	Dept	2	0
3600	Girard	do	A. W. Kennedy	Dept	1	1
3601	Glendale	do	Eugene H. Foster	Ind	1	0
3602	Glen Este	do	B. B. Hughes	Ind	1	0
3603	Glenville	do	H. H. Cully	Ind	1	1
3604	Gnadenhutten	do	S. K. Mardis	Dept	2	0
3605	Good Hope	do	Jesse McCord	Dept	1	0
3606	Grafton	do	J. R. Walton	Ind	1	1
3607	Grand Rapids	do	J. A. Feik	Ind	1	0
3608	Granville	do	Horace A. Stokes	Dept	1	2

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
30	34	0	0	0	0	2	0	....	....	3	2	2	1	4	....	100	$8,700	3548
26	41	0	0	0	0	....	....	....	....	3	7	....	....	3	....	800	....	3549
21	32	0	0	152	153	....	....	1	0	2	9	1	0	4	....	75	25,000	3550
14	16	0	0	0	0	....	....	....	....	5	4	....	....	3	....	100	2,500	3551
5	15	0	0	0	0	0	0	....	....	0	3	0	1	3	....	....	10,000	3552
8	15	0	0	32	20	2	3	....	....	....	....	....	....	5	....	....	1,000	3553
16	17	0	0	0	0	3	4	....	....	5	5	1	1	4	....	200	15,000	3554
23	30	0	0	0	0	....	....	3	1	3	5	2	1	4	....	600	....	3555
20	18	0	0	140	122	0	0	0	0	1	3	0	0	4	....	100	30,000	3556
20	36	0	0	218	224	0	2	14	21	1	5	1	3	4	....	800	....	3557
18	30	0	2	0	0	0	0	0	0	0	6	0	0	4	....	500	10,000	3558
29	42	0	0	0	0	....	....	....	....	4	9	....	....	4	....	600	26,000	3559
50	56	0	1	0	0	25	10	5	0	8	8	4	2	4	....	....	1,000	3560
23	28	0	0	0	0	....	....	....	....	1	2	....	....	4	....	50	13,000	3561
18	18	0	0	48	36	0	0	1	2	5	2	2	0	4	....	231	10,000	3562
4	4	0	0	66	48	0	0	0	0	0	0	0	0	4	....	0	3,000	3563
17	14	0	0	0	0	0	0	....	....	2	4	0	0	4	....	275	5,000	3564
31	23	0	0	49	54	....	....	....	....	0	0	0	0	3	....	100	10,000	3565
28	30	0	0	0	0	4	2	....	....	2	8	1	2	3	....	100	25,000	3566
74	153	0	0	0	0	....	....	....	....	13	19	4	8	4	....	575	....	3567
12	12	0	0	102	75	....	....	....	....	6	3	....	....	3	....	100	4,000	3568
5	5	0	0	27	25	....	....	....	....	0	1	....	....	5	....	50	....	3569
48	17	0	0	0	0	....	....	....	....	8	4	7	4	3	....	100	3,000	3570
12	12	0	0	0	0	0	0	0	0	3	0	0	0	3	....	200	....	3571
15	13	0	0	31	25	....	....	3	0	6	5	....	....	3	....	36	....	3572
3	7	0	0	18	16	0	0	0	0	0	0	0	0	4	....	75	3,000	3573
173	128	0	0	0	0	....	....	....	....	19	10	....	....	4	....	600	15,000	3574
7	18	0	0	0	0	0	1	0	0	0	2	0	1	3	....	0	9,000	3575
92	122	0	1	0	0	....	....	....	....	6	20	....	....	4	....	425	6,000	3576
18	12	0	0	0	0	....	....	....	....	2	1	2	0	4	....	150	5,000	3577
19	13	1	1	57	71	....	....	....	....	0	1	....	....	4	....	150	7,000	3578
26	37	0	0	0	0	....	....	....	....	5	10	....	....	4	....	150	10,300	3579
41	25	0	0	0	0	0	0	0	0	3	2	0	0	4	....	500	3,000	3580
23	25	0	0	110	117	2	5	....	....	2	2	0	1	4	....	400	25,000	3581
40	66	0	1	0	0	6	6	....	....	0	5	0	0	4	....	487	....	3582
11	9	3	1	0	0	3	3	3	3	2	0	....	....	4	....	125	....	3583
22	39	0	0	0	0	....	....	8	12	1	4	1	1	4	....	1,800	....	3584
48	52	0	0	82	62	....	....	1	0	2	4	....	....	3	....	80	15,000	3585
7	10	0	0	65	87	0	0	0	0	0	0	0	0	4	....	50	12,000	3586
20	22	0	0	0	0	....	....	....	....	2	0	2	0	4	....	125	17,000	3587
14	22	0	0	6	8	8	12	....	....	1	7	1	7	4	....	....	4,000	3588
78	92	0	0	0	0	....	....	....	....	4	10	....	....	4	....	....	25,000	3589
36	23	0	0	40	28	....	....	....	....	0	0	0	0	4	....	100	....	3590
26	12	0	0	41	42	0	0	....	....	2	2	0	0	4	....	150	5,000	3591
24	52	0	0	8	14	3	5	....	....	8	12	3	5	3	....	2,000	....	3592
56	65	11	14	0	0	0	0	0	0	6	13	0	0	4	....	150	5,000	3593
21	21	0	0	0	0	10	4	....	....	....	....	....	....	3	....	150	10,000	3594
15	10	0	0	0	0	....	....	15	10	0	3	0	3	3	....	....	4,500	3595
27	44	0	4	0	0	0	0	13	21	7	8	0	0	4	....	2,400	25,000	3596
20	10	0	0	0	0	0	0	0	0	3	5	0	0	3	....	300	6,000	3597
25	35	0	0	0	0	....	....	....	....	5	4	3	2	3	....	....	12,000	3598
28	27	0	0	0	0	....	....	2	1	3	13	2	1	3	....	3,000	10,000	3599
15	30	0	0	0	0	....	....	2	5	2	7	2	5	3	....	500	20,000	3600
7	7	0	0	91	80	....	....	....	....	0	0	0	0	4	....	100	15,450	3601
7	9	0	0	33	23	0	0	0	0	0	0	0	0	....	....	12	2,500	3602
14	12	0	0	308	290	....	....	....	....	....	....	....	....	4	....	200	35,000	3603
10	35	0	0	0	0	....	....	....	....	2	2	....	....	3	....	500	1,200	3604
10	10	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	3605
16	15	0	0	164	145	....	....	....	....	3	1	....	....	4	....	180	20,000	3606
13	17	0	0	77	83	1	0	....	....	....	....	....	....	3	....	20	12,000	3607
32	51	0	1	0	0	5	2	....	....	8	8	3	1	3	....	600	....	3608

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	OHIO—continued.					
3609	Green Camp	High School	W. F. Johnson	Ind	1	0
3610	Greenfield	do	J. S. Arnott, supt	Dept	1	2
3611	Greenford	do	J. R. Campbell	Ind	1	0
3612	Greentown	do	A. H. Syler	Ind	1	0
3613	Greenwich	do	B. D. Myers	Ind	1	1
3614	Grove City	do	A. C. Fries	Dept	1	0
3615	Groveport	do.*	J. A. Wilcox	Dept	1	3
3616	Hamden Junction	do	J. W. Jones	Dept	1	0
3617	Hamersville	Clark Township High School	A. L. Beck	Ind	1	0
3618	Hamilton	High School	W. P. Cope	Dept	3	4
3619	Hanging Rock	Hamilton High School	H. G. Long	Dept	1	0
3620	Hanover	High School	Warner W. Stockberger	Ind	1	0
3621	Hanoverton	do	Briton E. Babcock	Dept	1	0
3622	Harrisburg	do	G. E. McCarty	Ind	1	0
3623	Harrison	do	E. E. Ellis	Dept	0	7
3624	Harrisville	do	Will N. Beetham	Ind	1	0
3625	Hartford	do	W. C. Leffingwell	Ind	1	1
3626	Hartville	do.*	H. A. Myers	Ind	1	1
3627	Hartwell	do	J. L. Trisler	Ind	1	6
3628	Harveysburg	do	Ira F. Bigony	Ind	1	0
3629	Hayesville	Vermillion Institute*	D. K. Andrews	Ind	1	1
3630	Hebron	High School*	F. E. Slabaugh	Ind	1	2
3631	Hemlock	do	F. P. Reed	Dept	1	0
3632	Hicksville	do	W. A. Salter	Dept	1	1
3633	Higginsport	do.*	A. F. Waters	Ind	1	0
3634	Highland	New Lexington High School	Delos S. Ferguson	Dept	1	0
3635	Hilliards	High School	H. E. Axline	Ind	0	3
3636	Hillsboro	do	E. G. Smith	Dept	1	2
3637	Holgate	do	W. H. Richardson	Dept	1	0
3638	Homer	Burlington High School	Ben Jones	Ind	1	0
3639	Hubbard	Central High School	L. T. McCartney	Ind	1	0
3640	Hudson	High School	C. F. Seese	Ind	1	1
3641	Huntsville	do	E. M. Day	Ind	1	0
3642	Huron	do	B. B. Hall	Dept	2	0
3643	Iberia	do	M. D. Miller	Ind	1	0
3644	Independence	do	T. M. Schaaf	Ind	1	1
3645	Jackson	do	Jno. R. Smith	Dept	2	0
3646	Jacksontown	do	M. E. Osbourne	Ind	0	1
3647	Jamestown	do	M. J. Flannery	Dept	1	1
3648	Jefferson	Educational Institute	Claude S. Larzelere	Dept	2	2
3649	Jeffersonville	High School	Geo. W. Tooill	Dept	1	0
3650	Jeromeville	High School	E. B. Kiefer	Dept	1	0
3651	Jerry City	High School	J. C. Solether	Ind	1	1
3652	Jersey	do	F. P. Householder	Dept	1	1
3653	Jewett	do	Geo. W. Grissinger	Ind	1	3
3654	Johnstown	do	B. T. Jinkins, supt	Ind	1	1
3655	Junction City	do	M. W. Wolfe	Dept	1	0
3656	Kalida	do.*	G. R. Miller	Ind	2	1
3657	Kelleys Island	Central High School	J. F. Hertlein	Dept	1	2
3658	Kent	High School	C. A. Niman	Dept	2	3
3659	Kenton	do	J. A. Culler	Dept	4	1
3660	Kings Creek	Salem High School	A. W. Clutch	Ind	1	0
3661	Kingston	High School	A. L. Ellis	Dept	1	0
3662	Kingsville	do.*	F. E. Morrison	Dept	0	4
3663	Kinsman	do	Byron D. Hirst	Ind	1	1
3664	Kirkersville	do	C. H. Emswiler	Ind	0	2
3665	La Grange	Union School	H. O. Merriman, supt	Ind	1	0
3666	Lakeside	High School	Harvey Brugger	Ind	1	1
3667	Lancaster	Crawfis Institute*	A. B. Kiefaber	Ind	2	0
3668	do	High School	C. M. Humes	Dept	1	2
3669	Lebanon	High School*	G. W. Lewis	Dept	2	0
3670	Lee	Albany High School	S. D. Webb	Ind	1	1
3671	Leesburg	High School	R. B. Barrett	Dept	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
10	12	0	0	79	83	....	....	....	....	....	....	....	....	....	....	....	$9,000	3609
19	34	0	0	0	0	1	3	4	0	3	9	0	0	3	....	700	....	3610
25	30	0	0	0	0	....	....	....	....	4	2	....	....	3	....	200	4,000	3611
22	10	0	0	47	38	0	0	0	0	0	0	0	0	3	....	130	8,500	3612
12	23	0	0	18	24	0	0	0	2	2	7	0	2	3	....	250	8,000	3613
22	25	0	0	0	0	....	....	....	....	0	4	....	....	3	....	0	3,000	3614
28	31	0	0	78	69	....	....	4	5	4	3	....	....	3	....	200	13,500	3615
11	20	0	0	0	0	....	....	....	....	2	4	....	....	3	....	....	....	3616
20	15	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	3617
108	127	1	1	0	0	0	0	10	15	16	27	3	4	4	....	975	70,000	3618
11	9	0	0	0	0	0	1	....	....	....	....	....	....	4	....	300	....	3619
17	16	0	0	52	58	....	....	....	....	1	2	....	....	4	....	35	4,000	3620
12	16	0	0	25	37	0	0	0	0	0	0	0	0	4	....	0	8,000	3621
10	16	0	0	32	40	1	2	....	....	0	0	0	0	4	....	100	5,000	3622
27	41	0	0	0	0	....	....	....	....	4	4	....	....	4	....	....	17,000	3623
10	8	1	0	60	52	2	3	....	....	3	3	2	2	3	....	0	5,000	3624
41	24	0	0	91	72	....	....	....	....	3	2	1	2	4	....	100	2,000	3625
30	15	0	0	25	15	....	....	....	....	2	3	....	....	3	....	0	8,000	3626
25	44	0	0	206	206	2	0	....	....	4	7	....	....	4	....	500	40,000	3627
4	14	0	1	75	48	0	0	0	0	0	4	0	0	3	....	125	12,000	3628
25	28	0	0	95	102	5	5	1	1	....	....	....	....	....	....	300	2,000	3629
35	36	1	0	55	44	3	2	10	15	4	7	3	2	4	....	500	5,000	3630
16	20	0	0	0	0	....	....	....	....	1	1	....	....	4	....	....	5,000	3631
29	41	0	0	0	0	....	....	....	....	3	4	....	....	4	....	600	10,000	3632
16	20	0	0	104	96	....	....	....	....	0	0	....	....	4	....	200	....	3633
25	15	0	0	34	29	....	....	....	....	0	0	....	....	4	....	50	4,000	3634
21	18	0	0	50	64	....	....	6	2	0	0	....	....	4	....	218	10,000	3635
32	45	0	3	0	0	2	0	....	....	....	....	....	....	4	....	....	1,000	3636
13	13	0	0	0	0	0	0	0	0	0	0	....	....	3	....	0	....	3637
19	15	0	0	0	0	....	....	....	....	2	0	....	....	4	....	....	1,200	3638
27	28	0	0	8	10	....	....	....	....	1	1	....	....	3	....	600	1,000	3639
12	24	0	0	70	80	0	0	....	....	1	0	....	....	3	....	600	....	3640
17	10	0	0	63	66	0	0	0	0	5	0	0	0	3	....	50	3,000	3641
17	36	0	0	0	0	0	0	0	0	5	8	0	0	3	....	200	....	3642
18	12	0	1	30	32	1	2	0	0	0	0	0	0	3	....	20	4,000	3643
26	13	0	0	0	0	....	....	....	....	0	0	0	0	4	....	400	15,000	3644
50	62	0	3	0	0	2	2	....	....	6	11	2	0	4	....	300	....	3645
5	7	0	0	30	38	0	0	3	1	0	0	0	0	....	....	300	1,500	3646
20	30	3	5	0	0	....	....	....	....	4	8	....	....	3	....	100	18,000	3647
34	64	1	2	0	0	0	0	....	....	4	8	4	4	4	....	250	40,000	3648
20	24	1	0	0	0	0	0	....	....	2	2	0	0	4	....	130	20,000	3649
18	8	0	0	0	0	....	....	....	....	....	....	....	....	....	....	15	3,200	3650
20	30	0	0	40	60	....	....	....	....	1	3	....	....	3	....	....	....	3651
10	13	0	0	30	52	10	9	7	9	0	0	0	0	4	....	75	2,000	3652
18	26	0	0	95	88	0	0	2	1	3	3	2	1	3	....	121	5,300	3653
20	33	0	0	33	101	....	....	....	....	3	5	....	....	3	....	500	10,000	3654
7	8	0	0	0	0	1	2	....	....	1	2	1	1	3	....	....	14,000	3655
56	64	0	0	78	95	....	....	....	....	....	....	....	....	4	....	....	....	3656
6	16	0	0	0	0	....	....	....	....	5	3	....	....	3	....	....	6,000	3657
45	105	0	0	0	0	5	10	8	0	12	16	....	....	3	....	645	....	3658
50	58	3	2	0	0	3	2	0	0	11	11	0	0	3	....	50	50,000	3659
12	10	0	0	5	3	....	....	....	....	0	0	0	0	3	....	40	6,000	3660
16	25	0	0	0	0	....	....	16	20	3	6	....	....	3	....	0	6,000	3661
30	40	0	0	80	80	5	6	....	....	1	1	1	1	4	....	....	15,000	3662
29	46	0	0	41	48	1	3	2	1	1	4	1	3	4	....	612	10,000	3663
2	8	0	0	38	35	1	0	....	....	0	0	....	....	4	....	75	4,000	3664
20	25	0	0	60	70	1	2	0	0	5	3	1	0	4	....	50	12,000	3665
27	20	0	0	171	194	1	2	....	....	2	4	1	1	4	....	200	30,000	3666
26	15	0	0	0	0	0	0	0	0	3	0	....	....	2	....	150	20,000	3667
58	102	1	7	0	0	....	....	....	....	5	13	3	6	4	....	500	20,000	3668
22	35	0	0	0	0	2	3	0	0	0	3	....	....	4	....	100	50,000	3669
18	20	2	1	47	50	....	....	....	....	....	....	....	....	4	....	1,000	5,000	3670
10	9	0	0	0	0	....	....	....	....	0	1	....	....	3	....	50	3,000	3671

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	OHIO—continued.					
3672	Lees Creek	Wayne Township High School.*	E. M. Johnson	Ind	1	0
3673	Leetonia	High School	Lidie Harrold	Dept	1	1
3674	Leipsic	do	C. W. Lewis	Dept	1	0
3675	Le Roy	do	W. M. Glasgow	Ind	1	2
3676	Letart Falls	do	C. E. Caldwell	Dept	1	0
3677	Lewisburg	do	W. H. Leiter	Dept	1	0
3678	Lexington	do	H. H. Phelps	Ind	1	1
3679	Lima	do	S. Steffins	Dept	2	3
3680	Lisbon	do	W. H. Van Fossan	Dept	2	1
3681	Litchfield	Centralized High School	A. W. Breyley	Ind	1	1
3682	Lithopolis	High School	Henry C. Bailey	Ind	2	1
3683	Lockbourne	Hamilton High School	H. H. Hoffman	Ind	1	0
3684	Lockland	High School	S. T. Dial	Ind	1	2
3685	Locust Corner	Pierce Township High School.*	J. W. Liming	Ind	1	0
3686	Locust Grove	High School	E. G. Tener	Ind	1	0
3687	Lodi	do	B. F. Hoover	Dept	1	1
3688	Logan	do.*	Katherine A. Bowlby	Dept	3	1
3689	London	Lafayette High School*	F. S. Baskin	Ind	1	0
3690	Lorain	High School	Elizabeth N. McConnell	Dept	2	3
3691	Loudonville	do	J. W. Scott	Ind	2	1
3692	Louisville	High School	Wm. H. Hill	Dept	1	0
3693	Loveland	High School	O. M. Patton	Ind	1	2
3694	Lowellville	do	H. H. Bower	Dept	0	4
3695	Loyal Oak	Norton Township High School.	C. M. Lehr	Dept	1	0
3696	Lucas	High School	A. L. Freehafer	Ind	1	0
3697	Lucasville	do	J. H. Finney	Dept	2	1
3698	Lynchburg	do	Henry G. Williams	Dept	2	1
3699	McArthur	do	M. A. Henson	Dept	1	2
3700	McComb	do	C. J. Foster	Dept	2	0
3701	McConnelsville	do	G. W. Reed	Dept	2	2
3702	McCuneville	do	T. O. Crossan	Dept	0	1
3703	Macksburg	do	F. P. Wheeler	Dept	1	0
3704	Madison	do	H. N. Kimball	Dept	1	1
3705	Madisonville	do	F. B. Dyer	Dept	1	1
3706	Malvern	do	J. E. Finefrock	Ind	1	0
3707	Mansfield	do	D. C. Meek	Dept	1	6
3708	Mantua Station	do	D. W. McGlenen	Dept	2	0
3709	Marengo	do	R. P. Gage	Ind	1	2
3710	Marietta	do	H. E. Smith	Dept	3	3
3711	Marlboro	do	W. G. Cope, supt	Ind	1	0
3712	Marshallville	do	R. A. Leisy	Ind	1	0
3713	Martins Ferry	do	R. A. Blackford	Dept	3	1
3714	Martinsville	do	R. B. Fairley	Ind	1	0
3715	Marysville	do	L. B. Demorest	Dept	2	1
3716	Massillon	do	William Johns	Dept	2	1
3717	Maumee	do	F. W. Latham	Dept	1	0
3718	Mechanicsburg	do	Ida Bunker	Dept	2	2
3719	Medina	do	Fannie E. Thomson	Dept	2	3
3720	Mendon	Union Township High School	W. E. Kershner	Dept	1	0
3721	Mentor	Village High Scool *	R. H. Patchin	Ind	0	2
3722	Mercer	High School	W. F. McDaniel	Dept	1	1
3723	Mesopotamia	do	E. J. Southwick	Ind	1	2
3724	Miamisburg	do	J. C. Conway, supt	Dept	1	3
3725	Middleburg	do	O. S. Kibler	Dept	1	0
3726	Middlefield	do	G. T. Robinson	Ind	1	1
3727	Middleport	do	Wm. P. Stewart	Dept	2	0
3728	Middletown	do	J. S. Miller	Dept	1	4
3729	Midland City	do	T. L. H. Daggy	Dept	1	2
3730	Milan	do.*	W. G. Scroggie	Dept	1	1
3731	Milford	do	G. W. Witham	Ind	2	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	1	15	16	17	18	19	20	21	22	23	24	
21	10	0	0	0	0	1	0	2	0	1	0	1	0	4	....	10	$3,500	3672
16	23	0	0	0	0	....	....	....	....	3	3	1	1	4	....	150	....	3673
18	19	0	0	0	0	8	5	....	....	2	0	2	0	3	....	200	....	3674
32	31	0	0	50	49	3	1	2	1	4	4	2	1	4	....	900	10,000	3675
11	14	0	0	0	0	....	....	....	....	....	....	....	....	....	....	25	7,000	3676
10	9	0	0	0	0	0	0	0	0	0	0	0	0	4	....	125	3,500	3677
25	29	0	0	56	36	12	15	4	0	1	2	1	2	4	....	0	10,000	3678
45	111	0	2	0	0	0	2	4	0	7	22	4	2	4	....	500	15,000	3679
25	34	0	1	0	0	....	....	....	....	0	7	....	....	4	....	700	30,000	3680
18	20	0	0	44	46	....	....	....	....	3	0	....	....	4	....	75	....	3681
30	15	0	0	50	35	2	2	2	0	0	2	0	2	4	....	....	7,000	3682
10	12	0	0	43	53	....	....	....	....	....	....	....	....	4	....	....	8,000	3683
24	23	1	1	251	279	1	3	....	....	2	4	1	3	4	....	200	35,000	3684
13	8	0	0	0	0	0	0	8	3	3	3	0	0	3	....	1	600	3685
9	6	0	0	19	20	....	....	....	....	....	....	....	....	....	....	11	500	3686
24	31	0	0	0	0	....	....	....	....	4	14	1	8	3	....	1,000	20,000	3687
47	64	0	0	0	0	2	4	5	3	6	7	4	5	4	....	450	40,000	3688
4	2	0	0	110	117	2	2	....	....	....	....	....	....	3	....	....	5,000	3689
39	58	2	2	0	0	....	....	....	....	8	7	3	0	4	....	310	10,000	3690
42	47	0	0	190	201	3	7	....	....	13	7	3	7	4	....	600	30,000	3691
14	19	0	0	0	0	....	....	....	....	3	3	....	....	3	....	....	....	3692
8	17	0	0	100	85	0	2	1	1	2	4	0	2	3	....	200	17,000	3693
14	18	0	0	0	0	4	6	4	6	....	....	....	....	4	....	400	9,000	3694
15	18	0	0	0	0	....	....	....	....	4	2	....	....	4	....	150	....	3695
21	14	0	0	52	51	....	....	....	....	1	4	1	0	4	....	....	5,000	3696
22	19	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	3697
55	24	0	0	0	0	....	....	2	3	1	0	1	0	4	....	560	12,000	3698
16	33	1	1	0	0	....	....	....	....	1	7	....	....	4	....	50	5,500	3699
28	30	0	0	0	0	1	0	....	....	2	3	1	0	3	....	100	16,400	3700
25	35	0	0	0	0	....	....	....	....	0	7	....	....	4	....	....	....	3701
3	5	0	0	0	0	1	0	....	....	2	1	....	....	....	....	....	....	3702
14	23	0	0	0	0	....	....	....	....	0	0	....	....	4	....	360	3,000	3703
30	31	0	0	0	0	6	4	2	0	6	10	4	0	3	....	....	10,000	3704
32	47	0	0	0	0	....	....	5	6	5	7	2	1	4	....	350	5,000	3705
10	22	0	0	73	65	5	4	4	3	2	1	2	0	3	....	400	20,000	3706
94	138	0	1	0	0	20	15	6	0	7	21	4	2	4	....	600	80,000	3707
20	17	0	0	0	0	9	12	....	....	0	0	0	0	3	....	460	18,000	3708
11	13	0	0	32	35	2	1	....	....	3	1	....	....	3	....	100	5,000	3709
44	115	0	2	0	0	....	....	....	....	3	19	....	....	4	....	500	10,000	3710
18	17	0	0	32	43	1	1	0	0	2	1	1	1	3	....	75	9,000	3711
31	24	0	0	41	37	....	....	....	....	3	1	1	0	3	....	40	8,000	3712
36	60	2	2	0	0	5	7	4	2	4	6	2	2	4	....	300	16,000	3713
13	11	2	0	45	52	4	3	6	5	3	3	1	0	3	....	12	3,200	3714
35	58	0	1	0	0	....	....	....	....	13	17	6	8	3	....	300	10,000	3715
57	79	0	1	0	0	....	....	....	....	11	22	....	....	3	....	950	22,000	3716
7	20	0	0	0	0	....	....	....	....	0	3	0	1	3	....	152	....	3717
25	40	1	1	0	0	2	6	2	4	1	9	1	2	3	....	100	3,500	3718
41	76	0	0	0	0	4	1	....	....	9	19	5	5	4	....	700	25,000	3719
13	14	0	0	6	4	0	1	1	0	2	5	0	0	3	....	65	2,000	3720
9	14	0	0	36	56	9	7	....	....	2	2	1	1	4	....	1,250	10,000	3721
8	19	0	0	47	37	....	....	....	....	....	....	....	....	3	....	60	1,500	3722
13	14	0	0	21	24	0	0	8	6	1	2	0	0	4	....	75	....	3723
33	69	0	0	0	0	4	2	....	....	4	11	4	2	4	....	575	....	3724
2	5	0	0	37	31	0	0	0	0	0	0	0	0	4	....	150	2,000	3725
12	12	0	0	28	36	....	....	12	6	2	2	....	....	3	....	100	7,000	3726
17	20	0	0	0	0	....	....	....	....	2	3	2	2	4	....	100	30,000	3727
50	78	0	1	0	0	....	....	....	....	3	7	2	0	4	....	400	....	3728
17	15	0	0	0	0	1	1	1	1	....	....	....	....	....	....	1	2,000	3729
28	24	0	0	70	92	7	3	3	0	3	3	3	3	4	....	250	18,000	3730
30	28	0	0	165	135	....	....	....	....	4	4	2	1	3	....	50	15,000	3731

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	OHIO—continued.					
3732	Milford Center	High School	W. H. Sidebottom	Ind	2	2
3733	Millbury	do	F. E. Calkins	Ind	2	0
3734	Millersburg	do	Professor Shawan	Dept	2	0
3735	Millville	do	G. A. Goshorn	Ind	1	0
3736	Mineral Point	do	J. M. Richardson	Dept	1	1
3737	Mineral Ridge	do	C. W. Harshman	Ind	1	2
3738	Minerva	do	O. W. Kurtz	Dept	2	0
3739	Mogadore	do	A. A. Rothtrock	Ind	1	0
3740	Monroe	do	W. L. Smith	Ind	1	0
3741	Monroeville	do.*	W. H. Mitchell	Dept	1	1
3742	Montpelier	do	H. D. Grindle	Ind	3	0
3743	Morning Sun	Israel Township High School.	C. B. McLinn	Ind	1	0
3744	Morristown	High School	E. F. Barnes	Ind	1	0
3745	Morrow	do.*	W. P. Vandervort	Dept	1	1
3746	Moscow	do	U. L. Monce	Ind	1	0
3747	Mount Carmel	do	John W. Sleppey	Ind	1	0
3748	Mount Eaton	do	Lee E. Messner	Dept	1	0
3749	Mount Gilead	do	M. W. Spear	Dept	2	1
3750	Mount Orab	do	W. C. Williams	Ind	1	0
3751	Mount Pleasant	do	Wm. M. White	Dept	2	0
3752	Mount Sterling	do	E. E. Baker	Ind	1	1
3753	Mount Vernon	do	John K. Baxter	Dept	2	3
3754	Mount Victory	do	J. Edson Gordon	Dept	1	0
3755	Nankin	do	V. E. Rudy	Ind	1	0
3756	Napoleon	do	Emma Henderson	Ind	1	2
3757	Navarre	do.*	A. C. Baker	Ind	1	2
3758	Nelsonville	do.*	Miss M. Ella Moore	Dept	0	3
3759	New Antioch	do	V. L. Peterson	Dept	0	1
3760	Newark	do	E. E. Richards	Dept	2	5
3761	New Berlin	do	James A. Syler	Ind	1	0
3762	New Bremen	do	William Reeder	Dept	2	0
3763	New Carlisle	do	J. W. Millette	Ind	2	0
3764	New Comerstown	do	Nettie E. Myers	Dept	1	2
3765	New Dover	do	Emma Herd	Ind	0	1
3766	New Hampshire	Goshen Township High School.*	W. L. Rogers	Ind	1	0
3767	New Holland	High school	G. W. Hoffman	Dept	1	0
3768	New Lexington	do	Jas. C. Fowler	Dept	1	8
3769	New London	do	Albert C. Hood, supt	Dept	1	1
3770	New Madison	do	M. A. Brown	Ind	1	0
3771	New Matamoras	do	Mr. Middleswartz	Ind	2	1
3772	New Paris	do	Evan L. Thomas	Ind	2	0
3773	New Philadelphia	do	C. L. Cronebach	Dept	2	2
3774	Newport	do	F. L. Bailey	Ind	1	0
3775	New Richmond	do	G. B. Bolenbaugh	Dept	1	1
3776	New Straitsville	do	Chas. W. Cookson	Dept	1	0
3777	Newton Falls	do.*	L. E. York	Ind	2	0
3778	New Vienna	do	E. M. Craig	Ind	2	0
3779	New Washington	High School	J. B. Ledman	Dept	2	0
3780	Niles	High School	Lida F. Baldwin	Dept	1	1
3781	North Amherst	do	W. H. Schibley	Dept	1	1
3782	North Baltimore	do.*	J. E. McFadden	Dept	2	1
3783	North Bloomfield	do.*	B. D. Hirst	Ind	1	0
3784	Northfield	Central High School	C. L. Burtell	Ind	1	0
3785	North Kingsville	High School	H. M. Morrison	Ind	1	0
3786	North Lewisburg	do	D. D. Bates, supt	Ind	1	0
3787	North Lima	Beaver Township High School.	C. M. L. Altdoerffer	Ind	1	0
3788	North Monroeville	High School	Joe P. Owen	Ind	1	0
3789	Norwalk	do	James E. Cole	Dept	1	3
3790	Oak Harbor	do	Sue E. Harrison	Dept	1	2
3791	Oak Hill	do	S. E. Miller	Dept	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
39	28	0	0	218	208	....	....	....	....	5	4	....	....	4	....	300	$30,000	3732
8	15	0	0	22	13	0	0	0	0	1	4	0	0	5	....	....	2,500	3733
33	36	0	0	0	0	....	....	4	3	4	8	3	1	3	....	100	8,000	3734
5	10	0	0	20	3	....	....	....	....	....	....	....	....	....	....	....	....	3735
16	25	0	0	0	0	....	....	....	....	3	4	....	....	....	....	100	....	3736
12	24	0	0	73	70	....	....	....	....	2	4	....	....	3	....	150	8,000	3737
14	30	0	0	0	0	....	....	....	....	5	12	4	7	4	....	800	10,000	3738
8	8	0	0	42	37	0	0	0	0	2	5	0	0	3	....	192	1,000	3739
7	12	0	0	0	0	2	0	3	2	1	3	1	0	4	....	80	3,000	3740
25	26	0	0	0	0	....	....	....	....	7	12	1	1	4	....	150	30,000	3741
44	67	0	0	201	178	2	8	2	0	3	8	2	5	4	....	125	25,000	3742
8	11	0	0	6	2	....	....	....	....	0	4	....	....	3	....	250	1,000	3743
3	5	0	0	46	47	....	....	....	....	1	3	....	....	4	....	....	4,000	3744
12	20	0	0	98	83	0	0	....	....	2	3	0	0	4	....	0	6,000	3745
10	9	0	0	80	63	0	0	0	0	1	1	0	0	3	....	150	6,000	3746
5	5	0	0	46	53	0	0	0	0	0	1	0	0	3	....	106	5,000	3747
26	27	0	0	0	0	0	0	0	0	0	0	0	0	5	....	100	....	3748
30	26	0	1	0	0	....	....	....	....	9	3	....	....	3	....	700	....	3749
9	12	0	0	71	83	....	....	....	....	0	0	....	....	....	....	....	....	3750
27	30	4	-4	96	79	....	....	....	....	6	3	....	....	4	....	50	10,000	3751
34	41	0	0	95	100	5	5	3	0	3	1	3	0	4	....	50	20,000	3752
72	124	1	4	0	0	4	5	10	8	8	18	3	8	4	....	....	....	3753
12	9	0	0	92	81	....	....	....	....	1	1	1	0	4	....	200	7,000	3754
1	3	0	0	25	21	0	0	0	0	1	3	0	0	2	....	100	2,500	3755
40	35	0	0	260	268	2	1	....	....	2	6	0	0	4	....	....	35,000	3756
16	30	0	0	80	90	....	....	....	....	3	2	....	....	4	....	200	1,500	3757
30	79	0	0	0	0	....	....	....	....	1	14	....	....	3	....	150	10,000	3758
5	10	0	1	45	40	0	0	0	0	0	0	0	0	....	....	30	....	3759
90	125	0	1	0	0	15	10	20	5	7	17	5	3	4	100	....	....	3760
12	21	0	0	70	83	0	0	0	0	1	4	0	0	3	....	80	8,500	3761
19	16	0	0	0	0	....	....	....	....	0	0	0	0	3	....	100	30,000	3762
18	23	0	0	99	82	....	....	....	....	3	9	....	....	4	....	200	30,000	3763
22	23	0	0	0	0	....	....	....	....	1	3	1	2	4	....	....	12,000	3764
7	11	0	0	7	8	4	6	....	....	0	0	0	0	3	....	20	2,000	3765
8	6	0	0	89	90	....	....	....	....	2	0	....	....	3	....	....	7,000	3766
10	16	0	0	0	0	1	2	....	....	3	4	....	....	3	....	200	13,000	3767
32	30	0	0	0	0	10	12	....	....	0	2	0	1	4	80	315	35,000	3768
25	41	0	0	0	0	....	....	3	3	3	2	1	0	4	....	150	25,000	3769
27	16	0	0	44	42	0	0	0	0	0	0	0	0	5	....	200	3,500	3770
15	30	0	0	110	105	....	....	....	....	0	0	....	....	3	....	50	12,000	3771
8	24	0	1	99	84	....	....	2	3	0	3	....	....	3	....	50	12,000	3772
40	62	0	0	0	0	....	....	1	0	4	4	....	....	4	....	1,500	75,000	3773
4	15	0	0	8	6	....	....	....	....	2	7	0	2	3	....	0	6,000	3774
5	15	0	0	0	0	0	1	1	0	0	4	0	1	4	....	250	16,000	3775
11	20	0	0	0	0	....	....	4	0	2	10	2	0	3	....	900	16,000	3776
30	36	0	0	75	97	....	....	....	....	7	10	....	....	3	....	....	4,000	3777
23	16	0	0	0	0	....	....	....	....	3	4	....	....	3	....	30	11,000	3778
35	30	0	0	45	55	0	0	10	5	2	6	1	2	4	....	150	20,000	3779
22	62	0	0	0	0	0	0	2	0	1	4	....	....	4	....	....	40,000	3780
19	35	0	0	0	0	....	....	....	....	6	8	1	1	3	....	250	35,000	3781
13	44	0	1	0	0	....	....	....	....	6	9	....	....	4	....	100	27,000	3782
2	13	0	0	44	42	0	0	2	6	0	4	0	4	2	....	300	3,000	3783
13	17	0	0	0	0	....	....	....	....	....	....	....	....	4	....	....	....	3784
20	10	0	0	30	30	0	0	0	0	0	0	0	0	3	....	40	1,500	3785
6	9	0	0	80	105	....	....	....	....	1	7	....	....	3	....	200	10,000	3786
15	12	0	0	0	0	1	0	....	....	4	3	1	0	3	....	88	2,500	3787
4	6	0	0	29	26	0	0	0	0	0	0	0	0	....	....	....	1,000	3788
49	101	0	0	0	0	8	20	10	5	5	18	....	....	4	....	300	80,000	3789
42	47	0	0	0	0	2	1	9	11	6	10	2	4	4	....	495	4,000	3790
5	7	0	0	0	0	....	....	....	....	....	....	....	....	5	....	....	4,000	3791

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	OHIO—continued.					
3792	Oakwood	High School	L. A. Snook	Ind	1	0
3793	Oberlin	do.*	Miss Letitia Bennett	Dept	1	3
3794	Ohio City	do	I. O. Jones	Ind	1	0
3795	Orrville	do	W. A. McBane	Dept	2	0
3796	Orwell	do	L. J. Addicott	Ind	1	1
3797	Osborn	do	Geo. P. Harmount	Ind	1	1
3798	Osnaburg	do	E. E. Sluss	Dept	1	0
3799	Ostrander	do	J. W. Cross	Dept	2	0
3800	Ottawa	do	Miss Bertha K. Krauss	Dept	1	1
3801	Owensville	Boston High School	A. T. Marsh	Ind	0	2
3802	Oxford	High School	C. W. M. Clun	Dept	1	2
3803	Painesville	do	F. H. Kendall	Dept	5	2
3804	Parkman	do	M. D. Smith	Ind	1	0
3805	Pataskala	do	Chas. C. Rusk	Ind	2	0
3806	Paulding	do	W. H. Gant	Dept	2	0
3807	Payne	do	J. A. Shadley	Dept	1	5
3808	Peebles	do.*	J. E. Collins	Dept	1	1
3809	Pemberville	do	S. S. Simpson	Ind	1	1
3810	Peninsula	do	Frederic Hickman	Dept	1	0
3811	Perry	do.*	D. A. Milligan	Ind	1	0
3812	Perrysburg	do.*	E. Ward	Dept	2	0
3813	Perrysville	do	E. C. Kiplinger	Dept	1	2
3814	Pioneer	do.*	Elmer N. Lloyd	Ind	1	0
3815	Piqua	do	Mary E. Hall	Dept	1	2
3816	Plain City	do	D. N. Cross	Dept	2	1
3817	Poland	do	M. A. Kimmel	Ind	1	1
3818	Polk	do	E. O. Parker	Ind	1	0
3819	Pomeroy	do	T. C. Flanegin	Dept	2	1
3820	Portage	do	Fred. W. Toon	Dept	1	0
3821	Port Clinton	do	W. A. Richardson	Dept	2	1
3822	Portsmouth	do	Thos. Vickers, supt	Dept	2	3
3823	Port Union	do	D. A. Thomas	Ind	1	1
3824	Port Washington	do.*	M. B. Whitaker	Ind	1	2
3825	Powhatan Point	do	F. L. Oesch	Ind	1	0
3826	Proctorville	Fairview High School*	B. F. Forgey	Ind	1	0
3827	Prospect	High School	T. E. Bolander	Dept	1	1
3828	Put-in-Bay	do	J. C. Oldt	Ind	1	0
3829	Quaker City	do.*	W. H. Gregg	Dept	2	0
3830	Quincy	do	J. F. Smith	Dept	1	0
3831	Racine	do	C. W. Wright	Ind	1	0
3832	Rainsboro	do	W. A. Caldwell	Ind	1	0
3833	Ravenna	do	W. J. Dodge	Dept	4	1
3834	Reesville	do	D. G. Taylor	Ind	1	0
3835	Republic	do	Chas. N. Helter	Ind	1	0
3836	Rex	Bethel Township High School.	J. E. Peterson	Ind	2	0
3837	Reynoldsburg	High School	D. J. Snyder	Ind	3	1
3838	Richmond Dale	do	F. W. Yaple	Dept	1	1
3839	Richwood	Union High School	C. R. Smith	Ind	2	0
3840	Ridgeville Corners	do	T. J. Williams	Ind	0	1
3841	Ridgeway	High School*	W. L. Shoots	Ind	1	0
3842	Ripley	do.*	Anna Bambach	Dept	2	1
3843	Rising Sun	do	G. C. Sheffler	Dept	1	0
3844	Rittman	do	C. W. Hoover	Ind	1	0
3845	Rock Creek	do	A. A. Prentice	Ind	1	1
3846	Rockford	do	I. W. Stahl	Dept	2	0
3847	Roscoe	do	L. C. Shaw	Ind	1	0
3848	Roseville	do	F. P. Schisler	Ind	2	0
3849	Rushsylvania	Union High School	John P. Bower	Ind	1	3
3850	Sabina	High School	J. E. Ockerman	Dept	2	0
3851	St. Clairsville	do	Geo. Rossiter	Dept	0	6
3852	St. Louisville	do	E. J. Ramey	Dept	2	1
3853	St. Marys	do	Ida M. Windate	Dept	2	3

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.																		
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	8	0	0	59	77	0	0	0	0	....	....	....	....	4	....	0	$5,000	3792
49	74	5	6	0	0	7	9	4	7	6	14	4	8	3	....	600	....	3793
8	17	0	0	82	98	....	....	....	....	0	4	....	....	3	....	0	15,000	3794
12	16	0	0	6	1	2	4	....	....	0	0	0	0	3	....	200	....	3795
20	34	0	0	50	46	....	....	....	....	3	8	3	5	4	....	....	6,500	3796
17	25	0	0	94	75	1	0	....	....	2	2	1	0	4	....	180	12,000	3797
12	12	0	0	0	0	0	0	0	0	2	5	0	0	2	....	0	2,500	3798
20	25	0	0	0	0	10	4	....	....	5	5	4	2	3	....	69	8,000	3799
10	35	0	0	0	0	....	....	....	....	0	6	....	....	3	....	250	....	3800
7	16	0	0	52	41	0	0	0	0	2	5	2	0	4	....	20	5,135	3801
10	40	0	1	0	0	....	....	1	8	2	12	1	8	3	....	500	....	3802
76	102	0	1	0	0	....	....	....	....	12	20	5	4	4	....	300	20,000	3803
18	22	0	0	20	55	0	0	4	7	3	4	3	4	3	....	100	7,000	3804
35	35	0	1	70	60	....	....	1	0	3	7	2	0	4	....	0	4,000	3805
15	25	0	3	0	0	3	5	....	....	2	5	2	4	3	....	50	....	3806
18	23	0	0	0	0	....	....	4	6	2	4	....	....	....	....	....	....	3807
15	17	0	0	72	73	....	....	3	2	4	3	....	....	3	....	....	....	3808
10	16	0	0	127	118	....	....	....	....	2	1	....	....	3	....	....	15,000	3809
3	7	0	0	0	0	0	0	0	0	2	4	0	0	4	....	200	8,000	3810
21	31	0	0	0	0	....	....	....	....	....	....	....	....	4	....	....	3,000	3811
25	37	1	1	0	0	....	....	....	....	2	6	1	3	4	....	....	32,000	3812
8	17	0	0	0	0	7	14	....	....	1	3	1	2	3	....	100	7,000	3813
29	24	0	0	68	64	3	2	1	1	8	8	1	1	3	....	10	15,000	3814
54	83	0	3	0	0	....	....	....	....	6	7	3	1	4	....	6,735	....	3815
20	29	2	0	0	0	....	....	....	....	1	3	1	3	4	....	500	36,000	3816
6	6	0	0	73	55	1	0	0	0	1	3	0	0	3	....	425	12,000	3817
7	7	0	0	30	33	0	0	0	0	0	0	0	0	3	....	52	2,200	3818
33	48	2	2	0	0	0	0	....	....	2	4	....	....	4	....	750	4,300	3819
4	4	0	0	40	43	....	....	....	....	....	....	....	....	4	....	....	12,000	3820
43	41	0	0	0	0	....	....	....	....	5	6	....	....	4	....	200	30,000	3821
54	106	6	4	0	0	....	....	....	....	4	7	2	3	4	....	....	....	3822
4	1	0	0	11	7	0	0	0	0	1	0	0	0	....	....	0	....	3823
19	20	0	0	46	41	....	....	....	....	1	3	....	....	4	....	100	6,000	3824
6	14	0	0	70	55	0	0	0	0	0	4	0	0	2	....	350	4,000	3825
10	12	2	0	93	95	2	1	....	....	2	1	....	....	4	....	203	1,500	3826
10	30	0	0	0	0	....	....	....	....	1	0	1	0	4	....	300	5,000	3827
11	13	0	0	13	10	0	0	0	0	0	3	0	0	4	....	200	6,000	3828
20	28	0	1	0	0	....	....	2	1	2	5	2	1	3	....	150	12,000	3829
13	7	0	0	0	0	....	....	....	....	0	2	....	....	3	....	200	8,000	3830
21	31	1	0	74	72	....	....	....	....	0	0	....	....	3	....	500	4,000	3831
10	10	0	0	40	45	....	....	5	4	....	....	....	....	....	....	....	....	3832
42	61	1	0	0	0	....	....	....	....	8	13	....	....	4	....	1,450	....	3833
4	12	0	0	26	33	0	0	0	0	0	2	....	....	3	....	....	....	3834
7	7	0	0	53	40	....	....	....	....	2	1	....	....	4	....	86	2,500	3835
28	22	0	0	0	0	....	....	....	....	5	3	5	3	4	....	375	8,000	3836
34	24	0	0	0	0	....	....	....	....	6	3	....	....	5	....	....	5,000	3837
5	5	0	0	45	35	....	....	....	....	1	4	....	....	4	....	50	5,000	3838
27	41	0	0	0	0	3	1	1	1	1	11	1	1	4	....	300	20,000	3839
7	9	0	0	38	55	....	....	....	....	....	....	....	....	4	....	....	7,000	3840
15	15	1	1	38	44	1	0	0	1	....	....	....	....	3	....	....	9,000	3841
38	55	4	4	0	0	....	....	....	....	1	3	....	....	4	....	600	30,000	3842
2	23	0	0	0	0	....	....	....	....	2	2	0	0	4	....	0	12,000	3843
24	19	0	0	17	11	0	0	0	0	....	....	....	....	....	....	....	....	3844
28	33	0	0	60	55	....	....	....	....	4	3	....	....	3	....	50	10,000	3845
10	14	0	0	0	0	....	....	....	....	1	1	1	0	4	....	70	20,000	3846
29	19	0	0	61	51	....	....	....	....	4	2	1	0	3	....	80	5,000	3847
13	24	0	0	52	57	2	3	0	0	2	1	0	0	1	....	0	16,000	3848
15	17	0	0	76	83	0	0	....	....	0	0	0	0	1	....	0	4,000	3849
15	22	0	0	0	0	0	0	0	1	3	5	1	2	3	....	300	10,000	3850
20	34	0	0	0	0	....	....	....	....	3	12	....	....	3	....	600	20,000	3851
15	20	0	0	0	0	4	7	2	1	....	....	....	....	4	....	54	10,000	3852
55	80	0	0	0	0	5	5	10	15	2	3	2	2	4	....	1,400	....	3853

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	OHIO—continued.					
3854	St. Paris	High School	J. M. Reason, supt	Ind	1	1
3855	Salem	do	W. H. Maurer	Dept	1	2
3856	Salineville	do	W. B. Randolph	Dept	1	1
3857	Sandusky	do	C. S. Coler	Dept	3	2
3858	Scio	do	J. E. Clark	Ind	1	0
3859	Sciotoville	do	R. H. Dodds	Dept	1	1
3860	Scott	do	G. M. Hoaglin	Dept	1	0
3861	Senecaville	do	J. R. Hartup	Dept	1	1
3862	Seville	do	Warner W. Elliott	Dept	1	1
3863	Sharon Center	do	J. B. Eberly	Ind	2	0
3864	Shauck	Johnsville High School	C. M. Swingle	Dept	0	1
3865	Shawnee	High School	Chas. L. Williams	Dept	1	1
3866	Shelby	do	C. H. Handley	Dept	1	2
3867	Sherodsville	do	S. E. Weaver	Dept	1	0
3868	Shiloh	do	W. N. White	Dept	2	0
3869	Shreve	do	Roland Woodward	Dept	1	4
3870	Sidney	do	J. G. Kaufman	Dept	1	2
3871	Smithville	do	Thos. J. Teeple	Ind	0	3
3872	Somerset	do	H. R. McVay	Dept	2	1
3873	South Bloomfield	do	O. A. Peters	Ind	1	0
3874	South Charleston	do	F. F. Main	Dept	1	1
3875	South Solon	Stokes Township High School.	D. J. Schurr	Ind	1	0
3876	Sparta	High School	D. K. Dunton	Ind	1	0
3877	Spencer	do	C. C. Shields	Ind	1	0
3878	Spencerville	do	N. H. Stull	Dept	2	0
3879	Springboro	do	J. M. Lane	Ind	1	0
3880	Springfield	do	John S. Weaver	Dept	5	7
3881	Spring Valley	do	E. H. Colvin	Ind	1	0
3882	Steubenville	do	E. W. Matthews	Dept	2	3
3883	Stockport	do	E. N. Dye	Ind	1	0
3884	Stout	Rome High School	Richard C. Franz	Ind	1	0
3885	Stoutsville	High School	J. L. Heise	Ind	1	0
3886	Stryker	do	C. C. Biglow	Dept	2	2
3887	Sugar Grove	do	W. C. Sleeper	Dept	0	2
3888	Sullivan	do	W. E. Heichel	Ind	1	0
3889	Sulphur Springs	do	J. W. Bittiksfer	Ind	1	1
3890	Summerfield	do	W. Lee Jeffers	Ind	1	0
3891	Sunbury	do	R. B. Bennett	Ind	1	2
3892	Swanton	do	W. W. Geer	Dept	1	1
3893	Sycamore	do.*	Geo. Goodrich	Dept	1	0
3894	Sylvania	do.*	W. B. Harris	Dept	1	0
3895	Tallmadge	Central High School	W. M. Webb	Ind	1	0
3896	Tarlton	High School	H. M. Plum	Dept	1	0
3897	Terre Haute	do	John W. Enoch	Ind	1	0
3898	Thornville	do	Rufus E. Alspach	Ind	0	2
3899	Tiffin	Columbian High School	C. A. Krout	Dept	2	5
3900	Tippecanoe City	Union High School	J. T. Bartmess	Ind	2	5
3901	Toledo	High School	C. G. Ballou	Dept	6	9
3902	Toronto	do	Abram Grove, Ph. D.	Dept	1	1
3903	Trenton	do	C. E. Woolford	Ind	1	0
3904	Trimble	do	Frank L. Dille	Dept	1	0
3905	Troy	do	H. H. Helter	Dept	2	1
3906	Tuscarawas	Central Township High School.	A. A. Schear	Ind	1	0
3907	Twinsburg	High School	A. W. Carrier	Ind	0	2
3908	Uhrichsville	do	Oliver J. Luethi	Dept	2	1
3909	Unionville Center	Darby Township High School.	H. B. McCord	Dept	0	1
3910	Upper Sandusky	High School	T. L. McKean	Dept	2	1
3911	Urbana	do	I. N. Keyser	Dept	1	2
3912	Utica	do	Walter E. Painter	Ind	1	1
3913	Vanlue	do	A. L. Cunningham	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
13	28	0	0	113	99	3	5	....	....	1	6	1	2	4	....	300	$15,000	3854
47	62	2	1	0	0	0	0	10	20	3	9	3	9	4	....	400	1,500	3855
17	14	0	0	0	0	2	2	....	....	4	4	2	2	3	....	50	27,800	3856
64	150	1	2	0	0	3	2	14	21	10	28	6	5	4	....	500	....	3857
9	7	0	0	88	89	....	....	....	....	5	6	5	6	3	....	226	8,000	3858
12	14	0	0	0	0	....	....	....	....	0	0	....	....	4	....	100	3,000	3859
10	15	0	0	0	0	....	....	....	....	....	....	....	....	3	....	....	7,000	3860
16	14	0	0	0	0	0	0	2	2	5	4	....	....	3	....	....	1,000	3861
16	22	0	0	0	0	0	3	1	0	0	0	....	....	4	....	300	9,000	3862
16	24	0	0	40	23	....	....	....	....	5	4	....	....	4	....	80	....	3863
14	18	0	0	18	12	....	....	....	....	1	2	....	....	4	....	60	5,000	3864
2	28	0	0	0	0	0	0	0	0	0	12	0	4	....	....	250	20,000	3865
34	41	0	0	0	0	1	2	1	0	3	6	2	2	4	....	670	36,000	3866
5	9	0	0	0	0	1	0	0	0	0	0	0	0	4	....	0	1,400	3867
19	27	0	0	0	0	....	....	....	....	0	2	....	....	3	....	225	10,000	3868
28	34	0	0	0	0	....	....	....	....	1	3	1	2	3	....	800	12,000	3869
39	62	1	1	0	0	8	6	1	1	2	7	1	2	4	....	400	....	3870
18	20	0	0	39	50	....	....	....	....	0	0	....	....	3	....	60	6,000	3871
15	10	0	0	0	0	....	....	....	....	1	6	....	....	3	....	200	10,000	3872
4	6	0	0	30	42	....	....	....	....	0	0	....	....	3	....	....	2,000	3873
14	20	0	3	0	0	2	1	0	0	3	5	1	1	3	....	431	22,500	3874
20	9	0	0	139	93	0	1	1	0	3	1	0	1	3	....	24	3,000	3875
18	12	0	0	26	18	....	....	....	....	1	8	....	....	3	....	350	4,000	3876
9	9	0	0	31	33	2	0	....	....	4	1	2	0	4	....	0	4,000	3877
12	18	0	0	0	0	1	2	....	....	1	4	....	....	4	....	0	20,000	3878
9	21	0	2	57	54	0	0	3	2	3	2	0	0	3	....	200	2,000	3879
197	312	10	20	0	0	....	....	....	....	17	33	....	....	4	....	350	....	3880
14	18	0	0	64	57	....	....	1	1	2	5	1	1	3	....	200	4,000	3881
57	78	1	2	0	0	6	4	8	7	15	21	14	11	4	....	3,700	60,000	3882
17	26	0	0	38	32	....	....	....	....	0	2	....	....	4	....	250	5,200	3883
7	11	0	0	66	58	....	....	....	....	....	....	....	....	4	....	....	....	3884
17	13	0	0	52	53	....	....	....	....	....	....	....	....	3	....	60	4,500	3885
21	29	0	0	0	0	....	....	....	....	1	3	....	....	4	....	184	....	3886
12	9	0	0	0	0	3	2	2	0	3	2	2	2	1	....	106	3,500	3887
16	16	0	0	108	96	....	....	....	....	5	5	3	0	3	....	50	....	3888
14	17	0	0	39	37	....	....	....	....	1	2	....	....	3	....	....	2,000	3889
10	8	0	0	75	82	0	0	0	0	4	0	0	0	4	....	50	....	3890
24	28	0	0	46	64	1	0	....	....	1	1	....	....	4	....	240	4,500	3891
18	24	0	0	0	0	2	0	....	....	0	0	0	0	4	....	50	8,000	3892
3	3	0	0	77	97	....	....	....	....	1	3	....	....	4	....	....	6,000	3893
16	24	0	0	42	47	....	....	....	....	1	3	....	....	4	....	180	13,000	3894
19	21	0	0	0	0	....	....	....	....	7	7	....	....	4	....	700	1,625	3895
13	17	0	0	39	42	....	....	....	....	2	1	....	....	4	....	....	2,500	3896
2	6	0	0	30	28	....	....	....	....	0	0	....	....	2	....	....	5,000	3897
15	15	0	0	35	35	....	....	....	....	....	....	....	....	....	....	200	20,000	3898
76	142	1	1	0	0	....	....	....	....	10	19	4	2	4	....	500	75,000	3899
27	29	3	2	131	129	....	....	....	....	3	3	....	....	4	....	200	40,000	3900
200	334	2	0	0	0	....	....	....	....	39	62	24	20	4	....	....	....	3901
23	24	0	0	0	0	0	0	2	6	4	7	1	3	4	....	420	26,000	3902
13	12	0	0	30	28	0	0	0	0	1	1	0	0	2	....	104	5,000	3903
15	11	0	0	0	0	....	....	3	8	3	3	3	3	4	....	200	2,800	3904
52	65	0	0	0	0	8	4	0	0	2	8	....	....	4	....	2,500	....	3905
12	18	0	0	78	92	....	....	....	....	1	3	0	0	3	....	40	....	3906
24	20	0	0	24	26	6	2	4	6	3	1	2	1	4	....	116	6,000	3907
30	49	0	1	0	0	6	2	2	0	5	15	4	2	3	....	350	....	3908
10	15	0	0	35	35	....	....	....	....	0	0	0	0	3	....	0	6,000	3909
23	64	0	0	0	0	....	....	....	....	3	11	1	1	4	....	1,300	75,000	3910
20	22	0	0	0	0	3	3	2	0	6	7	5	3	4	....	300	90,000	3911
5	13	0	0	102	84	....	....	....	....	0	0	....	....	4	....	150	7,000	3912
12	13	0	0	68	47	0	1	0	0	3	0	....	....	2	....	....	8,000	3913

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	OHIO—continued.					
3914	Van Wert	High School	D. C. Davison	Dept	2	1
3915	Vermilion	do	C. E. Gore	Ind	1	0
3916	Versailles	do	S. C. Goodall	Dept	2	0
3917	Wadsworth	do	F. M. Plank	Ind	1	1
3918	Wakeman	do	J. L. Meriam	Dept	1	1
3919	Wapakoneta	do	C. W. Williamson	Dept	1	2
3920	Warren	do	F. E. Ostrander	Dept	2	2
3921	Warsaw	do	W. H. Elder	Ind	1	0
3922	Washington	do	R. B. Smith	Dept	2	1
3923	Washingtonville	do	W. A. Hiscox	Dept	1	1
3924	Waterford	do	C. S. Joseph	Ind	1	2
3925	Waterville	do	W. H. Block	Ind	1	0
3926	Watkins	Millcreek Township High School.	F. Z. Ballinger	Ind	1	1
3927	Wauseon	High School	J. W. Grabiel	Dept	3	0
3928	Waverly	do	W. M. Clayton	Dept	1	1
3929	Waynesburg	do.*	S. E. Weaver	Dept	1	0
3930	Waynesfield	do	S. B. Merts	Dept	2	1
3931	Waynesville	do	S. A. Stilwell	Ind	2	0
3932	Wellington	do	Miss Alma Sprague	Dept	1	2
3933	Wellston	do	E. E. Smiley	Dept	1	1
3934	West Alexandria	do	W. T. Heilman	Ind	1	0
3935	West Carlisle	do	W. S. Dean	Dept	1	0
3936	West Carrollton	do	W. C. Wilson	Dept	1	0
3937	West Elkton	do.*	R. K. De Motte	Ind	1	0
3938	Westerville	do	Edwin D. Resler	Dept	2	0
3939	West Jefferson	do	J. O. Beck	Ind	1	0
3940	West Liberty	do	W. S. Jones	Dept	1	0
3941	West Manchester	Monroe Township High School.	Wm. Buck	Ind	1	0
3942	West Mansfield	High School	M. R. Ballinger	Ind	1	0
3943	West Mentor	do	R. H. Patchen	Ind	1	0
3944	West Middleburg	do.*	O. S. Kibler	Dept	1	0
3945	West Milton	do	F. B. Harris	Ind	1	0
3946	Weston	do	Chas. Moore Merry	Dept	1	1
3947	West Richfield	Central High School	J. W. Severy	Ind	1	1
3948	West Salem	High School	G. W. Goshorn	Dept	1	0
3949	West Union	do.*	W. H. Grady	Ind	1	0
3950	West Unity	do	J. H. Diebel	Dept	2	0
3951	Wharton	do	T. J. Stroutt	Dept	1	1
3952	Wheelersburg	do	Frank Appel	Dept	1	0
3953	Whisler	do	Henry Schaal	Dept	0	1
3954	Williamsburg	do	Prof. G. W. Felter	Ind	1	0
3955	Williamsport	Deer Creek Township High School.*	E. B. Wilson	Ind	1	0
3956	Willoughby	High School	S. D. Shankland	Dept	3	2
3957	Willshire	do.*	Thos. A. Davies	Dept	1	0
3958	Wilmington	do	W. C. Sayrs	Dept	2	1
3959	Wilmot	do.*	F. C. Donecker	Dept	1	0
3960	Winchester	do	C. A. Wilson	Ind	1	2
3961	Woodsfield	do	J. A. Hines	Dept	1	0
3962	Woodstock	do	Geo. E. Stephenson	Ind	1	0
3963	Woodville	do	E. D. Longwell	Dept	0	3
3964	Worthington	do	J. D. Harlor	Dept	1	3
3965	Wyoming	do.*	Chas. S. Fay	Dept	1	2
3966	Xenia	Central High School	G. J. Graham	Dept	1	3
3967	do	High School (colored)	T. D. Scott	Dept	1	2
3968	Yellow Springs	High School	J. E. Collins	Ind	1	0
3969	Youngstown	Rayen High School	Geo. F. Jewett	Dept	4	6
3970	Zaleski	High School	Wade J. Beyerly	Ind	2	0
3971	Zanesfield	do	D. W. Crouse	Ind	1	0
3972	Zanesville	do	W. M. Townsend	Dept	2	7

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
46	84	3	1	0	0	....	....	....	....	7	7	....	....	4	....	700	$77,500	3914
11	11	0	0	111	93	....	....	....	....	0	0	....	....	3	....	....	20,600	3915
26	27	0	0	0	0	....	....	....	....	7	6	....	....	4	....	....	12,000	3916
24	26	1	0	189	209	5	3	....	....	8	6	3	2	3	....	450	25,000	3917
25	20	1	0	0	0	....	....	2	2	3	5	1	1	3	....	90	5,000	3918
23	36	0	0	0	0	....	....	....	....	4	7	2	3	4	....	960	....	3919
60	128	3	1	0	0	....	....	....	....	4	20	0	6	4	....	700	....	3920
26	24	0	0	46	47	....	....	....	....	0	0	0	0	4	....	178	13,500	3921
57	76	5	7	0	0	8	20	5	0	11	16	3	5	3	....	100	40,000	3922
15	17	0	0	0	0	....	....	....	....	1	2	....	....	4	....	380	15,000	3923
31	22	0	0	153	158	3	0	4	3	0	0	0	0	4	....	0	3,000	3924
10	8	0	0	82	80	....	....	1	1	0	0	0	0	2	....	25	12,000	3925
12	12	0	0	76	77	....	....	....	....	5	3	....	....	3	....	0	6,000	3926
29	28	0	0	0	0	5	0	1	0	1	0	1	0	4	....	400	25,000	3927
18	29	0	0	0	0	4	5	1	0	2	2	1	1	4	....	610	17,000	3928
6	15	0	0	0	0	....	....	....	....	0	0	0	0	4	....	75	3,300	3929
22	18	0	0	0	0	....	....	....	....	3	5	....	....	5	....	124	3,500	3930
14	20	0	2	60	75	....	....	....	....	3	3	3	1	....	....	350	25,000	3931
48	65	0	0	0	0	....	....	....	....	10	17	....	....	4	....	130	30,000	3932
9	35	0	0	0	0	0	0	....	....	1	4	0	0	3	....	400	....	3933
11	14	0	0	80	60	....	....	....	....	6	4	....	....	3	....	180	12,000	3934
24	16	0	0	0	0	....	....	....	....	....	....	....	....	....	....	200	1,500	3935
1	7	0	0	0	0	....	....	1	4	1	7	1	4	3	....	250	8,000	3936
11	9	1	3	5	3	....	....	3	0	3	1	2	0	4	....	125	1,200	3937
18	34	0	1	0	0	....	....	....	....	5	9	....	....	3	....	350	20,000	3938
7	6	0	0	97	93	0	0	0	0	0	1	0	0	4	....	248	10,000	3939
10	9	0	0	0	0	2	1	....	....	1	0	1	1	3	....	200	5,000	3940
15	6	0	0	37	33	....	....	....	....	0	0	....	....	3	....	45	....	3941
6	12	0	1	76	71	1	6	....	....	3	6	1	2	2	....	20	8,000	3942
10	20	0	0	30	40	....	....	....	....	0	0	....	....	4	....	....	12,000	3943
4	3	0	0	46	57	0	0	2	1	4	3	2	1	1	....	100	3,000	3944
18	24	0	0	106	92	2	2	....	....	1	2	0	0	4	....	200	15,000	3945
22	29	0	0	0	0	2	2	....	....	....	....	....	....	3	....	....	16,750	3946
10	17	0	0	39	66	....	....	....	....	2	1	0	0	3	....	225	10,000	3947
10	18	0	0	0	0	....	....	....	....	....	....	....	....	3	....	250	25,000	3948
21	23	0	0	93	113	0	0	0	0	0	3	0	0	3	....	....	12,000	3949
17	32	0	0	0	0	1	0	0	0	3	4	1	0	4	....	223	8,000	3950
32	32	0	0	0	0	5	2	7	0	7	6	4	5	3	....	....	3,000	3951
15	16	0	0	0	0	0	0	0	0	0	0	0	0	3	....	50	5,000	3952
2	6	0	0	24	21	....	....	....	....	1	1	1	1	....	....	....	3,000	3953
24	22	0	1	79	92	2	1	1	0	1	1	1	0	3	....	26	6,000	3954
16	20	0	0	275	181	....	....	....	....	7	8	....	....	3	....	....	12,000	3955
50	36	0	0	0	0	3	3	14	12	7	7	4	3	4	....	600	....	3956
10	13	0	0	84	79	1	1	....	....	1	1	0	1	3	....	64	....	3957
40	68	8	5	0	0	1	0	....	....	2	9	....	....	4	....	400	25,000	3958
12	10	0	0	16	9	0	0	0	0	0	2	0	1	4	....	225	4,000	3959
12	28	5	2	67	69	0	0	0	0	0	0	0	0	3	....	0	4,000	3960
14	12	0	0	0	0	....	....	....	....	0	0	....	....	4	....	....	22,000	3961
10	9	1	1	70	57	....	....	2	3	2	0	0	0	3	....	85	17,000	3962
14	12	0	0	0	0	1	1	....	....	1	1	1	1	2	....	27	5,000	3963
35	40	0	1	0	0	12	20	5	0	5	14	2	6	4	....	400	15,000	3964
40	35	0	1	0	0	10	16	....	....	6	8	1	2	4	....	....	30,000	3965
56	86	0	0	0	0	2	0	....	....	11	18	....	....	3	....	500	....	3966
27	30	27	30	0	0	....	....	....	....	6	5	....	....	3	....	....	5,000	3967
12	28	1	0	126	138	0	0	0	0	3	6	2	5	3	....	0	8,000	3968
155	210	0	4	0	0	25	30	....	....	6	33	6	15	4	....	1,000	200,000	3969
6	19	0	0	88	102	....	....	2	5	1	5	1	2	4	....	130	6,000	3970
10	13	2	0	53	54	....	....	....	....	3	2	....	....	3	....	90	4,000	3971
137	172	6	11	0	0	....	....	....	....	16	36	....	....	4	....	150	25,000	3972

TABLE 33.—*Statistics of public high-schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	OKLAHOMA.					
3973	Guthrie	High School	L. W. Baxter	Dept	1	2
3974	Oklahoma City	do	Mrs. Selwyn Douglas	Dept	1	3
3975	Perry	do	R. E. Bagby	Dept	1	0
	OREGON.					
3976	Ashland	do	C. A. Hitchcock	Dept	1	1
3977	Astoria	do	R. N. Wright	Dept	1	3
3978	Baker City	do	J. A. Churchill	Dept	2	0
3979	Dufur	do	Aaron Frazier	Dept	1	1
3980	Grants Pass	do	Prof. C. S. Price	Dept	1	1
3981	Heppner	do	J. D. Brown	Dept	1	0
3982	Hillsboro	do	J. H. Stanley	Dept	1	1
3983	Independence	do	Thomas A. Hayes	Dept	1	0
3984	Jacksonville	do	J. M. Horton	Dept	1	2
3985	Medford	do	G. A. Gregory	Dept	1	1
3986	Oregon City	do	S. W. Holmes	Dept	3	1
3987	Portland	do.*	Frank Rigler	Dept	7	8
3988	Union	do	E. B. Conklin	Ind	1	5
	PENNSYLVANIA.					
3989	Abington	High School	E. L. Flack	Ind	1	2
3990	Alexandria	do	J. Frank Meyer	Ind	1	0
3991	Allegheny	do	Jas. E. Morrow	Dept	7	5
3992	Allentown	do	J. Hiram Schwartz	Dept	5	3
3993	Altoona	do	Geo. D. Robb	Dept	2	5
3994	Ambler	Borough High School	Warren R. Rahn, M. E.	Ind	1	1
3995	Archbald	High School	R. N. Davis	Dept	1	1
3996	Ardmore	Lower Merion High School	Clarence G. Bausman	Ind	1	2
3997	Ashbourne	Cheltenham High School	J. L. Shroy	Ind	2	3
3998	Atglen	Public School	Miss E. T. Good	Ind	0	1
3999	Athens	Borough High School	W. O. Robinson	Dept	2	2
4000	Bangor	High School	J. W. Elliott	Dept	4	0
4001	Bath	do	Geo. Humbert	Ind	1	2
4002	Beaver	do	John A. Keys	Dept	2	2
4003	Bedford	do	D. C. Stunkard	Ind	2	1
4004	Bellefonte	do	David O. Etters	Dept	0	1
4005	Bellwood	do	J. W. Gephart	Dept	1	1
4006	Berlin	do	W. H. Kretchman	Ind	1	0
4007	Berrysburg	do.*	D. F. Detter	Dept	1	0
4008	Berwick	do	E. K. Richardson	Dept	2	0
4009	Berwyn	Easttown High School	J. Alexander Clarke	Ind	1	1
4010	Bethlehem	High School	Geo. W. Johnstonbaugh	Dept	4	0
4011	Birdsboro	do	J. A. Grier	Dept	1	0
4012	Bismark	Central High School	J. B. Batdorf	Ind	1	0
4013	Blairsville	High School	W. C. McKee	Dept	0	12
4014	Bloomsburg	do	L. Parvin Sterner	Dept	3	1
4015	Blue Bell	Whitpain High School	W. D. Beyer	Ind	1	1
4016	Boyertown	High School	E. J. Conner	Dept	1	2
4017	Braddock	do	Geo. M. Fowles	Dept	2	1
4018	do	Township High School	S. R. McClure	Dept	2	0
4019	Bradford	High School	Harriett C. Rounds	Dept	4	4
4020	Bridgeport	do	W. U. Zehman	Ind	1	0
4021	Bristol	do	Louise D. Baggs	Dept	0	2
4022	Brookville	do	T. B. Galbraith	Ind	2	0
4023	Brownsville	Union School	W. S. Bryan	Dept	2	0
4024	Butler	High School	Jno. A. Gibson	Dept	3	2
4025	Cambridgeboro	Union School	C. F. Chamberlain	Dept	2	1
4026	Cannonsburg	High School	W. C. Black	Dept	2	1
4027	Canton	do	W. L. Rowlands	Ind	2	0
4028	Carbondale	Central High School	H. J. Hockenberry	Dept	1	6
4029	Carlisle	High School	Mary Landes	Dept	2	1

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
17	47	0	0	0	0	....	....	....	....	0	0	....	....	4	....	200	$60,000	3973
55	70	0	0	0	0	....	....	....	....	4	7	4	7	4	....	....	25,000	3974
2	12	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	3975
34	37	0	0	0	0	....	....	....	....	6	3	....	....	3	....	0	3,500	3976
48	58	0	0	0	0	....	....	....	....	4	10	4	4	4	....	200	50,000	3977
22	30	0	0	0	0	....	....	....	....	3	8	3	8	3	....	450	38,000	3978
20	25	0	0	0	0	0	0	....	....	3	2	....	....	4	....	....	....	3979
10	12	0	0	0	0	3	0	0	0	5	8	....	....	2	....	....	30,000	3980
15	30	0	0	0	0	0	0	0	0	0	0	0	0	3	....	25	15,000	3981
16	26	0	0	0	0	....	....	....	....	5	6	....	....	2	....	....	18,000	3982
6	9	0	0	0	0	....	....	....	....	0	0	....	....	....	....	....	....	3983
6	4	0	0	0	0	....	....	....	....	0	0	0	0	2	....	68	6,000	3984
23	20	0	0	0	0	0	0	0	0	3	5	0	0	2	....	275	18,000	3985
50	68	0	0	0	0	....	....	....	....	2	11	....	....	3	....	163	....	3986
317	518	1	0	0	0	....	....	....	....	21	40	6	5	4	....	....	....	3987
30	30	0	0	100	110	....	....	....	....	6	6	....	....	3	....	350	10,000	3988
10	15	0	0	50	30	....	....	....	....	2	4	0	0	4	0	210	....	3989
9	10	0	0	53	57	2	0	0	0	....	....	....	....	3	....	75	....	3990
97	159	1	2	0	0	....	....	....	....	25	61	13	23	4	....	....	225,000	3991
111	154	0	0	0	0	....	....	....	....	13	30	3	2	3	....	1,000	75,000	3992
100	175	0	1	0	0	3	1	....	....	7	20	2	2	4	....	0	....	3993
9	20	0	0	120	134	0	0	1	0	1	2	0	0	4	0	300	17,000	3994
5	37	0	0	7	11	0	0	0	0	0	0	....	....	4	....	600	....	3995
35	40	0	0	0	0	....	....	....	....	4	7	2	2	3	....	....	....	3996
22	24	1	0	368	357	....	....	....	....	0	0	....	....	3	....	600	....	3997
6	5	0	0	32	51	....	....	....	....	....	....	....	....	....	....	....	7,500	3998
34	70	0	1	0	0	5	23	....	....	0	0	....	....	4	....	700	....	3999
45	49	0	0	11	18	....	....	12	6	4	6	2	1	4	0	560	....	4000
26	32	0	0	48	46	3	0	0	0	4	2	3	0	3	0	280	3,000	4001
28	45	0	0	0	0	5	5	1	0	26	36	1	2	4	....	758	25,000	4002
19	44	0	0	228	218	0	0	2	0	4	5	2	0	4	4	473	60,000	4003
20	44	2	0	0	0	7	3	5	10	4	11	2	0	4	4	350	40,000	4004
8	17	2	0	0	0	....	....	....	....	0	0	....	....	2	2	0	20,000	4005
8	10	0	0	102	90	....	....	....	....	0	0	....	....	2	2	150	5,000	4006
20	21	0	0	0	0	....	....	....	....	....	....	....	....	2	....	500	....	4007
28	32	0	0	0	0	2	0	4	2	1	4	0	0	4	....	....	30,000	4008
19	14	0	0	114	127	16	13	1	1	2	3	2	3	4	....	100	50	4009
35	40	6	7	0	0	5	3	5	3	9	13	4	6	3	....	375	....	4010
9	12	0	0	0	0	....	....	....	....	0	5	....	....	3	....	150	....	4011
7	10	0	0	58	43	....	....	....	....	2	3	0	0	2	0	120	15,000	4012
39	55	1	1	0	0	5	10	....	....	4	3	2	3	3	....	2,000	2,500	4013
48	76	0	0	0	0	....	....	....	....	9	12	....	....	4	....	300	85,000	4014
10	14	0	0	0	0	....	....	....	....	3	5	....	....	....	....	40	....	4015
28	12	0	0	0	0	1	2	....	....	....	....	....	....	4	....	240	....	4016
31	50	0	0	0	0	10	4	4	0	6	6	0	0	4	....	....	....	4017
18	40	0	0	0	0	4	5	0	0	3	11	0	3	3	....	....	12,000	4018
90	180	0	2	0	0	5	16	10	7	7	11	5	11	4	....	2,000	50,000	4019
8	10	0	0	230	237	....	....	....	....	2	3	....	....	3	....	200	35,000	4020
16	36	0	0	0	0	....	....	....	....	3	11	....	....	3	....	465	58,000	4021
20	30	0	0	0	0	....	....	....	....	2	13	....	....	3	....	300	20,000	4022
18	21	1	1	0	0	2	1	....	....	6	5	....	....	2	....	500	20,000	4023
40	80	0	0	0	0	....	....	10	10	10	19	5	5	3	....	500	....	4024
36	46	16	19	0	0	2	8	....	....	2	10	....	....	2	....	300	6,000	4025
16	31	1	2	0	0	....	....	....	....	12	18	....	....	3	....	150	....	4026
22	20	0	0	0	0	0	0	0	0	5	4	0	0	3	....	250	20,000	4027
32	124	0	0	0	0	6	18	....	....	5	21	2	4	4	....	1,598	50,000	4028
30	60	0	0	0	0	....	....	....	....	5	20	....	....	3	....	....	....	4029

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	PENNSYLVANIA—continued.					
4030	Carlisle	Colored High School	Jesse P. Zeigler	Dept	1	0
4031	Catawissa	Borough High School	A. E. Gehman	Dept	2	0
4032	Centralia	High School*	W. W. Heffner	Ind	1	3
4033	Chester	High School	Thos. S. Cole	Dept	2	4
4034	Clarion	High School	L. L. Himes	Dept	1	0
4035	Claysville	High School	J. D. Trussell	Ind	1	0
4036	Clifton Heights	do	Cilla A. Simpson	Ind	0	2
4037	Coatesville	do	W. T. Gordon	Dept	1	4
4038	Cochranton	do	R. S. Penfield	Ind	2	1
4039	Columbia	do	Miss Mary Y. Welsh	Dept	0	2
4040	Conneautville	do	Edgar M. Mixer	Ind	1	1
4041	Connellsville	do	W. G. Gans	Dept	1	2
4042	Conshohocken	do	J. Horace Landis	Dept	1	2
4043	Corry	do	Mrs. Ada K. Butts	Dept	1	3
4044	Coudersport	Graded and High School	W. F. Du Bois	Ind	1	1
4045	Cowan	Grammar and Primary School.*	Elmer E. Hess	Ind	1	1
4046	Curwensville	Patton Public Graded School.*	G. W. Weaver	Dept	1	2
4047	Danville	High School	Raymond H. Wilson	Dept	2	1
4048	Dauphin	do	William Minsker	Ind	1	1
4049	Delta	do	John D. Brooks	Ind	1	2
4050	Downington	do	John R. Hunsecker	Dept	2	0
4051	Doylestown	do	A. S. Martin	Ind	1	2
4052	Du Bois	do	M. K. Bryan	Dept	0	3
4053	Dunbar	Public School*	J. S. Carroll	Ind	1	0
4054	East Brady	High School	W. M. McDonald	Dept	1	0
4055	Easton	do	B. F. Saudt	Dept	7	2
4056	East Stroudsburg	do	J. J. Unger	Ind	1	1
4057	Elizabethtown	do	B. F. Heiges	Dept	1	0
4058	Elk Lick	Salisbury High School	John J. Brallier	Dept	1	0
4059	Emaus	High School	H. L. Refer	Ind	1	0
4060	Emlenton	Public School	Irvin Passmore	Ind	2	4
4061	Emporium	High School	Harry F. Stouffer	Dept	3	0
4062	Ephrata	Borough High School	H. E. Gehman	Dept	2	0
4063	Erie	High School	John C. Diehl	Dept	6	8
4064	Everett	do	C. H. Bucher	Dept	2	0
4065	Fleetwood	do	D. B. Linderman	Dept	1	0
4066	Franklin	do	Charles E. Lord	Dept	2	1
4067	Great Bend	do.*	M. W. Cargill	Ind	1	1
4068	Greencastle	do	Wm. D. Smiley	Dept	2	0
4069	Greensburg	do	F. H. Shaw	Dept	2	1
4070	Greenville	do	Alice West	Dept	1	2
4071	Hamburg	do	E. M. Rapp	Ind	2	0
4072	Hanover	do	William L. Hoffheins	Dept	1	1
4073	Harrisburg	do	S. G. Landon	Dept	9	13
4074	Hatboro	do	H. A. Markley	Dept	0	3
4075	Hawley	do	Mark Creasy	Dept	2	0
4076	Hazelton	do	L. P. Bierly	Dept	2	2
4077	Hokendauqua	do	M. P. Reaglo	Ind	0	1
4078	Hollidaysburg	do	J. K. Hamilton	Dept	1	9
4079	Homestead	do.*	Lyde P. Williams	Dept	1	4
4080	Houtzdale	do	J. L. L. Bucke	Dept	1	1
4081	Hughesville	do	J. G. Dundore	Ind	1	0
4082	Hummelstown	Public High School*	Zac Taylor Meixel	Dept	1	1
4083	Huntingdon	High School*	Ezra Lehman	Dept	3	2
4084	Hyndman	do	David F. Enoch	Dept	2	0
4085	Jeannette	do	B. F. Treed	Dept	2	1
4086	Jenkintown	do	S. S. Barr	Ind	1	0
4087	Jermyn	do	E. D. Bovard	Dept	1	1
4088	Jersey Shore	do	S. W. Furst	Ind	1	1
4089	Johnstown	do	H. P. Johnson	Dept	1	2
4090	Kennett Square	do	Frank P. Bye	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
12	15	0	0	0	0	....	....	....	....	0	1	....	....	3	....	....	....	4030
18	38	1	1	0	0	....	....	....	....	4	7	....	....	4	....	569	$15,000	4031
22	56	0	0	229	233	0	0	0	0	2	3	0	0	....	0	700	....	4032
48	100	4	1	0	0	0	0	1	0	0	10	0	1	4	....	120	15,000	4033
6	25	0	0	0	0	....	....	....	....	3	9	1	2	2	....	500	20,000	4034
7	8	0	0	0	0	7	8	0	0	0	0	0	0	2	....	0	12,000	4035
10	35	0	0	200	145	....	....	....	....	2	3	....	....	3	....	390	....	4036
33	52	1	0	0	0	....	....	....	....	5	6	....	....	3	....	200	35,000	4037
17	24	0	0	83	108	4	3	1	1	4	3	2	2	3	....	100	8,000	4038
18	30	0	0	2	5	3	0	5	2	2	8	1	0	3	....	40	....	4039
31	34	0	0	69	68	....	....	....	....	7	4	1	0	4	....	....	....	4040
55	35	0	1	0	0	....	....	....	....	5	9	....	....	3	....	800	....	4041
21	20	0	0	0	0	....	....	....	....	8	5	....	....	3	....	704	36,000	4042
36	79	0	0	0	0	0	0	2	2	4	11	....	....	3	....	300	....	4043
20	49	0	0	173	202	6	15	3	4	0	5	0	3	5	0	1,750	35,000	4044
12	14	0	0	37	44	....	....	....	....	4	2	0	0	0	....	0	3,000	4045
10	25	6	10	0	0	1	0	1	0	1	8	1	0	1	....	1,000	20,000	4046
42	54	0	0	0	0	0	0	2	0	7	8	....	....	4	....	....	25,000	4047
21	28	0	0	39	42	0	0	0	0	0	0	....	....	....	....	....	....	4048
32	41	1	2	69	65	0	0	0	0	5	3	0	0	3	....	108	7,600	4049
10	30	0	0	0	0	....	....	....	....	....	....	....	....	3	....	100	15,000	4050
20	30	0	0	180	200	3	2	10	15	3	5	1	0	3	....	1,000	40,000	4051
28	55	0	0	0	0	....	....	10	14	4	7	4	3	4	....	700	14,000	4052
7	13	1	0	121	114	....	....	....	....	4	7	....	....	....	....	150	7,000	4053
9	18	0	0	0	0	0	0	0	2	2	7	0	2	2	....	30	....	4054
108	144	1	0	0	0	20	10	10	10	12	30	5	0	4	0	0	100,000	4055
13	14	0	0	150	170	1	0	0	0	3	3	1	0	2	....	150	25,000	4056
20	21	0	0	0	0	0	0	0	0	3	2	....	....	3	....	126	12,000	4057
13	10	0	0	0	0	....	....	....	....	2	8	0	0	2	....	....	....	4058
9	7	0	0	9	8	....	....	....	....	3	0	....	....	4	0	150	13,000	4059
4	16	0	0	122	144	....	....	....	....	4	16	....	....	2	0	400	16,000	4060
40	45	0	0	0	0	2	0	2	0	8	11	3	0	4	....	300	16,000	4061
26	17	0	0	0	0	0	0	0	0	3	4	0	0	3	0	154	16,000	4062
189	352	4	4	0	0	....	....	....	....	16	50	....	....	4	0	600	110,000	4063
20	80	0	0	30	25	1	0	2	0	5	5	1	0	3	0	500	7,000	4064
18	11	0	0	4	10	3	2	....	....	0	0	....	....	4	0	125	6,600	4065
35	87	1	3	0	0	1	2	5	3	2	12	0	3	4	....	250	20,000	4066
12	18	0	0	120	104	....	....	....	....	1	0	....	....	4	....	200	5,000	4067
14	28	1	1	0	0	2	2	1	0	6	10	3	2	3	....	285	11,158	4068
38	57	0	0	0	0	36	60	....	....	2	2	2	2	4	....	....	190,650	4069
31	49	0	0	0	0	5	10	3	0	3	10	1	4	3	....	150	50,000	4070
24	20	0	0	0	0	0	0	0	0	1	3	0	0	4	0	300	25,000	4071
40	40	0	0	0	0	20	15	10	5	18	10	10	4	4	0	800	40,000	4072
291	430	18	18	0	0	25	12	....	....	34	49	4	6	4	....	1,000	130,000	4073
15	12	1	0	0	0	....	....	....	....	1	0	1	0	3	....	....	15,000	4074
10	22	0	0	0	0	0	0	0	0	3	4	0	0	3	....	300	8,000	4075
48	80	0	0	0	0	11	3	....	....	8	20	3	1	3	....	500	60,000	4076
13	12	0	0	12	10	0	0	0	0	2	7	2	0	2	....	200	20,000	4077
40	40	0	1	0	0	....	....	....	....	2	6	0	0	4	0	500	....	4078
28	75	1	1	0	0	7	50	....	....	2	0	2	9	4	....	700	50,000	4079
15	27	0	0	0	0	....	....	2	3	2	1	1	0	4	....	300	12,000	4080
11	20	0	0	137	175	....	....	2	3	3	9	1	1	3	....	386	17,000	4081
17	26	0	0	0	0	....	....	....	....	2	5	....	....	3	0	97	....	4082
28	32	1	1	0	0	....	....	....	....	4	7	....	....	3	....	998	15,000	4083
10	20	0	0	15	10	....	....	....	....	2	4	....	....	3	....	60	10,000	4084
23	28	0	0	0	0	....	....	....	....	4	6	....	....	3	....	250	42,000	4085
17	17	0	0	141	124	....	....	....	....	1	5	....	....	3	....	44	10,000	4086
10	20	0	0	0	0	....	....	....	....	1	5	....	....	....	....	300	20,000	4087
17	36	0	0	295	317	....	....	....	....	3	5	....	....	4	....	200	....	4088
22	48	0	1	0	0	....	....	....	....	2	6	2	2	4	....	....	....	4089
15	35	0	0	0	0	....	....	....	....	2	5	....	....	4	....	100	15,000	4090

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	PENNSYLVANIA—continued.					
4091	Kittanning	High School	A. M. Wilson	Dept	1	0
4092	Kutztown	do.*	Ira G. Kutz	Dept	1	1
4093	Laceyville	do	V. E. Sweazey	Ind	1	0
4094	Lancaster	Boys' High School*	I. P. McCaskey	Dept	3	1
4095	Lancaster City	Girls' High School	Miss S. H. Bundell	Dept	2	2
4096	Lansdale	High School	H. Horace Beidler	Ind	1	1
4097	Lansdowne	do	H. Emilie Groce	Dept	0	2
4098	Latrobe	do	A. W. Powell	Dept	3	0
4099	Lebanon	Public High School	Charles K. Witmer	Dept	1	3
4100	Leechburg	High School	H. J. Smeltzer	Dept	1	1
4101	Lehighton	do	A. L. Custer	Dept	1	0
4102	Lewisburg	do	D. P. Stapleton	Dept	1	1
4103	Lewistown	do	W. F. Kennedy	Ind	1	1
4104	Linesville	do	J. H. Grandy	Ind	0	4
4105	Lititz	do	Alice H. Bricker	Dept	0	2
4106	Liverpool	do	I. W. Huntzberger	Ind	1	0
4107	Lock Haven	do	W. J. Wolverton	Dept	3	2
4108	Lykens	do	Ira S. Wolcott	Dept	1	1
4109	McEwensville	do	S. P. Dietrich	Ind	1	0
4110	McKeesport	Central High School*	Ell. S. Day	Dept	1	3
4111	Manheim	Borough High School	John H. Shenck	Ind	1	1
4112	Marcus Hook	Grammar School	Mary P. McFarland	Ind	1	0
4113	Marietta	High School	J. H. Haldeman	Dept	1	2
4114	Marysville	do	Jno. S. Campbell	Dept	1	0
4115	Mauch Chunk	do	James J. Bevan, B. S.	Dept	2	2
4116	Meadville	do	Euphemia Haxton	Dept	0	6
4117	Media	do	Leon H. Watters	Dept	1	1
4118	Mercer	do.*	Miss Charlotte Barton	Dept	2	1
4119	Meyersdale	Public High School	J. C. Speicher	Dept	2	0
4120	Middletown	High School*	W. H. Kindt	Dept	2	1
4121	Mifflinburg	do	C. R. Neff	Dept	1	1
4122	Mifflintown	do	Oden C. Gortner	Dept	1	0
4123	Millersburg	do	Chas. B. Cloud	Dept	1	0
4124	Milton	do	L. A Beardsley	Dept	3	1
4125	Minersville	do	H. H. Spayd	Dept	2	0
4126	Monongahela	City High School	E. W. Dalbey	Dept	1	0
4127	Montoursville	High School	H. G. Phillips	Dept	2	0
4128	Montrose	do	Benton E. James	Dept	1	3
4129	Moores	Prospect Park High School	Miss A. M. Worrell	Ind	0	1
4130	Morrisville	Wm. E. Case High School	Lewis R. Bond	Ind	1	1
4131	Mount Carmel	High School	S. H. Dean	Dept	2	0
4132	Mount Jackson	do	Robert G. Allen	Ind	1	0
4133	Mount Joy	do	C. L. Arnold	Dept	1	3
4134	Mount Pleasant	do	W. G. Kintigh	Dept	2	0
4135	Mount Union	do	S. W. McClure	Ind	1	1
4136	Muncy	do	F. W. Robbins	Ind	2	0
4137	Myerstown	do	Samuel Haak	Ind	2	0
4138	Nanticoke	do	A. P. Diffendafer	Dept	1	2
4139	Nazareth	do	Frank Huth	Dept	2	2
4140	New Bethlehem	do	S. C. Hopler	Dept	1	0
4141	New Brighton	do	Miss Mary Aiken	Dept	0	3
4142	New Castle	do.*	A. J. Eckles	Dept	2	2
4143	Newtown	do	C. J. Walter	Dept	1	1
4144	Newville	do	J. T. Kelley	Ind	1	6
4145	Nicholson	do	Chas. F. Osborne	Ind	1	0
4146	Norristown	do	A. D. Eisenhower	Dept	4	8
4147	North East	do	G. F. W. Mark	Ind	1	3
4148	Northumberland	Public High School	Myron Geddes	Dept	1	2
4149	North Wales	High School*	Lewis R. Harley, A.M., Ph. M., Ph. D.	Dept	1	1
4150	Oil City	do	F. J. Turnbull	Dept	2	3
4151	Orbisonia	do	H. J. Wickey	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
14	23	0	0	0	0	2	3	...	...	0	5	0	2	3	...	1,331	...	4091
14	8	0	0	0	0	3	0	0	0	0	0	0	0	3	...	...	$22,000	4092
4	4	0	0	71	66	...	...	...	...	2	1	...	...	2	...	100	...	4093
135	0	0	0	0	0	...	...	...	...	17	0	...	...	3	...	125	50,000	4094
0	80	0	0	0	0	...	...	...	...	0	37	...	...	4	...	38	40,000	4095
11	23	0	0	201	190	...	...	...	...	4	1	...	...	3	...	420	22,000	4096
7	14	0	0	0	0	0	0	0	0	3	5	0	0	...	...	600	7,000	4097
30	35	0	0	0	0	3	2	4	0	5	2	3	1	4	27	220	40,000	4098
57	97	0	0	0	0	8	4	4	0	8	16	4	0	3	...	4,000	30,000	4099
12	17	0	0	0	0	0	2	0	0	0	3	...	...	3	...	396	17,000	4100
17	23	0	0	0	0	...	...	4	3	4	1	0	0	3	0	200	36,600	4101
14	27	0	0	15	27	0	3	0	3	1	10	...	...	1	...	250	5,200	4102
23	45	0	0	0	0	0	0	0	0	0	10	0	0	3	...	300	40,000	4103
19	30	0	0	74	60	0	0	0	0	8	6	0	0	2	...	40	8,000	4104
13	16	0	0	0	0	0	0	0	0	2	6	0	0	2	...	275	10,000	4105
20	20	0	0	70	60	0	0	0	0	0	0	0	0	3	0	...	8,000	4106
90	94	0	1	0	0	10	5	5	0	9	12	...	...	4	...	500	165,000	4107
16	28	0	0	0	0	0	0	0	0	8	9	0	0	3	...	500	25,000	4108
11	13	0	0	13	2	...	...	...	...	2	3	2	1	4	...	500	4,000	4109
57	95	0	0	0	0	28	16	0	0	...	...	...	...	...	...	250	60,000	4110
23	24	0	0	16	18	...	...	...	...	3	2	...	...	4	...	500	16,500	4111
10	6	0	0	89	87	...	...	...	...	1	4	0	0	3	0	50	15,000	4112
43	60	2	4	0	0	6	7	0	0	2	8	1	1	8	...	150	...	4113
18	22	0	0	0	0	0	0	0	0	2	5	0	0	4	0	60	5,000	4114
41	32	0	0	0	0	...	...	41	32	1	3	1	3	4	...	400	250	4115
62	130	0	2	0	0	...	...	...	...	4	11	...	...	4	...	...	38,000	4116
28	35	0	2	0	0	0	0	2	0	2	8	1	0	3	0	375	25,000	4117
25	25	0	0	0	0	...	...	...	...	3	1	3	1	...	...	...	12,000	4118
12	30	0	0	0	0	...	...	...	...	5	8	...	...	3	...	25	...	4119
20	49	0	0	0	0	8	2	...	...	10	5	8	0	3	...	500	...	4120
30	40	0	0	0	0	1	1	...	...	6	5	2	1	4	...	50	10,000	4121
8	12	0	0	0	0	...	...	...	...	3	6	...	...	3	0	0	...	4122
14	22	0	0	0	0	1	0	1	0	3	0	2	0	3	...	400	22,000	4123
58	69	0	1	0	0	...	...	6	7	4	9	3	3	4	...	2,000	60,000	4124
19	41	0	0	0	0	...	...	...	...	1	5	...	...	3	...	400	60,000	4125
5	14	0	2	0	0	...	...	...	...	4	5	3	0	2	...	...	50,000	4126
28	27	0	0	0	0	...	...	...	...	5	5	...	...	3	...	...	...	4127
40	70	0	0	0	0	6	4	4	8	8	14	4	6	3	...	150	25,000	4128
15	11	0	0	100	86	0	0	...	...	2	3	...	...	3	...	107	...	4129
8	17	0	0	164	166	0	0	0	0	...	...	...	...	3	0	75	15,000	4130
12	37	0	0	0	0	...	...	...	...	5	9	...	...	3	...	200	65,000	4131
20	24	0	0	0	0	...	...	...	...	...	...	...	...	...	...	64	1,500	4132
4	11	0	0	0	0	3	4	1	0	5	10	2	1	4	...	200	18,000	4133
18	15	0	0	0	0	...	...	...	...	4	5	...	...	2	...	300	...	4134
12	13	0	0	0	0	...	...	...	...	4	4	...	...	3	...	...	...	4135
41	37	1	1	0	0	3	0	0	0	2	4	2	0	4	0	600	30,000	4136
25	13	0	0	17	12	...	...	...	...	4	1	...	...	3	0	500	15,000	4137
18	32	0	0	12	10	1	0	1	0	3	5	2	0	3	...	400	...	4138
26	14	0	0	0	0	0	0	0	0	4	4	0	0	3	0	765	8,000	4139
5	10	0	0	0	0	...	...	...	...	1	2	...	...	2	...	326	20,000	4140
35	65	1	3	0	0	...	...	...	...	3	7	1	1	4	...	1,000	150,000	4141
65	78	0	0	0	0	10	4	20	0	3	8	3	2	4	...	600	18,000	4142
22	33	0	0	0	0	1	0	1	3	1	5	1	0	3	0	...	23,000	4143
16	32	3	3	105	107	1	3	0	0	4	0	0	0	3	...	0	...	4144
10	16	0	0	90	96	...	...	...	...	...	...	...	...	...	...	...	...	4145
117	151	3	5	0	0	3	2	10	5	14	25	...	...	4	0	5,780	...	4146
14	34	0	0	0	0	0	1	0	0	0	8	0	1	4	...	200	30,000	4147
22	37	1	0	0	0	...	...	...	...	1	6	2	0	3	...	358	...	4148
8	12	0	0	0	0	...	...	3	2	4	4	3	2	4	...	200	10,000	4149
66	159	1	1	0	0	10	6	...	...	5	13	4	6	4	...	...	...	4150
10	11	0	0	0	0	...	...	...	...	3	4	...	...	3	...	250	7,000	4151

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	PENNSYLVANIA—continued.					
4152	Palmyra	North Londonderry High School.	D. R. Gettel	Ind	2	0
4153	Parkersburg	High School	Eli P. Conley	Ind	1	0
4154	Parryville	....do	Jacob H. Schrope	Ind	1	0
4155	Penfield	....do	G. W. Lenkerd	Ind	1	0
4156	Philadelphia	Central Manual Training High School.	Wm. L. Sayre	Dept	17	0
4157	....do	Girls' High School	John G. Wight	Dept	3	75
4158	....do	Northeast Manual Training School.	Dr. C. Hanford Henderson.	Dept	16	0
4159	Phœnixville	High School	Henry F. Leister	Dept	0	4
4160	Pillow	Union Town School *	W. S. Cornman	Ind	2	0
4161	Pittsburg	Central High School, Academic department.	C. B. Wood	Dept	11	12
4162	Pittston	High School *	Robert Shiel	Dept	1	2
4163	Plymouth	....do	Irving A. Heikes	Dept	2	0
4164	Portland	....do	A. D. Wannemaker	Dept	1	0
4165	Pottstown	....do	Jacob Hartman Rohrbach.	Dept	5	2
4166	Pottsville	....do	S. A. Winslow	Dept	2	2
4167	Quakertown	....do	A. H. Kittleman	Ind	1	0
4168	Reading	Boys' High School	M. E. Scheibner	Dept	8	1
4169	....do	Girls' High School	Miss E. A. Stahle	Dept	1	9
4170	Renovo	High School	Jas. J. Palmer	Dept	1	2
4171	Ridley Park	.... do	H. H. Keeler	Ind	1	0
4172	Rochester	....do	Rufus Darr	Dept	2	0
4173	Rouseville	Cornplanter Township Central High School.	C. H. Donnell	Ind	1	0
4174	Royersford	High School	William Lockart	Dept	2	0
4175	Saxton	....do	S. A. Van Ormer	Ind	1	1
4176	Sayre	....do.*	I. F. Stetler	Dept	2	1
4177	Schuylkill Haven	....do.*	H. Day Gise	Dept	1	1
4178	Scottdale	....do	Erastus L. Stoner	Dept	2	0
4179	Scranton	....do	J. C. Lange	Dept	5	4
4180	Selins Grove	....do	R. L. Schroyer	Ind	2	5
4181	Sellersville	Public High School	W. Reiff Nauman	Ind	1	0
4182	Sewickley	High School *	H. J. Rose	Dept	2	1
4183	Shamokin	High School	Prof. Kimber Clearer	Dept	4	1
4184	Sharon	....do *	Marion M. Hoskin	Dept	0	2
4185	Sharpsville	Public School *	T. S. Vickerman	Ind	2	1
4186	Sheffield	Union School	R. L. Armstrong	Dept	1	0
4187	Shenandoah	High School	J. W. Cooper	Dept	2	3
4188	Slatington	Public High School	J. J. Savitz	Dept	2	0
4189	Somerset	High School	E. E. Pritts	Dept	2	0
4190	South Bethlehem	Central High School	M. Alton Richards	Dept	3	0
4191	South Easton	High School	Robert A. Hamilton	Dept	3	0
4192	South Williamsport	....do.*	J. W. Stout	Ind	1	1
4193	Spartansburg	High School	W. H. Kopf	Ind	1	0
4194	Springboro	High School	G. S. Sigendall	Dept	1	1
4195	Spring City	....do	Jacob K. Jones	Dept	2	9
4196	Steelton	....do	Chas. S. Davis	Dept	3	1
4197	Strasburg	....do	Edwin Brown	Ind	1	0
4198	Sugar Grove	High School, department, Union School.	Dean Branton	Ind	1	0
4199	Summit Hill	High School	C. W. Corbin	Ind	1	0
4200	Sunbury	....do	C. D. Oberdorf	Dept	3	2
4201	Tamaqua	Public High School	J. F. Derr	Dept	0	3
4202	Tarentum	High School	B. S. Hummell	Dept	1	0
4203	Thurlow	South Chester High School	J. C. Hockenberry	Dept	1	4
4204	Tidioute	High School	E. J. Robinson	Dept	0	8
4205	Tionesta	Public High School	R. N. Speer	Dept	1	3
4206	Titusville	High School	Laetitia M. Wilson	Dept	1	10

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Students. Colored secondary students included in columns 7 and 8. Male.	Students. Colored secondary students included in columns 7 and 8. Female.	Students. Elementary pupils, including all below secondary grades. Male.	Students. Elementary pupils, including all below secondary grades. Female.	Students. Preparing for college. Classical course. Male.	Students. Preparing for college. Classical course. Female.	Students. Preparing for college. Scientific course. Male.	Students. Preparing for college. Scientific course. Female.	Students. Graduates in 1896. Male.	Students. Graduates in 1896. Female.	Students. College preparatory students in the class that graduated in 1896. Male.	Students. College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
16	15	0	0	16	15	....	....	1	1	4	1	....	....	3	....	150	....	4152
19	22	0	0	175	158	1	4	....	....	2	6	....	....	4	....	100	$8,000	4153
1	4	0	0	12	16	0	0	0	0	0	0	0	0	....	....	75	7,000	4154
9	9	0	0	0	0	....	....	....	....	0	2	....	....	2	0	500	15,000	4155
363	0	7	0	0	0	2	0	32	0	89	0	34	0	3	....	500	80,000	4156
0	2605	0	6	0	0	....	....	....	....	0	478	0	0	4	....	2,000	....	4157
334	0	2	0	0	0	4	0	10	0	55	0	14	0	3	....	....	....	4158
23	31	0	0	0	0	0	0	1	0	4	9	1	0	3	....	2,000	70,000	4159
15	25	0	0	25	19	....	....	....	....	....	....	....	....	5	....	275	....	4160
377	325	4	6	0	0	25	12	....	....	28	26	9	4	4	....	2,889	250,000	4161
17	35	0	0	0	0	....	....	....	....	4	4	0	0	3	....	100	50,000	4162
19	22	0	0	0	0	0	0	4	0	0	1	0	0	3	0	....	....	4163
20	24	0	0	0	0	0	0	0	0	2	1	0	0	4	0	200	12,000	4164
110	145	2	0	0	0	10	6	8	0	10	13	2	4	3	....	2,500	40,000	4165
80	70	0	0	0	0	7	1	7	0	27	29	4	0	3	....	1,200	....	4166
22	16	0	0	0	0	1	0	1	0	0	0	0	0	3	....	200	....	4167
217	0	0	0	0	0	40	0	50	0	32	0	8	0	4	....	500	....	4168
0	308	0	3	0	0	0	0	0	0	0	44	0	0	4	0	500	130,000	4169
21	60	0	0	0	0	....	....	1	0	0	0	....	....	4	....	250	15,000	4170
13	19	0	0	0	0	....	....	....	....	2	2	....	....	3	....	....	....	4171
22	33	0	1	0	0	....	....	....	....	5	4	....	....	3	....	100	....	4172
2	20	0	0	0	0	....	....	....	....	0	9	....	....	3	....	25	....	4173
10	33	0	0	0	0	0	0	0	0	0	0	0	0	4	....	162	30,000	4174
18	16	0	0	106	116	8	6	7	4	3	0	1	0	3	0	80	....	4175
20	42	0	0	0	0	1	0	0	0	1	4	0	0	3	0	200	40,000	4176
26	12	0	0	12	4	....	....	....	....	4	3	....	....	4	....	450	18,000	4177
18	19	0	0	0	0	....	....	....	....	6	4	....	....	3	....	600	....	4178
90	185	0	3	0	0	7	0	25	0	10	20	7	0	3	....	200	25,000	4179
16	22	0	0	124	138	....	....	....	....	1	7	....	....	4	....	....	....	4180
16	14	0	0	98	97	....	....	1	0	2	1	1	0	3	0	300	8,000	4181
21	15	0	0	0	0	1	0	....	....	4	2	4	2	3	....	2,500	100,000	4182
66	108	0	0	0	0	8	2	12	6	11	22	4	2	4	0	1,000	75,000	4183
18	49	0	0	0	0	....	....	3	0	3	14	....	....	3	....	1,650	....	4184
7	16	0	0	0	0	0	0	0	0	2	3	....	....	3	0	800	40,000	4185
8	22	0	0	0	0	....	....	....	....	1	5	....	....	....	....	500	....	4186
42	60	0	0	0	0	....	....	....	....	5	10	1	0	3	0	3,300	....	4187
25	23	0	0	0	0	10	5	....	....	10	7	6	0	3	....	500	....	4188
11	20	0	0	0	0	0	0	0	0	5	11	0	0	2	0	100	12,000	4189
45	45	1	0	0	0	....	....	7	3	7	7	7	3	4	0	300	....	4190
53	58	0	0	0	0	4	3	2	1	3	4	0	0	4	0	387	75,000	4191
4	19	0	0	286	304	0	1	0	0	0	4	....	....	3	....	300	....	4192
14	24	0	0	0	0	....	....	....	....	5	5	....	....	2	....	200	3,000	4193
11	11	0	0	19	17	0	0	0	0	7	4	0	0	4	....	30	....	4194
18	40	0	0	0	0	1	0	0	0	2	6	1	0	4	0	200	30,000	4195
62	63	9	3	0	0	....	....	....	....	16	8	....	....	3	....	....	....	4196
19	18	0	0	82	78	....	....	....	....	4	4	....	....	3	....	400	12,500	4197
3	11	0	0	71	75	0	0	0	0	0	0	0	0	2	....	400	2,000	4198
5	20	0	0	340	380	0	0	1	0	0	1	0	0	3	0	50	22,000	4199
78	110	0	0	0	0	2	0	21	10	8	11	5	6	4	....	900	60,000	4200
40	60	0	0	0	0	....	....	....	....	....	....	....	....	3	....	....	43,000	4201
4	6	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	4202
14	30	2	5	0	0	0	0	1	3	1	1	1	1	4	0	200	22,500	4203
10	20	0	0	0	0	....	....	....	....	0	3	....	....	3	....	3,000	....	4204
18	30	0	0	0	0	....	....	....	....	1	6	....	....	3	....	343	20,000	4205
96	168	1	2	0	0	0	1	6	4	....	....	2	3	4	....	302	40,000	4206

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	PENNSYLVANIA—continued.					
4207	Tobyhanna	High School *	C. A. Hauk	Ind	1	0
4208	Towanda	do.*	H. S. Putnam	Ind	2	2
4209	Townville	do	Ira B. Peavy	Ind	1	0
4210	Trevorton	do	P. S. Bergstresser	Ind	1	0
4211	Troy	do	Daniel Fleisher, Ph. D.	Ind	1	2
4212	Turbotville	do	Thos. B. Shannon	Dept	1	2
4213	Tyrone	do	C. E. Kauffman	Dept	4	2
4214	Ulysses	Lewisville Graded School	Truman G. Gardner	Ind	1	1
4215	Union City	High School	U. G. Smith	Dept	1	2
4216	Uniontown	do	Lee Smith	Dept	1	2
4217	Unionville	High School, department of Public School.	Frank K. Walter	Dept	1	0
4218	Upland	High School	Geo. L. McCracken	Ind	1	0
4219	Vanderbilt	High School*	H. S. Dumbauld	Ind	1	0
4220	Venango	Borough High School	W. O. Woodring	Dept	1	0
4221	Warren	High School *	S. Reed Brown	Dept	2	6
4222	Washington	do	A. G. Braden	Dept	1	3
4223	Watsontown	do	I. H. Manser	Dept	2	0
4224	Waverly	do	Fred. C. Hanyen	Dept	1	0
4225	Wayne	Radnor Public High School	George H. Wilson	Ind	1	2
4226	Waynesboro	High School	R. T. Adams	Dept	3	3
4227	Weatherly	do	G. W. Hemminger	Dept	1	0
4228	Wellsboro	do	A. Frank Stauffer, A.M.	Dept	1	1
4229	West Bethlehem	do.*	C. T. Bender	Ind	1	1
4230	West Chester	Public High School	Addison Jones	Dept	3	4
4231	West Newton	High School	J. Frank Evans	Dept	1	1
4232	Wiconisco	do	J. Albert Lutz	Ind	1	1
4233	Williamsport	do	W. W. Ketchner, A. M	Dept	3	4
4234	Williamstown	do	A. H. Gerberich	Dept	2	0
4235	Wrightsville	do	E. U. Aumiller	Dept	2	0
4236	Wyoming	do	W. H. Hench	Dept	1	1
4237	York	City High School	Otis L. Jacobs, A. M.	Dept	4	2
4238	Youngsville	High School	Plummer N. Osborne	Ind	1	0
	RHODE ISLAND.					
4239	Ashaway	High School	Charles Moore, A. B.	Ind	1	1
4240	Auburn	Cranston High School	A. H. Keys	Ind	3	1
4241	Barrington	High School	R. F. Colwell	Ind	1	1
4242	Bristol	do	Arthur P. Johnson	Dept	1	2
4243	Central Falls	do	William Overton	Dept	3	2
4244	Johnston	do	Frank A. Spratt	Ind	2	2
4245	Newport	Rogers High School	Frank E. Thompson	Dept	5	6
4246	Pawtucket	High School	Wm. Woodside Curtis	Dept	5	5
4247	Providence	do	David W. Hoyt	Dept	19	28
4248	do	Manual Training High School.	George F. Weston	Dept	12	2
4249	Valley Falls	Cumberland High School	A. L. Barbour, A. M.	Dept	1	2
4250	Warren	High School	Walter H. Young	Dept	1	2
4251	Westerly	do	W. R. Whittle	Dept	3	3
4252	Woonsocket	do	Frederick W. Doring	Dept	2	3
	SOUTH CAROLINA.					
4253	Allendale	Graded School	—— Bellenger	Dept	0	3
4254	Anderson	City High School	J. B. Atkinson	Dept	1	0
4255	Antreville	High School	J. C. Daniel	Ind	0	1
4256	Appleton	do	Mrs. W. A. Walker	Ind	0	1
4257	Bamberg	Classical Institute	J. W. Gaines	Dept	3	2
4258	Barksdale	High School	W. M. Bryson	Ind	1	0
4259	Barnwell	Graded High School *	F. M. Sheridan	Dept	1	0
4260	Bascomville	Academy *	J. M. McConnell	Dept	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	2	0	0	125	105	2	0	....	....	0	2	....	....	4	....	50	$5,000	4207
39	46	0	0	376	380	3	0	15	6	3	8	3	3	4	0	800	36,000	4208
8	7	0	0	67	38	4	2	1	2	2	3	....	....	2	....	....	1,200	4209
10	9	0	0	14	17	0	0	0	0	0	0	0	0	4	....	35	2,500	4210
39	62	0	1	121	114	0	0	3	2	6	10	....	....	4	....	2,000	28,000	4211
24	36	0	0	0	0	5	2	....	....	4	8	2	0	4	0	75	3,000	4212
72	94	0	3	0	0	....	....	....	....	4	15	....	....	4	....	300	100,000	4213
16	35	0	0	61	74	0	0	0	0	0	7	0	0	4	....	175	7,000	4214
23	43	0	1	0	0	4	1	1	0	7	7	4	1	4	....	374	....	4215
38	42	0	0	0	0	1	0	....	....	1	5	1	0	3	....	900	100,000	4216
5	14	0	0	0	0	0	0	0	0	0	8	0	2	3	....	75	5,000	4217
19	8	0	0	0	0	....	....	....	....	2	8	0	0	2	....	50	....	4218
17	12	0	0	183	211	5	0	....	....	6	3	....	....	3	....	400	20,000	4219
5	10	0	0	7	11	....	....	....	....	1	6	....	....	2	....	100	....	4220
93	153	0	0	0	0	5	12	20	10	6	11	....	....	4	0	1,400	100,000	4221
22	50	5	2	0	0	....	....	....	....	4	18	....	....	3	....	....	....	4222
23	46	0	0	0	0	....	....	....	....	7	13	....	....	4	0	600	20,000	4223
11	22	1	0	0	0	0	1	....	....	0	5	....	....	4	....	500	8,465	4224
18	17	0	1	103	102	7	5	3	0	0	0	0	0	4	0	....	18,000	4225
34	71	0	0	0	0	....	....	....	....	4	10	....	....	4	....	350	....	4226
13	10	0	0	0	0	0	0	0	0	....	....	....	....	....	....	....	....	4227
21	37	0	0	0	0	0	0	0	0	1	4	0	0	3	....	150	40,000	4228
20	13	0	0	290	274	0	0	0	0	0	0	0	0	4	....	80	35,000	4229
51	106	1	6	0	0	10	9	14	8	8	12	5	3	4	....	1,200	145,000	4230
14	25	0	1	0	0	2	0	0	0	2	1	0	1	3	0	526	25,000	4231
33	37	0	0	0	0	0	0	0	0	0	0	0	0	4	....	1,038	....	4232
90	160	1	8	0	0	15	12	20	20	8	26	4	5	4	0	4,000	50,000	4233
22	27	0	0	0	0	....	....	....	....	4	7	....	....	4	....	520	11,000	4234
19	25	0	3	0	0	3	0	....	....	3	3	....	....	4	....	60	15,000	4235
21	34	0	0	0	0	0	0	0	0	2	6	0	0	3	0	100	....	4236
115	149	3	2	0	0	3	2	1	0	23	26	3	0	5	....	500	....	4237
6	7	0	0	95	69	....	....	....	....	1	3	0	0	3	....	200	12,000	4238
17	20	0	0	100	104	....	....	....	....	1	1	0	0	3	....	50	6,000	4239
25	40	0	0	0	0	7	10	1	0	7	18	0	3	4	....	0	11,000	4240
12	30	0	0	0	0	2	1	2	2	2	5	2	0	4	...	75	....	4241
24	32	0	0	0	0	1	1	....	....	1	6	0	2	4	....	300	....	4242
35	43	0	0	0	0	6	0	2	0	6	10	4	1	4	....	297	....	4243
50	62	0	0	0	0	8	14	1	0	5	8	2	4	4	....	300	80,000	4244
87	115	1	4	0	0	13	8	4	0	2	6	1	0	4	....	375	34,000	4245
121	152	0	0	0	0	47	48	....	....	16	33	7	9	4	....	630	....	4246
420	835	3	9	0	0	249	144	....	....	38	138	27	27	4	....	4,400	....	4247
143	42	4	5	0	0	....	....	4	3	26	2	4	0	3	....	300	155,000	4248
31	42	0	0	0	0	6	2	0	0	0	1	0	0	4	....	125	3,000	4249
18	27	0	0	0	0	1	0	1	1	1	6	0	0	4	....	300	13,000	4250
67	95	0	0	0	0	13	8	8	3	7	15	3	3	5	....	1,250	50,000	4251
61	73	0	0	0	0	10	2	5	5	8	16	3	0	4	....	....	40,000	4252
20	20	0	0	0	0	8	16	6	1	....	....	....	....	....	....	0	....	4253
2	6	0	0	0	0	....	....	....	....	0	0	0	0	1	....	100	25,000	4254
10	11	0	0	25	16	3	7	1	0	6	0	0	0	....	....	0	500	4255
14	6	0	0	21	19	6	4	....	....	....	....	....	....	4	....	....	....	4256
25	30	0	0	0	0	....	....	....	....	0	0	....	....	4	50	....	2,000	4257
2	4	0	0	26	30	....	....	....	....	0	0	0	0	....	0	....	300	4258
11	14	0	0	0	0	3	4	2	3	0	0	....	....	3	....	100	5,000	4259
4	2	0	0	21	14	3	2	0	0	0	0	0	0	3	0	0	200	4260

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	SOUTH CAROLINA—continued.					
4261	Belton	High School*	H. T. Smith	Ind	1	2
4262	Bennettsville	Marlboro Graded Schools, High School.*	J. D. Rast	Dept	1	2
4263	Bishopville	Graded School	W. P. Baskin	Dept	1	1
4264	Blacksburg	High School	W. A. Gillon	Dept	2	0
4265	Blackstock	do	S. G. Harden	Ind	1	1
4266	Branchville	Graded School	T. A. Fairey	Ind	1	0
4267	Central	High School	D. W. Daniel	Ind	1	1
4268	Cheraw	do	B. C. McIver	Dept	1	0
4269	Chester	Public School	J. T. Biglow	Dept	2	1
4270	Clover	High School*	E. E. Thornwell	Ind	1	0
4271	Columbia	do	C. Edward Johnson	Dept	1	2
4272	Crosshill	Graded School	H. C. Nabers	Dept	1	1
4273	Darlington	St. John's Academy*	Edward C. Coker	Dept	1	2
4274	Denmark	Graded School*	J. Arthur Wiggins	Ind	1	2
4275	Dillon	do	O. H. Edwards	Ind	1	1
4276	Donalds	High School	C. R. Calhoun	Ind	1	0
4277	Easley	do.*	Wm. A. Dognall	Dept	1	0
4278	Elko	do.*	L. B. Ackerman	Ind	1	0
4279	Elloreo	Graded School	H. W. Ackerman	Ind	1	0
4280	Emory	High School	D. B. Busby, A. M.	Ind	2	1
4281	Gray Court	do	Professor Dibble	Ind	1	0
4282	Jefferson	do	J. P. Hollis	Ind	1	1
4283	Johnston	Institute	Henry Simms Hartzog	Dept	5	5
4284	Jonesville	High School*	E. R. Aycock	Ind	1	0
4285	Kinards	Wadsworth High School*	George L. Johnson	Ind	1	0
4286	Kingstree	Academy	Edward C. Dennis	Ind	1	1
4287	Lake City	High School*	W. L. Bass	Ind	1	0
4288	Lamar	do	Edw. R. Murphy, A. M.	Ind	1	2
4289	Lancaster	White Graded School*	J. F. Rice	Ind	1	0
4290	Lewisville	High School	W. A. Blakely	Ind	1	0
4291	Lowndesville	do	J. J. Johnson	Ind	0	1
4292	Lowryville	Academy	A. B. Riley	Ind	1	1
4293	McConnellsville	High School	Claude E. Godfrey	Ind	0	1
4294	Madden	Prospect Normal School	B. Y. Cullartson	Dept	1	2
4295	Marion	Academy (graded schools)	J. Cuthbert Shecut, supt	Dept	3	0
4296	Moffattsville	Academy	J. L. Sherard	Ind	1	0
4297	Mountville	High School	T. E. Ewart	Ind	1	1
4298	Newberry	Graded Schools	W. H. Wallace, supt	Dept	1	3
4299	Oates	High School*	M. H. Daniel, A. M.	Ind	1	0
4300	Parksville	do	J. M. Bussey	Ind	1	1
4301	Pickens	do	M. S. Stribling	Ind	1	0
4302	Ridgeway	do	Aubrey E. Strobe	Ind	1	0
4303	Roanoke	do	L. W. O'Dell	Dept	1	1
4304	Rockhill	High School, department of Graded Schools.	J. W. Thomson	Dept	2	1
4305	Rowesville	Graded School*		Dept	1	0
4306	St. Mathews	do	W. W. Kennedy	Dept	0	2
4307	Seneca	High School	J. L. McWhorter	Ind	1	1
4308	Sharon	do	Rev. J. E. Johnston	Ind	1	0
4309	Stokesbridge	Hebron High School	P. P. Bethea	Ind	1	2
4310	Summerton	High School	M. W. Purifoy	Ind	1	0
4311	Varnville	do	E. W. Peeply	Ind	0	1
4312	Waterloo	do	J. H. McElroy	Ind	1	0
4313	Winnsboro	Mount Zion Collegiate Institute.	W. H. Witherow	Dept	1	2
	SOUTH DAKOTA.					
4314	Aberdeen	High School	Miss Kate Taubman	Dept	2	2
4315	Alexandria	do	Miss Julia A. Curran	Dept	0	1
4316	Ashton	do	Ira J. Bradley	Dept	1	0
4317	Brookings	do	Mrs. M. A. Roberts	Dept	0	2

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
24	23	0	0	30	26	7	5	1	0	0	0	0	0	3	....	....	$5,000	4261
10	35	0	0	0	0	1	3	1	3	0	11	0	10	3	....	160	6,000	4262
12	24	0	0	63	64	....	....	....	....	....	....	....	....	....	....	....	2,000	4263
7	8	0	0	0	0	7	8	....	....	0	0	0	0	3	0	....	6,000	4264
29	27	0	0	12	10	10	8	2	0	....	....	3	3	3	....	....	500	4265
4	6	0	0	37	49	0	2	0	0	....	....	....	....	3	0	0	1,000	4266
12	15	0	0	71	55	5	3	....	....	1	1	1	1	5	....	8	3,000	4267
15	15	0	0	0	0	....	....	....	....	1	3	....	....	3	....	250	2,000	4268
23	20	0	0	0	0	....	....	....	....	4	5	....	....	2	....	300	15,000	4269
6	4	0	0	12	22	2	2	....	....	0	0	....	....	4	....	40	500	4270
37	60	0	0	0	0	....	....	....	....	5	14	....	....	3	0	....	....	4271
24	23	0	0	0	0	3	5	....	....	7	9	....	....	....	....	....	800	4272
16	25	0	0	0	0	....	....	....	....	....	....	....	....	3	0	1,145	5,100	4273
40	39	0	0	11	31	10	15	....	....	....	....	....	....	4	....	500	2,000	4274
9	1	0	0	91	139	40	20	....	....	....	....	0	1	....	....	....	4,000	4275
4	22	0	0	31	33	....	....	....	....	....	....	....	....	....	....	....	....	4276
30	20	0	0	0	0	0	0	0	0	2	3	0	0	4	....	....	....	4277
14	18	0	0	23	17	6	14	2	0	0	0	0	0	....	0	0	1,000	4278
15	5	0	0	25	55	15	5	15	5	1	0	1	0	3	....	....	500	4279
50	46	0	0	0	0	....	....	....	....	1	5	1	5	4	0	....	1,500	4280
4	3	0	0	31	17	3	0	1	0	3	1	3	1	....	0	0	100	4281
8	4	0	0	34	35	8	4	0	0	0	0	0	0	....	....	....	400	4282
100	92	0	0	0	0	10	7	2	1	0	0	75	4	6	80	....	6,000	4283
10	12	0	0	30	33	....	....	....	....	....	....	....	....	4	....	....	2,000	4284
2	4	0	0	6	13	....	....	....	....	....	....	....	....	....	0	0	500	4285
8	6	0	0	22	31	2	3	....	....	....	....	....	....	....	....	....	1,000	4286
18	17	0	0	41	30	1	4	1	0	2	3	2	2	4	0	40	800	4287
25	40	0	0	15	20	10	16	3	7	20	25	9	13	....	....	300	600	4288
11	17	0	0	86	104	7	5	4	0	2	1	2	1	2	....	....	2,500	4289
10	4	0	0	20	16	3	3	0	0	....	....	3	4	....	....	0	100	4290
20	13	0	0	15	12	7	6	1	0	6	2	4	2	....	....	....	....	4291
8	10	0	0	15	15	0	0	5	5	1	2	1	0	3	0	....	1,000	4292
9	16	0	0	22	19	0	0	0	0	0	0	0	0	....	0	....	1,000	4293
10	13	0	0	0	0	....	....	....	....	2	0	....	....	2	....	0	500	4294
35	30	0	0	0	0	8	5	2	1	6	8	5	6	3	127	300	6,000	4295
4	6	0	0	16	16	0	1	....	....	....	....	....	....	4	....	....	250	4296
12	18	0	0	18	17	2	4	....	....	....	....	....	....	....	....	....	1,000	4297
21	66	0	0	0	0	....	....	....	....	2	9	....	....	2	....	341	20,000	4298
4	6	0	0	36	54	4	6	0	0	2	2	2	2	2	....	5	2,000	4299
3	7	0	0	41	21	3	5	....	....	0	0	0	0	2	....	....	1,500	4300
8	7	0	0	42	33	....	....	....	....	....	....	....	....	....	....	....	400	4301
4	6	0	0	26	34	3	3	....	....	....	....	....	....	....	....	26	....	4302
10	10	0	0	0	0	3	6	4	5	0	0	0	0	4	....	....	500	4303
30	43	0	0	0	0	....	....	....	....	1	5	....	....	2	....	450	7,000	4304
11	5	0	0	21	14	2	2	0	0	0	1	0	0	3	....	0	1,050	4305
7	9	0	0	0	0	....	....	....	....	4	6	3	4	....	....	25	3,200	4306
10	10	0	0	30	30	5	5	2	3	0	0	0	0	....	0	0	4,000	4307
10	8	0	0	10	8	....	....	2	5	0	0	2	1	2	....	0	400	4308
21	23	0	0	35	39	13	9	5	0	2	1	2	1	3	....	180	1,200	4309
10	10	0	0	20	10	4	2	....	....	....	....	2	0	3	....	....	800	4310
13	12	0	0	32	17	3	8	....	....	....	....	3	0	3	....	0	1,000	4311
5	12	0	0	27	55	5	12	....	....	....	....	2	0	3	....	....	1,000	4312
36	36	0	0	45	43	....	....	....	....	0	0	2	1	3	....	215	26,250	4313
32	43	0	0	0	0	....	....	32	43	4	3	4	3	4	....	1,000	75,000	4314
12	19	0	0	0	0	....	....	....	....	3	2	0	0	3	....	44	7,000	4315
6	7	0	0	0	0	....	....	....	....	2	3	0	0	....	....	250	6,000	4316
18	20	0	0	0	0	....	....	18	20	....	....	....	....	3	....	432	14,000	4317

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	SOUTH DAKOTA—continued.					
4318	Canton	City High School*	J. H. Randolph	Dept	0	1
4319	Centerville	High School	E. M. Stevens	Dept	1	1
4320	Deadwood	do	Alexander Strachan	Dept	1	1
4321	Dell Rapids	Dells High School	L. E. Goodwin	Dept	1	1
4322	Desmet	High School	C. E. Swanson	Dept	1	0
4323	Elkpoint	do	H. R. Miller	Dept	1	1
4324	Flandreau	do	A. C. Stokes	Dept	1	1
4325	Groton	do	S. C. Hartranft	Dept	1	1
4326	Hermosa	do	D. C. Sawyer	Ind	1	0
4327	Hot Springs	do	H. F. Kling	Dept	1	1
4328	Howard	do	Charles E. Holmes	Dept	1	1
4329	Huron	do	Bertha Wilcox	Dept	0	3
4330	Lead	do	A. J. Kimmel	Dept	1	2
4331	Madison	do	R. B. McClerron	Dept	2	1
4332	Mitchell	do	A. C. Shepherd	Dept	3	1
4333	Ouida	do	D. Q. Jordan	Dept	1	0
4334	Parker	do	M. A. Robinson	Dept	1	0
4335	Pierre	do	H. E. French	Dept	1	1
4336	Plankinton	do	F. H. Hoff	Dept	1	0
4337	Rapid City	do	W. A. Ferguson	Dept	1	1
4338	Redfield	do	E. W. Heyler	Dept	1	1
4339	Sioux Falls	do	H. J. Davenport	Dept	2	2
4340	Springfield	do	J. A. McLouth	Ind	0	1
4341	Tyndall	do	S. K. Clark	Dept	1	1
4342	Vermillion	do	S. S. Townsley, B. S	Dept	1	1
4343	Webster	do	H. J. Rock	Dept	1	1
4344	Yankton	do	Maria N. McVay	Dept	2	3
	TENNESSEE.					
4345	Arlington	High School	W. T. Loggins	Ind	1	1
4346	Aspen Hill	Academy	E. I. Luna	Ind	1	1
4347	Atwood	High School	B. A. Crofford	Ind	1	0
4348	Beech Grove	College	J. G. Warden	Ind	1	0
4349	Bluff City	Zollicoffer Institute*	John J. Wolford	Ind	1	0
4350	Boonville	High School	J. M. Orrick	Ind	1	0
4351	Bradford	Academy	B. F. Watson	Ind	1	0
4352	Brazil	High School	G. A. Campbell	Ind	1	0
4353	Bristol	City High School	L. S. London	Dept	1	2
4354	Capleville	High School	J. H. Martin	Ind	1	0
4355	Charleston	do	H. Cote	Dept	1	1
4356	Chattanooga	do	H. D. Wyatt	Dept	3	4
4357	Clarksville	do	Miss Bettie Garland	Dept	0	3
4358	Clear Spring	Fairview Academy	D. W. Griffith	Dept	1	0
4359	Cleveland	High School	D. C. Arnold	Dept	2	0
4360	do	Redhill Academy	J. I. Harrison	Ind	1	1
4361	Columbia	Andrews High School	W. E. Bostick	Dept	1	3
4362	Como	High School	C. A. Derryberry	Ind	1	0
4363	Concord	do.*	Lillian E. Duncan	Ind	0	1
4364	Corryton	Walnut Grove Academy	J. E. Wickham	Dept	1	0
4365	Covington	City High School	Miss Mabel Owen	Dept	0	1
4366	Crystal	Mount Olive High School	E. E. Nooner	Dept	1	0
4367	Dandridge	Maury Academy	J. M. Hicks	Dept	1	1
4368	Dickson	Wayman Academy (colored)*	T. E. Miller	Dept	1	1
4369	Dyersburg	City High School	H. S. Kennedy	Dept	1	1
4370	Elizabethtown	Secondary Public School*	F. R. Hart	Dept	1	0
4371	Eve Mills	Sulogahler College	J. W. Clemmer, B. S., M. D.	Ind	1	0
4372	Fall Branch	Graded School*	W. C. Lawson	Dept	1	0
4373	Farmington	Academy	A. L. Yearwood	Ind	1	0
4374	Fincastle	Powell's Valley High School	M. P. Stricklin	Ind	1	0
4375	Flynns Lick	Normal School	J. T. Tracy	Ind	2	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.																			
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
17	20	0	0	0	0	0	1	1	0	1	3	0	1	3	....	30	$10,000	4318
5	13	0	0	0	0	....	....	....	....	0	2	....	....	3	....	50	5,500	4319
18	31	0	0	0	0	....	....	....	....	1	2	1	1	4	....	350	42,900	4320
7	20	0	0	0	0	1	1	0	1	1	1	1	1	3	....	204	10,000	4321
11	20	0	0	0	0	0	0	0	0	....	....	0	0	2	0	75	8,000	4322
14	35	0	0	0	0	....	....	....	....	3	3	....	....	4	....	50	20,000	4323
16	27	1	1	0	0	....	....	....	....	3	4	....	....	3	....	345	18,000	4324
14	28	0	0	0	0	1	1	1	0	1	3	....	....	3	....	245	13,000	4325
10	12	0	0	40	38	....	....	....	....	0	0	....	....	3	....	12	....	4326
22	23	0	0	0	0	....	....	5	6	....	....	....	....	4	....	200	120	4327
16	24	0	0	0	0	....	....	16	24	4	11	4	11	2	....	400	15,000	4328
30	58	0	0	0	0	....	....	....	....	5	12	5	12	4	....	200	60,000	4329
7	3	0	0	0	0	....	....	....	....	4	2	1	1	4	....	....	50,000	4330
28	29	0	0	0	0	2	0	....	....	2	4	1	2	4	....	200	16,000	4331
60	70	0	0	0	0	0	0	5	10	6	13	....	....	3	....	200	50,000	4332
10	15	0	0	12	10	....	....	....	....	0	0	....	....	....	0	0	3,000	4333
6	8	0	0	0	0	....	....	....	....	2	3	....	....	3	....	250	14,000	4334
15	21	0	0	0	0	....	....	....	....	2	1	....	....	4	....	150	....	4335
19	24	0	0	0	0	0	2	....	....	....	....	....	....	4	....	50	7,000	4336
18	24	0	0	0	0	15	24	3	0	0	0	0	0	4	....	200	15,000	4337
4	15	0	0	0	0	....	....	....	....	5	8	....	....	3	....	200	15,000	4338
59	95	0	0	0	0	2	3	3	2	10	10	2	2	4	....	....	....	4339
46	67	0	0	22	58	....	....	....	....	3	3	....	....	....	....	5	10,000	4340
21	18	0	0	0	0	....	....	4	3	1	8	1	4	3	....	350	1,200	4341
8	10	0	0	0	0	....	....	....	....	....	....	....	....	1	0	200	....	4342
13	23	0	0	0	0	3	4	....	....	2	4	....	....	1	....	....	12,000	4343
18	28	0	0	0	0	....	....	....	....	0	6	0	6	3	....	....	....	4344
12	29	0	0	40	54	....	....	....	....	0	0	0	0	3	....	0	3,500	4345
25	22	0	0	18	24	2	0	0	0	0	0	0	0	....	0	30	1,000	4346
24	14	0	0	51	31	0	0	....	....	0	0	....	....	....	....	0	....	4347
14	19	0	0	34	33	3	0	3	0	....	....	....	....	....	....	100	....	4348
38	29	0	0	74	70	12	8	....	....	3	2	3	1	4	....	0	2,500	4349
6	3	0	0	50	21	....	....	....	....	0	0	0	0	....	....	0	425	4350
18	15	0	0	52	65	....	....	....	....	0	0	0	0	3	0	0	1,500	4351
4	6	0	0	60	90	....	....	....	....	1	4	1	1	3	0	6	1,000	4352
25	30	0	0	0	0	0	0	0	0	0	0	0	0	3	....	0	20,000	4353
9	5	0	0	16	27	0	0	0	0	1	0	....	....	....	....	0	....	4354
10	8	0	0	0	0	2	0	0	0	....	....	....	....	....	....	....	4,000	4355
91	172	0	0	0	0	....	....	....	....	9	27	....	....	3	....	....	....	4356
26	66	0	0	0	0	2	10	....	....	3	16	2	10	3	....	400	....	4357
12	11	0	0	0	0	5	3	0	0	0	0	....	....	....	0	0	500	4358
20	25	0	0	0	0	....	....	....	....	9	7	0	0	2	0	150	15,000	4359
20	10	0	0	60	50	30	7	....	....	5	2	12	3	3	....	....	800	4360
7	32	0	0	0	0	5	20	....	....	0	4	....	....	3	0	400	25,000	4361
12	5	0	0	23	25	0	0	0	0	0	0	0	0	5	0	0	1,350	4362
18	25	0	0	60	26	6	4	....	....	0	0	....	....	....	....	....	10,000	4363
15	22	0	0	0	0	0	0	0	0	0	0	2	3	3	0	....	1,200	4364
9	10	0	0	0	0	....	....	....	....	0	0	0	0	3	....	0	15,000	4365
11	14	0	0	0	0	0	0	11	14	0	0	0	0	4	0	0	1,500	4366
40	35	0	0	0	0	5	7	8	11	1	3	1	0	4	....	....	5,000	4367
6	4	6	4	0	0	....	....	....	....	....	....	....	....	3	....	10	....	4368
40	70	0	0	0	0	5	25	....	....	3	4	....	....	3	....	100	20,000	4369
4	5	0	0	0	0	0	0	0	0	0	0	0	0	....	0	0	3,000	4370
5	10	0	0	55	30	....	....	....	....	0	0	....	....	....	....	0	....	4371
13	14	0	0	0	0	....	....	....	....	2	2	....	....	3	....	0	2,750	4372
15	25	0	0	25	35	....	....	....	....	....	....	....	....	3	....	....	1,500	4373
25	10	0	0	65	45	5	2	10	8	7	0	....	....	....	....	....	2,000	4374
31	24	0	0	49	17	9	6	31	23	0	0	10	[illegible]	....	0	300	1,500	4375

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	TENNESSEE—cont'd.					
4376	Germantown	High School*	J. H. Morse	Ind	1	0
4377	Grant	Franklin Institute*	B. E. Mullens	Ind	1	0
4378	Granville	High School	T. R. Hudson	Ind	1	1
4379	Greenville	Public School	W. M. Rogers	Dept	1	0
4380	Hartsville	Masonic Institute*	John S. Arbuthnot	Ind	1	2
4381	Hendersons Cross-roads.	Fall Creek High School	J. H. White	Ind	2	1
4382	Hill City	High School	A. C. Wesson	Ind	0	1
4383	Hillsboro	Stephenson Institute	W. K. Dickens	Dept	1	0
4384	Howell	Training Schools*	R. K. Morgan	Ind	2	0
4385	Humboldt	High School	F. K. Henderson	Dept	1	2
4386	Jockey	Clear Spring Academy*	W. F. Piper	Ind	1	1
4387	Johnson City	Public High School	R. H. Freeland	Dept	2	1
4388	Jonesboro	Graded School	S. W. Sherrill, A. M	Dept	3	0
4389	Kenton	Institute	G. O. Van Meter	Dept	1	0
4390	Kingston	Rittenhouse Academy*	S. F. Brading	Dept	1	0
4391	Knoxville	Austin High School (colored)	J. W. Manning	Dept	3	1
4392	....do	Girls' High School	W. T. White	Dept	1	3
4393	....do	North Knoxville High School	J. R. Lowry	Dept	1	2
4394	....do	West Knoxville High School	R. Porter	Dept	0	2
4395	Laneview	Academy	J. W. Meadows	Ind	1	0
4396	Lenoir City	High School	J. T. Henderson	Dept	1	0
4397	McMinnville	....do.*	Geo. B. Henegar	Dept	2	1
4398	Mason Hall	....do	J. V. Slayden	Dept	2	3
4399	Milan	City Graded High School	R. E. Goldsby	Dept	1	2
4400	Mill Point	Institute	H. E. Bailey	Ind	1	0
4401	Morristown	High School	Chas. Mason	Dept	1	3
4402	Mountain City	Masonic Institute	E. W. Faucette	Dept	1	0
4403	Mount Horeb	High School	F. M. Killgore	Ind	1	0
4404	Murfreesboro	Bradley Academy (colored)	F. G. Carney	Dept	2	0
4405	....do	High School	E. C. Cox	Dept	1	1
4406	Nashville	Fogg High School	A. B. Warwick	Dept	8	3
4407	....do	Meigs High School (colored)	F. G. Smith	Dept	3	1
4408	New Middleton	Academy	Alfred Hatcher	Ind	1	0
4409	Oak Grove	Swannsylvania Academy*	....	Ind	1	1
4410	Philadelphia	Bogart High School*	R. M. Doak	Ind	1	0
4411	Pinson	High School	John C. Wright	Ind	0	2
4412	Porterfield	....do	J. R. Campbell	Ind	1	1
4413	Pulaski	Giles College	D. J. Moore	Dept	5	2
4414	Rheatown	Graded School	P. A. Doyle	Ind	1	0
4415	Rhodelia	Lost Creek Academy	Geo. W. Brantley	Ind	1	0
4416	Ripley	Public School	J. E. Cunningham	Dept	1	2
4417	Robertsville	Academy	W. L. Tadlock	Dept	0	1
4418	Russellville	Graded School*	E. H. Moore	Ind	1	1
4419	Rutherford	College	Homer L. Higgs	Dept	1	1
4420	Rutledge	Madison Academy	C. C. Justus	Dept	1	1
4421	St. Elmo	High School	B. H. Logan	Ind	1	1
4422	Sale Creek	Public School	Hattie E. Weeks	Dept	0	1
4423	Scotts Hill	High School	B. A. Tucker	Ind	1	0
4424	Sherman Heights	Public School	S. A. Morgan	Ind	1	0
4425	Spring City	....do.*	J. W. Bond	Ind	1	0
4426	Sunny Side	New Hope Academy*	W. H. Wilson	Ind	1	0
4427	Talome	Rock-House School	E. Stone	Dept	1	0
4428	Tiptonville	Male and Female Academy*	D. L. Van Amburgh	Ind	1	0
4429	Trenton	Peabody High School	G. R. McGee	Dept	1	1
4430	Trimble	High School*	J. T. Wright	Ind	1	0
4431	Tullahoma	Union Schools	S. J. Farris	Dept	1	5
4432	Union Cross Roads	Acme High School	Dan. H. Jones	Ind	1	0
4433	Verona	Academy*	J. W. Orr	Ind	1	0
4434	Wartrace	High School	Andrew L. Todd	Dept	2	1
4435	Watertown	....do	F. M. Bowling	Ind	1	1
4436	Well Spring	Powell's Valley Seminary*	N. S. Ridenour	Ind	3	0
4437	Williston	Academy*	J. T. Roberts	Ind	1	0

*Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.																		
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
7	11	0	0	38	54	2	5	....	....	....	....	....	....	....	....	....	....	4376
4	7	0	0	26	25	....	....	....	....	0	1	0	1	4	....	32	....	4377
20	10	0	0	50	32	5	2	....	....	....	....	....	....	....	....	....	$800	4378
11	29	0	0	0	0	3	0	0	0	3	0	0	0	3	....	99	15,000	4379
26	25	0	0	36	50	10	2	5	2	0	0	....	....	....	....	....	10,000	4380
30	36	0	0	45	21	8	6	0	0	3	4	0	0	....	....	....	1,000	4381
1	6	0	0	70	79	0	3	....	....	0	0	0	0	2	....	....	2,000	4382
1	10	0	0	36	38	....	....	....	....	....	....	....	....	....	....	0	350	4383
25	25	0	0	15	15	20	10	....	....	0	0	0	0	4	....	200	2,000	4384
30	41	0	0	0	0	....	....	....	....	0	6	....	....	4	....	....	6,000	4385
14	11	0	0	45	52	1	0	2	3	1	3	1	1	3	....	100	3,000	4386
19	23	0	0	0	0	....	....	....	....	3	5	....	....	3	....	200	26,800	4387
16	34	0	0	0	0	16	10	0	0	7	4	7	3	3	0	265	15,000	4388
10	15	0	0	0	0	0	0	10	15	0	1	0	1	3	0	25	7,000	4389
12	12	0	0	0	0	....	....	0	1	0	0	0	0	3	....	50	1,500	4390
10	12	10	12	0	0	....	....	....	....	3	3	....	....	3	....	307	....	4391
16	80	0	0	0	0	....	....	....	....	5	13	....	....	3	....	100	40,000	4392
16	40	0	0	0	0	6	16	....	....	1	7	2	7	3	....	....	22,000	4393
5	25	0	0	0	0	....	....	....	....	0	3	....	....	3	....	162	20,000	4394
16	13	0	0	52	61	10	8	....	....	....	....	....	....	4	....	....	....	4395
7	4	0	0	0	0	0	0	0	0	0	0	0	0	....	....	0	1,000	4396
30	45	0	0	0	0	5	6	....	....	1	8	1	3	3	....	....	4,500	4397
25	26	0	0	0	0	....	....	....	....	3	5	4	2	2	....	400	10,000	4398
20	40	0	0	0	0	....	....	....	....	2	4	0	0	3	....	250	15,000	4399
7	6	0	0	33	41	....	....	....	....	....	....	....	....	....	....	0	2,500	4400
32	47	0	0	0	0	1	6	1	0	3	7	2	6	4	....	450	22,053	4401
8	3	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	5,000	4402
11	9	0	0	29	26	0	0	0	0	0	0	0	0	....	....	0	600	4403
11	18	11	18	0	0	0	0	0	0	3	3	0	0	3	0	....	2,200	4404
15	20	0	0	0	0	2	4	....	....	4	6	2	6	....	....	....	10,000	4405
90	260	0	0	0	0	4	10	8	17	10	20	....	....	3	....	100	60,000	4406
76	154	76	154	0	0	76	154	....	....	3	14	3	14	3	0	18	6,000	4407
4	4	0	0	39	30	....	....	....	....	....	....	....	....	....	....	....	1,500	4408
35	38	0	0	30	32	1	3	5	8	0	0	0	0	3	0	75	900	4409
6	3	0	0	36	25	0	0	0	0	0	0	....	....	3	....	....	....	4410
20	30	0	0	42	42	....	....	....	....	0	0	....	....	3	....	....	2,000	4411
10	13	0	0	52	32	....	....	....	....	0	0	0	0	3	....	....	1,500	4412
100	80	0	0	0	0	12	15	8	12	6	4	4	4	3	....	100	8,000	4413
7	10	0	0	40	41	2	0	3	4	3	4	1	1	4	0	....	2,000	4414
18	12	0	0	30	40	15	15	20	20	10	4	....	....	....	....	....	1,600	4415
50	45	0	0	0	0	25	25	0	0	4	3	4	3	3	....	300	5,000	4416
20	18	0	0	0	0	....	....	....	....	0	0	0	0	3	....	250	1,000	4417
20	26	0	0	70	54	6	7	....	....	4	0	....	....	4	....	100	900	4418
14	13	0	0	0	0	12	13	8	11	2	2	2	2	4	0	575	5,000	4419
20	15	0	0	0	0	18	12	2	1	0	0	0	0	4	....	150	3,000	4420
9	19	0	0	139	151	1	1	....	....	3	1	1	1	3	....	240	6,000	4421
7	6	0	0	0	0	....	....	....	....	....	....	....	....	3	....	2	2,500	4422
12	6	0	0	55	38	0	0	3	0	0	0	0	0	4	....	80	300	4423
6	4	0	0	150	139	....	....	....	....	5	4	....	....	2	....	0	....	4424
10	14	0	0	64	72	....	....	....	....	....	....	....	....	....	....	....	8,000	4425
7	13	0	0	41	41	....	....	....	....	....	....	....	....	....	....	....	1,200	4426
14	11	0	0	0	0	1	1	....	....	0	0	0	0	....	....	....	1,000	4427
8	9	0	0	42	41	....	....	....	....	2	3	....	....	2	....	....	1,500	4428
35	58	0	0	0	0	3	1	5	3	8	4	2	1	4	....	....	10,000	4429
6	11	0	0	50	65	....	....	6	11	....	....	....	....	....	....	0	500	4430
60	50	0	0	0	0	....	....	....	....	3	13	....	....	2	....	137	15,000	4431
8	7	0	0	27	23	7	3	....	....	....	....	....	....	4	....	....	1,500	4432
6	15	0	0	39	40	....	....	....	....	....	....	....	....	....	....	....	....	4433
48	51	0	0	0	0	6	5	4	2	....	....	....	....	5	....	....	4,000	4434
40	40	0	0	60	64	10	5	0	0	0	0	4	2	4	....	200	5,000	4435
23	7	0	0	107	83	10	5	....	....	....	....	....	....	3	....	100	5,000	4436
10	10	0	0	20	25	....	....	....	....	....	....	....	....	....	....	....	500	4437

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	TEXAS.					
4438	Abilene	High School	E. Graham	Dept.	2	2
4439	Albany	...do	John B. Hamilton	Ind	2	0
4440	Alto	...do.*	Mrs. Jessie Avery	Ind	1	0
4441	Alvin	...do	E. W. Steele	Dept.	1	0
4442	Alvord	...do	J. Andrews	Ind	1	2
4443	Archer City	...do	B. R. Powell	Ind	1	2
4444	Atlanta	...do.*	M. G. Bates	Dept.	2	2
4445	Austin	Colored High School*	Edward L. Blackshear	Dept.	1	1
4446	...do	High School	J. E. Pearce	Dept.	2	3
4447	Baird	...do	F. W. Chatfield	Dept.	1	0
4448	Beaumont	...do.*	Prof. J. H. Morse	Dept.	1	0
4449	Belcherville	Public School*	E. O. McNew	Dept.	1	0
4450	Bellville	High School	G. B. M. Snyder	Dept.	2	1
4451	Belton	...do	G. W. Graves	Dept.	2	1
4452	Black Jack Grove	...do.*	E. M. Faust	Ind	1	2
4453	Blanco	...do.*	R. R. Eason	Ind	1	2
4454	Blooming Grove	...do	A. D. Clark	Ind	1	2
4455	Blue Ridge	Academy	C. F. Trotter	Dept.	1	1
4456	Boonsville	High School	J. L. Bain	Ind	2	0
4457	Bowie	...do	Mrs. Thos. J. Crawford	Dept	2	1
4458	Brackettsville	Bracket High School	O. J. Blakesley	Dept.	2	2
4459	Brady	Graded School	B. Reagan	Ind	0	3
4460	Brandon	Institute	L. V. Ellington	Ind	0	2
4461	Brazoria	Academy	W. A. James	Ind	1	0
4462	Bremond	High School*	L. E. Burgess	Ind	1	0
4463	Brenham	Central High School	Mrs. Mary Rial	Dept.	2	2
4464	Bryan	Public School*	S. H. Hickman	Dept.	4	0
4465	Burkeville	Blum High School	H. F. Killen	Ind	1	1
4466	Burnet	High School	R. J. Richey	Dept.	1	1
4467	Caddo Mills	Caddo High School	L. Taylor	Dept.	2	1
4468	Caldwell	High School	W. H. Flynne	Dept.	2	0
4469	Calvert	...do	W. S. Richardson	Dept.	1	1
4470	Cameron	...do	E. A. Cochran	Dept.	3	1
4471	Canton	...do	F. M. Chansellor	Dept.	2	0
4472	Chico	Male and Female Institute	J. W. Adamson	Dept.	1	2
4473	Childress	High School	Mrs. Cora C. Gossin	Dept.	0	1
4474	Chisholm	Berry Creek High School	Enoch Dickson	Dept.	1	1
4475	Clarendon	Graded School	W. R. Silvey	Ind	0	1
4476	Cleburne	High School*	A. A. Murphree	Dept.	2	2
4477	Cold Springs	Public School	J. Rosson	Ind	1	1
4478	Coleman	...do	B. W. Glascow	Dept.	0	5
4479	Colorado	High School	F. P. Marshall	Dept.	1	3
4480	Comanche	...do	A. W. Evans	Dept.	2	3
4481	Commerce	...do.*	C. J. Davenport	Dept.	1	1
4482	Corpus Christi	...do	Moses Menger	Dept.	2	1
4483	Cotton Gin	...do	W. E. Weaver	Ind	2	0
4484	Crockett	...do.*	Walker King	Dept.	1	1
4485	Cuero	John C. French High School	L. G. Covey	Dept.	1	0
4486	Cumby	Black Jack Grove High School.	E. E. Matthews	Ind	1	3
4487	Cundiff	High School	Ernest Keathly	Ind	1	1
4488	Daingerfield	...do.*	W. T. Noblitt	Ind	1	1
4489	Dallas	...do	Wm. Lipscomb	Dept.	4	5
4490	Del Rio	Incorporated High School	A. H. Horn	Dept.	1	3
4491	Denison	High School	Minnie M. Marsh	Dept.	0	3
4492	Dodd City	...do.*	J. H. Burton	Ind	1	1
4493	Dublin	...do	W. J. Clay	Dept.	1	8
4494	Eagle Lake	Public School	Geo. Wright	Dept.	0	3
4495	Ector	High School	Page Trotter	Ind	2	1
4496	Ennis	...do	S. A. Horton	Dept.	2	1
4497	Fairfield	District School*	....	Dept.	2	0
4498	Farmer	High School				
			W. A. Davis	Ind	1	0

*Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
65	95	0	0	0	0	....	....	....	....	3	7	....	....	4	....	200	$14,000	4438
11	24	0	0	123	105	0	0	0	0	0	2	0	0	4	0	50	4,500	4439
5	9	0	0	15	14	....	....	....	....	....	....	....	....	0	0	50	500	4440
23	22	0	0	0	0	9	7	10	5	0	0	0	0	3	0	250	6,000	4441
25	25	0	0	75	100	0	0	2	3	0	0	0	0	3	....	40	2,000	4442
8	20	0	0	44	44	....	....	....	....	0	0	0	2	4	....	....	4,000	4443
70	60	0	0	0	0	10	8	0	0	....	....	....	....	....	....	....	10,000	4444
8	11	0	0	0	0	5	1	....	....	1	2	....	....	3	....	25	....	4445
63	135	0	0	0	0	....	....	....	....	1	6	....	....	3	....	600	1,000	4446
19	23	0	0	0	0	0	2	12	17	....	....	....	....	....	....	200	3,000	4417
19	28	0	0	0	0	1	3	1	2	0	0	....	....	3	....	15	12,000	4448
16	21	0	0	0	0	....	....	....	....	0	0	0	0	4	....	88	7,500	4449
21	21	0	0	0	0	0	0	2	1	0	0	0	0	4	....	160	1,000	4450
52	63	0	0	0	0	0	0	0	0	4	10	0	0	3	....	200	12,000	4451
48	52	0	0	0	0	....	....	....	....	....	....	....	....	2	....	....	1,500	4452
25	25	0	0	85	96	5	8	3	0	4	5	2	1	4	....	....	3,000	4453
40	50	0	0	78	80	1	0	0	0	....	....	....	....	1	....	40	4,500	4454
30	20	0	0	0	0	1	1	....	....	2	1	2	1	....	....	0	3,000	4455
27	25	0	0	44	44	3	4	....	....	....	....	....	....	....	....	27	1,800	4456
24	40	0	0	0	0	1	0	....	....	1	7	1	4	4	....	1,000	40,000	4457
10	15	0	0	0	0	2	12	1	2	0	2	0	2	4	....	350	3,000	4458
23	31	0	0	50	50	....	....	....	....	2	1	....	....	3	....	0	....	4459
15	20	0	0	105	133	....	....	....	....	....	....	....	....	....	....	....	4,000	4460
7	10	0	0	38	35	....	....	....	....	....	....	....	....	3	....	....	2,000	4461
15	20	0	0	120	120	0	0	0	0	7	5	0	0	3	....	50	3,000	4462
25	60	0	0	0	0	9	12	....	....	3	11	2	3	3	....	300	32,500	4463
19	36	0	0	0	0	0	0	14	0	2	7	2	7	4	0	75	20,000	4464
30	30	0	0	0	0	....	....	....	....	....	....	....	....	....	....	0	1,000	4465
17	24	0	0	0	0	....	....	....	....	4	2	....	....	3	....	125	10,625	4466
35	36	0	0	0	0	....	....	....	....	....	....	....	....	3	....	200	5,000	4467
22	20	0	0	0	0	3	3	2	0	3	5	3	5	3	....	300	5,000	4468
21	24	0	0	0	0	....	....	....	....	1	3	1	1	3	....	800	10,000	4469
40	58	0	0	0	0	....	....	....	....	3	6	3	6	4	0	200	35,000	4470
12	24	0	0	0	0	4	7	....	....	....	....	....	....	3	....	....	4,000	4471
20	40	0	0	0	0	....	....	....	....	0	0	0	0	3	....	100	4,000	4472
16	16	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	1,500	4473
53	30	0	0	0	0	2	0	0	0	2	3	2	0	3	....	200	3,500	4474
12	18	0	0	106	88	....	....	....	....	0	0	0	0	3	....	0	3,500	4475
22	71	0	0	0	0	....	....	....	....	1	10	....	....	4	....	500	35,000	4476
3	5	0	0	37	45	0	0	....	....	....	....	....	....	....	....	....	1,000	4477
27	28	0	0	0	0	....	....	....	....	....	....	....	....	....	....	125	6,000	4478
19	23	0	0	0	0	2	5	....	....	0	0	....	....	3	....	0	3,000	4479
82	89	0	0	0	0	32	12	17	0	5	6	6	8	4	....	515	22,000	4480
67	58	0	0	0	0	30	40	38	27	....	....	....	....	5	....	200	4,000	4481
22	29	0	0	0	0	2	4	7	0	2	6	1	3	3	....	437	10,000	4482
8	11	0	0	51	31	1	0	....	....	....	....	....	....	....	....	....	300	4483
19	39	0	0	0	0	1	1	0	0	0	0	0	0	4	....	....	12,000	4484
6	13	0	0	0	0	....	....	....	....	0	1	....	....	3	....	....	25,000	4485
64	48	0	0	98	92	4	8	3	0	4	3	....	....	4	....	....	3,000	4486
6	6	0	0	72	72	....	....	....	....	0	0	0	0	....	0	0	....	4487
23	24	0	0	31	27	1	0	....	....	....	....	....	....	2	0	0	....	4488
82	159	0	0	0	0	9	0	....	....	10	22	7	0	4	....	600	75,000	4489
18	17	0	0	0	0	....	....	....	....	0	3	....	....	....	....	250	11,000	4490
46	78	0	0	0	0	....	....	....	....	1	15	....	....	4	....	680	12,000	4491
15	8	0	0	57	68	2	3	....	....	0	0	0	0	4	....	....	2,500	4492
50	60	0	0	0	0	3	10	....	....	0	2	0	2	3	....	200	6,000	4493
4	6	0	0	0	0	....	....	....	....	0	0	0	0	3	....	....	5,000	4494
32	21	0	0	62	59	2	2	0	0	0	0	....	....	4	....	....	1,400	4495
31	45	0	0	0	0	10	8	4	2	3	4	8	4	3	....	1,309	30,000	4496
29	38	0	0	0	0	4	6	0	0	0	0	0	0	3	....	0	1,800	4497
15	13	0	0	41	56	0	0	0	0	0	0	0	0	....	....	37	1,500	4498

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	TEXAS—continued.					
4499	Farmersville	Public Graded Schools	J. H. Bennett	Dept	1	1
4500	Flatonia	High School *	Wm. Cullen	Dept	1	2
4501	Fort Worth	do	E. E. Bramlette	Dept	2	5
4502	Gainesville	do	Jno. P. Glasgow	Dept	3	0
4503	Galveston	Central High School	J. R. Gibson	Dept	4	2
4504	Garrett	High School	J. D. Coghlan	Ind	1	1
4505	Gibtown	do	D. J. Simpson	Ind	2	1
4506	Goldthwaite	do	D. S. Landis	Dept	1	2
4507	Goliad	do	W. B. Howard	Dept	1	0
4508	Gonzales	do	Miss Rozelle Nicholson	Dept	1	3
4509	Graham	do	H. Fowler	Dept	2	0
4510	Groesbeck	do	W. W. Wyatt	Dept	2	3
4511	Hallettsville	Graded School	Chas. A. Peterson	Ind	0	4
4512	Haskell	High School*	W. W. Hentz	Ind	1	1
4513	Henderson	do	V. M. Fulton	Dept	1	2
4514	Henrietta	do	Lewis Johnson	Dept	2	0
4515	Hillsboro	Central High School	T. S. Cox	Dept	1	3
4516	Hubbard City	Public School	Hiram M. Evans	Dept	2	3
4517	Hughes Springs	High School	A. S. Abernathy	Dept	1	0
4518	Jasper	Southeast Texas Male and Female College.	J. R. Griffin	Ind	1	0
4519	Johnson City	High School	R. F. Hunter, M. A	Dept	0	2
4520	Junction City	do	H. P. Tidd	Ind	1	2
4521	Kaufman	do	C. J. Maxwell	Dept	2	0
4522	Kerens	do	T. E. Goff	Ind	1	0
4523	Kerrville	Troy High School	P. S. Smith	Dept	1	3
4524	Kingston	Calhoun College	H. C. Holt	Ind	1	1
4525	Laneville	High School *	C. J. Livsey	Ind	1	1
4526	Laredo	do	Miss Bee Thomas	Dept	1	3
4527	Leesburg	do.*	W. D. Suiter	Ind	1	0
4528	Leonard	do	I. W. Evans	Ind	2	0
4529	Lipscomb	do	Miss Julia Kinder	Ind	0	1
4530	Livingston	Academy *	A. E. Davis	Dept	1	0
4531	Llano	High School	A. Anderson	Ind	3	0
4532	Lockhart	do	James O'Keefe	Dept	2	0
4533	Lometa	L. E. A. College	M. L. Stallings	Dept	2	1
4534	Longview	City High School	A. W. Kinnard	Dept	2	0
4535	Lovelady	High School	Prof. R. I. Christian	Ind	0	3
4536	McGregor	do	J. L. J. Kidd	Dept	2	1
4537	Manor	Parson's Seminary	J. H. Day	Ind	1	2
4538	Marble Falls	College *	W. H. Bruce, Ph. D	Dept	2	0
4539	Mart	High School	Jno. T. Overby	Ind	1	1
4540	Mason	do	S. N. McCollum	Dept	1	3
4541	Merit	do	Jno. W. Hanna	Ind	2	0
4542	Mexia	do	H. D. Butler	Dept	3	0
4543	Midland	do	R. H. Burney	Dept	0	5
4544	Mineola	do	B. A. Stafford	Dept	2	1
4545	Montague	do.*	J. H. Vaughan	Dept	1	1
4546	Moody	Public School	M. F. Speer	Ind	1	1
4547	Mount Vernon	Franklin Institute	L. J. Truett	Ind	2	3
4548	Naransota	High School	T. E. Humphrey	Dept	2	1
4549	Nocona	do	H. B. Oatis	Dept	2	4
4550	Olney	do.*	R. E. Farmer	Ind	1	0
4551	Ovilla	Public High School	H. S. Crawford	Ind	1	0
4552	Paint Rock	High School	Geo. H. Hagan	Ind	1	1
4553	Palestine	Colored High School	J. N. Dodson	Dept	0	2
4554	Paradise	Training School	H. F. Harmon	Ind	1	1
4555	Paris	High School	E. L. Dohoney, jr	Dept	1	3
4556	Patroon	College	R. H. Bonham, A. B	Dept	2	0
4557	Pearsall	Public School	T. G. Woolls	Dept	1	1
4558	Peaster	High School	R. L. Davis	Ind	1	0
4559	Peerless	do	A. S. Harper	Ind	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
25	25	0	0	0	0	0	4	0	0	0	0	0	0	3	....	200	$16,000	4499
20	30	0	0	0	0	....	....	....	....	0	0	....	....	3	0	0	8,000	4500
75	155	0	0	0	0	....	....	....	....	2	17	....	....	4	....	480	....	4501
32	85	0	0	0	0	....	....	....	....	4	17	....	....	4	0	296	30,000	4502
67	105	0	0	0	0	2	4	0	0	2	4	....	....	4	0	67	....	4503
25	20	0	0	65	90	....	....	....	....	....	....	....	....	4	....	....	2,000	4504
50	40	.0	0	35	45	....	....	....	....	8	3	....	....	4	....	110	2,860	4505
40	53	0	0	0	0	....	....	....	....	2	2	2	1	3	....	100	15,000	4506
13	17	0	0	0	0	3	2	0	0	0	0	0	0	3	0	25	12,000	4507
34	56	0	0	0	0	2	4	8	13	0	1	0	1	4	....	1,000	35,000	4508
50	48	0	0	0	0	6	4	2	0	0	2	0	1	4	0	150	12,000	4509
36	54	0	0	0	0	....	....	....	....	4	5	2	1	4	....	300	12,000	4510
24	11	0	0	132	124	....	....	3	2	0	0	....	....	3	....	0	3,000	4511
16	23	0	0	79	86	0	0	7	5	0	0	....	....	3	....	....	5,000	4512
30	40	0	0	0	0	14	22	1	6	....	....	14	22	2	....	100	5,000	4513
29	30	0	0	0	0	0	0	0	0	1	9	....	....	3	....	100	20,000	4514
25	50	0	0	0	0	....	....	....	....	0	7	....	....	3	....	100	46,000	4515
77	74	0	0	0	0	86	74	....	....	0	6	2	8	5	....	20	12,000	4516
14	20	0	0	0	0	....	....	....	....	....	....	....	....	3	....	0	3,500	4517
8	4	0	0	48	50	8	4	0	0	0	0	0	0	....	....	0	2,500	4518
21	23	0	0	0	0	4	7	....	....	0	0	....	....	4	....	....	....	4519
15	25	0	0	55	55	....	....	....	....	....	....	....	....	....	....	....	1,500	4520
9	8	0	0	0	0	0	0	0	0	1	3	1	0	3	....	79	14,000	4521
27	20	0	0	60	50	....	....	....	....	0	0	0	0	4	....	32	2,000	4522
14	16	0	0	0	0	....	....	....	....	0	0	0	0	....	....	77	14,285	4523
30	35	0	0	85	65	8	2	9	2	1	1	....	....	....	22	585	4,500	4524
20	10	0	0	50	25	....	....	....	....	0	0	....	....	0	....	0	800	4525
9	27	0	0	0	0	....	....	....	....	0	3	....	....	4	....	0	2,500	4526
6	12	0	0	0	0	....	....	....	....	....	....	....	....	3	....	....	800	4527
23	27	0	0	133	125	2	0	....	....	0	0	....	....	4	....	350	2,500	4528
8	8	0	0	12	10	3	3	3	3	0	0	....	....	6	....	60	2,000	4529
18	32	0	0	0	0	....	....	....	....	0	0	....	....	4	....	....	3,000	4530
8	16	0	0	114	137	....	....	....	....	....	....	....	....	....	....	....	20,000	4531
12	30	0	0	0	0	1	4	2	3	2	7	3	7	3	....	100	15,000	4532
12	15	0	0	0	0	....	....	....	....	....	....	....	....	4	....	75	3,500	4533
22	19	0	0	0	0	3	3	2	4	0	0	....	....	3	....	100	15,000	4534
14	13	0	0	59	79	3	2	1	0	....	....	....	....	3	....	0	3,000	4535
38	39	0	0	0	0	3	1	8	12	0	3	0	2	4	....	225	12,000	4536
20	22	0	0	80	98	....	....	....	....	0	0	0	0	....	....	0	2,000	4537
20	30	0	0	0	0	4	5	3	2	1	0	1	0	4	....	....	15,000	4538
15	25	0	0	87	86	5	9	0	0	0	0	0	0	3	....	0	2,500	4539
20	25	0	0	0	0	....	....	....	....	10	10	0	1	....	....	....	15,000	4540
14	15	0	0	50	47	0	0	....	....	....	....	....	....	....	....	....	1,200	4541
60	65	0	0	0	0	20	15	....	....	9	12	3	2	4	....	1,000	15,000	4542
28	30	0	0	0	0	5	2	3	3	3	2	1	0	4	....	178	12,000	4543
19	21	0	0	0	0	19	21	....	....	3	3	3	3	3	....	....	10,000	4544
16	19	0	0	0	0	8	7	8	7	0	0	0	0	3	....	....	1,000	4545
15	25	0	0	45	65	....	....	....	....	0	0	....	....	1	....	0	3,000	4546
47	46	0	0	93	114	....	....	....	....	....	....	....	....	....	....	....	8,000	4547
18	41	0	0	0	0	....	....	....	....	0	0	....	....	4	....	200	28,500	4548
15	11	0	0	0	0	3	1	0	1	6	5	2	0	3	....	....	9,388	4549
4	5	0	0	28	30	....	....	....	....	0	0	....	....	....	....	....	500	4550
11	14	0	0	52	65	0	2	0	0	0	0	0	0	3	0	0	3,500	4551
18	18	0	0	22	25	2	0	....	....	....	....	....	....	3	....	....	....	4552
6	8	6	8	0	0	....	....	1	5	1	2	....	....	3	....	....	2,500	4553
10	9	0	0	90	95	15	14	....	....	....	....	....	....	3	....	....	5,500	4554
26	130	0	0	0	0	....	....	....	....	6	30	4	6	3	0	....	....	4555
20	20	0	0	0	0	....	....	4	9	....	....	....	....	4	....	....	3,500	4556
26	36	0	0	0	0	0	0	0	0	0	0	0	0	3	....	....	8,000	4557
16	18	0	0	60	66	1	1	2	0	0	0	0	0	4	....	100	4,000	4558
5	8	0	0	66	70	....	....	....	....	0	0	0	0	....	0	0	600	4559

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	TEXAS—continued.					
4560	Pickton	High School	Prof. Allen	Ind	1	0
4561	Pirtle	Bellview High School	J. L. Eaton	Ind	1	1
4562	Plano	High School	J. R. Hendrix	Dept	1	2
4563	Pleasant Grove	Ivanhoe High School	M. M. Smith	Dept	2	1
4564	Poolville	High School	Chas. Johnston	Ind	2	0
4565	Port Lavaca	do	W. T. Smith	Dept	1	1
4566	Quitman	College *	W. R. Shook	Ind	1	1
4567	Rancho	High School	F. V. Garrison	Ind	1	1
4568	Randolph	do	J. I. Moreland	Dept	1	1
4569	Ranger	do	J. B. Jones	Ind	1	0
4570	Ravenna	do.*	F. M. Gibson	Ind	1	1
4571	Richland Springs	do	John D. Robnett, jr	Ind	1	1
4572	Rising Star	do	Theodore Crance	Dept	1	1
4573	Rockdale	High School, department of Public Schools.*	E. A. Brennan	Dept	1	0
4574	Rockport	High School	A. L. Plummer, A. M	Dept	0	5
4575	Rockwall	Public School	Allan C. Ater	Ind	1	1
4576	Round Mountain	High School	A. L. Stubbs	Ind	1	2
4577	Runge	do	F. Z. T. Jackson	Dept	1	0
4578	San Antonio	do	William Schoch	Dept	5	4
4579	San Diego	Public High School	C. H. Hufford	Dept	1	0
4580	San Saba	Public School	W. J. Hixon	Dept	0	4
4581	Savoy	College	L. C. Gee	Ind	1	1
4582	Sealy	Public School	C. C. Glenn	Ind	1	0
4583	Seguin	High School	H. B. Griffin	Dept	2	0
4584	Shelbyville	do	W. C. Huntington	Dept	1	1
4585	Shiner	Public School	Edw. J. Mair	Dept	1	1
4586	Sulphur Bluff	High School	O. L. Guy	Ind	3	0
4587	Swan	Oakland High School	T. J. McBride	Ind	1	1
4588	Temple	High School	J. F. Kimball	Dept	3	1
4589	Texarkana	do	W. Owens	Dept	1	3
4590	Timpson	do	J. B. Ramsey	Ind	1	1
4591	Trenton	do	J. M. Willis	Ind	2	0
4592	Uvalde	do	W. D. Love	Dept	2	0
4593	Velasco	Graded High School	H. J. Fry	Dept	1	2
4594	Vernon	High School *	U. Collins	Dept	2	1
4595	Waco	do	James F. Lipscomb	Dept	4	6
4596	Waxahachie	do	J. C. Ryan	Dept	3	2
4597	Weatherford	do	R. H. Buck	Dept	2	5
4598	West	do	J. E. Murray	Dept	1	1
4599	Wheelock	do	O. B. Staples	Ind	1	0
4600	Whitney	do.*	Mrs. Laura Edmuns	Dept	1	0
4601	Wolfe City	do.*	W. W. J. Hanna	Dept	1	1
4602	Wortham	do	S. S. Munroe	Ind	1	0
4603	Yoakum	do.*	G. D. Scott	Dept	1	0
	UTAH.					
4604	Ogden	High School *	Geo. A. Eaton	Dept	3	0
4605	Salt Lake City	do	W. R. Malone	Dept	9	9
	VERMONT.					
4606	Barre	Spaulding High School	O. D. Mathewson	Dept	1	2
4607	Barton	Academy and Graded School	H. J. Stannard	Dept	1	1
4608	Barton Landing	High School	E. J. Winslow	Dept	1	1
4609	Bennington	do	Arabelle Horton	Ind	0	3
4610	Bethel	Whitcomb High School	Frank P. Davison	Ind	1	1
4611	Bradford	High School	C. H. French	Ind	1	1
4612	Brandon	do.*	E. F. Howard	Ind	1	2
4613	Bristol	do	Chas. S. Paige	Dept	1	1
4614	Burlington	do.*	S. W. Landon	Dept	2	6

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
6	9	0	0	65	74	....	....	....	....	....	....	....	....	....	....	0	$1,600	4560
9	8	0	0	36	52	0	0	0	0	0	0	0	0	3	0	0	1,200	4561
50	56	0	0	0	0	....	....	....	....	3	0	0	0	4	....	150	15,000	4562
16	10	0	0	0	0	0	0	2	0	3	0	0	0	4	0	50	1,500	4563
15	17	0	0	65	68	....	....	....	....	....	....	....		3	....	....	2,000	4564
26	35	0	0	0	0	8	12	2	0	1	5	1	3	3	....	....	6,500	4565
20	15	0	0	20	20	2	3	....	....	....	....	....	....	....	....	100	600	4566
24	26	0	0	77	60	2	0	0	1	2	0	2	0	4	0	155	1,500	4567
15	20	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	1,000	4568
8	12	0	0	77	78	0	0	0	0	0	0	0	0	4	....	0	1,500	4569
49	38	0	0	55	60	5	3	7	6	3	3	5	6	3	....	200	2,500	4570
15	17	0	0	76	64	18	13	0	0	0	0	0	0	3	....	0	1,800	4571
8	12	0	0	0	0	4	5	2	0	0	0	0	0	2	0	0	1,500	4572
8	31	0	0	0	0	0	0	0	0	0	0	0	0	3	....	250	15,000	4573
5	21	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	18,185	4574
12	14	0	0	148	141	12	8	9	7	....	....	....	....	....	....	190	6,000	4575
10	13	0	0	50	50	....	....	....	....	2	0	....	....	4	....	0	....	4576
8	8	0	0	0	0	....	....	....	....	....	....	....	....	3	....	240	6,050	4577
38	110	0	0	0	0	....	....	....	....	1	10	1	1	3	....	400	....	4578
8	10	0	0	0	0	....	....	....	....	0	0	....	....	....	....	....	....	4579
32	37	0	0	0	0	8	4	....	....	1	0	....	....	....	....	....	4,000	4580
25	10	0	0	64	92	6	1	1	1	0	0	....	....	4	....	500	4,000	4581
20	25	0	0	85	85	2	4	....	....	0	0	....	....	1	0	58	1,500	4582
40	30	0	0	0	0	4	5	0	0	3	0	1	0	4	....	300	20,000	4583
10	11	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	2,000	4584
28	31	0	0	0	0	28	24	....	....	....	....	....	....	....	....	....	2,000	4585
10	19	0	0	75	61	....	....	....	....	....	....	....	....	....	....	....	16	4586
15	20	0	0	25	40	....	....	....	....	0	2	....	....	4	0	0	2,000	4587
31	70	0	0	0	0	....	....	....	....	2	11	1	4	4	....	800	40,000	4588
14	39	0	0	0	0	5	8	....	....	4	5	2	0	4	....	350	22,500	4589
30	20	0	0	90	90	6	0	1	0	0	0	0	0	3	....	0	2,500	4590
18	15	0	0	70	60	....	....	....	....	....	....	....	....	3	....	....	1,000	4591
16	33	0	0	0	0	....	....	1	3	3	4	1	2	3	....	600	8,000	4592
25	36	0	0	60	61	5	10	8	5	0	0	....	....	....	0	....	....	4593
14	39	0	0	0	0	....	....	....	....	0	7	....	....	3	....	....	25,000	4594
202	305	0	0	0	0	30	20	....	....	6	20	3	7	5	....	1,000	257,500	4595
35	45	0	0	0	0	6	10	....	....	4	7	4	7	4	....	100	25,000	4596
40	80	0	0	0	0	2	3	3	5	5	7	2	3	4	...	300	30,000	4597
15	21	0	0	0	0	0	0	2	3	0	0	0	0	3	0	....	5,000	4598
7	8	0	0	51	57	3	5	1	2	2	1	....	....	2	....	5	1,000	4599
12	13	0	0	0	0	5	9	....	....	....	....	....	....	....	....	30	....	4600
33	34	0	0	0	0	15	12	10	8	0	0	0	0	4	0	200	12,500	4601
7	17	0	0	89	80	....	....	....	....	....	....	....	....	2	....	4	2,500	4602
8	12	0	0	0	0	1	1	3	3	0	0	0	0	4	....	125	12,000	4603
50	80	0	0	0	0	2	3	....	....	8	13	2	1	3	....	200	....	4604
179	279	2	0	0	0	51	62	29	11	11	25	4	11	4	0	400	....	4605
34	55	0	0	0	0	0	0	12	22	2	6	2	0	4	30	500	50,000	4606
26	21	0	0	0	0	3	3	3	2	6	1	3	0	4	....	200	6,000	4607
20	25	0	0	0	0	7	8	....	....	....	....	....	....	2	....	200	6,000	4608
32	43	0	0	0	0	7	9	13	18	7	7	....	....	4	25	100	5,000	4609
16	16	0	0	75	113	....	....	....	....	2	5	2	5	3	....	400	....	4610
14	21	0	0	88	82	1	0	0	0	4	5	2	2	4	....	2,000	15,500	4611
20	30	0	0	0	0	1	3	....	....	1	5	6	2	4	....	250	10,000	4612
31	40	0	0	0	0	11	7	1	0	5	5	5	5	4	....	25	6,000	4613
132	159	0	0	0	0	19	6	70	40	25	41	15	14	4	....	410	40,000	4614

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	VERMONT—cont'd.					
4615	Chester	Central High School	Ernest W. Gibson	Dept	1	2
4616	Enosburg Falls	High School	L. M. Jenne	Dept	1	1
4617	Essex Junction	do	Julia B. Jackman	Ind	0	2
4618	Fair Haven	do	Wm. G. Park	Dept	1	2
4619	Hardwick	Hardwick Academy	W. D. Parsons	Ind	1	1
4620	Hinesburg	High School	Asa M. Jones	Ind	1	0
4621	Hyde Park	Lamoille Central Academy	Martin S. Vilas	Dept	1	0
4622	Island Pond	High School	E. R. Davis	Ind	1	0
4623	Ludlow	Black River Academy	Frank L. Bugbee	Dept	1	3
4624	Lyndon	Lyndon Academy	Gordon B. Chase	Ind	1	2
4625	Middleburg	High School	P. C. Hoyt	Dept	1	2
4626	Middletown Springs	Graded School	Edwin H. Johnson	Ind	1	1
4627	Milton	High School *	Clarence H. Willey	Ind	1	1
4628	Montpelier	Washington County High School.	S. J. Blanpied	Dept	1	3
4629	Morrisville	People's Academy	W. A. Beebe	Dept	1	2
4630	Newbury	Newbury Seminary	E. A. Shaw	Ind	1	1
4631	Newport	Newport Academy	B. H. Hill	Ind	1	1
4632	North Bennington	High School	Chas. H. Phelps	Dept	2	0
4633	Northfield	do. *	W. E. Hurlbut	Ind	1	2
4634	North Troy	do	H. S. Lovejoy	Ind	1	1
4635	Poultney	do	Wm. A. Frazier	Dept	1	0
4636	Proctor	do	F. A. Wheeler	Dept	1	1
4637	Quechee	do	Geo. E. Mann	Ind	1	0
4638	Randolph	do	N. J. Whitehill	Ind	1	2
4639	Richford	do	Frank E. Benjamin	Ind	1	2
4640	Richmond	do	P. M. Paige	Ind	0	1
4641	Rutland	do	Alfred C. Thompson	Dept	3	3
4642	St. Albans	do	Francis A. Bagnall	Dept	1	5
4643	Shelburne	do	Mary R. Bates	Dept	0	1
4644	South Royalton	do	Wm. C. Hopkins, jr	Ind	1	0
4645	Springfield	do	H. Dressel, jr	Ind	1	2
4646	Stowe	do	C. L. Pevier	Ind	0	3
4647	Swanton	Union High School	Frank D. Farr, A. B	Ind	1	2
4648	Underhill	Graded School	John E. Wheelock	Ind	1	3
4649	Vergennes	do	D. G. Abbott	Dept	1	1
4650	Wallingford	High School	E. B. Gray	Dept	1	1
4651	Waterbury	do	S. R. Parker	Ind	1	1
4652	Wells River	Graded and High School	Fred T. Sharp	Ind	1	2
4653	West Rutland	High School *	Z. C. Hinds	Ind	1	2
4654	White River Junction.	do	C. C. Davis	Dept	1	2
4655	Winooski	High School *	Henry Conlin	Dept	1	1
4656	Woodstock	High School	Edwin H. Whitehill	Ind	1	3
	VIRGINIA.					
4657	Abingdon	Cave City High School *	C. G. Hillenberg	Ind	1	0
4658	Adriance	Guinea High School	Mrs. C. W. Cranby	Ind	0	2
4659	Alexandria	Washington School	Theodore H. Ficklin	Dept	1	0
4660	Ashland	Graded School	W. N. Hamlet	Dept	1	1
4661	Beaver Dam	do	Miss Virginia Campbell	Ind	0	1
4662	Bedford City	High School	E. Albert Smith	Ind	2	1
4663	Bedford Springs	New London Academy	D. W. Read	Ind	1	1
4664	Berryville	High School	M. W. Jones	Ind	2	4
4665	Bowling Green	Graded School	T. B. Glassell	Ind	0	2
4666	Boydton	High School	Marshall Morton	Ind	1	0
4667	Boykins	do	J. R. L. Johnson	Dept	0	1
4668	Bristol	do	R. H. Sheppe	Dept	1	1
4669	Broadway	do	W. S. Flory	Ind	1	0
4670	Brookings	Providence High School *	E. G. Holland	Ind	1	0
4671	Buena Vista	High School	J. P. McLuer	Dept	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
29	27	0	0	15	18	12	16	...	...	6	8	2	3	4	40	250	$5,000	4615
45	36	0	0	0	0	2	1	1	0	7	6	1	0	4	...	10	5,000	4616
10	20	0	0	65	105	...	...	...	...	1	1	...	...	3	...	50	...	4617
12	30	0	0	0	0	2	4	...	...	3	7	0	0	4	...	125	...	4618
30	30	0	0	70	70	0	0	2	0	0	0	0	0	4	...	75	12,000	4619
14	24	0	0	9	16	1	2	...	...	3	4	1	1	3	...	65	...	4620
22	18	0	1	0	0	3	0	1	2	3	1	...	...	4	...	...	2,000	4621
10	20	0	0	90	80	0	0	0	0	0	5	0	0	3	...	0	10,000	4622
45	50	0	0	15	20	8	5	18	21	5	5	5	3	4	...	1,500	25,000	4623
8	12	0	0	40	40	0	0	0	0	2	1	0	0	4	...	50	15,000	4624
36	40	0	0	0	0	7	8	12	16	1	5	1	2	4	...	...	...	4625
6	7	0	0	54	59	0	0	1	1	1	2	0	0	2	...	30	1,500	4626
6	9	0	0	45	41	...	...	...	...	...	...	...	...	3	...	325	6,000	4627
43	72	0	0	0	0	3	1	7	0	2	10	1	0	4	...	2,500	50,000	4628
59	63	0	0	0	0	10	2	12	6	4	1	1	1	4	...	1,200	6,000	4629
24	21	0	0	51	49	0	0	2	1	0	2	0	2	4	...	200	4,000	4630
13	25	0	0	6	2	5	3	1	3	2	8	1	5	4	...	85	...	4631
21	24	0	0	0	0	0	0	0	6	2	6	0	6	3	...	750	10,000	4632
14	28	0	0	120	117	2	1	12	27	1	3	0	0	4	...	556	...	4633
11	17	0	0	73	61	0	0	0	0	0	0	0	0	4	...	82	...	4634
9	27	0	0	0	0	...	...	0	0	0	7	0	0	4	...	...	1,800	4635
8	13	0	0	0	0	1	0	1	0	5	3	1	0	3	...	50	3,000	4636
7	10	0	0	23	22	2	5	1	0	1	1	0	1	4	...	200	6,000	4637
49	59	0	0	140	148	14	8	9	21	6	8	6	8	4	...	350	20,000	4638
18	22	0	0	162	144	4	0	...	...	1	3	0	0	4	...	154	10,000	4639
6	11	0	0	0	0	...	...	...	...	0	0	0	0	4	...	0	...	4640
60	159	0	0	0	0	15	26	3	0	...	...	...	...	4	...	...	20,000	4641
51	59	0	0	0	0	3	9	...	...	5	7	2	3	4	...	500	...	4642
10	12	0	0	10	9	0	0	1	1	1	3	1	1	4	...	150	...	4643
10	15	0	0	55	60	1	0	...	...	...	...	...	...	4	...	350	6,000	4644
44	44	0	0	146	156	5	0	10	0	7	11	4	0	4	...	100	65,000	4645
17	9	0	0	44	44	...	...	...	...	...	...	...	...	4	25	75	5,000	4646
38	37	0	0	142	129	10	1	5	10	3	1	3	1	4	...	400	8,000	4647
20	15	0	0	30	55	0	0	0	0	0	0	0	0	3	...	...	5,000	4648
20	25	0	0	0	0	3	3	...	...	2	7	2	3	4	...	44	10,000	4649
6	18	0	0	0	0	0	0	...	...	0	2	...	...	4	...	18	4,500	4650
23	27	1	0	0	1	...	...	...	...	0	0	...	...	4	...	...	2,500	4651
17	13	0	0	43	37	1	3	1	0	0	2	0	1	4	...	150	14,000	4652
20	25	0	0	160	192	...	...	...	...	4	7	...	...	4	...	30	15,000	4653
30	40	0	0	0	0	3	8	7	3	2	5	0	1	4	...	100	2,000	4654
12	20	0	0	168	178	0	0	1	0	0	2	...	...	4	...	190	4,500	4655
35	51	0	0	10	19	2	2	0	...	1	8	0	2	4	...	300	10,000	4656
8	7	0	0	96	89	0	0	...	...	6	4	4	2	2	...	...	11,000	4657
4	19	0	0	18	4	4	10	0	0	0	0	...	...	...	...	...	150	4658
45	0	0	0	0	0	0	0	0	0	10	0	10	0	2	...	...	...	4659
19	10	0	0	0	0	...	...	2	2	1	1	1	1	3	...	0	1,200	4660
10	4	0	0	20	26	10	4	0	0	...	...	...	...	4	...	0	500	4661
20	25	0	0	27	41	...	...	0	1	...	...	...	...	...	...	...	25,000	4662
18	21	0	0	26	12	0	0	0	0	0	0	...	...	5	...	...	3,000	4663
45	2	0	0	106	54	...	...	...	...	...	...	...	...	4	...	0	7,000	4664
8	2	0	0	37	28	...	...	...	...	0	0	0	0	...	...	...	500	4665
10	7	0	0	24	26	...	...	...	...	...	...	...	...	...	...	0	800	4666
4	4	0	0	0	0	...	...	...	...	0	0	...	...	...	...	...	...	4667
17	15	0	0	0	0	...	...	...	...	1	3	1	3	3	...	20	...	4668
9	9	0	0	64	73	2	0	1	0	1	0	0	0	4	...	500	1,800	4669
3	4	0	0	15	18	2	0	1	0	0	0	0	0	3	...	...	240	4670
10	21	0	0	0	0	0	0	0	0	0	0	0	0	2	...	0	7,000	4671

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	VIRGINIA—cont'd.					
4672	Callands	High Point High School *	Miss Mary L. Cobbs	Ind	0	2
4673	Cedar Bluff	High School *	S. H. Laird	Ind	1	1
4674	Charlottesville	Midway High School	James W. Lane	Dept	2	2
4675	Chatham	Graded School*	T. A. Watkins	Dept	1	0
4676	Chilhowie	Liberty Academy	Frank A. Kelly	Ind	1	0
4677	Clarksville	High School *	Frank B. Reamy	Dept	1	0
4678	Clifton Forge	do *	Ella K. Anderson	Ind	0	1
4679	Clinch	Clinch Academy *	L. R. Dingus	Ind	1	0
4680	Covington	High School*	James G. Jeter	Ind	1	3
4681	Danville	do	W. F. Grasty	Dept	1	2
4682	East Radford	Belle Heth Academy	William P. Gunn	Dept	1	1
4683	Elkton	Elk Run High School	J. J. Lincoln	Ind	1	1
4684	Emporia	High School	John Weymouth	Ind	1	0
4685	Fox	Fox Institute	A. M. Gentry	Dept	1	0
4686	Front Royal	Graded School	Thos. J. O'Neill	Dept	0	4
4687	Fugates Hill	Collingwood High School*	H. W. Fugate	Ind	1	1
4688	Grant	High Point Academy	Prof. E. H. Copenhaver	Ind	1	0
4689	Harrisonburg	High School	W. H. Keister	Ind	1	1
4690	Holland	High School (No. 3)*	Miss Mattie Wilson	Ind	0	1
4691	Houston	Graded School	P. D. Lipscomb	Ind	1	1
4692	Jonesville	Jonesville Academy	W. M. Meredith	Dept	2	1
4693	Lacey Spring	High School	P. S. Good	Ind	1	0
4694	Leesburg	Leesburg Academy	J. S. Simpson	Dept	2	0
4695	Lincoln	Lincoln Academy *	E. C. Sine	Ind	1	0
4696	Linville	High School*	J. A. Mercer	Ind	1	0
4697	Luray	Graded School	B. B. White	Dept	2	2
4698	Lynchburg	High School	Thomas C. Miller	Dept	3	2
4699	McGaheysville	Oak Hill High School	J. F. Armentrout	Ind	1	1
4700	Manchester	High School	Jas. H. Blackwell	Dept	1	4
4701	Marion	Graded School	R. H. Tucker	Dept	1	1
4702	Monterey	High School*	Jno. M. Colaw	Dept	1	0
4703	Mount Crawford	Mount Crawford Academy	Maj. O. C. Hulvey	Ind	2	0
4704	Neopolis	High School	F. H. Wheatley	Dept	1	0
4705	Newmarket	Graded School	E. A. Luster	Ind	0	3
4706	Norfolk	High School	Geo. McK. Bain	Dept	2	5
4707	Palmyra	Edgewood High School	Miss Lucy W. Sneed	Ind	0	1
4708	Petersburg	High School	Miss A. P. Bolling	Dept	0	6
4709	do	Peabody High School	Jas. E. Shields	Dept	1	1
4710	Portsmouth	High School	Willis A. Jenkins	Dept	1	1
4711	Pulaski City	Graded School	E. L. Darst	Dept	1	1
4712	Richmond	High School	Julian P. Thomas	Dept	2	22
4713	Roanoke	do	J. P. Mauzy	Dept	1	2
4714	Rose Hill	Cumberland College*	J. P. Marshall	Ind	1	1
4715	Round Hill	Graded School*	I. C. Fletcher	Ind	1	0
4716	Rye Cove	Washington Institute	Robt. E. Wolfe	Ind	2	1
4717	Salem	High School	J. Luther Sheppe	Dept	1	2
4718	Shenandoah	Graded School	Rev. R. H. Cline	Dept	1	3
4719	Snowflake	Greenwood High School *	Lawrence Dougherty	Ind	1	0
4720	South Boston	Graded School	W. A. Crenshaw	Dept	1	0
4721	Spring Valley	High School *	O. C. Brewer	Dept	1	1
4722	Staunton	do	J. R. Weaver	Dept	3	2
4723	Stevens Creek	Academy	Perkins Glover	Ind	1	0
4724	Suffolk	Kings Fork High School *	Daisy D. Nurney	Ind	0	2
4725	do	Public High School	P. St. J. Wilson	Dept	1	1
4726	Tazewell	High School	Geo. C. Perry	Ind	0	4
4727	Tenth Legion	Graded School	D. Hays	Ind	1	1
4728	Toshes	Clifton High School *	F. B. Fitzpatrick	Ind	1	0
4729	Warrenton	High School	Ed. Lovell Johns	Dept	1	0
4730	West Point	do	Mrs. K. R. Richardson	Dept	0	3
4731	Williamsburg	High School (No. 1)	Jno. S. Charles	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
8	10	0	0	19	23	8	10	....	....	0	1	0	1	....	....	....	$700	4672
5	4	0	0	45	50	....	....	....	....	....	....	....	....	....	....	....	....	4673
45	58	0	0	0	0	....	....	....	....	....	....	....	....	4	....	....	30,000	4674
7	11	0	0	55	77	....	....	....	....	0	0	....	....	4	....	0	3,000	4675
9	3	0	0	63	60	5	2	0	0	0	0	0	0	....	....	....	1,500	4676
6	5	0	0	43	22	2	3	0	0	0	0	0	0	4	....	0	500	4677
15	10	0	0	55	45	0	0	0	0	0	0	0	0	....	....	0	2,000	4678
3	3	0	0	20	19	0	0	0	0	0	0	0	0	....	....	....	800	4679
27	30	0	0	77	79	5	0	....	....	0	0	0	0	4	....	9	6,500	4680
7	12	0	0	0	0	....	....	7	12	3	8	0	0	....	....	0	3,500	4681
15	27	0	0	0	0	4	7	....	....	0	7	0	3	3	....	....	5,000	4682
13	15	0	0	82	60	3	0	....	....	0	0	....	....	4	....	0	1,500	4683
16	7	0	0	39	52	....	....	....	....	....	....	....	....	....	....	....	1,500	4684
6	7	0	0	0	0	....	....	....	....	....	....	....	....	2	....	....	2,500	4685
36	14	0	0	0	0	10	0	4	0	6	6	0	0	3	....	0	6,000	4686
35	30	0	0	40	35	6	5	....	....	....	....	....	....	4	....	....	1,200	4687
6	7	0	0	34	43	....	....	....	....	....	....	....	....	5	....	....	500	4688
6	13	0	0	180	173	4	10	0	0	0	1	0	1	3	....	500	8,000	4689
2	8	0	0	41	32	0	0	0	0	1	1	0	0	1	....	0	200	4690
10	10	0	0	30	20	3	2	0	0	0	1	0	1	4	....	150	1,000	4691
20	16	0	0	0	0	6	6	....	....	0	0	0	0	5	....	0	5,000	4692
4	6	0	0	26	19	0	0	0	0	0	0	0	0	....	....	2	800	4693
31	26	0	0	0	0	15	5	....	....	0	0	....	....	....	....	0	8,000	4694
6	8	0	0	22	22	....	....	....	....	2	1	....	....	4	....	50	5,000	4695
12	6	0	0	28	34	0	0	0	0	0	0	0	0	....	....	....	500	4696
30	0	0	0	0	0	0	0	0	0	0	0	0	0	....	....	....	10,000	4697
75	145	0	0	0	0	4	9	....	....	4	19	4	9	3	....	490	15,000	4698
15	13	0	0	53	53	2	0	1	0	0	0	0	0	4	....	360	1,500	4699
64	116	0	0	0	0	5	6	....	....	5	3	....	....	3	....	76	4,000	4700
27	3	0	0	0	0	10	3	....	....	....	....	....	....	4	....	....	4,000	4701
26	18	0	0	34	23	20	11	0	0	8	5	5	2	4	....	....	1,500	4702
10	15	0	0	44	54	6	3	2	0	0	2	0	0	3	23	200	4,500	4703
10	20	0	0	0	0	10	20	0	0	1	3	....	....	3	....	....	5,500	4704
10	12	0	0	66	50	2	0	....	....	....	....	....	....	....	....	....	....	4705
84	104	0	0	0	0	....	....	....	....	0	4	....	....	4	....	....	30,000	4706
9	15	0	0	15	16	5	3	2	1	0	0	....	....	1	....	....	....	4707
80	120	0	0	0	0	....	....	....	....	6	10	0	0	4	....	40	7,000	4708
9	41	0	0	0	0	4	1	....	....	0	5	....	....	3	....	0	....	4709
23	54	0	0	0	0	....	....	....	....	8	8	1	2	3	....	50	150	4710
15	13	0	0	0	0	....	....	....	....	0	0	....	....	....	....	0	10,000	4711
264	619	0	0	0	0	0	0	0	0	9	62	0	0	3	....	300	42,000	4712
31	65	0	0	0	0	0	0	0	0	0	6	0	0	4	....	11	160	4713
30	20	0	0	33	22	....	....	....	....	0	0	....	....	1	....	50	2,000	4714
12	23	0	0	23	17	1	1	1	1	0	0	....	....	4	....	....	1,000	4715
66	40	0	0	24	32	13	9	0	0	6	4	3	2	4	....	250	2,000	4716
38	39	0	0	0	0	....	....	....	....	2	6	2	6	3	....	150	20,000	4717
10	10	0	0	0	0	....	....	....	....	0	0	....	....	....	....	0	2,000	4718
10	4	0	0	36	19	....	....	....	....	0	0	....	....	3	....	50	2,000	4719
11	13	0	0	0	0	....	....	....	....	0	0	....	....	3	....	150	....	4720
8	7	0	0	28	13	5	4	2	2	0	0	0	0	3	....	32	250	4721
41	71	0	0	0	0	10	18	2	0	1	5	1	3	4	....	500	12,500	4722
6	5	0	0	42	47	6	4	....	....	0	0	....	....	5	....	....	1,000	4723
12	14	0	0	24	18	2	2	0	0	0	4	0	4	....	....	50	....	4724
10	4	0	0	0	0	....	....	....	....	0	0	....	....	1	....	0	6,000	4725
15	15	0	0	65	45	11	4	2	3	....	....	....	....	3	....	0	3,500	4726
6	8	0	0	26	22	4	4	0	0	0	0	0	0	5	....	0	....	4727
8	4	0	0	19	4	0	0	1	0	....	....	....	....	3	....	0	....	4728
8	2	0	0	58	31	0	0	0	0	0	0	0	0	....	....	0	5,000	4729
3	8	0	0	57	82	0	1	0	0	0	2	0	2	2	....	0	5,000	4730
5	14	0	0	43	27	1	0	0	0	0	0	0	0	....	....	0	....	4731

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	WASHINGTON.					
4732	Aberdeen	High School	R. B. Bryan	Dept	1	0
4733	Ballard	do	Edw. H. Stafford	Dept	2	0
4734	Centralia	do	W. H. Thompson	Dept	1	2
4735	Chehalis	do	J. T. Forest	Dept	1	0
4736	Colfax	do.*	S. C. Roberts	Dept	1	2
4737	Ellensburg	do	F. M. McCully	Dept	1	0
4738	Everett	do	John W. Heston, LL. D.	Dept	2	1
4739	Fairhaven	do	W. [illegible] Hughes	Dept	1	1
4740	Hoquiam	do	Fred. J. Chamberlain	Dept	1	1
4741	Montesano	do	P. A. Williams	Ind	1	0
4742	New Whatcom	do	E. E. White	Dept	2	2
4743	North Yakima	do	Wm. M. Heine	Dept	2	2
4744	Olympia	do	W. C. Hazzard	Dept	1	2
4745	Palouse	do	S. M. McCroskey	Dept	1	1
4746	Pomeroy	do	E. V. Kugkendall	Dept	1	1
4747	Port Angeles	do	Robt. G. Trumbull	Dept	2	0
4748	Port Townsend	do	C. P. Aubert	Dept	1	2
4749	Puyallup	do	A. J. Snoke	Dept	1	1
4750	Ritzville	do.*	F. P. Greene	Dept	1	0
4751	Seattle	do	Edwin Twitmyer	Dept	7	7
4752	Shelton	do	H. F. Baker	Ind	0	3
4753	Snohomish	do	R. E. Friars	Dept	1	1
4754	Spokane	do	J. B. Walker	Dept	1	7
4755	Sprague	do	Wm. B. Turner	Dept	2	0
4756	Sumner	do	L. L. Benbow	Dept	1	0
4757	Tacoma	do	H. F. Wegener	Dept	5	7
4758	Vancouver	do	C. W. Arnold	Dept	2	1
4759	Waitsburg	do	J. W. Thorpe	Dept	1	0
4760	Walla Walla	do	R. C. Kerr	Dept	1	2
4761	Waterville	do	C. C. Hammerly	Ind	1	0
4762	Winlock	do	B. F. Bullard	Dept	1	0
	WEST VIRGINIA.					
4763	Buckhannon	High School	H. A. Darnall	Dept	2	0
4764	Charleston	do	Mary R. McGwigan	Dept	0	4
4765	Clarksburg	High School	A. P. Romine	Dept	1	2
4766	Eastbank	River View College*	A. M. Smith	Ind	1	1
4767	Fairmont	High School*	Sara Meredith	Dept	1	1
4768	Grafton	do	J. S. Cornwell	Dept	2	0
4769	Guyandotte	do	W. A. Burdette	Dept	1	1
4770	Huntington	do	Mrs. Naomi Everett	Dept	0	2
4771	Keyser	do	W. P. Campbell	Dept	2	0
4772	Lewisburg	do	Jas. T. Rucker	Dept	1	1
4773	Moundsville	do	D. T. Williams	Dept	1	1
4774	New Cumberland	do	Mary B. Leslie	Dept	1	1
4775	New Haven	do	M. F. Smith	Dept	1	0
4776	New Martinsville	Magnolia High School	D. W. Shields	Ind	2	1
4777	Parkersburg	High School	E. D. Allright	Dept	2	2
4778	do	Sumner High School*	J. Rupert Jefferson	Dept	1	1
4779	Paw Paw	High School	John B. Triplett	Dept	1	0
4780	Piedmont	Davis High School	Wilson M. Foulk	Dept	1	1
4781	Point Pleasant	High School*	W. J. Kenny	Dept	1	0
4782	Ravenswood	do.*	W. L. McCowan	Dept	1	0
4783	Wellsburg	do	Walter Mitchell, Ph. D.	Dept	1	1
4784	Weston	do	F. L. Burdette	Dept	2	0
	WISCONSIN.					
4785	Ahnapee	High School	E. M. Phillips	Dept	1	2
4786	Alma	do	J. H. Belle	Dept	1	0
4787	Amery	do	Frank A. Briggs	Dept	1	0

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
13	25	0	0	0	0	....	....	....	....	3	11	....	....	2	....	200	$30,000	4732
3	7	0	0	0	0	....	....	....	....	....	....	....	....	1	....	200	....	4733
35	46	0	0	0	0	....	....	....	....	3	10	2	5	3	....	100	18,990	4734
6	14	0	0	0	0	2	4	0	0	0	0	0	0	3	....	300	25,000	4735
20	35	0	0	0	0	10	15	10	20	3	5	3	5	4	....	300	40,000	4736
13	16	0	0	0	0	0	1	....	....	....	....	....	....	3	....	150	....	4737
26	41	0	0	0	0	....	....	....	....	4	5	....	....	3	....	100	....	4738
20	33	0	0	0	0	....	....	....	....	6	3	3	0	4	....	50	40,000	4739
12	17	0	0	0	0	0	0	3	1	4	3	2	0	2	....	149	21,100	4740
3	15	0	0	167	165	1	3	1	4	1	7	1	3	2	....	10	5,000	4741
47	82	0	1	0	0	....	....	....	....	6	6	....	....	4	....	120	....	4742
48	57	0	0	0	0	....	....	24	30	3	1	3	1	3	....	207	....	4743
33	58	0	0	0	0	....	....	....	....	3	13	3	2	3	....	....	35,000	4744
7	14	0	0	0	0	0	0	0	0	2	4	....	....	2	....	150	....	4745
21	24	0	0	0	0	0	0	0	0	....	....	....	....	3	....	300	15,000	4746
15	18	0	0	0	0	....	....	....	....	9	4	2	1	3	....	200	10,000	4747
38	16	0	0	0	0	7	7	....	....	3	3	....	....	3	....	350	....	4748
13	23	0	0	0	0	....	....	....	....	4	3	....	....	3	....	....	30,000	4749
8	14	0	0	62	66	0	0	0	0	0	0	0	0	2	....	300	....	4750
183	269	0	0	0	0	10	5	20	10	18	34	8	6	4	40	200	....	4751
11	13	0	0	103	116	11	22	....	....	0	0	0	0	1	....	....	11,300	4752
7	18	0	0	8	7	0	0	4	6	1	3	1	3	4	....	305	29,700	4753
103	131	1	0	0	0	40	3	....	....	....	....	....	....	4	....	600	....	4754
3	5	0	0	168	141	....	....	....	....	3	5	....	....	1	....	100	....	4755
11	13	0	0	0	0	....	....	3	6	....	....	....	....	2	....	10	3,500	4756
200	236	0	3	0	0	....	....	....	....	22	45	....	....	4	....	....	....	4757
35	32	0	0	0	0	....	....	....	....	4	9	....	....	4	....	1,600	40,000	4758
3	7	0	0	100	104	....	....	....	....	....	....	....	....	....	....	250	4,000	4759
28	66	0	2	0	0	7	16	10	22	1	8	1	4	4	....	1,200	28,000	4760
7	10	0	0	73	67	....	....	....	....	3	0	....	....	2	....	400	7,000	4761
8	5	0	0	0	0	....	....	....	....	....	....	....	....	3	....	30	5,000	4762
18	30	0	0	0	0	....	....	....	....	2	2	0	1	2	....	300	6,000	4763
41	73	0	0	0	0	....	....	....	....	4	8	4	8	4	....	....	....	4764
30	30	0	0	0	0	....	....	....	....	0	11	....	....	3	....	400	....	4765
4	8	0	0	61	47	4	8	2	3	2	3	....	....	3	....	....	3,000	4766
9	27	0	0	3	17	....	....	....	....	0	4	0	0	3	....	600	....	4767
11	47	0	0	0	0	....	....	....	....	3	8	....	....	3	....	400	6,000	4768
36	35	0	0	0	0	....	....	5	3	1	3	1	3	2	....	....	10,000	4769
5	25	0	0	0	0	....	....	....	....	0	6	....	....	4	....	72	....	4770
21	30	0	0	0	0	5	0	....	....	0	6	0	0	4	....	100	....	4771
23	19	0	0	0	0	5	3	....	....	5	7	4	0	4	....	300	5,000	4772
16	43	0	0	0	0	1	0	....	....	2	7	1	0	4	....	0	....	4773
20	23	0	0	0	0	....	....	....	....	0	5	0	5	3	....	100	15,000	4774
8	12	0	0	0	0	....	....	....	....	2	0	0	0	3	....	....	3,500	4775
30	22	0	0	0	0	3	2	1	0	3	2	3	2	3	....	600	10,000	4776
47	104	0	0	0	0	....	....	....	....	5	14	....	....	3	....	400	....	4777
7	28	7	23	71	55	....	....	....	....	0	2	....	....	3	....	50	....	4778
13	8	0	0	0	0	2	1	1	0	0	0	0	0	4	....	....	....	4779
12	23	0	0	0	0	....	....	....	....	0	6	0	0	4	....	50	....	4780
10	15	0	0	0	0	....	....	2	0	2	2	2	0	2	....	....	22,500	4781
4	11	0	0	0	0	....	....	....	....	1	2	0	1	2	....	0	16,000	4782
13	28	0	0	0	0	....	....	....	....	4	7	....	....	3	....	500	....	4783
12	10	0	0	0	0	....	....	....	....	5	1	....	....	2	....	300	12,800	4784
29	18	0	9	0	0	1	0	2	0	5	1	3	0	4	....	550	15,000	4785
22	29	0	0	0	0	....	....	....	....	4	2	....	....	3	....	650	20,000	4786
12	[illegible]	[illegible]	0	0	0	....	....	....	....	0	0	0	0	3	....	50	5,000	4787

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Instructors for secondary students. Female.
	1	2	3	4	5	6
	WISCONSIN—cont'd.					
4788	Amherst	High School	O. H. Day	Ind	1	0
4789	Antigo	Free High School	C. O. Marsh	Dept	1	2
4790	Appleton	High School, district No. 3	W. F. Winsey	Dept	3	0
4791	.....do	Ryan High School	F. E. McGovern	Dept	5	4
4792	Arcadia	Free High School	Prof. G. O. Banting	Dept	1	1
4793	Argyle	High School	R. H. Mueller	Dept	1	0
4794	Ashland	.....do	Edwin H. Cassells	Dept	3	2
4795	Augusta	Free High School	L. W. Wood	Dept	1	2
4796	Avoca	High School	James Foy	Ind	1	0
4797	Bangor	.....do	F. A. Harrison	Ind	1	0
4798	Baraboo	.....do	J. E. McCollins	Dept	1	6
4799	Barron	Free High School	T. H. Lage	Dept	1	1
4800	Bayfield	High School	E. D. Rounds	Dept	1	2
4801	Beaver Dam	Free High School	H. B. Hybbell	Dept	1	3
4802	Belleville	High School	J. A. Pratt	Dept	1	0
4803	Beloit	Free High School	C. H. Gordon	Dept	3	4
4804	Berlin	High School	F. A. Lowell	Dept	2	2
4805	Black Earth	.....do	H. A. Whipple	Ind	2	0
4806	Black River Falls	Union High School	J. H. Derse	Dept	1	3
4807	Bloomer	Free High School	E. C. Roberts	Ind	1	0
4808	Bloomington	High School	S. E. Pearson	Dept	1	1
4809	Boscobel	.....do	F. W. Meisnest	Dept	1	2
4810	Brandon	.....do	Charles O'Connor	Dept	1	0
4811	Brillion	.....do	W. H. Goodall	Ind	1	1
4812	Brodhead	Free High School	Ralph W. Pringle	Dept	1	2
4813	Burlington	Union School *	Alexander Corstvet	Ind	1	2
4814	Cadott	Town of Siegel High School	Elsie O. Ewing	Ind	0	1
4815	Cambridge	High School	Franklin Gould	Ind	0	3
4816	Cassville	Free High School	Willis P. Colburn	Dept	2	1
4817	Centralia	High School	Henry D. Kneip	Dept	1	1
4818	Chilton	.....do	F. A. Thayer	Dept	1	1
4819	Chippewa Falls	.....do	R. L. Barton	Dept	2	3
4820	Clinton	Free High School	H. B. Lathe	Ind	1	1
4821	Clintonville	High School	W. H. Hickok	Ind	1	1
4822	Cobb	.....do	Lewis A. Jones	Ind	1	0
4823	Colby	Free High School	F. M. Jackson	Ind	1	0
4824	Cuba City	High School *	T. J. Metcalf	Ind	1	0
4825	Cumberland	.....do	D. E. Cameron	Ind	1	1
4826	Darlington	Free High School	J. M. Stevens	Dept	1	2
4827	Deerfield	High School	A. B. Moses	Dept	1	2
4828	Delavan	Free High School	C. W. Rittenburg	Dept	1	2
4829	De Pere	High School	Violet M. Alden	Dept	0	3
4830	Dodgeville	.....do	O. J. Schuster	Dept	1	2
4831	Durand	.....do	James W. Nesbit	Dept	1	1
4832	East Troy	Free High School*	C. F. Hardy	Ind	1	1
4833	Edgerton	High School	H. A. Adrian	Dept	1	5
4834	Elkhorn	.....do	C. D. Kipp	Dept	1	2
4835	Ellsworth	.....do	C. J. Brewer	Dept	2	0
4836	Elroy	.....do	W. E. Utendorfer	Ind	1	1
4837	Evansville	.....do	E. E. DeCon	Dept	2	1
4838	Fairchild	.....do	A. E. Tyler	Dept	1	0
4839	Florence	.....do	W. T. Campbell	Ind	1	1
4840	Fond du Lac	.....do	L. A. Williams	Dept	2	4
4841	Fort Atkinson	.....do	A. Wm. Weber	Dept	2	2
4842	Fort Howard	.....do.*	A. W. Burton	Dept	1	3
4843	Fox Lake	.....do.*	Robert Rienow	Ind	1	1
4844	Friendship	.....do	Link C. Russell	Ind	1	1
4845	Glenbeulah	.....do	E. E. Couch	Ind	1	0
4846	Grand Rapids	Howe High School	Guy S. Ford	Dept	3	0
4847	Green Bay	East Side High School	Wm. O. Brown	Dept	1	4
4848	.....do	West Side High School	A. W. Burton	Dept	1	4
4849	Greenwood	High School *	Frank Soule	Ind	1	0
4850	Hartford	South Side High School	Edward W. Pryor	Dept	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary pupils, including all below secondary grades.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
						Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
18	26	0	0	0	0	0	0	0	0	2	7	0	0	3	0	150	$9,200	4788
40	50	0	0	0	0	3	7	2	0	2	5	2	3	4	....	565	30,000	4789
17	17	0	0	0	0	10	8	7	9	3	4	3	2	4	....	2,000	80,000	4790
50	75	9	0	0	0	....	....	....	....	5	8	4	3	4	....	2,200	50,000	4791
32	34	0	0	0	0	0	0	9	3	6	4	6	4	4	....	1,053	10,000	4792
14	13	0	0	0	0	....	....	....	....	3	4	....	....	4	....	150	7,500	4793
30	53	0	0	0	0	1	7	8	17	1	4	1	3	4	....	400	20,000	4794
41	40	0	0	0	0	....	....	....	....	6	6	....	....	4	....	300	8,000	4795
12	14	0	0	38	40	....	....	....	....	0	0	....	....	3	....	275	6,000	4796
10	19	0	0	80	103	2	5	2	6	1	10	1	8	3	....	1,200	3,000	4797
69	117	0	0	0	0	0	2	2	4	8	20	2	6	4	....	....	60,000	4798
22	21	0	0	0	0	0	0	6	0	3	2	0	0	3	0	200	6,000	4799
17	21	0	0	0	0	1	2	1	2	4	4	2	1	4	....	700	28,000	4800
49	56	0	0	0	0	....	....	....	....	6	7	2	3	4	....	500	40,000	4801
20	29	0	0	0	0	0	0	0	0	2	6	1	0	3	....	41	2,200	4802
68	167	3	0	0	0	....	....	....	....	8	21	4	4	4	....	100	25,000	4803
41	50	0	0	0	0	5	10	5	5	4	8	2	4	4	....	1,692	40,000	4804
28	28	0	0	0	0	....	....	2	1	9	7	....	....	4	....	30	2,000	4805
44	56	0	0	0	0	....	....	....	....	5	8	0	1	4	....	1,200	35,000	4806
12	23	0	0	0	0	....	....	....	....	1	3	....	....	3	....	150	....	4807
13	28	0	0	0	0	0	0	0	0	0	5	0	0	4	0	250	10,000	4808
29	52	0	0	0	0	0	0	2	6	2	3	2	1	4	....	1,300	3,000	4809
19	14	0	0	0	0	....	....	....	....	4	2	....	....	3	....	350	2,500	4810
12	14	0	0	138	186	0	0	5	4	1	1	....	....	3	....	200	10,000	4811
32	60	0	0	0	0	0	0	12	18	1	13	1	13	4	....	678	15,000	4812
30	37	0	0	0	0	....	....	....	....	1	6	0	2	4	....	300	14,000	4813
8	16	0	0	111	116	....	....	....	....	2	4	2	0	3	....	153	8,400	4814
6	16	0	0	70	73	....	....	....	....	1	5	....	....	3	....	200	6,000	4815
20	29	0	0	0	0	....	....	....	....	1	3	....	....	4	....	175	9,500	4816
30	40	0	0	0	0	....	....	....	....	5	2	1	1	....	0	450	30,000	4817
34	38	0	0	0	0	0	0	0	0	3	3	1	0	4	0	300	5,000	4818
51	80	0	0	0	0	2	1	1	1	11	2	3	2	4	0	3,258	96,000	4819
23	22	0	0	129	131	0	0	3	3	10	7	3	3	4	0	300	15,000	4820
22	30	0	0	168	149	2	2	0	0	2	3	2	0	4	0	400	10,000	4821
10	19	0	0	30	15	0	0	0	0	1	3	0	0	3	0	100	7,500	4822
16	24	0	0	0	0	....	....	....	....	3	5	1	2	3	....	50	2,300	4823
15	10	0	0	76	61	....	....	....	....	0	0	....	....	3	....	....	4,000	4824
27	34	0	0	176	179	0	0	1	0	2	4	1	0	4	0	350	8,000	4825
38	59	0	0	0	0	....	....	....	....	4	6	....	....	4	....	2,000	50,000	4826
17	17	1	1	0	0	0	0	3	0	1	4	1	0	4	....	18	5,000	4827
23	48	0	0	0	0	8	19	....	....	3	7	3	2	4	0	840	4,000	4828
24	55	0	0	0	0	7	21	4	5	4	10	2	4	4	....	650	7,400	4829
27	62	0	0	0	0	0	0	10	20	4	12	4	12	4	....	500	35,000	4830
25	32	0	0	0	0	....	....	....	....	2	1	2	1	4	....	175	10,000	4831
32	26	0	1	40	52	....	....	....	....	0	0	....	....	4	....	115	10,000	4832
30	40	0	0	0	0	6	10	12	8	5	6	2	5	4	....	1,000	30,000	4833
48	62	0	0	0	0	....	....	....	....	1	11	0	2	4	....	515	33,000	4834
36	48	0	0	0	0	....	....	1	0	5	5	....	....	4	....	220	17,000	4835
20	30	0	0	198	313	....	....	....	....	0	4	....	....	4	....	350	....	4836
42	59	0	1	0	0	....	....	....	....	7	10	....	....	4	....	500	25,000	4837
12	11	0	0	0	0	0	0	4	5	1	6	....	....	3	....	600	3,000	4838
14	14	0	0	153	164	0	0	2	0	0	1	0	0	4	....	1,500	15,000	4839
86	118	0	0	0	0	6	0	0	4	11	14	4	0	4	....	400	30,000	4840
55	70	0	0	0	0	....	....	....	....	4	11	....	....	4	0	1,200	35,000	4841
21	60	0	0	0	0	....	....	....	....	0	11	....	....	4	....	180	20,000	4842
17	28	2	1	112	85	....	....	10	18	1	7	0	2	4	....	300	15,000	4843
10	23	0	0	18	22	0	0	0	0	1	0	0	0	3	....	80	2,000	4844
13	9	0	0	0	0	0	0	0	0	2	0	0	0	3	....	50	500	4845
40	36	0	0	0	0	....	....	....	....	5	2	2	0	4	....	250	35,000	4846
46	74	0	0	0	0	....	....	....	....	4	11	4	9	4	....	....	40,000	4847
27	67	0	0	0	0	....	....	....	....	3	8	0	0	4	....	300	20,000	4848
11	21	0	0	60	77	....	....	....	....	....	....	....	....	3	....	145	3,500	4849
33	36	0	0	0	0	3	0	3	2	5	6	2	1	4	0	400	15,000	4850

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students. Male.	Female.
	1	2	3	4	5	6
	WISCONSIN—cont'd.					
4851	Hayward	Free High School	J. G. Adams	Dept	1	1
4852	Hazel Green	High School	R. E. Smith	Ind	1	0
4853	Highland	....do	James E. McGovern	Dept	1	1
4854	Hillsboro	Free High School	A. F. Elmegreen	Dept	1	0
4855	Horicon	High School	E. T. Johnson	Dept	1	1
4856	Hudson	....do	S. B. Tobey	Dept	1	2
4857	Humbird	....do	E. M. Beeman	Dept	1	1
4858	Janesville	....do	D. D. Mayne	Dept	4	5
4859	Jefferson	....do	G. W. Gehrand	Dept	1	2
4860	Juneau	....do	J. T. Lindley	Ind	1	1
4861	Kaukauna	....do	C. F. Youmans	Dept	1	2
4862	Kenosha	....do	E. C. Wiswall	Dept	1	4
4863	Kewaunee	....do	M. McMahon	Dept	1	2
4864	Kiel	....do	G. M. Morrissey	Ind	1	1
4865	Kilbourn	....do	Chester W. Smith	Ind	1	5
4866	La Crosse	....do	W. R. Hemmenway	Dept	2	7
4867	Lake Geneva	....do	A. F. Bartlett	Dept	1	2
4868	Lake Mills	....do	Allen B. West	Dept	1	2
4869	Lancaster	....do	L. L. Clarke	Dept	1	2
4870	Linden	....do.*	David James	Ind	1	0
4871	Madison	....do	J. H. Hutchison	Dept	1	12
4872	Manawa	Little Wolf High School	James J. Gill	Ind	1	0
4873	Manitowoc	Third Ward High School*	Albert Guttman	Dept	2	0
4874	Marinette	High School	Guy E. Maxwell	Dept	2	3
4875	Marshall	Medina High School	Wm. Fowlie	Ind	1	1
4876	Marshfield	High School	G. W. Paulus	Dept	1	2
4877	Mauston	....do	A. H. Fletcher	Dept	1	2
4878	Mazomanie	....do	Oliver M. Salisbury	Ind	1	1
4879	Menasha	....do	A. B. Dunlap	Dept	1	2
4880	Menomonie	....do	Judson E. Hoyt	Dept	2	1
4881	Merrill	....do	Anna E. Anderson	Dept	1	3
4882	Merrillan	....do	W. P. Roseman	Ind	1	2
4883	Middleton	....do	Wm. F. Thiel	Ind	1	0
4884	Milton Junction	....do	J. B. Borden	Ind	1	1
4885	Milwaukee	East Side High School	A. J. Rogers	Dept	10	10
4886	....do	South Side High School	Sanford A. Hooper	Dept	4	9
4887	....do	West Side High School	C. E. McLenegan	Dept	4	8
4888	Mineral Point	High School	A. R. Jolley	Dept	2	1
4889	Mondovi	....do	F. W. Thomas	Dept	1	1
4890	Monroe	....do	Alvin F. Rote	Dept	2	2
4891	Montello	....do.*	Peter R. Boylan	Ind	1	0
4892	Montfort	....do	David James	Ind	1	1
4893	Mount Hope	....do	C. E. Shearer	Ind	1	0
4894	Muscoda	....do	Arthur W. Kopp	Ind	1	1
4895	Necedah	....do	C. H. Maxson	Dept	1	1
4896	Neenah	....do	J. F. Conant	Dept	1	3
4897	Neillsville	....do	W. L. Morrison	Dept	1	2
4898	New Lisbon	....do	S. A. Bostwick	Dept	1	1
4899	New London	....do	De Witt Elwood	Dept	1	2
4900	Oakfield	....do	A. M. Olson	Ind	1	0
4901	Oakwood	....do	L. B. Stiles	Ind	2	0
4902	Oconomowoc	Free High School*	O. J. Schuster	Dept	1	2
4903	Oconto	High School	R. L. Cooley	Dept	2	2
4904	Omro	....do	E. E. Sholdon	Dept	1	1
4905	Onalaska	....do	J. F. Sims	Dept	1	1
4906	Oregon	....do	Herbert M. Haskell	Dept	1	1
4907	Oshkosh	....do	Rufus H. Halsey	Dept	3	5
4908	Pepin	....do	G. E. Pratt	Ind	1	0
4909	Peshtigo	....do	A. H. Kreiling	Ind	2	0
4910	Pewaukee	....do	F. L. McGowan	Ind	1	1
4911	Phillips	....do	G. H. Jensen	Dept	1	1
4912	Plainfield	....do	G. Eber Dafoe	Dept	1	1
4913	Platteville	....do	Chas. M. Fox	Ind	1	1

* Statistics of 1894-95.

United States for the scholastic year 1895–96—Continued.

Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
19	27	0	0	0	0	0	0	0	0	0	0	0	0	4	....	275	$6,000	4851
8	12	0	0	55	65	....	....	....	....	0	3	4	4	3	....	100	800	4852
17	15	0	0	0	0	0	0	0	0	0	0	0	0	4	....	425	4,500	4853
14	20	0	0	0	0	0	0	0	0	2	3	0	0	3	....	320	3,000	4854
16	22	0	0	0	0	0	0	15	10	5	11	5	11	4	....	600	10,000	4855
52	67	0	0	0	0	....	....	15	24	3	12	....	....	4	....	1,700	45,000	4856
18	16	0	0	0	0	....	....	....	....	3	0	....	....	3	....	286	....	4857
121	208	0	0	0	0	20	50	10	5	22	36	10	15	4	....	250	60,000	4858
36	40	0	0	0	0	11	9	18	15	6	6	1	0	4	....	900	6,200	4859
20	28	0	0	80	100	7	5	6	12	3	2	0	0	4	....	500	20,000	4860
20	30	0	0	0	0	0	0	0	0	1	2	....	....	4	....	300	5,000	4861
46	88	0	0	0	0	....	....	8	12	6	11	3	4	4	....	640	80,000	4862
27	23	0	0	0	0	0	0	0	0	1	4	....	....	4	....	1,500	10,000	4863
17	20	0	0	80	84	....	....	....	....	1	0	1	0	3	....	300	8,000	4864
38	46	0	0	73	68	0	0	4	5	10	10	1	1	4	....	600	10,000	4865
97	149	1	1	0	0	1	2	4	3	10	18	5	4	4	....	601	45,000	4866
33	45	0	0	0	0	....	....	....	....	8	8	4	4	4	....	....	....	4867
30	36	0	0	0	0	6	6	4	4	5	8	2	1	4	....	500	20,000	4868
47	60	0	0	0	0	....	....	....	....	4	9	....	....	4	....	260	27,000	4869
10	12	0	0	55	62	....	....	....	....	2	6	....	....	3	....	250	....	4870
201	216	1	0	0	0	....	....	....	....	23	20	17	11	4	....	300	203,000	4871
23	16	0	0	0	0	....	....	....	....	1	0	1	0	3	....	275	2,500	4872
38	32	0	0	0	0	0	0	1	2	2	3	0	1	4	....	380	32,000	4873
52	78	0	0	0	0	5	5	4	0	2	9	2	2	4	....	150	25,000	4874
16	34	0	0	0	0	....	....	....	....	0	1	....	....	4	....	258	6,000	4875
19	43	0	0	0	0	....	....	....	....	0	5	....	....	4	....	100	....	4876
35	43	0	0	0	0	3	2	3	10	5	5	3	1	4	....	400	2,000	4877
21	28	0	0	120	88	1	3	2	1	1	1	1	1	4	....	218	10,000	4878
27	46	0	0	0	0	0	0	7	10	3	2	2	2	4	....	500	35,000	4879
55	49	0	0	0	0	10	6	3	0	7	5	4	2	4	....	1,000	....	4880
39	79	0	0	2	0	....	....	1	0	1	7	....	....	4	....	200	10,000	4881
20	16	0	0	80	184	1	3	....	....	2	8	1	2	3	....	1,000	50,000	4882
17	10	0	0	0	0	....	....	2	0	5	0	2	0	3	....	125	400	4883
20	30	0	0	80	110	....	....	....	....	3	2	2	1	4	....	260	15,000	4884
259	256	0	0	0	0	86	79	25	20	39	61	25	20	4	....	1,200	117,210	4885
192	216	0	0	0	0	....	....	....	....	16	28	7	12	4	....	1,652	78,000	4886
138	182	1	0	0	0	5	1	....	....	0	0	0	0	4	....	1,500	150,000	4887
42	60	0	0	0	0	....	....	....	....	4	9	....	....	4	....	600	25,000	4888
4	14	0	0	0	0	0	1	1	1	3	2	1	1	4	....	365	15,000	4889
55	80	0	0	0	0	....	....	....	....	3	18	....	....	4	....	3,500	7,000	4890
11	24	0	0	59	57	0	0	0	0	0	6	0	0	3	0	250	2,500	4891
16	36	0	0	0	0	....	....	....	....	0	2	....	....	4	....	50	....	4892
18	17	0	0	0	0	0	0	0	0	4	2	0	0	3	....	150	2,000	4893
12	20	0	0	38	50	....	....	....	....	3	9	2	4	3	....	500	8,000	4894
30	42	0	0	0	0	0	0	4	6	2	8	....	....	4	....	350	....	4895
40	60	0	1	0	0	....	....	....	....	3	11	0	2	4	....	500	....	4896
45	51	0	0	0	0	....	....	....	....	3	2	3	2	4	....	75	....	4897
18	24	0	0	0	0	3	4	....	....	5	5	2	3	4	....	807	15,000	4898
46	32	0	2	0	0	....	....	....	....	0	9	0	0	4	....	250	6,500	4899
13	28	0	0	57	80	....	....	....	....	0	0	....	....	3	....	150	5,000	4900
12	11	0	0	25	38	0	0	0	0	0	2	0	0	3	....	150	4,000	4901
37	57	0	0	0	0	0	0	16	19	2	8	2	8	4	....	625	35,500	4902
40	45	0	0	0	0	....	....	....	....	2	5	....	....	4	....	500	....	4903
12	18	0	0	0	0	1	0	5	5	4	6	3	2	4	....	600	14,000	4904
23	21	0	0	0	0	0	0	1	1	2	3	1	1	4	....	200	14,000	4905
44	41	0	0	0	0	....	....	9	6	3	4	2	2	4	....	550	17,000	4906
94	128	0	0	0	0	10	15	12	18	9	12	4	5	4	....	1,525	75,000	4907
10	16	0	0	61	56	....	....	....	....	1	2	....	....	3	....	245	....	4908
22	34	0	0	0	0	0	0	1	2	2	3	1	2	3	....	....	....	4909
12	17	0	0	106	125	....	....	....	....	6	5	....	....	3	....	222	1,200	4910
5	9	0	0	0	0	0	0	0	8	0	8	0	0	3	....	1,800	....	4911
13	25	0	0	0	0	....	....	....	....	0	3	....	....	4	....	265	3,500	4912
18	20	0	0	0	0	....	....	....	....	1	2	....	....	3	....	64	....	4913

TABLE 33.—*Statistics of public high schools in the*

	State and post-office.	Name.	Principal.	Department or independent.	Instructors for secondary students.	
					Male.	Female.
	1	2	3	4	5	6
	WISCONSIN—cont'd.					
4914	Plymouth	High School	Otto Gaffron	Dept	1	2
4915	Port Washington	do	A. C. Piper	Dept	2	0
4916	Potosi	do	Philip A. Kolb	Ind	1	3
4917	Poynette	do	H. S. Yonker	Dept	1	1
4918	Prairie du Chien	do	M. N. McIver	Dept	2	1
4919	Prairie du Sac	do	J. F. Bergen	Dept	1	1
4920	Prescott	do	James Goldsworthy	Dept	1	1
4921	Racine	do.*	Albert J. Volland	Dept	2	3
4922	Reedsburg	do	W. N. Parker	Dept	2	1
4923	Rhinelander	do	C. M. Gleason	Dept	1	2
4924	Rice Lake	do	G. M. MacGregor	Dept	1	1
4925	Richland Center	do	A. E. Brainerd	Dept	1	2
4926	Ripon	do	Albert E. Schaub	Dept	1	2
4927	River Falls	do	Howard L. Wilson	Dept	1	2
4928	Rosendale	do	Alice M. Tetherly	Ind	0	1
4929	St. Croix Falls	do	Paul Van der Eike	Dept	1	0
4930	Sauk City	do	W. H. Schultz	Ind	1	1
4931	Sextonville	do	Peter Peterson	Ind	1	1
4932	Sharon	do	J. G. Skeels	Dept	1	2
4933	Shawano	do.'	D. O. Williams	Ind	1	1
4934	Sheboygan	do	J. E. Riordan	Dept	5	2
4935	Sheboygan Falls	do	F. F. Showers	Ind	2	1
4936	Shell Lake	do	Jno. N. Foster	Dept	1	1
4937	Shullsburg	do	M. M. Warner	Dept	2	1
4938	South Kaukauna	do.*		Dept	1	2
4939	South Milwaukee	do	John E. Roets	Ind	1	1
4940	Sparta	do	J. W. Livingston	Dept	2	2
4941	Spring Green	do	J. D. Rouse	Dept	1	1
4942	Stevens Point	do	H. A. Simonds	Dept	3	2
4943	Stoughton	do	Arthur H. Sholtz	Dept	1	2
4944	Sturgeon Bay	do	E. E. Beckwith	Dept	1	2
4945	Sun Prairie	Free High School	Jos. Melville	Ind	1	1
4946	Superior	Nelson Dewey High School	G. L. Bowman	Dept	1	4
4947	Thorp	High School	A. O. Rhea	Ind	1	0
4948	Tomah	do	G. W. Reigle	Dept	1	2
4949	Two Rivers	do	Edwin R. Smith	Dept	1	1
4950	Unity	do	James M. Powers	Ind	1	0
4951	Viroqua	do	Taylor Frye	Dept	1	3
4952	Waldo	Queen Anne High School	George H. Drewry	Ind	1	1
4953	Walworth	High School	J. W. Blodgett	Dept	1	2
4954	Washburn	do.*	H. W. Rood	Dept	1	1
4955	Waterloo	do	G. H. Landgraf	Dept	2	0
4956	Waukesha	do	H. L. Terry	Dept	1	4
4957	Waupun	North Ward High School	H. C. Curtis	Ind	1	1
4958	do	South Ward High School	F. C. Howard	Dept	1	2
4959	Wausau	Washington High School	W. R. Moss	Dept	2	4
4960	Wauwatosa	High School	J. M. Turner	Dept	1	3
4961	Westbend	Free High School	L. E. Amidon	Dept	2	1
4962	West De Pere	High School	C. C. Parlin	Dept	1	1
4963	Westfield	do	D. F. Burnham	Ind	1	0
4964	West Salem	do	Charles E. Slothower	Ind	1	0
4965	West Superior	Broadway High School	Cary Richard Colburn	Dept	2	5
4966	Weyauwega	High School	Frank W. Starr	Ind	1	3
4967	Whitewater	do	E. W. Walker	Dept	1	5
4968	Winneconne	do	Benjamin Thomas	Dept	1	0
4969	Wonewoc	do	W. S. Freeman	Ind	2	0
	WYOMING.					
4970	Buffalo	High School*	Wilson McBride	Dept	1	0
4971	Cheyenne City	do	Anna E. Fox	Dept	0	5
4972	Evanston	do	Miss Maud Perdue	Dept	1	2
4973	Rawlins	do.*	Joseph E. Brate	Dept	1	1
4974	Sundance	Public School	J. I. Gates	Ind	1	2

* Statistics of 1894-95.

United States for the scholastic year 1895-96—Continued.

Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary pupils, including all below secondary grades. Male.	Elementary pupils, including all below secondary grades. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
44	50	0	0	0	0	0	0	6	7	2	8	1	2	4	....	300	$25,000	4914
6	13	0	0	0	0	0	0	0	0	0	0	0	0	3	....	400	....	4915
20	35	0	0	0	0	....	....	....	....	0	4	....	....	3	....	100	....	4916
22	28	0	0	0	0	....	....	4	7	2	2	1	1	4	....	600	200	4917
30	50	0	0	0	0	3	6	4	7	0	6	0	1	4	....	800	25,000	4918
24	18	0	0	0	0	4	5	4	5	1	1	1	1	4	....	500	12,000	4919
25	27	0	0	0	0	....	....	1	0	1	1	1	0	4	....	500	15,000	4920
90	107	1	0	0	0	0	0	2	2	7	22	2	2	4	....	1,100	20,000	4921
24	50	0	0	0	0	....	....	4	6	2	5	1	3	....	....	521	7,000	4922
25	40	0	0	0	0	....	....	3	6	0	5	0	2	4	....	850	....	4923
28	27	0	0	0	0	....	....	4	2	4	2	2	1	4	....	100	....	4924
56	70	0	0	0	0	0	1	....	....	2	8	1	2	4	....	300	10,000	4925
35	42	0	0	0	0	1	0	14	26	4	0	3	0	4	....	500	....	4926
16	14	1	0	0	0	....	....	....	....	0	6	....	....	4	....	1,000	1,800	4927
15	16	0	0	0	0	0	0	0	0	2	3	....	....	3	....	68	6,000	4928
13	27	0	0	0	0	0	0	0	0	2	3	....	....	3	....	145	6,000	4929
28	10	0	0	58	62	....	....	....	....	5	2	5	2	4	....	600	7,000	4930
15	13	0	0	54	38	....	....	....	....	....	....	....	....	3	....	123	3,000	4931
15	23	0	0	0	0	0	0	3	0	3	1	3	0	4	....	250	12,000	4932
22	44	0	0	159	143	....	....	....	....	4	5	1	1	4	....	200	25,000	4933
60	80	0	0	0	0	40	14	5	3	5	14	5	14	4	....	6,210	35,000	4934
30	32	0	0	0	0	6	3	2	1	4	0	2	0	4	....	530	....	4935
25	30	0	0	0	0	....	....	....	....	4	7	0	0	3	....	500	15,000	4936
25	25	0	0	0	0	....	....	10	8	3	4	3	4	4	....	525	20,000	4937
39	36	0	0	0	0	....	....	....	....	5	8	....	....	4	0	200	400	4938
10	18	0	0	0	0	0	0	0	0	3	4	0	0	3	....	378	20,000	4939
72	92	0	0	0	0	....	....	....	....	12	10	7	5	4	....	300	25,000	4940
19	31	0	0	0	0	0	0	2	0	3	3	2	0	4	....	320	5,000	4941
44	85	0	0	0	0	....	....	....	....	7	18	2	3	4	....	1,118	....	4942
40	50	0	0	0	0	0	0	4	7	2	3	2	1	4	....	340	25,000	4943
17	45	0	0	0	0	....	....	1	2	3	12	2	2	4	....	600	12,000	4944
18	22	0	0	0	0	0	0	4	8	2	3	2	2	4	....	397	10,000	4945
13	18	0	0	0	0	....	....	....	....	5	6	5	6	4	....	50	200	4946
13	20	0	0	5	10	....	....	....	....	4	5	....	....	3	....	100	5,000	4947
29	44	0	0	0	0	....	....	....	....	5	6	2	2	4	0	800	17,000	4948
30	24	0	0	0	0	0	0	....	....	3	4	....	....	4	....	....	....	4949
16	15	0	0	44	45	....	....	....	....	2	0	....	....	3	....	200	3,000	4950
63	96	0	0	0	0	0	2	1	0	8	7	1	2	4	....	200	25,000	4951
12	14	0	0	48	58	....	....	....	....	2	4	0	0	3	....	157	4,000	4952
25	20	0	0	0	0	....	....	....	....	4	6	....	....	3	....	112	2,575	4953
4	12	0	0	0	0	0	0	1	5	1	5	1	5	4	....	650	43,000	4954
24	20	0	0	0	0	....	....	4	0	1	0	0	0	4	....	300	12,000	4955
46	85	1	0	0	0	....	....	....	....	2	7	....	....	4	....	1,500	81,784	4956
33	21	0	0	85	93	....	....	....	....	5	4	....	....	4	0	300	9,500	4957
40	51	0	0	0	0	....	....	....	....	7	8	....	....	4	....	427	15,000	4958
55	86	0	0	0	0	1	0	1	0	4	11	2	1	4	....	606	12,500	4959
39	46	0	0	0	0	10	8	6	3	6	6	3	1	4	....	450	....	4960
60	45	0	0	0	0	1	1	1	0	9	8	2	0	4	....	700	20,000	4961
18	29	0	0	0	0	1	2	0	4	4	3	....	....	4	....	1,000	12,900	4962
7	28	0	0	102	96	....	....	1	0	1	3	1	0	3	....	225	10,000	4963
19	36	0	0	0	0	....	....	....	....	3	5	....	....	3	....	400	12,000	4964
86	144	0	0	0	0	20	30	25	10	12	13	8	7	4	0	40	2,500	4965
17	53	0	0	41	64	0	0	0	0	4	7	0	0	4	0	250	5,000	4966
73	89	0	0	0	0	9	15	7	0	8	8	3	4	4	....	1,485	50,000	4967
15	19	0	0	0	0	0	0	2	0	2	0	2	0	3	....	300	8,000	4968
16	29	0	0	113	121	0	0	0	0	4	3	8	0	4	....	200	10,000	4969
12	18	0	0	0	0	....	....	....	....	0	0	....	....	2	....	....	15,000	4970
58	77	1	1	0	0	....	....	....	....	1	0	1	0	4	....	1,220	45,000	4971
24	40	0	0	0	0	13	36	1	0	4	6	1	2	3	....	500	40,000	4972
5	14	0	0	0	0	....	....	....	....	0	0	0	0	4	....	450	30,000	4973
10	15	0	0	0	0	0	4	....	....	....	....	....	....	2	....	15	1,200	4974

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	ALABAMA.			
1	Abbeville	Southeast Alabama Agricultural School.*	J. K. Davis	Nonsect
2	Anniston	Noble Institute for Boys	Joseph F. John	P. E
3	....do	Southern Female College	Miss E. W. James	Nonsect
4	Ashland	Ashland College	J. A. Lowry	Nonsect
5	Ashville	Ashville Academy*	E. B. Moore	Nonsect
6	Auburn	Auburn Female Institute*	G. W. Duncan	Nonsect
7	Barfield	Mount Pleasant High School	John W. Overton	Nonsect
8	Bevill	Pelham High School	R. W. Shaw	Nonsect
9	Birmingham	Pollock-Stephens Institute*	Miss O. W. Summers	Nonsect
10	....do	South Highlands Academy	Joel C. Du Bose, A. M	Nonsect
11	....do	The Taylor School*	William P. Taylor, B. A	Nonsect
12	....do	The Zelosophian Academy	James H. B. Hall, A. B	Nonsect
13	Brundidge	Brundidge High School*	H. C. Saunders	Nonsect
14	Butler	Butler Academy	O. L. Gray	Nonsect
15	Carrollton	Carrollton Academy	Prof. Tate	Nonsect
16	Centerville	Centerville Male and Female College.	J. D. Cooper	Nonsect
17	Childersburg	Childersburg High School	C. F. Striplin	Nonsect
18	Clanton	University School	E. Y. McMorries, Ph. D	Nonsect
19	Collinsville	Collinsville High School*	Douglass Allen	Nonsect
20	Cullman	Polytechnic College	S. A. Felter, A. M., B. I	Nonsect
21	Danville	North Alabama Collegiate Institute (Baptist).	D. F. Green, B. S	Bapt
22	Demopolis	Marengo Female Institute	J. W. Besson, A. M	Nonsect
23	....do	Marengo Military Institute*	W. Allen McLeod	Nonsect
24	Edwardsville	Cleburne Institute	C. M. Garrett	Nonsect
25	Elkmont	Elkmont High School	Henry J. Fusch	Nonsect
26	Elyton	Elyton Academy*	J. H. Swindell	Nonsect
27	Enterprise	Enterprise Male and Female High School.	J. A. Steed	Bapt
28	Equality	Oak Grove Academy	R. M. Slaughter	Nonsect
29	Flomaton	Flomaton High School	J. W. Agnew	Nonsect
30	Florence	Florence Institute	Alex. S. Paxton, A. B	Nonsect
31	Gaylesville	Gaylesville High School	John L. Ray, A. M., Ph. D	Nonsect
32	Greensboro	Greensboro Female College	J. B. Cassiday	Nonsect
33	Grove Hill	Grove Hill Male and Female Academy.	M. B. Du Bose	Nonsect
34	Gurley	Robert Donnel High School	J. L. Ruffin	Cum. Presb
35	Harpersville	Elm Hill Academy	C. H. Florey	Nonsect
36	Hartsells	Hartsells College	James H. Riddle	Nonsect
37	Healing Springs	Industrial High School	Rev. J. B. Hamberlin, A. M	Bapt
38	Heflin	Ross Institute	O. H. Brock	Nonsect
39	Jackson	Jackson Academy*	W. A. McLeod	Nonsect
40	Joppa	Industrial Normal and Collegiate Institute.	John Charles Campbell	Cong
41	Lacey Springs	Lacey Springs High School	Jas. E. Willis	Nonsect
42	Leighton	Leighton Male and Female Academy.	J. S. Hawkins	Nonsect
43	Lincoln	Lincoln High School	E. D. Acker	Nonsect
44	Lower Peach Tree	Lower Peach Tree Academy*	J. F. Gillis	Nonsect
45	Marion	Marion Baptist Academy*	W. M. Montgomery	Bapt
46	....do	Marion Military Institute	J. T. Murfee, LL. D	Nonsect
47	Midway	Midway High School	G. R. Hall	Bapt
48	Mobile	Academy of the Visitation	Sister M. Stanislaus Campbell.	R. C
49	....do	English-German Lutheran Institute.	Wm. Weinbach	
50	....do	Hunter's (Miss) Select School for Girls.	Miss Sallie E. Hunter	Nonsect
51	Monroeville	Monroeville Academy	J. N. Powers	Nonsect
52	Nealton	Nealton Academy	L. C. McVay	Nonsect

*Statistics of 1894-95.

and other private secondary schools for the scholastic year 1895–96.

Instructors for secondary students: Male.	Instructors for secondary students: Female.	Students. Total secondary students: Male.	Total secondary students: Female.	Colored secondary students included in columns 7 and 8: Male.	Colored secondary students: Female.	Elementary: Male.	Elementary: Female.	Preparing for college. Classical course: Male.	Classical course: Female.	Scientific course: Male.	Scientific course: Female.	Graduates in 1896: Male.	Graduates in 1896: Female.	College preparatory students in the class that graduated in 1896: Male.	College preparatory students in the class that graduated in 1896: Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	1	122	68	0	0	44	36	12	8	6	4					6			$4,000	1
1		16				12		16				0		0		4	0		15,000	2
	6		64				190		36		28		23					2,000		3
1	1	40	45	0	0	35	30	2	0	4	2					4	0	200	2,000	4
1	0	13	7	0	0	62	42										0			5
1	2	10	16	0	0	5	59			10	15							200	2,000	6
1	0	29	29	0	0	47	30	20	18	9	10	0	0	0	0	5	0	0	400	7
1	0	7	6	0	0	11	4	0	0	0	0	0	0	0	0	4	0			8
0	2	0	84	0	0	4	41					0	1						20,000	9
2	1	26	12	0	0	9	7	14	4	8	0	0	0	0	0		0	300	5,000	10
2	0	14	9	0	0	33	13			5	3	2	1	2	1	4				11
1	2	21	23	0	0	42	51					0	0	0	0	4	0	1,000	3,500	12
1	1	33	18	0	0	20	32	12	15	10	0						0	3,000		13
1	1	15	10	0	0	20	15	10	1	4	3	0	0				0		2,000	14
1	1	8	7	0	0	22	13	4	4	4	3						0	0	500	15
2	1	75	30			35	25												3,000	16
1	2	27	16	0	0	26	30			7	6	0	2	0	2	4	0	0	3,500	17
1	0	24	7	0	0	19	28	9	4			0	0			4	0	0	2,500	18
1	1	20	36	0	0	20	12	10	4			6	2	6	2		0	100	6,000	19
1	2	15	35	0	0	10	15	3	10			2	2			3	0	250	3,000	20
1	2	25	20	0	0	28	27	7	5	3	1	20	18			3	0	100	2,000	21
	4		50	0	0	5	45	0	0	0	0	0	9	0	0		0	1,500	10,000	22
3	1	56	0	0	0	10	0	18	0	4	0									23
2	0	40	20	0	0	25	20	1	0	4	1	6	1	3	1	3	0	100	600	24
1	0	8	10	0	0	10	19	0	0	0	0	0	0	0	0	2		0	500	25
1	1	9	8	0	0	40	42	0	0									300	2,000	26
1	0	15	15	0	0	25	30	8	3			10	2	10	2	1			500	27
1	0	7	8	0	0	23	33	6	8									0	1,000	28
1	0	5	4	0	0	13	14	2	2			0	0			4		0	80	29
1	0	14	0	0	0	10	0	4	0			0	0			4		0		30
1	2	40	59	0	0	30	21	25	11	18	20	2	1			4		400	7,500	31
	3		12			6	18					0	0			4			5,000	32
1	1	14	10			22	18	9	7											33
	3	14	5			49	50					9	4	9	4	3		60	10,000	34
1	1	16	10	0	0	22	24									5		60	600	35
0	2	12	23	0	0	53	77	0	5			0	1	0	1	4			1,500	36
1	1	6	5	0	0	19	21					0	0					10	2,000	37
1	1	18	11			55	18					0	0	0	0	4			1,200	38
1	1	20	24	0	0	16	8	5	4	2	0						0			39
1	0	12	6	0	0	71	110											50	2,500	40
1	0	6	9			40	38												600	41
(a)																				42
0	1	26	22	0	0	12	10	12	10										1,500	43
0	2	17	19	0	0	21	23	1	4	2	0					4		0	3,580	44
2	0	19	21	0	0	22	32	1	0							4		75	2,000	45
6	0	90	0			11	0	45	0	45	0	9	0				90		75,000	46
1	1	22	19	0	0	13	26	0	2	1	0	1	2	1	2				2,000	47
0	3	0	30	0	0	0	20	0	0	0	0	0	3	0	0	4			3,000	48
(a)																				49
0	2	0	11	0	0	0	35	0	1										10,000	50
1	1	16	18	0	0	19	13	1	5	0	0	0	0	0	0	4			1,800	51
1	0	8	8			15	12	2	1										150	52

a No report received.

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	ALABAMA—continued.			
53	Opelika	Opelika High School*	A. H. Flake	Nonsect
54	Perdue	Perdue Hill High School	J. N. Ivey, A. B	Nonsect
55	Piedmont	Cumberland Presbyterian Seminary.	J. P. Stephenson	Cum. Presb
56	Pineville	Pineville Academy	Miss M. G. Stallworth	Nonsect
57	Pisgah	Pisgah Male and Female Academy.	Rev. J. J. Beeson	Nonsect
58	Pushmataha	Pushmataha High School*	J. M. Watkins	Nonsect
59	Ramer	High School*	B. H. Boyd	Nonsect
60	Roanoke	Roanoke Normal College	Leonidas Jones, president	Nonsect
61	Rockford	Rockford Male and Female High School.*	G. M. Hill	Nonsect
62	Rock Mills	Rock Mills High School	V. D. Whatley	Nonsect
63	Rutledge	Rutledge High School	R. O. Meek	Nonsect
64	Stevenson	William and Emma Austin College.	D. F. Taylor, B. S., A. B	Nonsect
65	Sulligent	Sulligent Academy	C. C. Holliday	Nonsect
66	Talladega	Talladega College	Henry S. De Forest, D. D	Cong
67	.....do	Talladega Male Academy*	Howard Griggs	Nonsect
68	Town Creek	Town Creek Normal School	J. T. Ferguson	Nonsect
69	Trussville	Trussville Academy	Peter L. Acton	Nonsect
70	Tuscumbia	Deshler Female Institute	John Clarke Johnson, A. B	Nonsect
71	Tuscaloosa	Verner Military Institute	W. H. Verner	Nonsect
72	Tuskegee	Alabama Military Institute	W. D. Fonville	Nonsect
73	Verbena	Verbena High School	C. C. Slaton	Nonsect
74	Vernon	Vernon Institute	A. T. Ezell	Nonsect
75	Walnut Grove	Walnut Grove College	C. L. Murphee	Nonsect
76	White Plains	Talladega District High School.	Felix T. Petty, A. B	M. E. So
77	Woodstock	Woodstock Academy	A. W. Hayes	Cum. Presb
	ARKANSAS.			
78	Amity	Amity High School	Sam'l M. Sampson, Ph. B	Nonsect
79	Arkadelphia	Arkadelphia Academy	F. L. Jones, M. S	Bapt
80	.....do	Shorter University*	James E. Carter, president	A. M. E
81	Belleville	Belleville High School	D. F. Montgomery	Nonsect
82	Berryville	Clarke's Academy	Isaac A. Clarke	Nonsect
83	Carrollton	Carrollton Seminary	J. W. Blankinship	Nonsect
84	Cauthron	Cauthron High School	W. W. Lundy, A. B	Nonsect
85	Clinton	Male and Female Academy*	T. N. Hill	Nonsect
86	Fordyce	Conference Training School	J. D. Clary	M. E. So
87	Gully	North Arkansas Academy*	J. W. C. Gardner	Nonsect
88	Hamburg	Hamburg High School	John P. Graham	Nonsect
89	Hazen	Rural Academy	D. S. Harris	Nonsect
90	Helena	Sacred Heart Academy	Sister Evangelista	R. C
91	Hindsville	Hindsville Academy	Jesse Bird	Nonsect
92	Hope	Hope Institute	Miss E. H. Turpin	Nonsect
93	Little Rock	Arkansas Female College*	Mrs. Myra C. Warner	Nonsect
94	Magnolia	South Western Academy	J. W. Cantwell, A. B	Nonsect
95	Mason Valley	Mason Valley Institute	Maxwall and Mason	Nonsect
96	Monticello	Hinemon University School	J. R. Erwin	Nonsect
97	Okalona	Okalona High School	J. W. Thompson	Nonsect
98	Ozark	Franklin Female College	S. S. Waters	Nonsect
99	Paragould	Thompson's Classical Institute	R. S. Thompson, A. M	Nonsect
100	Pea Ridge	Pea Ridge Normal College	S. C. Parish	Nonsect
101	Prairie Grove	Prairie Grove Institute	W. P. King	Meth
102	Quitman	Male and Female College	R. D. Allen	M. E. So
103	Rogers	Rogers Academy	J. W. Scroggs, A. M	Cong
104	Rover	Fouche Valley High School	J. H. Reynolds	Nonsect
105	Southland	Southland College and Normal Institute.	Jos. R. Hunt	Friends

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Students. Colored secondary students included in columns 7 and 8. Male.	Students. Colored secondary students included in columns 7 and 8. Female.	Students. Elementary. Male.	Students. Elementary. Female.	Students. Preparing for college. Classical course. Male.	Students. Preparing for college. Classical course. Female.	Students. Preparing for college. Scientific course. Male.	Students. Preparing for college. Scientific course. Female.	Students. Graduates in 1896. Male.	Students. Graduates in 1896. Female.	Students. College preparatory students in the class that graduated in 1896. Male.	Students. College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	1	14	21	0	0	15	14	10	9	0	0	3	1	3	1	3	0	0	$2,000	53
0	1	19	14	....	....	10	7	....	....	....	....	....	....	....	....	....	....	....	....	54
2	2	20	10	....	....	120	55	....	....	....	....	1	4	....	....	4	....	200	....	55
1	1	9	11	....	....	8	4	....	....	....	....	....	....	....	....	....	....	....	....	56
2	0	25	25	0	0	45	25	0	4	7	5	0	2	0	2	3	....	1,500	2,000	57
1	1	10	16	0	0	18	11	4	2	2	2	0	0	....	....	....	0	....	2,000	58
1	1	16	10	0	0	24	26	3	3	....	....	....	....	....	....	4	....	....	800	59
2	3	50	50	....	....	90	70	30	30	20	20	8	8	8	8	4	....	....	20,000	60
0	1	10	6	0	0	30	32	....	....	....	....	....	....	....	....	4	0	....	1,000	61
1	0	10	2	....	....	55	43	5	1	3	0	....	....	....	....	....	....	95	1,000	62
1	0	14	14	0	0	49	43	4	6	1	0	0	0	0	0	....	0	....	500	63
1	1	13	12	0	0	32	23	0	0	6	6	0	0	0	0	....	....	250	3,000	64
1	0	10	15	....	....	34	25	....	....	....	....	....	....	....	....	....	....	....	....	65
3	1	21	23	21	23	203	310	10	1	2	1	6	4	3	1	4	....	6,000	126,618	66
2	0	25	0	0	0	20	0	10	0	2	0	0	0	0	0	4	25	....	....	67
1	1	6	9	....	....	70	51	....	....	....	....	....	....	....	....	4	....	....	1,000	68
1	0	13	2	0	0	21	23	....	....	....	....	....	....	....	....	....	....	....	2,000	69
2	1	....	24	0	0	....	24	....	12	....	12	....	....	....	....	3	....	....	....	70
2	0	55	0	0	0	30	0	30	0	20	0	1	1	1	0	4	55	500	10,000	71
3	0	44	6	0	0	46	10	....	....	1	0	11	0	....	....	4	50	800	20,000	72
1	1	7	5	0	0	24	17	....	....	....	....	....	....	....	....	4	....	150	1,000	73
1	1	7	8	0	0	18	17	....	....	....	....	....	....	....	....	3	....	....	750	74
1	3	25	15	0	0	50	35	10	6	11	7	0	0	....	....	4	25	100	3,000	75
1	1	17	19	0	0	25	18	....	....	....	....	1	1	....	....	4	....	....	1,200	76
1	1	16	10	0	0	34	30	10	6	....	....	6	2	6	2	....	....	....	1,500	77
2	0	27	15	0	0	59	56	0	0	2	0	0	0	0	0	3	....	250	5,500	78
....	3	9	17	....	....	22	48	....	....	....	....	....	....	....	....	4	....	200	12,000	79
1	1	13	12	13	12	19	31	....	....	....	....	....	....	....	....	4	....	....	4,500	80
2	0	20	35	0	0	70	78	4	2	20	15	2	0	2	0	4	....	50	3,000	81
1	1	30	30	0	0	19	16	20	15	....	....	10	7	....	....	4	....	430	5,500	82
1	0	8	8	....	....	72	67	4	4	....	....	....	....	....	....	4	....	0	2,000	83
1	1	10	10	0	0	35	45	....	....	....	....	....	....	....	....	4	....	....	1,200	84
2	0	20	10	0	0	25	15	20	10	....	....	0	1	....	....	3	0	300	3,000	85
2	1	30	32	0	0	22	18	14	14	....	....	2	2	2	2	4	....	300	3,200	86
1	0	16	13	0	0	29	24	1	0	1	0	0	0	....	....	0	....	30	800	87
1	0	7	8	0	0	33	27	7	8	....	....	0	0	0	0	3	....	....	....	88
1	0	18	12	0	0	0	0	8	5	0	0	0	0	0	0	....	....	100	700	89
....	2	....	20	0	0	20	40	....	....	....	....	0	1	....	....	....	....	....	20,000	90
0	2	23	23	0	0	36	41	5	4	7	6	0	0	0	0	4	....	300	2,500	91
1	1	15	12	0	0	31	44	....	....	....	....	0	2	....	....	....	....	....	4,000	92
0	3	0	35	0	0	0	10	0	2	0	1	0	6	0	2	....	....	1,600	10,000	93
2	2	13	13	0	0	131	137	....	....	....	....	2	0	1	0	2	....	400	20,000	94
1	1	15	20	0	0	45	58	....	....	....	....	....	....	....	....	3	....	....	8,000	95
2	0	42	32	....	....	6	0	20	4	....	....	2	0	1	0	4	....	176	7,000	96
0	2	21	19	0	0	24	20	1	7	....	....	....	....	....	....	4	....	....	4,000	97
0	2	0	21	0	0	0	31	0	5	0	0	0	0	0	0	4	....	23	2,000	98
1	0	9	16	0	0	24	4	3	0	0	0	0	0	0	0	4	....	300	1,500	99
4	2	65	40	0	0	75	60	40	20	....	....	7	5	....	....	2	....	500	6,500	100
1	1	28	30	0	0	10	7	28	30	....	....	....	....	....	....	3	....	150	3,000	101
2	1	20	30	0	0	60	90	....	....	....	....	0	0	0	0	4	....	500	20,000	102
3	1	51	58	0	0	21	26	....	....	....	....	15	8	3	2	4	36	1,400	21,000	103
1	0	10	5	0	0	90	80	4	2	....	....	1	0	1	0	3	....	175	1,500	104
2	2	12	11	12	11	94	116	....	....	....	....	4	1	4	1	4	....	1,200	27,000	105

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	ARKANSAS—continued.			
106	Spielerville	New Subiaco College	Rt. Rev. Abbot Ignatius Conrad, O. S. B.	R. C
107	Stephens	Stephen A. Bemis Institute	W. T. Holder, Ph. D	Nonsect
108	Witcherville	Buckner College*	J. B. Williamson	Epis
109	Woodbury	Woodbury Normal School*	A. Cooper	Nonsect
	CALIFORNIA.			
110	Alameda	University Academy	W. W. Anderson	Nonsect
111	Belmont	Belmont School	W. T. Reid, A. M	Cong
112	Berkeley	Boone's University School	Philip R. Boone	Nonsect
113	....do	Bowens Academy	T. Stewart Bowens, M. A.	Nonsect
114	Bishop	Inyo Academy*	J. W. Morris, A. M.	M. E
115	Burlingame	Hoitt's School for Boys	Ira G. Hoitt, M. A., Ph. D.	Nonsect
116	Crescent City	Crescent City Academy	Walter F. Jones, M. A	Nonsect
117	East Oakland	Academy of Our Lady of Lourdes.	Sisters of Mercy	R. C
118	Grass Valley	Mount St. Mary's Academy	Sister M. Frances Murphy	R. C
119	Healdsburg	Healdsburg College	Frank W. Howe, A. M	7 Day Ad.
120	Irvington	Curtner Seminary	H. C. Ingram	Nonsect
121	Lakeport	Lakeport Academy	Jno. Overholser, president.	Nonsect
122	Los Angeles (25 and 26 Potomac block; 217 S. Broadway).	Collegiate Institute for Boys and Young Men.	Rev. Anseln Brown	Nonsect
123	Los Angeles (Adams st., corner Hoover).	Fröbel Institute (Casa de Rosas).	Carolyn M. N. Claverie	Nonsect
124	Los Angeles (P.O. Box 193).	Los Angeles Academy	C. A. Wheat, B. L	Nonsect
125	Los Angeles (865 West 23d st.).	Marlborough School for Girls and Young Ladies.*	Mrs. G. A. Caswell	Nonsect
126	Los Angeles (1340 South Hope st.).	Miss Marsh's School	Miss Abby S. Marsh	P. E
127	Marysville	College of Notre Dame	Sister Mary Loretto	R. C
128	Napa	Oak Mound School	F. O. Mower, A. M	Nonsect
129	Nordhoff	Thacker's School (Casa de Piedra Ranch).	Sherman Day Thacker	Nonsect
130	North Temescal	Sacred Heart School for Girls.	Sister M. Gabriel	R. C
131	Oakland	Convent of Our Lady of the Sacred Heart.	Mother Elizabeth	R. C
132	Oakland (528 11th st.).	Oakland Seminary for Young Ladies.	Mrs. M. K. Blake	Nonsect
133	Pasadena (49 South Euclid ave.).	Classical School for Boys	Stephen Cutter Clark	Nonsect
134	Pasadena (124 South Euclid ave.).	Classical School for Girls	Miss Anna B. Orton	Nonsect
135	Petaluma	St. Vincent's Academy	Sister Mary Leocadia	R. C
136	Red Bluff	Academy of Our Lady of Mercy*	Mother M. Helena	R. C
137	Redwood City	Notre Dame Academy	Sister Louis de Gonzague.	R. C
138	Rio Vista	St. Gertrude's Academy	Sister M. Antoine	R. C
139	Sacramento (12th and K sts.).	Sacramento Institute	Brother Ambrose	R. C
140	San Diego	Academy of Our Lady of Peace	Sisters of St. Joseph	R. C
141	....do	Southwest Institute	Misses Way and Kinney	Nonsect
142	San Francisco (Ellis and Franklin sts.).	Academy of the Sacred Heart.	Ladies of the Sacred Heart	R. C
143	San Francisco (3142 16th st.).	Anderson Academy	Robert S. Anderson	Nonsect
144	San Francisco (Dolores st., bet. 16th and 17th sts.).	College of Notre Dame	Sister Julia Teresa	R. C
145	San Francisco (1036 Valencia st.).	Irving Institute	Rev. Edward B. Church, A. M.	P. E

*Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
5	0	20	0	0	0	10	0	0	0	0	0	0	0	0	0	4	....	....	....	106
1	1	19	15	0	0	48	41	....	....	....	....	....	....	....	....	3	....	....	$7,500	107
1	0	12	6	0	0	48	36	....	....	....	....	1	1	1	1	4	....	100	10,000	108
1	2	68	26	0	0	44	23	12	6	18	5	5	3	5	3	4	....	388	3,000	109
1	0	58	0	....	....	12	0	4	0	25	0	12	0	10	0	....	....	....	12,000	110
8	1	66	1	0	0	33	4	9	0	35	0	3	0	3	0	4	67	1,200	156,000	111
4	0	40	0	0	0	10	0	3	0	35	0	15	0	15	0	4	....	3,000	25,000	112
3	0	25	0	....	....	3	....	....	....	20	....	11	....	....	....	3	....	....	....	113
1	1	13	20	0	0	2	0	....	....	....	....	....	....	....	....	3	12	200	15,000	114
3	0	25	0	0	0	10	0	0	0	5	0	2	0	1	0	3	....	400	....	115
1	0	2	1	0	0	11	4	1	0	....	....	1	1	0	0	3	....	600	3,000	116
0	4	0	10	0	0	32	140	0	0	0	3	0	3	0	0	3	....	....	....	117
0	3	0	12	0	0	90	104	0	0	....	....	0	2	....	....	3	....	900	....	118
6	4	27	23	0	0	47	22	....	....	....	....	0	4	0	3	4	....	1,000	42,985	119
0	8	....	30	0	0	0	15	....	....	....	4	....	....	....	....	....	....	1,000	50,000	120
1	1	30	23	0	0	0	0	1	0	5	0	0	0	0	0	4	....	400	5,000	121
1	0	10	0	0	0	5	0	8	0	....	....	0	0	0	0	....	....	50	100	122
0	4	0	40	0	0	32	40	0	25	....	....	0	16	0	0	4	....	500	45,000	123
2	2	17	7	1	0	23	9	3	3	....	....	3	1	3	1	4	....	1,000	40,000	124
0	8	0	45	0	0	0	10	0	3	....	....	0	1	....	....	....	....	....	....	125
0	5	0	41	0	0	0	13	0	2	....	....	0	3	....	....	4	....	150	2,500	126
...	3	....	20	0	0	50	130	....	....	....	....	0	1	....	....	4	....	1,200	....	127
2	0	20	0	0	0	35	0	....	....	14	0	4	0	4	0	3	....	400	6,000	128
4	1	15	0	0	0	3	0	6	0	9	0	1	0	1	0	....	....	....	15,000	129
0	1	0	12	0	0	0	101	....	....	0	0	0	0	....	....	3	....	300	....	130
...	3	....	22	0	0	0	38	0	0	0	0	0	0	....	....	3	....	1,420	500,000	131
1	1	0	20	0	0	10	25	0	10	....	....	....	....	....	....	4	....	300	75,000	132
2	1	11	0	0	0	26	0	....	....	....	....	....	....	....	....	4	....	....	....	133
0	4	0	29	....	....	0	25	0	4	....	....	0	1	0	1	....	....	150	8,500	134
0	2	7	18	....	....	68	87	....	....	....	....	....	....	....	....	4	....	425	40,000	135
0	3	0	30	0	0	10	70	....	....	....	....	0	1	....	....	....	....	....	....	136
0	3	0	13	....	....	20	60	....	....	....	....	0	7	....	....	3	....	295	....	137
2	4	1	15	....	....	34	65	8	9	....	....	0	10	....	8	2	....	150	....	138
6	0	70	0	0	0	280	0	9	0	7	0	8	0	....	....	4	....	500	150	139
0	2	2	35	....	....	38	100	....	....	....	....	0	7	0	7	4	....	....	....	140
2	3	3	21	0	0	20	52	1	4	0	2	1	4	1	2	4	....	250	10,000	141
0	17	0	90	....	....	....	....	....	....	....	....	0	9	....	....	....	....	2,400	....	142
1	1	48	14	0	0	48	14	23	6	18	2	39	11	43	12	....	....	230	6,000	143
0	3	0	40	....	....	0	205	0	27	....	....	0	8	0	4	4	....	1,200	....	144
7	5	0	74	0	0	40	5	....	....	....	....	....	....	....	....	....	....	1,500	70,000	145

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	CALIFORNIA—cont'd.			
146	San Francisco (1534 Sutter st.).	Lake's (Miss) School	Miss Mary Lake	Nonsect
147	San Francisco (2234 Pacific ave.).	Murison's (Miss) School	Miss Elizabeth L. Murison	Nonsect
148	San Francisco (Fremont and Harrison sts.).	Our Lady of Mercy's Academy	Sister Mary Elizabeth	R. C
149	San Francisco (1901 Powell st.).	Presentation Convent	Sister Mary Josephine	R. C
150	San Francisco (Eddy and Larkin sts.).	Sacred Heart College	Brother Erminold	R. C
151	San Francisco (1623 Broadway st.).	St. Bridget's School	Sisters of Charity	R. C
152	San Francisco (Station K, 671 Mission st.).	St. Vincent's School	Sister Mary Vincent	R. C
153	San Francisco (3300 Washington st., Station J).	Trinity School	Rev. E. B. Spâlding, rector	Epis
154	San Francisco (2124 California st.).	Urban School	Nathan W. Moore	Nonsect
155	San Francisco (1849 Jackson st.).	Van Ness Seminary*	S. H. Willey	Nonsect
156	San Francisco (2014 Van Ness ave.).	West's (Miss) School for Girls	Miss Mary B. West	Nonsect
157	San Francisco (1606 Van Ness ave.).	Zitska Institute	Mme. B. Zitska	Nonsect
158	San José (San Fernando st., bet. Market and 1st sts.).	Saint Joseph's College (Boys)	Rev. D. Mahoney, S. J	R. C
159	San Leander	Saint Mary's Convent	Sisters of St. Dominican	R. C
160	San Luis Obispo	Academy of Immaculate Heart of Mary.	Sister Mencia	R. C
162	San Mateo	St. Margaret's School (Girls)	Rev. Geo. Wallace, A. M., B. D.	P. E
163	....do	St. Matthew's School	Rev. Alfred Lee Brewer, D. D.	Epis
164	San Rafael	Mount Tamalpais Military Academy.*	Arthur Crosby, A. M	Presb
165	Santa Barbara	Santa Barbara Collegiate Institute.	T. H. McCune	Nonsect
166	Santa Clara	Notre Dame Academy	Sister Mary Beatrix	R. C
167	Santa Cruz	School of the Holy Cross	Sister Mary Joseph	R. C
168	Santa Rosa	Ursuline Academy	Sister Agatha Reynolds	R. C
169	Woodland	Holy Rosary Academy	Sister M. Barbara	R. C
	COLORADO.			
170	Boulder	Mount St. Gertrude Academy	Sister Mary Thecla	R. C
171	Canon City	Mount St. Scholastica's Academy.	Sister Mary Rose, superioress.	R. C
172	Colorado Springs	Cutler Academy	Henry E. Gordon	Cong
173	Denver	Wolfe Hall	Miss Anna L. Wolcott	Epis
174	Leadville	St. Mary's School	Rev. J. M. Brown	R. C
175	Longmont	Longmont Academy*	Curran F. Palmer	Presb
176	Montclair	Jarvis Hall Military Academy	Rev. F. S. Spalding	Epis
177	Pueblo	Loretto Academy	Sister Ann Joseph Mattingly.	R. C
	CONNECTICUT.			
178	Baltic	Academy of Holy Family	Sister Mary Carine	R. C
179	Black Hall	Black Hall School for Boys	Chas. G. Bartlett, A. M	P. E

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students. Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	8	0	50	0	0	0	100	0	4	....	....	0	24	0	4	4	....	2,500	....	146
1	6	0	40	0	0	0	30	....	....	....	....	0	4	....	....	4	....	500	....	147
0	3	0	15	0	0	136	303	....	....	....	....	0	1	....	....	3	....	746	$30,000	148
0	3	0	11	0	0	250	269	....	....	....	....	....	....	....	....	3	....	3,000	30,000	149
6	0	183	0	0	0	315	0	183	0	....	....	....	....	....	....	4	....	....	....	150
0	2	0	17	0	0	200	283	....	....	....	....	0	5	0	0	3	....	1,000	....	151
0	2	0	28	....	....	347	449	0	9	0	13	0	3	0	3	3	28	2,000	52,000	152
8	0	46	0	0	0	40	0	3	0	....	....	10	0	8	0	4	....	....	....	153
0	4	30	0	0	0	35	0	15	0	7	0	5	0	5	0	3	....	200	....	154
0	2	0	40	0	0	0	20	....	....	....	....	0	6	....	....	4	....	....	....	155
1	4	0	60	0	0	13	96	0	7	0	0	0	0	0	2	4	....	500	40,000	156
0	2	0	20	0	0	0	30	....	....	0	4	0	2	0	2	3	....	500	....	157
7	0	40	0	0	0	87	0	40	0	....	....	3	0	3	0	....	0	....	....	158
0	1	0	10	0	0	0	90	0	2	....	....	0	2	....	....	3	....	100	....	159
0	3	0	12	0	0	55	100	....	....	....	....	....	....	....	....	4	....	....	....	160
0	2	0	8	0	0	0	13	....	....	....	....	0	2	....	....	4	....	....	20,000	162
2	1	35	0	0	0	45	0	5	0	17	0	6	0	6	0	4	35	1,000	....	163
8	1	70	0	0	0	29	0	4	0	....	....	8	0	8	0	4	70	2,000	45,000	164
2	1	9	7	0	0	17	4	....	....	....	....	3	0	3	0	4	....	350	6,000	165
0	4	0	21	0	0	0	182	....	....	....	....	0	6	....	....	....	....	....	....	166
0	6	0	65	....	....	0	135	0	40	0	25	0	4	....	....	4	....	500	....	167
0	2	0	10	0	0	0	21	....	....	....	....	0	2	....	....	4	....	500	....	168
0	3	0	18	0	0	18	62	....	....	0	0	0	4	....	....	4	....	750	14,000	169
0	1	0	20	0	0	0	4	....	....	....	....	0	2	....	....	4	....	....	....	170
0	1	0	15	....	....	0	10	....	....	....	....	....	....	....	....	....	15	500	....	171
3	3	49	42	0	0	0	0	....	....	20	26	5	3	4	1	4	....	1,200	....	172
1	5	0	85	0	0	0	90	0	15	....	....	0	3	0	1	4	....	2,000	275,000	173
1	1	9	12	....	....	341	238	....	....	....	....	2	1	2	1	3	....	120	7,500	174
2	1	25	33	0	0	0	0	4	1	4	4	4	10	2	1	4	0	450	13,000	175
6	0	31	0	0	0	5	0	8	0	12	0	5	0	5	0	4	31	1,400	150,000	176
0	4	0	40	0	0	0	58	0	20	0	20	0	4	0	4	4	....	300	50,000	177
0	6	0	38	....	....	0	30	....	....	....	....	....	....	....	....	4	....	2,000	....	178
5	0	30	0	0	0	8	0	15	0	13	0	8	0	7	0	5	....	1,200	25,000	179

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	CONNECTICUT—cont'd.			
180	Bridgeport (89 Courtland Hill).	The Courtland School	Miss Frances A. Marble	Nonsect
181	Bridgeport (176 Park ave.).	Park Avenue Institute	Seth B. Jones, A. M	Nonsect
182	Bridgeport (416 Fairfield ave.).	The University School	Vincent C. Peck	Nonsect
183	Brookfield Center	The Curtis School for Boys	Frederick S. Curtis	Nonsect
184	Cheshire	Episcopal Academy of Connecticut.	Rev. James Stoddard, M. A.	P. E
185	Clinton	Morgan School	Dwight Holbrock, Ph. D	Nonsect
186	Colchester	Bacon Academy	James R. Tucker, B. A	Nonsect
187	Cornwall	Housatonic Valley Institute	Mary L. Phillips	Nonsect
188	Darien	Elmwood Home School *	Myra J. Davis	Nonsect
189	Easton	Easton Academy	Wm. M. Gallup	Nonsect
190	Fairfield	Fairfield Academy	Francis H. Brewer	Nonsect
191	Falls Village	Hunt's (David M.) School	Mrs. Charlotte H. Guion	Nonsect
192	Farmington	Porter (Miss) and Dow's (Mrs.) School.	Miss Porter and Mrs. Dow	Nonsect
193	Glastonbury	Glastonbury Free Academy	S. Archibald Smith	Nonsect
194	Greenwich	Greenwich Academy	J. H. Root	Nonsect
195	Hartford (1204 Asylum ave.).	Woodside Seminary	Miss Sara J. Smith	Epis
196	Lakeville	The Hotchkiss School	Edward G. Coy, headmaster.	Nonsect
197	.....do	The Taconic School for Girls	Miss Eliza Hardy Lord	Nonsect
198	Lyme	Boxwood School	Mrs. Richard Sill Griswold	Nonsect
199	Mystic	Mystic Valley English and Classical Institute.	John K. Bucklyn, A. M., LL. D.	Nonsect
200	New Canaan	New Canaan Institute	Mrs. E. F. Ayres	Cong
201	New Haven (56 Hillhouse ave.).	Cady's (Miss) School for Girls.	Mrs. Sarah L. Cady	Nonsect
202	New Haven	Hopkins Grammar School	Geo. L. Fox, M. A	Nonsect
203	New Haven (97 Whitney ave.).	Johnstone's (Miss) School	Miss Mary S. Johnstone	Nonsect
204	New Haven	New Grammar School	Joseph Gile	Nonsect
205	New Haven (57 Elm st.).	Orton (Miss) Nichols (Miss) Day School for Girls.	Miss Rebecca Orton and Miss Emily R. Nichols.	Epis
206	New Haven (420 Temple st.).	Miss Willard's School *	Miss Charlotte A. Willard	Nonsect
207	New London	Bulkeley School	Walter A. Towne	Nonsect
208	.....do	Williams Memorial Institute	Colin S. Buell	Nonsect
209	New Milford	Ingleside Private School	Mrs. Wm. D. Black	Epis
210	.....do	Rectory School	Rev. H. L. Everest	Epis
211	New Preston	Upson Seminary	Henry Upson	Cong
212	Norfolk	The Robbins School	Howard W. Carter, A. M	Nonsect
213	North Stonington	Edgar Wheeler School	H. S. Young, A. B	Nonsect
214	Norwalk	Bairds (Miss) Institute	Miss Cornelia F. Baird	Epis
215	Norwalk (Hillside)	Mead's (Mrs.) School for Girls and Young Ladies.	Mrs. Melville Emory Mead	Nonsect
216	Norwalk	Norwalk Preparatory School	Carl A. Harstrom, A. M	Epis
217	Norwich	Norwich Free Academy	Robert P. Keep, Ph. D	Nonsect
218	Putnam	Notre Dame Academy	Rev. J. Van der Voort	R. C
219	Redding	Hill Academy	A. W. Collard	Nonsect
220	Saybrook	Shepard's (Miss) Private School.	Miss F. C. Shepard	Nonsect
221	Simsbury	McLean Seminary	J. B. McLean	Nonsect
222	Stamford	Aiken's (Miss) School	Mrs. Harriett B. S. Devan	Nonsect
223	Stamford (5 and 7 Willow st.).	Low's (Miss) Boarding and Day School for Girls.*	Miss Low and Miss Heywood.	P. E
224	Stamford	School for Boys	Hiram U. King	Nonsect
225	Suffield	Connecticut Literary Institution.	W. Scott, A. M	Bapt

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Classical course. Female.	Scientific course. Male.	Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	6	0	30	0	0	1	39	0	3	0	0	0	3	0	0	5	....	......	$20,600	180
3	0	36	0	0	0	16	0	16	0	10	0	15	0	8	0	4	....	2,000	25,000	181
5	1	52	0	0	0	35	0	22	0	20	0	12	0	9	0	5	....	750	1,000	182
1	1	4	0	0	0	17	0	....	....	....	....	2	0	2	0	....	....	350	......	183
5	2	32	0	0	0	3	0	25	0	7	0	3	0	3	0	4	....	1,000	50,000	184
3	3	33	38	0	0	106	88	12	10	4	0	7	9	4	2	4	....	2,676	47,000	185
1	1	20	35	0	0	0	0	5	5	0	0	3	7	2	0	....	....	400	5,000	186
1	1	3	1	0	0	....	....	1	1	....	....	....	....	....	....	4	....	40	25,000	187
2	0	27	0	0	0	20	19	2	3	....	....	....	....	....	....	....	....	......	1,200	188
1	0	10	4	0	0	3	3	5	0	0	0	2	0	2	0	4	....	295	......	189
1	2	5	7	0	0	16	12	4	1	2	0	0	0	0	0	4	....	......	1,500	190
1	1	8	12	0	0	8	6	1	0	3	1	1	0	1	0	....	....	3,000	......	191
4	11	0	120	0	0	0	0	0	0	0	0	....	....	....	....	....	....	......	......	192
1	1	22	29	0	0	16	21	....	....	10	14	0	0	0	0	4	....	0	3,000	193
3	1	10	8	0	0	18	16	6	4	4	0	0	2	0	0	4	....	......	......	194
1	5	0	24	....	....	0	1	....	....	....	....	....	....	....	....	....	....	1,000	......	195
8	0	105	0	0	0	0	0	87	0	18	0	34	0	28	0	4	....	1,000	200,000	196
1	3	0	16	9	12	0	2	....	....	....	....	....	....	....	....	....	....	......	......	197
0	4	0	20	....	....	0	0	....	....	....	....	0	4	....	....	....	....	......	......	198
3	3	15	7	1	0	11	9	1	0	1	0	1	0	1	0	4	16	1,000	10,000	199
0	2	7	6	0	0	9	8	2	0	2	0	1	1	1	0	....	....	......	7,000	200
0	6	0	55	0	0	0	40	0	6	....	....	0	6	0	0	....	....	......	......	201
3	1	81	0	1	0	8	0	40	0	41	0	14	0	14	0	4	....	1,000	......	202
0	4	0	16	0	0	0	2	0	4	0	0	0	3	0	3	4	....	......	......	203
1	0	25	0	0	0	26	0	10	0	15	0	....	....	....	....	4	....	300	......	204
0	6	0	35	0	0	0	5	0	2	....	....	0	6	....	....	4	....	......	......	205
1	2	0	12	0	0	0	7	0	0	0	0	....	....	....	....	....	....	......	......	206
4	0	84	0	0	0	0	0	6	0	8	0	22	0	4	0	3	....	500	75,000	207
1	5	0	180	0	0	0	0	0	18	....	....	0	21	0	2	4	....	810	95,000	208
0	3	0	40	....	....	0	14	....	....	....	....	0	10	....	....	....	....	......	100,000	209
3	0	32	0	0	0	0	0	....	....	....	....	1	0	....	....	....	0	200	......	210
2	0	11	2	0	0	5	2	2	0	2	0	6	2	2	0	4	....	400	......	211
2	2	24	11	0	0	0	0	11	5	3	0	3	3	1	1	4	....	250	20,000	212
1	0	4	10	0	0	2	1	3	3	....	....	2	4	1	3	3	....	65	......	213
0	2	0	29	0	0	0	20	....	....	....	....	0	4	....	....	....	....	......	......	214
1	4	0	27	0	0	3	10	0	15	....	....	0	3	0	3	4	....	2,000	30,000	215
2	0	4	0	0	0	4	0	2	0	1	0	2	0	2	0	4	....	200	17,000	216
6	10	169	163	0	0	10	81	7	4	6	2	6	4	6	4	4	....	10,000	......	217
0	3	0	10	....	....	0	50	....	....	....	....	....	....	....	....	4	....	500	......	218
1	0	3	6	....	....	7	6	....	....	....	....	....	....	....	....	....	....	......	......	219
0	2	2	6	0	0	3	4	2	6	....	....	0	0	0	0	3	....	1,500	......	220
0	3	0	36	....	....	46	8	0	6	....	....	0	2	0	1	4	....	1,200	20,000	221
0	8	0	40	0	0	0	20	0	3	....	....	0	6	....	....	....	....	......	......	222
0	8	0	48	0	0	0	20	0	5	0	0	0	2	0	2	....	....	......	......	223
5	0	37	0	0	0	26	0	7	0	12	0	7	0	6	0	4	....	500	25,000	224
5	3	45	24	0	1	24	10	33	8	6	0	....	....	....	....	4	....	2,000	150,000	225

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	CONNECTICUT—cont'd.			
226	Wallingford	Rosemary Hall	Caroline Runtz-Rees	Epis
227	Washington	The Gunnery	John C. Brinsmade	Nonsect
228	Waterbury	Convent of Notre Dame	Sister St. Stanislaus	R. C
229	Waterbury (corner Grove and Cook sts.).	St. Margaret's Diocesan School.*	Mary R. Hillard	Epis
230	Watertown	Taft's School for Boys	Horace D. Taft, A. M	Nonsect
231	Westport	Staples High School	Henry S. Pratt	Nonsect
232	Wilton	Wilton Academy	Edward Olmstead	Nonsect
233	....do	Wilton Educational School	Charles W. Whitlock	Nonsect
234	Winsted	Gilbert School	John E. Clarke, Ph. D	Nonsect
235	Woodbury	Parker Academy	Edward S. Boyd, M. A	Nonsect
236	Woodstock	Woodstock Academy	E. R. Hall, A. B	Nonsect
	DELAWARE.			
237	Dover	Wilmington Conference Academy.	W. L. Gooding	Meth
238	Wilmington (4th and West sts.).	Friends' School	Isaac F. Johnson	Friends
239	Wilmington (Pennsylvania ave. and Franklin st.).	Hebb's (Misses) School for Girls.*	Misses Hebb	Nonsect
	DISTRICT OF COLUMBIA.			
240	Washington (Maryland avenue and 8th st. SW.).	Academy of the Sacred Heart.	Sister M. Wilfrid, O. S. D	R. C
241	Washington	Academy of the Visitation	Mother M. Agnes Mathaney.	R. C
242	Washington (1335 H st. NW.).	The Columbian Academy	Wm. Allen Wilbur, dean	Bapt
243	Washington (1811 I st. NW.).	Friends' Select School	Thomas W. Sidwell	Friends
244	Washington (1212–1214 14th st. NW.).	Gunston Institute	Beverly R. Mason and Mrs. Mason.	Nonsect
245	Washington (1208½ N st. NW.).	Hamner Home School	Miss Sallie B. Hamner	Nonsect
246	Washington (1312 Massachusetts ave.).	Holy Cross Academy	Sister M. Angelica	R. C
247	Washington (1100 M st.).	Mount Vernon Seminary *	Mrs. E. J. Somers	Nonsect
248	Washington (1761 N st. NW.)	Norwood Institute	Mrs. Wm. D. Cabell	Nonsect
249	Washington (1206 18th st. NW.).	Olney Institute	Misses V. M. and L. L. Dorsey.	Epis
250	Washington (601 East Capitol st.).	St. Cecilia's Academy *	Sisters of the Holy Cross	R. C
251	Washington (1225 Vermont ave.).	St. John's College	Brother Fabrician	R. C
252	Washington (North Capitol and K st.).	School of Notre Dame	Sister Mary Euphrasia	R. C
253	Washington (1823 Jefferson place).	The University School for Boys.	Robert L. Preston, A. B	Nonsect
254	West Washington (Georgetown).	Academy of the Visitation *	Mother Superior	R. C
255	....do	The Linthicum Institute		Nonsect
	FLORIDA.			
256	Gainesville	Boarding and Day School	Miss Maggie Tebeau	Epis
257	Jacksonville	Cookman Institute	Miss Lillie M. Whitney	M. E

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	4	0	20	0	0	0	6	0	5	0	0	0	0	0	0	4	....	....	$18,000	226
4	3	30	11	0	0	14	2	15	2	15	0	5	2	5	0	4	....	....	....	227
0	7	0	60	0	0	0	135	....	....	....	....	0	6	....	....	4	....	3,800	....	228
0	8	0	91	0	0	0	58	0	5	....	....	0	5	0	0	5	....	....	....	229
7	0	45	0	0	0	0	0	26	0	17	0	5	0	5	0	5	....	320	30,000	230
1	1	16	15	0	1	29	45	0	0	0	0	5	6	0	0	3	....	2,500	35,000	231
1	0	11	2	0	0	1	2	4	2	0	0	0	1	0	0	....	....	....	....	232
1	0	20	0	0	0	18	0	2	0	1	0	2	0	1	0	2	....	300	15,000	233
2	6	64	79	0	1	0	0	3	7	8	7	3	7	2	6	4	....	2,600	100,000	234
2	0	18	27	0	0	3	10	2	4	2	0	....	....	....	....	4	....	200	2,500	235
1	3	45	25	0	0	0	0	....	....	1	4	2	4	0	1	4	....	600	20,000	236
4	2	74	61	0	0	26	8	18	0	4	4	12	5	10	6	3	....	1,000	80,000	237
4	4	45	45	0	0	86	65	1	7	7	3	6	7	5	4	4	....	700	50,000	238
0	5	0	40	0	0	0	35	0	2	0	4	0	2	....	....	....	....	....	....	239
0	2	0	12	0	0	0	38	0	0	0	0	0	4	0	2	4	....	800	100,000	240
0	5	0	60	....	....	0	30	....	....	....	....	....	....	....	....	....	....	....	....	241
7	0	50	0	0	0	5	0	18	0	26	0	8	0	8	0	4	....	....	50,000	242
3	7	31	28	0	0	72	49	14	9	5	0	0	0	....	....	4	0	500	60,000	243
0	8	0	33	....	....	....	....	....	....	....	....	0	3	0	3	4	....	1,000	....	244
0	2	0	15	0	0	0	5	0	6	....	....	....	....	....	....	....	....	....	....	245
0	6	0	60	0	0	0	60	0	10	....	....	....	....	....	....	4	....	800	50,000	246
0	5	0	60	0	0	0	105	....	....	....	....	0	13	....	....	....	....	....	....	247
6	6	0	40	0	0	0	6	....	....	....	....	0	2	....	....	....	....	2,000	....	248
1	8	0	12	0	0	0	4	0	3	0	5	0	0	0	0	3	....	300	200	249
0	4	0	55	0	0	0	135	0	0	....	....	0	4	0	3	4	....	600	....	250
5	0	55	0	0	0	38	0	55	0	0	0	15	0	....	....	4	....	1,200	....	251
0	4	0	50	....	....	120	530	0	50	....	....	0	4	....	....	4	....	3,500	20,000	252
2	0	21	0	0	0	6	0	3	0	18	0	....	....	....	....	3	....	....	....	253
0	20	0	110	0	0	0	40	....	....	....	....	0	7	....	....	4	....	8,000	....	254
0	2	0	25	0	0	0	125	....	....	....	....	....	....	....	....	....	....	....	75,000	255
0	2	0	27	0	0	0	33	....	....	....	....	0	1	....	....	4	....	....	10,000	256
1	3	16	14	16	14	92	114	16	14	....	....	3	4	3	4	4	....	1,000	25,000	257

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	FLORIDA—continued.			
258	Jacksonville	Edward Waters College*	Wm. Henry Gibson, jr	A. M. E
259	....do	St. Joseph's Academy*	Mother Claverie	R. C
260	Jasper	Jasper Normal Institute	J. M. Guilliams	Nonsect
261	Key West	Convent of Mary Immaculate.	Sister M. Florentine, superior.	R. C
262	Live Oak	Florida Institute*	Rev. Geo. B. McKinney	Bapt
263	St. Augustine	St. Joseph's Academy	Rev. Mother M. Lazarus	R. C
264	San Antonio	Holy Name Academy*	Rev. Mother M. Dolorosa, O. S. B.	R. C
265	Tampa	Convent of the Holy Names	Sister M. Theophile, superior.	R. C
	GEORGIA.			
266	Athens	Home School for Young Ladies	Miss C. Sosnowski	Nonsect
267	....do	Jeruel Academy	John H. Brown	Bapt
268	....do	Knox Institute	L. S. Clark, A. M	Cong
269	Atlanta	Atlanta Baptist Seminary	Rev. George Sale, B. A	Bapt
270	....do	Spelman Seminary	Miss Harriet E. Giles	Bapt
271	....do	Washington Seminary	Mrs. W. T. Chandler	Nonsect
272	Augusta	Academy of Richmond County	C. H. Withrow	Nonsect
273	....do	The Paine Institute	Rev. Geo. Wms. Walker, D. D.	M. E. So
274	....do	St. Mary's Academy	Sister Mary Rose	R. C
275	....do	St. Patrick's Commercial Institute.*	Brother Dosithens	R. C
276	....do	Summerville Academy	Arthur Grabowskie, Ph. D	Nonsect
277	Augusta (1321 Mange st.).	Walker Baptist Institute*	Rev. G. A. Goodwin	Bapt
278	Birmingham	Methodist Episcopal Institute.	Rev. Lamont Gordon, A. M	M. E. So
279	Blue Ridge	Blue Ridge High School	G. D. Stone and J. G. Logan	Meth
280	Canton	Etowah Military Institute	G. D. Pollock, B. Ph	Nonsect
281	Carnesville	Carnesville High School	W. H. Cobb, A. B	Nonsect
282	Cartersville	West End Institute	Mrs. J. W. Harris, sr	Nonsect
283	Cave Spring	Hearn Male and Female Seminary.*	Claude Gray	Bapt
284	Cedartown	The Samuel Benedict Memorial School.	Ernest M. Benedict, A. B	Nonsect
285	Cochran	New Ebenezer College*	Everett M. Turner	Bapt
286	Columbus	Home School	Miss B. Waddell	Bapt
287	....do	Wynnton High School	J. E. McRee	Bapt
288	Cooksville	Cooksville High School	G. W. St. John	Bapt
289	Cordelle	High School	A. F. Ware	Bapt
290	Crawfordville	Stephens High School	L. A. McLaughlin	Bapt
291	Dalton	High School	J. G. McLellan	Bapt
292	Decatur	Agnes Scott Institute	Miss Nannette Hopkins	Presb
293	....do	Donald Fraser High School	George H. Gardner, A. B	Presb
294	Delmar	Marietta Camp-Ground High School.	Rev. J. F. Tyson	Meth
295	Dixie	Dixie High School	G. C. Ingram	Nonsect
296	Douglasville	Douglasville College*	Rev. J. T. Lin	Nonsect
297	Eastman	Eastman Academy*	J. A. Bryan	Nonsect
298	Ellijay	Ellijay Seminary	R. A. Simonds	M. E. So
299	Everett Springs	Everett Springs Seminary	W. J. Moore	Nonsect
300	Fairburn	Male and Female High School*	Buell Stark	Nonsect
301	Fairmount	Fairmount College	Rev. J. A. Sharp, A. B	Meth
302	Flowery Branch	Flowery Branch High School	N. A. Moss	Nonsect
303	Gillsville	"Gillsville Institute"	D. G. Bickers	Nonsect
304	Glenn	Glenn High School	J. C. C. Freeman	Nonsect
305	Greensboro	Thomas Stock's Institute	N. H. Ballard	Nonsect
306	Halcyondale	Lee Evans Institute	F. D. Seckinger	Nonsect
307	Hartwell	Hartwell Institute	Morgan L. Parker	Nonsect
308	Hiawassee	Hiawassee High School	A. B. Greene, A. B	Bapt

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Students. Colored secondary students included in columns 7 and 8. Male.	Students. Colored secondary students included in columns 7 and 8. Female.	Students. Elementary. Male.	Students. Elementary. Female.	Students. Preparing for college. Classical course. Male.	Students. Preparing for college. Classical course. Female.	Students. Preparing for college. Scientific course. Male.	Students. Preparing for college. Scientific course. Female.	Students. Graduates in 1896. Male.	Students. Graduates in 1896. Female.	Students. College preparatory students in the class that graduated in 1896. Male.	Students. College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	1	15	25	15	25	57	118	....	....	....	....	2	2	....	....	3	....	....	$10,000	258
0	6	0	20	8	12	40	80	0	0	0	0	0	0	....	....	3	0	....	....	259
3	2	41	21	0	0	112	119	....	....	....	....	18	12	....	....	2	....	1,000	5,000	260
0	3	0	51	0	10	....	....	....	....	....	....	....	....	....	....	....	....	300	....	261
2	2	12	8	1	1	0	71	12	8	0	0	0	0	0	0	3	0	....	....	262
0	2	0	28	0	0	34	84	....	....	....	....	0	8	0	8	3	....	1,000	300	263
0	2	0	11	0	0	5	19	....	....	....	....	....	....	....	....	....	....	....	....	264
0	2	10	20	....	....	0	2	....	....	....	....	0	3	....	....	4	....	500	20,000	265
0	4	0	20	....	....	0	30	....	....	....	....	0	10	....	....	....	....	500	....	266
1	1	9	15	9	15	64	80	....	....	....	....	1	2	....	....	4	....	....	6,175	267
1	1	4	9	4	9	104	161	4	9	0	0	1	0	....	....	4	....	150	6,000	268
3	0	39	0	39	0	112	0	10	0	....	....	3	0	3	0	4	....	....	50,000	269
1	8	0	56	0	56	0	492	0	6	....	....	0	5	....	....	4	....	3,000	150,000	270
1	8	0	67	0	0	0	51	0	6	0	0	0	9	0	2	....	....	1,000	50,000	271
5	0	105	0	0	0	0	0	....	....	....	....	....	....	....	....	4	....	....	75,000	272
4	1	66	62	66	62	42	33	....	....	....	....	5	8	5	8	4	....	500	15,000	273
0	2	0	30	....	....	....	158	0	16	....	....	0	7	0	7	4	....	....	....	274
3	0	25	0	0	0	125	0	....	....	....	....	5	0	....	....	3	0	567	....	275
1	2	14	18	0	0	35	40	7	7	3	4	4	6	4	6	2	....	....	1,200	276
4	3	36	56	36	56	46	71	4	3	0	0	2	1	1	0	3	0	50	5,000	277
2	2	36	45	0	0	20	26	6	4	4	8	0	0	0	0	4	....	500	1,200	278
1	0	15	4	0	0	25	31	....	....	....	....	0	0	0	0	2	....	50	2,500	279
2	0	25	20	0	0	65	75	4	2	0	0	0	0	0	0	2	....	600	1,500	280
1	0	21	27	0	0	55	56	3	2	0	0	0	0	0	0	....	....	5	1,000	281
0	2	5	35	0	0	20	25	3	6	0	0	0	6	0	5	4	0	700	6,100	282
1	1	67	33	0	0	38	23	....	....	....	....	6	5	6	4	5	0	....	40,000	283
4	1	12	8	0	0	45	31	....	....	2	0	....	....	....	....	4	....	1,500	20,000	284
2	0	17	19	0	0	47	57	1	4	2	0	3	0	3	0	4	20	....	16,000	285
2	4	0	30	0	0	10	20	0	0	0	0	0	8	0	0	4	....	....	400	286
2	1	41	14	0	0	20	25	20	0	1	0	5	2	5	2	4	40	....	10,000	287
1	1	8	10	0	0	18	18	1	3	....	....	....	....	....	....	....	....	....	800	288
2	3	50	80	60	40	20	20	....	....	....	....	4	8	4	8	4	....	....	5,000	289
1	1	18	10	0	0	28	32	....	....	....	....	....	....	....	....	4	....	....	2,500	290
1	1	18	10	0	0	2	0	....	....	....	....	0	0	0	0	4	....	....	2,000	291
3	7	0	67	0	0	0	104	....	....	....	....	0	6	0	....	4	0	1,000	....	292
2	0	35	0	0	0	30	0	8	0	1	0	5	0	4	0	4	....	500	5,000	293
1	1	8	7	0	0	45	40	5	4	....	....	....	....	....	....	....	....	....	2,500	294
1	1	8	5	0	0	15	22	....	....	....	....	....	....	....	....	....	....	....	700	295
2	1	40	60	0	0	50	75	10	15	5	0	4	2	2	2	4	0	100	5,000	296
1	2	25	35	0	0	40	35	8	15	0	0	3	7	2	4	4	0	....	7,000	297
1	1	20	15	0	0	60	65	1	0	15	13	....	....	....	....	3	....	200	10,000	298
1	1	16	10	....	....	70	53	3	0	....	....	....	....	....	....	....	....	....	8,000	299
2	1	50	51	0	0	45	54	15	29	....	....	....	....	....	....	....	0	....	7,000	300
4	2	85	91	0	0	70	73	4	3	....	....	2	5	....	....	4	....	....	6,781	301
1	1	20	15	0	0	60	45	6	8	....	....	....	....	....	....	....	....	....	1,000	302
1	0	22	35	....	....	20	24	4	5	2	0	0	0	0	0	3	....	....	1,800	303
1	1	36	42	0	0	9	8	10	15	....	....	....	....	....	....	4	....	....	600	304
0	4	24	29	....	....	55	47	8	2	2	0	....	....	....	....	3	....	....	55,000	305
1	0	8	13	0	0	10	13	7	4	....	....	6	7	6	7	....	....	....	1,000	306
0	3	30	20	....	....	90	60	20	10	....	....	8	5	2	3	3	....	300	4,000	307
1	3	51	72	....	....	45	38	30	21	....	....	....	....	....	....	....	....	200	....	308

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	GEORGIA—continued.			
309	Irwinton	Talmage Institute	L. O. Freeman	Nonsect
310	Jackson	Jackson Institute	Jos. C. Blasingame, A. B	Nonsect
311	Jefferson	Martin Institute*		Nonsect
312	La Grange	Park High School	Robert E. Park, jr., A. M.	Nonsect
313	Lake Park	Lake Park Academy*	J. O. Culpepper	Nonsect
314	Leo	Mossy Creek High School	J. W. Smith	Meth
315	Lexington	Meson Academy	M. S. Weaver, A. M	Nonsect
316	McIntosh	Dorchester Academy	Fred W. Foster	Cong
317	Macon	Ballard Normal School	George C. Burrage	Cong
318	.....do	St. Stanislaus Novitiate	Rev. John Buslan	R. C
319	Milledgeville	Middle Georgia Military and Agricultural College.	J. C. Woodward, A. B	Nonsect
320	Mineral Bluff	Mineral Bluff High School*	J. M. Clement, jr	Bapt
321	Montezuma	Spalding Seminary*	W. E. Ware	Nonsect
322	Monticello	Monticello Male and Female Academy.	W. J. Bryan	Nonsect
323	Mount Zion	Mount Zion Seminary	Rev. R. C. Bramlett, A. B.	M. E. So
324	Oakland City	Anna Dill Institute	William H. Ferguson, A. B	Nonsect
325	Oliver	Oliver High School*	J. M. Lutes	Nonsect
326	Penfield	Mercer High School	John S. Callaway	Bapt
327	Pinehurst	Pinehurst Academy	Milo H. Massey	Nonsect
328	Powder Springs	Powder Springs High School	L. S. Selman	Nonsect
329	Ringgold	Literary and Normal Institute	W. E. Bryan	Nonsect
330	Rock Mart	Piedmont Institute	Rev. E. W. Ballinger, A. M	M. E. So
331	Royston	Royston Male and Female School.	Morgan H. Looney	Nonsect
332	Rutledge	Rutledge High School	W. C. Latimer	Nonsect
333	Savannah (30 Harris st.).	Beach Institute	Julia B. Ford	Cong
334	Savannah (184 Drayton st.).	Oglethorpe Seminary	Mary Stuart Young	Nonsect
335	Savannah	Savannah Academy	John Taliaferro	Nonsect
336	Sharpsburg	Sharpsburg Academy*	J. H. Melson	Nonsect
337	Shellman	Shellman Institute	Charles R. Jenkins	Nonsect
338	Smyrna	Smyrna High School*	L. W. Mizell	Nonsect
339	Social Circle	Social Circle Academy	C. L. Gunnels, A. B	Nonsect
340	Stellaville	Stellaville High School	Ignatius L. Candler	Nonsect
341	Stilesborough	Stilesborough High School	A. C. Skannal	Nonsect
342	Sumach	Sumach Seminary	John H. Anderson	Nonsect
343	Sylvania	Sylvania Institute	A. P. Hilton	Nonsect
344	Talbotton	Le Vert College	W. J. McKernie	Nonsect
345	Tennille	Tennille Institute	R. H. Powell, jr., A. B.	Nonsect
346	Thomaston	Lee, R. E., Institute	G. F. Oliphant	Nonsect
347	Thomasville	South Georgia College	Miss E. H. Merrill and Capt. A. G. Miller.	Nonsect
348	Tunnel Hill	Tunnel Hill High School	D. P. Lee	Nonsect
349	Unadilla	Unadilla High School*	J. E. McDonald	Nonsect
350	Warrenton	Warrenton Academy*	J. E. Purks	Nonsect
351	Washington	St. Joseph's Academy	Mother Clemence	R. C
352	Weston	Weston High School*	J. G. Calhoun	Nonsect
353	Whitesburg	Hutcheson Collegiate Institute.*	Geo. W. Griner, A. B	M. E. So.
354	Winterville	Winterville Academy	H. L. Brock	Nonsect
	IDAHO.			
355	Caldwell	The College of Idaho	William Judson Boone	Presb
356	Lewiston	Episcopal School	J. D. McConkey	P. E
357	Paris	Bear Lake Stake Academy	Emil Maesen, B. Pd	L. D. S.

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Students. Colored secondary students included in columns 7 and 8. Male.	Students. Colored secondary students included in columns 7 and 8. Female.	Students. Elementary. Male.	Students. Elementary. Female.	Students. Preparing for college. Classical course. Male.	Students. Preparing for college. Classical course. Female.	Students. Preparing for college. Scientific course. Male.	Students. Preparing for college. Scientific course. Female.	Students. Graduates in 1896. Male.	Students. Graduates in 1896. Female.	Students. College preparatory students in the class that graduated in 1896. Male.	Students. College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	1	21	21	0	0	12	21	3	4	2	0	....	....	....	....	2	....	......	$800	309
2	2	47	48	....	....	73	77	....	....	....	....	2	5	2	5	4	4	250	7,000	310
3	0	77	69	0	0	39	34	12	5	16	2	2	1	....	....	....	0	450	20,000	311
3	0	53	0	0	0	45	0	25	0	20	0	....	....	....	....	....	3	1,200	5,000	312
1	1	18	25	18	25	22	20	3	4	....	....	....	....	....	....	1	0	......	1,500	313
1	0	15	10	0	0	45	30	4	2	....	....	....	....	....	....	4	....	20	2,500	314
1	1	20	25	0	0	10	15	15	20	....	....	5	5	5	5	4	....	500	3,500	315
1	3	10	6	10	6	183	219	5	2	....	....	1	1	0	1	4	....	850	10,800	316
1	2	15	40	15	40	95	240	....	....	....	....	0	3	0	0	4	....	3,000	30,500	317
4	0	32	0	0	0	0	0	0	0	0	0	0	0	0	0	....	....	5,500	50,000	318
1	4	100	60	0	0	110	130	....	....	....	....	4	2	....	....	5	....	1,200	100,000	319
1	0	34	26	0	0	39	33	8	5	7	6	0	0	0	0	1	0	......	1,500	320
0	1	6	6	0	0	12	9	0	4	6	0	0	0	0	0	....	....	......	....	321
1	2	56	38	0	0	33	31	43	27	13	11	12	4	11	9	4	....	63	3,500	322
2	0	10	7	....	....	61	69	....	....	....	....	1	0	....	....	3	....	......	5,000	323
1	1	27	10	0	0	83	57	....	....	....	....	....	....	....	....	3	....	......	4,500	324
1	0	6	5	0	0	21	11	1	0	....	....	....	....	....	....	....	0	......	12	325
0	1	8	12	0	0	20	30	4	6	4	6	0	0	0	0	....	....	......	1,000	326
1	0	11	6	0	0	19	5	3	4	0	0	0	0	0	0	4	....	......	750	327
1	0	11	9	0	0	30	25	3	5	....	....	1	0	....	....	4	....	......	1,000	328
1	3	7	6	0	0	73	65	2	3	....	....	....	....	....	....	4	....	75	4,000	329
2	2	56	32	....	....	140	98	31	19	....	....	3	3	....	....	....	....	350	16,000	330
2	2	30	25	0	0	50	55	10	0	0	0	10	0	10	0	4	....	......	....	331
1	1	34	30	0	0	31	29	1	2	....	....	....	....	....	....	....	....	......	1,200	332
0	2	11	37	11	37	66	165	1	18	1	0	4	13	....	....	2	....	......	12,250	333
1	4	0	16	....	....	0	13	0	10	....	....	0	2	0	2	4	....	350	11,000	334
1	0	18	0	0	0	14	0	18	0	0	0	2	0	....	....	4	....	......	10,000	335
1	0	26	26	0	0	20	18	4	3	3	2	4	3	4	3	5	0	0	300	336
1	0	15	30	0	0	25	35	7	10	0	0	....	....	0	0	3	....	......	2,000	337
1	1	10	13	0	0	30	20	1	3	0	0	0	0	0	0	....	0	......	1,000	338
1	0	0	7	0	0	48	43	0	2	0	0	0	0	0	0	....	....	......	500	339
1	1	22	22	0	0	21	29	2	5	0	0	....	....	....	....	4	....	......	1,600	340
1	1	16	10	0	0	57	32	1	5	4	4	0	0	0	0	4	....	200	6,000	341
1	1	20	12	0	0	60	48	....	....	....	....	2	0	2	0	....	....	......	2,000	342
1	0	30	20	0	0	40	30	....	....	....	....	0	0	....	....	3	....	......	500	343
0	1	17	26	0	0	48	59	0	5	1	0	0	8	0	3	3	....	......	1,800	344
1	1	20	21	0	0	39	60	3	4	2	2	3	5	3	5	3	....	300	6,000	345
2	3	70	90	0	0	57	81	14	19	7	4	1	5	....	....	4	....	500	10,000	346
1	2	73	27	0	0	38	23	21	8	12	0	4	3	0	0	4	....	158	28,000	347
1	1	14	29	0	0	40	47	....	....	....	....	0	0	0	0	....	....	......	800	348
0	2	20	17	0	0	56	32	2	3	1	0	2	1	1	1	4	0	0	1,000	349
1	2	27	33	0	0	40	50	....	....	....	....	3	6	2	3	3	0	......	6,000	350
0	2	0	20	....	....	0	25	....	....	....	....	0	7	....	....	4	....	1,000	10,000	351
1	2	32	34	0	0	11	10	5	13	0	0	0	0	0	0	3	0	0	1,500	352
1	1	59	14	0	0	69	58	4	2	....	....	....	....	....	....	4	0	50	3,000	353
1	0	14	11	0	0	47	31	14	10	0	1	0	0	0	0	4	....	3	1,500	354
2	1	9	24	0	0	4	4	4	2	0	0	0	7	0	7	3	....	1,050	3,000	355
1	0	4	5	0	0	7	4	0	0	0	0	0	0	0	0	....	....	0	0	356
2	1	64	34	0	0	16	16	3	4	61	30	0	0	0	0	....	60	......	....	357

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	ILLINOIS.			
358	Albion	Southern Collegiate Institute*	Frank B. Hines	Cong
359	Alton	Ursuline Academy of the Holy Family.	Mother Theresa Gillespie.	R. C
360	Anna	Union Academy of Southern Illinois.	John C. Ransmeir	Presb
361	Ashmore	Lee's Academy	G. W. Lee	Nonsect
362	Aurora (Broadway and North ave.).	Jennings Seminary*	Rev. A. R. Cronce	M. E
363	Bunker Hill	Bunker Hill Military Academy.	S. L. Stiver, A. B., A. M., B. D.	Nonsect
364	Cairo	Chase Academy	Miss J. Chase	Nonsect
365	do	St. Joseph's Female Seminary.	Sister Sophronia	R. C
366	Chicago (4568 Oakenwald ave.).	Ascham Hall	Kate Byam Martin	Nonsect
367	Chicago (2141 Calumet ave.).	Dearborn Seminary	Mrs. J. F. Purington	Nonsect
368	Chicago (Wabash avenue and 35th st.).	De La Salle Institute	Brother Pius	R. C
369	Chicago (479-481 Dearborn ave.).	Girls' Collegiate School	Rebecca S. Rice, A. M	Nonsect
370	Chicago (249 Dearborn ave.).	Grant Collegiate Institute	Mary A. Mineah, A. M	Nonsect
371	Chicago (2101 Indiana ave.).	The Harvard School	John J. Schobinger and John C. Grant.	Nonsect
372	Chicago (40 47th st.)	Kenwood Institute	Miss A. E. Butts	Nonsect
373	Chicago (38 Scott st.)	Kirkland School	Emma S. Adams	Nonsect
374	Chicago (2535 Prairie ave.).	The Loring School	Mrs. Stella Dyer Loring	Nonsect
375	Chicago (1428 Sheridan road).	Miller's (Mrs.) Seminary	Mrs. R. T. Miller	Nonsect
376	Chicago (2834 Wabash ave.).	St. Francis Xavier's Academy.	Mother Mary Genevieve	R. C
377	Chicago (Dearborn avenue and Elm st.).	University School	E. C. Coulter, A. M	Nonsect
378	Crab Orchard	Crab Orchard Academy*	James W. Turner	Nonsect
379	Creal Springs	Creal Springs College	Mrs. G. B. Murrah, president.	Bapt
380	Dakota	College of Northern Illinois	Rev. H. L. Beam, A. M., president.	Reformed.
381	Decatur	St. Theresa's Academy	Mother Lucy	R. C
382	Desplaines	St. Mary's Training School (Boys).	Brother Elixus	R. C
383	Elgin	Elgin Academy*	A. G. Welch	Nonsect
384	Evanston	The Winchell Academy	S. Robertson Winchell, A. M.	Nonsect
385	Fairfield	Hayward College and Commercial School.	A. A. Kester, president	Meth
386	Galesburg (Knox and Academy sts.).	St. Joseph's Academy	Sister Theodata	R. C
387	Geneseo	Geneseo Collegiate Institute	Norbury W. Thornton, A. M.	Presb
388	Godfrey	Monticello Female Seminary	Harriet N. Haskell	Nonsect
389	Greenville	Greenville College	Wilson T. Hogg, president.	Free Meth
390	Highland Park	Northwestern Military Academy.	H. P. Davidson, A. M	Nonsect
391	Kankakee	St. Joseph's Seminary*	Sister St. Zephyrina	R. C
392	Kenilworth	Kenilworth Hall	Mrs. Mary Keyes Babcock	Nonsect
393	Knoxville	St. Alban's Academy	A. H. Noyes, B. A	Epis
394	La Harpe	Gittings Seminary*	J. W. Gray	M. E
395	Longwood	Academy of Our Lady	Mother Pacifica	R. C
396	Marissa	Marissa Academy	H. W. Speer, A. B	U. Presb

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Classical course. Female.	Scientific course. Male.	Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
4	0	31	10	0	0	31	50	....	....	....	....	0	2	....	....	4	0	1,200	$10,000	358
0	2	0	20	0	0	0	30	0	10	....	....	0	1	0	0	4	....	......	....	359
2	1	11	14	0	0	14	16	2	1	3	0	2	0	2	0	4	....	500	10,000	360
1	0	13	4	0	0	1	2	3	0	1	0	0	0	0	0	3	....	......	1,000	361
2	4	54	56	0	0	40	34	20	25	....	....	2	3	2	1	....	....	500	75,000	362
2	0	20	0	0	0	10	0	10	0	5	0	2	0	....	....	....	20	3,000	30,000	363
1	2	10	15	0	0	50	65	....	....	....	....	....	....	....	....	4	....	105	....	364
0	2	0	10	0	0	0	69	....	....	....	....	0	2	0	0	4	....	175	6,100	365
0	3	0	35	0	0	15	40	0	5	0	0	0	0	0	0	4	....	1,000	3,000	366
0	9	0	69	0	0	0	26	0	0	0	20	0	15	0	6	5	....	100	....	367
8	0	120	0	0	0	169	0	45	0	45	0	0	0	....	0	3	....	3,500	200,000	368
1	3	0	37	0	0	21	36	0	23	....	....	0	4	0	3	4	....	2,400	500	369
0	8	0	25	0	0	0	5	0	5	....	....	0	5	0	3	4	....	1,200	....	370
8	2	62	0	0	0	75	0	....	....	....	....	15	0	15	0	4	....	500	4,000	371
0	10	0	100	0	0	0	90	0	45	....	....	0	17	....	....	4	....	600	12,000	372
0	8	0	70	0	0	31	90	0	3	0	21	0	12	0	5	5	....	1,200	50,000	373
2	4	0	36	0	0	26	58	0	20	0	4	0	3	0	3	....	....	1,000	....	374
1	1	0	5	0	0	0	17	0	3	0	0	0	0	0	0	3	....	500	....	375
0	9	0	58	0	0	0	220	0	10	0	0	0	9	0	9	4	....	6,000	300,000	376
10	0	90	0	0	0	46	0	50	0	35	0	9	0	9	0	4	....	......	100,000	377
3	1	42	26	0	0	26	14	3	1	2	1	9	1	2	1	4	0	150	3,000	378
2	3	22	45	0	0	56	49	22	45	....	....	1	1	....	....	....	....	400	12,000	379
2	0	21	11	0	0	5	12	....	....	....	....	1	1	0	0	4	....	600	5,000	380
0	1	10	25	0	0	100	115	....	....	....	....	0	1	....	....	3	....	......	....	381
2	0	25	0	0	0	336	0	....	....	....	....	....	....	....	....	....	....	800	60,000	382
2	4	48	46	0	0	31	15	5	4	10	4	8	5	8	2	4	0	200	60,000	383
2	1	13	5	0	0	55	68	7	2	0	0	0	0	0	0	4	....	2,000	15,000	384
3	4	78	19	0	0	97	141	8	4	4	1	....	....	....	....	4	....	600	15,000	385
0	8	0	40	0	0	60	260	0	16	....	....	0	6	0	6	4	....	100	15,000	386
6	3	52	60	0	0	0	0	....	....	....	....	3	12	0	4	3	....	200	26,000	387
0	6	0	50	0	0	0	97	....	....	....	....	0	20	....	....	4	....	3,000	500,000	388
2	2	45	40	0	0	15	35	3	4	2	3	9	7	5	2	3	....	1,500	30,000	389
6	2	27	0	0	0	30	0	0	0	10	0	4	0	4	0	3	27	1,000	75,000	390
0	7	0	68	0	0	0	245	....	....	....	....	0	1	....	....	4	....	663	35,290	391
0	3	0	18	0	0	6	11	0	1	0	3	0	0	0	0	4	....	1,000	20,000	392
5	0	35	0	0	0	11	0	6	0	17	0	2	0	2	0	4	35	1,000	60,000	393
1	2	38	42	0	0	30	40	20	30	....	....	6	9	3	0	4	....	......	15,000	394
0	4	0	35	0	0	0	85	0	3	0	2	0	5	0	0	4	....	2,000	60,000	395
1	0	15	15	0	0	0	0	8	6	....	....	2	3	....	....	3	....	......	2,000	396

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	ILLINOIS—continued.			
397	Mendota	Mendota College	G. V. Clum, A. B., president.	Adventist
398	Morris	St. Angela's Academy	Sister M. Jerome	R. C
399	Mount Carroll	Mount Carroll Seminary	Frances A. Wood Shimer	Bapt
400	Mount Morris	Mount Morris College	J. G. Royer, president	Ger. Bapt.
401	Nauvoo	St. Mary's Academy	Mother M. Ottilia, O. S. B.	R. C
402	Oak Park	Scoville Place School	Mrs. Helen E. Starrett	Nonsect
403	Onarga	Grand Prairie Seminary	S. Van Pelt, president	M. E
404	Ottawa	St. Francis Xavier's Academy	Sister M. Paula	R. C
405	Paxton	Rice Collegiate Institute	R. H. H. Blome	Cong
406	Port Byron	Port Byron Academy	J. E. Conner, A. B	Cong
407	Princeville	Princeville Academy	Thaddeus H. Rhodes, A.B.	Nonsect
408	Quincy	St. Mary's Institute	Mother M. Boniface	R. C
409	Springfield	Bettie Stuart Institute	Mrs. A. M. Brooks	Nonsect
410	....do	Concordia College	Rev. R. Pieper, A. B	Ev. Luth
411	....do	St. Agatha's School	Mrs. L. A. Smith	Epis
412	Sycamore	Waterman Hall	Rev. B. F. Fleetwood	P. E
413	Toulon (P. O. Box 33)	Toulon Academy*	Samuel W. Scott	Nonsect
414	Upper Alton	Western Military Academy	Albert M. Jackson	Nonsect
415	Vermilion Grove	Vermilion Academy*	Geo. H. Moore	Friends
416	Waynesville	Waynesville Academy	Rev. Wm. H. Smith	Presb
	INDIANA.			
417	Bloomingdale	Friends' Bloomingdale Academy.	A. F. Mitchell	Friends
418	Collegeville	St. Joseph's College	Augustine Seifert	R. C
419	Fairmount	Fairmount Academy and Normal School.	Elwood O. Ellis	Friends
420	Fort Wayne	St. Augustine's Academy	Sister Domitilla	R. C
421	....do	Westminster Seminary for Young Ladies.	Miss C. B. Sharp and Mrs. D. B. Wells.	Presb
422	Indianapolis (343 N. Pennsylvania st.).	Classical School for Girls	Mrs. May Wright Sewall	Nonsect
423	Indianapolis	Knickerbacker Hall	Mary B. Perin	P. E
424	....do	St. John's Academy	Sister Ann Maurice	R. C
425	Laporte	St. Rose's Academy		R. C
426	Lima	Howe School	Rev. J. H. McKenzie, rector.	P. E
427	Michigan City	St. Mary's School		R. C
428	Notre Dame	St. Mary's Academy	Sisters of the Holy Cross	R. C
429	Oakland City	Oakland City College	William Prentice Deering, A. B.	Bapt
430	Oldenburg	Academy of the Immaculate Conception.	Sister M. Veronica	R. C
431	Plainfield	Central Academy	Robert L. Kelly, Ph. B	Friends
432	....do	Sugar Grove Academy	James W. Edgerton	Fr. Orth
433	St. Marys	St. Mary's Academic Institute		R. C
434	South Bend	St. Joseph's Academy	Sister M. Ambrose	R. C
435	Spiceland	Spiceland Academy	William Martin	Friends
436	Vincennes	St. Rose's Academy	Sister Mary Bernardine	R. C
437	....do	Vincennes University	Ellwood P. Cubberley, A. B.	Nonsect
438	Westfield	Union High School*	A. V. Hodgin	Friends
	INDIAN TERRITORY.			
439	Atoka	Atoka Baptist Academy	E. H. Rishel	Bapt
440	Cameron	Cameron Presbyterian Institute.	E. W. Simpson	Presb
441	Chelsea	Chelsea Academy	Thos. L. Bates	Cum. Presb
442	McAlester	McAlester Academy	Leonard W. Williams, A. B.	Presb

*Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
3	1	36	33	0	0	6	0	3	3	14	1	6	1	2	3	3	....	400	$2,500	397
0	4	0	30	0	0	0	30	....	....	....	....	0	3	0	3	4	....	250	....	398
1	4	0	33	0	0	0	54	0	0	....	....	0	10	0	2	4	....	....	....	399
5	1	50	45	0	0	49	47	6	2	....	....	5	1	4	1	3	....	21,000	20,000	400
0	2	0	29	0	0	0	29	0	1	....	....	0	6	0	1	4	....	....	....	401
0	5	0	35	0	0	0	15	0	20	....	....	0	7	0	5	....	....	500	125,000	402
7	3	150	155	1	0	40	40	10	10	10	10	5	6	5	4	4	....	1,000	40,000	403
0	7	0	75	0	0	0	125	....	....	....	....	0	4	....	....	4	....	700	....	404
3	1	25	26	0	0	....	....	2	1	....	....	6	11	....	....	....	....	100	15,000	405
2	1	8	6	0	0	2	5	0	1	2	0	2	0	2	0	4	....	300	5,000	406
1	3	23	23	0	0	0	0	6	7	17	18	2	4	2	4	4	....	....	1,000	407
0	4	0	25	0	0	0	175	....	....	....	....	....	....	....	....	4	....	500	....	408
0	3	0	43	0	0	0	107	0	5	0	3	0	3	....	....	4	....	1,500	50,000	409
5	0	224	0	3	0	0	0	0	0	0	0	38	0	35	0	2	....	2,500	125,000	410
2	1	0	15	0	0	0	15	0	8	0	7	0	1	....	....	4	....	300	20,000	411
0	7	0	69	0	0	0	3	....	....	0	0	0	13	0	0	5	....	2,000	65,000	412
1	2	31	46	0	0	14	8	1	6	3	20	1	6	1	2	4	0	50	1,200	413
4	1	48	0	0	0	13	0	0	0	....	....	8	0	3	0	4	26	500	50,000	414
1	1	25	14	0	0	11	21	....	....	....	....	2	0	1	0	3	0	200	5,000	415
1	1	23	12	0	0	10	5	2	2	3	0	3	1	0	0	4	0	25	4,000	416
1	2	16	17	0	0	31	38	....	....	....	....	5	3	5	3	3	....	800	10,000	417
11	0	115	0	0	0	23	0	....	....	....	....	8	0	8	0	....	54	3,000	....	418
4	2	84	60	4	0	0	0	....	....	....	....	4	9	0	2	3	0	500	20,000	419
0	3	0	24	0	0	0	276	....	....	....	....	....	....	....	....	4	....	....	....	420
0	6	0	38	0	0	0	14	0	2	....	....	0	4	0	1	....	....	1,500	20,000	421
0	7	0	70	0	0	7	66	....	....	....	....	0	13	0	8	5	....	250	20,000	422
0	6	0	24	0	0	0	11	0	0	0	0	0	4	0	0	4	....	500	15,000	423
0	6	0	130	0	0	0	220	....	....	....	....	0	4	....	....	....	0	....	....	424
0	3	0	30	0	0	20	40	....	....	....	....	0	0	....	....	5	0	....	....	425
6	0	55	0	0	0	18	0	3	0	5	0	8	0	2	0	4	55	1,000	100,000	426
0	1	10	18	0	0	124	144	....	....	....	....	....	....	....	....	....	....	....	....	427
0	10	0	78	0	0	0	107	0	0	0	0	0	9	....	....	4	0	4,000	....	428
3	0	40	20	0	0	23	18	15	3	0	0	3	2	0	0	....	0	3,000	15,000	429
...	6	0	50	0	0	0	30	0	10	0	12	0	4	0	4	3	....	2,500	....	430
1	2	44	29	0	0	15	13	1	1	10	6	8	3	6	1	3	0	400	10,000	431
1	0	5	5	0	0	7	11	....	....	3	4	0	0	0	0	3	0	35	800	432
0	10	0	75	0	0	0	100	....	....	....	....	0	12	....	....	4	....	4,000	....	433
0	3	0	35	0	0	0	80	....	....	....	....	....	....	....	....	....	....	....	....	434
2	2	42	67	0	0	0	0	0	0	0	0	2	7	....	....	3	0	3,000	....	435
0	1	0	20	....	....	20	110	....	....	....	....	0	8	....	....	4	....	500	....	436
7	4	95	104	0	0	12	10	....	....	....	....	5	2	5	1	....	57	4,000	30,000	437
1	1	35	40	0	0	31	15	....	....	....	....	5	4	....	....	....	....	1,000	10,000	438
1	2	5	5	0	0	83	50	5	5	....	....	....	....	....	....	4	0	150	7,000	439
1	0	6	7	0	0	34	33	0	0	....	....	....	....	....	....	....	0	0	3,000	440
1	0	8	3	0	0	41	59	2	3	0	0	0	0	....	....	3	....	20	3,000	441
1	1	5	10	0	0	25	25	....	....	....	....	....	....	....	....	....	0	100	0	442

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	INDIAN TERRITORY—continued.			
443	Muscogee	Harrell International Institute.*	Rev. Theo. F. Brewer	M. E. So
444	Okmulgee	Nuyaka Mission School	Wm. B. Robe, supt	Presb
445	Ryan	Ryan Cumberland Presbyterian College.	W. A. Erwin, president	Cum.Presb
446	Vinita	Willie Halsell College	W. L. Chapman, A. M., Ph. D.	M. E. So
447	.....do	Worcester Academy	L. A. Ellis	Cong
	IOWA.			
448	Ackworth	Ackworth Academy	Mary H. Lewis, Alice G. Lewis.	Friends
449	Birmingham	Birmingham Academy	J. W. Wolf	Nonsect
450	Bode	Lutheran High School	L. O. Lillegaard	Luth
451	Boone	Sacred Heart School	Sister Superior	R. C
452	Cedar Rapids	St. Joseph's Academy	Sister Mary Patricia	R. C
453	Centerdale	Scattergood Seminary	Pliny Gregory	Friends
454	Clarinda	Clarinda Educational Institute	D. A. Cooper, president	Nonsect
455	Corning	Corning Academy	Rev. T. D. Ewing, D. D	Presb
456	Council Bluffs	St. Francis Academy	Sister Mary Henrietta	R. C
457	Davenport	Immaculate Conception Academy.	Sister Mary Gonzaga	R. C
458	.....do	St. Ambrose College	Rev. J. T. A. Flannagan	R. C
459	Decorah	Decorah Institute	J. Breckenridge	Nonsect
460	Denmark	Denmark Academy	Charles Ward Macomber, A. M.	Cong
461	Des Moines (566 15th st.).	Clarke's (Miss) School	Rachel C. Clarke, A. M	Nonsect
462	Dubuque	St. Joseph's College*	Rev. John P. Carroll, D. D.	R. C
463	Earlham	Earlham Academy	J. H. Beard, B. S	Friends
464	Elk Horn	Elk Horn College	Rev. P. Vig	Luth
465	Emmetsburg	St. Mary's Academy	Sister Superior	R. C
466	Epworth	Epworth Seminary	Wilson S. Lewis, A. M., D. D.	M. E
467	Fort Dodge	Tobin College	T. Tobin, A. M	Nonsect
468	Grand Junction	St. Mary's Academy*	Sister Mary Berchmas	R. C
469	Hartland	Hartland Academy	Miriam Crumly	Friends
470	Hull	Hull Educational Institute	James F. Eaton, D. D	Cong
471	Iowa City	Iowa City Academy	W. A. Willis	Nonsect
472	Iowa Falls	Ellsworth College*	C. W. Lyon	Nonsect
473	Jewell	Jewell Lutheran Seminary	C. R. Hill	Luth
474	Le Grand	Friends' Academy	John H. Hadley, A. B	Friends
475	.....do	Le Grand Christian College	D. M. Helfinstine	Christian
476	New Providence	New Providence Academy	Laurence T. Kersey, Ph. B	Friends
477	Orange City	Northwestern Classical Academy.	Rev. James F. Zwemer, A. M.	Reformed
478	Osage	Cedar Valley Seminary	Alonzo Abernethy, A. M., Ph. D.	Bapt
479	Pleasant Plain	Pleasant Plain Academy	J. W. Marshall, B. S	Friends
480	St. Ansgar	St. Ansgar Seminary and Institute.	J. O. Sethre, A. M	Luth
481	Salem	Whittier College	W. C. Pidgeon, president	Friends
482	Vinton	Tilford Collegiate Academy	T. F. Tobin	Nonsect
483	Washington	Washington Academy	J. T. Matthews	Nonsect
484	Waukon	Sacred Heart School	Presentation Nuns	R. C.
485	Wilton Junction	Wilton German-English College.	Rev. E. G. L. Mannhardt	Cong

*Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.					
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	1	0	21	0	0	30	50	....	....	....	....	0	4	....	....	....	....	300	$30,000	443
0	1	3	1	0	0	45	44	....	....	3	1	3	1	3	1	3	0	500	20,000	444
2	1	20	32	0	0	50	53	18	22	0	0	0	0	....	....	4	0	0	5,000	445
2	2	35	30	0	0	105	55	....	....	....	....	....	....	....	....	....	0	300	75,000	446
1	2	20	25	0	0	60	65	3	6	....	....	0	0	0	0	3	0	1,000	22,000	447
0	2	12	11	0	0	8	6	4	7	0	0	1	0	1	0	3	0	300	....	448
1	1	21	13	0	0	6	4	....	....	5	2	1	0	....	....	....	....	125	1,000	449
1	1	13	7	0	0	6	3	....	....	....	....	0	0	....	....	....	0	....	3,000	450
0	1	5	9	0	0	65	71	5	9	....	....	....	....	....	....	....	0	250	....	451
0	4	8	12	0	0	88	117	....	....	....	....	0	4	....	....	4	0	400	30,950	452
1	1	7	10	0	0	0	0	0	0	0	0	0	0	0	0	3	0	165	11,000	453
3	2	30	47	0	0	0	0	25	32	....	....	....	....	....	....	....	....	800	15,000	454
2	2	20	34	0	0	31	69	3	2	12	15	5	10	5	9	3	0	....	20,000	455
0	7	20	40	0	0	80	185	0	18	10	12	2	4	....	....	4	....	400	25,000	456
0	4	0	33	0	0	0	126	....	....	....	33	....	11	....	....	4	....	....	....	457
6	0	63	0	0	0	16	0	37	0	1	0	14	0	....	....	5	0	3,800	....	458
2	1	26	19	0	0	152	74	....	....	....	....	....	....	....	....	....	....	....	4,500	459
2	3	13	10	0	0	21	18	1	1	5	10	1	3	1	1	4	0	1,500	....	460
1	1	7	11	0	0	5	6	....	....	....	....	0	6	0	5	4	0	500	....	461
0	6	0	100	0	0	0	0	50	0	50	0	15	0	0	0	....	....	5,000	80,000	462
1	2	15	11	0	0	25	18	3	4	3	3	1	1	1	0	3	0	353	10,000	463
3	1	49	16	0	0	65	27	32	12	10	6	19	4	0	0	4	0	3,009	53,000	464
0	1	10	15	0	0	70	105	....	....	....	....	0	1	....	....	3	....	300	....	465
3	2	28	22	0	0	100	85	1	4	3	5	12	17	5	7	3	0	2,000	40,000	466
4	4	50	57	1	0	20	23	8	3	2	5	2	6	....	....	....	....	350	30,000	467
0	1	0	10	0	0	20	30	0	0	....	....	0	6	0	0	....	0	40	....	468
0	1	16	11	0	0	4	3	....	....	....	....	2	3	....	....	4	0	150	....	469
2	4	16	23	0	0	4	6	3	8	4	7	4	3	4	3	3	0	600	15,000	470
3	3	70	66	0	0	36	31	2	2	17	6	23	19	19	8	3	0	200	0	471
5	3	187	183	0	0	0	0	10	8	11	4	....	....	....	....	....	....	....	....	472
4	1	55	25	0	0	30	15	10	4	0	0	2	0	....	....	....	....	300	25,000	473
1	2	15	10	0	0	6	4	4	0	2	1	2	2	1	0	3	0	400	5,000	474
5	4	29	26	0	0	10	5	3	5	0	0	2	1	0	2	....	0	600	3,500	475
2	1	23	20	0	0	7	13	....	....	....	....	3	3	3	3	3	0	250	5,000	476
2	1	38	16	0	0	20	0	40	10	....	....	9	4	5	0	....	0	2,500	25,000	477
1	1	25	20	0	0	149	95	....	....	....	....	5	5	2	4	4	28	2,000	30,000	478
2	0	16	9	0	0	13	7	0	0	6	4	3	2	3	1	3	0	800	3,000	479
5	1	30	5	0	0	20	10	0	0	17	5	6	1	2	0	2	0	200	15,000	480
1	1	60	40	0	0	25	20	0	0	12	10	2	0	2	0	4	0	1,000	10,000	481
3	3	46	28	0	0	165	92	12	7	12	7	8	7	8	7	....	25	1,000	30,000	482
1	1	30	27	0	0	22	37	....	....	....	....	11	12	10	8	4	....	....	15,000	483
0	2	7	14	0	0	77	38	0	0	....	....	0	0	0	0	....	0	....	....	484
3	2	45	21	0	0	35	7	10	0	5	0	6	6	4	3	4	40	2,000	10,000	485

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	KANSAS.			
486	Arkansas City	Arkansas City Academy	C. P. Hendershot, president.	Nonsect
487	Baxter Springs	Baxter Springs Normal and Business College.*	C. S. Bowman	Nonsect
488	Concordia	Nazareth Academy	Sister Mary Stanislaus	R. C
489	Eureka	Southern Kansas Academy	L. C. Wooster	Cong
490	Haviland	Haviland Academy	Harvey D. Crumly, B. S	Friends
491	Hesper	Hesper Academy	Mary Doan, M. S., B. L	Friends
492	Hiawatha	Hiawatha Academy	L. E. Tupper, M. A	Nonsect
493	Leavenworth	St. Mary's Academy	Mother Mary Peter	R. C
494	Lincoln	Kansas Christian College	O. B. Whitaker, A. M., Pd. D., president.	Christian
495	McPherson	McPherson College	S. Z. Sharp. A. M., president.	Ger. Bapt.
496	Newton	Bethel College	Rev. Cornelius H. Wedel	Mennonite
497	North Branch	North Branch Academy	C. V. Marshall	Friends
498	Osage Mission	St. Ann's Academy*	Mother Ann Joseph	R. C
499	Ottawa	Select School	Miss Hattie D. Kittredge	Nonsect
500	St. Marys	St. Mary's Academy	Rev. Edward A. Higgins, S. J.	R. C
501	Salina	St. John's School	Walter M. Jay, A.M., headmaster.	P. E
502	Stockton	Stockton Academy	Rev. F. E. Sherman	Cong
503	Tonganoxie	Friends Academy	Richard Haworth, B. L	Friends
504	Washington	Washington Friends Academy	May Pemberton, Ph. B., B. L.	Friends
505	Wichita	Fairmount College*	W. H. Isely, B. A., B. S	Cong
506	.....do	Lewis Academy	James M. Naylor, Ph. D	Presb
	KENTUCKY.			
507	Albany	Albany High School*	A. L. Rhoton	Bapt
508	Anchorage	Bellewood Female Seminary	W. G. Lord	Presb
509	Ashland	Ashland Collegiate Institute*	A. V. Babbs	M. E
510	.....do	East Kentucky High School*	Rev. Andrew Fleming	P. E
511	Auburn	Auburn Seminary	P. A. Lyon, jr	Cum. Presb
512	Bardstown	Male and Female Institute	Rev. A. M. Vardeman	Bapt
513	Beattyville	Episcopal High School	J. E. H. Galbraith	P. E
514	Blandville	Blandville Baptist College	W. H. Wetty	Bapt
515	Boston	Boston Male and Female Academy.	L. E. Cleland	Nonsect
516	Bremen	Bremen College and Perryman Institute.	G. V. Gordon, A. B	Meth
517	Buffalo	East Lynn College	John C. Pirtle, A. B., president.	Nonsect
518	Cadiz	Cadiz High School	H. L. Holt	Nonsect
519	Campbellsburg	Campbellsburg Graded School	J. W. Pearcy	Nonsect
520	Campbellsville	Campbellsville High School	Rice Miller	Presb
521	Carrollton	St. John's Select School	Rev. Ign. M. Ahmann	R. C
522	Clinton	Clinton College	E. K. Chandler, D. D	Bapt
523	Corinth	Northern Kentucky Normal School and Academy.	A. A. Hibner, A. M	Nonsect
524	Covington	Educational Institute of Covington.*	Dr. Alois Schmidt	Nonsect
525	.....do	Notre Dame Academy	Sister of Notre Dame	R. C
526	Covington (52 West 5th st.).	Rugby School	K. J. Morris, A. M	Nonsect
527	Cynthiana	Harrison Female College*	J. A. Brown	Nonsect
528	.....do	Smith's Classical School	N. F. Smith	Nonsect
529	Danville	Hogsett Military Academy	Wm. Dickson	Nonsect
530	Elizabeth	Hardin Collegiate Institute	L. W. Doolan, B. A	Nonsect
531	Elkton	Vanderbilt Training School	R. E. Crockett, B. A	M. E. So.

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	0	31	23	0	0	39	22	15	13	10	7	3	2	3	1	3	0	......	....	486
2	0	24	18	0	0	14	18	0	0	....	....	7	9	....	....	4	0	1,200	$30,000	487
0	2	0	50	0	0	0	30	0	30	0	10	0	6	0	6	3	....	......	25,000	488
1	3	28	27	0	0	5	5	3	2	24	19	2	3	2	3	4	0	1,000	20,000	489
1	1	19	19	0	0	6	3	2	3	2	5	2	0	....	....	3	0	400	5,000	490
0	2	23	16	0	0	7	6	....	....	23	0	0	1	0	0	4	0	500	5,000	491
2	4	74	37	1	0	16	13	7	5	22	16	6	9	6	7	5	....	200	3,000	492
0	6	0	25	0	0	0	40	0	25	....	....	0	5	....	....	4	....	1,500	....	493
4	3	20	15	0	0	70	80	2	0	6	0	2	0	....	....	....	0	3,000	18,000	494
5	1	41	22	0	0	67	59	8	4	18	7	10	2	6	2	....	....	1,200	60,000	495
3	1	42	18	0	0	20	5	5	0	....	....	0	0	....	....	3	....	850	60,000	496
1	1	9	10	0	0	11	17	....	....	....	....	4	0	....	....	....	....	150	....	497
0	4	0	60	0	0	0	40	0	20	....	....	0	2	0	2	4	0	650	10,000	498
0	2	0	4	0	0	21	22	0	0	0	0	0	0	0	0	3	0	......	....	499
9	0	75	0	0	0	164	0	22	0	....	....	9	0	9	0	....	....	7,600	180,000	500
7	0	31	0	0	0	10	0	4	0	6	0	3	0	....	....	4	31	500	85,000	501
2	2	10	20	1	1	14	63	8	4	0	7	2	3	2	3	3	0	1,200	13,400	502
1	1	10	9	0	0	3	1	0	0	0	0	2	2	2	2	4	0	500	5,000	503
1	1	3	7	0	0	13	22	2	4	1	2	2	2	2	2	3	0	500	4,500	504
3	3	38	37	0	0	1	4	0	3	25	20	1	6	1	5	3	0	2,268	75,000	505
2	5	55	66	0	0	30	50	12	20	23	34	5	6	4	0	4	0	300	70,000	506
3	0	8	10	0	0	62	50	2	2	0	0	0	0	0	0	....	0	0	2,000	507
2	5	1	80	0	0	5	40	1	20	0	0	0	3	....	....	4	0	500	18,000	508
1	2	7	6	0	0	10	9	1	2	0	0	1	3	1	3	3	0	41	....	509
1	0	5	6	0	0	20	10	1	1	0	0	0	0	0	0	....	11	......	6,000	510
3	1	59	50	0	0	21	30	10	8	16	24	6	4	....	....	4	....	......	10,000	511
2	2	26	40	0	0	7	19	6	4	0	0	2	1	2	0	3	0	532	7,500	512
1	1	4	4	0	0	13	5	2	1	....	....	....	....	....	....	....	....	80	1,500	513
1	1	30	31	0	0	20	20	10	10	0	0	0	0	0	0	4	0	2	6,500	514
1	0	8	6	0	0	10	18	1	5	....	....	0	0	....	....	3	0	0	....	515
1	1	18	15	0	0	20	10	1	0	4	0	....	....	....	....	....	....	......	3,000	516
4	1	92	62	0	0	93	43	4	0	....	....	13	0	....	....	4	0	500	....	517
2	1	22	5	0	0	50	44	....	....	....	....	....	....	0	0	....	0	0	2,500	518
1	2	9	7	0	0	30	39	0	0	8	6	0	0	0	0	3	0	55	4,000	519
2	0	20	10	0	0	40	42	20	10	....	....	0	0	0	0	....	0	0	5,000	520
1	1	13	23	0	0	18	18	1	2	2	2	7	3	2	1	4	0	500	5,000	521
1	2	20	20	0	0	60	60	10	10	....	....	5	1	5	1	4	0	1,200	20,000	522
1	2	15	13	0	0	70	52	....	....	....	....	....	....	....	....	3	0	25	1,200	523
3	3	13	16	0	0	2	20	....	....	....	....	5	2	5	2	4	0	1,000	....	524
0	6	0	25	0	0	43	55	0	0	0	0	0	0	0	0	3	0	......	....	525
1	0	16	0	0	0	10	0	2	0	4	0	2	0	2	0	4	....	100	4,000	526
0	2	0	44	0	0	0	40	0	24	0	20	0	2	....	....	....	....	500	20,000	527
1	1	25	10	0	0	15	25	25	7	3	0	....	....	....	....	....	0	500	5,000	528
6	0	40	0	0	0	7	0	20	0	25	0	2	0	2	0	4	15	2,000	45,000	529
2	2	37	12	0	0	10	7	20	6	2	0	0	0	0	0	4	49	......	15,000	530
3	0	85	5	0	0	0	0	50	1	20	0	5	0	5	0	4	0	1,000	28,000	531

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	KENTUCKY—continued.			
532	Flippin	Monroe Normal School*	E. T. Thomas	Nonsect
533	Frankfort	St. Joseph's Academy*	Sister Lignori	R. C
534	Fulton	Fulton Normal School and Business College.*	A. M. Kirkland	Nonsect
535	Gethsemani	Gethsemani College	Rev. B. M. Cyprian	R. C
536	Glasgow	Liberty Coeducational College.	H. J. Greenwell, president.	Nonsect
537	Glendale	Lynnland Male and Female Institute.	W. B. Gwynn, president	Bapt
538	Greensburg	Greensburg Academy*		Nonsect
539	Greenville	Greenville Ladies' College and College for Young Men.	Mrs. Sarah T. Hall	M. E. So
540	Halfway	Douglass Academy*	Rev. James Rice	Nonsect
541	Hampton	Hampton Academy	Rev. C. C. Howard	Nonsect
542	Hazel Green	Hazel Green Academy	Wm. H. Cord	Christian
543	Henderson	Henderson Female Seminary	Miss Sue Starling Towles	Nonsect
544	do	Henderson High School*	Miss Annie M. Starling	Nonsect
545	do	The Home School for Girls	Miss Mary Stewart Bunch	Nonsect
546	Hindman	Hindman School	George Clarke	Nonsect
547	Hodgensville	Kenyon College	Thad. Wilkerson, B. S	Nonsect
548	Independence	Independence High School	G. W. Dunlap	Nonsect
549	Jackson	Jackson Collegiate Institute*	Eugene P. Mickel, M. A., D. D.	Presb
550	Kirksville	Elliott Institute	Whitty Waldrop	Nonsect
551	La Grange	Funk Seminary	Thad. Wilkerson, B. S	Nonsect
552	Lexington (P. O. box 422).	Alleghan Academy*	A. N. Gordon, A. M	Nonsect
553	Lexington	St. Catherine's Academy	Mother Mary Cleophas Mills.	R. C
554	Loretto	Loretto Academy for Young Ladies.	Sister Mary Simeon	R. C
555	Louisville	Allmond's University School	Marcus Blakey Allmond	Nonsect
556	do	Flexner's School	Abraham Flexner	Nonsect
557	do	Hampton College*	L. D. H. Cowling	Nonsect
558	do	Kentucky Home School (Girls)	Miss Belle Peers	Epis
559	do	Louisville Training School for Boys.	H. K. Taylor, A. M	Nonsect
560	do	Presentation Academy	Sister Eutropia	R. C
561	do	St. Xavier's College	Rev. Brother Stanislaus	R. C
562	Magnolia	Magnolia Classical and Normal College.	K. van der Maaten	Nonsect
563	Mayfield	West Kentucky College	Milton Elliott	Christian
564	Maysville	Hayswood Female Seminary	Rev. J. S. Hays, D. D	Nonsect
565	do	St. Frances De Sales Academy	Mother M. Dolores	R. C
566	Millersburg	Millersburg Training School for Boys and Young Men.*	Carl M. Best, C. E	Nonsect
567	Morgantown	Morgantown Seminary*	J. A. Stewart	Nonsect
568	Mount Sterling	Goodwin's Male High School	M. J. Goodwin, A. M	Nonsect
569	do	Kentucky Training School	C. W. Fowler, M. A., C. E.	Nonsect
570	Nazareth	Nazareth Literary and Benevolent Institution.	Mother Helena Tormey	R. C
571	Newport	Mount St. Martin's Academy	Mother Mary Leo	R. C
572	North Middletown	Kentucky Classical and English Business College.	Thomas C. Curran	Christian
573	Owenton	Owenton High School	H. Clay Smith	Nonsect
574	Paducah	St. Mary's Academy	Sister Isabel	R. C
575	Paris	Classical Institute	Mrs. M. W. Berry	Nonsect
576	do	Tipton's (Miss) Select School	Miss M. S. Tipton	Nonsect
577	do	Yerkes, W. L., Private School	W. L. Yerkes	Nonsect
578	Pikeville	Pikeville Collegiate Institute	Rev. J. Harvey Hammet, A. M.	Presb
579	Princeton	Princeton Collegiate Institute	John M. Richmond, D. D	Presb

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895-96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	1	60	35	0	0	20	15	0	0	....	....	....	....	....	....	....	....	......	$2,000	532
0	2	0	19	0	0	60	45	....	....	....	....	....	....	....	....	3	....	......	....	533
2	2	40	55	0	0	70	50	....	....	....	....	3	3	....	....	0	....	170	9,500	534
5	0	14	0	0	0	68	0	14	0	....	....	0	0	0	0	4	0	200	25,000	535
2	4	32	78	0	0	0	0	5	3	....	....	....	....	....	....	....	....	......	....	536
3	3	0	53	0	0	0	10	....	....	....	....	....	....	....	....	....	....	......	10,000	537
1	0	17	20	0	0	48	37	....	....	....	....	....	....	....	....	4	....	......	3,000	538
1	2	6	19	0	0	15	10	0	0	6	9	0	3	0	0	....	0	200	12,000	539
1	0	17	10	0	0	16	11	....	....	....	....	....	....	....	....	....	0	0	1,000	540
2	0	16	18	0	0	10	6	5	4	5	14	....	....	....	....	....	0	30	....	541
2	1	40	20	0	0	60	48	....	....	5	0	3	2	....	....	3	0	400	....	512
0	3	0	40	0	0	0	25	....	....	....	....	0	5	0	0	4	0	500	5,000	543
1	3	52	40	0	0	0	0	4	3	7	6	....	....	....	....	4	....	300	18,000	544
0	5	0	20	0	0	10	20	....	....	....	....	0	4	....	....	4	....	200	....	545
1	2	9	3	0	0	134	87	1	0	0	0	2	0	....	....	....	0	......	3,000	546
2	1	30	28	0	0	58	59	0	0	4	3	0	0	....	....	4	0	300	....	547
1	2	27	23	0	0	18	7	3	0	15	10	1	0	1	0	3	27	250	2,500	548
5	1	67	55	0	0	40	35	....	....	....	....	0	1	....	....	4	120	1,250	10,000	549
1	0	10	8	0	0	34	31	3	2	....	....	0	0	0	0	3	0	......	....	550
2	0	18	15	0	0	50	40	....	....	....	....	....	....	....	....	3	0	100	5,000	551
1	0	18	1	0	0	0	0	18	1	....	....	....	....	....	....	4	....	500	30,000	552
0	5	0	25	0	0	33	70	....	....	....	....	0	6	....	....	4	....	689	....	553
0	9	0	46	0	0	0	50	....	....	....	....	0	8	0	2	4	....	5,000	348,000	554
2	1	19	1	0	0	0	0	15	1	4	0	2	0	....	....	5	0	......	....	555
1	2	15	2	0	0	5	0	10	2	3	0	5	1	5	1	....	0	......	....	556
0	10	0	110	0	0	15	40	0	50	0	60	0	18	0	6	5	0	5,000	40,000	557
0	6	0	47	0	0	0	50	....	....	....	....	0	12	....	....	4	....	......	....	558
2	0	20	0	0	0	32	2	6	0	2	0	....	....	1	0	....	0	500	200	559
0	2	1	25	0	0	29	84	....	....	....	....	0	3	0	3	4	0	500	100,000	560
9	0	90	0	0	0	111	0	30	0	0	0	12	0	....	....	4	0	1,500	....	561
1	0	20	25	0	0	20	25	1	0	0	0	....	....	....	....	4	....	......	3,000	562
2	1	35	40	0	0	85	110	5	2	10	15	3	0	1	0	4	0	200	40,000	563
1	4	0	30	0	0	7	20	0	0	....	....	0	6	....	....	4	0	200	15,000	564
0	6	0	25	0	0	0	55	0	15	....	....	0	1	....	....	....	0	......	....	565
2	1	42	0	0	0	16	0	6	0	32	0	4	0	4	0	4	0	200	1,500	566
0	2	20	20	0	0	50	60	3	2	13	6	....	....	....	....	4	....	......	3,000	567
1	0	31	0	0	0	0	0	24	0	6	0	2	0	2	0	4	0	350	2,600	568
3	1	43	7	0	0	8	2	....	....	....	....	3	0	0	0	3	43	200	....	569
0	6	0	33	0	0	0	37	0	10	....	....	0	9	....	....	4	0	5,000	....	570
0	3	0	20	0	0	0	32	0	20	....	....	0	3	0	3	....	....	......	....	571
1	4	20	29	0	0	4	3	4	3	6	7	....	....	....	....	4	0	800	12,000	572
2	0	29	22	0	0	11	6	8	11	3	2	....	....	....	....	4	0	......	4,000	573
2	2	6	20	0	0	64	70	....	....	....	....	0	0	....	....	4	....	300	5,000	574
0	3	0	25	0	0	0	39	....	....	....	....	0	4	....	....	....	....	7	15,000	575
0	3	0	30	0	0	0	25	0	4	0	1	0	0	0	0	4	....	600	3,000	576
1	0	32	0	0	0	0	0	14	0	14	0	9	0	....	....	....	....	......	2,500	577
1	2	23	33	0	0	30	20	....	....	....	....	4	2	....	....	2	0	150	15,000	578
2	4	20	21	0	0	30	36	3	2	....	....	3	4	3	4	4	41	1,500	45,150	579

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	KENTUCKY—continued.			
580	Russellville	Sevier's (Miss) School	Miss Elizabeth Sevier	Epis
581	St. Joseph	St. Joseph's Academy	Rev. Mother Florence	R. C
582	Sharpsburg	Male and Female College	Mrs. Fannie B. Talbot	Nonsect
583	Shelbyville	Science Hill School	Wiley T. Poynter, D. D	M. E. So
584	.....do	Shelbyville Academy	Geo. L. Sampson and James Henry.	Nonsect
585	Slaughterville	Van Horn Institute	J. L. Tait, A. M	Nonsect
586	Taylorsville	Spencer Institute	Geo. F. Winston	Nonsect
587	Vanceburg	Riverside Seminary	Lawrence Rolfe, A. B	Nonsect
588	Versailles	Rose Hill Seminary*	Gillie B. Crenshaw	Nonsect
589	White Mills	Lynnvale Academy	W. E. Madderra	Nonsect
590	Williamsburg	Williamsburg Academy	Charles M. Stevens	Cong
	LOUISIANA.			
591	Arcadia	E. A. Seminary	R. A. Smith	Nonsect
592	Baldwin	Gilbert Academy and Industrial College.	A. E. P. Albert, A. M., D. D.	M. E
593	Clinton	Clinton Female Institute*	Mrs. S. E. Munday	Nonsect
594	Coushatta	Coushatta Male and Female College.	W. D. Powell, A. M	Nonsect
595	Donaldsonville	St. Vincent's Institute	Sister M. Clotilda	R. C
596	Franklinton	Franklinton Central Institute	G. D. Free, A. M	Nonsect
597	Gibsland	Gibsland Institute	G. L. Wren	Nonsect
598	Grand Coteau	Sacred Heart Convent	Madam E. Chandet	R. C
599	Mount Lebanon	Mount Lebanon College	W. O. Keller	Bapt
600	Mount Zion	Mount Zion High School	J. P. Durham	Nonsect
601	Napoleonville	Napoleonville College*	Juste Fontaine, jr	R. C
602	New Iberia	Fasnacht's (Mrs.) Graded School.	Mrs. Marie Louise Fasnacht.	Nonsect
603	New Orleans, (222 Coliseum st.).	Carnatz Institute	Miss Leonie de Varenne	Nonsect
604	New Orleans (185 N. Rampart st.).	Columbia Institute	Miss H. Fitz Gerald	R. C
605	New Orleans (1727 Carondelet st.).	Dyker's Institute	Miss Harriet V. Dykers	Nonsect
606	New Orleans (2231 Prytania st.).	French and English Boarding and Day School.*	Mrs. Francis D. Blake and Mrs. Lucia P. Chapman.	Epis
607	New Orleans (1456 Camp st.).	Home Institute	Miss Sophie B. Wright	Nonsect
608	New Orleans (2308 Esplanade st.).	Matthey-Picard Institute	Mrs. E. H. Matthey, Mme. A. Picard.	R. C
609	New Orleans	St. Joseph's Academy	Sister Maria, Superior	R. C
610	.....do	St. Mary's Dominican Academy.*	Mother Mary B. Harding, prioress.	R. C
611	New Orleans (73 Coliseum st.).	University School	T. W. Dyer, A. M	Nonsect
612	New Orleans	Ursuline Academy	Mother Superior	R. C
613	Olla	Olla Institute	C. C. Young	Nonsect
614	Opelousas	Academy of the Immaculate Conception.	Sister M. of St. Juliana	R. C
615	.....do	Opelousas Female Institute*	Mrs. M. M. Hayes	Nonsect
616	Shreveport	The Thatcher Institute*	Geo. E. Thatcher	Nonsect
617	Spearsville	Everett Institute	Geo. W. Mason	Nonsect
	MAINE.			
618	Athens	Somerset Academy	L. C. Williams	Nonsect
619	Bangor	Classical and English School	Miss Helen L. Newman	Nonsect
620	Bethel	Gould Academy*	Edgar M. Simpson	Nonsect
621	Bluehill	Bluehill Academy	Frank W. Blair, A. B	Cong
622	Bucksport	East Main Conference Seminary.	Rev. A. F. Chase, Ph. D	M. E

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Students. Colored secondary students included in columns 7 and 8. Male.	Students. Colored secondary students included in columns 7 and 8. Female.	Students. Elementary. Male.	Students. Elementary. Female.	Students. Preparing for college. Classical course. Male.	Students. Preparing for college. Classical course. Female.	Students. Preparing for college. Scientific course. Male.	Students. Preparing for college. Scientific course. Female.	Students. Graduates in 1896. Male.	Students. Graduates in 1896. Female.	Students. College preparatory students in the class that graduated in 1896. Male.	Students. College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	1	10	12	0	0	0	2	0	3	....	....	....	....	....	....	....	....	......	....	580
0	4	0	24	0	0	0	36	0	12	0	0	....	....	....	....	4	0	1,200	....	581
1	0	13	13	0	0	65	77	1	3	0	7	0	4	....	....	4	0	......	$1,500	582
1	7	4	100	0	0	10	40	1	25	....	....	0	9	0	6	4	0	2,000	30,000	583
2	0	31	0	0	0	15	0	20	0	4	0	16	0	....	....	4	0	......	3,000	584
2	1	35	39	0	0	41	34	5	1	4	0	0	0	0	0	4	35	456	3,800	585
1	1	17	35	0	0	8	10	....	....	....	....	....	....	0	0	4	0	0	....	586
2	2	8	8	0	0	22	21	....	....	1	3	0	2	....	....	4	0	......	....	587
0	2	5	15	0	0	20	15	0	2	0	0	0	0	0	0	3	0	500	10,000	588
1	1	21	11	0	0	14	15	1	1	0	0	0	0	0	0	....	0	0	1,000	589
1	4	50	60	0	0	90	100	0	0	21	20	5	1	....	....	4	....	1,500	20,000	590
2	1	19	12	0	0	24	17	1	2	1	0	5	4	5	4	4	29	800	4,000	591
2	4	18	14	18	14	70	72	9	2	....	....	5	1	5	1	3	0	1,000	40,000	592
0	3	0	23	0	0	10	10	....	....	....	....	0	3	....	....	....	0	500	1,500	593
1	0	24	10	0	0	29	38	16	18	0	0	0	0	0	0	4	0	2,000	2,500	594
0	3	0	60	0	0	0	18	0	5	....	....	0	1	....	....	....	....	1,000	....	595
1	1	17	23	0	0	43	44	5	6	12	17	3	0	....	....	4	0	......	3,000	596
1	1	12	15	0	0	17	24	2	1	1	0	....	....	....	....	4	....	300	4,000	597
0	8	0	28	0	0	20	52	....	....	....	....	0	0	....	....	....	....	400	....	598
1	2	20	22	0	0	50	58	8	3	4	7	2	3	2	3	4	0	300	4,000	599
1	1	15	15	0	0	40	30	4	3	....	....	0	0	0	0	....	0	0	....	600
0	2	10	10	0	0	32	8	1	3	0	0	....	....	....	....	3	20	......	....	601
0	2	0	14	0	0	10	8	1	7	....	....	0	0	0	0	4	0	250	....	602
0	2	0	16	....	....	0	22	0	10	....	....	0	1	....	....	4	....	400	....	603
0	2	0	14	0	0	0	51	0	14	....	....	....	....	....	....	3	....	300	11,000	604
0	2	0	10	0	0	1	14	0	7	....	....	0	4	....	....	8	....	300	8,000	605
0	6	0	53	0	0	0	56	0	2	0	0	0	8	0	2	4	0	1,500	25,000	606
0	8	0	80	0	0	10	95	0	50	0	3	0	36	....	....	8	....	500	11,000	607
0	10	0	30	0	0	30	50	0	10	....	....	0	10	0	4	8	0	100	15,000	608
0	8	0	30	0	0	0	54	0	10	....	....	0	4	0	0	3	0	5,000	....	609
0	10	0	175	0	0	0	125	0	12	0	0	0	6	....	....	4	....	800	....	610
5	0	81	0	0	0	77	0	1	0	8	0	8	0	8	0	3	81	500	20,000	611
0	8	0	60	0	0	0	85	....	....	....	....	0	1	1	....	....	....	4,000	....	612
2	1	10	15	0	0	40	50	....	....	....	....	....	....	....	....	4	0	40	2,800	613
0	3	10	15	0	0	15	25	2	5	....	....	0	2	....	....	....	....	......	....	614
0	2	7	6	0	0	15	12	....	....	....	....	0	2	....	....	....	....	......	4,000	615
2	0	40	0	0	0	35	0	6	0	4	0	5	0	....	....	....	....	......	....	616
1	2	19	22	0	0	31	33	3	5	0	0	0	0	0	0	3	0	0	2,000	617
1	1	22	32	0	0	3	3	6	3	....	....	0	0	0	0	4	0	17	4,000	618
1	5	12	30	0	0	0	0	4	9	....	....	....	....	....	....	....	0	200	....	619
1	2	22	35	0	0	3	0	5	4	1	0	4	2	0	0	4	....	700	8,000	620
1	1	16	18	0	0	19	7	2	0	0	0	5	8	0	0	4	0	......	....	621
5	6	134	122	0	0	1	1	17	2	32	43	17	27	6	3	4	0	6,000	34,000	622

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	MAINE—continued.			
623	Charleston	Higgins Classical Institute	C. C. Richardson, A. M	Bapt
624	Cumberland Center	Greely Institute	Edgar L. Pennell	Nonsect
625	Dresden Mills	Bridge Academy	A. W. Morelen	Nonsect
626	East Machias	Washington Academy	George Simpson	Nonsect
627	Farmington	Abbott Family School	A. H. Abbott, A. M	Nonsect
628	Foxcroft	Foxcroft Academy*	Eugene L. Sampson	Nonsect
629	Gray	Pennell Institute	W. B. Andrews, A. M	Nonsect
630	Hampden	Hampden Academy*	Albert Robinson	Nonsect
631	Hebron	Hebron Academy*	W. E. Sargent	Bapt
632	Houlton	Ricker Classical Institute	Arthur M. Thomas, A. M	Bapt
633	Kents Hill	Kents Hill Seminary*	Charles W. Gallagher, A. M., D. D.	M. E
634	Lewiston	Nichols Latin School	Ivory F. Frisbee	Free Bapt.
635	Limerick	Limerick Academy	Willis B. Moore, A. B	Cong
636	Newcastle	Lincoln Academy	G. H. Larrabee, A. M	Nonsect
637	New Gloucester	The Steven's School*	M. B. and S. P. Stevens	Nonsect
638	North Anson	Anson Academy	Walter W. Poore, A. B	Nonsect
639	North Bridgton	Bridgton Academy	E. E. French	Nonsect
640	Paris	Paris Hill Academy	J. M. Pike	Nonsect
641	Pittsfield	Maine Central Institute	O. H. Drake, A. M	Free Bapt.
642	Portland	St. Elizabeth's Academy	Mother M. Teresa	R. C
643	Presque Isle	St. John's English and Classical School.	Rev. Charles F. Sweet	Epis
644	Saco	Thornton Academy	Edwin P. Sampson, A. M	Nonsect
645	Sebago	Potter Academy	E. P. Barrell, A. M	Nonsect
646	South Berwick	Berwick Academy	George A. Dickey	Nonsect
647	South China	Erskine Academy	W. J. Thompson	Nonsect
648	Vassalboro	Oak Grove Seminary	Henry H. Goddard, A. B., A. M.	Friends
649	Waterford	Douglass Seminary	Miss H. E. Douglass	Nonsect
650	Waterville	Coburn Classical Institute	F. W. Johnson, A. M	Bapt
651	Wilton	Wilton Academy	Drew T. Harthorn, A. B	Nonsect
652	Yarmouth	North Yarmouth Academy	Rev. B. P. Snow, M. A	Nonsect
	MARYLAND.			
653	Baltimore (604 Park ave.).	The Baltimore Academy of the Visitation.	Sister Mary Leonard Nealle.	R. C
654	Baltimore (870 Linden ave.).	The Boys' Latin School of Baltimore.	Jas. A. Dunham, A. B	Nonsect
655	Baltimore (8 E. Franklin st.).	Boys' School of St. Paul's Parish.	F. W. Whitworth	P. E
656	Baltimore (Cathedral and Preston sts.).	Bryn Mawr School for Girls	Ida Wood, Ph. D	Nonsect
657	Baltimore (Cathedral and Mulberry sts.).	Calvert Hall College	Brother Denis	R. C
658	Baltimore (608 N. Eutaw st.).	Deichmann's Gymnasium School.	Edw. Deichmann	Nonsect
659	Baltimore (Highland Park).	Epiphany Apostolic College	Rev. J. A. St. Laurent	Nonsect
660	Baltimore (1005 McCulloh st.).	Friends' Elementary and High School.	Eli M. Lamb	Friends
661	Baltimore (St. Paul and 24th st.).	Girls' Latin School	William H. Shelley	M. E
662	Baltimore (858-865 Hollins and Parkin sts.).	F. Knapp's Institute*	Wm. A. Knapp	Nonsect
663	Baltimore (21 Mount Vernon place).	Mount Vernon School for Girls.	The Misses Bond	Nonsect
664	Baltimore (1732 St. Paul st.).	Pen Lucy School	E. E. Johnston	Nonsect
665	Baltimore (1405 Park ave.).	The Randolph-Harrison School	Mrs. Jane Randolph H. Randall.	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																		
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	4	12	15	0	0	37	25	10	8	3	0	4	2	2	0	4	0	1,150	$10,000	623
1	3	26	30	0	0	9	6	4	9	10	0	3	7	....	....	4	0	800	....	624
1	1	35	20	0	0	0	0	2	3	....	....	4	3	1	0	4	0	....	16,000	625
1	1	20	30	0	0	0	0	5	3	3	0	3	4	1	0	4	0	300	....	626
2	1	10	0	0	0	15	0	8	0	....	....	....	....	....	....	....	....	....	....	627
1	3	71	55	0	0	0	0	8	1	3	0	5	8	3	1	4	0	150	5,000	628
1	4	26	30	0	0	9	15	....	....	....	....	6	8	1	2	4	0	525	....	629
1	1	24	21	0	0	11	14	3	0	....	....	1	5	0	0	3	0	200	....	630
8	2	125	75	0	0	0	0	50	25	12	0	16	18	13	0	....	....	1,175	75,000	631
6	4	117	134	0	0	12	7	38	15	5	0	25	10	5	0	4	0	850	75,500	632
4	3	117	83	0	0	28	11	30	8	10	0	....	....	....	....	4	....	7,000	5,000	633
6	0	71	0	1	0	0	0	71	0	....	....	14	0	14	0	3	0	1,600	....	634
1	1	77	84	0	0	0	0	4	6	....	....	3	1	1	0	4	0	50	2,000	635
1	4	39	58	0	0	18	8	7	3	8	0	12	11	8	0	4	0	364	5,000	636
0	5	5	17	0	0	1	2	0	0	0	2	0	5	0	2	4	0	....	....	637
1	2	35	30	0	0	0	0	10	8	6	0	13	6	0	1	4	0	200	....	638
3	4	30	40	0	0	0	0	10	10	10	0	10	13	2	0	4	0	700	8,000	639
1	1	16	10	0	0	15	10	2	0	12	14	0	0	0	0	4	0	100	7,000	640
2	4	118	124	0	0	0	0	40	7	6	0	17	19	12	2	3	0	600	....	641
0	3	0	62	0	1	0	30	....	....	....	....	0	8	....	....	4	....	300	....	642
1	0	5	4	0	0	1	1	2	2	2	1	2	1	2	1	3	....	....	....	643
3	6	75	109	0	0	0	0	18	27	5	0	10	24	4	5	4	0	875	36,360	644
1	2	21	32	0	0	25	20	3	0	0	0	1	1	1	0	4	0	18	7,500	645
2	2	63	67	0	0	6	4	20	6	6	0	12	4	....	....	4	0	3,500	10,000	646
1	2	30	25	0	0	10	15	....	....	3	2	1	4	....	....	3	0	350	3,000	647
3	2	50	40	0	0	20	11	3	2	22	28	6	4	2	0	4	0	800	35,000	648
0	4	2	15	0	0	3	5	1	0	0	2	0	0	0	0	4	0	....	2,500	649
2	2	61	77	0	0	9	8	35	30	9	0	16	15	10	6	4	0	1,700	75,000	650
3	2	50	45	0	0	0	0	13	13	1	5	10	11	4	3	4	0	650	6,500	651
1	1	14	21	0	0	2	3	5	5	3	0	3	2	3	2	4	0	800	17,000	652
0	6	0	65	0	0	0	75	....	....	....	....	0	10	....	....	4	....	4,000	....	653
5	0	42	0	0	0	4	0	....	....	....	....	5	0	3	0	4	0	125	....	654
2	0	12	0	0	0	14	0	0	0	0	0	2	0	0	0	5	12	550	....	655
0	13	0	79	0	0	0	44	....	....	....	....	0	7	0	7	....	0	1,243	337,000	656
6	0	95	0	0	0	233	0	90	0	....	....	0	3	....	....	....	....	4,310	175,000	657
6	0	70	0	0	0	20	0	50	0	15	0	20	0	18	0	4	0	....	8,000	658
8	0	64	0	4	0	0	0	0	0	60	0	11	0	....	....	....	0	500	150,000	659
6	9	38	42	0	0	62	46	....	....	....	....	4	1	4	0	4	0	4,000	35,000	660
1	12	0	180	0	0	0	0	....	....	....	....	0	21	0	21	4	....	1,136	174,000	661
2	0	20	10	0	0	78	47	....	....	....	....	4	2	....	....	....	....	2,200	50,000	662
0	8	0	25	0	0	4	20	0	3	....	....	....	....	....	....	4	0	2,000	....	663
2	0	5	7	0	0	10	8	2	0	....	....	0	1	0	1	5	0	....	....	664
0	7	0	43	0	0	0	40	0	4	0	0	0	0	....	....	4	0	....	....	665

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	MARYLAND—cont'd.			
666	Baltimore (Chase and Forest place).	St. Frances Academy *	Sister Theresa	R. C
667	Baltimore (1214 Eutaw place).	The Sara Randolph School	Mrs. Agnes Armstrong	Nonsect
668	Baltimore (915-917 N. Charles st.).	Southern Home School	Mrs. W. M. Cary and Miss Cary.	Nonsect
669	Baltimore (710-712 Madison ave.).	University School for Boys *	W. S. Marston	Nonsect
670	Baltimore (909 Cathedral st.).	Wilford School	Mrs. Waller R. Bullock	Nonsect
671	Brookeville	Brookeville Academy	John W. Tinsley	Nonsect
672	Brunswick	Brunswick Seminary	J. J. Shenk	Luth
673	Catonsville	Mount De Sales Academy		R. C
674	Charlotte Hall	Charlotte Hall School	Geo. M. Thomas, A. M	Nonsect
675	College of St. James	College of St. James Grammar School.*	Henry Onderdonk	P. E
676	Colora	West Nottingham Academy	John G. Conner, A. M	Nonsect
677	Damestown	Andrew Small Academy	William Nelson	Nonsect
678	Elkton	Elkton Academy*	George A. Steele, A. M	Nonsect
679	Forest Glen	National Park Seminary	J. A. I. Cassedy	Nonsect
680	Frederick	Frederick College	Lucian S. Tilton, A. B	Nonsect
681	Gaithersburg	Fairview Home School*	Charles H. Waters, M. D	Nonsect
682	Glenwood	Glenwood Institute	J. D. Warfield	Nonsect
683	Hagerstown (208 Potomac ave.).	Home and Day School for Girls	S. Josephine Bacon	Epis
684	Hyattsville	Melrose Institute	The Misses Lewin	Nonsect
685	Leonardtown	St. Mary's Academy	Sister Mary Catharine	R. C
686	McDonogh	McDonogh School	James T. Edwards, D. D., LL. D.	Nonsect
687	Millersville	Anne Arundel County Academy.	Wm. H. Thompson, A. B	Nonsect
688	Mount Washington	Mount St. Agnes Collegiate Institute.	Sisters of Mercy	R. C
689	Poolesville	Briarly Hall *	Mrs. W. A. Gassaway	Epis
690	Port Deposit	The Jacob Tome Institute	James R. Campbell, M. A	Nonsect
691	Reisterstown	Hannah More Academy	Rev. Joseph Fletcher	P. E
692	Rockville	Rockville Academy	W. Pinckney Mason	Nonsect
693	St. George	St. George's Hall for Boys	James C. Kinear	Epis
694	St. Marys City	St. Mary's Female Seminary	Miss L. R. Langley	Nonsect
695	Sandy Springs	Sherwood Friends School	Mary S. Hallowell	Friends
696	Sykesville	Springfield Institute	Miss Cornelia L. Lloyd	Nonsect
697	Union Bridge	High School	Edward Reisler	Nonsect
	MASSACHUSETTS.			
698	Amherst	Home School for Young Ladies*	Mrs. W. F. Stearns	Nonsect
699	.....do	Mount Pleasant Institute	Wm. K. Nash, A. M	Nonsect
700	.....do	Oak Grove Home School for Girls.	Miss V. W. Buffum	Cong
701	Andover	Abbot Academy	Miss Laura S. Watson	Nonsect
702	.....do	Phillips Academy	Cecil F. P. Bancroft, LL. D., L. H. D., Ph. D.	Nonsect
703	.....do	Punchard Free School	Frank O. Baldwin	Nonsect
704	Ashburnham	Cushing Academy	Hervey S. Cowell, A. M	Nonsect
705	Auburndale	Riverside (Wellesley Preparatory) School.*	Miss Delia T. Smith	Nonsect
706	Belmont	The Belmont School	B. F. Harding, A. M	Epis
707	Bernardston	Powers Institute	Francis S. Brick, B. S	Nonsect
708	Billerica	Howe School	Albert M. Jones, A. B	Nonsect
709	.....do	Mitchell's Boys School*	M. C. Mitchell	Nonsect
710	Boston (Berkeley and Boylston sts.).	The Berkeley School	James B. Taylor, Edwin De Meritte, and Walter C. Hagar.	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	3	0	20	0	5	0	65	0	0	0	0	0	0	....	....	....	....	......	....	666
2	5	0	35	0	0	0	24	0	0	0	0	0	1	0	0	4	....	2,500	....	667
0	10	0	103	0	0	0	46	0	0	0	0	0	1	0	0	4	0	......	....	668
8	0	132	0	0	0	8	0	....	....	....	....	17	0	16	0	4	0	......	....	669
0	8	0	32	0	0	6	6	0	0	0	2	0	6	0	2	4	0	300	....	670
1	0	7	5	0	0	10	1	0	0	0	0	....	....	....	....	....	0	......	$3,000	671
1	1	18	16	0	0	30	29	....	....	1	0	....	....	....	....	....	0	300	4,000	672
0	6	0	40	0	0	0	20	....	....	....	....	0	5	....	....	....	....	......	....	673
3	0	54	0	0	0	10	0	1	0	15	0	8	0	....	....	3	50	2,500	10,000	674
3	0	13	0	0	0	2	0	6	0	....	....	3	0	3	0	3	0	1,500	20,000	675
2	0	25	10	0	0	12	5	5	1	3	0	0	1	0	0	4	0	200	7,000	676
1	1	5	3	0	0	23	10	4	3	4	0	....	....	....	....	3	....	0	15,000	677
1	2	25	28	0	0	188	135	1	2	....	....	1	2	1	0	4	....	0	2,500	678
0	8	0	80	0	0	10	10	0	4	....	....	....	....	....	....	5	....	......	75,000	679
2	0	21	0	0	0	39	0	8	0	0	0	0	0	0	0	5	0	3,500	15,000	680
1	6	2	26	0	0	2	20	6	8	....	....	0	3	....	....	5	0	1,700	2,000	681
1	1	17	5	0	0	1	1	....	....	....	....	....	....	....	....	....	....	......	6,000	682
0	4	0	38	0	0	0	9	0	4	0	0	0	0	0	0	....	0	0	....	683
1	3	0	30	0	0	0	23	0	2	....	....	0	4	0	2	3	....	600	24,000	684
0	3	1	19	0	0	10	32	0	6	0	0	0	4	0	4	4	0	440	6,000	685
7	0	45	0	0	0	105	0	0	0	0	0	24	0	0	0	4	45	3,000	300,000	686
1	0	7	5	0	0	3	2	1	0	0	0	0	0	0	0	4	0	......	....	687
0	8	0	35	0	0	0	41	....	....	....	....	0	4	0	3	4	0	1,000	....	688
0	5	0	30	0	0	4	16	0	4	....	....	0	2	....	....	....	....	500	....	689
4	1	45	58	....	....	....	....	....	....	....	....	....	....	....	....	3	0	2,500	94,084	690
2	6	0	47	0	0	0	19	0	0	0	0	0	8	....	....	3	....	500	50,000	691
2	0	21	0	0	0	16	0	0	0	....	....	....	....	....	....	4	0	350	....	692
1	1	15	0	0	0	10	0	6	0	....	....	0	0	....	....	....	0	1,000	20,000	693
0	3	0	18	0	0	0	4	0	0	0	0	0	1	0	0	3	0	500	....	694
0	2	16	7	0	0	18	4	0	0	0	0	0	0	0	0	2	0	200	3,300	695
0	1	3	3	0	0	7	11	....	....	....	....	0	0	0	0	....	0	2	....	696
1	1	6	18	0	0	6	10	....	....	....	....	0	0	....	....	3	0	100	1,000	697
1	7	0	14	0	0	0	0	....	....	....	....	....	....	....	....	4	0	1,000	18,000	698
1	0	6	0	0	0	4	0	2	0	2	0	3	0	3	0	4	0	800	25,000	699
0	4	0	12	0	0	0	0	....	....	0	7	0	6	0	6	4	....	500	....	700
1	8	0	83	0	0	0	42	0	6	0	2	0	19	0	6	4	0	3,929	....	701
23	0	466	0	9	0	0	0	282	0	184	0	140	0	140	0	4	0	3,000	200,000	702
1	4	31	69	0	0	0	0	8	9	3	0	4	12	1	6	4	31	400	50,000	703
5	7	102	99	2	0	102	81	....	....	....	....	21	18	13	4	4	0	1,015	126,400	704
0	6	0	14	0	0	0	3	0	1	0	10	3	6	0	6	....	....	800	20,000	705
6	0	31	0	0	0	0	0	23	0	8	0	4	0	4	0	4	0	1,300	225,000	706
1	2	20	20	0	0	5	10	1	0	9	8	2	7	1	0	4	0	0	15,000	707
2	1	20	19	0	0	0	0	2	2	9	0	0	0	0	0	4	0	50	8,800	708
2	0	10	0	0	0	25	0	2	0	6	0	....	....	....	....	3	....	2,000	40,000	709
4	3	47	19	0	0	18	0	8	1	7	0	9	8	7	8	4	0	......	2,500	710

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	MASSACHUSETTS—continued.			
711	Boston (Berkeley st.)	Academy of Notre Dame	Sister Francis of the Sacred Heart.	R. C
712	Boston (64 Commonwealth ave.).	Chamberlayne's (Miss Catharine J.) School.	Miss Catharine J. Chamberlayne.	Nonsect
713	Boston (97 Beacon st.)	Classical School	G. W. C. Noble and J. J. Greenough.	Nonsect
714	Boston (324 Commonwealth ave.).	The Commonwealth Avenue School.	The Misses Gilman	Nonsect
715	Boston (91 Newbury st.).	Curtis's (Miss) Private School.	Miss Elizabeth Curtis	Nonsect
716	Boston (618 Massachusetts ave.).	Female Academy of the Sacred Heart.	Madame C. M. Collins	R. C
717	Boston (86 Beacon st.)	The Hale School	C. S. Sheet and E. D. Marsh	Nonsect
718	Boston (25 Chestnut st.).	Hersey's (Miss Heloise E.) School.	Miss Heloise E. Hersey	Epis
719	Boston (252 Marlborough st.).	Private Home School for Girls.*	Miss B. A. Clagett	Nonsect
720	Boston	Private School for Girls	Miss Caroline N. Bynner	Nonsect
721	Boston (Kearsage ave., Roxbury).	Roxbury Latin School	Wm. C. Collar, A. M	Nonsect
722	Boston (36 Newbury st.).	Winsor's (Miss) School	Miss Mary Pickard Winsor.	Nonsect
723	Bradford	Bradford Academy	Miss Ida C. Allen, president.	Nonsect
724	Bradford (142 Main st.)	The Carleton School	Isaac N. Carleton, Ph. D.	Cong
725	Brimfield	Hitchcock Free High School	George W. Earle, B. L	Nonsect
726	Cambridge (7 Garden st.).	Browne and Nichols School for Boys.	George H. Browne, A. M., Edgar H. Nichols, A. B.	Nonsect
727	Cambridge (79 Brattle st.).	The Cambridge School	Arthur Gilman, M. A	Nonsect
728	Cambridge (Appian Way).	Day and Family School for Boys.	Joshua Kendall	Nonsect
729	Cambridge (13 Buckingham st.).	Private School for Boys and Girls.	Miss K. V. Smith	Nonsect
730	Concord	Concord Home School	James S. Garland	Nonsect
731	Conway	Hill View School	Mrs. Elizabeth C. Perry	Nonsect
732	Danvers (corner Maple and Poplar sts.).	Willard Hall School for Girls	Mrs. S. M. Merrill	Cong
733	Deerfield	Deerfield Academy and Dickinson High School.	George A. Goodell, A. B	Nonsect
734	Dorchester (23 Allston st.).	Shawmut School	Miss Ella Gilbert Ives	Nonsect
735	Dudley	Nichols Academy	Alfred G. Collins, A. M	Nonsect
736	Duxbury	Partridge Academy	Thos. H. H. Knight	Nonsect
737	....do	Powder Point School	Frederick B. Knapp, S. B	Nonsect
738	Easthampton	Williston Seminary	Rev. Wm. Gallagher, Ph. D.	Cong
739	East Northfield	Northfield Seminary	Miss Evelyn S. Hall	Nonsect
740	Everett (21 Summer st.).	Home School	Mrs. A. P. Potter	Bapt
741	Franklin	Dean Academy	L. L. Burrington, A. M	Univ
742	Great Barrington	Housatonic Hall	Miss F. M. Warren	Nonsect
743	....do	Sedgwick Institute	Edward James Van Lennep, A. M.	Nonsect
744	Greenfield	Prospect Hill School	Rev. James C. Parsons	Nonsect
745	Groton	Groton School	Rev. Endicott Peabody, L. L. M.	P. E
746	....do	Lawrence Academy	Alfred O. Tower, A. M	Nonsect
747	Hadley	Hopkins Academy	Albert B. Tyler	Nonsect
748	Harvard	Bromfield School	Miss Lilla N. Frost	Nonsect
749	Hatfield	Smith Academy	Howard W. Dickinson	Nonsect
750	Hingham	Derby Academy	Miss Sarah G. Robinson	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Students. Colored secondary students included in columns 7 and 8. Male.	Students. Colored secondary students included in columns 7 and 8. Female.	Students. Elementary. Male.	Students. Elementary. Female.	Students. Preparing for college. Classical course. Male.	Students. Preparing for college. Classical course. Female.	Students. Preparing for college. Scientific course. Male.	Students. Preparing for college. Scientific course. Female.	Students. Graduates in 1896. Male.	Students. Graduates in 1896. Female.	Students. College preparatory students in the class that graduated in 1896. Male.	Students. College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	6	0	65	0	0	0	85	....	....	....	....	0	3	0	-0	4	0	4,000	$200,000	711
2	7	0	20	0	0	0	0	....	....	....	....	....	....	....	....	....	0	300	....	712
6	0	108	0	0	0	17	0	60	0	5	0	8	0	8	0	4	0	....	....	713
0	5	0	15	0	0	0	25	....	....	....	....	0	1	0	1	....	0	....	....	714
0	5	0	20	0	0	0	8	0	10	....	....	0	3	0	3	....	....	....	....	715
0	4	0	46	....	....	....	....	....	....	....	....	0	6	....	....	....	....	1,300	65,300	716
4	0	42	0	0	0	6	0	....	....	....	....	20	0	15	0	4	0	500	1,000	717
9	7	0	105	0	0	0	0	....	....	....	....	....	....	....	....	....	0	3,000	....	718
0	3	0	37	0	0	0	20	0	5	0	0	0	10	0	1	4	....	....	....	719
0	4	0	56	0	0	0	8	0	0	....	....	....	....	....	....	4	....	....	40,000	720
8	0	183	0	0	0	0	0	183	0	0	0	23	0	23	0	6	0	2,500	20,000	721
0	10	0	58	0	0	0	20	0	16	0	0	0	1	0	1	4	0	....	....	722
0	10	0	109	0	1	0	9	....	....	....	....	0	17	0	0	4	0	5,000	....	723
2	1	16	0	0	0	2	0	6	0	....	....	....	....	....	....	....	0	....	15,000	724
2	1	20	40	0	0	0	0	1	3	4	23	4	5	1	2	4	0	2,000	....	725
7	0	47	0	0	0	23	0	39	0	8	0	13	0	12	0	5	0	300	25,000	726
0	12	0	80	0	0	0	23	....	....	....	....	0	25	0	25	....	....	1,000	50,000	727
2	1	11	0	0	0	0	0	5	0	....	....	....	....	....	....	....	....	....	....	728
0	3	6	4	0	0	2	2	5	2	0	0	1	0	1	0	4	0	....	....	729
4	0	14	0	0	0	5	0	12	0	2	0	2	0	2	0	4	0	200	25,000	730
0	3	0	10	0	0	0	2	0	3	0	0	0	6	0	6	....	0	....	3,000	731
0	4	0	11	0	0	0	3	0	1	0	5	0	1	0	1	....	....	300	....	732
1	2	36	36	0	0	0	0	7	8	10	5	7	8	3	1	4	0	1,400	12,500	733
0	6	0	19	0	0	0	2	0	4	....	....	....	....	....	....	4	....	....	....	734
2	2	45	48	0	0	0	0	10	12	20	12	3	3	3	3	4	0	2,800	150,000	735
1	1	11	24	0	0	6	8	0	0	0	0	2	6	0	0	3	19	250	8,000	736
5	0	24	0	0	0	6	0	7	0	11	0	7	0	6	0	4	0	1,000	25,000	737
9	0	125	8	0	0	0	0	48	8	20	0	21	0	21	0	4	0	3,500	150,000	738
2	23	0	245	0	0	0	157	0	37	0	0	0	24	0	9	4	....	5,069	350,000	739
0	3	0	25	0	0	0	15	0	5	0	2	0	2	0	1	4	0	500	....	740
5	7	73	51	0	0	0	0	9	9	16	2	9	15	5	3	4	0	1,300	132,000	741
0	3	0	15	0	0	0	4	0	1	0	3	0	1	....	....	....	....	200	1,000	742
4	0	24	0	0	0	8	0	10	0	11	0	5	0	4	0	....	0	....	30,000	743
0	3	0	23	0	0	0	2	0	1	....	....	0	5	0	0	4	0	200	30,000	744
7	0	62	0	0	0	48	0	62	0	0	0	10	0	19	0	3	0	2,500	300,000	745
1	2	17	19	0	0	0	0	4	2	....	....	2	7	0	2	4	0	2,800	60,000	746
1	2	26	42	0	0	0	0	2	12	2	0	7	12	3	6	4	0	300	0	747
0	3	10	20	0	0	0	0	0	6	2	0	3	2	1	0	4	0	2,000	25,000	748
1	2	22	22	0	0	6	13	2	1	2	6	1	0	....	....	4	0	400	23,800	749
0	2	2	10	0	0	12	9	....	....	....	....	....	....	....	....	4	....	....	5,000	750

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	MASSACHUSETTS—continued.			
751	Leicester	Leicester Academy	Corwin F. Palmer, M. A.	Nonsect
752	Lowell	The Rogers Hall School	Mrs. Eliza P. Underhill	Nonsect
753	Marion	The Tabor Academy	Dana Marsh Dustan, A. M.	Nonsect
754	Middleboro	Eaton School	Amos H. Eaton	Nonsect
755	Milton	Milton Academy	Harrison Otis Apthorp, A. M.	Nonsect
756	Monson	Monson Academy	Arthur Newell Burke, A. B	Nonsect
757	Mount Hermon	Mt. Hermon Boys' School	Henry F. Cutler, B. A.	Nonsect
758	Nantucket	Admiral Sir Isaac Coffin's Lancasterian School.	Edmund B. Fox	Nonsect
759	Natick	Walnut Hill (Wellesley Preparatory School).	Charlotte H. Conant, B. A., Florence Bigelow, M. A.	Nonsect
760	New Bedford	Friends' Academy	Thomas H. Eckfeldt	Nonsect
761	New Bedford (523 County st.).	Home Preparatory School	Charles E. E. Mosher	Nonsect
762	Newton (334 Washington st.).	Cutler's (E. H.) Preparatory School.	Edward H. Cutler	Nonsect
763	Newton	Newton Private School	Elizabeth Spear	Nonsect
764	....do	Wheaton Female Seminary	Miss A. Ellen Stanton	Nonsect
765	Pittsfield	The Berkshire School	Arthur J. Clough, A. M	Nonsect
766	Pittsfield (170 South st.).	Family and Day School for Girls.	Miss Mary E. Salisbury	Nonsect
767	Quincy	Adams Academy	William Royall Tyler, A. B.	Nonsect
768	....do	Woodward Seminary	Carrie E. Small	Nonsect
769	Roxbury	Notre Dame Academy	Sister Julia	R. C
770	Shelburne Falls	Arms Academy	C. A. Holbrook	Cong
771	Sherborn	Sawin Academy and Dowse High School.	Andrew P. Averill	Nonsect
772	Southboro	St. Mark's School	Wm. Greenough Thayer, A. M.	P. E
773	South Braintree	Thayer Academy	Jotham B. Sewall, A. M	Nonsect
774	South Byfield	Dummer Academy	George B. Rogers, A. M.	Nonsect
775	South Lancaster	South Lancaster Academy	Joseph H. Haughey	7 D. Ad
776	South Worthington	The Conwell Academy	W. C. Webb	Nonsect
777	Springfield (141 High st.).	"The Elms"	Miss Charlotte W. Porter	Nonsect
778	Springfield	School for Girls	John McDuffie	Nonsect
779	Taunton	Bristol Academy	William F. Palmer, A. M.	Nonsect
780	Waban	The Waban School	Chas. Everett Fish, A. M.	Nonsect
781	Waltham	Waltham New Church School	Benjamin Worcester	N. J. Ch
782	Wellesley	Dana Hall School	Misses Eastman	Nonsect
783	....do	Wellesley Home School for Boys.	Edward A. Benner	Nonsect
784	West Boxford	Barker Free School	N. B. Sargent	Nonsect
785	West Bridgewater	Howard Seminary and Howard High School.	Horace M. Willard	Nonsect
786	Westford	Westford Academy	William E. Frost	Nonsect
787	West Newton	English and Classical School	Nathaniel T. Allen	Nonsect
788	Wilbraham	Wesleyan Academy	William Rice Newhall	Nonsect
789	Winchendon	Murdock School	Frank M. Collester	Nonsect
790	Worcester (66 West st.).	The Dalzell School for Boys	John W. Dalzell	Nonsect
791	Worcester	The Highland Military Academy.	Joseph Alden Shaw, A. M.	P. E
792	....do	The Home School	Miss E. A. Kimball	Nonsect
793	....do	School for Young Ladies and Children.	Mrs. M. J. Throop	Nonsect
794	Worcester (4 Linden st.).	Williams's (Miss) School*	Miss Ava Williams	Nonsect
795	Worcester	The Worcester Academy	D. W. Abercrombie, A. M.	Bapt

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Classical course. Female.	Scientific course. Male.	Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	4	38	41	0	0	0	0	7	8	6	8	2	5	0	3	....	34	300	$18,000	751
0	10	0	30	0	0	0	2	....	....	....	....	0	6	0	6	4	....	325	25,000	752
3	3	29	25	0	0	0	0	6	3	2	0	4	1	3	0	4	....	1,087	20,000	753
1	1	20	3	1	0	20	12	0	1	2	0	....	....	....	....	....	0	......	10,000	754
8	1	80	14	0	0	22	18	....	....	....	....	6	1	6	1	....	0	1,000	....	755
2	5	57	45	1	1	0	0	15	12	13	13	7	6	4	6	4	0	1,850	....	756
10	6	197	0	2	0	175	0	....	....	....	....	17	0	8	0	4	....	4,700	289,061	757
1	2	12	31	0	1	1	8	2	2	1	0	7	8	1	1	4	0	1,500	10,000	758
0	8	0	40	....	....	0	5	0	3	0	20	0	7	0	7	4	....	600	20,000	759
1	4	17	14	0	0	10	20	17	5	....	....	3	2	3	0	4	0	1,000	25,000	760
1	3	18	7	0	0	12	6	11	5	9	0	4	0	3	0	4	0	......	....	761
1	2	22	7	0	0	2	1	18	6	2	0	5	0	4	0	4	0	300	0	762
1	5	6	17	0	0	17	40	2	4	1	0	0	1	0	1	4	0	0	....	763
0	9	0	49	0	0	0	14	0	0	0	0	0	9	0	0	....	0	5,380	102,000	764
1	3	8	7	0	0	10	4	2	0	3	3	0	0	0	0	4	0	300	20,000	765
0	4	0	27	0	0	10	38	0	0	0	8	0	1	0	1	5	0	1,200	3,000	766
3	0	39	0	0	0	0	0	39	0	0	0	9	0	9	0	4	0	1,100	....	767
0	10	0	120	0	0	0	8	0	0	0	29	0	7	0	2	5	0	500	39,125	768
0	4	0	31	0	0	0	68	0	28	....	....	0	6	....	....	5	....	4,126	184,141	769
1	3	49	63	0	0	0	0	5	5	4	9	1	8	1	3	4	0	300	25,000	770
1	1	13	8	0	0	0	0	1	0	1	0	1	1	0	0	4	0	100	15,000	771
12	0	110	0	0	0	5	0	88	0	22	0	22	0	20	0	5	0	3,500	300,000	772
5	5	51	44	0	0	0	0	11	16	19	1	5	8	3	5	4	0	794	150,000	773
2	0	8	0	0	0	6	0	1	0	2	0	2	0	2	0	4	0	400	10,000	774
4	3	30	12	0	0	53	37	2	0	1	0	3	0	3	0	4	0	600	43,633	775
1	1	12	15	0	0	3	1	8	9	4	6	2	2	2	2	4	0	......	10,000	776
1	3	0	36	0	0	2	84	0	20	....	....	0	5	0	3	4	0	4,000	....	777
0	3	0	29	0	0	0	25	0	1	0	0	0	8	0	4	5	0	400	30,000	778
2	3	55	44	0	0	9	12	15	4	18	3	1	5	0	0	4	0	......	60,000	779
4	2	36	0	0	0	0	0	20	0	16	0	12	0	6	0	4	0	500	40,000	780
1	1	14	14	0	0	11	18	....	....	....	....	....	....	1	0	....	0	200	40,000	781
0	16	0	97	0	0	0	7	0	95	....	....	0	16	0	16	4	0	......	....	782
2	0	7	0	0	0	1	0	2	0	5	0	....	....	1	0	4	0	500	9,000	783
1	0	15	11	0	0	0	0	0	0	0	0	3	3	0	0	4	0	50	12,000	784
4	6	56	10	0	0	0	6	0	10	2	2	4	10	0	5	4	0	4,000	8,700	785
1	1	18	17	0	0	6	5	6	4	5	6	0	0	0	0	4	0	200	5,000	786
7	5	45	16	1	1	10	4	3	2	10	0	6	2	....	....	4	0	4,000	25,000	787
7	8	148	106	0	1	0	0	29	2	30	8	12	18	10	0	4	0	6,500	158,052	788
2	3	40	51	0	0	21	15	5	6	4	0	7	13	3	4	4	0	300	125,000	789
1	2	14	0	0	0	10	0	8	0	6	0	2	0	2	0	5	0	50	1,000	790
7	0	43	0	0	0	6	0	6	0	6	0	4	0	2	0	3	43	800	35,000	791
0	2	0	20	0	0	0	18	0	4	....	....	0	0	0	0	....	0	0	30,000	792
0	5	0	8	0	0	0	2	0	3	....	....	0	1	....	....	....	....	1,500	....	793
0	6	0	16	0	0	0	5	0	3	0	0	0	0	0	0	4	0	500	....	794
2	0	200	0	2	0	23	0	150	0	50	0	20	0	18	0	5	....	2,500	475,000	795

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	MICHIGAN.			
796	Adrian	Raisin Valley's Seminary	Thos. B. White, B. S	Friends
797	Ann Arbor	St. Thomas's Private School	Rev. E. Kelley	R. C
798	Benton Harbor	Normal Collegiate Institute	G. J. Edgcumbe, A. M., Ph. D.	Nonsect
799	Detroit (Mass. ave. and Stimson place).	The Detroit Home and Day School.	Miss Ella M. Liggett, A. B.	Nonsect
800	Detroit (36 Putnam st.)	The Detroit School for Boys	Frederick Whilton, master.	Nonsect
801	Detroit (20 Adams ave. w.).	Detroit Seminary	Miss Cutcheon, Miss Pope.	Nonsect
802	Escanaba	St. Joseph's High School	Sister Mary Lignoria	R. C
803	Grand Haven (Washington st.).	Akeley Institute	Rev. J. E. Wilkinson, Ph. D.	Epis
804	Grand Rapids (76 Jefferson ave.).	Powell's Preparatory School	Rev. Isaac P. Powell	Nonsect
805	Hancock	St. Patrick's School		R. C
806	Ishpeming	Parochial School	J. M. Langan	R. C
807	Kalamazoo	Michigan Female Seminary	Fannie Ruth Robinson, A. M.	Nonsect
808	Marquette	St. Joseph's Academy	Sister M. Agnes	R. C
809	Monroe	St. Mary's Academy	Mother M. Justina	R. C
810	Orchard Lake	Michigan Military Academy	J. Sumner Rogers, supt	Nonsect
811	Saginaw	St. Andrew's Academy*	Sister Mary Vincent	R. C
812	Spring Arbor	Spring Arbor Seminary	David S. Warner, A. M	Free Meth
	MINNESOTA.			
813	Duluth	The Maynard School	Laura A. Jones	Nonsect
814	Faribault	Bethlehem Academy	Sister M. Dominica	R. C
815	....do	St. Mary's Hall	Ella F. Lawrence	Epis
816	....do	Shattuck School	James Dobbin, D. D	P. E
817	Fergus Falls	Park Region Lutheran College.	Edwin G. Mellem	Luth
818	Graceville	Convent of Our Lady of the Lake.*	Sisters of St. Joseph	R. C
819	Madison	Lutheran Normal School	O. Lo' Kensgaard	Luth
820	Minneapolis (1313 4th st.).	Minneapolis Academy	Thomas Peebles	Ref. Presb
821	Minneapolis (2122-2118 Pleasant ave.).	Stanley Hall	Olive Adele Evers	Nonsect
822	Minneapolis	Wraaman's Academy	W. W. Wraaman	Nonsect
823	Montevideo	Windom Institute	C. W. Headley, A. B	Cong
824	Moorhead	Hope Academy	H. W. Ryding	Luth
825	Owatonna	Pillsbury Academy	James W. Ford, Ph. D	Bapt
826	Red Wing	Red Wing Evangelical Lutheran Seminary.	H. H. Bergsland	Luth
827	Rochester	Academy of Our Lady of Lourdes.	Mother Matilda	R. C
828	St. Anthony Park (St. Paul Station).	Stryker Seminary	Miss Anna K. Stryker	Nonsect
829	St. Joseph	St. Benedict's Academy	Sister Pius	R. C
830	St. Paul (459 Portland ave.).	Baldwin Seminary	Clinton J. Backus, M. A	Nonsect
831	St. Paul (370 Selby ave.).	Barnard School for Boys	C. N. B. Wheeler	Nonsect
832	St. Paul (Merrian Park).	College of St. Thomas	Rev. James C. Byrne	R. C
833	St. Paul	Convent Visitation	Clementine Shepherd	R. C
834	....do	Cretin High School	Brother E. Lewis	R. C
835	St. Paul (Western ave.).	St. Catherine's School*	M. S. Dusinberre	P. E
836	St. Paul (Western ave. and Nelson street).	St. Joseph's Academy	Sister Hyacinth	R. C

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	1	21	15	0	0	2	1	0	0	6	2	6	3	6	2	3	0	500	$5,000	796
0	4	8	20	0	0	82	90	0	10	0	10	0	3	0	3	4	....	....	75,000	797
6	6	199	198	0	0	42	22	43	48	51	48	5	12	4	11	4	54	1,290	75,000	798
0	6	0	78	0	0	0	139	0	15	0	0	0	10	0	3	4	0	1,000	55,000	799
5	0	47	0	0	0	34	0	5	0	37	0	7	0	7	0	4	....	700	35,000	800
2	5	0	90	0	0	3	64	0	6	0	1	0	21	0	4	4	0	1,000	3,000	801
0	8	20	10	0	0	240	270	12	16	0	0	9	5	0	0	4	0	150	5,000	802
1	4	0	26	0	0	0	8	0	3	0	0	0	3	.....	.....	4	0	800	7,500	803
0	1	13	12	0	0	4	12	13	12	0	0	0	0	0	0	....	0	0	6,000	804
0	7	3	22	0	0	3	18	3	18	....	....	....	....	.....	.....	4	0	....	....	805
0	6	6	27	0	0	144	173	....	....	....	....	0	1	.....	.....	4	....	500	....	806
0	3	0	37	0	0	0	6	0	6	....	....	0	3	0	1	....	....	....	....	807
0	8	0	50	0	0	....	400	....	....	....	....	0	2	.....	.....	4	....	....	....	808
0	4	0	49	0	0	0	134	0	2	....	....	0	3	.....	.....	4	....	2,839	94,678	809
9	0	135	0	0	0	20	0	14	0	35	0	16	0	15	0	4	37	8,000	150,000	810
0	1	0	25	0	0	150	200	....	....	....	....	0	4	.....	.....	4	0	196	....	811
3	1	29	25	0	0	29	28	2	0	3	0	9	0	3	0	4	....	600	10,000	812
0	11	0	36	0	0	15	26	0	6	0	5	0	8	0	4	4	0	150	50	813
0	4	0	10	0	0	0	45	....	....	....	....	0	7	.....	.....	4	....	500	....	814
6	0	37	0	0	0	39	0	....	....	....	....	0	10	0	10	....	....	3,000	100,000	815
13	1	161	0	0	0	10	0	9	0	....	....	30	0	15	0	4	161	3,000	400,000	816
3	1	18	8	0	0	85	31	8	1	1	0	6	1	3	1	4	0	188	2,000	817
0	1	0	50	0	0	0	40	....	....	....	....	0	3	.....	.....	....	....	150	18,000	818
3	0	6	4	0	0	48	20	....	....	....	....	1	1	.....	.....	2	0	300	30,000	819
3	2	58	19	0	0	15	3	12	7	33	11	5	4	5	3	3	0	450	29,000	820
0	7	0	47	0	0	12	66	....	....	....	....	0	10	0	10	4	0	....	....	821
1	0	9	5	0	0	34	0	....	....	....	....	....	....	.....	.....	....	....	....	....	822
1	2	28	30	0	0	36	40	....	....	....	....	6	10	.....	.....	4	0	150	20,000	823
3	0	25	6	0	0	24	2	12	0	2	0	3	0	3	0	3	0	....	....	824
6	2	88	78	0	0	28	12	12	3	24	27	17	15	7	7	3	131	2,000	....	825
2	0	30	0	0	0	0	104	....	....	....	....	13	0	.....	.....	4	0	800	35,000	826
1	2	15	22	0	0	65	38	....	....	4	9	2	2	0	1	4	0	....	....	827
0	3	0	9	0	0	1	4	0	0	0	0	0	2	0	0	4	0	....	....	828
0	6	0	34	0	0	0	63	0	7	....	....	0	0	.....	.....	4	....	900	20,000	829
2	3	17	23	0	0	3	0	5	0	7	8	1	3	1	2	4	0	1,000	....	830
2	0	15	0	0	0	4	0	4	0	....	....	0	0	0	0	5	0	300	300	831
2	0	81	0	0	0	36	0	25	0	15	0	14	0	14	0	6	0	2,000	90,000	832
0	6	0	45	0	0	0	30	0	20	....	....	0	2	0	1	4	....	1,254	....	833
5	0	75	0	0	0	225	0	....	....	60	0	15	0	10	0	4	0	....	70,000	834
0	7	0	22	0	0	0	28	0	2	....	....	0	2	.....	.....	4	0	400	2,000	835
1	6	0	70	0	0	0	110	0	16	....	....	0	6	.....	.....	4	....	....	....	836

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	MINNESOTA—cont'd.			
837	St. Paul Park	St. Paul's College	Rev. C. W. Hertzler, A. M.	M. E
838	Sauk Center	Sauk Center Academy and Business College.	Lewis H. Vath	Nonsect
839	Wilder	The Breck School	Fred. Joubert	Epis
840	Willmar	Willmar Seminary	N. J. Hong, acting principal.	Luth
841	Winona	Winona Seminary	Sister M. Celestine	R. C
	MISSISSIPPI.			
842	Abbeville	Abbeville Normal School	Louis Kohlheim	Nonsect
843	Banner	Banner College*	A. A. Newall	Nonsect
844	Binnsville	Fairview Male and Female College.*	Leonard L. Vann	Nonsect
845	Braxton	Braxton Collegiate Institute	J. D. and J. T. Wallace	Nonsect
846	Buena Vista	Buena Vista Normal College	H. D. Fetzer, president	Nonsect
847	Byhalia	Hamilton College	Mrs. Eva B. Wilkinson	Nonsect
848	.....do	Kate Tucker Institute	Kate E. Tucker	Nonsect
849	.....do	Waverly Institute	E. H. Randle, A. M	Nonsect
850	Caledonia	Caledonia Academy*	Rev. J. Turner Hood, A. B	Nonsect
851	Carrollton	Carrollton Male Academy*	V. H. Nelson	Bapt
852	Cascilla	Cascilla Normal College	W. F. Lambert, B. S	Nonsect
853	Chalybeate	Chalybeate Springs Institute	H. P. Walker	Nonsect
854	Chester	Chester Normal High School.	G. F. Black	Nonsect
855	Clarkson	Clarkson Academy	Daniel Richards	M. E
856	Clinton	Mount Hermon Female Seminary.*	Sarah A. Dickey	Nonsect
857	Columbia	High School	Thos. C. Reese, A. M	Nonsect
858	Dixon	.....do	G. W. Huddleston, A. M	Nonsect
859	East Fork	East Fork Male and Female College.	L. H. Turner	Bapt
860	Edinburg	High School	H. Lamar Ray	Nonsect
861	French Camp	Central Mississippi Institute	J. A. Sanderson	Presb
862	.....do	French Camp Academy	Jackson Reeves	Presb
863	Gatewood	Walthall High School	A. M. Beauchamp	Nonsect
864	Gillsburg	Male and Female College*	Charles Hooper	Bapt
865	Grenada	Grenada Collegiate Institute	Rev. J. W. Malone, A. M	M. E. So
866	Handsboro	Handsboro College*	Rev. J. M. Pugh, A. M	Nonsect
867	Harpersville	Harpersville College	F. B. Woodley, A. M	Nonsect
868	Hebron	High School*	G. H. Brunson, A. B	Nonsect
869	Heidelberg	Heidelberg Private School	T. H. Oden	Nonsect
870	Holly Springs	Epworth College	Rev. J. W. Howell	Meth
871	.....do	North Mississippi Presbyterian College.	Mrs. E. T. Taliaferro	Presb
872	.....do	St. Thomas's Hall	Rev. Peter Gray Sears	P. E
873	Houston	Mississippi Normal College*	H. B. Abernethy	Nonsect
874	Jacinto	Jacinto Academy*	J. O. Looney	Nonsect
875	Kosciusko	Kosciusko Male and Female Institute.	Miss Ellen McNulty	Nonsect
876	Kossuth	Kossuth High School	F. M. Patton, A. B	Nonsect
877	Lexington	Lexington Normal College*	Dickey and Smith	Nonsect
878	Liberty	Liberty Male and Female College.	P. L. Marsalis, president	Nonsect
879	Louisville	Louisville Normal School	C. E. Saunders	Nonsect
880	Meridian (2705 11th st.)	Lincoln School	Mrs. Harriett I. Miller	Nonsect
881	Meridian	Meridian Academy	J. L. Wilson	M. E
882	.....do	Stone College for Young Ladies.	Rev. L. M. Stone, D. D	Bapt
883	Montrose	Montrose High School	Wall Brothers	Meth
884	Moss Point	Moss Point Academy	T. C. Reese, A. M	Nonsect
885	Natchez	Cathedral Commercial School.	Brother Gabriel	R. C
886	.....do	Natchez College	S. H. C. Owen, A. M	Bapt

* Statistics of 1894-95.

other private scondary schools for the scholastic year 1895-96—Continued.

Instructors for secondary students.		Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	0	13	5	0	0	48	14	5	0	10	2	3	3	1	0	3	0	900	$45,000	837
2	0	25	15	0	0	60	10	0	0	0	0	15	7	....	....	2	0	500	1,800	838
4	4	30	14	0	0	37	29	0	0	....	....	0	0	0	0	3	0	105	20,000	839
7	1	150	45	0	0	25	5	10	3	0	0	4	0	4	0	5	0	1,000	20,000	840
0	6	0	25	0	0	0	120	....	....	....	....	0	3	....	....	4	....	1,000	80,000	841
1	1	27	23	0	0	47	49	3	10	0	0	1	5	....	....	2	0	500	3,000	842
2	1	33	77	0	0	45	43	6	3	4	4	....	....	....	....	3	....	40	1,500	843
1	1	35	38	0	0	25	27	....	....	....	....	10	13	10	13	3	0	150	5,000	844
2	3	30	45	0	0	70	55	30	45	30	45	0	0	0	0	3	....	500	....	845
0	3	18	23	0	0	47	57	5	4	6	15	....	....	....	....	4	40	800	7,000	846
0	2	5	36	0	0	21	30	2	10	4	0	0	5	....	....	4	0	60	2,000	847
1	1	20	25	0	0	15	20	....	....	....	....	1	3	....	....	4	....	800	8,000	848
1	2	18	25	0	0	40	50	5	0	1	0	1	6	1	0	4	0	1,000	5,000	849
3	4	15	15	0	0	25	45	2	3	5	10	0	0	....	....	....	....	250	250	850
1	0	7	9	0	0	28	36	....	....	....	....	....	....	....	....	....	....	....	....	851
1	2	20	15	0	0	70	67	6	2	11	10	2	2	2	2	3	0	200	325	852
2	3	10	2	0	0	80	90	0	0	4	1	0	0	0	0	5	0	50	1,500	853
0	1	9	4	0	0	25	26	2	1	2	1	....	....	....	....	4	0	....	2,000	854
1	1	6	10	0	0	24	43	1	4	0	0	0	0	0	0	3	0	200	2,000	855
0	1	0	3	0	3	5	20	0	1	....	....	0	1	0	1	....	0	300	25,000	856
1	2	20	20	0	0	40	60	5	3	10	10	2	3	2	3	3	0	1,000	5,000	857
2	1	23	29	0	0	41	45	2	0	2	3	1	2	....	....	4	0	700	1,200	858
1	0	11	12	0	0	39	33	....	....	3	1	0	0	....	....	3	0	200	1,500	859
1	1	20	25	0	0	55	40	....	....	4	3	0	0	0	0	4	0	0	1,000	860
2	4	0	45	0	0	0	21	....	....	0	16	0	4	....	....	4	0	600	5,000	861
2	0	31	0	0	0	12	0	12	0	4	0	3	0	3	0	4	0	0	4,000	862
1	1	12	20	0	0	34	28	5	4	1	0	0	0	....	....	4	0	0	2,500	863
1	1	19	25	0	0	35	40	2	3	1	0	3	0	....	....	4	0	150	3,000	864
0	2	0	65	0	0	0	84	0	15	....	....	0	12	....	....	5	....	350	30,000	865
1	1	9	9	0	0	19	15	0	0	....	....	0	0	....	....	4	....	175	4,000	866
2	1	40	35	0	0	40	41	7	5	3	0	....	....	....	....	3	0	1,500	1,500	867
0	2	15	15	0	0	35	30	7	8	....	....	2	0	2	0	3	0	1,000	2,500	868
1	1	24	24	0	0	28	30	1	1	3	4	....	....	....	....	....	0	300	1,200	869
0	4	0	53	0	0	0	56	....	....	....	....	....	....	....	....	....	....	....	....	870
0	8	0	50	0	0	0	48	0	31	0	31	0	7	....	....	5	....	200	....	871
6	0	51	0	0	0	0	0	51	0	0	0	0	0	0	0	6	51	600	25,000	872
3	2	155	177	0	0	40	50	29	40	35	45	9	10	....	....	4	0	2,000	10,000	873
1	0	20	16	0	0	40	37	2	1	1	3	....	....	....	....	3	0	300	1,000	874
1	2	26	20	0	0	12	8	....	....	....	....	....	....	....	....	....	....	300	1,200	875
1	0	20	10	0	0	40	30	....	....	....	....	....	....	....	....	....	0	0	600	876
3	0	25	25	0	0	75	100	....	....	....	....	7	8	1	0	4	0	2,000	20,000	877
1	2	10	12	0	0	34	34	1	1	2	5	1	2	1	1	4	0	....	6,500	878
2	2	18	38	0	0	60	81	0	0	8	6	0	0	0	0	4	0	150	....	879
0	3	25	40	25	40	123	113	10	8	....	....	11	1	6	0	4	0	150	....	880
2	3	29	42	29	42	40	89	1	3	3	10	....	....	....	....	....	....	....	3,000	881
0	3	0	68	0	0	0	18	0	0	0	12	0	19	....	....	4	....	500	18,000	882
1	1	10	10	0	0	50	30	1	1	....	....	2	2	0	0	4	0	0	1,000	883
1	0	8	8	0	0	24	25	8	4	....	....	0	0	....	....	....	....	200	50	884
2	1	47	0	0	0	114	0	0	0	7	0	3	0	2	0	2	....	1,000	40,000	885
1	2	18	21	0	0	35	61	2	1	....	....	3	8	....	....	....	....	....	10,000	886

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	MISSISSIPPI—cont'd.			
887	Natchez	St. Joseph's School		R. C
888	Nettleton (p. o. box 27)	Providence Male and Female College.	M. B. Turman	Nonsect
889	Oxford	Warren Institute*	Mrs. C. A. Lancaster	Nonsect
890	Piera	High School*	E. T. Keeton	Nonsect
891	Plattsburg	Winston Normal High School.	H. L. McCleskey, B. S	Nonsect
892	Poplar Springs	Poplar Springs High School	John H. Mitchel	Nonsect
893	Port Gibson	Chamberlain-Hunt Academy*.	W. C. Guthrie	Presb
894	Ripley	Male and Female College	J. B. T. Moss	Nonsect
895	Rose Hill	Rose Hill Institute	Homer Hunt	Nonsect
896	Saltillo	High School*	J. S. Threlkeld	Bapt
897	Senatobia	Blackbourne College	Jno. B. Cummings	Nonsect
898	Sherman	Mississippi Normal Institute	D. H. Davis	Nonsect
899	Shubuta	Shubuta High School	C. W. Anderson	Nonsect
900	Slate Springs	Slate Springs Academy	W. A. Rogers	Nonsect
901	Sylvarena	Sylvarena High School	W. S. Huddleston, A. M	Nonsect
902	Tula	High School*	C. C. Hughes	Nonsect
903	Tylertown	Tylertown Normal Institute	C. S. Brumfield	Nonsect
904	Vaiden	Male and Female Institute	S. J. Sanderson	Nonsect
905	Washington	Jefferson Military College	Joseph S. Raymond	Nonsect
906	Yale	Oakland Normal Institute*	G. A. and J. T. Holley	Nonsect
	MISSOURI.			
907	Appleton City	Appleton City Academy	G. A. Theilmann	Nonsect
908	Arcadia	Ursuline Academy	Mother Marian	R. C
909	Ashley	Watson Seminary	A. R. Coburn, A. M	Nonsect
910	Boonville	Cooper Institute*	Anthony Haynes	Nonsect
911	....do	Kemper School	T. A. Johnston, A. M	Nonsect
912	....do	Megquier Seminary	Miss Julia Megquier	Nonsect
913	Brookfield	Brookfield College	M. H. Reaser, Ph. D	Presb
914	Butler	Butler Academy	John W. Richardson	Presb
915	Caledonia	Belleview Collegiate Institute	J. V. Curlin	Meth. So
916	Camden Point	Camden Point Military Academy.	Rev. G. W. Everett	Nonsect
917	....do	French Orphan School of the Christian Church of Missouri.*	C. A. Moore	Christian
918	Chillicothe	St. Joseph's Academy	Sisters of St. Joseph	R. C
919	Clarence	Macon District High School	Joseph J. Pritchett	M. E. So
920	Clarksburg	Clarksburg College	George A. Ross	Bapt
921	....do	Hooper Institute	Sebring and Gray	Nonsect
922	Clinton	Baird College	Tate Baird	Nonsect
923	College Mound	McGee Holiness College	J. B. Creighton	Nonsect
924	Columbia	The University Academy	H. F. Harris	Nonsect
925	Conception	New Engelberg College	Rt. Rev. Conrad	R. C
926	Concordia	St. Paul's College	J. H. C. Kaeppel	Ger. Ev. L
927	Dadeville	Dadeville Academy	H. S. Bruce	Nonsect
928	Dawn	Dawn High School*	A. T. Weatherby	Nonsect
929	Farmington	Carleton College	G. W. Crow	Meth
930	....do	Farmington Baptist College	E. J. Jennings	Bapt
931	Frederickton	Marvin Collegiate Institute	Nelson B. Henry (Rev.)	M. E. So
932	Fulton	The Orphan School of the Christian Church of Missouri.*	Frank W. Allen	Nonsect
933	Gallatin	Grand River College	W. Pope Yeaman, president.	Bapt
934	Gravelton	Concordia College	Rev. L. M. Wagner, A. M	Nonsect
935	Holden	St. Cecilia's Academy	Sister Purification	R. C
936	Humphreys	Chillicothe District High School.	F. A. Forman	M. E. So
937	Iberia	Iberia Academy	G. Byron Smith	Cong

*Statistics of 1894-95.

other private secondary schools for the scholastic year 1895-96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.								
								Classical course.		Scientific course.												
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			
0	1	0	25	0	0	0	75	.....	.....	.....	.....	0	3	0	0	4	0	....	....	887		
1	1	100	90	0	0	40	62	3	2	.....	.....	2	1	2	1	3	0	600	$3,000	888		
1	1	18	6	0	0	17	4	10	5	.....	.....	.....	.....	.....	.....	.....	.....	....	....	889		
1	0	10	14	0	0	28	26	0	5	0	5	0	2	0	2	4	0	200	450	890		
1	1	30	5	0	0	25	20	0	0	4	3	0	0	0	0	3	0	0	3,000	891		
1	1	14	19	0	0	60	67	3	2	4	5	.....	.....	.....	.....	3	0	250	4,000	892		
3	0	58	0	0	0	30	0	20	0	10	0	8	0	.....	.....	4	0	2,000	40,000	893		
1	2	20	35	0	0	60	65	10	15	.....	.....	.....	.....	.....	.....	4	0	....	2,000	894		
1	0	1	6	0	0	43	38	0	0	0	0	0	0	0	0	1	0	0	2,000	895		
1	1	15	20	0	0	30	60	.....	.....	.....	.....	3	4	3	4	4	0	100	1,000	896		
1	1	0	24	0	0	0	76	.....	.....	0	15	0	8	0	8	3	0	....	5,000	897		
2	1	20	8	0	0	105	100	3	1	4	4	3	0	2	0	3	0	600	2,500	898		
1	1	17	18	0	0	22	1	.....	.....	.....	.....	.....	.....	.....	.....	3	0	....	5,000	899		
1	0	5	9	0	0	75	65	0	2	0	8	0	0	.....	.....	.....	0	0	300	900		
1	1	20	17	0	0	36	24	0	0	5	1	0	0	0	0	3	0	200	1,000	901		
2	0	18	22	0	0	75	122	3	2	5	0	7	5	5	5	3	0	500	3,000	902		
1	1	30	20	0	0	25	40	.....	.....	.....	.....	.....	.....	.....	.....	4	0	300	1,500	903		
1	2	41	62	0	0	24	8	4	7	0	0	0	0	0	0	4	0	0	5,000	904		
4	0	13	0	0	0	30	10	0	0	0	0	0	0	0	0	4	13	2,500	20,000	905		
1	1	48	44	0	0	95	80	5	2	10	4	17	4	2	2	2	0	1,050	2,500	906		
3	3	26	20	0	0	56	46	.....	.....	.....	.....	7	5	.....	.....	4	40	....	4,000	907		
0	1	0	24	0	0	0	16	0	6	.....	.....	0	3	.....	.....	.....	.....	1,200	....	908		
2	1	30	21	0	0	15	14	12	6	10	5	0	1	.....	.....	.....	0	1,250	10,000	909		
1	1	15	21	0	0	4	7	5	0	.....	.....	1	4	1	0	4	0	600	10,000	910		
4	0	50	0	0	0	16	0	5	0	25	0	9	0	5	0	4	50	2,000	50,000	911		
0	5	4	20	0	0	4	34	1	5	0	0	0	3	0	2	4	0	400	5,000	912		
1	1	20	25	0	0	20	40	4	3	0	0	1	3	1	1	4	.....	200	10,000	913		
3	4	76	34	0	0	4	6	4	6	2	3	2	7	2	4	4	0	400	9,500	914		
2	1	15	10	0	0	60	40	8	6	3	2	.....	.....	.....	.....	4	.....	1,000	20,000	915		
2	0	33	0	0	0	0	0	0	0	18	0	0	0	.....	.....	4	.....	30	2,000	916		
0	2	0	60	0	0	0	10	0	0	0	0	0	4	.....	.....	4	0	400	30,000	917		
0	1	0	12	0	0	0	38	0	4	0	8	0	8	0	4	4	0	100	....	919		
0	3	25	38	0	0	40	32	15	18	4	0	2	3	.....	.....	4	0	500	25,000	918		
2	1	28	20	0	0	37	36	.....	.....	.....	.....	4	2	.....	.....	4	0	300	6,000	929		
4	0	22	18	0	0	43	37	0	0	0	0	6	5	0	0	.....	40	1,000	10,000	920		
0	5	0	50	0	0	0	90	0	30	0	20	0	10	0	10	.....	.....	1,500	75,000	921		
1	1	8	12	0	0	40	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	....	500	922		
7	0	67	36	0	0	7	3	20	10	30	10	15	6	12	4	4	0	250	10,000	923		
7	0	36	0	0	0	2	0	36	0	.....	.....	4	0	.....	.....	4	0	400	6,000	924		
3	0	48	0	0	0	0	0	48	0	48	0	18	0	.....	.....	.....	.....	....	....	925		
1	2	80	84	0	0	0	0	4	4	15	20	1	1	.....	.....	4	0	300	2,500	926		
1	0	3	8	0	0	40	55	2	6	1	2	.....	.....	.....	.....	3	.....	150	2,500	928		
4	2	51	47	0	0	0	0	.....	.....	.....	.....	1	3	.....	.....	.....	.....	825	20,000	920		
3	1	26	34	0	0	38	14	.....	.....	6	2	29	10	6	2	4	0	100	8,000	937		
2	1	47	34	0	0	25	20	0	0	0	0	2	0	0	0	4	.....	....	25,000	931		
0	1	0	74	0	0	0	10	.....	.....	.....	.....	0	9	.....	.....	4	0	1,300	60,000	932		
2	1	23	18	0	0	30	40	.....	.....	.....	.....	4	2	.....	.....	.....	0	700	40,000	933		
1	0	20	15	0	0	25	12	18	0	.....	.....	3	0	.....	.....	3	0	0	....	934		
0	3	0	80	0	0	0	60	0	30	0	0	0	2	0	2	4	0	600	29,500	935		
2	1	27	23	0	0	13	7	.....	.....	4	2	.....	.....	.....	.....	4	0	0	10,000	936		
1	2	40	28	0	0	10	10	3	1	8	7	2	2	.....	.....	4	.....	1,500	5,000	937		

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	MISSOURI—continued.			
938	Independence	Woodland College	George S. Bryant	Christian
939	Jackson	Carlisle Training School	Rev. Willis Carlisle	Nonsect
940	Joplin	Institute of Our Lady of Mercy.		R. C
941	Kansas City	Brann's (Miss) Academy *	Miss Ada Brann	Nonsect
942	Kidder	Kidder Institute	G. M. Shaw, A. M	Cong
943	Kirkwood	Military Academy and Glendale Academy.	Edward A. Haight	Nonsect
944	Labaddie	Labaddie Academy	Wm. S. Allen	Nonsect
945	Laddonia	Collins Seminary*	E. A. Collins	Nonsect
946	Lexington	Wentworth Military Academy	Sanford Sellers	Nonsect
947	Marble Hill	Mayfield-Smith Academy	D. W. Graves	Bapt
948	Marionville	Marionville Collegiate Institute.	Martin L. Curl, D. D	M. E
949	Marshall	St. Savior's Academy	Sister Loretto	R. C
950	Maryville	Maryville Seminary	Geo. E. Moore, A. M., president.	M. E
951	Mexico	Missouri Military Academy	C. F. Fleet, A. M., LL. D	Nonsect
952	Middle Grove	Middle Grove College	Isom Roberts	Nonsect
953	Moundville	Cooper College	C. H. Miles, president	Nonsect
954	Mount Vernon	Mount Vernon Academy	Geo. Pollard	Presb
955	Nevada	Cottey Female College *	Mrs. V. A. C. Stockard	M. E. So
956	Nevada (710 S. Washington st).	Nevada Seminary	Mrs. Lula G. Elliott	Nonsect
957	Odessa	Odessa College	J. R. McChesney, A. M	Nonsect
958	O'Fallon	Woodlawn Institute *	W. T. Howison, A. M	Presb
959	Olney	Olney Institute	Mrs. Belle Nowlin Jones	Nonsect
960	Otterville	Otterville College	P. A. Grove	Nonsect
961	Palmyra	Centenary College	Charles R. Forster, A. M., president.	M. E. So
962	Paynesville	Sunshine School	J. P. Davis	Nonsect
963	Piedmont	Wayne Academy	J. M. Ricks	Nonsect
964	Pierce City	Pierce City Baptist College	R. D. Swain, A. M., president.	Bapt
965	Pilot Grove	Eichelberger Academy *	J. W. Taylor	Nonsect
966	Platte City	Gaylord Institute	Mrs. T. W. Park	Nonsect
967	Plattsburg	Plattsburg College	J. W. Ellis, Ph. D	Nonsect
968	Portland	St. Mark's School	Rev. F. E. Alleyne	Epis
969	Powersville	York Seminary	Joseph A. Cozad	Nonsect
970	Rensselaer	Van Rensselaer Academy	W. L. Oliver	Nonsect
971	Richmond	Woodson Institute	B. G. Shackelford, A. M	M. E. So
972	St. Charles	Academy of the Sacred Heart	A. Kavanagh	R. C
973	St. Joseph	Academy of the Sacred Heart*	Madam A. M. Niederkorn	R. C
974	St. Louis (S. Meramec st., Station D).	Academy of the Sacred Heart	Madam G. Ganci	R. C
975	St. Louis (1607-1617 Compton ave.).	Bishop Robertson Hall	Sister Superior	P. E
976	St. Louis (4411 Washington ave.).	Edgar School	Miss Anna Edgar	Nonsect
977	St. Louis (912 S. 9th st.)	Educational Institute	Johann Toensfeldt	Nonsect
978	St. Louis (3532 Washington ave.).	Harvard Academy	John S. Molony	Nonsect
979	St. Louis (4296 Washington ave.).	Hosmer Hall	Misses C. G. Shepard, M. H. Mathews.	Nonsect
980	St. Louis (Pine st. and Jefferson ave.).	Loretto Academy	Mother M. Louis	R. C
981	St. Louis (3817 Olive st.).	Rugby Academy	Denham Arnold	Nonsect
982	St. Louis (3939 Delmar boulevard).	St. Louis Collegiate Institute *	Miss Fannie H. Dodge	Nonsect
983	St. Louis	Ursuline Academy and Day School.	Mother Seraphine	R. C

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96.—Continued.

Instructors for secondary students.		Students.																		
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	1	22	30	0	0	14	6	....	....	....	....	4	2	....	....	4	0	1,200	$20,000	938
3	1	30	20	0	0	5	35	2	0	5	0	1	2	1	0	4	0	250	8,000	939
0	1	0	7	0	0	0	53	0	7	....	....	0	3	0	3	4	....	127	25,000	940
0	6	9	31	0	0	16	44	7	1	0	8	2	3	2	3	4	0	800	....	941
3	4	40	30	0	0	20	40	10	10	12	15	3	17	2	8	4	0	1,800	30,000	942
1	1	17	8	0	0	20	2	10	6	....	....	1	2	....	....	....	25	200	25,000	943
0	1	16	15	0	0	12	10	6	3	0	0	0	0	0	0	3	0	0	3,500	944
1	1	10	13	0	0	5	15	....	....	....	....	0	0	0	0	....	0	175	2,500	945
4	0	43	0	0	0	55	0	6	0	30	0	9	0	3	0	3	43	500	25,000	946
1	0	15	0	0	0	30	21	5	0	....	....	0	0	0	0	3	0	......	5,000	947
3	2	89	75	0	0	0	0	5	1	....	....	10	2	10	2	4	....	......	8,000	948
0	5	5	40	0	0	20	35	0	25	....	....	0	2	....	....	5	....	200	16,000	949
6	5	80	30	0	0	40	30	40	40	20	10	10	10	....	....	....	0	1,000	20,000	950
6	0	67	0	0	0	20	0	5	0	3	0	7	0	5	0	4	25	350	90,000	951
1	1	12	14	0	0	17	25	0	0	6	20	3	10	3	10	4	0	150	6,000	952
1	1	22	18	0	0	30	20	4	3	18	12	1	0	1	0	4	0	200	6,000	953
1	1	10	7	0	0	6	8	0	0	1	0	0	1	0	0	4	0	......	....	954
0	3	0	65	0	0	10	46	....	....	....	....	0	13	0	1	4	0	600	30,000	955
0	2	12	30	0	0	8	20	12	20	0	10	0	2	....	0	4	0	500	2,000	956
3	2	40	15	0	0	7	4	0	0	4	2	1	7	0	....	4	0	200	7,000	957
0	1	8	22	0	0	4	3	5	20	0	0	0	5	0	0	....	....	100	6,000	958
0	1	15	21	0	0	3	1	0	0	0	0	0	0	....	....	3	0	152	3,000	959
1	1	29	10	0	0	16	20	12	17	....	....	3	6	....	....	3	0	......	....	960
2	3	19	29	0	0	21	33	....	....	....	....	0	3	....	....	4	0	700	26,200	961
2	0	11	11	2	0	1	9	1	0	....	....	1	0	1	0	2	....	......	2,000	962
2	2	24	30	0	0	26	46	....	....	....	....	....	....	....	....	4	....	500	10,000	963
2	2	18	22	0	0	49	40	0	0	0	0	4	1	....	....	4	36	700	20,000	964
1	1	15	33	0	0	5	10	....	....	....	....	1	1	1	0	4	0	250	4,500	965
1	2	5	20	0	0	11	44	0	0	0	0	0	1	....	....	4	..	700	20,000	966
1	2	33	23	0	0	32	32	5	1	....	....	0	2	....	....	....	....	3,500	10,000	967
1	0	10	0	0	0	22	0	10	0	....	....	0	0	0	0	4	0	2,500	....	968
1	1	22	23	0	0	5	5	5	5	3	3	....	....	....	....	4	0	25	....	969
1	1	5	8	0	0	8	7	....	....	....	....	0	0	0	0	4	0	......	1,000	970
3	4	55	67	0	0	35	46	....	....	....	....	2	6	....	....	4	0	600	40,000	971
0	2	0	40	0	0	0	10	0	10	0	10	0	6	0	6	4	0	......	160,000	972
0	5	0	50	0	0	0	120	....	....	....	....	0	5	....	....	4	....	1,000	....	973
0	7	0	55	0	0	0	43	0	0	....	....	0	6	....	....	4	0	2,263	170,000	974
1	3	0	38	0	0	0	40	....	....	....	....	0	3	0	0	4	0	2,000	70,000	975
1	3	1	10	0	0	7	22	0	6	....	....	0	2	....	....	4	....	......	....	976
9	0	59	0	0	0	150	0	0	0	8	0	9	0	8	0	3	0	1,250	32,000	977
1	1	8	0	0	0	11	0	6	0	....	....	0	0	0	0	4	8	600	13,000	978
2	6	0	60	0	0	0	40	0	3	0	12	0	12	0	1	4	0	300	....	979
0	5	0	40	0	0	6	50	0	20	0	20	0	3	0	3	....	....	......	50,000	980
2	2	51	0	0	0	6	0	21	0	20	0	3	0	3	0	4	0	......	25,000	981
0	1	0	4	0	0	6	10	0	4	....	....	....	....	....	....	4	....	300	....	982
0	4	8	162	0	0	12	58	0	36	....	....	0	6	0	0	4	0	1,240	75,000	983

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	MISSOURI—continued.			
984	St. Louis (1033 S. 8th st.).	Walther College	August C. Burgdorf	Luth
985	Salisbury	North Missouri Institute	G. C. Briggs, A. B	Nonsect
986	....do	Salisbury Academy	B. F. Heaton	Nonsect
987	Sedalia	Smith (George R.) College	E. A. Robertson, A. M	Meth
988	Springfield	Loretto Academy	Sister M. Flaget	R. C
989	Spring Garden	Miller County Institute*	H. M. Sutton	Nonsect
990	Sweet Springs	Sweet Springs Academy	J. E. Barnett, A. M	Nonsect
991	Troy	Buchanan College	W. F. Roberts, A. B	Nonsect
992	Unionville	Unionville Academy*	C. D. Frank	Nonsect
993	Weaubleau	Weaubleau College*	John Whitaker	Nonsect
	MONTANA.			
994	Helena	St. Vincint's Academy	Sister Mary Aloys	R. C
995	Miles City	Ursuline Convent of the Sacred Heart.*	Ursuline Sisters	R. C
996	Missoula	Sacred Heart Academy*	Sister Aristides	R. C
	NEBRASKA.			
997	Columbus	St. Francis Academy	Sisters of St. Francis	R. C
998	Franklin	Franklin Academy	Alexis C. Hart, A. M	Cong
999	Grand Island	Grand Island College	George Sutherland, A. M., B. D.	Bapt
1000	Hastings	Hastings College	W. N. Filson	Presb
1001	Kearney	Platte Collegiate Institute	Harry N. Russell	Epis
1002	Lincoln	Worthington Military School.	Rev. E. de S. Juny, M. A.	Epis
1003	North Platte	School of the Nativity	Sister Evangelist	R. C
1004	Omaha	Academy of the Sacred Heart.	Madame E. Miltenberger	R. C
1005	....do	Brownell Hall*	Robert Doherty	P. E
1006	....do	St. Catherine's Academy	Sisters Mary Leo, Mary Xavier.	R. C
1007	Pawnee City	Pawnee City Academy	Ross T. Campbell, A. M	Presb
1008	Wahoo	Luther Academy	S. M. Hill, A. M	Luth
1009	Weeping Water	Weeping Water Academy	Frank C. Taylor, A. B	Cong
1010	York	School of the Holy Family	Ursuline Sisters	R. C
	NEVADA.			
1011	Virginia City	St. Mary's School	Sister Baptista	R. C
	NEW HAMPSHIRE.			
1012	Andover	Proctor Academy	James F. Morton, A. M	Unitarian.
1013	Atkinson	Atkinson Academy	Herman N. Dunham	Cong
1014	Canterbury	Kezer Seminary	Isaac H. Storer	Bapt
1015	Center Strafford	Austin Academy*	Alvin E. Thomas, A. M	Nonsect
1016	Concord	St. Mary's School	Miss Elizabeth M. Montague-Gainforth.	P. E
1017	....do	St. Paul's School	Rev. Joseph Howland Coit, S. T. D.	P. E
1018	Derry	Pinkerton Academy	G. W. Bingham, A. M	Nonsect
1019	Exeter	The Phillips Exeter Academy.	Harlan Page Amen, A. M	Nonsect
1020	....do	Robinson Female Seminary	Geo. Newton Cross, A. M.	Nonsect
1021	Francestown	Francestown Academy	Miss Maria A. Richardson.	Nonsect
1022	Franconia	Dow Academy	Frederick W. Ernst	Nonsect
1023	Gilmanton	Gilmanton Academy	Sam'l W. Robertson, A. M.	Cong
1024	Hamstead	Hamstead High School	F. E. Merrill	Nonsect
1025	Kingston	Sanborn Seminary	Charles H. Clark, A. M., D. Sc.	Nonsect
1026	Meriden	Kimball Union Academy	W. H. Cummings, A. M	Cong

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
4	1	92	27	0	0	0	0	23	0	7	0	12	2	.....	.....	4	0	350	$60,000	984
2	5	15	24	0	0	38	45	.....	.....	.....	.....	.....	.....	.....	.....	4	39	500	12,000	985
3	4	59	38	0	0	11	25	5	4	.....	.....	2	1	.....	.....	4	0	1,000	20,000	986
1	2	21	22	21	22	30	29	6	9	0	1	0	0	0	0	.....	0	700	60,000	987
0	4	0	20	0	0	0	60	.....	.....	.....	.....	0	4	0	3	4	.....	500	20,000	988
1	0	14	12	0	0	22	18	0	0	0	0	0	0	0	0	4	0	.....	3,000	989
1	2	20	14	0	0	15	15	4	4	.....	.....	0	0	.....	.....	4	0	200	2,500	990
2	6	57	61	0	0	16	14	.....	.....	.....	.....	1	0	0	0	4	26	400	15,000	991
1	0	14	18	0	0	10	8	0	0	0	0	.....	.....	.....	.....	.....	0	40	.....	992
1	1	28	20	0	0	49	62	.....	.....	.....	.....	6	2	.....	.....	4	0	120	10,000	993
0	2	0	30	0	0	0	95	.....	.....	0	6	0	0	0	0	4	0	500	.....	994
0	2	0	35	0	0	0	24	0	15	0	12	.....	.....	.....	.....	.....	.....	.....	.....	995
0	1	0	20	0	0	60	103	.....	.....	.....	.....	.....	.....	.....	.....	3	0	200	15,000	996
2	2	2	16	0	0	99	87	.....	.....	.....	.....	0	3	.....	.....	4	0	250	30,000	997
3	3	38	45	0	0	11	21	12	11	11	9	3	4	3	3	4	83	.....	20,000	998
4	1	46	22	0	0	0	0	16	6	13	4	6	3	6	3	3	0	800	65,000	999
5	2	29	15	0	0	17	5	.....	.....	.....	.....	3	0	.....	.....	3	0	2,500	40,000	1000
3	4	21	14	0	0	3	4	3	0	.....	.....	.....	.....	.....	.....	.....	0	300	22,500	1001
4	0	16	0	0	0	21	0	1	0	8	0	1	0	1	0	3	16	500	.....	1002
0	3	10	10	0	0	30	40	.....	.....	.....	.....	1	2	.....	.....	4	0	45	3,000	1003
0	2	0	30	0	0	0	30	0	10	0	20	0	3	.....	.....	4	0	6,000	300,000	1004
2	3	0	53	0	0	0	22	0	4	.....	.....	0	3	.....	.....	4	.....	2,500	150,000	1005
0	6	0	29	0	0	20	50	.....	.....	.....	.....	0	4	.....	.....	4	.....	.....	10,000	1006
1	1	22	23	0	0	34	37	5	7	0	2	3	5	1	0	.....	0	100	20,000	1007
5	2	42	26	0	0	0	0	2	0	.....	.....	3	2	2	2	4	0	1,000	20,000	1008
3	2	17	10	0	0	10	7	3	1	7	4	2	2	2	1	3	0	.....	6,000	1009
0	3	0	21	0	0	50	49	.....	.....	.....	.....	0	3	.....	.....	.....	.....	.....	.....	1010
0	1	0	13	0	0	9	43	.....	.....	.....	.....	0	2	.....	.....	5	.....	.....	.....	1011
1	4	13	10	0	0	17	20	.....	.....	.....	.....	1	2	0	0	3	0	1,404	.....	1012
1	0	6	0	0	0	6	12	0	0	2	0	0	0	0	0	4	0	1,500	.....	1013
1	0	10	9	0	0	4	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	6,000	1014
1	1	18	15	0	0	2	3	6	0	1	0	0	3	0	0	4	0	0	4,000	1015
0	5	0	29	0	0	0	1	0	13	.....	.....	0	1	0	1	3	.....	900	26,000	1016
32	0	345	0	0	0	0	0	290	0	50	0	100	0	85	0	6	0	10,000	.....	1017
3	5	37	42	0	0	13	11	6	12	6	37	5	5	5	5	4	0	3,603	60,000	1018
12	0	191	0	4	0	0	0	140	0	51	0	34	0	20	0	4	0	1,600	2,000	1019
0	4	0	102	0	2	0	105	0	15	0	0	0	26	0	1	4	0	800	100,000	1020
0	1	2	9	0	0	4	3	0	0	0	0	0	0	0	0	.....	0	300	.....	1021
2	0	30	18	0	0	43	49	4	1	1	0	5	1	5	1	4	0	300	25,000	1022
2	1	8	10	0	0	1	1	0	0	2	2	1	5	0	0	4	0	500	8,000	1023
1	0	10	13	0	0	3	4	.....	.....	.....	.....	0	0	0	0	3	0	50	10,000	1024
1	3	17	19	0	0	13	12	4	4	2	0	0	5	0	2	4	0	1,600	70,000	1025
3	6	84	80	2	1	0	0	13	8	50	25	15	11	11	5	4	0	1,800	40,000	1026

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	NEW HAMPSHIRE—continued.			
1027	Milton	Nute High School	William K. Norton	Nonsect
1028	Mount Vernon	McCollom Institute	G. W. Cox, A. B	Cong
1029	New Hampton	New Hampton Literary Institution.	Atwood B. Meservey, D. D., Ph. D.	Free Bap
1030	New London	Colby Academy*	Rev. Geo. W. Gile	Bapt
1031	Northwood Center	Coe's Academy	Julius Waverly Brown	Cong
1032	Pembroke	Pembroke Academy	Isaac Walker, A. M	Nonsect
1033	Plymouth	Holderness School for Boys	Rev. Lorin Webster, M. A., rector.	P. E
1034	.....do	The Morgan School	Miss Georgiana S. Woodbury.	Nonsect
1035	Reeds Ferry	McGaw Normal Institute	Frank J. Sherman	Nonsect
1036	Wolfboro	Brewster Free Academy	Edwin H. Lord	Nonsect
	NEW JERSEY.			
1037	Bayonne City	School for Young Ladies	Alfred E. Sloan, M. A	
1038	Belvidere	Belvidere Classical Academy	Sarah Cecilia Bale	Nonsect
1039	Beverly	Farnum Preparatory School	James B. Dilks, A. M	Nonsect
1040	Blairstown	Blair Presbyterial Academy	W. S. Eversole, Ph. D	Presb
1041	Bloomfield	German Theological School of Newark, N. J. (Academic department).	Charles E. Knox, D. D	Presb
1042	Bordentown	Bordentown Military Institute	Rev. T. H. Landon, A. M	Nonsect
1043	.....do	St. Joseph's Academy	Sister Mary A. Jane	R. C
1044	.....do	School for Girls*	Misses Braislin	Nonsect
1045	Bridgeton	Ivy Hall School	Mrs. J. Allen Maxwell	Nonsect
1046	.....do	South Jersey Institute	Henry K. Trask, LL. D	Bapt
1047	.....do	West Jersey Academy	Phœbus W. Lyon, A. M	Presb
1048	Burlington	Van Rensselaer Seminary*	Helen M. Freeman	Presb
1049	Camden (419 Penn st.)	Raymond Academy	Helen Tuxbury, A. M	Nonsect
1050	Cinnaminson	Westfield Friends' School	Annie L. Croasdale	Friends
1051	Deckertown	Seeley's Home School	W. H. Seeley	Nonsect
1052	East Orange (63 Harrison st.)	East Orange School	H. Louise Underhill	Nonsect
1053	Elizabeth (524 Westminster st.).	Pingry School	Wm. Herbert Corbin	Nonsect
1054	Elizabeth (279 N. Broad st.).	Vail-Deane School	Miss Laura A. Vail	Nonsect
1055	Englewood (Lincoln Park).	Collegiate School for Girls	Caroline M. Gerrish, A. B.	Nonsect
1056	Englewood	Dwight School for Girls	Miss E. S. Creighton, Miss E. W. Warrar.	Nonsect
1057	....do	Englewood School for Boys	James B. Parsons, A. M	Nonsect
1058	Fort Lee	Institute of the Holy Angels	Sister Mary Nonna	R. C
1059	Freehold	Young Ladies' Seminary	Misses Eunice D. and Ada Sewell.	Nonsect
1060	Hackettstown	Centenary Collegiate Institute	Rev. W. P. Ferguson, B. D.	M. E
1061	Hightstown	Peddie Institute	Rev. Jos. E. Perry, Ph. D.	Bapt
1062	Hoboken (285 Washington st.).	Academy of Sacred Heart	Sister M. Geraldine	R. C
1063	Hoboken (Willow ave. and 5th st.).	Hoboken Academy	Ernst Richard, Ph. D	Nonsect
1064	Hoboken (6th and River sts.).	Stevens School	Rev. Edward Wall, A. M	Nonsect
1065	Hoboken (352 Bloomfield st.).	Young Ladies' Institute	Miss Mattilde Schmidt	Nonsect
1066	Jersey City (Crescent and Harrison aves.).	Hasbrouck Institute	Charles C. Stimets, A. M	Nonsect
1067	Jersey City (144 Grand st.).	St. Peter's College	Rev. J. Harpes, S. J	R. C

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	1	12	23	0	0	0	0	1	1	....	....	3	3	1	1	4	0	1,000	$35,000	1027
1	1	11	10	0	0	0	0	5	1	1	0	1	2	1	0	4	0	1,050	....	1028
6	6	107	89	0	0	37	23	4	1	2	0	37	20	4	1	3	0	10,000	40,000	1029
4	5	82	84	1	0	0	0	30	10	....	....	17	11	12	9	5	....	......	50,000	1030
2	1	14	13	0	0	0	1	0	0	1	0	0	1	0	0	4	0	800	20,000	1031
2	1	16	25	0	0	0	0	2	1	0	0	3	1	1	0	4	0	1,600	5,000	1032
5	0	27	0	0	0	2	0	11	0	5	0	5	0	5	0	5	0	1,700	35,000	1033
0	6	0	28	0	0	10	25	0	0	....	....	0	9	0	1	4	0	500	25,000	1034
2	2	21	21	0	0	0	0	2	2	0	0	2	4	0	1	4	0	600	8,000	1035
4	3	66	65	0	0	0	0	13	19	4	15	4	4	3	1	4	0	1,000	60,000	1036
(*a*)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	......	....	1037
1	1	8	5	0	0	1	2	2	0	0	0	2	3	2	0	4	0	0	....	1038
0	4	32	10	0	0	22	67	1	2	....	....	0	5	0	0	3	0	0	20,000	1039
4	3	75	57	0	0	9	4	45	17	8	0	10	11	10	7	4	0	1,200	300,000	1040
6	0	24	0	0	0	0	0	24	0	0	0	0	0	0	0	4	0	4,000	25,000	1041
8	0	44	0	0	0	35	0	6	0	32	0	6	0	6	0	4	44	......	....	1042
0	3	0	20	0	0	0	30	0	5	0	5	0	5	....	....	....	....	......	50,000	1043
0	4	0	14	0	0	6	34	0	12	0	0	0	2	0	0	4	0	200	....	1044
0	2	0	20	0	0	1	18	0	4	....	....	0	5	0	1	4	....	......	....	1045
5	5	67	31	0	0	60	27	55	36	5	2	8	6	3	3	4	0	2,000	150,000	1046
5	0	45	0	0	0	8	0	25	0	20	0	4	0	4	0	4	45	2,000	60,000	1047
0	1	8	5	0	0	14	10	2	0	....	....	1	1	....	....	....	0	......	....	1048
0	7	0	25	0	0	15	20	0	10	0	2	0	0	0	0	5	0	......	....	1049
0	1	1	7	0	0	3	9	0	3	0	0	0	0	....	....	4	....	35	2,500	1050
1	1	11	10	0	0	7	10	0	1	....	....	....	....	....	....	....	....	......	8,000	1051
0	9	0	28	0	0	21	34	0	4	0	16	0	2	....	....	4	0	100	15,000	1052
8	0	82	0	0	0	60	0	35	0	18	0	8	0	6	0	5	0	600	....	1053
1	7	0	43	0	0	0	36	0	2	0	8	0	4	0	0	4	0	800	300	1054
0	5	0	26	0	0	0	6	0	20	0	0	0	8	0	8	4	0	......	50,000	1055
0	5	0	48	0	0	0	97	0	20	....	....	0	7	....	....	....	....	......	30,000	1056
4	1	47	0	0	0	0	0	47	0	....	....	2	0	....	....	4	47	......	....	1057
0	5	0	30	0	0	0	40	....	....	0	7	0	3	0	3	4	0	1,600	....	1058
0	4	0	28	0	0	1	23	....	....	....	....	0	7	0	1	5	0	400	20,000	1059
6	3	95	69	0	0	34	28	79	3	10	0	12	12	12	12	4	0	1,522	230,000	1060
6	7	109	60	0	0	0	0	40	18	12	3	19	10	19	10	4	35	4,000	250,000	1061
1	3	0	16	0	0	23	81	....	....	....	....	0	6	....	....	4	....	450	....	1062
10	4	40	27	0	0	138	99	....	....	15	4	6	5	3	2	3	0	0	27,000	1063
12	0	202	0	0	0	0	0	6	0	191	0	25	0	25	0	4	0	78	52,976	1064
2	9	0	150	0	0	0	0	0	12	0	0	0	12	....	....	4	....	6,000	20,000	1065
4	5	148	130	0	0	50	48	30	10	18	0	10	14	6	2	4	0	500	100,000	1066
10	0	260	0	0	0	0	0	....	....	....	....	16	0	16	0	4	260	25,000	....	1067

a No statistics received.

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal	Religious denomination.
	1	2	3	4
	NEW JERSEY—cont'd.			
1068	Lakewood	Lakewood Heights School	James W. Morey	Nonsect
1069	Lawrenceville	Lawrenceville School	Rev. James C. Mackenzie, Ph. D.	Presb
1070	Montclair (776 Bloomfield ave.).	Montclair Military Academy	John G. MacVicar, A, M	Nonsect
1071	Moorestown	Friends' Academy (Orthodox)	Wm. F. Overman	Friends
1072	.....do	Friends' High School (Hicksite).	Charles Sumner Moore	Friends
1073	Morristown (163 South st.).	Dana's (Miss) School for Girls	Miss E. Elizabeth Dana	Nonsect
1074	Morristown	Morris Academy	Charles D. Platt, A. M	Nonsect
1075	.....do	St. Bartholomew's School	F. E. Edwards, A. B	Epis
1076	Mount Holly	Mount Holly Academy	Richard F. Loos	Epis
1077	.....do	Mount Holly College, Preparatory School for Young Ladies.	C. Cotton Kimball, D. D	Nonsect
1078	Newark (21 Walnut st.).	The Norwood School (formerly Miss Hall's).	Miss Clara L. Hall	Nonsect
1079	Newark (544 High st.)	Newark Academy	Samuel Ashbill Farrand, Ph. D.	Nonsect
1080	Newark (993 Broad st.).	The Newark Seminary for Young Ladies.	Miss Anna F. Whitmore	Presb
1081	Newark (54 Park place).	Townsend's (Miss) Select School.	Miss Annie P. Townsend.	Nonsect
1082	New Brunswick (66 Bayard st.).	Anable's (Miss) School	The Misses Anable	Nonsect
1083	New Brunswick	Rutger's Preparatory School	Eliot R. Payson, Ph. D	Nonsect
1084	New Egypt	New Egypt Seminary and Female College.	S. H. Wallace, D. D	Nonsect
1085	Newton	Newton Collegiate Institute	J. C. Pla	P. E
1086	Orange (443 Main st.)	Dearborn-Morgan School	David A. Kennedy, A. B. Morgan.	Nonsect
1087	Passaic (124 Lafayette ave.).	Passaic Collegiate School	Cornelia K. Fitch, secretary.	Nonsect
1088	Paterson (Van Houten and Auburn sts.).	The Paterson Classical and Scientific School.	Lincoln A. Rogers, A. M	Nonsect
1089	Pennington	Pennington Seminary	Thomas Hanlon, D. D	M. E
1090	Plainfield (815 2d place)	Leal's School for Boys	John Leal	Nonsect
1091	Plainfield (123 West 7th st.).	Seminary for Young Ladies	Miss E. E. Kenyon	Nonsect
1092	Pompton	The Henry C. De Mille Boarding and Preparatory School for Boys.	Mrs. Henry C. De Mille	Epis
1093	Princeton	Princeton Preparatory School	J. B. Fine	Nonsect
1094	Salem	Friends' School and Kindergarten.	Anna M. Ambler	Friends
1095	Short Hills	Short Hills Academy	Alfred Colburn Arnold	Nonsect
1096	.....do	Short Hills School for Girls	Martha E. Jansen, A. B	Nonsect
1097	South Orange	Baldwin's (Miss) School	Misses Baldwin and Nelden	Nonsect
1098	South Orange (Ridgewood road).	Dryad Hill School	Mrs. L. H. Benjamin	Nonsect
1099	Summit	Kent Place School	Miss Amelia S. Watts	Nonsect
1100	.....do	St. George's Hall	Hartman Naylor	Epis
1101	.....do	Summit Academy	James Heard, A. M	Nonsect
1102	Trenton	Dupuy School for Boys	Edward D. Montaugé	Presb
1103	.....do	St. Francis' College	Very Rev. Dominic Reuter, D. D.	R. C
1104	Woodbury	Woodbury Private School*	Curtis J. Lewis	Nonsect
1105	Woodstown	Bacon Academy	Albert T. Yarnall	Friends
1106	.....do	Select School for Boys*	Mrs. Lydia H. Norris	Friends

*Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
4	2	36	0	0	0	0	0	16	0	20	0	3	0	3	0	4	35	300	30,000	1068
23	0	336	0	0	0	0	0	200	0	136	0	63	0	62	0	4	0	3,000	....	1069
3	0	40	0	0	0	30	0	6	0	30	0	3	0	3	0	5	40	......	....	1070
1	1	14	20	0	0	35	37	....	....	1	1	3	2	1	1	3	0	1,600	25,000	1071
1	3	16	17	0	0	20	22	....	....	4	1	5	2	4	1	4	0	200	5,000	1072
1	9	0	90	0	0	4	37	0	14	....	....	0	6	0	3	6	....	450	....	1073
4	0	14	0	0	0	12	0	8	0	2	0	1	0	1	0	3	0	......	....	1074
6	0	34	0	0	0	0	0	30	0	4	0	1	0	1	0	....	0	1,000	60,000	1075
4	0	23	0	0	0	26	0	5	0	....	....	....	....	....	....	4	3	400	12,000	1076
0	3	0	17	0	0	0	0	....	....	....	....	....	....	....	....	5	....	......	....	1077
0	6	0	30	0	0	0	20	0	3	....	....	0	5	0	1	4	0	1,500	....	1078
11	0	198	0	0	0	85	0	58	0	50	0	20	0	19	0	5	0	400	100,000	1079
0	4	0	15	0	0	3	25	0	1	0	0	0	2	0	1	4	0	......	....	1080
0	6	0	52	0	0	0	38	0	2	0	6	0	3	0	1	....	0	400	....	1081
0	5	0	25	0	0	0	25	0	0	0	5	0	6	0	2	....	0	800	20,000	1082
7	2	84	10	1	0	34	20	58	7	26	3	24	1	24	1	5	40	......	....	1083
1	1	15	22	0	0	10	9	2	1	2	0	0	1	....	....	4	0	1,800	5,000	1084
1	2	10	15	0	0	8	5	5	4	....	....	1	3	1	1	4	0	400	15,000	1085
3	10	24	103	0	0	61	20	13	7	4	0	1	6	1	3	4	0	......	37,925	1086
0	2	0	9	0	0	8	6	0	3	....	....	0	0	0	0	4	0	......	....	1087
3	0	25	0	0	0	25	0	18	0	....	....	6	0	6	0	4	0	......	....	1088
3	4	70	50	0	0	108	13	20	5	10	0	17	9	11	5	4	0	1,000	170,000	1089
4	0	31	0	0	0	23	0	21	0	5	0	11	0	5	0	4	....	......	6,000	1090
2	8	0	28	0	0	0	32	0	10	0	0	0	2	0	1	4	0	1,000	50,000	1091
2	4	0	16	0	0	0	0	0	0	0	4	3	2	3	0	4	....	1,500	25,000	1092
5	0	36	0	0	0	0	0	20	0	16	0	10	0	10	0	4	0	2,000	30,000	1093
0	3	6	3	0	0	15	18	0	0	0	0	....	....	....	....	3	0	575	....	1094
2	1	6	3	0	0	13	2	6	3	0	0	0	1	0	0	4	0	200	20,000	1095
1	5	0	21	0	0	4	5	0	2	0	0	0	0	0	0	4	0	100	15,000	1096
0	6	6	27	0	0	39	33	....	....	....	....	....	....	....	....	....	....	......	....	1097
0	6	2	14	0	0	0	0	0	4	0	0	0	0	0	0	....	....	......	....	1098
0	7	0	47	0	0	0	28	0	2	0	0	....	....	....	....	....	....	......	....	1099
6	0	37	0	0	0	17	0	....	....	....	....	3	0	3	0	4	0	2,000	45,100	1100
5	0	20	0	0	0	15	0	10	0	8	0	....	....	....	....	4	0	200	....	1101
1	0	18	0	0	0	2	0	3	0	2	0	3	0	3	0	....	0	250	....	1102
3	0	10	0	0	0	0	0	....	....	....	....	4	0	4	0	3	....	1,800	50,000	1103
2	2	18	18	....	....					....	....	1	2	1	2	3	....	300	....	1104
0	2	9	5	0	0	12	12	0	0	0	0	0	0	0	0	3	0	83	20,000	1105
1	0	5	0	0	0	0	0	5	0	1	0	2	0	0	0	....	....	450	6,000	1106

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	NEW MEXICO.			
1107	Albuquerque	Albuquerque Academy*	George L. Ramsay	Cong
1108	....do	Goss Military Institute	Robert S. Goss, A. M	Nonsect
1109	East Las Vegas	Las Vegas Academy	N. C. Campbell	Cong
1110	Santa Fé	Loretto Academy—Our Lady of Light.	Sister Mary Xavier	R. C
1111	....do	St. Michael's College	Brother Botulph	R. C
	NEW YORK.			
1112	Adams	Adams Collegiate Institute	Salem G. Pattison, A. M	Nonsect
1113	Albany (Kenwood)	Academy of the Sacred Heart.	Madame Mary Burke	R. C
1114	Albany	Albany Academy	Henry P. Warren, A. B	Nonsect
1115	Albany (155 Washington ave.).	Albany Female Academy	Miss Lucy A. Plympton	Nonsect
1116	Albany (43 Lodge st.).	Christian Brothers' Academy.	Brother Leontine	R. C
1117	Albany (Robin st., cor. Madison ave.).	Notre Dame Academy	Sister M. Laura	R. C
1118	Albany	St. Agnes' School	Miss Ellen W. Boyd	P. E
1119	....do	St. Joseph's Academy	Brother Thomas	R. C
1120	Allegany	St. Elizabeth's Academy	Mother M. Teresa	R. C
1121	Amsterdam	St. Mary's Catholic Institute	Rev. J. P. McInrow	R. C
1122	Angelica	Wilson Academy	John P. Slocum	Nonsect
1123	Antwerp	Ives Seminary	F. E. Arthur	Nonsect
1124	Belleville	Union Academy of Belleville	Charles Josiah Galpin, A. M.	Nonsect
1125	Binghamton	Lady Jane Grey School	Mrs. Jane Grey Hyde	Nonsect
1126	....do	St. Joseph's Academy	Sister M. Joseph	R. C
1127	Bridgehampton	Literary and Commercial Institute.	Lewis W. Hallock, A. M	Nonsect
1128	Brooklyn (Lafayette ave., St. James and Clifton place).	Adelphi Academy	Charles H. Levermore, Ph. D.	Nonsect
1129	Brooklyn (63 New York ave.).	Bedford Academy	George Rodeman, A. M., Ph. D.	Nonsect
1130	Brooklyn (183-185 Lincoln place).	Berkeley Institute	Julian W. Abernethy, Ph. D.	Nonsect
1131	Brooklyn (102 Berkeley place).	Berkeley School for Boys	Wm. A. Stamm	Nonsect
1132	Brooklyn (36 Monroe place).	Bodman's (Misses) School for Girls.	Misses Bodman	Nonsect
1133	Brooklyn (730 Nostrand ave.).	Brevoort School for Girls	Mrs. Adeline Kipling	Epis
1134	Brooklyn (429 Classon ave.).	Brooklyn Hill Institute	Benjamin Blake Holmes, B. A.	Nonsect
1135	Brooklyn (234 Greene ave.).	The Crescent School	Albert C. Perkins	Nonsect
1136	Brooklyn (139 Clinton st.).	Deghuée's School for Young Ladies and Children.	Prof. Joseph and Charles Deghuée.	Nonsect
1137	Brooklyn (209 Clinton ave.).	Female Institution of the Visitation.	Sister Mary Loretto	R. C
1138	Brooklyn (146 Macon st.).	Garrotts' (Miss) School for Young Ladies and Children.	Miss Mary L. Garrott	Nonsect
1139	Brooklyn (50 Monroe place).	Hall's (Miss) School for Girls*.	Miss Clara Frances Hall	Nonsect
1140	Brooklyn (145 Montague st.).	The Latin School	Caskie Harrison, M. A	Nonsect
1141	Brooklyn	Lockwood Academy	John Lockwood	Nonsect
1142	Brooklyn (30 Madison st.).	Nativity Academy	Sister M. Basil	R. C
1143	Brooklyn (215 Ryerson st.).	Pratt Institute (High School).	Wm. A. McAndrew	Nonsect
1144	Brooklyn (525 Clinton ave.).	Rounds's (Miss) School for Girls.	Miss Christiana Rounds	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	2	13	15	0	0	5	13	1	1	....	....	0	0	....	....	4	....	250	$25,000	1107
2	0	16	0	0	0	0	0	16	0	0	0	0	0	....	....	....	16	2,000	....	1108
1	1	25	10	32	9	42	11	5	2	2	0	5	7	5	2	4	0	26	10,000	1109
0	3	0	21	0	0	0	34	0	0	0	0	0	0	0	0	....	0	600	....	1110
2	0	33	0	0	0	63	0	0	0	0	0	....	....	....	....	....	....	1,600	50,000	1111
2	4	43	47	0	0	0	0	2	1	5	0	5	9	3	3	4	0	1,652	62,560	1112
0	5	0	84	0	0	0	36	0	0	0	0	0	11	0	0	....	0	3,632	400,460	1113
5	2	80	0	0	0	120	0	60	0	20	0	9	0	9	0	6	81	1,500	90,000	1114
2	2	0	17	0	0	0	111	0	0	0	0	0	12	0	0	5	0	3,000	....	1115
3	0	55	0	0	0	120	0	5	0	5	0	6	0	3	0	4	55	2,250	59,541	1116
0	3	0	60	0	0	0	40	....	....	....	....	....	....	....	....	4	....	1,150	32,644	1117
0	6	0	150	0	0	0	57	0	6	....	....	0	17	....	....	....	0	4,000	250,000	1118
6	6	75	60	0	0	302	300	8	7	0	0	0	4	....	....	4	0	1,750	46,428	1119
0	8	0	58	0	0	0	20	0	0	0	0	0	8	0	0	4	0	2,159	105,705	1120
0	6	53	39	0	0	253	266	4	3	....	....	2	6	2	2	4	0	1,200	95,425	1121
1	2	20	40	0	1	8	6	2	0	0	0	0	0	0	0	4	0	80	8,887	1122
2	3	20	10	0	0	17	33	2	2	....	....	4	2	....	....	3	0	438	32,643	1123
3	3	26	23	0	0	19	13	3	1	6	4	6	6	0	0	4	0	2,150	20,000	1124
0	3	0	37	0	0	6	10	0	5	0	4	0	3	0	1	....	0	......	20,000	1125
1	2	6	30	0	0	96	131	....	....	....	....	0	6	....	....	4	0	480	42,146	1126
2	2	14	13	0	0	5	2	0	1	3	2	0	1	....	....	....	0	100	3,910	1127
16	8	113	156	0	0	264	357	38	24	20	0	6	19	11	6	5	0	5,940	537,927	1128
1	2	16	0	0	0	26	15	6	0	2	0	2	0	0	0	4	16	......	36,000	1129
2	6	0	38	0	0	5	122	0	4	0	0	0	6	0	0	5	0	2,000	37,100	1130
1	0	14	0	0	0	62	14	4	0	1	0	....	....	....	....	4	0	......	15,000	1131
0	9	0	33	0	0	0	37	0	2	0	15	0	5	0	3	4	0	2,136	2,000	1132
0	4	0	16	0	0	16	24	0	8	....	....	0	0	....	....	....	....	......	....	1133
1	1	0	5	0	0	15	60	0	0	0	1	0	0	0	0	4	0	1,000	3,000	1134
3	0	18	0	0	0	6	0	4	0	5	0	....	....	....	....	5	0	......	28,000	1135
0	5	0	20	0	0	8	30	0	3	0	1	0	7	0	2	5	0	350	20,000	1136
0	6	0	53	0	0	0	56	0	0	0	0	0	5	0	0	5	0	2,450	157,000	1137
0	5	5	20	0	0	5	10	1	1	0	0	....	....	....	....	4	....	......	....	1138
2	8	0	18	0	0	0	43	0	2	....	....	0	3	....	....	4	0	800	30,000	1139
8	0	65	0	0	0	35	0	45	0	20	0	30	0	25	0	4	0	8,000	1,000	1140
1	3	5	17	....	....	35	28	....	....	....	....	0	3	....	....	3	0	......	....	1141
2	4	0	60	0	0	200	215	0	0	0	0	4	21	4	21	3	0	500	....	1142
12	16	81	109	0	0	0	0	0	0	12	18	14	7	6	2	4	0	58,000	....	1143
0	9	0	75	0	0	0	29	0	15	0	0	0	7	0	0	4	0	200	52,000	1144

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	NEW YORK—continued.			
1145	Brooklyn (288 Washington ave.).	St. Catherine's Hall *	Sister Caroline	Epis
1146	Brooklyn (264 Jay st.)	St. James' School	Brother John Evangelist.	R. C
1147	Buffalo (749 Washington st.).	Buffalo Academy of the Sacred Heart.	Sister M. Leonard	R. C
1148	Buffalo (284 Delaware ave.).	Buffalo Seminary	Mrs. C. F. Hartt	Nonsect
1149	Buffalo (129 College st.).	Hawley's Preparatory School for Boys and Young Men.	Lucius E. Hawley, A. M.	Nonsect
1150	Buffalo (621-623 Delaware ave.).	Heathcote School	Lester Wheeler, A. M., L. H. D.	Nonsect
1151	Buffalo (320 Porter ave.).	Holy Angels Academy	Sister D. Kirby	R. C
1152	Buffalo	St. Joseph's College	Rev. Brother Hebred	R. C
1153	Buffalo (564 Franklin st.).	St. Margaret's School	Miss E. Carrie Tuck	Epis
1154	Canandaigua	Canandaigua Academy	J. Firman Coar	Nonsect
1155	.....do	Granger Place School (Girls)	Miss Caroline A. Comstock	Nonsect
1156	Canisteo	Canisteo Academy	W. D. Hood, B. A	Nonsect
1157	Carmel	Drew Seminary and Female College.	James Martin Yeager	M. E
1158	Carthage	Augustinian Institute	Sister M. Josephine	R. C
1159	Cazenovia	Cazenovia Seminary	Isaac N. Clements, A. M	M. E
1160	Central Valley	Estrada-Palma Institute *	Thomas Estrada	Nonsect
1161	Chappaqua	Chappaqua Mountain Institute	S. C. Collins	Friends
1162	Cincinnatus	Cincinnatus Academy *	W. E. Gushee	Nonsect
1163	Claverack	Hudson River Institute	Arthur H. Flack, A. M.	M. E
1164	Clifton Springs	Clifton Springs Female Seminary.*	Charles Ayer	Nonsect
1165	Clinton	Cottage Seminary	C. W. Hawley, A. M.	Nonsect
1166	.....do	Houghton Seminary	A. G. Benedict, A. M.	Nonsect
1167	Cornwall-on-Hudson	Cornwall Heights School	Carlos H. Stone	Nonsect
1168	.....do	New York Military Academy.	Sebastian C. Jones, C. E	Nonsect
1169	Delhi	Delaware Academy	Willis D. Graves	Nonsect
1170	Dobbs Ferry	Westminster School	W. L. Cushing, A. M.	Nonsect
1171	Dover Plains	Dover Plains Academy	A. E. Bangs	Nonsect
1172	East Springfield	East Springfield Academy	J. T. P. Calkins, B. S	Nonsect
1173	Eddytown	Starkey Seminary	C. C. Wilcox, A. M	Nonsect
1174	Elba	Elba Private School	Mary H. Hollister	Nonsect
1175	Elbridge	Monroe Collegiate Institute	Milo D. Herron	Nonsect
1176	Fairfield	Fairfield Seminary	D. D. Warne	Nonsect
1177	Fishkill-on-Hudson	De Garmo Institute *	James M. De Garmo, A. M	Nonsect
1178	Flushing	Flushing Institute	Elias A. Fairchild, A. M.	Nonsect
1179	Flushing (242 Sanford ave.).	Flushing Seminary	Hans Schuler, Ph. D.	Nonsect
1180	Flushing	Kyle Military Institute	P. Kyle	
1181	.....do	St. Joseph's Academy	Mother Mary Louis	R. C
1182	Fort Edward	Fort Edward Collegiate Institute.	Joseph E. King, D. D., Ph. D.	Nonsect
1183	Fort Plain	Clinton Liberal Institute *	Myron J. Michael, A. B.	Univ
1184	Franklin	Delaware Literary Institute	Charles H. Verrill, A. M., Ph. D.	Nonsect
1185	Garden City	St. Mary's School of Saint Mary	Miss Elizabeth L. Koues	P. E
1186	.....do	St. Paul's School	Frederick Luther Gamage, A. M.	P. E
1187	Geneva	De Lancey School for Girls *	Miss Mary S. Smart	P. E
1188	Greenville	Greenville Academy	T. W. Stewart	Nonsect
1189	Hamilton	Colgate Academy	Eugene Pardon Sisson, A. M.	Bapt
1190	Hartwick Seminary	Hartwick Seminary	John G. Traver, A. M.	Luth
1191	Hempstead	Hempstead Institute	Ephraim Hinds, A. M	Nonsect
1192	Hornellsville	St. Ann's Academic School	A. R. Barlow	R. C

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895-96—Continued.

Instructors for secondary students.		Students. Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	2	0	26	0	0	0	74	0	2	0	0	0	5	0	2	4	0	1,000	$75,000	1145
6	0	110	0	....	....	480	0	10	0	....	....	13	0	....	....	3	110	2,000	....	1146
0	5	0	45	0	0	0	70	....	....	0	0	0	5	0	5	4	0	1,300	40,700	1147
1	6	0	84	0	0	4	99	0	3	0	0	0	15	0	2	4	0	1,789	98,480	1148
1	0	12	0	0	0	0	0	10	0	2	0	....	....	....	....	....	....	......	....	1149
6	0	28	0	0	0	49	1	3	0	25	0	3	0	3	0	4	0	......	60,000	1150
0	6	0	60	0	0	0	190	....	....	....	....	0	11	0	8	5	0	2,049	255,500	1151
4	0	45	0	0	0	55	0	30	0	15	0	1	0	....	....	....	....	2,000	....	1152
4	12	0	78	0	0	6	70	....	....	0	2	0	11	0	0	4	0	981	73,250	1153
4	0	40	0	0	0	0	0	10	0	13	0	1	0	0	0	4	0	900	8,000	1154
0	3	0	35	0	0	0	10	0	3	....	....	0	2	0	2	4	0	1,900	25,000	1155
1	3	50	60	0	0	25	30	6	2	....	....	3	4	2	1	4	0	......	20,000	1156
0	4	0	20	0	0	0	15	....	....	....	....	0	14	0	4	4	0	3,000	50,000	1157
0	2	3	22	0	0	100	102	....	....	....	....	....	....	....	....	4	0	300	15,000	1158
5	4	104	59	0	0	1	7	40	10	30	8	17	15	15	6	4	0	......	83,845	1159
2	1	7	3	0	0	33	1	0	0	6	0	4	0	0	0	4	0	100	15,000	1160
3	5	35	33	0	0	0	0	....	....	....	....	1	4	1	3	4	0	763	91,000	1161
1	1	25	33	0	0	10	12	....	....	2	0	1	2	1	2	....	0	400	3,000	1162
6	6	72	53	1	0	4	2	19	1	9	4	6	7	6	6	4	68	1,607	54,501	1163
1	2	3	15	0	0	1	0	....	....	....	....	3	0	....	....	4	....	600	10,000	1164
1	5	3	22	0	0	3	4	4	3	0	0	0	3	0	0	4	0	565	10,000	1165
0	3	0	44	0	0	1	3	0	0	0	6	0	12	0	0	4	0	2,268	47,945	1166
2	0	15	0	0	0	20	0	5	0	3	0	4	0	3	0	5	0	400	....	1167
9	0	85	0	0	0	30	0	5	0	36	0	16	0	11	0	4	85	3,070	80,000	1168
2	2	42	62	0	0	8	8	8	3	4	0	3	6	2	2	3	0	2,200	35,000	1169
13	1	80	0	0	0	0	0	60	0	20	0	10	0	10	0	6	0	1,100	....	1170
1	1	32	18	0	0	0	0	....	....	....	....	4	6	1	2	4	24	200	4,500	1171
1	0	17	8	0	0	8	2	0	0	1	0	0	3	0	0	4	0	250	3,000	1172
4	3	48	45	1	0	4	3	3	0	10	0	9	4	9	2	3	0	3,000	26,000	1173
0	1	0	6	0	0	11	10	....	....	....	....	0	6	0	6	....	0	......	....	1174
0	1	15	10	0	0	25	45	0	1	5	3	0	0	0	0	4	0	1,000	30,000	1175
6	5	80	20	0	0	0	0	2	0	2	0	10	6	4	0	3	75	3,780	48,300	1176
2	5	67	0	0	0	10	0	4	1	11	3	2	3	2	3	....	0	3,000	26,000	1177
2	0	10	0	0	0	23	0	0	0	1	0	0	0	0	0	....	0	1,360	78,100	1178
1	5	0	40	0	0	19	36	0	0	0	0	0	0	0	0	....	0	500	25,000	1179
3	1	12	0	0	0	33	0	2	0	....	....	10	0	2	0	1	12	300	32,000	1180
0	10	0	50	0	0	0	65	....	....	....	....	0	12	0	0	4	0	1,260	273,600	1181
0	8	0	66	0	0	0	29	0	8	0	4	0	14	0	4	....	0	1,000	80,000	1182
6	8	64	74	0	0	9	6	5	4	10	2	....	....	....	....	....	....	4,000	125,000	1183
3	3	40	42	0	0	0	0	6	4	4	3	2	6	1	0	4	....	1,850	30,000	1184
0	9	0	46	0	0	9	20	0	20	0	5	0	4	0	4	4	0	5,000	....	1185
10	0	94	0	0	0	22	0	30	0	64	0	12	0	12	0	4	0	5,000	800,000	1186
0	3	0	23	0	0	5	4	0	4	0	0	0	2	0	1	....	0	565	24,000	1187
1	0	8	11	0	0	3	7	0	1	....	....	0	0	0	0	4	0	500	4,000	1188
7	0	127	0	0	0	0	0	74	0	18	0	0	0	....	....	4	0	......	81,500	1189
6	2	26	19	0	0	9	7	4	0	....	....	3	3	0	0	5	0	4,000	42,000	1190
2	3	16	5	0	0	4	1	3	0	....	....	3	0	....	....	....	0	1,000	15,000	1191
1	3	22	26	0	0	173	183	0	0	0	0	0	19	0	0	....	0	802	26,658	1192

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name	Principal.	Religious denomination.
	1	2	3	4
	NEW YORK—continued.			
1193	Hudson	Skinner (Misses) School*	Sarah R. Skinner	Nonsect
1194	Ithaca	Cascadilla School	C. V. Parsell	Nonsect
1195	...do	The University Preparatory School.	Charles A. Stiles, B. S	Nonsect
1196	Kingston	Golden Hill School	John M. Cross, A. M	Nonsect
1197	Lima	Genesee Wesleyan Seminary	John P. Ashley, A. M., S. T. B., Ph. D.	M. E
1198	Locust Valley	Friends' Academy	Franklin P. Wilson	Nonsect
1199	Macedon Center	Macedon Academy	Joseph G. McConnell	Nonsect
1200	Marion	Marion Collegiate Institute	William Carleton Tifft, A. M.	Bapt
1201	Montour Falls	Cook Academy	Roger W. Swetland, A. B.	Bapt
1202	Mount Vernon	Lockwood's (Misses) Collegiate School.	L. H. and M. C. Lockwood.	Nonsect
1203	Moriah	Sherman Collegiate Institute*	Berton L. Brown, A. M.	Nonsect
1204	Neperan	Concordia College	Rev. H. Feth	Luth
1205	New Brighton	St. Margaret's School	Misses Spaulding and Briggs.	Nonsect
1206	New Brighton (52 Lafayette ave.).	Trinity Classical and English School (Boys).*	John M. Hawkins	P. E
1207	Newburg	Mackie's (Miss) Seminary*	Misses Mackie	Nonsect
1208	....do	Mount St. Mary's Academy	Sister M. Hildegarde	R. C
1209	Newburg (Seminary Place).	Siglar's School*	Henry W. Siglar	Nonsect
1210	New York (43 West 47th st.).	The Academic Classes for Girls.	Misses Whiton and Bangs.	Nonsect
1211	New York (Riverdale)	Academy of Mount St. Vincent-on-Hudson.	Mary W. Brennan	R. C
1212	New York (315 Madison ave.).	Allen's School for Boys	Francis B. Allen, A. B	Nonsect
1213	New York (116-119 West 125th st.).	Barnard School	Wm. Livingston Hazen, B. A., LL. B.	Nonsect
1214	New York (20 West 44th st.).	Berkeley School	John S. White, LL. D	Nonsect
1215	New York (17 West 44th st.).	Brearley School	J. G. Croswell, A. B	Nonsect
1216	New York (132 West 71st st.).	Callisen's School for Boys	A. W. Callisen	Nonsect
1217	New York (721 Madison ave.).	Chapin Collegiate School	Henry Barton Chapin, D. D., Ph. D.	Nonsect
1218	New York (241-243 West 77th st.).	Collegiate School	Lemuel C. Mygatt, A. B., A. M.	Nonsect
1219	New York (34-36 East 51st st.).	Columbia Grammar School	B. H. Campbell, A. M	Nonsect
1220	New York (32 West 40th st.).	Comstock School	Miss Lydia Day	Nonsect
1221	New York (741-743 5th ave.).	Condon School	E. B. Condon, A. B., A. M.	Nonsect
1222	New York (177 West 73d st.).	The Curtis School	Osborn Marcus Curtis	Nonsect
1223	New York (20 East 50th st.).	The Cutler School	Arthur H. Cutler, A. B., Ph. D.	Nonsect
1224	New York (342 Lexington ave.).	Daheim Preparatory Institute.	Hermann Siegel and Amalie Siegel.	Nonsect
1225	New York (108 West 59th st.).	De La Salle Institute	Brother Pompian, F. S. C.	R. C
1226	New York (9 East 49th st.).	Drisler School	Frank Drisler	Nonsect
1227	New York (10 East 42d st.).	Dwight School*	Arthur Williams	Nonsect
1228	New York (Riverside drive and 85th st.).	Ely's (Misses) School for Girls.	Miss Sara M. Ely	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	1	0	4	0	0	0	5	0	4	....	....	0	0	....	....	5	....	....	....	1193
7	1	54	0	0	0	3	0	4	0	32	0	17	0	17	0	3	0	430	$48,158	1194
3	2	60	0	0	0	0	0	....	....	60	0	21	0	21	0	3	0	400	5,000	1195
2	0	8	0	0	0	0	0	2	0	6	0	5	0	5	0	4	0	2,200	16,000	1196
6	6	58	35	0	0	0	0	21	20	20	4	14	19	13	12	3	0	5,500	108,000	1197
1	1	28	22	0	0	18	6	....	....	....	....	2	3	2	1	6	0	....	....	1198
2	3	41	26	0	0	0	0	2	0	5	10	0	0	0	0	4	0	191	4,600	1199
2	4	60	55	0	0	10	5	15	12	3	0	8	8	6	6	4	0	560	15,000	1200
5	6	70	78	0	1	18	10	....	....	....	....	6	4	5	4	4	50	2,174	111,650	1201
2	6	0	45	0	0	15	30	0	40	....	....	0	13	0	6	4	....	....	....	1202
1	3	65	113	0	0	10	12	11	5	15	21	6	8	6	8	4	0	300	12,000	1203
3	0	58	0	0	0	0	0	58	0	0	0	4	0	4	0	4	0	250	80,000	1204
0	4	0	23	0	0	0	0	0	4	0	0	0	5	0	2	4	....	200	....	1205
3	0	22	0	0	0	0	0	12	0	10	0	7	0	7	0	5	0	1,800	20,000	1206
0	2	0	23	0	0	0	50	0	3	....	....	0	5	....	....	....	....	1,200	....	1207
0	2	0	20	0	0	21	54	0	0	0	1	0	2	0	1	3	0	1,024	37,512	1208
3	0	30	0	0	0	6	0	2	0	....	....	....	....	....	....	....	....	....	30,000	1209
0	3	0	10	0	0	0	30	0	2	0	12	0	5	0	5	4	10	1,000	....	1210
2	10	0	44	0	79	....	....	....	....	....	....	0	3	0	0	4	0	7,666	299,024	1211
4	0	16	0	0	0	11	0	16	0	....	....	2	0	2	0	....	0	250	100	1212
9	0	60	0	0	0	77	0	....	....	....	....	23	0	17	0	4	60	0	150,000	1213
20	1	100	0	0	0	130	0	65	0	35	0	24	0	22	0	4	100	1,250	600,000	1214
2	10	0	138	0	0	0	72	0	0	0	0	0	0	0	0	5	0	2,000	200,000	1215
4	0	24	0	0	0	18	0	13	0	3	0	5	0	3	0	3	0	300	40,000	1216
4	2	21	0	0	0	41	0	15	0	3	0	....	....	....	....	4	....	....	....	1217
6	2	59	0	0	0	52	0	35	0	22	0	8	0	5	0	4	59	....	....	1218
15	0	125	0	0	0	50	0	48	0	48	0	28	0	22	0	4	0	300	....	1219
2	12	0	68	0	0	0	0	0	12	....	....	0	4	0	2	....	....	1,200	....	1220
7	0	37	0	0	0	15	0	25	0	12	0	5	0	3	3	4	0	400	....	1221
3	2	10	0	0	0	9	0	0	0	10	0	2	0	2	0	3	0	800	33,000	1222
13	0	99	0	0	0	120	0	71	0	28	0	22	0	20	0	4	0	250	50,000	1223
1	1	3	3	0	0	17	18	....	....	....	....	0	0	0	0	5	6	200	30,000	1224
10	0	102	0	0	0	151	0	42	0	45	0	19	0	6	0	4	102	....	....	1225
6	0	70	0	0	0	30	0	25	15	15	0	15	0	....	....	....	....	....	....	1226
7	0	43	0	0	0	0	0	40	0	3	0	4	0	3	0	4	0	....	....	1227
2	5	0	125	0	0	0	50	....	....	....	....	0	5	0	2	5	....	5,000	300,000	1228

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	NEW YORK—continued.			
1229	New York (Manhattanville, 128th st. and St. Nicholas ave).	Female Academy of the Sacred Heart.	Miss Ellen Mahony	R. C
1230	New York (226 East 16th st.).	Friends' Seminary	Edward A. H. Allen	Friends
1231	New York (55 West 47th st.).	Gibbon's (Miss) School for Girls.	Mrs. S. H. Emerson	Nonsect
1232	New York (105 West 82d st.).	Hamilton Institute	N. Archibald Shaw, jr., M. A.	Nonsect
1233	New York (2134 7th ave.).	Harlem Collegiate Institute	M. F. Giovanoly	Nonsect
1234	New York (568 5th ave.).	Harvard School	William Freeland	Nonsect
1235	New York (823 Lexington ave.).	Heidenfeld Institute	Theo. E. Heidenfeld	Nonsect
1236	New York (343 West 42d st.).	Holy Cross Academy	Sister M. Helena	R. C
1237	New York (54 West 84th st.).	Irving School	Louis Dwight Ray, M. A., Ph. D.	Nonsect
1238	New York (44 Second st.).	La Salle Academy	Brother Joseph, director	R. C
1239	New York (334 Lenox ave.).	Lenox Institute	Andrew Zerban	Nonsect
1240	New York (224-226 East 52d st.).	Lincoln Academy	Robert Mezger	Nonsect
1241	New York (181 Lenox ave., cor. 119th st.).	Merrington's (Misses) French and English School for Girls.	The Misses Merrington	Nonsect
1242	New York (336 West 29th st.).	Moeller Institute	P. W. Moeller	Nonsect
1243	New York (423 Madison ave.).	Morse's Classical School	I. H. Morse	Nonsect
1244	New York (30 East 127th st.).	Mount Morris School*	F. C. Lyman	Nonsect
1245	New York (233 Lenox ave.).	New York Collegiate Institute.	Miss Mary Schoonmaker	Nonsect
1246	New York (26 East 56th st.).	The Reed School	Mlle Isaline Reed	Nonsect
1247	New York (92d st. and Central Park, West).	Rugby Academy*	Clinton Burling, A. M., head master.	Nonsect
1248	New York (38 West 59th st.).	Sach's (Julius) Collegiate Institute (Boys).	Julius Sachs	Nonsect
1249	New York (116 West 59th st.).	Sach's (Julius) School for Girls.	Julius Sachs	Nonsect
1250	New York (233 East 17th st.).	St. John Baptist School for Girls.	Sisters of St. John Baptist.	Epis
1251	New York (6-8 East 46th st.).	St. Mary's School	Sister Superior	Epis
1252	New York (137-139 Henry st.).	St. Teresa's Ursuline Academy.	Mother M. Irene	R. C
1253	New York (6 West 48th st.).	Spence's (Miss) School	Miss C. B. Spence	Nonsect
1254	New York (173d st. and Bathgate ave.).	Suburban Academy*	Mrs. Edwin Johnson	Nonsect
1255	New York (280 West 71st st.).	The Van Norman Institute	Mme. Van Norman	Nonsect
1256	New York (160-162 West 74th st.).	Veltin's (Mlle.) School for Girls.	Mlle. Louise Veltin	Nonsect
1257	New York (148 Madison ave.).	Walker's (Miss) Day School for Girls.	Miss Jane G. Walker	Epis
1258	New York (Fordham Heights).	Webb's Academy and Home for Shipbuilders.	Konstantin Jansson	Nonsect
1259	New York (109-111 West 77th st.).	Weil's (Mrs.) School for Girls.	Mrs. Leopold Weil	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	10	0	141	0	0	0	73	0	0	0	0	0	11	.....	.....	4	0	4,948	$951,400	1229
3	7	32	52	0	0	40	41	15	12	6	0	4	5	4	0	4	0	......	....	1230
2	8	26	0	0	0	1	9	0	9	....	....	0	10	0	6	....	....	1,400	....	1231
6	0	20	0	0	0	40	0	10	0	10	0	1	0	.....	.....	4	20	500	....	1232
6	0	4	11	0	0	26	30	....	....	....	....	0	0	0	0	4	0	600	1,200	1233
8	0	40	0	0	0	20	0	20	0	20	0	20	0	13	0	4	0	1,000	10,000	1234
4	4	40	26	0	0	9	6	5	4	4	2	4	3	.....	.....	2	0	......	....	1235
0	3	0	22	0	0	0	228	0	5	....	....	0	4	0	4	3	0	1,500	....	1236
5	0	30	0	0	0	24	0	8	0	14	0	7	0	7	0	4	0	750	25,000	1237
7	0	96	0	0	0	107	0	96	0	....	....	8	0	4	0	4	0	1,500	160,000	1238
1	1	5	10	0	0	25	25	3	3	....	....	2	4	2	4	4	0	200	50,000	1239
6	1	15	10	0	0	65	60	2	0	6	0	....	....	.....	.....	....	....	700	38,000	1240
1	11	0	24	0	0	24	55	0	1	....	....	0	0	.....	.....	4	....	100	2,000	1241
3	1	15	12	0	0	35	18	0	0	7	0	3	0	3	0	....	....	500	....	1242
5	0	38	0	0	0	13	0	....	....	....	....	4	0	4	0	....	....	......	....	1243
4	1	25	0	0	0	10	0	10	0	15	0	3	0	3	0	4	0	......	20,000	1244
0	5	0	33	0	0	0	30	0	0	0	0	0	3	0	1	4	0	150	1,600	1245
0	7	0	45	0	0	0	20	0	0	0	3	0	2	0	0	4	0	500	10,000	1246
4	1	35	0	0	0	0	0	6	0	4	0	0	0	.....	.....	....	0	......	....	1247
9	1	100	0	0	0	90	0	50	0	25	0	18	0	18	0	4	0	600	85,000	1248
0	12	0	108	0	0	0	92	0	25	....	....	0	15	0	3	4	0	......	110,000	1249
3	8	0	37	0	0	0	0	0	10	....	....	0	4	0	3	5	0	500	....	1250
0	19	0	75	0	0	0	65	0	7	....	....	0	19	0	2	4	....	3,100	....	1251
0	4	0	60	0	0	15	40	....	....	....	....	0	10	0	10	4	0	1,000	75,000	1252
2	28	0	125	0	0	0	60	0	8	0	0	0	4	0	2	5	0	600	....	1253
1	4	0	15	0	0	0	20	0	0	0	0	0	1	0	0	....	....	......	....	1254
0	7	0	28	0	0	0	14	0	1	....	....	....	....	.....	.....	....	0	1,200	....	1255
6	14	0	51	0	0	14	150	0	6	....	....	0	9	0	2	4	0	700	125,000	1256
0	8	0	32	0	0	0	30	0	3	....	....	0	7	0	3	4	....	350	4,000	1257
3	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	500	500,000	1258
5	5	0	26	0	0	15	34	0	4	0	0	0	4	0	1	3	0	1,500	82,000	1259

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	NEW YORK—continued.			
1260	New York (622 5th ave.).	Wilson and Kellogg's School..	F. F. Wilson, A. M., John M. Kellogg, M. A., M. D.	Nonsect ..
1261	New York (417 Madison ave.).	Woodbridge School	J. Woodbridge Davis, C. E., Ph. D.	Nonsect ..
1262	Niagara Falls	De Veaux School	Reginald H. Coe, president.	Epis
1263	Nyack	Nyack Seminary	Mrs. Imogene Bertholf	Nonsect ..
1264	Oakfield	Cary Collegiate Institute	Rev. Curtis C. Gove	P. E
1265	Oxford	Oxford Academy	William C. Joslin	Nonsect ..
1266	Peekskill	The Institute	Charles Unterreiner	Nonsect ..
1267	.....do	Mohegan Lake School	Henry Waters, A. M	Nonsect ..
1268	.....do	Peekskill Military Academy..	Louis H. Orleman	Nonsect ..
1269	.....do	St. Gabriel's School	Sister Esther	Epis
1270	Peterboro	Evans Academy	Arthur Husted Jackson	Nonsect ..
1271	Pike	Pike Seminary	Ray H. Whitbeck	F. W. Bapt
1272	Plattsburg (62 Cornelia st.).	D'Youville Academy	Sister M. A. Roby	R. C
1273	Poughkeepsie (324 Mill st.).	Lyndon Hall School for Young Ladies.	Samuel Wells Buck, A. M.	Nonsect ..
1274	Poughkeepsie	Quincy School	Miss Mary Cornelia Alliger.	Nonsect ..
1275	.....do	Riverview Military Academy.	Joseph B. Bisbee, A. M	Nonsect ..
1276	Randolph	Chamberlin Institute	E. A. Bishop, A. M., D. D..	Nonsect ..
1277	Riverhead	Riverhead Academy	George N. Edwards	Nonsect ..
1278	Rochester (401-404 Beckley Building).	Bradstreet's College Preparatory School.	J. Howard Bradstreet	Nonsect ..
1279	Rochester (9 Gibbs st.).	Cruttenden School	Miss L. H. Hakes	Nonsect ..
1280	Rochester (2 Prince st.).	Female Seminary of the Sacred Heart.	Madame Stuart	R. C
1281	Rochester (5 Gibbs st.).	Hale's Classical and Scientific School.*	Geo. D. Hale	Nonsect ..
1282	Rochester	Livingston Park Seminary * ..	Miss Georgia C. Stone	Epis
1283	.....do	Nazareth Academy	Rev. James P. Kiernan	R. C
1284	.....do	Nichols's (Misses) School for Girls.	Misses Nichols	Nonsect ..
1285	Rochester (320 Central ave.).	Wagner Memorial Lutheran College.	Rev. J. Nicum, D. D	Luth
1286	Rome	St. Peter's Academy	Sister Holy Family	R. C
1287	Rondout	St. Mary's Academy	Sister M. Leontine	R. C
1288	Roslyn	Roslyn Heights Seminary	Rev. James Hall	Cong
1289	Round Lake	Round Lake Institute	James E. Weld	Meth
1290	Sag Harbor	Academy of the Sacred Heart of Mary.	Mother Basile	R. C
1291	Setauket	Setauket Seminary	Katharine R. King	Nonsect ..
1292	Sherwood	Sherwood Select School	A. Gertrude Flanders	Nonsect ..
1293	Sing Sing	Holbrook's Military School	D. A. Holbrook, A. M., Ph. D.	Nonsect ..
1294	.....do	Mount Pleasant Military Academy.	C. F. Brusie, A. M., A. T. Emory, A. B.	Nonsect ..
1295	Sodus	Sodus Academy	Lewis H. Clark	Nonsect ..
1296	Southold	Southold Academy*	Annie A. Allis, A. B	Presb
1297	Stapleton	Staten Island Academy and Latin School.*	Frederick E. Partington, A. M.	Nonsect ..
1298	Syracuse	St. John's Catholic Academy..	Rev. Michael Clune	R. C
1299	Tarrytown	Bulkley's (Miss) School for Girls.	Miss H. L. Bulkley	Nonsect ..
1300	.....do	Irving Institute	John M. Furman, A. M	Nonsect ..
1301	.....do	Mason's (Miss) School (Girls).	Miss C. E. Mason	Epis
1302	Troy (85 2d st.)	Emma Willard School (Girls).	Mary Alice Knox	Nonsect ..
1303	Troy (237 4th st.)	La Salle Institute	Brother Edward	R. C

* Statistics of 1894-05.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Classical course. Female.	Scientific course. Male.	Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
4	0	30	0	0	0	50	0	15	0	15	0	12	0	10	0	4	0	200	$8,000	1260
7	0	43	0	0	0	0	0	0	0	43	0	16	0	16	0	4	0	......	....	1261
6	0	40	0	0	0	25	0	8	0	18	0	7	0	5	0	4	40	1,350	118,150	1262
1	3	0	12	0	0	6	18	0	2	0	0	0	2	0	0	3	0	......	....	1263
3	2	23	26	0	0	5	7	8	15	3	0	1	4	1	2	4	0	850	23,695	1264
1	2	27	35	0	0	57	67	1	0	17	12	2	0	1	0	4	0	1,742	15,387	1265
1	1	5	4	0	0	16	5	....	....	....	....	6	0	0	0	4	0	1,000	20,000	1266
2	0	34	0	0	0	8	0	14	0	6	0	3	0	3	0	4	34	300	....	1267
8	1	103	0	0	0	7	0	12	0	15	0	18	0	9	0	4	103	1,000	61,730	1268
0	4	0	51	0	0	0	21	0	0	0	4	0	13	0	2	4	0	500	....	1269
1	3	9	14	5	11	26	31	1	3	2	0	3	6	1	0	4	0	500	9,000	1270
1	3	45	40	0	0	15	10	5	1	10	4	8	4	8	2	4	0	500	16,500	1271
0	3	9	2	0	0	21	70	1	0	0	3	0	5	0	0	4	0	900	57,498	1272
0	6	0	88	0	0	8	49	0	24	0	0	0	9	0	0	4	0	......	40,000	1273
1	7	10	15	0	0	59	66	10	15	....	....	0	4	0	4	3	0	400	....	1274
9	0	107	0	0	0	22	0	30	0	25	0	....	....	....	....	4	107	......	....	1275
5	6	67	84	0	0	2	3	9	2	0	0	1	1	1	0	4	0	1,740	71,250	1276
2	0	8	6	0	0	7	0	3	0	0	0	1	0	1	0	....	0	12	4,000	1277
4	0	30	0	0	0	14	0	20	0	10	0	3	0	3	0	3	0	200	500	1278
0	6	0	60	0	0	0	40	....	....	0	26	0	4	....	....	4	....	......	....	1279
0	12	0	35	0	0	0	55	0	30	....	....	0	7	....	....	4	....	2,000	0	1280
1	0	27	0	0	0	0	0	11	0	14	0	8	0	6	0	2	0	800	350	1281
0	7	0	60	0	0	3	10	0	5	....	....	0	10	....	....	....	0	200	30,000	1282
0	12	14	82	0	0	20	72	....	....	....	....	0	24	....	....	4	....	2,358	0	1283
0	6	0	42	0	0	0	10	0	2	....	....	0	6	0	1	....	0	......	....	1284
6	0	27	0	0	0	13	0	0	0	0	0	6	0	....	....	4	....	700	40,000	1285
0	3	0	32	0	0	0	56	0	3	0	0	0	3	0	1	4	0	690	25,330	1286
0	2	5	20	0	0	10	10	5	12	....	....	0	2	0	2	2	....	150	....	1287
1	1	4	9	0	0	6	2	1	4	2	0	0	0	0	0	4	0	400	8,000	1288
2	2	9	6	0	0	88	28	....	....	....	....	4	3	1	0	4	15	2,000	13,500	1289
0	2	0	7	0	0	9	15	....	....	....	....	0	1	....	....	3	0	......	....	1290
2	0	3	7	0	0	3	5	....	....	....	....	....	....	....	....	....	0	......	....	1291
0	2	13	5	0	0	18	15	1	0	0	0	0	4	0	0	4	0	......	20,000	1292
6	0	30	0	0	0	30	0	10	0	8	0	4	0	3	0	4	30	1,200	30,000	1293
5	0	23	0	0	0	12	0	2	0	5	0	1	0	0	0	4	23	12,080	10,000	1294
2	2	20	25	2	2	15	20	1	2	1	2	2	9	0	0	4	0	300	4,000	1295
2	1	19	12	0	0	12	13	5	0	1	0	4	0	3	0	2	0	160	15,000	1296
2	3	42	22	0	0	78	82	6	1	....	....	2	1	....	....	4	0	......	36,000	1297
0	3	5	19	0	0	217	284	0	0	0	0	0	4	0	0	3	....	1,650	43,384	1298
0	6	0	20	0	0	0	40	....	....	....	....	0	4	0	1	4	0	500	....	1299
4	0	34	0	0	0	16	0	6	0	12	0	3	0	3	0	4	0	1,100	....	1300
0	6	0	30	0	0	0	20	....	....	....	....	0	2	0	0	....	....	......	300,000	1301
0	10	0	106	0	0	12	84	0	10	0	1	0	1	0	0	4	0	2,333	258,680	1302
4	0	85	0	0	0	140	0	0	0	3	0	10	0	2	0	4	85	1,900	31,068	1303

TABLE 34—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	NEW YORK—continued.			
1304	Troy (2331 5th ave.)	St. Peter's Academy	Sister M. Odilia	R. C
1305	Troy	Troy Academy	Maxcy & Barnes	Nonsect
1306	Union Springs	Oakwood Seminary	Elijah Cook	Friends
1307	Utica	School for Young Ladies	Miss Julia C. G. Piatt	Nonsect
1308	....do	Utica Catholic Academy	J. S. N. Lynch, D. D	R. C
1309	Verona	Home School	Mrs. T. M. Foster	Presb
1310	Walworth	Walworth Academy	Alex. T. Claffee	Nonsect
1311	Watertown (17 Clinton st.).	The Irving (Female) School	Miss Edith L. Cooper	Nonsect
1312	West Chester	Sacred Heart Academy	Brother August	R. C
1313	West New Brighton	St. Austin's School	Rev. G. E. Quaile, head master.	Nonsect
	NORTH CAROLINA.			
1314	Arnold	Arnold Academy	Jesse B. Leonard	Nonsect
1315	Asheville	Bingham School	R. Bingham, A. M., LL. D.	Nonsect
1316	....do	Home and Day School for Girls.	Miss Harriett A. Champion.	Nonsect
1317	....do	Ravenscroft School*	T. H. T. Wight	Nonsect
1318	Augusta	Hodges School	John D. Hodges, A. M	Nonsect
1319	Aulander	Classical and Commercial Institute.	S. Dowell, B. A	Nonsect
1320	Aurora	Aurora Academy	R. T. Bonner	Nonsect
1321	Autryville	South River Baptist Institute.	J. W. Smith, jr	Bapt
1322	Beaufort	Washburn Seminary	F. S. Hitchcock, B. S	Nonsect
1323	Beaver Creek	Hamilton Institute	Edward B. M. Harraden	P. E
1324	Belmont	St. Mary's College	F. Bernard, O. S. B., rector.	R. C
1325	Belvidere	Belvidere Academy	Mary J. White	Friends
1326	Bensalem	Oak Grove High School*	T. M. Langley	Nonsect
1327	Bethany	High School*	R. H. Biesecker	Nonsect
1328	Bethel Hill	Bethel Hill Institute	Rev. J. A. Beam	Miss. Bapt.
1329	Boonville	Yadkin Valley Institute	Robert B. Horn	Nonsect
1330	Burlington	Burlington Academy	Thomas C. Hoyle	Meth
1331	Burgan	Burgan Academy*	O. J. Peterson. A. B	Nonsect
1332	Caldwell Institute	Caldwell Institute	J. H. McCracken, A. M	Nonsect
1333	Candor	Candor Academy*	J. J. Dunn	Nonsect
1334	Cedar Grove	Cedar Grove Academy	D. C. Johnson	Nonsect
1335	Cedar Rock	Cedar Rock Academy	Spencer Chaplin, jr	Nonsect
1336	Charlotte	Charlotte Military Institute*.	Maj. J. B. Baird	Nonsect
1337	Chocowinity	Trinity School*	N. C. Hughes	P. E
1338	Cisco	Elm Grove School	J. E. Cofield	Nonsect
1339	Clyde	Clyde High School	R. A. Sentell	Nonsect
1340	Como	Buckhorn Academy	Julien H. Picott, LL. D	Nonsect
1341	Concord	Scotia Seminary	D. J. Satterfield, D. D	Presb
1342	Conover	Concordia College	W. H. T. Dau	Luth
1343	Cora	Amherst Academy	R. L. Moore	Bapt
1344	Creston	Creston Academy	E. B. Dykes	Meth
1345	Culler	Pinnacle Academy	O. J. Peterson	Bapt
1346	Dalton	Dalton Institute	W. A. Flynt	Nonsect
1347	Elizabeth City	Atlantic Collegiate Institute	S. L. Sheep	Nonsect
1348	Enochville	Enochville High School	P. E. Wright	Luth
1349	Fair View	Fairview Collegiate Institute.	David L. Ellis	Nonsect
1350	Farmer	Farmer's Institute	W. H. Boone	Nonsect
1351	Farmington	Male and Female Academy	Leon Cash	Nonsect
1352	Fayetteville	School for Girls (Haymount)*.	Mrs. Fanny Morrow	Epis
1353	Finch	Stanhope High School	S. F. Boyles	Nonsect
1354	Fork Church	Fork Church Academy*	M. F. Foster	Bapt
1355	Franklinton	Franklinton Christian College.	N. Del McReynolds	Nonsect
1356	....do	Franklinton Classical Institute	R. Bruce White	Nonsect
1357	Gastonia	Gaston Academy	James McD. Douglas	Nonsect
1358	Goldston	Goldston Academy	G. M. Jones, reporting officer.	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.								
								Classical course.		Scientific course.												
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
2	3	15	38	0	0	235	352	0	0	0	0	1	8	0	0	4	0	920	$67,067	1304
6	0	86	0	1	0	43	0	....	....	....	....	15	0	14	0	3	50	1,100	18,325	1305
1	1	37	30	0	0	17	2	4	2	6	3	....	....	....	....	4	0	2,160	26,500	1306
0	6	0	60	0	0	0	79	0	3	0	2	....	....	....	....	....	....	....	....	1307
0	1	0	16	0	0	95	236	....	....	....	....	0	2	0	0	4	0	895	....	1308
0	2	0	4	0	0	0	0	....	....	....	....	....	....	....	....	....	....	600	....	1309
0	1	7	4	0	0	22	19	1	0	3	1	0	1	0	1	3	0	193	9,458	1310
0	2	0	14	0	0	0	3	0	0	0	5	0	3	0	0	4	0	....	....	1311
5	0	40	0	0	0	90	0	20	0	0	0	9	0	6	0	4	0	1,000	300,000	1312
5	0	33	0	0	0	10	0	10	0	8	0	3	0	3	0	4	33	....	84,650	1313
0	1	10	2	0	0	24	28	10	2	....	....	....	....	....	....	4	0	....	500	1314
6	0	100	0	0	0	0	0	25	0	15	0	10	0	10	0	4	100	....	60,000	1315
1	2	0	15	0	0	5	15	0	0	0	0	0	0	0	0	....	0	109	1,500	1316
3	0	15	0	0	0	0	0	15	0	....	....	....	....	....	....	....	....	300	....	1317
1	1	10	10	0	0	18	6	10	6	2	2	4	0	0	0	4	0	800	5,000	1318
1	1	18	17	0	0	19	32	7	11	3	0	....	....	....	....	....	....	....	....	1319
1	0	3	3	0	0	14	11	2	2	2	0	....	....	....	....	2	0	....	1,000	1320
1	1	17	11	0	0	10	6	3	2	0	0	....	....	....	....	4	0	80	700	1321
0	1	6	5	6	5	40	41	1	0	0	0	0	0	0	0	4	0	0	7,000	1322
1	1	10	10	0	0	30	15	....	....	....	....	....	....	....	....	4	0	....	....	1323
7	0	46	0	0	0	52	0	22	0	21	0	9	0	....	....	6	0	....	....	1324
0	2	3	4	0	0	26	25	....	....	1	3	....	....	....	....	....	0	56	1,000	1325
1	0	20	35	0	0	25	20	4	0	0	0	0	0	0	0	4	....	100	....	1326
1	0	14	5	0	0	9	4	9	5	3	0	....	....	....	....	4	....	1,167	1,800	1327
3	3	53	30	0	0	16	12	....	....	....	....	0	0	0	0	4	0	....	8,000	1328
2	1	40	20	0	0	68	53	5	2	1	0	0	0	....	....	5	0	0	1,000	1329
1	1	17	29	0	0	16	24	15	25	....	....	0	0	0	0	4	0	0	5,000	1330
0	1	6	9	0	0	30	35	3	4	....	....	....	....	....	....	2	0	....	600	1331
1	2	15	20	0	0	30	45	5	5	2	3	....	....	....	....	....	0	....	3,000	1332
1	0	13	7	0	0	12	10	2	4	0	0	0	0	0	0	2	....	....	300	1333
1	1	9	10	0	0	11	10	....	....	....	....	....	....	....	....	4	0	....	100	1334
1	0	9	2	0	0	82	10	2	0	....	....	....	....	....	....	....	....	....	....	1335
2	0	65	0	0	0	10	0	10	0	2	0	2	0	....	....	4	40	....	3,000	1336
3	1	26	8	0	0	16	6	11	1	....	....	6	2	6	2	4	22	....	1,100	1337
0	1	12	17	0	0	0	0	....	....	....	....	....	....	....	....	....	0	....	....	1338
1	1	15	10	0	0	60	50	15	10	0	0	0	0	0	0	3	....	....	1,500	1339
1	0	10	0	0	0	20	0	10	0	....	....	....	....	....	....	3	....	....	1,000	1340
1	3	0	12	0	15	0	274	....	....	....	....	0	12	0	0	3	0	1,000	65,000	1341
3	0	17	5	0	0	5	6	....	....	....	....	0	1	....	....	4	0	600	4,000	1342
1	0	8	4	0	0	27	26	5	3	0	0	1	0	1	0	2	0	150	1,500	1343
1	1	10	8	0	0	15	12	0	0	0	0	0	1	0	1	3	0	....	500	1344
2	1	30	25	0	0	23	16	6	9	1	0	6	0	2	2	4	0	....	2,000	1345
1	1	6	4	0	0	34	26	3	3	....	....	....	....	....	....	....	....	....	1,300	1346
2	1	47	45	0	0	50	35	10	6	3	0	0	4	0	0	3	0	100	5,000	1347
1	1	21	10	0	0	35	40	2	1	2	0	6	3	1	1	4	0	0	600	1348
1	0	17	6	0	0	27	36	2	3	1	1	0	0	0	0	4	....	200	10,000	1349
3	1	33	31	0	0	18	9	19	4	23	8	....	....	....	....	3	0	300	3,500	1350
1	0	13	6	0	0	41	33	8	2	7	2	0	0	0	0	0	0	200	1,500	1351
0	1	0	13	0	0	0	9	0	12	....	....	....	....	....	....	....	....	....	....	1352
1	1	11	6	0	0	51	64	4	5	1	0	....	....	....	....	2	0	....	3,000	1353
1	1	17	12	0	0	15	10	....	....	....	....	....	....	....	....	....	....	500	1,500	1354
2	2	12	8	12	8	61	72	....	....	....	....	....	....	....	....	3	0	1,500	6,000	1355
0	2	15	18	0	0	39	28	3	7	....	....	1	0	1	0	3	0	148	1,700	1356
1	1	15	28	0	0	60	40	15	10	....	....	4	1	4	1	....	0	0	3,000	1357
0	1	10	10	0	0	15	25	....	....	....	....	....	....	....	....	4	0	....	500	1358

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	NORTH CAROLINA—continued.			
1359	Henderson	Gilmer School	John A. Gilmer	Nonsect
1360	Hibriten	Hibriten Mountain Academy	E. B. Phillips	Nonsect
1361	Hillsboro	Hillsboro Male Academy	F. C. Mebane	Nonsect
1362	.....do	Private School	Miss Heartt and Mrs. Bragg.	Nonsect
1363	Holly Springs	Holly Springs Academy *	C. Frank Siler	Nonsect
1364	Hookerton	Hookerton Collegiate Institute	J. S. Stanford	Nonsect
1365	Huntersville	Huntersville High School	H. A. Grey	Presb
1366	Ilex	Holly Grove Academy *	A. R. Beck, A. M	Luth
1367	Jonesboro	Jonesboro High School	J. H. Sledd	Meth
1368	Kernersville	Kernersville Academy *	R. H. Willis	Meth
1369	Kings Mountain	Lincoln Academy	Miss Lillian S. Cathcart	Cong
1370	Kinston	Lewis's School	Richard H. Lewis, A. M	Nonsect
1371	.....do	Patrick's (Misses) Boarding and Day School.	Misses Patrick	Nonsect
1372	Leicester	Camp Academy	A. C. Reynolds	M. E. So
1373	Lenoir	Barnes Home School *	E. L. Barnes	Presb
1374	.....do	Davenport College	John D. Minick, A. M	M. E. So
1375	.....do	Kirkwood School *	Miss E. L. Rankin	Presb
1376	Lexington	Lexington Seminary *	Thos. Carrick	Nonsect
1377	Louisburg	Louisburg Male Academy *	S. McIntyre	Nonsect
1378	Lowell	Lowell School *	W. L. Campbell	Nonsect
1379	Lumber Bridge	High School	J. A. McArthur, jr	Nonsect
1380	Lumberton	Robeson Institute	John Duckett	Bapt
1381	Marshallberg	Graham Academy	W. O. A. Graham, A. B	M. E
1382	Marshville	Marshville Academy	Plummer Stewart	Nonsect
1383	Mebane	Presbyterian High School of North Carolina.	Henry C. Kegley, B. D	Presb
1384	Mizpah	Mount View Institute *	M. T. Chilton	Nonsect
1385	Mocksville	Mocksville Academy *	Geo. E. Barnett	Nonsect
1386	.....do	Sunny Side Academy	Misses Mattie Eaton and Laura Clement.	Nonsect
1387	Moravian Falls	Moravian Falls Academy	Frank B. Hendren, B. L	Nonsect
1388	Morganton	Morganton Male Academy *	Leonard H. Query	Nonsect
1389	Morven	Morven High School	J. A. Baldwin	Meth
1390	Mount Olive	High School	James O. Carr	Nonsect
1391	Mount Pleasant	Mount Amoena Seminary	Rev. C. L. T. Fisher	Luth
1392	Mount Vernon Springs	Mount Vernon Springs Academy.	Rev. O. T. Edwards	Bapt
1393	Mulberry	Sulphur Springs Institute	Robt. E. Lee Plummer	Nonsect
1394	Newport	Newport Academy	G. W. Newborn	Nonsect
1395	Norwood	Norwood High School	L. B. Edwards	Nonsect
1396	Oakdale	Oakdale Academy	George H. Ross, B. A	Nonsect
1397	Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt	Nonsect
1398	Ora	Salem High School	A. F. Howard	Nonsect
1399	Oxford	Horner Military School	J. C. and J. M. Horner	Nonsect
1400	Pendleton	Pendleton High School	J. G. Joyner	Nonsect
1401	Penelope	Penelope Academy	Rev. C. M. Murchison	Bapt
1402	Pocket	Pocket High School *	Allen Jones, jr., and I. W. Hughes.	Nonsect
1403	Poes	Buie's Creek Academy	Rev. J. A. Campbell	Nonsect
1404	Polkton	Polkton Academy	W. F. Humbert	Nonsect
1405	Pollocksville	Pollocksville High School	Alex. H. Koonce	Nonsect
1406	Raleigh	Peace Institute *	James Dinwiddie	Nonsect
1407	.....do	Raleigh Male Academy	Morson & Denson	Nonsect
1408	.....do	St. Augustine School	Rev. A. B. Hunter, A. B	P. E
1409	Ramseur	Ramseur High School *	D. M. Weatherly	Nonsect
1410	Reidsville	Female Seminary	Miss Annie L. Hughes	Presb
1411	Richlands	High School	G. V. Tilley	Nonsect
1412	Rich Square	Aurora Academy	Miss Annie E. Parker	Friends
1413	Ridgeway	High School	John Graham	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895-96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Students. Colored secondary students included in columns 7 and 8. Male.	Students. Colored secondary students included in columns 7 and 8. Female.	Students. Elementary. Male.	Students. Elementary. Female.	Students. Preparing for college. Classical course. Male.	Students. Preparing for college. Classical course. Female.	Students. Preparing for college. Scientific course. Male.	Students. Preparing for college. Scientific course. Female.	Students. Graduates in 1896. Male.	Students. Graduates in 1896. Female.	Students. College preparatory students in the class that graduated in 1896. Male.	Students. College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	1	35	33	0	0	10	8	15	15	....	....	....	....	....	....	4	0	......	$1,000	1359
1	1	20	22	0	0	26	12	4	8	0	0	4	3	2	4	2	0	......	1,000	1360
1	0	18	0	0	0	2	0	8	0	3	0	5	0	0	0	4	0	0	0	1361
0	2	2	7	0	0	10	13	1	0	0	0	....	....	....	....	....	....	......	....	1362
0	2	50	50	0	0	30	23	15	13	21	9	....	....	....	....	1	0	13	3,500	1363
1	0	10	5	0	0	10	25	....	....	3	2	....	....	....	....	4	0	0	1,000	1364
3	0	20	18	0	0	62	42	15	10	2	0	6	2	6	2	3	0	200	6,000	1365
1	1	14	6	0	0	19	29	6	0	1	0	0	0	0	0	3	0	100	1,000	1366
1	1	20	17	0	0	30	28	....	....	....	....	....	....	....	....	....	....	......	1,500	1367
1	0	25	22	0	0	19	17	6	2	1	1	....	....	....	....	....	....	......	1,100	1368
0	3	2	14	2	14	67	131	....	....	....	....	....	....	....	....	4	....	......	4,316	1369
1	2	9	11	0	0	31	20	3	5	2	0	....	....	....	....	3	0	......	600	1370
0	3	2	12	0	0	20	22	....	....	....	....	0	0	....	....	....	....	......	....	1371
1	0	8	6	0	0	....	....	7	5	....	....	....	....	....	....	....	....	......	4,000	1372
2	0	21	0	0	0	6	0	6	0	10	0	3	0	3	0	4	0	100	4,000	1373
1	2	15	18	0	0	31	32	7	0	2	0	0	0	....	....	4	....	325	20,000	1374
0	2	2	18	0	0	0	0	0	0	0	0	....	....	....	....	....	0	......	5,000	1375
1	0	27	22	0	0	15	16	4	3	0	1	2	2	2	2	3	0	500	5,000	1376
1	0	20	0	0	0	15	0	10	0	1	0	2	0	2	0	2	0	......	2,000	1377
1	1	26	17	0	0	24	20	12	8	5	0	0	0	0	0	3	0	0	1,000	1378
1	1	10	23	0	0	24	21	6	10	1	0	0	0	0	0	4	0	......	....	1379
1	1	42	17	0	0	59	54	4	1	....	....	5	3	....	....	2	0	100	5,000	1380
1	0	16	15	0	0	40	43	....	....	....	....	0	0	0	0	4	0	......	3,500	1381
1	1	16	12	0	0	78	64	....	....	....	....	....	....	....	....	3	0	......	1,000	1382
3	0	51	0	0	0	0	0	25	0	....	....	9	0	6	0	4	0	72	20,000	1383
1	0	8	8	0	0	27	17	....	....	....	....	....	....	....	....	1	0	0	2,000	1384
1	1	30	21	0	0	0	0	6	5	0	0	5	4	5	4	3	0	350	1,500	1385
0	2	10	18	0	0	11	36	3	12	1	5	....	....	....	....	0	....	250	....	1386
2	1	20	20	0	0	40	30	4	2	....	....	3	0	3	0	3	40	300	2,000	1387
1	0	11	0	0	0	12	0	4	0	0	0	1	0	1	0	3	....	......	....	1388
0	2	15	15	0	0	45	35	6	5	2	0	2	3	2	3	....	0	100	1,000	1389
1	0	15	15	0	0	15	15	3	3	0	0	0	0	0	0	....	0	225	2,800	1390
1	2	8	73	0	0	8	22	....	....	....	....	0	12	....	....	....	0	......	5,000	1391
1	0	6	4	0	0	14	21	....	....	....	....	....	....	....	....	....	....	......	1,000	1392
1	1	48	54	0	0	40	36	15	12	16	9	....	....	....	....	....	0	......	....	1393
0	2	8	12	0	0	23	27	1	2	....	....	....	....	....	....	....	0	......	700	1394
1	0	15	9	0	0	22	18	....	....	7	5	....	....	....	....	3	0	......	1,000	1395
1	1	14	15	0	0	40	36	....	....	....	....	2	2	2	0	2	0	......	500	1396
8	0	201	11	0	0	5	4	....	....	....	....	12	2	12	2	3	0	2,500	30,000	1397
1	1	25	20	0	0	50	30	....	....	....	....	....	....	....	....	....	0	......	....	1398
5	0	87	0	0	0	8	0	60	0	10	0	5	0	5	0	4	65	......	20,000	1399
1	0	5	5	0	0	18	22	5	5	22	20	6	4	....	....	....	....	......	....	1400
1	2	18	14	0	0	20	18	....	....	....	....	....	....	....	....	0	....	......	1,000	1401
2	0	19	8	0	0	44	21	....	....	....	....	....	....	....	....	5	0	0	1,600	1402
8	1	90	70	0	0	35	30	....	....	....	....	10	0	....	....	4	60	500	2,500	1403
1	1	30	30	0	0	50	40	10	8	....	....	....	....	....	....	6	....	300	1,500	1404
1	0	13	4	0	0	17	20	8	6	....	....	3	4	3	4	....	0	......	500	1405
2	13	0	149	0	25	....	....	....	....	....	....	....	9	....	....	....	....	......	....	1406
3	0	63	0	0	0	50	0	23	0	15	0	....	....	....	....	3	....	......	5,000	1407
4	1	28	25	0	0	109	66	....	....	....	....	3	8	....	....	....	....	600	....	1408
1	1	34	26	0	0	31	34	30	22	3	2	10	13	10	13	4	0	......	2,000	1409
1	1	0	30	0	0	8	22	1	25	0	0	0	0	....	....	4	0	100	5,000	1410
0	2	15	15	0	0	21	19	12	10	3	1	....	....	....	....	4	0	100	1,000	1411
2	2	6	7	0	0	54	28	....	....	....	....	....	....	....	....	....	0	100	1,000	1412
1	1	19	5	0	0	29	14	19	5	....	....	5	1	....	....	....	0	......	20,000	1413

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	NORTH CAROLINA—continued.			
1414	Rockingham	Rockingham Academy	J. D. Rast	Nonsect
1415	Rocky Mount	University School	William H. Davis, A. B.	Nonsect
1416	Ronda	Ronda Academy	O. J. Peterson	Nonsect
1417	Rowland	Plainview High School	Jesse R. McLean	Nonsect
1418	Roxboro	Roxboro Institute	W. L. Foushee	Nonsect
1419	Rural Hall	Rural Hall Academy	S. G. Sutton, E. A. Thomas	Nonsect
1420	Rutherfordton	Rutherford Military Institute	W. T. R. Bell, A. M	Nonsect
1421	Salem	Salem Boys' School	James F. Brower, A. M	Moravian
1422	Saluda	Saluda Seminary	Miss Mary C. Phelps	Cong
1423	Scotland	Vine Hill Male Academy	Prince & Wilson	Nonsect
1424	Siler City	Thompson School	J. A. W. Thompson	Nonsect
1425	Snow Hill	Snow Hill Academy	Charles W. Ray	Nonsect
1426	Sonoma	Bethel Academy*	H. P. Bailey, A. M	Nonsect
1427	Southport	Southport Collegiate Institute	T. E. L. Lipsic	Nonsect
1428	Statesville	Statesville Male Academy	J. A. Matheson	Nonsect
1429	Summerfield	Summerfield Academy and Business Institute.	C. C. Teague	Nonsect
1430	Sunshine	Sunshine Institute	D. M. Stallings	Nonsect
1431	Sutherlands	Sutherlands Seminary	W. H. Jones, B. L	M. E. So
1432	Tabernacle	Tabernacle Academy*	S. A. Hodgin	Nonsect
1433	Table Rock	Table Rock Academy	William Brobaw	Nonsect
1434	Taylorsville	Taylorsville Collegiate Institute.	Rev. J. A. White	Nonsect
1435	Trinity	Trinity High School	Thomas A. Smoot	M. E. So
1436	Union Ridge	Union Ridge Academy	Rev. T. W. Strowd	Christian
1437	Walnut Cove	Walnut Cove Institute	Isham Royal	Nonsect
1438	Warsaw	Warsaw Institute	C. G. Wells	Mis. Bapt.
1439	Waynesville	Wayne School*	Thomas G. Harbison	Nonsect
1440	Whittier	Whittier High School	Robert Humphrey, B. D.	Cong
1441	Why Not	Why Not Academy	J. P. Boroughs	Nonsect
1442	Wilmington	Alderman's (Miss) School	Miss Mary L. Alderman	Nonsect
1443	.....do	Cape Fear Academy	Washington Catlett	Nonsect
1444	Wilmington (420 Orange st.).	Morrell's English and Classical School.	Rev. Daniel Morrelle	P. E
1445	Wilmington	Hart's (Miss) School	Annie J. Hart	Nonsect
1446	Wilmington (Cor. 7th and Nun sts.).	Gregory Normal Institute*	Francis T. Waters	Cong
1447	Windsor	Rankin-Richards Institute	Rhoden Mitchell	Nonsect
1448	.....do	Windsor Academy*	W. D. Horner and J. N. Kenney.	Nonsect
1449	Winton	Waters Normal Institute	C. S. Brown	Bapt
1450	Yadkinville	Yadkinville Normal School	Zeno H. Dixon	Nonsect
	NORTH DAKOTA.			
1451	Devils Lake	Aaberg Academy	O. H. Aaberg	Luth
1452	Grand Forks	St. Bernard's College	Mother Stanislaus Rafter	R. C
1453	Jamestown	St. John's Academy*	Sister Irenaeus	R. C
1454	Portland	Bruflat Academy	Rev. J. Tingelstad, A. M.	Luth
	OHIO.			
1455	Augusta	Augusta Normal School	A. M. Fishel	Nonsect
1456	Austinburg	Grand River Institute	Rev. R. G. McClelland, A. M	Nonsect
1457	Barnesville	Friends' Boarding School (Orthodox).	William L. Ashton	Friends
1458	Beverly	Beverly Normal College*	E. G. Klotz, president	Cum. Presb
1459	Canton	Buckingham's (Miss) College Preparatory School.	Miss Ella J. Buckingham	Nonsect
1460	Cincinnati (519 Main st.).	Collegiate School	Rev. J. Babin, A. B	Epis

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895-96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	2	26	7	0	0	34	23	23	10	....	....	0	1	0	1	4	0	100	$3,000	1414
3	1	5	22	0	0	....	....	....	....	....	....	0	0	0	0	4	0	250	7,000	1415
1	1	8	4	0	0	17	10	....	....	....	....	0	0	0	0	....	0	0	1,500	1416
1	0	13	7	0	0	2	3	0	0	0	0	0	0	....	....	....	0	0	500	1417
2	0	8	13	0	0	33	37	6	7	1	0	4	3	4	1	....	0	40	2,500	1418
1	0	18	3	0	0	42	45	....	....	3	1	....	....	....	....	....	0	200	1,200	1419
2	2	33	22	0	0	46	39	27	2	6	0	....	....	....	....	4	38	300	8,000	1420
1	0	52	0	0	0	34	0	5	0	1	0	1	0	1	0	4	0	......	....	1421
0	2	3	7	0	0	57	71	....	....	....	....	....	....	....	....	....	....	......	....	1422
4	0	60	0	0	0	38	0	....	....	....	....	4	0	4	0	5	0	230	7,000	1423
2	1	60	10	0	0	40	20	10	0	5	0	3	0	2	0	4	50	......	4,000	1424
1	0	5	4	0	0	10	8	4	4	....	....	....	....	....	....	....	....	......	....	1425
2	1	10	10	0	0	80	90	3	3	....	....	0	0	0	0	3	0	......	2,000	1426
1	0	11	0	0	0	5	15	3	0	1	0	0	0	0	0	....	0	......	....	1427
1	0	34	0	0	0	6	0	14	0	4	0	....	....	....	....	3	0	......	1,000	1428
2	1	15	7	0	0	15	18	8	6	0	0	0	0	0	0	3	0	0	1,000	1429
1	3	50	25	0	0	20	25	15	8	....	....	9	1	9	1	4	0	......	1,000	1430
2	2	21	31	0	0	68	25	15	5	22	9	16	8	14	6	4	....	600	8,000	1431
1	0	14	12	0	0	31	21	....	....	....	....	0	0	....	....	....	0	0	400	1432
1	0	6	4	0	0	36	34	1	1	....	....	0	1	0	1	....	0	......	....	1433
3	1	74	52	0	0	28	23	31	12	....	....	2	1	....	....	4	0	100	4,000	1434
2	0	20	5	0	0	25	10	12	1	....	....	0	0	0	0	3	0	1,000	20,000	1435
1	2	18	12	0	0	16	13	1	4	....	....	....	....	....	....	....	0	......	1,000	1436
1	0	3	3	0	0	27	18	2	1	0	0	0	0	0	0	....	0	0	800	1437
1	0	18	13	0	0	23	18	8	6	6	0	0	0	0	0	4	0	0	2,000	1438
2	0	16	15	0	0	12	18	3	0	0	0	....	....	....	....	3	0	1,800	12,500	1439
1	1	21	17	0	0	24	43	....	....	....	....	0	0	0	0	....	0	0	900	1440
1	1	20	11	0	0	24	20	2	0	....	....	1	2	1	2	3	....	......	500	1441
0	2	2	17	0	0	10	13	0	4	....	....	....	....	....	....	....	0	50	....	1442
2	0	35	0	0	0	25	0	....	....	....	....	3	0	....	....	....	0	150	....	1443
2	0	26	0	0	0	1	0	20	0	....	....	2	0	....	....	....	0	2,000	5,000	1444
0	2	0	34	0	0	0	6	....	....	....	....	....	....	....	....	....	....	......	600	1445
1	4	36	57	36	57	69	155	1	3	....	....	....	....	....	....	4	....	500	23,000	1446
2	1	14	28	....	....	....	....	0	0	0	0	0	0	0	0	....	....	700	5,000	1447
1	0	34	21	0	0	8	7	15	10	1	0	....	....	....	....	....	0	......	3,000	1448
1	1	40	43	40	43	52	53	....	....	....	....	1	0	....	....	4	....	52	12,000	1449
1	1	24	15	0	0	52	40	3	2	8	4	1	3	1	3	3	0	100	2,500	1450
2	0	12	4	0	0	48	15	....	....	....	....	....	....	....	....	0	0	40	2,500	1451
0	3	1	11	0	0	20	60	1	3	0	0	0	0	0	0	4	0	1,000	20,000	1452
0	2	15	15	0	0	25	60	0	0	0	0	0	0	0	0	4	....	62	10,000	1453
2	0	15	0	0	0	157	0	8	0	....	....	....	....	....	....	4	0	500	10,000	1454
2	0	18	14	0	0	47	11	4	1	....	....	....	....	....	....	....	....	......	....	1455
4	3	46	45	0	3	0	0	....	....	....	....	8	7	....	....	3	0	2,000	12,000	1456
2	2	23	30	0	0	5	3	0	0	0	0	0	1	....	....	....	....	1,200	50,000	1457
1	0	15	12	0	0	15	30	5	0	....	....	0	2	....	....	2	0	0	2,000	1458
0	2	3	15	0	0	0	19	2	4	....	....	0	5	0	4	....	....	......	....	1459
2	1	25	0	0	0	2	0	....	....	....	....	....	....	....	....	....	0	......	500	1460

TABLE 34.—*Statistics of private high schools, endowed academies seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	OHIO—continued.			
1461	Cincinnati (5th and Walnut sts.).	Dodd Classical High School	T. J. Dodd, D. D	Nonsect
1462	Cincinnati (16 Morris st.).	Eden Park School	Madame Fredin	Nonsect
1463	Cincinnati (656 Gilbert ave., Walnut Hills).	Educational Institute	Dr. Alois Schmidt	Nonsect
1464	Cincinnati (Walnut Hills, Station D).	Franklin School	Joseph E. White and G. S. Sykes.	Nonsect
1465	Cincinnati	Hillebrand's (Miss) English, German, and French School.*	Hillebrand & Gardthausen.	Nonsect
1466	Cincinnati (44 East Auburn ave.).	Lupton (Miss) School for Girls	Miss Katharine M. Lupton.	Nonsect
1467	Cincinnati (196 Auburn ave.).	Mount Auburn Young Ladies' Institute.*	H. Thane Miller, president.	Nonsect
1468	Cincinnati (College Hill station).	Ohio Military Institute	Dudley Emerson, A. M	Nonsect
1469	Cincinnati (1615 Vine st.).	St. Francis Seraphicus College	Bernard Nurre	R. C
1470	Cincinnati	St. Mary's Educational Institute.	Sister Mary Borgia	R. C
1471	Cleveland (768-770 Euclid ave.).	Hathaway-Brown's School for Girls.	Miss Mary E. Spencer	Epis
1472	Cleveland	Mittleberger's (Miss) English and Classical School for Girls.	Miss Augusta Mittleberger.	Nonsect
1473	do	University School	Newton M. Anderson	Nonsect
1474	Cleveland (Wilson st., cor. Scovill).	Ursuline Academy	Mother Superior	R. C
1475	Columbus	Columbus Latin School	Frank T. Cole, A.B., LL. B.	Nonsect
1476	Columbus (151 East Broad st.).	Phelps's (Miss) English and Classical School for Girls.	Miss Lucretia M. Phelps	Epis
1477	Columbus	St. Joseph's Academy	Sisters of Notre Dame	R. C
1478	Columbus (Eberly Building).	Thompson's Preparatory School.	J. T. Thompson	Nonsect
1479	Damascus	Damascus Academy	Edgar Stinson, M. S	Friends
1480	Dayton (17 3d st. east)	English Training School for Boys and Girls.	A. B. Shauck	Nonsect
1481	Dayton (Ludlow and Franklin sts.).	Notre Dame Academy	Sisters of Notre Dame	R. C
1482	Dayton	St. Mary's Institute	Rev. Father Joseph Weckesser.	R. C
1483	Ewington	Ewington Academy	F. F. Vale, A. M	Nonsect
1484	Fostoria	Fostoria Academy*	T. A. Hostetler	United Br.
1485	Gambier	Harcourt Place Seminary	Mrs. H. N. Hills	Epis
1486	Germantown	Miami Military Institute of Twin Valley College.	Orvon Graff Brown, president.	Nonsect
1487	Green Spring	Green Spring Academy	H. C. Dukon	Nonsect
1488	Hillsboro	Hillsboro College	Charles F. Enyart, A. M	M. E
1489	Hudson	Western Reserve Academy	Frederick W. Ashley, A.M.	Nonsect
1490	Marion	St. Mary's School	Rev. James A. Burns	R. C
1491	Middle Point	Western Ohio Normal School*	P. S. Morgan	Presb
1492	Mount Vernon	Mount Vernon Academy	Wm. T. Bland	7.Day Ad
1493	New Hagerstown	New Hagerstown Academy	J. Howard Brown	Nonsect
1494	New Lexington	St. Aloysius Academy*	Mother Gonzaga	R. C
1495	Painesville	Mathews's (Miss) School for Girls.	Mrs. Maria R. D. Mathews	Nonsect
1496	Pleasantville	Fairfield Academy	C. C. Webb	Nonsect
1497	Poland	Union Seminary	Walter H. Houston	Nonsect
1498	Reading	Academy of Mt. Notre Dame	Sister Agnes Aloysia	R. C
1499	St. Martins	Ursuline Academy for Young Ladies.	Sister M. Baptista	R. C
1500	Savannah	Savannah Academy	M. D. Oswalt and G. M. Johnston.	Presb

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.														Length of course in years.	Number of military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	0	16	0	0	0	0	0	0	0	1	0	0	0	0	0	4	0	......	....	1461
0	5	0	25	0	0	0	0	0	2	....	....	0	2	0	2	....	....	700	$20,000	1462
2	3	14	11	0	0	0	0	11	5	4	1	4	3	4	3	1	0	......	....	1463
5	2	60	0	0	0	31	0	38	0	22	0	20	0	20	0	4	0	500	....	1464
0	5	0	20	0	0	0	0	....	....	....	....	....	....	....	....	....	....	......	....	1465
0	4	0	18	0	0	0	2	0	3	....	....	0	1	0	1	4	0	3,000	....	1466
1	7	0	39	0	0	0	0	0	0	0	13	....	....	....	....	....	....	4,000	....	1467
6	0	28	0	0	0	6	0	2	0	12	0	0	0	....	....	4	28	2,000	100,000	1468
8	0	98	0	0	0	7	0	0	0	0	0	8	0	0	0	5	0	300	....	1469
0	5	0	60	0	0	0	140	....	....	....	....	0	1	....	....	4	....	......	....	1470
0	7	0	60	0	0	15	60	0	25	0	0	0	8	....	....	4	0	1,200	2,000	1471
2	11	0	88	0	0	15	83	0	5	0	3	0	16	0	9	4	0	2,373	....	1472
16	0	113	0	0	0	77	0	....	....	....	....	22	0	21	0	4	0	1,500	240,000	1473
1	12	0	75	0	0	30	200	....	....	....	....	0	5	....	....	4	0	5,200	....	1474
1	1	14	0	0	0	1	0	9	0	5	0	3	0	3	0	4	0	1,200	400	1475
5	8	0	100	0	0	0	50	0	4	....	....	0	10	0	5	4	....	1,000	....	1476
0	4	0	40	0	0	0	110	....	....	....	....	0	5	....	....	4	....	3,000	....	1477
3	0	16	24	0	0	10	8	4	2	4	0	4	6	4	6	2	0	......	200	1478
1	2	7	10	0	0	24	10	....	....	....	....	4	3	0	0	....	0	240	....	1479
1	1	12	6	0	0	15	2	4	0	....	....	....	....	....	....	....	....	......	....	1480
0	4	0	16	0	0	0	79	0	0	0	0	0	2	0	0	4	0	300	....	1481
6	0	67	0	0	0	192	0	0	0	67	0	14	0	14	0	4	0	......	....	1482
1	0	18	18	0	0	4	3	3	1	4	2	....	....	....	....	....	0	50	1,000	1483
1	1	32	19	0	0	43	23	....	....	....	....	2	1	1	0	4	0	900	27,000	1484
0	8	0	43	0	0	4	6	0	3	0	4	0	5	0	3	4	0	......	100,000	1485
1	0	10	0	0	0	5	0	....	....	....	....	1	0	....	....	....	10	......	36,000	1486.
2	1	19	16	0	0	93	52	3	2	16	14	5	3	5	3	....	0	500	7,500	1487
2	2	8	12	0	0	17	43	0	1	....	....	0	2	0	1	4	0	0	30,000	1488
4	2	52	35	0	0	5	9	18	6	28	10	13	9	12	8	4	0	900	40,000	1489
0	1	5	10	0	0	99	88	....	....	....	....	1	1	....	....	4	0	......	....	1490
1	1	20	18	0	0	130	32	10	4	5	3	7	2	....	....	3	0	200	18,000	1491
4	2	33	36	0	2	24	35	....	....	....	....	....	....	....	....	4	0	500	18,000	1492
1	0	16	1	0	0	0	1	3	0	....	....	0	2	0	2	1	0	380	26,800	1493
0	3	0	32	0	0	0	21	0	0	0	0	....	....	....	....	....	....	......	....	1494
0	3	0	10	0	0	0	8	0	9	0	0	0	1	0	1	4	0	1,110	6,000	1495
3	1	40	10	0	0	20	15	20	5	....	....	2	1	....	....	....	0	100	3,000	1496
1	1	18	6	0	0	12	4	10	3	....	....	3	0	2	0	3	0	1,000	10,000	1497
0	4	0	33	0	0	0	62	....	....	....	....	0	4	....	....	4	0	3,000	....	1498
0	5	0	40	0	0	0	30	....	....	....	....	0	3	....	....	4	....	3,000	50,000	1499
3	0	20	29	0	0	20	19	6	0	7	5	4	1	4	1	4	0	150	5,000	1500

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	OHIO—continued.			
1501	South New Lyme	New Lyme Institute	J. Tuckerman, A.M., Ph.D.	Nonsect
1502	South Salem	Salem Academy	John E. Williams, A. B	Presb
1503	Springfield	Springfield Seminary	Susan A. Longwell	Nonsect
1504	Tiffin	College of Ursuline Sisters	Mother Superior	R. C
1505	Toledo	Smead School	The Misses Smead	Nonsect
1506	.....do	Ursuline Convent of Sacred Heart.	Mother M. Immaculate	R. C
1507	West Farmington	Western Reserve Seminary	T. H. Armstrong, Ph. D., A. M.	M. E
1508	Woodville	The Teachers' Seminary	Theo. Mees, president	Luth
1509	Zanesville	Putnam Military Academy*	J. M. Hulbert	Presb
1510	.....do	Putnam Seminary	Mrs. Helen B. Colt	Nonsect
	OKLAHOMA.			
1511	Guthrie	St. Joseph's Academy*	Mother Paula, O. S. B	R. C
1512	Kingfisher	Kingfisher College	J. T. House	Cong
	OREGON.			
1513	Albany	Albany College	Wallace Howe Lee	Presb
1514	Baker City	St. Francis Academy	Sister Mary Cupertino	R. C
1515	Coquille	Coquille City Academy*	W. H. Bunch	7 Day Ad.
1516	Dallas	La Creole Academic Institute.	A. M. Sanders, A. M	Nonsect
1517	Forest Grove	Tualtin Academy*	H. L. Bates	Cong
1518	Lebanon	Santiam Academy*	S. A. Randle	M. E
1519	Mount Angel	Mount Angel Academy	Mother Mary Bernardine, O. S. B.	R. C
1520	Pendleton	St. Joseph's Academy	Sister M. Stanislaus	R. C
1521	Portland	Bishop Scott Academy	J. W. Hill, M. D	P. E
1522	Portland (Montgomery st. bet. 14th & 63d st.).	Portland Academy	J. R. Wilson	Nonsect
1523	Portland	St. Helen's Hall	Mary B. Rodney	P. E
1524	.....do	St. Mary's (Parochial) School and College.	Brother Lucius	R. C
1525	Salem	Academy of the Sacred Heart.	Sister Mary of the Assumption.	R. C
1526	The Dalles	St. Mary's Academy	Sister Mary Alodia	R. C
1527	Tillamook	Tillamook Academy	Rev. Jos. Schell	R. C
	PENNSYLVANIA.			
1528	Academia	Tuscarora Academy*	Miss May Rodney	Presb
1529	Allegheny (204 North ave.).	The Park Institute	Levi Ludden, Ph. D	Nonsect
1530	Ambler	Sunnyside School	Miss S. A. Knight	Nonsect
1531	Armagh	Armagh Academy	C. A. Campbell	Nonsect
1532	Barkeyville	Barkeyville Academy	Charles Manchester, B. D.	Nonsect
1533	Beatty	St. Xavier's Academy*	Sisters of Mercy	R. C
1534	Beaver	Beaver College and Musical Institute.	William J. Alexander, A. M.	M. E
1535	Bedford	Bedford Classical Academy	Lawrence M. Colfelt	Nonsect
1536	Bellefonte	Bellefonte Academy*	J. R. Hughes	Nonsect
1537	Bethlehem	Moravian Parochial School	Albert George Rau, Ph. D.	Moravian.
1538	.....do	Preparatory School for Lehigh University.*	William Ulrich	Nonsect
1539	Birmingham	Mountain Seminary	Miss N. J. Davis	Presb
1540	Brodheadsville	Fairview Academy	E. T. Kunkle, A. M	Nonsect
1541	Bryn Mawr	Baldwin's (Miss) School, Preparatory to Bryn Mawr College.	Miss Florence Baldwin	Nonsect
1542	Buckingham	Hughesian Free School	Cynthia Doane	Friends

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Classical course. Female.	Scientific course. Male.	Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	1	27	36	0	0	79	85	11	10	6	7	12	8	2	0	3	....	......	$25,000	1501
1	1	29	9	0	0	0	0	1	0	....	....	5	2	....	....	4	0	2,000	2,200	1502
1	5	0	31	0	0	5	25	0	8	....	....	0	4	0	1	4	....	......	30,000	1503
0	3	0	25	0	0	25	150	0	20	....	....	0	3	....	....	4	....	......	....	1504
0	4	0	30	0	0	5	40	0	0	0	0	0	1	0	1	4	0	600	30,000	1505
0	3	0	50	0	0	0	300	....	....	....	....	0	20	0	4	4	0	3,000	....	1506
2	2	16	15	0	0	0	0	3	0	2	0	1	0	1	0	3	....	500	10,000	1507
3	0	28	0	0	0	17	0	0	0	0	0	5	0	0	0	3	0	1,500	25,000	1508
5	0	15	0	0	0	10	0	10	0	0	0	1	0	1	0	4	25	0	6,000	1509
0	5	0	40	0	0	0	20	0	4	....	....	0	10	0	1	4	0	6,000	....	1510
0	3	0	18	0	0	0	24	0	15	0	3	....	....	....	....	3	0	200	18,000	1511
2	0	17	19	0	0	112	28	10	3	....	....	5	6	5	6	3	0	1,500	1,500	1512
2	2	37	30	0	0	62	124	14	10	8	10	17	10	....	....	4	0	1,000	40,000	1513
0	2	10	20	0	0	20	50	....	....	....	....	....	....	....	....	3	0	......	25,000	1514
3	1	15	15	0	0	30	31	6	4	5	6	....	....	....	....	3	....	120	7,000	1515
1	1	18	15	0	0	2	0	....	....	2	5	0	1	0	1	3	0	100	5,000	1516
5	4	56	50	0	0	21	22	3	4	5	12	8	13	8	13	3	0	7,000	....	1517
2	1	17	11	0	0	11	26	....	....	1	2	1	1	....	....	3	0	400	10,000	1518
0	3	0	19	0	0	53	50	....	....	....	....	0	2	....	....	4	0	2,260	33,000	1519
0	3	2	23	0	0	24	39	0	5	....	....	0	2	0	2	4	0	300	20,000	1520
6	0	60	0	0	0	35	0	25	0	20	0	7	0	5	0	....	60	1,500	175,000	1521
7	3	57	62	0	0	67	55	....	....	....	....	6	4	6	3	5	0	800	125,000	1522
1	10	0	64	0	0	2	52	0	4	....	....	0	6	....	....	....	....	480	....	1523
3	0	50	0	0	0	100	0	20	0	15	0	10	0	....	....	2	0	300	26,000	1524
0	2	0	10	0	0	0	37	....	....	0	10	0	0	....	....	4	0	......	....	1525
0	3	0	11	0	0	42	70	....	....	....	....	0	3	....	....	4	....	......	....	1526
1	1	7	10	0	0	12	17	8	9	2	0	4	5	....	....	....	0	500	9,000	1527
1	1	15	9	0	0	3	5	4	3	....	....	0	2	0	2	4	0	50	2,000	1528
6	3	196	26	0	0	0	0	17	1	13	0	17	1	17	1	3	0	......	....	1529
0	6	10	16	0	0	18	13	0	0	....	....	0	0	0	0	4	0	300	....	1530
1	0	30	40	0	0	25	17	2	0	0	0	3	1	3	1	....	21	......	5,000	1531
2	1	33	32	0	0	21	15	26	0	0	0	4	1	4	0	3	0	300	7,000	1532
0	6	0	84	0	0	0	39	0	0	0	3	0	4	0	0	5	0	2,000	....	1533
4	3	40	0	0	0	3	0	....	....	....	....	9	7	....	....	4	0	800	75,000	1534
1	0	25	5	0	0	10	5	10	0	10	0	0	0	0	0	....	0	......	....	1535
3	2	49	31	0	0	15	10	2	1	3	0	8	5	5	1	4	0	0	....	1536
3	1	54	37	0	0	60	68	0	1	51	38	4	14	4	4	4	0	2,500	65,000	1537
2	0	34	0	0	0	20	0	2	0	32	0	26	0	0	0	2	....	2,000	15,000	1538
0	6	0	12	0	0	0	0	0	6	....	....	0	4	0	2	....	....	2,000	30,000	1539
3	0	30	16	0	0	27	29	3	1	1	0	....	....	....	....	....	0	......	1,500	1540
0	4	0	90	0	0	0	25	0	30	....	....	0	5	0	5	....	....	......	....	1541
0	3	30	42	1	2	28	20	....	....	3	7	1	0	1	0	....	....	......	4,000	1542

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	PENNSYLVANIA—continued.			
1543	Bustleton	St. Luke's Boarding School for Boys.	Charles H. Strout	P. E
1544	Canonsburg	Jefferson Academy	R. H. Meloy, A. M	Nonsect
1545	Chambersburg	Chambersburg Academy	M. R. Alexander, A. M	Nonsect
1546	Chester	Chester Academy	George Gilbert	Nonsect
1547	Columbia	St. Peter's Convent	Sister M. Flavia	R. C
1548	Concordville	Maplewood Institute*	Joseph Shortlidge	Nonsect
1549	Damascus	Union Academy and Commercial Institute.	Harry Eugene Coombs, A. M.	Nonsect
1550	Darlington	Greersburg Academy	C. A. Simonton	Nonsect
1551	Dayton	Dayton Union Academy	H. W. Davis	Nonsect
1552	Dry Run	Path Valley Academy	J. N. Mowery	Presb
1553	Easton (114 North 3d st.).	Easton Academy	Samuel R. Park, A. M	Nonsect
1554	Easton	Lerch's Preparatory School	Charles H. Lerch	Nonsect
1555	Eau Claire	Eau Claire Academy	G. W. Robertson, A. B	Nonsect
1556	Elders Ridge	Elders Ridge Academy	N. B. Kelly, A. M	Presb
1557	Ercildoun	Ercildoun Academy*	G. W. Moore	Nonsect
1558	Erie (1023 Walnut st)	Erie Academy*	Louis Leakey	Nonsect
1559	Erie (9th, bet. German and Parade sts.).	St. Benedict's Academy	Sister M. Dominica	R. C
1560	Factoryville	Keystone Academy*	F. M. Loomis, A. M	Bapt
1561	Fredericksburg	Schuylkill Seminary	Thomas S. Stein	Nonsect
1562	Fredonia	Fredonia Institute	James A. McLaughry, A. B.	Nonsect
1563	Freeburg	Freeburg Academy	G. W. Walborn, M. E	Nonsect
1564	Germantown	Friends' School (Orthodox)	D. H. Forsythe	Friends
1565	Germantown (Shoemaker lane).	Germantown Academy	William Kershaw, Ph. D	Nonsect
1566	Gettysburg	Croll's (Mrs.) Academy*	Jennie L. Croll	Nonsect
1567	Greensburg	Greensburg Seminary	W. M. Swingle, Ph. D	Luth
1568	.....do	St. Joseph's Academy for Young Ladies.	Mother Mary Josephine	R. C
1569	Harrisburg	Harrisburg Academy	Jacob F. Seiler	Nonsect
1570	Harrisburg (304 North 2d st.).	Tomkinson's (Misses) School	Miss Martha M. Tomkinson.	Nonsect
1571	Hazleton	Hazleton Seminary	S. C. Jack (Mrs.)	Nonsect
1572	Hawthorn	West Millville Academy	C. E. Sayres, A. M., M. D	Nonsect
1573	Hickory	Hickory Academy	Robert M. Offutt, A. B	Nonsect
1574	Hollidaysburg	Young Ladies' Seminary*	Mrs. R. S. Hitchcock	Nonsect
1575	Huntingdon	Juniata College*	M. G. Brumbaugh	Ger. Bapt.
1576	Jamestown	Jamestown Seminary	J. P. McKee, D. D	Nonsect
1577	Jenkintown	Abington Friends' School	Louis B. Ambler	Friends
1578	Kennett Square	Martin Academy (Hicksite)*	Arthur B. Turner	Friends
1579	Kingston	Wyoming Seminary*	Rev. L. L. Sprague, D. D	M. E
1580	Kittanning	Kittanning Academy	J. A. Ritchey, Ph. D	Nonsect
1581	Lancaster (19 South Queen st.).	Blackwood's (Mrs.) School for Girls.	Mrs. Emma J. Blackwood	Nonsect
1582	Lancaster (305 North Duke st.).	The Yeates Institute	Montgomery Rogers Hooper, M. A.	P. E
1583	Ligonier	Ligonier Classical Institute	Rev. E. H. Dickinson	Presb
1584	Littlestown	Edgehill Institute	Walter E. Krebs, A. M	Nonsect
1585	London Grove	Friends' School	J. B. Rushmore	Friends
1586	Loretto	Mount St. Aloysius Academy	Sisters of Mercy	R. C
1587	McAlevys Fort	Stone Valley Academy	D. W. Hogue	Nonsect
1588	McDonald	Ingleside Academy	J. I. McLallen	Nonsect
1589	McSherrystown	St. Joseph's Academy	Mother Ignatius	R. C
1590	Media	Friends' Select School	Emma Fell Parson	Friends
1591	.....do	Media Academy (Boys)	Charles W. Stuart	Nonsect
1592	Mercersburg	Mercersburg College	Wm. Mann Irvine, Ph. D	Ger. Ref
1593	Mifflintown	Mifflin Academy	J. Harry Dysinger	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
3	0	25	0	0	0	7	0	3	0	14	0	....	....	....	....	4	0	500	....	1543
2	1	30	26	0	0	2	4	12	0	8	3	4	3	4	1	....	....	3,000	$30,000	1544
3	0	50	0	0	0	0	0	30	0	20	0	11	0	11	0	....	....	500	20,000	1545
2	2	22	24	0	0	6	5	5	4	0	0	3	7	2	1	4	....	700	20,000	1546
0	4	7	12	0	0	58	68	2	3	0	0	2	3	....	....	3	0	1,230	28,000	1547
3	0	18	0	0	0	30	0	8	0	....	....	....	....	....	....	4	....	2,000	30,000	1548
1	1	12	20	0	0	12	16	2	0	1	0	0	2	0	0	3	0	500	250	1549
1	0	7	4	0	0	20	19	....	....	....	....	....	....	....	....	3	0	50	3,000	1550
1	0	5	6	0	0	21	30	5	4	0	2	....	....	....	....	3	....	......	300	1551
1	0	18	10	0	0	0	0	1	0	....	....	....	....	....	....	....	....	......	0	1552
1	1	71	27	0	0	4	4	12	0	18	0	7	1	7	1	3	....	300	10,000	1553
1	2	62	7	0	0	5	1	10	0	4	0	9	0	8	0	....	0	135	....	1554
1	1	50	25	0	0	....	....	10	5	5	5	0	1	0	1	3	0	......	3,000	1555
1	0	15	10	0	0	5	5	10	1	....	....	1	1	0	0	....	0	400	....	1556
1	1	7	11	0	0	2	0	....	....	....	....	....	....	....	....	4	0	150	5,000	1557
1	1	8	7	0	0	47	52	2	2	1	0	0	0	....	....	5	0	300	....	1558
0	2	0	30	0	0	0	85	0	0	0	0	0	3	0	0	3	....	600	....	1559
6	4	85	59	0	0	20	18	20	8	....	....	8	8	....	....	....	....	3,500	100,000	1560
3	1	24	21	0	0	5	2	1	0	2	0	0	0	0	0	4	0	250	30,000	1561
4	2	61	59	0	0	56	43	6	1	....	....	5	1	....	....	....	0	1,000	6,000	1562
2	1	45	32	0	0	0	0	....	....	....	....	....	....	....	....	4	0	125	2,500	1563
0	4	44	70	0	0	30	50	....	....	....	....	3	9	3	2	4	0	1,500	....	1564
10	0	175	0	0	0	125	0	70	0	100	0	30	0	25	0	5	....	......	....	1565
0	1	0	15	0	0	0	10	0	2	....	....	....	....	....	....	....	....	......	....	1566
2	2	40	35	0	0	106	93	12	4	6	0	20	15	8	2	4	0	......	40,000	1567
0	7	0	21	0	0	0	75	0	0	0	0	0	3	0	0	4	0	800	350,000	1568
2	2	36	0	0	0	0	0	....	....	....	....	7	0	7	0	4	0	......	10,000	1569
3	6	7	21	0	0	24	26	2	4	5	11	0	1	0	1	4	0	300	8,500	1570
1	3	4	14	0	0	3	13	2	5	1	0	0	1	0	1	....	0	2,000	....	1571
3	0	38	62	0	0	20	30	6	3	6	3	8	7	4	2	4	0	0	40,000	1572
1	1	22	16	0	0	2	5	4	1	....	....	3	7	4	0	3	0	200	1,500	1573
0	4	0	34	0	0	0	41	....	....	....	....	0	11	....	....	....	0	3,000	....	1574
14	3	184	109	0	0	0	0	30	27	3	0	16	7	....	....	....	0	5,000	50,000	1575
3	1	11	14	0	0	0	0	4	2	3	7	....	....	....	....	....	0	200	5,000	1576
2	5	44	36	0	0	20	20	....	....	....	....	3	2	3	2	....	0	700	....	1577
1	3	26	24	0	0	8	4	0	0	0	1	0	1	0	0	4	0	......	....	1578
10	10	247	123	0	0	73	127	19	9	58	0	20	11	17	2	4	0	4,000	250,000	1579
3	1	22	20	0	0	0	0	10	10	4	0	2	2	2	2	3	0	......	....	1580
3	4	0	51	0	0	0	0	0	6	0	0	....	....	....	....	....	....	......	....	1581
2	0	21	0	0	0	0	0	19	0	2	0	....	....	....	....	5	0	......	15,000	1582
1	1	8	4	0	0	44	33	0	1	1	0	0	0	0	0	4	0	......	....	1583
1	0	11	13	0	0	0	0	....	....	....	....	....	....	....	....	....	0	......	....	1584
0	1	12	16	1	0	0	0	2	3	....	....	....	....	....	....	....	0	0	....	1585
0	5	0	35	0	0	0	15	....	....	0	0	0	2	....	....	....	....	......	....	1586
1	0	6	13	0	0	9	4	....	....	....	....	....	....	....	....	....	....	40	2,000	1587
2	0	18	18	0	0	12	12	6	1	4	0	5	4	4	1	....	0	0	9,000	1588
0	6	0	34	0	0	0	5	0	0	0	0	0	2	0	0	....	0	1,185	....	1589
0	3	6	9	0	0	7	8	....	....	....	....	....	....	....	....	4	0	......	....	1590
4	1	18	0	0	0	8	0	3	0	8	0	5	0	4	0	4	0	2,500	35,000	1591
10	0	92	14	0	0	0	0	60	0	25	0	32	0	32	0	4	45	......	50,000	1592
5	2	35	30	0	0	0	0	....	....	....	....	....	....	....	....	....	....	......	....	1593

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	PENNSYLVANIA—continued.			
1594	Millville	Greenwood Seminary *	S. Jennie Kester and Ellen Russell.	Friends
1595	Monongahela	Monongahela Academy	Mrs. Mary M. Scott	Nonsect
1596	Mount Pleasant	Western Pennsylvania Classical and Scientific Institute.	Leroy Stephens, D. D	Bapt
1597	Myerstown	Albright Collegiate Institute	J. Berg Esenwein, Ph. D	Nonsect
1598	Nazareth	Nazareth Hall *	Rev. C. C. Lanius	Moravian.
1599	New Bloomfield	Bloomfield Academy	Oliver J. Morelock, A. M	Nonsect
1600	New Lebanon	McElwain Institute	J. S. Fruit, B. S	Nonsect
1601	Newtown	George School	Geo. L. Maris, A. M	Friends
1602	Newtown Square	Newtown Friends' School *	Nettie S. Malin	Friends
1603	North East	St. Mary's College	Aug. Dooper, rector	R. C
1604	North Hope	North Washington Academy	E. C. Wortman, A. B	Nonsect
1605	North Wales	North Wales Academy and Business School. *	S. U. Brunner	Nonsect
1606	Oakdale Station	Oakdale Academy *	John B. Kelso	Presb
1607	Ogontz	Cheltenham Academy	John C. Rice, Ph. D	Nonsect
1608	Oley	Oley Academy *	M. S. Harting, A. M	Nonsect
1609	Pennsburg	Perkiomen Seminary	Oscar S. Kriebel, A. M	Schwenkfelder.
1610	Philadelphia (1324 Locust st.).	Academy of the Protestant Episcopal Church.	William H. Klapp	P. E
1611	Philadelphia (2122 Locust st.).	Adelphi Academy	John W. Allen	Nonsect
1612	Philadelphia (401 South 22d st.).	Blight's School for Boys	William S. Blight, jr	Nonsect
1613	Philadelphia	Comegys's (Mrs.) and Bell's (Miss) English, French, and German Boarding School for Young Ladies.	Mrs. Comegys and Miss Bell.	Nonsect
1614	Philadelphia (248 South 21st st.).	Day School for Girls *	Misses Hayward	Nonsect
1615	Philadelphia (700 North Broad st.).	Eastburn Academy	George Eastburn, Ph. D	Nonsect
1616	Philadelphia (4313-4315 Walnut st.).	French and English Home School.	Mme. H. V. F. Clerc	Epis
1617	Philadelphia (15th and Race sts.).	Friends' Central School	Wm. W. Birdsall, Miss Annie Shoemaker.	Friends
1618	Philadelphia (140 North 16th st.).	Friends' Select School (Orthodox).	J. Henry Bartlett	Friends
1619	Philadelphia (2037 De Lancey place).	Gibson's (Miss) School for Girls.	Miss Margaret S. Gibson	Nonsect
1620	Philadelphia (4112 Spruce st.).	Gordon's (Miss) French and English Boarding and Day School for Young Ladies.	Miss Elizabeth F. Gordon	Nonsect
1621	Philadelphia	Girard College for Orphans	Adam H. Fetterolf, Ph. D., LL. D.	Nonsect
1622	Philadelphia (410 South Chestnut st.).	The Hamilton School	Le Roy Bliss Peackham	Nonsect
1623	Philadelphia (917-919 Bainbridge st.).	Institute for Colored Youth	Mrs. Fanny J. Coppin	Friends
1624	Philadelphia (2011 De Lancey place).	Agnes Irwin's (Miss) School	Sophy Dallas Irwin	Nonsect
1625	Philadelphia (2100 South College ave.).	Lutheran Girls' School of the Mary J. Drexel Home.	Rev. C. Goedel	Luth
1626	Philadelphia (1408 North Broad st.).	Marshall's (Miss) English, French, and German School.	Miss E. Hatton Marshall	Nonsect
1627	Philadelphia (Chestnut Hill).	Mount St. Joseph Academy	Sisters of St. Joseph	R. C
1628	Philadelphia (4046 Walnut st., Station 13).	The Pennsylvania School for Girls.	Elizabeth A. Reinboth	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Classical course. Female.	Scientific course. Male.	Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	3	20	10	0	0	6	15	....	....	....	....	....	....	....	....	....	0	....	$2,500	1594
0	2	32	41	8	9	8	9	....	....	....	....	5	4	....	....	4	0	....	....	1595
3	4	22	22	0	1	116	17	....	....	....	....	3	9	3	3	3	0	2,500	30,000	1596
10	4	60	52	0	0	0	0	....	....	....	....	5	3	....	....	4	0	2,000	40,000	1597
5	0	45	0	0	0	21	0	0	0	9	0	10	0	....	....	2	45	....	....	1598
2	1	37	37	0	0	0	0	3	0	....	....	0	1	0	1	....	0	100	6,100	1599
2	0	40	60	0	0	20	25	3	4	15	30	1	3	1	0	0	50	400	7,000	1600
7	6	87	104	0	0	0	0	....	....	....	....	4	14	....	....	5	0	1,752	310,000	1601
0	2	3	8	0	0	6	5	1	2	0	0	0	0	0	0	....	0	50	7,000	1602
10	0	72	0	0	0	....	....	....	....	....	....	7	0	....	....	....	0	6,000	....	1603
1	0	9	14	0	0	14	30	4	2	0	0	1	1	0	0	5	....	300	3,000	1604
2	2	11	12	0	0	8	6	9	8	4	2	2	2	1	2	3	9	400	18,000	1605
1	1	15	15	0	0	10	10	6	4	....	....	3	4	3	0	3	0	200	15,000	1606
2	2	55	0	0	0	31	0	7	0	41	0	14	0	12	0	3	55	1,600	75,000	1607
2	1	40	12	0	0	25	20	15	0	....	....	10	0	10	0	4	0	1,600	....	1608
5	2	75	45	0	0	50	30	30	6	3	10	6	3	6	2	3	0	500	50,000	1609
11	0	65	0	0	0	0	0	39	0	27	0	25	0	20	0	....	0	2,000	108,000	1610
5	0	51	0	0	0	11	0	30	0	6	0	8	0	6	0	5	0	0	225,000	1611
4	1	26	0	0	0	27	0	13	0	13	0	1	0	1	0	5	0	....	....	1612
0	6	0	40	0	0	0	32	....	....	0	2	....	....	....	....	....	....	....	....	1613
0	5	0	41	0	0	0	6	0	2	0	1	0	5	0	1	4	0	1,000	2,000	1614
8	2	93	0	0	0	12	0	14	0	19	0	12	0	6	0	5	0	1,200	....	1615
0	5	0	23	0	0	0	0	0	9	0	3	0	7	0	5	....	....	4,000	14,000	1616
10	30	200	351	0	0	0	0	....	....	....	....	22	35	11	12	5	0	12,000	150,000	1617
1	2	75	100	0	0	55	70	....	....	....	....	0	2	....	....	4	0	12,000	100,000	1618
0	2	0	10	0	0	0	10	0	3	....	....	0	0	0	0	....	....	300	....	1619
0	10	0	62	0	0	0	27	0	8	....	....	0	5	0	1	....	0	1,200	....	1620
10	3	245	0	0	0	1464	0	....	....	....	....	0	0	0	0	3	245	27,222	3,250,000	1621
4	0	40	0	0	0	20	0	20	0	20	0	4	0	4	0	4	0	300	45,000	1622
3	7	62	110	62	110	47	64	....	....	....	....	6	8	....	....	....	....	....	....	1623
1	12	0	106	0	0	0	62	....	....	....	....	0	4	0	4	4	....	1,600	....	1624
2	5	0	30	0	0	0	20	....	....	....	....	0	2	....	....	....	....	200	....	1625
0	4	0	27	0	0	0	23	....	....	....	....	0	7	....	....	....	....	....	....	1626
0	7	0	60	0	0	25	30	....	....	....	....	0	4	....	....	4	....	5,000	....	1627
0	6	0	16	0	0	0	62	0	2	0	8	0	3	0	1	4	6	....	25,000	1628

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	PENNSYLVANIA—continued.			
1629	Philadelphia (18th and Chestnut sts.).	Rittenhouse Academy	De Benneville K. Ludwig, A. M., Ph. D.; Erasmus B. Waples, A. M.	Nonsect
1630	Philadelphia (1427 North 16th st.).	Schleigh Academy*	Miss Dawson	Nonsect
1631	Philadelphia (2101 Spruce st.).	The Walton-Wellesley School	Dr. and Mrs. James R. Danforth.	Nonsect
1632	Philadelphia (1602 Green st.).	West Green Street Institute	Miss Martha Laird	Nonsect
1633	Philadelphia (2045 Walnut st.).	West Walnut Street Seminary	Mrs. Henrietta Kutz	Nonsect
1634	Philadelphia (8 South 12th st.).	William Penn Charter School	Richard M. Jones, LL. D	Friends
1635	Pittsburg (5th ave. and Craig st.).	Alinda College (Preparatory School).	Miss Ella Gordon Stuart	Nonsect
1636	Pittsburg (Ross and Diamond sts.).	The Pittsburg Academy	J. Warren Lytle	Nonsect
1637	Pittsburg	Shady Side Academy	W. R. Crabbe, Ph. D	Presb
1638	Pittsburg (East Liberty).	Thurston's (Miss) Preparatory School.	Miss Alice M. Thurston	Nonsect
1639	Pittsburg	Ursuline Young Ladies' Academy.	Mother M. Ursula	R. C
1640	Pleasant Mount	Pleasant Mount Academy	Nelson J. Spencer	Nonsect
1641	Pottstown	The Hill School	John Meigs, Ph. D	Nonsect
1642	Prospect	Prospect Normal and Classical Academy.	John H. Wilson	Nonsect
1643	Reedsville	Reedsville Academy	Orville De Witt, A. M	Nonsect
1644	Reidsburg	Reid Institute	George Ballentine, A. M	Bapt
1645	Rimersburg	Clarion Collegiate Institute	W. L. Smith, A. B	Reformed
1646	Rose Point	Rose Point Academy	Rev. James S. Kittell	Nonsect
1647	Saltsburg	Kiskiminetas Springs School	A. W. Wilson, jr	Nonsect
1648	Scranton (1522 Wyoming ave.).	Green Ridge School*	Louise Gerecke	Nonsect
1649	Scranton	St. Cecilia's Academy	Mother Mary	R. C
1650	do	St. Thomas College	Rev. D. J. MacGoldrick	R. C
1651	do	School of the Lackawanna	Revs. Thomas M. Cann, A. M.; Walter H. Buell, A. M.	Presb
1652	Sharon	Hall Institute	C. A. Gilbert	Bapt
1653	South Bethlehem	Bishopthorpe School*	Miss A. Oakley, B. L	Epis
1654	Stewartstown	English and Classical Institute	D. C. Weller	Nonsect
1655	Sugar Grove	Sugar Grove Seminary	R. J. White	United Br.
1656	Titusville	St. Joseph's Academy	Mother Celestine	R. C
1657	Toughkenamon	Toughkenamon Private School (Orthodox).	Hanna M. Cope	Friends
1658	Towanda	Susquehanna Collegiate Institute.*	Edwin E. Quinlan, A. M	Presb
1659	Ward	Ward Academy*	Benjamin F. Leggett, Ph. D	Meth
1660	Washington	Trinity Hall	William W. Smith, rector	Nonsect
1661	do	Washington Female Seminary	Miss N. Sherrard	Nonsect
1662	Waterford	Waterford Academy	Frank C. Rex	Nonsect
1663	West Chester	Darlington Seminary for Young Ladies.	Richard Darlington	Friends
1664	do	Friends' High School (Hicksite).	Frances B. Stevenson	Friends
1665	West Newton	West Newton Academy	T. N. Eaton, D. D	Nonsect
1666	West Sunbury	West Sunbury Academy	T. R. Hilliard	Nonsect
1667	Westtown	Westtown Boarding School (Orthodox).	William T. Wickersham	Friends
1668	Wilkesbarre	Harry Hillman Academy	H. C. Davis, Ph. D	Nonsect
1669	Wilkesbarre (St. Franklin st.).	Wilkes Barre Female Institute.	Elizabeth H. Rockwell	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Classical course. Female.	Scientific course. Male.	Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
7	0	39	0	0	0	0	0	6	0	8	0	3	0	2	0	5	0	......	....	1629
0	1	0	10	0	0	0	0	0	45	0	0	0	5	0	0	4	....	200	....	1630
2	10	0	46	0	0	0	15	0	15	0	5	0	8	0	8	4	0	4,000	$157,000	1631
0	3	0	11	0	0	0	18	....	....	....	....	0	1	....	....	3	....	......	....	1632
1	5	0	20	0	0	0	14	0	6	....	....	0	5	0	0	....	....	2,000	50,000	1633
25	0	432	0	0	0	0	0	....	....	....	....	48	0	....	....	5	0	......	....	1634
0	5	0	53	0	0	23	50	....	....	....	....	....	....	....	....	4	0	225	....	1635
4	2	100	50	0	0	65	53	5	1	20	3	29	20	13	3	....	0	......	....	1636
11	0	147	0	0	0	25	0	50	0	97	0	20	0	20	0	5	0	500	100,000	1637
0	5	1	34	0	0	38	109	0	9	....	....	....	....	....	....	4	....	......	....	1638
0	3	0	40	0	0	0	60	0	10	....	....	0	7	0	4	4	0	8,000	75,000	1639
2	1	10	20	0	0	40	50	....	....	....	....	4	8	0	0	3	0	500	2,000	1640
15	0	125	0	0	0	25	0	60	0	65	0	30	0	30	0	4	125	3,000	300,000	1641
1	1	24	16	0	0	6	4	4	3	2	3	0	0	0	0	....	0	......	1,000	1642
1	2	18	8	0	0	0	0	12	7	7	0	....	....	....	....	4	0	......	....	1643
1	2	6	4	0	0	11	9	1	0	1	0	....	....	....	....	....	0	300	....	1644
3	0	17	18	0	0	0	0	3	3	0	0	0	0	0	0	4	0	300	5,000	1645
5	1	28	33	0	0	0	0	3	4	0	0	3	1	0	0	3	0	0	5,000	1646
5	1	60	0	0	0	15	0	30	0	30	0	15	0	13	0	4	0	300	42,000	1647
1	0	3	7	0	0	15	19	....	....	....	....	....	....	....	....	....	....	......	....	1648
0	2	7	43	0	0	134	241	....	....	....	....	0	9	....	....	4	0	500	....	1649
2	0	30	0	0	0	5	0	5	0	....	....	....	....	....	....	3	0	......	....	1650
4	7	81	60	0	0	39	30	40	10	20	10	16	6	13	4	5	0	8,000	40	1651
4	0	28	12	2	0	28	0	9	2	7	6	2	0	2	0	1	0	600	40,000	1652
0	6	0	25	0	0	4	25	0	1	....	....	0	0	....	....	4	....	1,200	....	1653
1	0	18	17	0	0	12	3	1	0	0	2	....	....	....	....	1	....	......	3,000	1654
3	4	33	94	0	0	0	0	....	....	....	....	2	2	0	0	4	0	1,400	25,000	1655
0	1	10	12	0	0	90	163	0	0	0	0	0	3	0	3	4	0	600	....	1656
0	2	2	5	0	0	3	16	....	....	....	....	....	....	....	....	....	0	300	....	1657
4	7	74	135	0	0	0	0	7	1	7	0	7	6	4	5	3	0	1,000	50,000	1658
1	1	3	7	0	0	14	13	....	....	....	....	....	....	....	....	3	0	500	5,000	1659
8	1	40	0	0	0	0	0	40	0	....	....	....	....	....	....	4	40	3,000	150,000	1660
2	12	0	81	0	0	0	151	....	....	....	....	0	26	....	....	4	0	1,500	25,000	1661
2	2	10	15	0	0	40	96	2	2	1	0	2	8	0	0	4	0	580	8,000	1662
0	2	0	40	0	0	0	80	0	5	0	4	0	10	0	3	3	0	1,000	25,000	1663
0	3	6	14	0	0	4	4	4	5	2	1	2	3	2	3	5	0	10,000	....	1664
3	0	18	16	0	0	16	8	8	2	....	....	4	1	2	0	....	0	......	50	1665
3	2	52	82	0	0	0	0	3	2	1	0	3	8	3	2	....	0	200	5,000	1666
8	9	105	95	0	0	18	7	....	....	4	0	9	16	2	0	5	0	5,000	....	1667
5	0	72	0	0	0	36	0	10	0	22	0	7	0	....	....	....	....	......	60,000	1668
0	6	0	54	0	0	0	40	0	4	....	....	0	8	....	....	....	....	......	....	1669

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	PENNSYLVANIA—continued.			
1670	Williamsport	Williamsport Dickinson Seminary.	E. J. Gray, D. D	Meth
1671	Wyncote	Chelten Hills School	Mrs. E. W. Heacock	Nonsect
1672	York	York Collegiate Institute	E. T. Jeffers, D. D	Presb
	RHODE ISLAND.			
1673	East Greenwich	East Greenwich Academy	Rev. Francis D. Blakeslee, D. D.	M. E
1674	Pawtucket (35 Fountain st.).	English and Classical School	Chas. A. Cole	Nonsect
1675	Providence (63 Snow st.).	.....do	Chas. B. Goff, Ph. D	Nonsect
1676	Providence (P. O. Box 798, Elmhurst).	Female Academy of the Sacred Heart.	Sarah Jones	R. C
1677	Providence (119 Franklin st.).	La Salle Academy	Brother Dositheus	R. C
1678	Providence (59 Angell st.).	Lincoln School	Miss Ednah G. Bowen; Miss Margaret Gilman.	Nonsect
1679	Providence (10 Claverick st.).	St. Francis Xavier's Academy	Sister M. Fidelis	R. C
1680	Providence (15 Greene st.).	School for Young Ladies	Mrs. Annie F. Fielden	Nonsect
1681	Providence (280 Benefit st.).	.....do.*	Miss Irene Saniewska	Nonsect
1682	Providence (College and Prospect sts.).	University Grammar School *	Lynn & Swain	Nonsect
1683	Providence (26 Cabot st.).	Wheeler's (Miss) School	Miss Mary C. Wheeler	Nonsect
	SOUTH CAROLINA.			
1684	Adamsville	Palmetto High School*	E. E. Craven	Nonsect
1685	Aiken	Aiken Institute*	J. R. Mack	Nonsect
1686	Anderson	Patrick Military Institute	John B. Patrick	Nonsect
1687	Batesburg	Batesburg Institute	D. W. Daniel	Nonsect
1688	Beaufort	Harbison Institute	George Milton Elliott	Presb
1689	Charleston	Academy of Our Lady of Mercy.	Sister Mary Agatha	R. C
1690	Charleston (151 Wentworth st.).	Charleston Female Seminary	Miss E. A. Kelly	Nonsect
1691	Charleston (38 Corning st.).	Gibbes's (Misses) School for Girls.	Misses S. P. and E. S. Gibbes.	Nonsect
1692	Charleston	High School of Charleston, S. C	Virgil C. Dibble, A. M	Nonsect
1693	Charleston (Broad st.)	Simons' (Wm.) Classical and Mercantile School.	William Simons	Nonsect
1694	Charleston	Smith, I. A., School for Girls	Mrs. Isabel A. Smith	Nonsect
1695	Charleston (141 Meeting st.).	University School	Walter D. McKenny	Nonsect
1696	Charleston (272 Meeting st.).	Young Ladies' School	Miss C. O. Martin	Nonsect
1697	Chester	Brainerd Institute * (colored)	John S. Marquis	Presb
1698	Chesterfield	Chesterfield Academy *	N. R. Baker	Nonsect
1699	Clinton	Presbyterian College of South Carolina—(High School department).	Rev. E. C. Murray	Presb
1700	.....do	The Thornwell Orphanage (Seminary).	Wm. P. Jacobs, D. D	Presb
1701	Clio	Hebron Academy *	B. W. Crouch	Meth
1702	Cokesbury	Cokesbury Conference School	S. M. Rice, jr	Meth
1703	Columbia	Benedict College (colored)	Abraham C. Osborn	Bapt

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895-96—Continued.

Instructors for secondary students.		Students.																		
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
5	2	89	130	0	0	60	40	11	3	50	30	17	26	4	2	....	0	....	$200,000	1670
0	4	4	19	1	0	12	30	....	....	2	0	1	9	1	3	....	0	....	....	1671
4	3	46	44	0	0	0	0	....	....	....	....	2	4	2	1	5	0	2,500	105,000	1672
3	7	59	76	0	0	49	30	10	1	10	2	7	8	7	1	4	40	....	62,000	1673
1	0	17	5	0	0	57	12	1	1	7	0	....	....	....	....	0	....	....	5,500	1674
10	0	137	0	0	0	32	0	84	0	20	0	14	0	11	0	4	137	1,100	100,000	1675
0	13	0	55	0	0	0	15	0	0	0	0	0	8	0	8	4	....	5,000	....	1676
5	0	110	0	0	0	5	0	....	....	0	0	5	0	4	0	0	....	....	55,000	1677
0	4	0	40	0	0	0	22	0	10	....	....	0	5	....	....	....	....	300	2,000	1678
0	5	0	52	0	0	12	56	....	....	....	....	0	10	....	....	4	....	600	....	1679
0	7	0	38	0	0	0	13	0	0	0	7	0	5	0	0	4	....	....	....	1680
0	4	0	38	0	0	0	22	0	4	....	....	....	....	....	....	....	0	....	....	1681
5	0	31	0	0	0	24	0	....	....	....	....	9	0	9	0	....	0	100	....	1682
0	8	0	40	0	0	0	27	0	1	0	2	0	3	0	3	5	0	600	30,000	1683
1	2	8	14	0	0	20	6	3	7	4	0	....	....	....	....	4	....	50	2,000	1684
2	0	30	28	0	0	71	72	....	....	....	....	0	9	....	....	3	0	....	15,000	1685
3	0	25	0	0	0	3	0	0	0	....	....	1	0	....	....	3	23	....	....	1686
1	2	20	15	0	0	35	55	4	3	1	0	3	2	3	2	....	0	20	2,000	1687
2	0	5	7	5	7	65	76	....	....	....	....	5	5	....	....	....	....	....	6,000	1688
0	4	0	60	0	0	0	40	....	....	....	....	....	....	....	....	....	....	....	30,000	1689
0	6	0	50	0	0	0	50	....	....	....	....	0	15	....	....	4	....	2,000	35,000	1690
0	5	0	20	0	0	0	14	....	....	....	....	0	1	....	....	4	....	500	....	1691
5	0	144	0	0	0	31	0	30	0	25	0	17	0	17	0	4	0	....	30,000	1692
1	0	12	0	0	0	0	0	5	0	....	....	....	....	....	....	....	0	....	....	1693
0	4	....	78	0	0	5	20	....	....	....	....	0	7	0	2	4	....	....	....	1694
2	0	16	0	0	0	30	0	....	....	....	....	....	....	....	....	....	....	....	....	1695
0	2	0	12	0	0	10	21	0	0	0	0	0	2	0	0	4	0	....	....	1696
2	1	9	7	9	7	65	70	5	0	....	....	4	3	3	1	3	0	....	10,000	1697
1	1	30	31	0	0	50	24	8	2	7	1	1	2	1	2	4	0	120	1,500	1698
4	0	16	12	0	0	0	0	7	0	9	11	9	5	5	5	2	0	800	15,000	1699
1	2	27	41	0	0	21	37	....	....	....	....	8	6	8	6	2	....	5,000	65,000	1700
1	2	30	30	0	0	0	0	3	3	....	....	1	2	1	2	3	0	125	1,500	1701
0	1	9	7	0	0	12	8	2	2	3	6	0	0	0	0	4	0	....	2,000	1702
3	3	40	37	40	37	91	88	9	8	....	....	9	12	2	3	4	0	2,500	70,000	1703

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	SOUTH CAROLINA—continued.			
1704	Conway	Burroughs High School	William A. Dagnall	Nonsect
1705	Covington	Hebron High School *	J. B. Humbert	Meth
1706	Frogmore	Penn Normal and Industrial School.	Miss Ellen Murray	Nonsect
1707	Gaffney	Gaffney Seminary	W. F. McArthur	Nonsect
1708	Hartsville	Welch Neck High School	A. Poindexter Taylor	Bapt
1709	Honea Path	High School *	J. L. Eskew	Nonsect
1710	Jordan Academy	Jordan Academy	Gist Gee	Nonsect
1711	Lexington	Palmetto Collegiate Institute	Sidney J. Derrick	Nonsect
1712	Manning	Manning Collegiate Institute	E. J. Browne	Nonsect
1713	Reedy Creek	Dothan High School	S. H. McGhee	Nonsect
1714	Reidville	Reidville Female College	D. Balharrie Simpson, B. A., B. S.	Nonsect
1715	do	Reidville Male High School	George Briggs	Presb
1716	Rock Hill	Presbyterian High School*	Alexander Sprunt (Rev.)	Presb
1717	Sellers	Sellers High School*	Miss Anna Reaves	Nonsect
1718	Sumter	St. Joseph's Academy	Sister M. Loretto	R. C
1719	do	Sumter Institute	H. F. Wilson	Nonsect
1720	Walhalla	McCollough's (Miss) School	Miss E. H. McCollough	Epis
1721	Yorkville	York Baptist High School	W. O. Petty	Bapt
	SOUTH DAKOTA.			
1722	Burnside	Ward Academy*	Mrs. D. G. Herron	Cong
1723	Canton	Augustana College	Anthony G. Tuve	Luth
1724	Scotland	Scotland Academy	Otis G. Dale	Presb
1725	Sioux Falls	All Saints School	Helen S. Peabody	P. E
1726	do	Sioux Falls University	Edwin B. McKay	Bapt
1727	Sturgis	St. Martin's Academy	Sister Victoria Siedler	R. C
1728	Wessington	Wessington Springs Seminary	Rev. J. K. Freeland	Meth
	TENNESSEE.			
1729	Alamo	Alamo Male and Female Academy.	J. O. Brown, B. S	Nonsect
1730	Andersonville	Big Valley Academy*	W. L. Wallace	Nonsect
1731	Athens	Athens Female Academy	L. L. H. Carlock, D. D	Nonsect
1732	Bellbuckle	Webb School	W. R. Webb	Nonsect
1733	Bloomingdale	Kingsley Seminary	Joseph H. Ketron, A. M	M. E
1734	Bluff City	Zollicoffer Institute	J. J. Walford, A. B	Nonsect
1735	Brownsville	Wesleyan Female College	T. W. Crowder	Meth
1736	Bryson	Bethany High School	Thomas C. Young	Nonsect
1737	Butler	Holly Springs College*	James H. Smith	Nonsect
1738	Camden	The Benton Seminary (Camden Collegiate Institute).	J. W. Blair	Nonsect
1739	Campbellsville	Campbellsville High School	R. L. Kimbrough	Nonsect
1740	Carthage	Geneva Academy*	H. A. Ingram	Nonsect
1741	Cedar Hill	Cedar Hill Institute	J. W. L. Greene	M. E. So
1742	Centerville	Centerville High School	R. S. Ballow	Nonsect
1743	Chapel Hill	Chapel Hill Academy*	M. L. Cancer	Nonsect
1744	Chattanooga	Chattanooga College for Young Ladies.	John L. Cooper, A. M	Nonsect
1745	Chattanooga (706 Georgia ave.).	English and French School	Misses Duval	
1746	Chattanooga	University School	J. Roy Baylor, B. A., B. Let.	Nonsect
1747	Chuckey City	Wesleyan Academy	H. F. Ketron	Meth
1748	Clarksville (526 Madison st.).	Clarksville Female Academy.	H. W. Browder, A. M	M. E. So
1749	Cleveland	Centenary Female College*	Daniel Sullins, D. D	M. E. So
1750	Clifton	Clifton Masonic Academy	G. W. Boucher, B. S	Nonsect
1751	Cloverdale	Cloverdale Seminary	W. A. Bell	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Students. Colored secondary students included in columns 7 and 8. Male.	Students. Colored secondary students included in columns 7 and 8. Female.	Students. Elementary. Male.	Students. Elementary. Female.	Students. Preparing for college. Classical course. Male.	Students. Preparing for college. Classical course. Female.	Students. Preparing for college. Scientific course. Male.	Students. Preparing for college. Scientific course. Female.	Students. Graduates in 1896. Male.	Students. Graduates in 1896. Female.	Students. College preparatory students in the class that graduated in 1896. Male.	Students. College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	0	30	21	0	0	24	29	6	4	0	0	4	1	3	1	4	0	2,000	$3,000	1704
1	1	10	10	0	0	20	20	6	6	....	....	0	2	0	2	4	0	100	1,500	1705
0	2	18	16	18	16	132	130	0	0	0	0	5	3	0	0	3	0	300	3,000	1706
2	3	30	20	0	0	60	28	....	....	....	....	2	1	....	....	4	0	350	7,000	1707
2	1	20	10	0	0	30	40	10	6	0	0	6	3	3	2	3	0	200	7,000	1708
1	1	28	28	0	0	14	12	....	....	....	....	....	....	....	....	....	0	100	1,000	1709
1	0	1	13	0	0	13	18	0	1	0	0	0	0	0	0	4	0	50	1,000	1710
1	2	27	33	0	0	32	38	....	....	....	....	0	2	....	....	....	....	....	....	1711
1	0	15	10	0	0	44	31	....	....	....	....	2	1	....	....	4	0	....	3,500	1712
1	0	5	3	0	0	21	17	5	3	....	....	....	....	....	....	....	0	....	....	1713
1	1	0	20	0	0	0	40	0	15	....	....	....	....	....	....	4	0	1,000	15,000	1714
1	0	33	0	0	0	45	0	8	0	3	0	....	....	....	....	4	0	200	1,200	1715
0	2	0	47	0	0	0	3	0	20	....	....	0	2	....	....	4	0	150	20,000	1716
0	1	12	12	0	0	13	8	....	....	....	....	....	....	....	....	....	0	0	....	1717
0	2	0	30	0	0	0	40	....	....	....	....	0	5	0	3	....	....	....	....	1718
0	3	0	50	0	0	0	40	....	....	....	....	0	9	0	9	4	0	500	15,000	1719
0	2	8	12	8	12	....	....	....	....	....	....	....	....	....	....	....	0	....	2,000	1720
2	1	43	13	0	0	3	2	7	2	1	0	0	0	0	0	3	0	75	6,000	1721
2	3	36	16	0	0	8	0	0	0	....	....	....	....	....	....	4	0	600	10,000	1722
4	1	18	12	0	0	45	47	14	3	0	0	8	3	5	0	3	0	1,000	10,000	1723
1	1	19	6	0	0	8	2	0	2	0	0	3	0	3	0	3	0	600	15,000	1724
0	4	0	24	0	0	16	62	0	3	....	....	0	1	....	....	5	0	....	75,000	1725
4	4	38	12	0	0	28	83	....	....	....	....	4	2	4	0	3	0	1,000	30,000	1726
0	1	0	16	0	0	68	60	....	....	....	....	0	4	0	4	3	....	200	....	1727
2	2	13	20	0	0	34	33	1	1	....	....	2	2	1	1	4	0	725	13,000	1728
1	1	15	14	0	0	60	36	8	9	0	0	5	4	2	1	2	0	200	2,000	1729
2	0	38	25	0	0	27	27	....	....	....	....	....	....	....	....	....	....	....	2,400	1730
0	4	0	47	0	0	6	30	0	30	0	10	0	1	....	....	....	0	100	6,000	1731
5	0	200	25	0	0	0	0	200	25	....	....	20	3	20	3	4	0	2,163	4,000	1732
3	0	50	14	0	0	32	13	21	3	0	0	0	0	0	0	4	0	60	2,500	1733
1	1	22	19	0	0	77	86	4	9	....	....	0	0	....	....	5	0	0	....	1734
1	4	19	65	0	0	12	17	....	....	....	....	0	8	....	....	0	....	....	10,000	1735
1	1	8	6	0	0	39	28	1	1	....	....	....	....	....	....	4	....	0	....	1736
2	0	75	43	0	0	64	47	28	23	18	21	2	0	....	....	4	0	600	5,000	1737
2	0	10	10	0	0	50	90	....	....	....	....	0	0	0	0	4	0	150	3,000	1738
1	2	7	12	0	0	25	17	1	3	....	....	0	0	0	0	4	0	....	2,000	1739
1	0	6	10	0	0	32	34	3	2	1	1	0	0	0	0	3	0	0	1,000	1740
1	1	10	15	0	0	50	50	10	15	....	....	0	0	0	0	3	0	100	4,000	1741
1	1	24	18	0	0	41	54	....	....	....	....	....	....	....	....	....	....	....	....	1742
1	1	35	20	0	0	40	30	12	10	8	5	4	3	4	3	....	0	100	....	1743
0	2	0	30	0	0	0	30	0	4	....	....	0	8	....	....	4	0	1,600	....	1744
0	2	0	9	0	0	16	25	....	....	....	....	....	....	....	....	....	....	....	....	1745
1	0	15	0	0	0	45	0	....	....	....	....	2	0	....	....	4	0	....	....	1746
1	0	8	8	0	0	48	48	1	2	....	....	....	....	....	....	....	....	200	3,000	1747
1	6	0	68	0	0	6	54	0	20	0	0	0	14	0	4	5	0	2,000	10,000	1748
5	10	0	201	0	0	0	0	....	....	....	....	0	22	0	12	....	0	500	75,000	1749
1	1	8	12	0	0	62	56	0	0	0	0	0	0	0	0	2	0	60	1,200	1750
1	1	16	18	0	0	0	0	....	....	....	....	0	3	....	....	....	0	....	....	1751

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	TENNESSEE—continued.			
1752	Columbia	Columbia Institute	Francis A. Shoup, D. D	Epis
1753	Comersville	Presbyterian Collegiate Institute.	George C. Appleby	Presb
1754	Culleoka	Culleoka Academy	W. D. Scott	Nonsect
1755	Cumberland City	Cumberland City Academy	J. H. Bayer	Nonsect
1756	Decatur	Meigs County High School*	J. F. Townsend	M. E. So
1757	Decaturville	Decaturville High School	J. N. Ruddle, B. S	M. E. So
1758	Dover	Dover High School	A. A. Mooney	M. E. So
1759	Doyle Station	Doyle College*	R. L. Jones	M. E. So
1760	Duck River	Shady Grove Institute*	W. C. Salmon	M. E. So
1761	Erin	Houston College (School)*	G. L. Byrom	M. E. So
1762	Evensville	Tennessee Valley Baptist Institute.	W. H. Taylor	Bapt
1763	Fayetteville	Collegiate Institute*	Geo. C. Simmons	Nonsect
1764	.....do	Dick White College	R. S. Bradshaw	Cum Presb
1765	Foutch	New Helton Academy	T. J. Washer	Bapt
1766	Franklin	Franklin Male High School	Z. A. McConico	Nonsect
1767	.....do	Wall and Mooney's School*	W. D. Mooney and S. V. Webb.	Nonsect
1768	Friendsville	Friendsville Academy*	J. H. Moore, A. B	Friends
1769	Garland	Garland High School*	J. P. Williams	Nonsect
1770	Gillenwater	Alum Well Academy	Miss Alice R. Watterson	Nonsect
1771	Gleeson Station	High School*	J. A. Howard	Nonsect
1772	Grand Junction	Male and Female Institute*	W. R. Lewellen	Nonsect
1773	Grand View	Normal Institute	Henry W. Webb, A. B	Cong
1774	Grassy Cove	Grassy Cove Academy	F. J. Miles, A. B	Presb
1775	Greenbrier	Central Tennessee Normal School.	N. J. Pritchard, A. B	Nonsect
1776	Hollock Rock	West Tennessee Seminary	Jerry Cole, Ph. D	Nonsect
1777	Jasper	Pryor Institute	B. E. Atkins	M. E. So
1778	.....do	Sam Houston Academy	H. R. Gilliam	Nonsect
1779	Kingston Springs	Vanderbilt Preparatory Academy.	Rufus J. Clark	M. E. So
1780	Knoxville	Knoxville Classical School	C. Morris	Nonsect
1781	.....do	Lee's (Miss) Fifth Avenue School.	Miss Lee	Nonsect
1782	.....do	University School	Lewis M. G. Baker, M. A	Nonsect
1783	Kyle's Ford	Blackwater Seminary	F. R. Anderson	Mis. Bapt
1784	Lascassas	Lascassas High School	Enoch Winders	Nonsect
1785	Lebanon	Cumberland University Annex.	B. S. Foster	Cum Presb
1786	Leipers Fork	Hillsboro High School	James E. Scobey	Nonsect
1787	Lexington	Baptist Male and Female College.	J. A. Mount	Bapt
1788	Lewisburg	Haynes-McLean School	W. W. McLean and E. J. Meacham.	Nonsect
1789	Limestone	Limestone High School*	E. E. Bearden	M. E. So
1790	Lobelville	Lobelville High School*	John L. York	Nonsect
1791	Loudon	Loudon Seminary	J. C. Reid, B. S	Cum Presb
1792	Lynchburg	Lynchburg Preparatory School.*	T. G. Riddle	Nonsect
1793	Lynnville	Wallace Training School		Nonsect
1794	McKenzie	McTyeire Institute	Joshua H. Harrison, B. A	M. E. So
1795	McLemoresville	McLemoresville Collegiate Institute.	L. S. Mitchell, A. M	M. E
1796	Martin	McFerrin College	Arthur T. Ramsey	Meth
1797	Martins Mills	Rose High School	Davis & James	Nonsect
1798	Maryville	Freedmen's Normal Institute	L. H. Garner	Friends
1799	.....do	Friends' School*	Wilson J. Hole	Friends
1800	Memphis (366 Poplar st.).	St. Mary's School	Sister Superior	Epis
1801	Memphis	University School	Werts & Rhea	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.								
								Classical course.		Scientific course.												
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.							
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	2	2	30	0	0	16	72	....	....	....	....	....	....	....	....	....	....	8,000	$40,000	1752
1	2	24	22	0	0	31	23	....	....	....	....	....	....	....	....	....	....	......	1,000	1753
1	0	10	6	0	0	10	7	5	3	0	0	0	0	0	0	3	0	1,200	2,000	1754
1	2	54	32	0	0	52	53	1	0	1	0	2	2	2	0	2	0	100	3,500	1755
1	1	6	5	0	0	54	50	1	1	0	0	4	5	0	0	4	....	......	1,500	1756
1	2	15	10	0	0	40	35	0	0	5	2	0	0	0	0	4	0	......	2,500	1757
1	1	12	15	0	0	30	30	3	2	0	0	0	0	0	0	....	0	15	1,500	1758
1	0	4	10	0	0	46	44	1	2	....	....	0	0	0	0	4	0	100	5,000	1759
2	1	40	35	0	0	57	43	0	0	0	0	0	0	0	0	4	0	......	3,000	1760
1	1	20	25	0	0	128	130	3	3	....	....	....	....	....	....	5	0	200	3,000	1761
1	2	32	13	0	0	37	41	....	....	....	....	....	....	....	....	4	0	84	2,000	1762
1	1	35	25	0	0	75	70	25	20	....	....	2	2	....	....	4	0	0	....	1763
2	1	34	28	0	0	60	40	....	....	....	....	2	1	....	....	3	0	0	15,000	1764
1	0	10	5	0	0	70	85	3	2	0	0	0	0	0	0	....	0	0	1,000	1765
3	0	20	0	0	0	20	0	4	0	0	0	0	0	0	0	4	0	400	4,000	1766
3	0	170	14	0	0	0	0	40	6	100	8	21	0	18	0	5	0	1,400	12,000	1767
2	1	20	24	0	0	9	17	2	0	....	....	1	1	0	0	4	0	50	....	1768
1	0	10	15	0	0	20	26	....	....	4	0	....	....	....	....	....	0	......	1,500	1769
0	1	3	8	0	0	47	48	2	4	0	0	0	0	....	....	....	....	0	1,514	1770
1	0	5	5	0	0	0	0	0	1	4	5	....	....	....	....	4	0	0	2,500	1771
1	1	15	24	0	0	15	18	....	....	....	....	....	....	....	....	....	....	......	....	1772
1	4	21	15	0	0	89	54	3	1	2	0	2	0	0	0	4	0	350	4,000	1773
1	1	10	12	0	0	53	45	4	0	0	4	2	4	2	2	3	0	1,000	3,000	1774
1	1	35	49	0	0	85	96	....	....	....	....	5	10	....	....	0	0	500	5,000	1775
1	1	29	40	0	0	33	20	18	3	22	18	....	....	....	....	2	....	......	....	1776
2	1	41	31	0	0	7	15	0	0	0	0	0	0	0	0	4	0	400	35,000	1777
2	1	26	19	0	0	88	90	10	8	13	14	18	15	18	15	4	0	0	6,000	1778
1	1	16	7	0	0	15	14	....	....	....	....	0	0	0	0	4	0	200	3,500	1779
1	0	25	0	0	0	11	0	....	....	....	....	4	0	4	0	5	0	......	4,000	1780
0	1	2	5	0	0	2	5	2	2	0	0	0	0	0	0	....	0	200	2,000	1781
5	0	77	0	0	0	40	0	11	0	60	0	5	0	5	0	5	0	1,000	35,000	1782
2	1	40	10	0	0	40	30	20	10	10	6	4	2	3	2	4	0	......	1,000	1783
1	2	20	10	0	0	25	20	0	0	0	0	0	0	0	0	4	0	0	1,000	1784
0	2	0	25	0	0	0	125	....	....	....	....	0	14	....	....	....	....	......	....	1785
1	1	12	5	0	0	7	6	2	0	....	....	....	....	....	....	4	0	......	3,000	1786
2	0	40	20	0	0	30	20	9	6	....	....	5	1	5	1	4	0	500	4,000	1787
4	0	21	24	0	0	44	31	....	....	....	....	4	5	....	....	4	24	200	6,000	1783
1	1	20	20	0	0	25	20	....	....	....	....	0	3	0	3	3	....	......	3,000	1789
1	1	35	15	0	0	30	20	18	13	12	7	....	....	....	....	4	0	......	3,500	1790
2	0	10	10	0	0	80	40	4	0	1	0	1	0	0	0	....	....	200	2,500	1791
1	0	10	19	0	0	55	56	3	8	5	12	2	10	2	10	4	0	0	2,000	1792
1	1	30	30	0	0	20	10	10	5	1	0	....	....	....	....	....	0	......	1,200	1793
2	1	62	27	0	0	12	13	....	....	....	....	0	0	....	....	4	0	400	12,150	1794
1	2	38	27	0	0	37	23	10	6	....	....	2	3	....	....	5	0	100	5,000	1795
0	3	32	42	0	0	26	44	20	35	12	7	2	3	2	3	3	0	600	15,000	1796
2	0	20	10	0	0	60	60	0	0	5	3	0	0	0	0	3	0	200	1,500	1797
2	2	37	37	0	0	84	85	....	....	....	....	4	4	....	....	4	0	......	....	1798
1	0	7	9	0	0	58	37	....	....	....	....	0	0	0	0	3	0	......	6,000	1799
0	4	0	40	0	0	0	80	0	10	0	12	0	7	0	5	4	....	......	....	1800
5	0	51	0	0	0	10	0	25	0	....	....	....	....	....	....	....	0	......	....	1801

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	TENNESSEE—continued.			
1802	Middleton	High School	L. E. Wood and P. Williams.	Nonsect
1803	Milton	Milton High School *	W. H. Turney	Nonsect
1804	Mont Eagle	Fairmount College	Rev. W. H. Du Bose, M. A.	P. E
1805	Morelock	Ottway College*	J. K. P. Sayler	Nonsect
1806	Morristown	Morristown Normal Academy*	Judson S. Hill, D. D	M. E
1807	Mount Juliet	High School	W. A. Caldwell, A. B	Nonsect
1808	Mount Pleasant	Howard Institute	James A. Bostick	Meth
1809	Mount Vernon	Mount Vernon Academy	S. J. Parks	Bapt
1810	Munford	Dyersburg District High School.	R. L. Taylor	Meth
1811	Nashville (28 Academy place).	Montgomery Bell Academy	S. M. D. Clark, A. M	Nonsect
1812	Nashville (14th and North Vine sts.).	St. Bernard's Academy	Sisters of Mercy	R. C
1813	Nashville	St. Cecilia's Academy	Sister Augusta	R. C
1814	.....do	St. Joseph's Academy	Sister M. Xavier	R. C
1815	.....do	Tennessee Military Institute* (formerly East Side Academy).	R. D. L. Robertson	Nonsect
1816	.....do	University School	Clarence B. Wallace, M. A.	Nonsect
1817	New Market	New Market Academy	F. A. Penland	Presb
1818	Orlinda	Orlinda Normal Academy	William McNeeley	Nonsect
1819	Owerall	Salem Academy	J. R. Bass	Nonsect
1820	Parrottsville	Parrottsville Academy	R. P. Driskill	M. E
1821	Petersburg	Elizabeth College*	W. M. Carter	Nonsect
1822	Pigeon Forge	Pigeon Forge Academy	W. W. Matney	Nonsect
1823	Pleasant View	Pleasant View Academy	W. I. Harper	Nonsect
1824	Readyville	High School	J. W. Jamison	Nonsect
1825	Rogersville	McMinn Academy	J. W. Lucas, A. M	Nonsect
1826	.....do	Swift Memorial Institute	W. H. Franklin, A. M	Presb
1827	St. Clair	St. Clair Academy*	W. J. Stewart	Nonsect
1828	Saulsbury	Woodland Academy	A. E. Handley	Nonsect
1829	Sevierville	Murphy College	John C. Eckles	M. E
1830	Shelbyville	Dixon Academy	Charles W. Jerome	Nonsect
1831	Shop Spring	Shop Spring Academy	J. E. Sullivan	Bapt
1832	Smyrna	Smyrna Fitting School	James A. Robins, B. A	Nonsect
1833	Southside	Southside Preparatory School.	P. L. Harned, L. I	Nonsect
1834	Spring Hill	Woolwine School	S. S. Woolwine	Nonsect
1835	Sweet Water	Sweet Water Seminary*	William Shelton	Bapt
1836	Tazewell	Tazewell College		Nonsect
1837	Temperance Hall	Earl College*	James E. Drake	Nonsect
1838	Trezevant	Male and Female Academy*	A. J. G. Wells	Nonsect
1839	Troy	Obion College	J. T. Blair	Nonsect
1840	Union City	Union City Training School	D. A. Williams	Nonsect
1841	Waverly	Southern Methodist Institute*	Arthur C. Minter	M. E. So
1842	White Pine	Edwards Seminary	Rev. Sidney Tinker	United Br.
	TEXAS.			
1843	Abilene	Simmons College	George O. Thatcher, A. M.	Bapt
1844	Austin (202 West 8th st.).	Hood Seminary*	R. L. Hood	Nonsect
1845	Austin	St. Mary's Academy*	Sisters of the Holy Cross	R. C
1846	.....do	Stuart's Seminary*	Rev. J. M. Purcell	Presb
1847	.....do	Tillotson Collegiate and Normal Institute.	W. S. Goss, A. B	Cong
1848	Belton	Belton Male Academy	C. H. Wedemeyer, A. M	Nonsect
1849	Ben Wheeler	Alamo Institute	J. M. Dean	Nonsect
1850	Bonham	Carlton College	Charles Carlton, sr	Nonsect
1851	.....do	Masonic Female Institute	J. B. Lyle	Nonsect
1852	Brenham	Blinn Memorial College	Carl Urbantke	M. E

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895-96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Classical course. Female.	Scientific course. Male.	Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	1	10	10	0	0	20	25	1	1	0	0	0	0	0	0	....	0	......	$1,500	1802
1	1	25	30	0	0	50	50	0	0	0	0	0	0	0	0	4	0	0	2,000	1803
0	5	0	26	0	0	0	14	....	....	....	....	....	....	0	0	....	....	2,000	12,000	1804
2	0	15	8	0	0	69	45	7	2	15	8	0	0	0	0	4	0	10	4,000	1805
1	5	39	60	39	60	102	89	17	18	....	....	3	0	3	0	3	0	500	35,000	1806
1	1	21	23	0	0	36	42	2	5	....	....	0	5	0	5	5	0	......	2,750	1807
2	1	47	55	0	0	42	31	25	23	27	27	2	0	2	0	4	0	1,200	10,000	1808
2	0	17	16	0	0	58	29	8	5	0	0	15	16	8	5	3	0	......	....	1809
1	2	20	33	0	0	53	51	4	12	5	16	0	0	0	0	....	0	425	7,000	1810
5	1	51	0	0	0	28	0	3	0	0	0	1	0	1	0	4	0	786	....	1811
0	1	0	30	0	0	0	60	18	0	12	0	0	4	0	4	4	0	200	....	1812
0	5	0	32	0	0	0	68	....	....	....	....	0	8	....	....	4	....	3,000	100	1813
0	6	0	18	0	0	95	182	0	0	0	0	0	3	0	0	3	0	150	....	1814
2	0	20	0	0	0	32	0	3	0	10	0	0	0	0	0	3	0	0	....	1815
3	1	54	0	0	0	26	0	....	....	....	....	14	0	14	0	4	0	......	13,000	1816
1	1	13	20	0	0	54	43	9	0	0	17	1	7	2	0	3	0	950	1,000	1817
1	0	10	6	0	0	42	44	....	....	....	....	0	0	....	....	3	0	150	2,000	1818
1	1	20	35	0	0	30	20	2	6	1	1	8	8	7	7	4	0	......	....	1819
2	0	25	15	0	0	85	75	2	0	3	1	4	3	2	1	2	0	30	1,000	1820
0	2	20	10	0	0	30	20	....	....	....	....	....	....	....	....	4	0	300	10,000	1821
1	1	25	12	0	0	51	58	....	....	....	....	....	....	....	....	2	0	0	1,000	1822
2	1	15	10	0	0	55	45	....	....	....	....	0	0	0	0	4	0	0	3,000	1823
2	0	20	19	0	0	30	11	....	....	....	....	....	....	....	....	....	....	......	15	1824
1	0	15	1	0	0	85	38	11	1	....	....	0	0	0	0	3	0	......	5,000	1825
2	1	9	7	0	0	67	75	4	4	5	3	2	2	2	2	4	0	450	25,000	1826
1	1	27	12	0	0	51	67	....	....	....	....	....	....	....	....	3	0	0	2,500	1827
1	1	16	13	0	0	24	22	....	....	....	....	....	....	....	....	....	0	......	....	1828
2	1	45	31	0	0	160	123	4	1	8	8	0	2	3	6	4	0	1,500	20,000	1829
1	2	8	7	0	0	50	40	4	2	....	....	....	....	....	....	....	0	0	5,000	1830
1	1	22	28	0	0	30	45	....	....	....	....	2	3	2	0	....	0	......	900	1831
2	1	25	17	0	0	9	8	25	15	....	....	0	0	....	....	4	....	600	3,500	1832
1	1	11	25	0	0	69	51	2	0	....	....	3	1	2	0	4	0	150	2,500	1833
3	0	30	0	0	0	23	0	15	0	6	0	1	0	1	0	4	0	293	16,000	1834
0	2	0	29	0	0	0	26	0	11	....	....	0	1	....	....	4	0	1,000	20,000	1835
1	0	30	35	0	0	38	27	....	....	....	....	....	....	....	....	....	0	0	1,200	1836
1	0	8	5	0	0	65	75	....	....	....	....	....	....	....	....	....	0	......	800	1837
1	1	33	37	0	0	30	40	30	40	0	0	4	1	4	1	4	0	105	7,000	1838
2	1	18	25	0	0	67	83	....	....	....	....	1	2	3	5	4	0	500	15,000	1839
2	1	25	28	0	0	10	12	....	....	....	....	2	7	2	7	4	0	425	8,000	1840
2	0	22	36	0	0	66	92	3	4	....	....	0	1	....	....	3	....	2,000	15,000	1841
2	0	15	16	0	0	....	....	....	....	....	....	....	....	....	....	4	0	250	5,000	1842
2	2	29	36	0	0	22	16	....	....	....	....	2	4	....	....	....	0	2,500	30,000	1843
1	1	2	5	0	0	8	17	1	4	....	....	....	....	....	....	4	....	......	14,000	1844
0	5	0	40	0	0	0	210	....	....	....	....	0	6	....	....	4	....	......	....	1845
1	6	0	33	0	0	0	8	0	6	0	26	0	6	....	....	....	....	860	25,000	1846
2	9	17	13	17	13	54	89	7	3	....	....	1	2	0	0	4	0	1,700	60,000	1847
3	2	62	5	0	0	0	0	7	0	20	0	5	0	5	0	4	0	500	10,000	1848
3	0	35	30	0	0	50	30	....	....	....	....	0	0	0	0	3	0	300	3,000	1849
2	1	0	54	0	0	24	51	0	0	0	0	0	3	....	....	....	0	......	7,000	1850
2	3	0	60	0	0	0	4	....	....	....	....	0	2	....	....	4	....	400	25,000	1851
4	0	29	12	0	0	46	14	....	....	....	....	10	2	....	....	2	0	1,200	1,600	1852

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	TEXAS—continued.			
1853	Brenham	Evangelical Lutheran College.	O. W. Hartmann	Luth
1854	Buffalo Gap	Buffalo Gap College	J. N. Ellis	Cum Presb
1855	Burleson	Red Oak Academy	L. C. Collier, A. M	Cum Presb
1856	Castroville	Divine Providence Academy	Mother M. Florence	R. C
1857	Cleburne	Irving Select School for Yonng Ladies.	Peyton Irving, sr	Nonsect
1858	Commerce	East Texas Normal College	W. L. Mayo	Nonsect
1859	Corpus Christi	Corpus Christi Female College.	J. D. Merideth	Nonsect
1860	Crowell	Crowell College	B. R. Blankenship	Nonsect
1861	Dallas	Central Academy	Waldemar Malcolmson	Nonsect
1862	Decatur	Northwest Texas Baptist College.	A. J. Emerson, D. D	Bapt
1863	Detroit	Detroit Normal College *	Andrew Rose	Nonsect
1864	Eddy	Eddy Literary and Scientific College.	J. M. Bedichek	Nonsect
1865	Ferris	Ferris Institute	A. C. Speer	Nonsect
1866	Forney	The Lewis Academy	E. C. Lewis	Nonsect
1867	Fort Worth	St. Ignatius Academy and St. Stanislaus School for Girls.	Sister Louise	R. C
1868	....do	Watson's (Miss Select School.	Miss L. G. Watson	Nonsect
1869	Galveston	St. Joseph's Academy	Sister Mary	R. C
1870	....do	Ursuline Academy	Mother Mary Joseph	R. C
1871	Grandview	Grandview Collegiate Institute	J. E. Garrison	Nonsect
1872	Greenville	Greenville College *	W. H. Long, A. M	Bapt
1873	Greenwood	Greenwood Male and Female College.	Charles S. Garrison	Nonsect
1874	Hearne	Hearne Academy Normal and Training School.*	M. A. Broyles	Bapt
1875	Henderson	Henderson Normal School	M. M. Dupre	Nonsect
1876	Hillsboro	Patterson Institute	W. A. Patterson	Nonsect
1877	Honey Grove	Methodist Conference *	L. T. Smith	Meth
1878	Laredo	Laredo Seminary	Miss N. E. Holding	Meth
1879	.....do	Ursuline Academy	Sister St. Paul	R. C
1880	Lufkin	East Texas College *	A. C. Foster	Nonsect
1881	Madisonville	Madisonville Academy *	J. H. Allen	Nonsect
1882	Marshall	Bishop College	Rev. N. Wolverton, B. A	Bapt
1883	.....do	Masonic Female Institute	W. D. Allen	Nonsect
1884	Midlothian	Polytechnic Institute	A. E. Hall	Nonsect
1885	Minden	Rock Hill Institute	G. I. Watkins and O. Garrett.	Nonsect
1886	Mount Sylvan	Rosedale Academy	J. S. Magee	Nonsect
1887	Newton	Ford Male and Female College.	Walker De Witt	Nonsect
1888	Omen	Summer Hill School	Orr and Lanier	Nonsect
1889	Overton	Hubbard College	J. N. Huff	Nonsect
1890	Paris	East Side Boys' School	J. P. Downer	Nonsect
1891	.....do	Paris Female College	T. J. Sims	Bapt
1892	Peaster	Peaster College	R. L. Davis	Nonsect
1893	Pilot Point	Franklin College	T. C. Belsher	Nonsect
1894	Plainview	Llana Estacado Male and Female Institute. *	O. C. Mulkey	Nonsect
1895	Ranger	Ranger Baptist Academy	R. W. Richardson	Bapt
1896	Salado	Thomas Arnold High School	Witt and Jones	Nonsect
1897	San Antonio (413 South Alamo st.).	German-English School	F. W. Schleicher	Nonsect
1898	San Antonio	Magruder's Collegiate Institute. *	J. B. Magruder	Nonsect
1899	....do	St. Mary's College	John B. Bumeder	R. C
1900	San Antonio (1927-1935 North Flores st.).	San Antonio Academy	W. B. Seeley, Ph. D	Nonsect
1901	San Antonio	San Antonio Female College	J. E. Harrison	M. E. So
1902	.....do	Ursuline Academy	Mother M. Magdalen	R. C

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students. Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college. Classical course.		Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
3	0	37	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	110	$10,150	1853
1	2	25	20	0	0	50	60	.....	.....	.....	.....	0	0	.....	.....	2	0	....	5,000	1854
1	1	24	19	0	0	47	46	24	19	.....	.....	2	3	2	3	3	0	140	4,500	1855
0	2	0	24	0	0	0	10	.....	.....	.....	.....	0	0	.....	.....	.....	.....	80	40,000	1856
2	0	0	24	0	0	0	18	0	8	0	0	0	3	0	0	1	0	150	5,000	1857
4	1	118	52	0	0	0	0	28	10	17	7	10	6	.....	.....	4	0	2,900	15,000	1858
1	1	0	32	0	0	0	16	0	30	.....	.....	0	0	.....	.....	.....	.....	1,000	2,000	1859
2	0	20	25	0	0	40	45	.....	.....	.....	.....	0	0	0	0	4	0	300	3,500	1860
2	0	26	4	0	0	19	6	5	0	2	0	2	0	2	0	3	0	1,830	2,500	1861
2	2	43	30	0	0	27	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	....	1862
1	0	19	17	0	0	81	79	0	0	0	0	6	6	.....	.....	3	0	150	3,000	1863
1	2	33	20	0	0	37	44	.....	.....	.....	.....	.....	.....	.....	.....	3	20	400	3,000	1864
4	1	150	138	0	0	61	30	.....	.....	.....	.....	6	4	.....	.....	5	0	1,800	30,000	1865
1	0	25	10	0	0	10	15	5	3	15	3	4	3	4	3	4	0	200	2,000	1866
0	4	0	20	0	0	85	110	0	0	0	0	0	5	0	0	3	0	500	....	1867
0	3	1	12	0	0	4	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	....	....	1868
2	2	10	15	0	0	60	80	2	0	0	0	0	0	0	0	4	.....	....	....	1869
0	3	0	40	0	0	0	70	0	0	.....	.....	.....	.....	.....	.....	4	0	1,200	500,000	1870
2	0	53	52	0	0	112	98	.....	.....	.....	.....	3	4	.....	.....	4	0	140	5,000	1871
2	1	28	26	0	0	35	44	.....	.....	.....	.....	2	6	.....	.....	4	0	....	30,000	1872
2	2	76	80	0	0	110	92	14	36	10	13	24	17	18	14	2	0	516	6,000	1873
2	4	13	12	13	12	21	29	.....	.....	.....	.....	.....	.....	.....	.....	4	0	0	4,000	1874
1	1	34	50	0	0	8	9	.....	.....	.....	.....	.....	.....	.....	.....	4	0	500	10,000	1875
4	1	32	50	0	0	53	85	16	25	.....	.....	1	3	.....	.....	4	0	160	20,000	1876
1	0	63	18	0	0	12	6	.....	.....	.....	.....	.....	.....	.....	.....	4	0	400	18,000	1877
0	8	11	31	0	0	28	143	4	5	.....	.....	1	1	1	0	5	39	800	50,000	1878
0	8	0	20	0	0	40	100	0	6	.....	.....	0	0	0	0	5	0	200	30,000	1879
0	2	18	20	0	0	46	68	.....	.....	.....	.....	.....	.....	.....	.....	3	0	20	3,500	1880
2	1	30	50	0	0	60	75	13	4	23	17	.....	.....	.....	.....	4	0	50	1,800	1881
3	3	56	19	56	19	98	126	.....	.....	31	10	.....	.....	.....	.....	4	0	900	90,000	1882
0	4	0	50	0	0	0	40	.....	.....	.....	.....	0	3	0	0	4	0	500	5,000	1883
1	1	9	21	0	0	24	36	6	18	2	1	.....	.....	.....	.....	3	0	75	3,600	1884
2	0	40	30	0	0	50	40	2	0	10	0	4	0	.....	.....	4	0	200	3,000	1885
1	1	27	23	0	0	53	72	1	3	4	2	1	1	1	1	4	0	....	2,000	1886
1	0	10	6	0	0	30	30	.....	.....	.....	.....	.....	.....	.....	.....	3	0	....	3,000	1887
4	1	70	40	0	0	70	60	8	4	2	2	6	3	4	0	4	0	800	5,000	1888
1	1	18	19	0	0	40	50	.....	.....	.....	.....	0	0	.....	.....	4	0	300	1,500	1889
1	0	30	0	0	0	15	0	0	0	0	0	0	0	0	0	.....	0	0	500	1890
0	2	0	60	0	0	0	27	0	40	0	20	0	2	.....	.....	4	0	500	15,000	1891
1	1	11	12	0	0	67	65	3	4	2	0	0	0	0	0	4	0	50	4,000	1892
1	1	12	10	0	0	24	31	5	2	0	0	0	0	0	0	.....	0	200	2,500	1893
1	1	39	41	0	0	34	41	18	22	16	14	.....	.....	.....	.....	4	46	....	6,000	1894
1	0	15	15	0	0	20	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	3,000	1895
2	1	43	35	0	0	0	0	.....	.....	.....	.....	4	5	.....	.....	4	0	200	26,000	1896
1	1	38	15	0	0	42	25	.....	.....	.....	.....	8	5	4	2	2	0	450	20,000	1897
2	0	16	7	0	0	25	10	1	0	16	7	1	0	1	0	4	0	75	....	1898
5	0	50	0	0	0	250	0	5	0	7	0	2	0	.....	.....	4	0	2,200	....	1899
2	1	44	11	0	0	20	2	0	1	.....	.....	10	5	10	5	4	0	1,000	12,000	1900
0	5	0	52	0	0	0	20	.....	.....	.....	.....	0	4	.....	.....	.....	.....	415	50,000	1901
0	10	0	120	0	0	0	80	0	60	0	60	0	2	.....	.....	.....	0	600	....	1902

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	TEXAS—continued.			
1903	San Antonio	West Texas Military Academy	A. L. Burleson, A. M	Epis
1904	San Marcos	Coronal Institute	A. A. Thomas, A. M	M. E. So
1905	Sherman	Mary Nash College	J. G. Nash	Nonsect
1906	.....do	North Texas Female College	Mrs. L. A. Kidd Key	M. E. So
1907	.....do	Sherman Private School	J. H. Le Tellier	Nonsect
1908	Slidell	Slidell High School*	Ed. F. Finch	Nonsect
1909	South Bend	High School	G. Alex. Gray	Nonsect
1910	Springtown	Male and Female Institute	B. F. Fronabarger, A. B	Nonsect
1911	Sulphur Springs	Eastman College	H. P. Eastman	Nonsect
1912	Van Alstyne	Columbia College	W. T. Hamner	Nonsect
1913	Veal Station	Parson's College	S. W. Parsons	Cum Presb
1914	Victoria	Nazareth Academy	Sister Mary St. Claire	R. C
1915	.....do	St. Joseph's College	Louis N. Hofer	R. C
1916	Walnut Springs	Central College	B. L. Johnson	Meth
1917	Weatherford	Texas Female Seminary	J. S. Howard, A. M	Cum Presb
1918	.....do	Weatherford College	David S. Switzer	M. E. So
1919	Whiteright	Grayson College	F. E. Butler	Nonsect
1920	Willis	Willis Male and Female College	J. C. Smith	Nonsect
1921	Wills Point	Yantis' Female Institute	R. E. Yantis	Nonsect
	UTAH.			
1922	Ephraim	Sanpete Stake Academy	Newton E. Noyes	L. D. S
1923	Logan	New Jersey Academy	G. W. Sammons	Presb
1924	Mount Pleasant	Wasatch Academy	George H. Marshall, B. S	Presb
1925	Nephi	Juab Stake Academy	John T. Miller	L. D. S
1926	Ogden	Gordon Academy	William Woods Howe	Cong
1927	.....do	Weber Stake Academy*	L. T. Moench	L. D. S
1928	Parowan	Presbyterian School*	L. S. McMonigal	Presb
1929	Provo	Brigham Young Academy	Benj. Cluff, jr., M. S., M. D	L. D. S
1930	.....do	Proctor Academy	Isaac Heuse	Cong
1931	Salt Lake City	All Hallows College	Thomas J. Larkin	R. C
1932	Salt Lake City (P. O. box 1706).	Latter Day Saints College	Willard Done, D. B	L. D. S
1933	Salt Lake City	Rowland Hall	Clara Colburne, A. B	Epis
1934	.....do	Salt Lake Collegiate Institute	Robert J. Caskey, A. M	Presb
1935	Springville	Hungerford Academy	Willis Marshall	Presb
	VERMONT.			
1936	Bakersfield	Brigham Academy	C. H. Morrill, A. B	Nonsect
1937	Barre	Goddard Seminary	Arthur W. Peirce, A. B	Univ
1938	Brattleboro	North Street School*	Florence A. Sawyer	Nonsect
1939	Burlington	Bishop Hopkins Hall	Edith M. Clark	P. E
1940	.....do	St. Joseph's Academy	Brother Charles	R. C
1941	.....do	St. Mary's Academy	Sister M. Stanislaus	R. C
1942	.....do	Vermont Episcopal Institute	Henry H. Ross, A. M	P. E
1943	Chelsea	Chelsea Academy	John M. Comstock, A. M	Nonsect
1944	Derby	Derby Academy	G. A. Andrews	Nonsect
1945	Essex	Essex Classical Institute	Chauncey H. Hayden	Nonsect
1946	Lyndon Center	Lyndon Institute	Walter E. Ranger, A. M	Free Bapt
1947	McIndoe Falls	McIndoe Falls Academy	D. F. Andrus, B. A	Nonsect
1948	Manchester	Burr and Burton Seminary	E. Herbert Botsford, A. M	Nonsect
1949	Montpelier	Montpelier Seminary	E. M. Smith, D. D	M. E
1950	New Haven	Beeman Academy	B. M. Weld	Nonsect
1951	North Craftsbury	Craftsbury Academy	R. C. Moodie, A. B., B. D	Nonsect
1952	Peacham	Caledonia Co. Grammar School	Charles H. Cambridge	Nonsect
1953	Poultney	Troy Conference Academy	Charles H. Dunton, D. D	M. E
1954	Royalton	Royalton Academy	Charles L. Curtis	Cong
1955	Rutland	Rutland English and Classical Institute.	O. H. Perry, A. B	Nonsect

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

	Instructors for secondary students.		Students.																Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.
			Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.					
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1903	12	0	80	0	0	0	30	0	14	0	60	0	3	0	3	0	4	80	500	$25,000
1904	3	1	63	137	0	0	50	63	12	20	8	10	2	7	1	3	4	0	500	30,000
1905	0	2	0	85	0	0	0	50	...	...	...	...	0	12	...	...	...	0	3,000	75,000
1906	0	3	0	62	0	0	0	243	...	...	...	...	0	36	...	...	...	0	500	70,000
1907	2	0	53	7	0	0	50	8	12	5	...	...	...	...	...	...	4	0	300	...
1908	1	1	20	20	0	0	40	30	...	...	...	...	...	...	...	...	...	...	112	3,000
1909	1	0	15	25	0	0	25	35	15	25	...	...	0	0	0	0	1	0	...	...
1910	1	1	35	34	0	0	45	41	0	0	0	0	0	0	0	0	4	0	400	5,000
1911	2	2	60	50	0	0	40	50	30	30	10	5	2	3	...	...	...	0	1,000	20,000
1912	0	4	50	50	0	0	150	150	5	0	20	10	0	0	0	0	4	0	200	10,000
1913	1	1	30	27	0	0	40	23	...	...	...	...	6	2	...	...	3	0	300	5,000
1914	0	4	0	32	0	0	0	132	...	...	...	...	0	5	...	...	...	...	...	10,000
1915	5	0	60	0	0	0	60	0	1	0	...	...	...	...	...	...	...	...	...	...
1916	1	2	37	30	0	0	83	63	7	13	...	...	4	3	...	...	4	0	...	4,000
1917	2	4	0	64	0	0	0	0	...	...	...	...	0	6	...	...	...	0	700	36,000
1918	3	2	75	35	0	0	50	80	...	...	...	...	0	2	...	...	5	0	1,500	25,000
1919	3	2	75	40	0	0	155	60	50	20	...	...	4	2	...	...	...	75	3,400	25,000
1920	1	3	10	15	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1921	1	2	0	40	0	0	0	10	0	5	...	...	0	2	0	2	4	0	25	250
1922	3	1	50	28	0	0	30	20	...	...	...	...	5	5	5	5	3	0	127	2,000
1923	0	1	15	10	0	0	73	73	1	0	...	...	0	0	0	0	4	0	106	10,900
1924	1	1	20	22	0	0	60	75	3	4	...	...	0	4	0	2	3	0	700	12,000
1925	1	0	4	6	0	0	86	88	...	...	...	...	2	4	2	4	...	0	54	1,000
1926	1	1	10	13	0	0	15	22	2	0	1	0	1	0	...	...	3	0	200	20,000
1927	1	1	40	40	0	0	30	40	25	30	15	10	...	...	...	...	2	0	100	50,000
1928	0	1	5	9	0	0	40	38	...	...	...	...	...	...	...	...	...	...	175	...
1929	3	4	423	244	0	0	164	120	...	...	...	...	3	4	3	4	4	38	5,000	150,000
1930	1	1	8	19	0	0	76	85	0	0	0	2	0	1	0	1	4	0	200	10,300
1931	6	0	40	0	0	0	70	0	0	0	12	0	8	0	...	...	4	0	4,000	...
1932	5	1	30	20	0	0	131	74	8	6	20	14	1	3	1	2	4	0	1,700	30,000
1933	0	8	0	85	0	0	20	44	0	2	0	0	0	9	0	4	4	0	800	35,000
1934	2	2	17	27	0	0	17	7	4	1	...	...	0	5	0	3	4	0	300	70,000
1935	1	0	9	9	0	0	70	76	...	...	...	...	...	...	...	...	4	0	190	...
1936	2	2	60	65	0	0	20	20	1	1	15	10	7	8	2	2	4	0	700	40,000
1937	4	8	86	93	0	0	0	0	15	6	8	6	16	10	4	0	4	0	2,000	90,000
1938	1	8	41	52	0	0	6	6	3	0	2	12	4	4	3	3	...	...	...	...
1939	0	4	0	21	0	0	0	4	0	0	0	0	0	1	0	1	4	0	600	...
1940	2	0	40	0	0	0	70	0	40	0	0	0	5	0	0	0	3	0	0	...
1941	0	4	0	30	0	0	200	200	...	...	...	...	0	5	...	...	...	...	...	...
1942	2	0	27	0	0	0	5	0	5	0	5	0	5	0	5	0	4	32	200	40,000
1943	1	1	10	17	0	0	20	18	2	3	1	0	1	0	0	0	4	171	...	...
1944	1	1	22	24	0	0	32	34	2	2	0	0	1	3	1	1	4	36	300	5,000
1945	2	2	41	58	0	0	8	8	1	1	...	...	3	7	...	...	4	0	300	8,000
1946	6	5	44	61	0	0	0	0	...	...	...	...	...	...	...	...	4	0	300	50
1947	1	1	22	37	0	0	0	0	1	0	0	0	0	0	0	0	4	0	100	5,000
1948	3	3	35	31	0	0	6	3	5	6	4	2	4	5	2	3	4	0	1,000	...
1949	5	6	96	86	0	0	0	0	13	1	6	4	9	5	8	1	4	0	4,000	106,000
1950	1	1	10	11	0	0	25	15	12	5	2	0	1	1	1	0	4	0	100	5,000
1951	1	2	33	27	0	0	0	0	...	...	...	...	3	0	3	0	4	0	1,300	...
1952	1	1	48	32	0	0	0	0	2	3	7	0	2	0	1	0	4	0	1,600	3,000
1953	7	3	122	42	0	0	17	29	37	1	10	1	20	10	10	0	4	0	2,904	68,000
1954	1	1	10	7	0	0	15	23	1	1	0	0	1	4	0	0	4	0	500	1,500
1955	4	6	98	58	0	0	5	2	13	5	3	4	27	17	4	1	4	0	1,000	1,500

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	VERMONT—continued.			
1956	St. Albans	Villa Barlow (Congregational de Notre Dame).	Mother St. Clarissa	R. C
1957	St. Johnsbury (1 Main st.).	St. Johnsbury Academy*	Charles E. Putney	Nonsect
1958	Saxtons River	Vermont Academy	Homer C. Bristol	Bapt
1959	Thetford	Thetford Academy	Fred. Webster Newell, A. M.	Cong
1960	Townshend	Leland and Gray Seminary*	Aubrey B. Call, A. M	Bapt
1961	Waterbury Center	Green Mountain Seminary	James Nelson Greene	Free Bapt
	VIRGINIA.			
1962	Abingdon	Abingdon Male Academy	B. R. Smith	Nonsect
1963	Abingdon (Villa Maria)	Academy of the Visitation*	Sisters of the Visitation	R. C
1964	Achilles	Guiena Academy*	Rev. R. A. Foekes	Bapt
1965	Alexandria	Episcopal High School	Launcelot M. Blackford, M. A.	P. E
1966	Alexandria (212 Washington st.).	Potomac Academy	John S. Blackburn	Nonsect
1967	Arvonia	Seven Islands School	Philip B. Ambler, A. B	Nonsect
1968	Bedford City	Belmont Seminary*	James R. Guy	Presb
1969	Bellevue	Bellevue High School*	William R. Abbott	Nonsect
1971	Berkley	Berkley Military Institute	J. W. Roberts, Ph. B	Nonsect
1972	....do	Ryland Institute for Young Ladies.	Miss Lula M. Butt	Nonsect
1973	Berryville	Berryville Home School	Mrs. Julian Broaddus	Bapt
1974	Bethel Academy	Bethel Military Academy	R. A. McIntyre	Nonsect
1975	Blackstone	Blackstone Female Institute	James Cannon, jr., A. M	M. E. So
1976	....do	Hoge Academy	S. J. Coffman, A. M	Presb
1977	Black Walnut	Cluster Springs High School	T. S. Wilson (Rev.)	Presb
1978	Burkeville	South Side Female Institute	Rev. R. W. Cridlin	Bapt
1979	Charlottesville	Charlottesville Female Seminary.*	William P. Dickinson	Bapt
1980	....do	Piedmont Female Institute	Miss Mary N. Meade	Epis
1981	....do	University School*	Horace W. Jones	Nonsect
1982	Chase City	Drew Seminary*	H. D. Drew	Presb
1983	....do	Southside Male and Female Academy.*	William F. Long	Bapt
1984	Chester	Young Ladies Collegiate Institute.*	W. H. Cooke, A. B	Meth
1985	Churchland	Churchland Academy	John Wise Kelly	Nonsect
1986	Columbia	Rivanna Home School*	James McClellan Miller	Nonsect
1987	Covesville	Cove Academy	Daniel Blain, D. D	Nonsect
1988	Culpeper	Culpeper Academy*	Mrs. S. C. Biggers	Nonsect
1989	Danville	Military Institute*	I. H. Saunders, supt	Nonsect
1990	Dayton	Shenandoah Institute	George P. Hott, A. M	Nonsect
1991	Farnham	Farnham Male Academy	R. Williamson	Nonsect
1992	Floyd	Oxford Academy	Rev. and Mrs. J. K. Harris	Presb
1993	Fort Defiance	Augusta Military Academy	Charles L. Roller	Nonsect
1994	Franklin	Franklin Academy (Male)	John G. Mills, M. A	Nonsect
1995	....do	Franklin Female Seminary	Miss Eunice McDowell	Nonsect
1996	Front Royal	Holcombe's (Misses) Female Seminary.*	Miss Alice W. Holcombe	Nonsect
1997	Gloucester	Summerville Home School	John Tabb	Nonsect
1998	Graham	Wartburg Seminary	J. B. Greever, A. M	Luth
1999	Greenwood	Greenwood School	William and Edgar E. Dinwiddie.	Nonsect
2000	Hampton	Hampton Female College	E. E. Parham	Nonsect
2001	Ingram	Ingram Institute	T. E. Crenshaw, A. M	Nonsect
2002	Irvington	Chesapeake Academy	H. B. Nolley	Nonsect
2003	Lebanon	The Russell College	J. W. Repass, A. M	Nonsect
2004	Lewiston	Belair School	N. E. Scott	Presb

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students. Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1896.		College preparatory students in the class that graduated in 1896.		Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	3	0	30	0	0	108	142	....	....	....	....	....	....	....	....	....	....	....	....	1956
3	7	150	143	0	0	0	0	50	10	30	0	26	27	15	5	4	0	....	$100,000	1957
5	7	96	58	0	0	1	3	25	15	15	0	18	14	11	5	4	81	3,800	112,000	1958
2	3	31	35	0	0	4	3	2	2	5	6	5	5	0	0	4	0	200	10,000	1959
1	2	20	19	0	0	11	9	7	0	4	8	3	1	3	0	4	0	300	5,500	1960
1	2	17	21	0	0	17	9	2	0	....	....	2	0	....	....	4	0	300	20,000	1961
1	0	23	0	0	0	6	0	11	0	12	0	0	0	0	0	4	0	150	15,000	1962
0	4	0	12	0	0	0	38	0	2	0	9	0	1	0	0	4	....	....	....	1963
0	2	11	13	0	0	10	10	1	4	....	....	....	....	....	....	4	0	0	....	1964
7	0	103	0	0	0	0	0	....	....	....	....	....	....	....	....	4	0	0	25,000	1965
2	0	19	0	0	0	25	0	....	....	....	....	5	0	....	....	....	....	....	....	1966
1	0	8	0	0	0	0	0	6	0	....	....	....	....	....	....	4	0	1,000	5,000	1967
1	3	0	65	0	0	5	25	....	....	....	....	....	....	....	....	4	0	200	45,000	1968
3	0	44	0	0	0	0	0	....	....	....	....	....	....	....	....	....	0	3,000	25,000	1969
3	5	52	30	0	0	23	15	15	12	19	5	....	....	....	....	4	45	....	20,000	1971
0	5	0	50	0	0	15	50	0	18	0	15	0	8	0	0	5	0	500	20,000	1972
0	1	2	10	0	0	4	4	....	....	....	....	....	....	....	....	....	....	....	....	1973
4	0	40	0	0	0	46	0	....	....	....	....	11	0	11	0	....	46	750	16,000	1974
1	10	0	76	0	0	0	27	....	....	....	....	....	....	....	....	....	....	....	....	1975
3	0	44	0	0	0	5	0	8	0	3	0	3	0	3	0	3	0	300	10,000	1976
3	0	40	0	0	0	4	0	10	0	0	0	0	0	0	0	3	0	400	7,500	1977
0	2	0	50	0	0	0	20	....	....	....	....	0	4	....	....	....	....	500	12,000	1978
0	2	0	40	0	0	0	10	....	....	....	....	0	1	....	....	4	0	....	20,000	1979
0	4	0	25	0	0	0	20	....	....	....	....	0	4	....	....	4	....	....	....	1980
3	0	35	0	0	0	0	0	....	....	....	....	....	....	....	....	....	....	....	....	1981
0	1	8	11	0	0	2	4	....	....	....	....	....	....	....	....	3	0	....	....	1982
1	1	15	20	0	0	20	25	2	3	0	0	0	0	0	0	3	0	100	3,000	1983
1	1	4	12	0	0	15	13	2	6	1	0	....	....	....	....	4	0	....	5,000	1984
2	1	13	13	0	0	8	7	3	4	2	0	....	....	....	....	....	....	....	5,000	1985
1	0	10	0	0	0	3	0	8	0	2	0	4	0	4	0	3	0	....	....	1986
1	0	6	0	0	0	0	0	4	0	2	0	5	0	1	0	4	0	0	500	1987
1	5	0	51	0	0	0	0	....	....	....	....	....	....	....	....	3	0	300	10,000	1988
4	0	58	0	0	0	15	0	20	0	38	0	5	0	4	0	4	58	....	35,000	1989
4	2	36	19	0	0	55	34	....	....	....	....	4	2	....	....	....	0	800	10,000	1990
1	0	10	0	0	0	7	0	5	0	2	0	0	0	0	0	....	0	0	500	1991
1	3	17	18	17	18	20	20	3	5	0	0	0	0	0	0	5	0	....	2,000	1992
3	0	42	0	0	0	27	0	....	....	....	....	....	....	....	....	....	42	....	....	1993
2	0	34	0	0	0	5	0	8	0	5	0	3	0	3	0	4	0	80	3,500	1994
0	2	0	35	0	0	0	30	0	15	0	0	0	0	0	0	5	0	200	4,000	1995
0	1	0	8	0	0	6	22	0	6	0	0	0	2	0	2	4	0	0	1,000	1996
0	1	0	8	0	0	0	2	....	....	....	....	....	....	....	....	....	....	....	....	1997
1	2	26	30	0	0	25	29	20	25	....	....	6	0	6	0	4	0	200	40,000	1998
2	0	12	0	0	0	0	0	7	0	1	0	....	....	....	....	4	0	....	....	1999
0	4	0	25	0	0	0	34	....	....	....	....	0	2	....	....	....	....	....	18,000	2000
0	1	19	20	0	0	10	6	3	3	....	....	0	0	0	0	4	0	100	....	2001
2	6	25	25	0	0	10	15	15	12	5	3	0	0	0	0	4	0	....	....	2002
2	1	10	10	0	0	83	79	....	....	....	....	0	0	0	0	4	0	400	10,000	2003
0	1	6	12	0	0	1	1	4	0	....	....	....	....	....	....	....	....	....	....	2004

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	VIRGINIA—continued.			
2005	Locust Dale	Locust Dale Academy*	W. W. Briggs, C. E	Nonsect
2006	Luray	Von Bora College	Rev. J. N. Stirewalt	Luth
2007	Marshall	Frost's (Miss) School*	Miss S. J. Frost	Epis
2008	Martinsville	East End Academy	William H. Parrvet	Nonsect
2009	Mendota	Hamilton Institute	W. I. Benham	Nonsect
2010	Millwood	Clay Hill Academy *	W. H. Whiting, jr., A. M	Nonsect
2011	Mount Clinton	West Central Academy	I. S. Wampler	Nonsect
2012	Newport News	Newport News Military Academy.	Edward W. Huffman	Nonsect
2013	Norfolk (138 Granby st.).	Leache-Wood School for Young Ladies.	Miss Agnes Douglass West	Nonsect
2014	Norfolk	Norfolk Academy	Robert W. Tunstall, B. A.	Nonsect
2015	do	Norfolk Mission College	Rev. J. B. Work	United Pr.
2016	do	Phillips and West Seminary	Miss E. F. Phillips and Miss S. K. West.	Nonsect
2017	Onancock	Margaret Academy	Frank P. Brent	Nonsect
2018	Petersburg	Bishop Payne Divinity School	Rev. C. R. Hains	Epis
2019	do	St. Paul's School *	Miss Russell	Nonsect
2020	Portsmouth	Portsmouth Academy	W. H. Stokes	Nonsect
2021	Radford	St. Albans School	George W. Miles	Nonsect
2022	Remington	Kinloch Academy *	Miss Bettie Hamilton	Epis
2023	Richmond	Hartshorn Memorial College *	Lyman B. Tefft, D. D	Bapt
2024	do	McGuire's School *	John P. McGuire	Nonsect
2025	do	Nolley's School for Boys	G. M. Nolley	Nonsect
2026	Ridgeway	Ridgeway Institute	W. G. Welborn, A. B	Nonsect
2027	Roanoke	Alleghany Institute	S. Speiden Handy, A. B	Nonsect
2028	do	Gilmer's (Mrs.) School *	Mrs. P. L. Gilmer	Nonsect
2029	Rockfish Depot	Kleinberg Female Seminary *	Misses Wailes	Presb
2030	Rural Retreat	Hawkins Chapel Institute for Boys and Girls.*	W. E. Hummel	Nonsect
2031	San Marino	Sunny Side School	Miss Janie B. Duckett	Presb
2031	Simmonsville	Fair View Academy *	L. D. Shumate	Nonsect
2032	South Boston	South Boston Female Institute	J. P. Snead	Nonsect
2033	Spottswood	Valley High School	H. M. Wallace	Nonsect
2034	Staunton	Staunton Military Academy	William H. Kable, A. M	Nonsect
2035	Suffolk	Collegiate Institute	P. J. Kernodle, A. M	Nonsect
2036	do	Nansemond Seminary	Mrs. Lucy H. Quinby	Epis
2037	do	Suffolk College *	Miss Sally A. Finney	Meth
2038	Suffolk (86 Kilby st.)	Suffolk Military Academy	Joseph King	Nonsect
2039	Tappahannock	Rappahannock Institute	Alex Fleet	Nonsect
2040	Tazewell	Tazewell Female Seminary *	C. Shelburne	Nonsect
2041	do	Tazewell Male College *	Alson Hutton	Nonsect
2042	Warrenton	Fauquier Institute for Young Ladies.	Geo. G. Butler, A. M	Nonsect
2043	Warsaw	Warsaw Female Academy *	Mrs. E. B. Breckenbaugh	Nonsect
2044	Waynesboro	Fishburne School	James A. Fishburne, A. B.	Nonsect
2045	do	Valley Female Seminary	J. B. and Mrs. J. B. Winston.	Presb
2046	West Point	West Point Military Academy	Capt. J. W. Willson	Nonsect
2047	Wise	Gladeville College	C. Y. Chapman, A. M	Nonsect
2048	Wood Lawn	Male and Female Academy	Everett E. Worrell	Nonsect
	WASHINGTON.			
2049	Ahtanum	Ahtanum Academy	J. M. Richardson	Cong
2050	Centralia	Grace Seminary	A. M. Brumback, A. B	Bapt
2051	Coupeville	Puget Sound Academy	Charles E. Newberry	Cong
2052	Olympia	Providence Academy	Sisters of Charity	R. C
2053	Ross	Seattle Seminary	Clark W. Shay	Free Meth.
2054	Seattle (9th and Jackson sts.).	Academy of the Holy Names	Sister Mary Alodia	R. C
2055	Snohomish	Dorrance Academy *	Rev. J. W. Dorrance, B. S.	Presb

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students.		Students.														Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
		Total secondary students.		Colored secondary students included in columns 7 and 8.		Elementary.		Preparing for college.				Graduates in 1896.		College preparatory students in the class that graduated in 1896.						
								Classical course.		Scientific course.										
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
3	0	45	0	0	0	45	0	20	0	10	0	....	....	....	....	....	....	....	$10,000	2005
1	0	17	0	0	0	0	0	3	0	....	....	....	....	....	....	....	0	0	....	2006
0	2	5	8	0	0	5	3	....	....	....	....	....	....	....	....	....	....	....	....	2007
1	1	10	22	0	0	8	0	....	....	....	....	....	....	....	....	....	0	....	2,000	2008
1	0	13	9	0	0	81	97	0	0	0	0	0	0	0	0	....	0	250	3,500	2009
1	0	12	0	0	0	4	0	6	0	2	0	....	....	....	....	....	0	500	....	2010
6	1	75	67	0	0	0	0	3	1	0	0	0	0	0	0	3	0	450	5,500	2011
3	0	38	0	0	0	15	0	4	0	15	0	....	....	....	....	3	30	....	16,000	2012
0	8	0	60	0	0	0	50	0	3	....	....	0	8	0	1	5	0	500	30,000	2013
5	0	60	0	0	0	61	0	....	....	....	....	7	0	5	0	4	0	0	75,000	2014
4	1	21	41	21	41	248	372	....	....	....	....	3	11	....	....	3	0	1,200	60,000	2015
1	3	0	36	0	0	0	46	....	....	....	....	0	0	....	....	5	....	600	....	2016
3	1	24	26	0	0	30	41	7	4	2	1	2	1	2	1	4	0	3,000	10,000	2017
1	0	7	0	7	0	....	....	....	....	....	....	....	....	....	....	....	0	300	11,000	2018
0	2	0	10	0	0	0	23	0	1	....	....	0	1	0	....	....	....	100	5,000	2019
1	0	15	1	0	0	65	2	0	0	0	0	0	0	0	0	....	0	....	....	2020
5	0	60	0	0	0	0	0	45	0	10	0	2	0	2	0	4	0	800	30,000	2021
0	1	0	4	0	0	0	3	0	0	0	0	0	0	....	....	....	0	....	....	2022
0	2	0	22	0	0	0	75	0	3	....	....	0	16	....	....	4	....	....	....	2023
5	0	109	0	0	0	45	0	50	0	20	0	5	0	5	0	4	0	50	8,000	2024
2	0	40	0	0	0	10	0	10	0	....	....	5	0	5	0	3	....	....	....	2025
0	1	8	17	0	0	10	13	3	5	2	8	3	1	3	1	4	0	0	1,800	2026
4	0	60	0	0	0	15	0	30	0	....	....	4	0	4	0	4	0	700	25,000	2027
0	2	0	28	0	0	0	22	0	8	0	0	0	0	0	0	3	0	....	....	2028
0	1	0	22	0	0	0	4	....	....	....	....	....	....	....	....	....	....	500	....	2029
2	1	24	35	0	0	12	3	3	2	9	4	0	0	0	0	4	0	0	6,000	2030
1	1	4	9	0	0	6	6	4	3	0	0	....	....	....	....	....	0	....	500	2031
1	1	19	21	0	0	31	17	3	2	3	2	0	0	0	0	4	0	....	1,800	2031
1	2	8	22	0	0	7	13	....	....	1	20	0	6	....	....	....	0	150	....	2032
2	0	11	4	0	0	3	1	4	0	4	0	3	1	0	0	4	0	....	700	2033
3	0	13	0	0	0	10	0	13	0	....	....	7	0	7	0	4	13	400	15,000	2034
2	0	17	0	0	0	29	0	....	....	....	....	1	0	....	....	3	17	300	6,000	2035
1	2	2	30	0	0	3	15	....	....	....	....	0	7	0	3	4	0	....	....	2036
0	7	2	86	0	0	2	22	1	0	....	....	0	7	0	4	4	0	....	25,000	2037
3	1	35	0	0	0	15	0	3	0	10	0	5	0	3	0	4	35	....	8,000	2038
2	3	2	27	0	0	2	3	2	10	....	....	0	3	0	1	5	0	600	4,000	2039
0	2	0	40	0	0	0	35	....	....	....	....	0	6	0	6	4	0	200	3,000	2040
3	0	60	0	0	0	15	2	20	0	2	0	....	....	....	....	3	....	....	6,000	2041
1	3	0	21	0	0	2	30	0	21	0	5	0	5	....	....	4	....	300	10,000	2042
0	2	0	21	0	0	0	0	0	3	0	0	2	3	2	3	....	0	....	....	2043
2	0	23	0	0	0	17	0	....	....	....	....	....	....	....	....	....	23	....	12,000	2044
0	3	0	26	0	0	6	74	....	....	....	....	....	....	....	....	4	0	200	7,000	2045
3	0	39	0	0	0	15	0	10	0	6	0	0	2	2	0	3	39	100	6,000	2046
2	1	23	17	0	0	97	83	5	3	....	....	0	0	....	....	4	0	0	2,000	2047
1	1	16	18	0	0	34	22	3	0	0	0	3	0	8	0	3	0	....	2,500	2048
1	1	18	18	0	0	18	15	6	4	....	....	....	....	....	....	....	....	....	....	2049
1	1	19	9	0	0	14	6	....	....	....	....	2	1	0	1	4	0	150	....	2050
0	1	11	14	0	0	2	8	1	3	....	....	2	0	....	....	4	0	100	7,000	2051
0	4	0	14	0	0	16	76	....	....	....	....	....	....	....	....	....	....	....	....	2052
1	1	4	7	0	0	24	28	3	4	0	2	0	0	0	0	4	0	45	2,500	2053
0	3	0	35	0	0	0	110	0	0	0	0	0	0	0	0	4	0	530	60,000	2054
1	1	7	28	0	0	28	16	....	....	3	3	6	2	3	3	2	0	125	4,000	2055

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	WASHINGTON—cont'd.			
2056	South Park (P. O. box 22).	Institute of Our Lady of Lourdes.	Rev. Brother Phillip	R. C
2057	Spokane	Academy of the Holy Names	Sister Mary Geraldine	R. C
2058	....do	Gonzaga College	Rev. James Rebmann	R. C
2059	....do	St. Mary's Hall	Mrs. Lemuel H. Wells	Epis
2060	Tacoma	Annie Wright Seminary	Mrs. Sarah K. Wright	P. E
2061	Tacoma (708 North 4th st.).	Tacoma Academy	Alfred P. Powelson, A. M.	Nonsect
2062	Waitsburg	Waitsburg Academy	J. A. Keener, M. E	Presb
	WEST VIRGINIA.			
2063	Alderson	Alleghany Collegiate Institute.*	C. A. Brown	Nonsect
2064	Buckhannon	West Virginia Conference Seminary.	Rev. B. W. Hutchinson, A. M.	M. E
2065	....do	West Virginia Normal and Classical Academy.*	W. O. Mills, Ph. D	U. Breth
2066	Burnsville	Burnsville Academy*	J. R. C. Brown, A. B	Nonsect
2067	Charlestown	Charlestown Academy		Nonsect
2068	....do	Stephenson Female Seminary	C. N. Campbell, D. D	Nonsect
2069	Clarksburg	Broaddus Classical and Scientific Institution.	H. A. Liebig	Bapt
2070	Fayetteville	Fayetteville Academy*	H. C. Robertson	Nonsect
2071	Lewisburg	Classical School for Boys	Rev. J. M. Sloan	Presb
2072	....do	Lewisburg Female Seminary	R. L. Telford	Presb
2073	Martinsburg	Berkeley Female Institute	Misses Wiltshire and Crane.	Nonsect
2074	Oak Hill	Oak Hill High School	Prof. Samuel Duncan	Nonsect
2075	Parkersburg	Academy of the Visitation*	Sister Mary Xavier	R. C
2076	Princeton	Princeton Academy	John C. Naff	Meth
2077	Romney	Potomac Seminary*	W. S. Friend	Presb
2078	Salem	Salem College	Rev. Theo. L. Gardiner, A. M.	7-Day Bap.
2079	Wheeling	Hart's School (Mrs.) for Young Ladies.*	Mrs. M. Stevens Hart	Nonsect
2080	....do	Linsley Institute	John M. Birch, Ph. D	Nonsect
	WISCONSIN.			
2081	Ashland	North Wisconsin Academy	E. P. Wheeler	Cong
2082	Beaver Dam	Wayland University*	Herb. M. Burchard, A. M.	Bapt
2083	Delafield	St. John's Military Academy	Sidney T. Smythe	Epis
2084	Evansville	Evansville Seminary	A. T. Whitcomb	Meth
2085	Fondulac	Grafton Hall	Rev. B. Talbot Rogers	Epis
2086	Hillside	Home School	Misses Jones	Nonsect
2087	Kenosha	Kemper Hall	Sister Superior	P. E
2088	....do	University School*	Nicholas A. Rowe, A. B	Nonsect
2089	Milwaukee	Concordia College	M. J. F. Albrecht	Ev. Luth
2090	Milwaukee (639 Broadway).	German-English Academy	Emil Dapprich	Nonsect
2091	Milwaukee (469 Van Buren st.).	Milwaukee Academy	Julius Howard Pratt, jr., Ph. D.	Nonsect
2092	Mount Calvary	St. Lawrence College	Rev. Alphonsus Bæumle, O. M.	R. C
2093	Mount Horeb	Mount Horeb Academy	A. G. Bjorneby	Luth
2094	Poynette	Poynette Academy	W. L. Green, D. D	Presb
2095	Prairie du Chien	St. Mary's Institute	Sister M. Seraphia	R. C
2096	Racine	Home School*	Mrs. M. S. McMurphy	Nonsect
2097	....do	Racine College	Rev. Arthur Piper, S. T. D	P. E
2098	Racine (1215 Park ave.)	St. Catherine's Academy	Mother M. Hyacintha	R. C

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895–96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Students. Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Preparing for college. Classical course. Female.	Preparing for college. Scientific course. Male.	Preparing for college. Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
3	0	43	0	0	0	20	0	16	0	18	0	17	0	17	0	....	....	400	....	2056
0	9	0	120	0	0	0	127	0	4	0	0	0	6	0	3	4	0	600	$75,000	2057
3	0	32	0	0	0	74	0	9	0	....	....	3	0	....	....	4	0	200	....	2058
0	2	0	10	0	0	7	25	....	....	....	....	....	....	....	....	....	....	....	....	2059
0	4	0	35	0	0	0	53	0	5	....	....	0	2	....	....	4	....	1,000	50,000	2060
1	1	10	4	0	0	0	4	4	2	4	0	0	2	0	0	4	0	200	6,000	2061
4	1	64	30	0	0	0	0	....	....	....	....	3	0	....	....	....	....	200	18,000	2062
1	1	38	26	0	0	0	0	4	0	....	....	....	....	....	....	....	0	0	4,000	2063
4	2	108	91	0	0	67	59	6	2	8	3	7	9	4	2	3	0	2,000	70,000	2064
3	1	37	34	0	0	22	13	2	0	5	0	3	0	2	0	4	0	850	8,000	2065
4	1	27	26	0	0	4	3	4	0	2	0	2	3	2	2	4	0	0	....	2066
1	0	19	0	0	0	0	0	7	0	4	0	5	0	5	0	....	0	....	2,500	2067
1	4	2	23	0	0	0	0	....	....	....	....	0	5	....	....	....	0	....	10,000	2068
2	3	16	33	0	0	6	10	3	9	12	24	0	1	....	....	3	....	300	18,000	2069
1	1	18	22	0	0	18	22	....	....	....	....	....	....	....	....	....	....	....	....	2070
1	0	15	0	0	0	4	0	14	0	0	0	0	0	0	0	....	0	0	0	2071
0	7	0	67	0	0	0	35	....	....	....	....	0	2	....	....	....	....	1,100	25,000	2072
0	2	0	15	0	0	10	15	0	6	0	10	0	1	....	....	....	....	50	6,000	2073
1	1	7	8	0	0	0	0	0	0	1	0	....	....	....	....	....	0	....	....	2074
0	3	0	40	0	0	0	30	....	....	....	....	0	2	....	....	....	....	100	....	2075
2	3	40	15	0	0	25	15	5	4	0	0	2	3	2	3	5	0	100	5,000	2076
0	1	9	8	0	0	8	7	5	0	....	....	0	1	0	1	3	0	0	....	2077
3	1	50	45	0	0	83	117	....	....	....	....	3	0	....	....	....	0	1,500	10,000	2078
0	2	0	22	0	0	0	20	....	....	....	....	....	....	....	....	....	....	....	....	2079
5	0	79	0	0	0	50	0	10	0	10	0	16	0	10	0	4	79	300	20,000	2080
1	3	21	18	0	0	9	14	6	8	7	8	3	3	3	2	4	0	320	45,000	2081
5	5	70	59	0	0	11	9	30	10	20	15	6	2	6	0	4	0	2,000	80,000	2082
10	0	108	0	0	0	78	0	22	0	66	0	28	0	14	0	4	108	2,000	50,000	2083
1	2	30	0	0	0	30	35	....	....	....	....	4	2	....	....	....	0	300	25,000	2084
1	7	0	25	0	0	1	28	0	0	....	....	0	3	0	3	4	0	200	50,000	2085
1	3	12	15	0	0	13	22	0	3	8	0	2	4	2	2	4	0	2,000	18,000	2086
0	10	0	70	0	0	0	40	0	17	....	....	0	12	0	5	4	....	2,000	150,000	2087
0	3	0	30	0	0	0	2	....	....	....	....	0	4	0	4	4	0	400	20,000	2088
8	0	179	0	0	0	0	0	179	0	0	0	27	0	....	....	4	0	3,100	100,000	2089
4	2	12	19	0	0	91	59	12	19	....	....	12	19	....	....	....	0	1,200	80,000	2090
3	2	36	0	0	0	43	0	15	0	7	0	10	0	9	0	4	0	1,000	30,000	2091
11	0	117	0	0	0	0	0	100	0	100	0	15	0	....	....	5	....	2,000	60,000	2092
3	1	54	31	0	0	0	0	27	15	27	16	10	5	5	2	3	0	300	18,000	2093
1	1	16	10	0	0	15	16	7	5	....	....	2	2	2	2	....	0	400	20,000	2094
0	4	0	40	0	0	0	28	0	0	0	12	0	5	0	0	4	0	....	....	2095
2	1	0	21	0	0	10	10	0	20	....	....	0	4	....	....	4	....	4,000	8,000	2096
5	0	87	0	0	0	0	0	15	0	22	0	6	0	....	....	0	0	10,000	250,000	2097
0	4	0	40	0	0	0	116	....	....	0	5	0	4	....	....	4	....	....	120,000	2098

TABLE 34.—*Statistics of private high schools, endowed academies, seminaries, and*

	State and post-office.	Name.	Principal.	Religious denomination.
	1	2	3	4
	WISCONSIN—cont'd.			
2099	St. Francis	Catholic Normal School of the Holy Family.	Rev. M. J. Lochemes	R. C
2100	Sinsinawa	St. Clara's Academy	Dominican Sister	R. C
2101	Stoughton	Stoughton Academy	K. A. Kasberg	Luth
2102	Watertown	College Sacred Heart	John O'Keefe, C. S. C	R. C
2103	Waukesha (201 East ave.).	Carroll College	W. L. Rankin, Ph. D	Presb
2104	Wausau	Business College and Academy.*	Charles M. Boyles	Nonsect
	WYOMING.			
2105	Big Horn	Wyoming Collegiate Institute.	W. E. Ransom, A. M	Cong
2106	Cheyenne	Academy of the Holy Child Jesus.*	Mother Mary Stanislaus	R. C

* Statistics of 1894-95.

other private secondary schools for the scholastic year 1895-96—Continued.

Instructors for secondary students. Male.	Instructors for secondary students. Female.	Students. Total secondary students. Male.	Total secondary students. Female.	Colored secondary students included in columns 7 and 8. Male.	Colored secondary students included in columns 7 and 8. Female.	Elementary. Male.	Elementary. Female.	Preparing for college. Classical course. Male.	Classical course. Female.	Scientific course. Male.	Scientific course. Female.	Graduates in 1896. Male.	Graduates in 1896. Female.	College preparatory students in the class that graduated in 1896. Male.	College preparatory students in the class that graduated in 1896. Female.	Length of course in years.	Number in military drill.	Volumes in library.	Value of grounds, buildings, and scientific apparatus.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
7	0	60	0	0	0	5	0	....	....	....	....	4	0	....	....	4	0	1,852	....	2099
0	8	0	60	0	0	0	60	....	....	....	....	0	6	....	....	4	....	4,000	....	2100
3	3	82	48	0	0	20	10	1	0	4	0	16	6	5	0	4	0	600	$15,000	2101
0	6	0	60	0	0	0	40	....	....	....	....	14	0	....	....	....	60	......	....	2102
3	3	50	32	0	0	39	25	....	....	....	....	14	7	14	7	3	0	1,000	42,000	2103
1	0	10	8	0	0	50	30	0	0	4	1	10	8	0	0	....	0	150	1,000	2104
2	1	18	12	0	0	8	6	1	2	3	3	0	0	0	0	4	0	300	10,000	2105
0	3	0	16	0	0	25	44	....	....	....	....	0	0	0	0	4	....	......	....	2106

CHAPTER XXXVIII.

STATISTICS OF NORMAL SCHOOLS.

The number of students pursuing training courses for teachers in various institutions for the scholastic year 1895–96 was 84,400, an increase of 3,862 over the year 1894–95. There was an increase of 4,145 in the number of normal students in public normal schools and a decrease of 1,150 in the number in private normal schools. There was an increase of 624 in the number of normal students in universities and colleges, an increase of 1,437 in the number in public high schools, while there was a decrease of 1,194 in the number of normal students in private high schools and academies. The following table shows the number of normal students in each class of institutions for 1894–95 and for 1895–96:

Normal students reported for two years.

	1894–95.	1895–96.
In public normal schools	36,276	40,421
In private normal schools	21,927	20,777
In universities and colleges	6,402	7,026
In public high schools	6,809	8,246
In private high schools, etc	9,124	7,930
Total	80,538	84,400

The decrease in the number of normal students attending private institutions may be attributed to the prevailing financial depression. Teachers are seeking schools in which they can secure the best training for the least outlay of money. As the public normal schools increase in number and efficiency, the weaker private normal schools must lose their patronage. The past year has witnessed the demise of a number of these weak institutions, and others have retreated to the rank of private secondary schools. The public normal schools now have nearly half of all the normal students in the United States. At least 60 per cent of the 84,400 normal students were in public institutions. In nearly all the larger cities teachers' training classes are maintained in connection with the public high schools, and in many of these classes the training is not inferior to that given in the best State normal schools. Of the 7,026 normal students in colleges and universities, several hundred are in public institutions.

As many as 27 colleges and universities have regularly organized departments of pedagogy and offer to teachers courses leading to degrees. Courses designed to meet the demand for the professional training of teachers are offered in more than 200 colleges and universities in the United States. For the year 1892–93 there were 5,232 students in 155 such institutions receiving training as teachers. In 1893–94 there were 5,500 such students in 173 universities and colleges. The number in 1894–95 had increased to 6,402 students in 192 such institutions. In 1895–96 there were 7,026 normal students in 203 colleges and universities.

The number of graduates from the public normal schools was 8,105, and the number from private normal schools was 2,190, so that nearly 17 per cent of the students in public and private normal schools in 1895–96 were graduated at the end of the year. If we may estimate a like percentage of normal graduates from the number of normal students in colleges and universities in public high schools and in private high schools and academies, the total number of graduates from the 84,400 normal students in 1895-96 would reach 14,180.

PUBLIC NORMAL SCHOOLS.

The statistics of public normal schools are summarized in Tables 1 to 8 in this chapter, while the statistics for the individual schools are given in detail in Table 19.

In the 160 public normal schools there were 1,660 teachers instructing normal students, as may be seen from Table 1. In other departments maintained by these normal schools there were 532 teachers.

Pennsylvania has 15 public normal schools, New York has 14, Massachusetts 9, Alabama 9; Maine, North Carolina, Ohio, and Wisconsin have 6 each; West Virginia, Mississippi, Minnesota, and Missouri have 5 each. Four States were without public normal schools at the time the reports were received. A large proportion of the public normal schools in the Southern States are for the training of colored teachers.

Table 2 shows that of the 40,421 students in the normal departments of public normal schools 11,922 were men and 28,499 were women. There were 898 students in business courses, 6,610 in other courses of secondary grade, and 14,283 in elementary grades.

The total enrollment in all departments of public normal schools was 61,619, as may be seen from Table 3. There were 20,585 children in the model schools not necessarily included in the total enrollment. Many schools use their own elementary departments as model schools, while others depend upon near-by public schools to supply practice classes.

The 1,329 colored normal students comprise only a small part of the enrollment in colored normal schools. A large proportion of the colored students must be classed in the elementary grades.

Table 4 shows the number of normal and other graduates from the public normal schools. There were 8,105 normal graduates—1,762 men and 6,343 women. There were 190 graduates from business courses and 583 graduates from other courses.

The appropriations for the support of public normal schools, by States, counties, and cities, for the year 1895-96 aggregated $2,187,875—an increase of $270,500 over the previous year. Table 5 shows that the total income of the 160 normal schools so far as reported was $2,961,610—an increase of $252,147 over the previous year. Of this income the sum of $498,775 was derived from tuition and other fees, $68,904 from productive funds, and $206,056 from sources not classified. Several schools failed to make financial reports.

Table 6, last column, shows that for the year 1895-96 the public normal schools received from States, counties, or cities appropriations for buildings and improvements amounting to $1,124,834—an increase of $120,901 over the previous year.

The number of volumes reported in the libraries of 131 public normal schools was 391,082. The total value of buildings, grounds, apparatus, etc., reported was $16,650,538. The schools received $52,080 in benefactions for the year. Many schools declined to state the money value of their endowments, and hence the $40,055 under this head in Table 6 does not represent the aggregate endowment of the public normal schools of the United States.

Tables 7 and 8 are recapitulations of public appropriations to public normal schools for the past six years.

PRIVATE NORMAL SCHOOLS.

The statistics of private normal schools are summarized in Tables 9 to 14, while the statistics of the 169 schools are given in detail in Table 20.

Table 9 shows that in the 169 private normal schools there were 954 teachers instructing normal students—539 men and 415 women. There were 690 teachers for students in other departments, making a total of 1,644 teachers employed in the 169 schools.

There were 20,777 students in the normal departments of these schools, 10,472 men and 10,305 women, as shown in Table 10. There were 4,224 students in business courses, 7,937 in other secondary grades, and 15,104 in the elementary grades. The total enrollment in all departments was 48,042 as shown in Table 11. These schools had 3,481 pupils in their model schools, but a certain proportion of these are also included in the elementary grades as summarized in Table 10. In the private colored normal schools of the Southern States there were 2,464 students pursuing teachers' training courses—1,076 men and 1,388 women. In the same schools there were many more colored pupils in the elementary grades.

Table 12 shows that there were 2,190 graduates in 1896 from the normal departments of the 169 schools—1,035 men and 1,155 women. There were 1,497 graduates from the business departments and 1,261 from other departments.

From Table 13 it is seen that the total income for private normal schools as reported to this office for 1895-96 was $969,092. Of this amount the sum of $515,423 was derived from tuition and other fees, and $69,135 from productive funds. The sum of $18,872 was received from public appropriations. It is probable that the greater part of the unclassified $365,662 was derived from tuition fees, many schools having reported only their total income.

Table 14 summarizes the equipment of private normal schools. The number of volumes in the 133 schools reporting libraries was 203,467. The value of grounds, buildings, apparatus, etc., reported was $4,421,386. The money value of endowments possessed by these schools was $2,487,200. The value of benefactions received for the year 1895-96 was $254,678.

DISTRIBUTION OF NORMAL STUDENTS.

Of the total number of students in teachers' training courses in public normal schools it is shown in Table 15 that the males comprised 29.49 per cent and the females 70.51 per cent. More than 20 per cent of the students graduated.

These percentages are contrasted with like percentages for the private normal schools. In these the students were divided almost equally between the sexes, there being 50.40 per cent males and 49.60 per cent females in the teachers' training courses. In the private normal schools only 10.54 per cent of the normal students graduated.

Table 16 shows that 193 colleges and universities had 7,026 students in normal courses, 3,149 males and 3,877 females. Ten other universities maintain pedagogical departments, but do not report normal students separately. The same table shows that 447 public high schools had 8,246 normal students, 2,534 males and 5,712 females. Private high schools and academies to the number of 439 reported 7,930 normal students, 3,587 males and 4,343 females. Outside of the public and private normal schools there were thus reported 23,202 normal students.

A recapitulation of the totals of preceding table is given in Table 17. It shows the number of normal students in each of the five classes of institutions in each State and geographical division.

Table 18 is a list of the colleges and universities reporting students in training courses for teachers, showing also the number of normal students in each for the past four years.

Tables 19 and 20 are the tables which give in detail the statistics of the 329 public and private normal schools reporting to this office for the scholastic year 1895-96.

TABLE 1.—*Summary of statistics of public normal schools.*

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	160	709	951	1,660	113	419	532	822	1,370	2,192
North Atlantic Division	27	296	500	796	24	159	183	320	659	979
South Atlantic Division	23	55	64	119	18	68	86	73	132	205
South Central Division	26	69	66	135	29	45	74	98	111	209
North Central Division	41	223	255	478	42	140	182	265	395	660
Western Division	13	66	66	132	0	7	7	66	73	139
North Atlantic Division:										
Maine	6	12	22	34	1	5	6	13	27	40
New Hampshire	1	4	3	7	1	5	6	5	8	13
Vermont	3	4	14	18	0	0	0	4	14	18
Massachusetts	9	34	62	96	3	12	15	37	74	111
Rhode Island	1	3	7	10	0	6	6	3	13	16
Connecticut	4	7	47	54	1	39	40	8	86	94
New York	14	71	165	236	5	58	63	76	223	299
New Jersey	4	14	18	32	5	16	21	19	34	53
Pennsylvania	15	147	162	309	8	18	26	155	180	335
South Atlantic Division:										
Delaware	1	0	1	1	0	7	7	0	8	8
Maryland	1	4	6	10	0	3	3	4	9	13
District of Columbia	2	2	10	12	0	2	2	2	12	14
Virginia	3	9	16	25	1	1	2	10	17	27
West Virginia	5	16	11	27	2	6	8	18	17	35
North Carolina	6	10	6	16	7	23	30	17	29	46
South Carolina	1	1	2	3	5	13	18	6	15	21
Georgia	2	7	10	17	0	10	10	7	20	27
Florida	2	6	2	8	4	3	6	9	5	14
South Central Division:										
Kentucky	2	3	8	11	1	1	2	4	9	13
Tennessee	3	12	10	22	8	8	16	20	18	38
Alabama	9	24	20	44	11	21	32	35	41	76
Mississippi	5	8	1	9	8	11	19	16	12	28
Louisiana	2	3	12	15	1	3	4	4	15	19
Texas	1	5	11	16	0	0	0	5	11	16
Arkansas	3	9	1	10	0	1	1	9	2	11
Oklahoma	1	5	3	8	0	0	0	5	3	8
Indian Territory	----	----	----	----	----	----	----	----	----	----
North Central Division:										
Ohio	6	13	32	45	3	4	8	17	36	53
Indiana	3	19	12	31	0	1	1	19	13	32
Illinois	3	27	28	55	4	13	17	31	41	72
Michigan	3	24	25	49	0	24	24	24	49	73
Wisconsin	6	36	50	86	6	23	29	42	73	115
Minnesota	5	27	34	61	0	23	23	27	57	84
Iowa	4	20	14	34	1	7	8	21	21	42
Missouri	5	26	23	49	26	41	67	52	64	116
North Dakota	2	9	7	16	0	0	0	9	7	16
South Dakota	2	5	14	19	0	1	1	5	15	20
Nebraska	1	5	5	10	0	3	3	5	8	13
Kansas	1	12	11	23	1	0	1	13	11	24
Western Division:										
Montana	----	----	----	----	----	----	----	----	----	----
Wyoming	----	----	----	----	----	----	----	----	----	----
Colorado	1	11	8	19	0	0	0	11	8	19
New Mexico	1	2	2	4	0	0	0	2	2	4
Arizona	1	2	2	4	0	0	0	2	2	4
Utah	----	----	----	----	----	----	----	----	----	----
Nevada	----	----	----	----	----	----	----	----	----	----
Idaho	2	6	2	8	0	1	1	6	3	9
Washington	2	7	12	19	0	0	0	7	12	19
Oregon	2	13	5	18	0	3	3	13	8	21
California	4	25	35	60	0	3	3	25	38	63

TABLE 2.—*Summary of statistics of public normal schools.*

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	11,922	28,499	40,421	355	543	898	1,522	4,495	6,017	6,610	7,673	14,283
North Atlantic Division	4,691	12,438	17,129	37	35	72	465	2,279	2,744	3,204	3,590	6,794
South Atlantic Division	895	2,624	3,519	9	156	165	60	214	274	297	532	829
South Central Division	1,273	1,898	3,171	81	222	303	262	335	597	644	688	1,332
North Central Division	4,437	9,230	13,667	212	130	342	704	1,618	2,322	2,141	2,433	4,574
Western Division	626	2,309	2,935	16	0	16	31	49	80	324	430	754
North Atlantic Division:												
Maine	191	646	837	0	0	0	12	20	32	64	120	184
New Hampshire	1	90	91	0	0	0	27	44	71	82	96	178
Vermont	46	311	357	0	0	0	5	5	10	0	0	0
Massachusetts	70	1,177	1,247	0	0	0	30	162	192	......	......	......
Rhode Island	2	224	226	0	0	0	0	0	0	135	183	318
Connecticut	9	544	553	0	0	0	0	0	0	614	659	1,273
New York	1,208	4,379	5,587	10	20	30	198	1,852	2,050	1,465	1,632	3,097
New Jersey	62	685	747	0	0	0	70	78	148	206	240	446
Pennsylvania	3,102	4,382	7,484	27	15	42	123	118	241	638	660	1,298
South Atlantic Division:												
Delaware	0	20	20	0	0	0	0	0	0	0	0	0
Maryland	21	393	414	0	0	0	0	0	0	......	......	......
District of Columbia	10	82	92	0	0	0	0	0	0	0	0	0
Virginia	93	395	488	0	0	0	32	2	34	88	96	184
West Virginia	391	438	829	8	3	11	4	6	10	101	121	222
North Carolina	157	750	907	1	40	41	22	27	49	92	203	295
South Carolina	0	150	150	0	75	75	0	110	110	......	......	......
Georgia	140	310	450	0	38	38	0	67	67	0	72	72
Florida	83	86	169	......	......	......	2	2	4	16	40	56
South Central Division:												
Kentucky	33	110	143	20	169	189	6	0	6	19	26	45
Tennessee	218	212	430	10	8	18	106	234	340	81	66	147
Alabama	434	605	1,039	47	45	92	67	60	127	300	370	670
Mississippi	255	241	496	3	0	3	......	......	......	185	184	369
Louisiana	69	280	349	0	0	0	0	0	0	0	0	0
Texas	119	301	420	0	0	0	0	0	0	0	0	0
Arkansas	76	40	116	1	0	1	83	41	124	59	42	101
Oklahoma	69	109	178	......	......	......	......	......	......	0	0	0
Indian Territory	......	......	......	......	......	......	......	......	......	......	......	......
North Central Division:												
Ohio	141	528	669	34	30	64	111	102	213	69	178	247
Indiana	420	652	1,072	0	0	0	2	2	4	314	302	616
Illinois	526	1,032	1,558	0	0	0	0	0	0	611	630	1,241
Michigan	220	771	991	0	0	0	33	125	158	15	30	45
Wisconsin	806	1,515	2,321	0	0	0	5	4	9	134	134	268
Minnesota	326	1,110	1,436	0	0	0	0	0	0	424	474	898
Iowa	409	875	1,284	56	26	82	57	70	127	281	284	565
Missouri	908	1,215	2,123	122	74	196	455	1,164	1,619	38	43	81
North Dakota	138	169	307	......	......	......	......	......	......	......	......	......
South Dakota	120	308	428	0	0	0	0	0	0	45	100	145
Nebraska	45	75	120	......	......	......	0	0	0	136	147	283
Kansas	378	980	1,358	......	......	......	41	151	193	74	111	185
Western Division:												
Montana	......	......	......	......	......	......	......	......	......	......	......	......
Wyoming	......	......	......	......	......	......	......	......	......	......	......	......
Colorado	97	322	419	0	0	0	0	0	0	86	112	198
New Mexico	13	40	53	......	......	......	......	......	......	......	......	......
Arizona	58	77	135	0	0	0	0	0	0	0	0	0
Utah	......	......	......	......	......	......	......	......	......	......	......	......
Nevada	......	......	......	......	......	......	......	......	......	......	......	......
Idaho	26	67	93	6	0	6	10	11	21	23	24	47
Washington	133	263	396	0	0	0	0	0	0	0	0	0
Oregon	143	209	352	10	0	10	21	38	59	215	294	509
California	156	1,331	1,487	0	0	0	0	0	0	0	0	0

TABLE 3.—*Summary of statistics of public normal schools.*

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	20,493	41,116	61,619	514	815	1,329	9,964	10,621	20,585
North Atlantic Division	8,572	18,167	26,739	6	31	37	5,062	5,333	10,395
South Atlantic Division	1,265	3,522	4,787	313	582	895	729	818	1,547
South Central Division	2,248	3,155	5,403	173	171	344	343	336	679
North Central Division	7,404	13,501	20,905	21	30	51	3,096	3,193	6,289
Western Division	1,004	2,771	3,785	1	1	2	734	941	1,675
North Atlantic Division:									
Maine	272	781	1,053	0	0	0	159	181	340
New Hampshire	110	230	340	0	0	0	109	140	249
Vermont	51	316	367	0	0	0	15	18	33
Massachusetts	100	1,339	1,439	0	6	6	973	485	1,458
Rhode Island	137	407	544	0	1	1	135	183	318
Connecticut	623	1,203	1,826	0	1	1	236	300	536
New York	3,040	7,724	10,764	3	15	18	1,893	2,269	4,162
New Jersey	338	1,003	1,341	0	0	0	651	714	1,365
Pennsylvania	3,901	5,164	9,065	3	8	11	891	1,043	1,934
South Atlantic Division:									
Delaware	0	20	20	0	0	0	150	180	330
Maryland	21	393	414	-------	-------	-------	11	48	59
District of Columbia	10	82	92	7	23	30	436	352	788
Virginia	213	493	706	53	95	148	50	68	118
West Virginia	488	584	1,072	14	18	32	-------	-------	-------
North Carolina	292	1,000	1,292	236	441	677	48	64	112
South Carolina	0	335	335	-------	-------	-------	25	35	60
Georgia	140	487	627	0	0	0	9	71	80
Florida	101	128	229	3	5	8	0	0	0
South Central Division:									
Kentucky	78	305	383	-------	-------	-------	130	119	249
Tennessee	420	515	935	-------	-------	-------	-------	-------	-------
Alabama	829	1,099	1,928	115	123	238	155	156	311
Mississippi	445	423	868	35	36	71	0	0	0
Louisiana	69	280	349	0	0	0	58	61	119
Texas	119	301	420	0	0	0	0	0	0
Arkansas	219	123	342	23	12	35	0	0	0
Oklahoma	69	109	178	-------	-------	-------	-------	-------	-------
Indian Territory	-------	-------	-------	-------	-------	-------	-------	-------	-------
North Central Division:									
Ohio	355	838	1,193	0	8	8	446	404	850
Indiana	732	960	1,692	8	6	14	85	68	153
Illinois	1,138	1,661	2,799	4	6	10	551	583	1,134
Michigan	252	942	1,194	0	1	1	672	610	1,282
Wisconsin	945	1,653	2,598	0	0	0	460	486	946
Minnesota	740	1,594	2,334	0	0	0	459	465	924
Iowa	798	1,260	2,058	0	0	0	113	131	244
Missouri	1,523	2,496	4,019	0	0	0	121	159	280
North Dakota	138	169	307	0	0	0	41	45	86
South Dakota	165	408	573	1	1	2	74	131	205
Nebraska	125	278	403	0	0	0	-------	-------	-------
Kansas	493	1,242	1,735	8	8	16	74	111	185
Western Division:									
Montana	-------	-------	-------	-------	-------	-------	-------	-------	-------
Wyoming	-------	-------	-------	-------	-------	-------	-------	-------	-------
Colorado	198	419	617	1	1	2	101	136	237
New Mexico	13	40	53	-------	-------	-------	-------	-------	-------
Arizona	58	77	135	0	0	0	0	0	0
Utah	-------	-------	-------	-------	-------	-------	-------	-------	-------
Nevada	-------	-------	-------	-------	-------	-------	-------	-------	-------
Idaho	67	100	167	0	0	0	0	0	0
Washington	133	263	396	0	0	0	128	124	252
Oregon	389	541	930	0	0	0	175	191	366
California	156	1,331	1,487	0	0	0	330	490	820

TABLE 4.—*Summary of statistics of public normal schools.*

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	1,762	6,343	8,105	51	139	190	112	471	583
North Atlantic Division	703	3,014	3,717	4	8	12	47	232	279
South Atlantic Division	69	313	382	0	23	23	9	36	45
South Central Division	63	315	378	16	99	115	25	44	69
North Central Division	794	1,966	2,760	31	9	40	29	156	185
Western Division	133	735	868	0	0	0	2	3	5
North Atlantic Division:									
Maine	56	145	201	0	0	0	1	0	1
New Hampshire	0	17	17	0	0	0	0	17	17
Vermont	6	60	66	0	0	0	0	0	0
Massachusetts	31	291	322	0	0	0	0	0	0
Rhode Island	0	14	14	0	0	0	0	0	0
Connecticut	4	155	159	0	0	0	0	0	0
New York	142	1,090	1,232	2	1	3	17	148	165
New Jersey	2	76	78	0	0	0	18	54	72
Pennsylvania	462	1,166	1,628	2	7	9	11	13	24
South Atlantic Division:									
Delaware	0	20	20	0	0	0	0	0	0
Maryland	6	70	76	0	0	0	2	18	20
District of Columbia	10	65	75	0	0	0	0	0	0
Virginia	16	71	87	0	0	0	3	0	3
West Virginia	27	34	61	0	0	0	4	9	13
North Carolina	7	22	29	0	12	12	0	0	0
South Carolina	0	22	22	0	11	11	0	4	4
Georgia	0	5	5	0	0	0	0	0	0
Florida	3	4	7	0	0	0	0	5	5
South Central Division:									
Kentucky	3	34	37	10	92	102	0	0	0
Tennessee	0	0	0	2	1	3	0	2	2
Alabama	38	71	109	4	6	10	25	42	67
Mississippi	2	4	6	0	0	0	0	0	0
Louisiana	17	203	220	0	0	0	0	0	0
Texas	...	...	...	...	...	...	...	...	...
Arkansas	3	3	6	0	0	0	0	0	0
Oklahoma	...	...	...	...	...	...	...	...	...
Indian Territory	...	...	...	...	...	...	...	...	...
North Central Division:									
Ohio	10	241	251	9	6	15	2	2	4
Indiana	308	432	740	0	0	0	0	0	0
Illinois	45	133	178	0	0	0	3	0	3
Michigan	49	159	208	0	0	0	0	0	0
Wisconsin	100	250	350	0	0	0	0	0	0
Minnesota	31	285	316	0	0	0	0	0	0
Iowa	48	89	137	7	3	10	2	1	3
Missouri	156	304	460	15	0	15	22	153	175
North Dakota	20	13	33	...	...	...	...	...	...
South Dakota	9	39	48	0	0	0	0	0	0
Nebraska	18	21	39	0	0	0	0	0	0
Kansas	...	...	...	...	...	...	...	...	...
Western Division:									
Montana	...	...	...	...	...	...	...	...	...
Wyoming	...	...	...	...	...	...	...	...	...
Colorado	6	25	31	0	0	0	0	0	0
New Mexico	1	5	6	...	...	...	...	...	...
Arizona	6	8	14	0	0	0	0	0	0
Utah	...	...	...	...	...	...	...	...	...
Nevada	...	...	...	...	...	...	...	...	...
Idaho	0	2	2	0	0	0	0	0	0
Washington	1	0	1	0	0	0	0	1	1
Oregon	5	41	46	0	0	0	2	2	4
California	104	654	758	0	0	0	0	0	0

TABLE 5.—*Summary of statistics of public normal schools.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Appropriated by States, counties, or cities for support for 1895-96.	Received from tuition and other fees.	Received from productive funds.	Received from other sources and unclassified.	Total income for the year 1895-96.
United States	$2,187,875	$498,775	$68,904	$206,056	$2,961,610
North Atlantic Division	887,590	331,461	16,129	105,954	1,341,134
South Atlantic Division	146,592	31,262	....	22,837	200,691
South Central Division	106,043	25,939	3,975	75,740	211,697
North Central Division	769,900	97,361	48,800	1,075	917,136
Western Division	277,750	12,752	....	450	290,952
North Atlantic Division:					
Maine	27,350	2,530	....	650	30,530
New Hampshire	10,000	325	....	....	10,325
Vermont	13,032	1,600	150	....	14,782
Massachusetts	138,294	260	....	1,493	140,047
Rhode Island	....	....	....	....	....
Connecticut	39,000	0	0	7,000	46,000
New York	444,954	21,633	....	7,619	474,206
New Jersey	40,570	26,040	....	....	66,610
Pennsylvania	174,390	279,073	15,979	89,192	558,634
South Atlantic Division:					
Delaware	9,042	0	0	0	9,042
Maryland	10,500	8,541	....	3,538	22,579
District of Columbia	....	....	....	....	....
Virginia	31,000	5,818	....	1,850	38,668
West Virginia	35,100	1,483	....	....	36,583
North Carolina	20,750	12,800	....	4,149	37,699
South Carolina	....	....	....	....	....
Georgia	32,900	2,600	0	2,800	38,300
Florida	7,300	20	....	10,500	17,820
South Central Division:					
Kentucky	10,350	60	75	2,900	13,385
Tennessee	20,225	7,750	3,800	40,025	71,800
Alabama	22,418	10,376	100	27,390	60,284
Mississippi	6,350	525	....	25	6,900
Louisiana	13,750	1,456	....	2,900	18,106
Texas	28,000	4,000	....	2,500	34,500
Arkansas	4,950	1,584	....	....	6,534
Oklahoma	....	188	....	....	188
Indian Territory	....	....	....	....	....
North Central Division:					
Ohio	1,800	6,260	....	....	8,060
Indiana	65,827	2,300	....	....	68,127
Illinois	123,610	10,020	....	500	134,130
Michigan	61,400	8,755	4,200	....	74,355
Wisconsin	165,086	12,938	31,000	....	209,024
Minnesota	91,500	7,388	....	400	99,288
Iowa	39,075	15,508	....	125	54,708
Missouri	142,352	24,047	....	50	166,449
North Dakota	19,000	3,445	600	....	23,045
South Dakota	12,500	1,400	....	....	13,900
Nebraska	19,500	1,300	....	....	20,800
Kansas	28,250	4,000	13,000	....	45,250
Western Division:					
Montana	....	....	....	....	....
Wyoming	....	....	....	....	....
Colorado	35,000	2,500	....	350	37,850
New Mexico	7,000	500	....	....	7,500
Arizona	6,000	466	0	0	6,466
Utah	....	....	....	....	....
Nevada	....	....	....	....	....
Idaho	50,500	800	....	....	51,300
Washington	42,000	1,000	....	....	43,000
Oregon	16,000	5,000	....	....	21,000
California	121,250	2,486	....	100	123,836

TABLE 6.—*Summary of statistics of public normal schools.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Schools reporting libraries.	Volumes in libraries.	Estimated value of libraries.	Value of buildings, grounds, apparatus, etc.	Value of benefactions received 1895-96.	Total money value of endowment.	Appropriated by States, counties, and cities for buildings and improvements.
United States	131	391,082	$461,439	$16,650,538	$52,080	$40,055	$1,124,834
North Atlantic Division	48	158,629	159,398	8,376,702	70	33,765	564,118
South Atlantic Division	19	18,411	17,871	1,146,175	5,950	290	83,168
South Central Division	20	45,531	70,870	789,457	1,700	1,700	9,798
North Central Division	32	145,202	180,175	4,749,204	11,060	4,300	288,250
Western Division	12	23,309	33,125	1,589,000	33,300	0	179,500
North Atlantic Division:							
Maine	5	5,116	5,560	150,500	60	...	17,000
New Hampshire	1	1,800	1,500	75,000	...	...	...
Vermont	2	3,600	2,600	37,430	0	2,700	0
Massachusetts	5	21,299	18,490	1,480,300	0	0	125,000
Rhode Island	...	...	...	...	...	...	250,000
Connecticut	4	18,721	12,500	265,000	0	0	20,000
New York	13	49,070	58,150	2,482,413	0	24,254	140,869
New Jersey	3	3,490	3,500	93,000	0	0	1,249
Pennsylvania	15	55,533	57,098	3,793,059	10	6,811	10,000
South Atlantic Division:							
Delaware	0	0	0	15,675	0	0	5,912
Maryland	1	2,500	3,000	290,000	0	0	1,631
District of Columbia	2	650	600	...	...	...	...
Virginia	2	3,250	2,800	209,000	0	0	5,125
West Virginia	5	4,000	5,100	246,000	...	...	55,000
North Carolina	5	3,895	2,165	6,500	250	290	...
South Carolina	1	1,500	2,000	204,000	...	...	...
Georgia	1	2,000	1,600	230,000	0	0	7,000
Florida	2	616	606	35,000	5,700	...	8,500
South Central Division:							
Kentucky	2	929	650	59,564	...	...	...
Tennessee	2	12,400	25,375	301,000	0	0	0
Alabama	6	9,312	10,050	135,993	1,700	1,700	3,002
Mississippi	4	3,270	6,425	21,100	0	0	0
Louisiana	2	2,900	2,650	69,000	...	...	...
Texas	1	12,000	20,000	100,000	0	0	2,500
Arkansas	2	3,520	4,520	51,800	0	0	1,296
Oklahoma	1	1,200	1,200	50,000	...	...	3,000
Indian Territory	...	...	...	...	...	...	...
North Central Division:							
Ohio	3	1,030	1,450	73,000	...	...	1,000
Indiana	2	12,150	14,150	305,000	0	0	0
Illinois	3	36,000	44,000	975,000	0	0	47,000
Michigan	3	17,392	27,700	345,500	10,000	0	...
Wisconsin	4	17,416	17,800	563,000	0	0	155,800
Minnesota	5	12,770	13,825	590,858	0	0	11,750
Iowa	3	7,895	10,750	136,500	1,000	...	30,000
Missouri	3	9,849	11,000	929,346	60	...	35,400
North Dakota	2	1,500	1,300	131,000	...	4,300	...
South Dakota	2	11,200	13,200	50,000	...	...	...
Nebraska	1	6,000	10,000	200,000	0	0	3,000
Kansas	1	12,000	15,000	450,000	...	...	4,300
Western Division:							
Montana	...	...	...	...	...	...	...
Wyoming	...	...	...	...	...	...	...
Colorado	1	5,000	8,000	200,000	0	0	20,000
New Mexico	1	200	300	40,000	0	0	10,000
Arizona	1	704	1,200	34,500	0	0	11,500
Utah	...	...	...	...	...	...	...
Nevada	...	...	...	...	...	...	...
Idaho	1	155	200	66,000	33,300	0	70,000
Washington	2	4,250	2,800	170,000	...	...	60,000
Oregon	2	400	550	50,000	0	0	3,000
California	4	12,600	20,075	1,028,500	0	...	5,000

TABLE 7.—*Review of public normal school statistics, 1890–1896.*

APPROPRIATIONS FROM STATE, COUNTY, OR CITY FOR SUPPORT.

State or Territory.	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.
United States	$1,285,700	$1,567,082	$1,452,914	$1,996,271	$1,917,375	$2,187,875
North Atlantic Division	555,485	702,284	696,603	907,010	773,035	887,590
South Atlantic Division	86,380	93,260	62,268	121,460	141,017	146,592
South Central Division	86,329	83,800	56,344	119,949	113,460	106,043
North Central Division	453,006	527,038	465,319	651,824	668,063	769,900
Western Division	104,500	160,700	172,380	196,028	221,800	277,750
North Atlantic Division:						
Maine	20,000	24,650	28,600	26,450	25,600	27,350
New Hampshire	7,000	9,000	12,000	12,000	12,000	10,000
Vermont	7,176	8,670	16,100	13,039	7,264	13,032
Massachusetts	74,650	105,011	121,731	122,164	78,397	138,294
Rhode Island	12,874	14,000	14,000	16,000	18,000	
Connecticut	20,000	34,600	49,000	79,656	72,000	39,000
New York	335,981	334,847	336,645	397,523	360,111	444,954
New Jersey	24,276	21,500	28,750	34,083	40,570	40,570
Pennsylvania	53,528	150,000	89,777	206,095	159,093	174,390
South Atlantic Division:						
Delaware					9,100	9,042
Maryland	10,500	10,500	10,500	10,500	10,500	10,500
District of Columbia						
Virginia	47,000	58,500	17,000	27,950	30,200	31,000
West Virginia	14,630	13,430	15,000	18,718	28,267	35,100
North Carolina	5,200	6,000	4,300	29,235	19,800	20,750
South Carolina	1,050	1,050	5,250	7,250	5,250	
Georgia				23,207	32,900	32,900
Florida	8,000	3,780	10,218	3,600	5,000	7,300
South Central Division:						
Kentucky	4,320			23,588	9,200	10,350
Tennessee	11,097	16,000	1,500	1,500	15,000	20,225
Alabama	31,419	31,000	27,604	23,411	18,525	22,418
Mississippi	4,520	2,500	2,500	3,950	8,425	6,350
Louisiana	10,000	10,000	12,500	12,500	13,750	13,750
Texas	20,000	20,000		35,000	40,500	28,000
Arkansas	4,973	4,300	6,240	12,500	8,060	4,950
Oklahoma			6,000	7,500		
Indian Territory						
North Central Division:						
Ohio	5,000	6,000	1,500	800	5,000	1,800
Indiana	30,000	41,100	40,000	42,700	40,000	65,827
Illinois	96,979	100,104	56,105	96,104	56,500	123,610
Michigan	36,360	49,908	56,647	62,298	58,450	61,400
Wisconsin	86,142	121,201	123,417	120,911	155,271	165,086
Minnesota	58,500	68,500	76,300	82,000	88,000	91,500
Iowa	21,500	25,000	21,000	27,875	38,525	39,075
Missouri	53,000	37,250	26,250	142,561	142,317	142,352
North Dakota	500	13,500	23,000	20,000	22,000	19,000
South Dakota	24,000	21,500	21,100	26,250	26,000	12,500
Nebraska	18,850	19,350		21,200	30,000	19,500
Kansas	22,175	23,625	20,000	9,125	6,000	28,250
Western Division:						
Montana						
Wyoming						
Colorado		35,000	35,000	35,000	35,000	35,000
New Mexico				3,500	0	7,000
Arizona	7,000	6,000		7,200	0	6,000
Utah						
Nevada						
Idaho					7,600	50,500
Washington	19,150	28,300	43,880	37,500	39,000	42,000
Oregon	100	900	48,000	18,528	23,200	16,000
California	78,250	90,500	45,500	94,300	117,000	121,250

TABLE 8.—*Review of public normal school statistics, 1890-1896.*

PUBLIC APPROPRIATIONS FOR BUILDINGS AND IMPROVEMENTS.

State or Territory.	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.
United States	$409,916	$394,635	$816,826	$1,583,399	$1,003,933	$1,124,834
North Atlantic Division	225,412	169,050	48,516	856,670	449,959	564,118
South Atlantic Division	40,900	42,624	35,074	49,580	100,309	83,168
South Central Division	5,500	11,948	24,450	23,350	11,200	9,798
North Central Division	71,539	100,913	168,686	374,799	320,165	288,250
Western Division	66,565	70,100	105,100	279,000	122,300	179,500
North Atlantic Division:						
Maine	279	5,000	2,000	12,500	39,000	17,000
New Hampshire	-----	0	0	-----	-----	-----
Vermont	-----	0	1,000	10,300	-----	0
Massachusetts	1,500	25,500	200,000	276,200	-----	125,000
Rhode Island	0	0	0	0	0	250,000
Connecticut	25,000	0	75,000	125,000	240,000	20,000
New York	70,633	44,550	92,391	97,793	60,142	140,869
New Jersey	48,000	0	12,009	10,000	10,693	1,249
Pennsylvania	80,000	94,000	103,125	324,877	100,124	10,000
South Atlantic Division:						
Delaware	-----	-----	-----	-----	-----	5,912
Maryland	0	2,224	2,224	-----	43,776	1,631
District of Columbia	-----	-----	-----	-----	0	-----
Virginia	0	0	0	5,050	-----	5,125
West Virginia	37,900	40,400	27,300	20,000	42,000	55,000
North Carolina	0	0	150	4,639	5,033	-----
South Carolina	0	0	2,000	-----	-----	-----
Georgia	-----	-----	-----	2,500	1,000	7,000
Florida	3,000	-----	1,400	7,400	8,500	8,500
South Central Division:						
Kentucky	0	-----	-----	2,500	-----	-----
Tennessee	0	4,000	0	-----	-----	0
Alabama	3,000	5,448	200	1,300	500	3,002
Mississippi	0	0	0	0	-----	0
Louisiana	2,500	2,500	1,250	1,250	7,500	-----
Texas	0	0	-----	3,000	3,000	2,500
Arkansas	0	0	6,000	300	200	1,296
Oklahoma	-----	-----	17,000	15,000	-----	3,000
Indian Territory	-----	-----	-----	-----	-----	-----
North Central Division:						
Ohio	0	0	-----	0	-----	1,000
Indiana	0	0	40,000	40,000	20,000	0
Illinois	4,000	0	-----	0	40,000	47,000
Michigan	0	4,000	20,000	20,000	20,000	-----
Wisconsin	1,139	22,913	2,686	20,000	12,736	155,800
Minnesota	15,000	25,000	66,000	116,000	54,500	11,750
Iowa	8,400	6,000	0	3,000	36,000	30,000
Missouri	10,000	0	0	104,479	131,929	35,400
North Dakota	20,000	40,000	40,000	18,220	-----	-----
South Dakota	0	0	0	3,100	0	-----
Nebraska	13,000	3,000	-----	0	5,000	3,000
Kansas	0	-----	0	50,000	-----	4,300
Western Division:						
Montana	-----	-----	-----	-----	-----	-----
Wyoming	-----	-----	-----	-----	-----	-----
Colorado	-----	30,000	20,000	35,000	10,000	20,000
New Mexico	-----	-----	-----	12,000	-----	10,000
Arizona	0	0	-----	8,000	1,300	11,500
Utah	-----	-----	-----	-----	-----	-----
Nevada	-----	-----	-----	-----	-----	-----
Idaho	-----	-----	-----	-----	25,000	70,000
Washington	1,500	0	0	135,000	6,000	60,000
Oregon	65	1,100	10,100	11,000	-----	3,000
California	65,000	39,000	75,000	78,000	80,000	5,000

TABLE 9.—*Summary of statistics of private normal schools.*

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	169	539	415	954	340	350	690	879	765	1,644
North Atlantic Division	11	45	58	103	12	26	38	57	84	141
South Atlantic Division	38	78	109	187	50	98	148	128	207	335
South Central Division	41	107	88	195	77	111	188	184	199	383
North Central Division	72	279	140	419	199	109	308	478	249	727
Western Division	7	30	20	50	2	6	8	32	26	58
North Atlantic Division:										
Maine	2	1	3	4	5	4	9	6	7	13
New Hampshire										
Vermont										
Massachusetts	3	3	14	17	0	0	0	3	14	17
Rhode Island										
Connecticut	1	2	10	12	0	0	0	2	10	12
New York	1	19	23	42	2	17	19	21	40	61
New Jersey										
Pennsylvania	4	20	8	28	5	5	10	25	13	38
South Atlantic Division:										
Delaware	1	2	1	3	0	0	0	2	1	3
Maryland	2	2	2	4	0	0	0	2	2	4
District of Columbia	1	0	2	2	0	2	2	0	4	4
Virginia	8	31	59	90	25	12	37	56	71	127
West Virginia	4	14	7	21	1	1	2	15	8	23
North Carolina	9	12	15	27	9	31	40	21	46	67
South Carolina	5	5	11	16	7	25	32	12	36	48
Georgia	4	3	5	8	5	19	24	8	24	32
Florida	4	9	7	16	3	8	11	12	15	27
South Central Division:										
Kentucky	10	21	12	33	6	13	19	27	25	52
Tennessee	10	26	21	47	21	36	57	47	57	104
Alabama	4	25	20	45	33	21	54	58	41	99
Mississippi	7	14	9	23	10	31	41	24	40	64
Louisiana										
Texas	7	14	18	32	6	8	14	20	26	46
Arkansas	3	7	8	15	1	2	3	8	10	18
Oklahoma										
Indian Territory										
North Central Division:										
Ohio	11	49	14	63	41	11	52	90	25	115
Indiana	10	46	38	84	33	19	52	79	57	136
Illinois	9	28	10	38	35	19	54	63	29	92
Michigan	4	5	7	12	0	2	2	5	9	14
Wisconsin	2	12	4	16	2	5	7	14	9	23
Minnesota	2	6	1	7	7	2	9	13	3	16
Iowa	16	47	31	78	34	23	57	81	54	135
Missouri	7	19	6	25	17	10	27	36	16	52
North Dakota										
South Dakota	1	5	4	9	0	0	0	5	4	9
Nebraska	4	33	13	46	18	8	26	51	21	72
Kansas	6	29	12	41	12	10	22	41	22	63
Western Division:										
Montana	1	2	1	3	0	2	2	2	3	5
Wyoming										
Colorado	1	4	4	8	0	1	1	4	5	9
New Mexico										
Arizona										
Utah	1	17	5	22	2	3	5	19	8	27
Nevada										
Idaho										
Washington										
Oregon	1	4	0	4	0	0	0	4	0	4
California	3	3	10	13	0	0	0	3	10	13

TABLE 10.—*Summary of statistics of private normal schools.*

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	10,472	10,305	20,777	3,008	1,216	4,224	4,903	3,034	7,937	7,707	7,397	15,104
North Atlantic Division	412	671	1,083	64	28	92	182	198	380	342	400	742
South Atlantic Division	928	1,473	3,401	88	24	112	171	174	345	1,910	2,249	4,159
South Central Division	1,823	1,722	3,545	279	152	431	424	361	785	2,401	2,378	4,779
North Central Division	6,921	5,838	12,759	2,493	1,007	3,500	4,126	2,299	6,425	2,812	2,162	4,974
Western Division	388	601	989	84	5	89	0	2	2	242	208	450
North Atlantic Division:												
Maine	70	89	159	32	12	44	78	73	151	5	4	9
New Hampshire	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Vermont	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Massachusetts	0	172	172	-----	-----	-----	-----	-----	-----	-----	-----	-----
Rhode Island	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Connecticut	0	31	31	-----	-----	-----	-----	-----	-----	-----	-----	-----
New York	7	90	97	0	0	0	75	87	162	260	300	560
New Jersey	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Pennsylvania	335	289	624	32	16	48	29	38	67	77	96	173
South Atlantic Division:												
Delaware	13	8	21	-----	-----	-----	-----	-----	-----	5	4	9
Maryland	15	27	42	6	1	7	0	0	0	4	2	6
District of Columbia	0	20	20	-----	-----	-----	0	0	0	-----	-----	-----
Virginia	271	432	703	60	4	64	12	9	21	575	498	1,073
West Virginia	137	232	369	7	9	16	12	13	25	99	78	177
North Carolina	179	275	454	0	7	7	90	107	197	287	517	804
South Carolina	121	248	369	0	0	0	0	0	0	587	622	1,209
Georgia	93	130	223	0	0	0	17	15	32	165	362	527
Florida	99	101	200	15	3	18	40	30	70	188	166	354
South Central Division:												
Kentucky	488	383	871	136	114	250	38	47	85	180	214	394
Tennessee	529	533	1,062	73	24	97	151	100	251	836	811	1,647
Alabama	230	219	449	15	0	15	54	75	129	595	461	1,056
Mississippi	278	289	567	25	7	32	135	126	261	521	632	1,153
Louisiana	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Texas	187	210	397	25	2	27	34	12	46	153	133	286
Arkansas	111	88	199	5	5	10	12	1	13	116	127	243
Oklahoma	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Indian Territory	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
North Central Division:												
Ohio	1,547	889	2,436	212	30	242	1,027	235	1,262	679	616	1,295
Indiana	1,917	1.392	3,309	883	398	1,281	1,924	896	2,820	429	279	708
Illinois	762	722	1,484	288	131	419	142	172	314	307	149	456
Michigan	177	354	531	99	82	181	64	99	163	2	6	8
Wisconsin	43	32	75	25	0	25	5	0	5	121	65	186
Minnesota	57	15	72	57	3	60	70	37	107	30	1	31
Iowa	737	899	1,636	440	189	629	580	554	1,134	407	255	662
Missouri	460	347	807	154	41	195	154	165	319	327	293	620
North Dakota	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
South Dakota	64	40	104	0	0	0	0	0	0	0	0	0
Nebraska	583	657	1,240	243	73	316	60	56	116	351	332	683
Kansas	574	491	1,065	92	60	152	100	85	185	159	166	325
Western Division:												
Montana	10	13	23	-----	-----	-----	-----	-----	-----	38	50	88
Wyoming	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Colorado	13	171	184	-----	-----	-----	-----	-----	-----	6	5	11
New Mexico	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Arizona	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Utah	297	223	520	77	3	80	0	0	0	198	153	351
Nevada	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Idaho	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Washington	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Oregon	65	70	135	-----	-----	-----	-----	-----	-----	-----	-----	-----
California	3	124	127	7	2	9	0	2	2	0	0	0

TABLE 11—*Summary of statistics of private normal schools.*

TOTAL ENROLLMENT OF STUDENTS, ETC.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model schools.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	25,989	22,053	48,042	1,076	1,388	2,464	1,552	1,929	3,481
North Atlantic Division	918	1,379	2,297	1	1	2	340	407	747
South Atlantic Division	3,028	3,989	7,017	570	840	1,410	240	372	612
South Central Division	4,983	4,557	9,540	460	544	1,004	400	458	858
North Central Division	16,247	11,411	27,658	45	3	48	540	652	1,192
Western Division	813	717	1,530	0	0	0	32	40	72
North Atlantic Division:									
Maine	185	178	363	0	0	0	0	0	0
New Hampshire									
Vermont									
Massachusetts	0	172	172				0	12	12
Rhode Island									
Connecticut	0	31	31	0	1	1	80	95	175
New York	255	564	819	1	0	1	260	300	560
New Jersey									
Pennsylvania	478	434	912	0	0	0	0	0	0
South Atlantic Division:									
Delaware	18	12	30						
Maryland	25	30	55	11	23	34	0	0	0
District of Columbia	0	20	20	0	0	0	7	8	15
Virginia	895	966	1,860	179	262	441	151	194	345
West Virginia	251	336	587						
North Carolina	541	921	1,462	140	149	289	37	123	160
South Carolina	690	888	1,578	121	248	369	28	20	48
Georgia	275	507	782	85	122	207	17	27	44
Florida	333	309	642	34	36	70			
South Central Division:									
Kentucky	846	754	1,600	0	0	0	22	40	62
Tennessee	1,592	1,465	3,057	141	239	380	110	118	228
Alabama	939	710	1,649	222	209	431	80	70	150
Mississippi	979	1,034	2,013	33	38	71	112	143	255
Louisiana									
Texas	394	362	756	32	33	65	0	0	0
Arkansas	233	232	465	32	25	57	76	87	163
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	3,564	1,671	5,235	3	1	4	60	63	123
Indiana	5,127	2,991	8,118	8	1	9	55	175	230
Illinois	1,499	1,174	2,673	34	0	34	50	60	110
Michigan	341	542	883	0	0	0	0	0	0
Wisconsin	194	97	291	0	0	0	116	65	181
Minnesota	199	71	270	0	0	0	70	70	140
Iowa	2,071	1,990	4,061	0	0	0	130	147	277
Missouri	1,088	853	1,941	0	0	0	6	8	14
North Dakota									
South Dakota	64	40	104	0	0	0	0	0	0
Nebraska	1,186	1,169	2,355	0	1	1	53	64	117
Kansas	914	813	1,727	0	0	0	0	0	0
Western Division:									
Montana	44	67	111						
Wyoming									
Colorado	19	176	195						
New Mexico									
Arizona									
Utah	675	276	951	0	0	0	0	0	0
Nevada									
Idaho									
Washington									
Oregon	65	70	135						
California	10	128	138	0	0	0	32	40	72

TABLE 12.—*Summary of statistics of private normal schools.*

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	1,035	1,155	2,190	1,130	367	1,497	707	554	1,261
North Atlantic Division	36	155	191	12	13	25	8	15	23
South Atlantic Division	111	187	298	50	9	59	27	32	59
South Central Division	223	183	406	102	40	142	33	34	67
North Central Division	660	511	1,171	954	303	1,257	639	473	1,112
Western Division	5	119	124	12	2	14	0	0	0
North Atlantic Division:									
Maine	2	11	13	7	1	8	8	15	23
New Hampshire	-	-	-	-	-	-	-	-	-
Vermont	-	-	-	-	-	-	-	-	-
Massachusetts	0	83	83	-	-	-	-	-	-
Rhode Island	-	-	-	-	-	-	-	-	-
Connecticut	0	19	19	-	-	-	-	-	-
New York	1	29	30	0	0	0	0	0	0
New Jersey	-	-	-	-	-	-	-	-	-
Pennsylvania	33	13	46	5	12	17	0	0	0
South Atlantic Division:									
Delaware	4	3	7	-	-	-	-	-	-
Maryland	1	1	2	-	-	-	-	-	-
District of Columbia	0	18	18	0	0	0	0	0	0
Virginia	14	33	47	22	0	22	8	10	18
West Virginia	35	25	60	23	4	27	10	5	15
North Carolina	22	51	73	0	5	5	0	15	15
South Carolina	14	18	32	0	0	0	0	0	0
Georgia	8	19	27	0	0	0	2	0	2
Florida	13	19	32	5	0	5	7	2	9
South Central Division:									
Kentucky	124	94	218	39	28	67	1	0	1
Tennessee	41	27	68	21	6	27	12	18	30
Alabama	2	10	12	4	0	4	1	2	3
Mississippi	39	33	72	36	6	42	13	11	24
Louisiana	-	-	-	-	-	-	-	-	-
Texas	10	15	25	2	0	2	0	0	0
Arkansas	7	4	11	0	0	0	6	3	9
Oklahoma	-	-	-	-	-	-	-	-	-
Indian Territory	-	-	-	-	-	-	-	-	-
North Central Division:									
Ohio	85	40	125	115	14	129	138	38	176
Indiana	288	236	524	377	139	516	302	212	514
Illinois	13	16	29	65	25	90	18	19	37
Michigan	14	17	31	18	14	32	12	16	28
Wisconsin	9	6	15	1	0	1	1	0	1
Minnesota	6	0	6	9	3	12	0	1	1
Iowa	108	88	196	181	57	238	99	107	206
Missouri	9	9	18	35	11	46	22	27	49
North Dakota	-	-	-	-	-	-	-	-	-
South Dakota	1	2	3	0	0	0	0	0	0
Nebraska	95	77	172	103	17	120	12	22	34
Kansas	32	20	52	50	23	73	35	31	66
Western Division:									
Montana	0	0	0	0	0	0	0	0	0
Wyoming	-	-	-	-	-	-	-	-	-
Colorado	0	18	18	-	-	-	-	-	-
New Mexico	-	-	-	-	-	-	-	-	-
Arizona	-	-	-	-	-	-	-	-	-
Utah	3	16	19	8	0	8	0	0	0
Nevada	-	-	-	-	-	-	-	-	-
Idaho	-	-	-	-	-	-	-	-	-
Washington	-	-	-	-	-	-	-	-	-
Oregon	-	-	-	-	-	-	-	-	-
California	2	85	87	4	2	6	-	-	-

TABLE 13.—*Summary of statistics of private normal schools.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Appropriated by States, counties, or cities for support for 1895-96.	Received from tuition and other fees.	Received from productive funds.	Received from other sources and unclassified.	Total income for the year 1895-96.
United States	$18,872	$515,423	$69,135	$365,662	$969,092
North Atlantic Division	700	67,600	8,110	3,400	79,810
South Atlantic Division	5,718	28,218	33,433	171,404	238,773
South Central Division	7,714	69,085	5,532	124,396	206,727
North Central Division	4,740	322,066	22,060	33,631	382,497
Western Division	0	28,454		32,831	61,285
North Atlantic Division:					
Maine	500	5,300	750		6,550
New Hampshire					
Vermont					
Massachusetts	0	2,200			2,200
Rhode Island					
Connecticut			7,000		7,000
New York	200	53,000			53,200
New Jersey					
Pennsylvania	0	7,100	360	3,400	10,860
South Atlantic Division:					
Delaware	0	1,000			1,000
Maryland	2,000		240	700	2,940
District of Columbia					
Virginia	0	8,819	24,860	142,462	176,141
West Virginia	0	5,081	1,703	808	7,592
North Carolina	2,068	3,023	2,660	8,918	16,669
South Carolina	150	3,691	1,300	8,200	13,341
Georgia	700	2,604	2,670	10,316	16,290
Florida	800	4,000			4,800
South Central Division:					
Kentucky	250	8,100		700	9,050
Tennessee	2,189	13,949	100	14,658	30,896
Alabama	3,000	13,724	172	84,889	101,785
Mississippi	2,275	20,930	725	19,150	43,080
Louisiana					
Texas	0	4,125	2,500	4,414	11,039
Arkansas	0	8,257	2,035	585	10,877
Oklahoma					
Indian Territory					
North Central Division:					
Ohio	1,100	51,900	50	3,300	56,350
Indiana	950	132,953	12,565	300	146,768
Illinois	0	31,800	1,100		32,900
Michigan	0	8,170		10,000	18,170
Wisconsin	0		5,740	3,841	9,581
Minnesota	0	250		2,500	2,750
Iowa	2,690	54,443	1,200	7,580	65,913
Missouri	0	13,950	1,340	45	15,335
North Dakota					
South Dakota	0	1,390		2,190	3,580
Nebraska	0	13,010		2,500	15,510
Kansas	0	14,200	65	1,375	15,640
Western Division:					
Montana	0				
Wyoming					
Colorado					
New Mexico					
Arizona					
Utah	0	12,746		30,331	43,077
Nevada					
Idaho					
Washington					
Oregon	0	2,000			2,000
California	0	13,708		2,500	16,208

TABLE 14.—*Summary of statistics of private normal schools.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Schools reporting libraries.	Volumes in libraries.	Estimated value of libraries.	Value of buildings, grounds, apparatus, etc.	Value of benefactions received 1895–96.	Total money value of endowment.
United States	133	203,467	$188,144	$4,421,386	$254,678	$2,487,200
North Atlantic Division	7	20,700	19,900	111,700	71,200	266,000
South Atlantic Division	27	30,768	19,540	897,654	117,869	1,293,254
South Central Division	36	41,803	46,114	800,232	13,299	270,200
North Central Division	57	103,046	94,590	2,459,800	52,310	657,746
Western Division	6	7,150	8,000	152,000	0	0
North Atlantic Division:						
Maine	2	6,200	4,100	32,000	1,000	10,000
New Hampshire						
Vermont						
Massachusetts	2	5,900	5,100	50,000		
Rhode Island						
Connecticut						
New York	1	7,600	9,800	900,000	65,000	250,000
New Jersey						
Pennsylvania	2	1,000	900	135,000	5,200	6,000
South Atlantic Division:						
Delaware	1	3,000	3,000			
Maryland	2	1,500	1,500	3,000	0	0
District of Columbia						
Virginia	4	9,018	5,450	636,500	108,736	1,096,578
West Virginia	3	6,200	3,300	17,000	3,910	65,792
North Carolina	5	1,450	700	59,100	2,125	26,200
South Carolina	4	2,100	1,840	70,000	1,000	54,200
Georgia	4	4,600	2,150	58,554	598	40,484
Florida	4	2,900	1,600	53,500	1,500	10,000
South Central Division:						
Kentucky	9	4,293	4,310	59,500	100	0
Tennessee	9	17,660	21,575	221,500	7,837	136,500
Alabama	4	7,800	8,554	187,732	5,000	30,000
Mississippi	6	6,310	6,350	163,500		2,500
Louisiana						
Texas	5	3,500	3,175	121,000	115	31,200
Arkansas	3	2,240	2,150	47,000	247	70,000
Oklahoma						
Indian Territory						
North Central Division:						
Ohio	8	19,425	26,340	279,000	1,075	168,000
Indiana	6	17,400	16,600	616,000	0	20,000
Illinois	8	31,000	15,000	234,500	25,000	135,000
Michigan	4	2,805	4,400	28,000	0	4,100
Wisconsin	1	2,852	2,700	100,000	0	113,346
Minnesota	2	900	900	70,000	4,000	
Iowa	12	10,666	10,850	541,000	2,850	4,000
Missouri	5	1,820	1,350	82,500	1,200	11,700
North Dakota						
South Dakota	1	878	600	18,000	0	0
Nebraska	4	6,100	6,350	284,800	18,185	134,800
Kansas	6	9,200	9,500	206,000	0	66,800
Western Division:						
Montana	1	500	800	18,000	0	
Wyoming						
Colorado	1	400	400			
New Mexico						
Arizona						
Utah	1	4,750	5,000	80,000		
Nevada						
Idaho						
Washington						
Oregon	1	150	200	12,000		
California	2	1,350	1,600	42,000	0	0

TABLE 15.—*Percentage of male and female students and percentage of graduates to total number in normal courses in public and private normal schools in 1895-96.*

State or Territory.	In public normal schools.			In private normal schools.		
	Male.	Female.	Graduates.	Male.	Female.	Graduates.
United States	29.49	70.51	20.05	50.40	49.60	10.54
North Atlantic Division	27.39	72.61	21.70	38.04	61.96	17.64
South Atlantic Division	25.43	74.57	10.86	38.65	61.35	12.41
South Central Division	40.15	59.85	11.93	51.42	48.58	11.45
North Central Division	32.47	67.53	20.19	54.24	45.76	9.18
Western Division	21.33	78.67	29.57	39.23	60.77	12.54
North Atlantic Division:						
Maine	22.82	77.18	24.01	44.03	55.07	8.18
New Hampshire	1.10	98.90	18.68	0	0	0
Vermont	12.89	87.11	18.49	0	0	0
Massachusetts	5.61	94.39	25.82	0	100.00	48.26
Rhode Island	.88	99.12	6.19	0	0	0
Connecticut	1.63	98.37	28.75	0	100.00	61.29
New York	21.63	78.37	22.05	7.22	92.78	30.93
New Jersey	8.30	91.70	10.44	0	0	0
Pennsylvania	41.45	58.55	21.75	53.69	46.31	7.37
South Atlantic Division:						
Delaware	0	100.00	100.00	61.90	38.10	33.33
Maryland	5.07	94.93	18.36	35.71	64.29	4.76
District of Columbia	10.87	89.13	81.52	0	100.00	90.00
Virginia	19.06	80.94	17.83	38.55	61.45	6.69
West Virginia	47.17	52.83	7.36	37.13	62.87	16.26
North Carolina	17.31	82.69	3.20	39.43	60.57	16.08
South Carolina	0	100.00	14.67	32.79	67.21	8.67
Georgia	31.11	68.89	1.11	41.70	58.30	12.11
Florida	49.11	50.89	4.14	49.50	50.50	16.00
South Central Division:						
Kentucky	23.08	76.92	25.87	56.03	43.97	25.03
Tennessee	50.70	49.30	0	49.81	50.19	6.40
Alabama	41.77	58.23	10.49	51.22	48.78	2.67
Mississippi	51.41	48.59	1.21	49.03	50.97	12.70
Louisiana	19.77	80.23	63.04	0	0	0
Texas	28.33	71.67	0	47.10	52.90	6.30
Arkansas	65.52	34.48	5.17	55.78	44.22	5.53
Oklahoma	38.76	61.24	0	0	0	0
Indian Territory	0	0	0	0	0	0
North Central Division:						
Ohio	21.08	78.92	37.52	63.51	36.49	5.13
Indiana	39.18	60.82	69.03	57.93	42.07	15.84
Illinois	33.76	66.24	11.42	51.35	48.65	1.95
Michigan	22.20	77.80	20.99	33.33	66.67	5.84
Wisconsin	34.73	65.27	15.08	57.33	42.67	20.00
Minnesota	22.70	77.30	22.01	79.17	20.83	8.33
Iowa	31.85	68.15	10.67	45.05	54.95	11.98
Missouri	42.77	57.23	21.67	57.00	43.00	2.23
North Dakota	44.95	55.05	10.75	0	0	0
South Dakota	28.04	71.96	11.21	61.54	38.46	2.88
Nebraska	37.50	62.50	32.50	47.02	52.98	13.87
Kansas	27.84	72.16	0	53.90	46.10	4.88
Western Division:						
Montana	----	----	----	43.48	56.52	0
Wyoming	----	----	----	0	0	0
Colorado	23.15	76.85	7.40	7.07	92.93	9.78
New Mexico	24.53	75.47	11.32	0	0	0
Arizona	42.96	57.04	10.37	0	0	0
Utah	----	----	----	57.12	42.88	3.65
Nevada	----	----	----	0	0	0
Idaho	27.96	72.04	2.15	0	0	0
Washington	33.59	66.41	.25	0	0	0
Oregon	40.63	59.37	15.91	48.15	51.85	0
California	10.49	89.51	50.98	2.36	97.64	68.50

TABLE 16.—*Normal students in universities and colleges and public and private high schools and academies.*

INSTITUTIONS AND STUDENTS.

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	193	3,149	3,877	7,026	447	2,534	5,712	8,246	439	3,587	4,343	7,930	23,202
North Atlantic Division	22	232	390	622	115	290	1,944	2,234	87	618	1,011	1,629	4,485
South Atlantic Division	32	429	645	1,074	42	226	384	610	80	606	613	1,219	2,903
South Central Division	38	640	757	1,397	123	850	880	1,730	142	1,336	1,335	2,671	5,798
North Central Division	82	1,458	1,360	2,818	154	1,116	2,387	3,503	104	940	1,217	2,157	8,478
Western Division	19	390	725	1,115	13	52	117	169	26	87	167	254	1,538
North Atlantic Division:													
Maine	1	0	9	9	3	28	49	77	4	23	83	106	192
New Hampshire	0	0	0	0	...	...	...	...	1	0	7	7	7
Vermont	0	0	0	0	14	15	57	72	4	5	30	35	107
Massachusetts	2	0	64	64	3	0	87	87	1	0	2	2	153
Rhode Island	1	20	12	32	...	...	...	...	1	0	9	9	41
Connecticut	0	0	0	0	1	0	4	4	2	3	1	4	8
New York	5	73	65	138	61	201	712	913	22	85	217	302	1,353
New Jersey	0	0	0	0	5	2	134	136	7	17	49	66	202
Pennsylvania	13	139	240	379	28	44	901	945	45	485	613	1,098	2,422
South Atlantic Division:													
Delaware	0	0	0	0	...	...	...	...	1	0	7	7	7
Maryland	3	50	49	99	4	1	13	14	3	2	28	30	143
District of Columbia	2	16	36	52	...	...	...	...	...	...	...	...	52
Virginia	4	130	14	144	12	126	204	330	9	48	79	127	601
West Virginia	1	10	5	15	...	...	...	...	4	48	46	94	109
North Carolina	5	108	57	165	2	20	24	44	33	235	153	388	597
South Carolina	6	66	106	172	3	10	15	25	6	26	53	79	276
Georgia	10	47	378	425	14	37	74	111	20	245	230	475	1,011
Florida	1	2	0	2	7	32	54	86	4	2	17	19	107
South Central Division:													
Kentucky	2	8	10	18	12	139	149	288	26	416	268	684	990
Tennessee	11	305	362	667	22	144	121	265	31	247	218	465	1,397
Alabama	3	10	25	35	11	33	43	76	19	115	225	340	451
Mississippi	8	50	155	205	24	181	214	395	26	206	260	466	1,066
Louisiana	5	172	67	239	2	11	12	23	7	19	52	71	333
Texas	6	69	123	192	39	224	221	445	20	161	182	343	980
Arkansas	3	26	15	41	13	118	120	238	11	170	122	292	571
Oklahoma	0	0	0	0	...	...	...	...	...	...	...	...	...
Indian Territory	0	0	0	0	...	...	...	...	2	2	8	10	10
North Central Division:													
Ohio	14	288	233	521	47	377	439	816	15	137	159	296	1,633
Indiana	5	204	130	334	7	77	48	125	5	25	46	71	530
Illinois	13	219	169	388	10	96	154	250	12	88	124	212	850
Michigan	5	93	89	182	21	89	141	230	2	26	40	66	478
Wisconsin	3	58	41	99	11	71	132	203	5	111	52	163	465
Minnesota	4	124	129	253	6	7	69	76	7	54	42	96	425
Iowa	11	188	249	437	20	81	213	294	12	243	317	560	1,291
Missouri	9	82	66	148	18	155	965	1,120	29	169	220	389	1,657
North Dakota	1	8	12	20	2	10	12	22	1	0	5	5	47
South Dakota	4	31	62	93	1	4	6	10	5	21	42	63	166
Nebraska	4	38	74	112	2	9	9	18	4	13	41	54	184
Kansas	9	125	106	231	9	140	199	339	7	53	129	182	752
Western Division:													
Montana	1	7	8	15	2	6	37	43	1	0	3	3	61
Wyoming	1	1	24	25	...	...	...	...	1	1	8	9	34
Colorado	0	0	0	0	2	19	12	31	...	...	...	...	31
New Mexico	1	1	0	1	...	...	...	...	2	2	3	5	6
Arizona	0	0	0	0	...	...	...	...	...	...	...	...	...
Utah	1	141	179	320	...	...	...	...	4	42	45	87	407
Nevada	1	7	87	94	3	1	8	9	...	...	...	...	103
Idaho	0	0	0	0	...	...	...	...	...	...	...	...	...
Washington	5	22	90	112	1	10	15	25	2	6	6	12	149
Oregon	2	33	61	94	...	...	...	...	8	27	60	87	181
California	7	178	276	454	5	16	45	61	8	9	42	51	566

TABLE 17.—*Distribution of students pursuing teachers' training courses in various institutions.*

TOTAL NUMBER OF NORMAL STUDENTS.

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	40,421	20,777	7,026	8,246	7,930	84,400
North Atlantic Division	17,129	1,083	622	2,234	1,629	22,697
South Atlantic Division	3,519	2,401	1,074	610	1,219	8,823
South Central Division	3,171	3,545	1,397	1,730	2,671	12,514
North Central Division	13,667	12,759	2,818	3,503	2,157	34,904
Western Division	2,935	989	1,115	169	254	5,462
North Atlantic Division:						
Maine	837	159	9	77	106	1,188
New Hampshire	91	...	0	...	7	98
Vermont	357	...	0	72	35	464
Massachusetts	1,247	172	64	87	2	1,572
Rhode Island	226	...	32	...	9	267
Connecticut	553	31	0	4	4	592
New York	5,587	97	138	913	302	7,037
New Jersey	747	...	0	136	66	949
Pennsylvania	7,484	624	379	945	1,098	10,530
South Atlantic Division:						
Delaware	20	21	0	...	7	48
Maryland	414	42	99	14	30	599
District of Columbia	92	20	52	...	...	164
Virginia	488	703	144	330	127	1,792
West Virginia	829	369	15	...	94	1,307
North Carolina	907	454	165	44	388	1,958
South Carolina	150	369	172	25	79	795
Georgia	450	223	425	111	475	1,684
Florida	169	200	2	86	19	476
South Central Division:						
Kentucky	143	871	18	288	684	2,004
Tennessee	430	1,062	667	265	465	2,889
Alabama	1,039	449	35	76	340	1,939
Mississippi	496	567	205	395	466	2,129
Louisiana	349	...	239	23	71	682
Texas	420	397	192	445	343	1,797
Arkansas	116	199	41	238	292	886
Oklahoma	178	...	0	...	...	178
Indian Territory	...	...	0	...	10	10
North Central Division:						
Ohio	669	2,436	521	816	296	4,738
Indiana	1,072	3,309	334	125	71	4,911
Illinois	1,558	1,484	388	250	212	3,892
Michigan	991	531	182	230	66	2,000
Wisconsin	2,321	75	99	203	163	2,861
Minnesota	1,436	72	253	76	96	1,933
Iowa	1,284	1,636	437	294	560	4,211
Missouri	2,123	807	148	1,120	389	4,587
North Dakota	307	...	20	22	5	354
South Dakota	428	104	93	10	63	698
Nebraska	120	1,240	112	18	54	1,544
Kansas	1,358	1,065	231	339	182	3,175
Western Division:						
Montana	...	23	15	43	3	84
Wyoming	...	...	25	...	9	34
Colorado	419	184	0	31	...	634
New Mexico	53	...	1	...	5	59
Arizona	135	...	0	...	...	135
Utah	...	520	320	...	87	927
Nevada	...	...	94	9	...	103
Idaho	93	...	0	...	...	93
Washington	396	...	112	25	12	545
Oregon	352	135	94	...	87	668
California	1,487	127	454	61	51	2,180

TABLE 18.—*Colleges and universities reporting students in teachers' training courses.*

Location.	Institution.	Normal students.					
		1893.	1894.	1895.	1896.		
					Male.	Female.	Total.
Alabama.							
Athens	Athens Female College				0	8	8
Blountsville	Blount College		17		10	4	14
Gadsden	Jones College for Young Ladies		19	17			
Lafayette	Lafayette College	29	15	9			
Selma	Selma University	150	44	40			
Talladega	Isbell Female College				0	13	13
Tuscaloosa	Central Female College	14					
Arkansas.							
Arkadelphia	Ouachita Baptist College	40		40			
Clarksville	Arkansas Cumberland College		17	17	5	4	9
Conway	Central Baptist College		11	7			
Do	Hendrix College	10					
Little Rock	Arkansas Baptist College		8				
Do	Little Rock University		12		20	10	30
Do	Philander Smith College		3		1	1	2
Mountain Home	Mountain Home Baptist College		71				
California.							
Berkeley	University of California *		57	100	77	192	269
College City	Pierce Christian College	15	14	16	6	3	9
Los Angeles	St. Vincent's College			30	78	0	78
Oakland	California College			3			
Pasadena	Throop Polytechnic Institute			16	2	9	11
San Jose	College of Notre Dame	24	20	35	0	20	20
Santa Rosa	Pacific Methodist College		6				
Stanford University	Leland Stanford Junior University *		37	158	12	34	45
Woodbridge	San Joaquin Valley College	13	13	11	3	18	21
Colorado.							
Boulder	University of Colorado *						
Del Norte	College of the Southwest	4					
District of Columbia.							
Washington	Gallaudet College	6	5	5	4	1	5
Do	Howard University			188	12	35	47
Florida.							
De Land	John B. Stetson University	6					
Leesburg	Florida Conference College		3				
St. Leo	St. Leo Military College		2	3	2	0	2
Georgia.							
Atlanta	Atlanta University	88	99	83	0	105	105
Do	Morris Brown College		25	29	2	24	26
Birmingham	Methodist Episcopal College		16	9			
Buford	Buford College	2					
College Park	Southern Female College		12				
Cuthbert	Andrew Female College				0	4	4
Dahlonega	North Georgia Agricultural College				22	18	40
Gainesville	Georgia Female Seminary	40	20		0	18	18
La Grange	La Grange Female College	32	21	14	0	23	23
Do	Southern Female College				0	10	10
Macon	Mercer University			27	10	0	10
Milledgeville	Georgia Normal and Industrial College.	122	158	152	0	147	147
South Atlanta	Clark University	45			13	29	42
Wrightsville	Nannie Lou Warthen College			18			
Illinois.							
Abingdon	Hedding College	25	17	22	10	8	18
Carlinville	Blackburn University	16		7			
Carthage	Carthage College		10	64			
Champaign	University of Illinois			12	19	12	31

* Has pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.					
					1896.		
		1893.	1894.	1895.	Male.	Female.	Total.
Illinois—Continued.							
Chicago	University of Chicago*	------	------	------	------	------	------
Effingham	Austin College	------	52	110	70	60	130
Elmhurst	Proseminar der Evangel Synode von N. A.	40	------	------	33	0	33
Evanston	Northwestern University*	------	11	------	12	8	20
Fulton	Northern Illinois College	35	40	30	10	40	50
Hooperston	Greer College	------	------	4	36	15	51
Jacksonville	Illinois College	------	------	------	5	0	5
Do	Illinois Female College	------	7	7	0	7	7
Knoxville	St. Mary's School	------	90	40	------	------	------
Lake Forest	Lake Forest University	------	15	------	------	------	------
Naperville	Northwestern College	12	16	13	6	6	12
Quincy	Chaddock College	------	10	------	4	6	10
Rock Island	Augustana College	12	8	17	9	3	12
Upper Alton	Shurtleff College	------	3	5	------	------	------
Westfield	Westfield College	------	9	------	5	4	9
Indiana.							
Bloomington	Indiana University*	------	------	------	42	10	52
Hanover	Hanover College	------	5	------	------	------	------
Merom	Union Christian College	26	18	47	36	18	54
Moores Hill	Moores Hill College	67	104	98	52	46	98
Ridgeville	Ridgeville College	10	15	------	50	40	90
Upland	Taylor University	12	25	50	24	16	40
Indian Territory.							
Bacone	Indian University	------	9	19	------	------	------
Iowa.							
Charles City	Charles City College	22	19	33	7	25	32
College Springs	Amity College	30	------	49	6	10	16
Des Moines	Drake University	358	------	88	------	------	------
Fayette	Upper Iowa University	1	------		15	13	28
Hopkinton	Lenox College	3	3	------	------	------	------
Indianola	Simpson College	24	56	66	50	74	124
Iowa City	State University of Iowa*	------	------	------	22	29	51
Mount Pleasant	German College	------	15	6	0	4	4
Do	Iowa Wesleyan University	4	------	5	10	9	19
Mount Vernon	Cornell College	------	------	64	42	36	78
Sioux City	Morningside College	------	------	------	8	4	12
Do	University of the Northwest	45	45	20	------	------	------
Storm Lake	Buena Vista College	------	87	33	24	35	59
Toledo	Western College	68	35	21	4	10	14
Waverly	Wartburg College	10	------	------	------	------	------
Kansas.							
Atchison	Midland College	------	------	------	7	2	9
Baldwin	Baker University	32	39	62	46	31	77
Dodge City	Soule College	------	------	49	14	6	20
Enterprise	Central College	29	20	20	------	------	------
Highland	Highland University	------	------	------	0	4	4
Holton	Campbell University	------	65	8	7	11	18
Lawrence	University of Kansas*	------	------	------	------	------	------
Lecompton	Lane University	7	2	23	------	------	------
Lindsborg	Bethany College	------	48	27	------	------	------
Oswego	Oswego College for Women	1	------	------	------	------	------
Ottawa	Ottawa University	------	4	13	3	8	11
Salina	Kansas Wesleyan University	50	66	50	26	28	54
Sterling	Cooper Memorial College	------	------	12	------	------	------
Wichita	Fairmont College	------	------	------	0	2	2
Do	Wichita University	10	10	------	------	------	------
Winfield	Southwest Kansas College	------	------	18	22	14	36
Kentucky.							
Berea	Berea College	4	6	4	------	------	------
Bowling Green	Potter College	227	------	------	------	------	------

* Has pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.					
		1893.	1894.	1895.	1896.		
					Male.	Female.	Total.
Kentucky—Cont'd.							
Columbia	Columbia Christian College		15	35			
Danville	Caldwell College	6					
Glasgow	Liberty College			27	8	4	12
Harrodsburg	Daughters College	8					
Do	Young Ladies College		106				
Hopkinsville	South Kentucky College	10	25	20			
Lancaster	Garrard College	10	10	10			
Millersburg	Millersburg Female College			9			
Owensboro	Owensboro Female College			3			
Richmond	Central University	45		88			
Williamsburg	Williamsburg Female College	22					
Winchester	Winchester Female College	4	5	6	0	6	6
Louisiana.							
Convent	College of the Immaculate Conception.	124					
Keatchie	Keatchie Male and Female College				1	0	1
Mansfield	Mansfield Female College		8				
New Orleans	College of the Immaculate Conception.				142		142
Do	Leland University				20	14	34
Do	New Orleans University	38	39	31	1	41	42
Do	Straight University	47	12	20	8	12	20
Maine.							
Kents Hill	Maine Wesleyan Female College	8	6	8	0	9	9
Maryland.							
Baltimore	Morgan College	6	82		50	37	87
Baltimore (Station L)	Notre Dame of Maryland				0	4	4
Chestertown	Washington College				0	8	8
Mount St. Marys	Mount St. Marys College	146					
Massachusetts.							
Cambridge	Harvard University *						
Do	Radcliffe College				0	26	26
Wellesley	Wellesley College	21	17	21	0	38	38
Worcester	Clark University *	3	5				
Michigan.							
Adrian	Adrian College	1		19	13	16	29
Albion	Albion College			10	7	14	21
Alma	Alma College	7	5				
Ann Arbor	University of Michigan *						
Benzonia	Benzonia College	10	18	19	32	51	83
Grand Rapids	Western Michigan College	73					
Hillsdale	Hillsdale College		70	37	16	3	19
Holland	Hope College				25	5	30
Olivet	Olivet College	9	27	20			
Minnesota.							
Excelsior	Northwestern Christian College		13	15	9	14	23
Minneapolis	University of Minnesota *	22	29	46	45	85	130
New Ulm	Dr. Martin Luther College	9					
St. Peter	Gustavus Adolphus College		60		66	18	84
Winnebago City	Parker College	6	18	17	4	12	16
Mississippi.							
Columbus	Mississippi Industrial Institute and College.	80	67	90	0	104	104
Daleville	Cooper Huddleston College	13	5	31	3	7	10
Holly Springs	Rust University		72	77	12	16	28
Meridian	East Mississippi Female College	8					

* Has pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.					
					1896.		
		1893.	1894.	1895.	Male.	Female.	Total.
Mississippi—Cont'd.							
Meridian	Stone College for Young Ladies				0	6	6
Oxford	Union Female College			10	0	10	10
Pontotoc	Chickasaw Female College		8				
Port Gibson	Port Gibson Female College				0	1	1
Tongaloo	Tongaloo University	33					
University	University of Mississippi *		18	27	35	5	40
Water Valley	Hamilton College				0	6	6
Woodville	Edward McGehee College	2					
Missouri.							
Albany	Central Christian College		70		6	4	10
Do	Northwest Missouri College	20	18	15	6	6	12
Bowling Green	Pike College	16	16				
Cameron	Missouri Wesleyan College	26	43		9	11	20
Canton	Christian University			41			
Carthage	Carthage Collegiate Institute		4				
Columbia	University of the State of Missouri *	84	112	70	32	20	52
Edinburg	Grand River Christian Union College	12		70			
Fulton	Synodical Female College		14	0			
Glasgow	Pritchett State Institute				0	3	3
Greenfield	Ozark College				2	3	5
Lawson	Presbyterian College of Upper Missouri.		10				
Lexington	Baptist Female College				0	2	2
St. Charles	St. Charles College	10					
Tarkio	Tarkio College	27		8			
Trenton	Avalon College	45	34	31	15	7	22
Warrenton	Central Wesleyan College	8	9	5	12	10	22
Montana.							
Helena	Montana Wesleyan University				7	8	15
Nebraska.							
Bellevue	University of Omaha	12	12	10			
Bethany	Cotner University		25	43	5	7	12
Crete	Doane College	11	15	13			
Fairfield	Fairfield College	34	37	28	8	17	25
Lincoln	University of Nebraska				20	40	60
Neligh	Gates College		76	51			
University Place	Nebraska Wesleyan University		15	50			
York	York College	15	6		5	10	15
Nevada.							
Reno	State University of Nevada	40	40	67	7	87	94
New Mexico.							
Albuquerque	University of New Mexico	63	30	4	1	0	1
New York.							
Alfred	Alfred University	15			2	12	14
Clinton	Hamilton College				10	0	10
Elmira	Elmira College		12				
Hamilton	Colgate University				10	0	10
Ithaca	Cornell University *						
New York	Barnard College				0	4	4
Do	Columbia College *						
Do	University of the City of New York *	134	88	81	51	49	100
Syracuse	Syracuse University	50					
North Carolina.							
Chapel Hill	University of North Carolina *			59	39	0	39
Charlotte	Biddle University		40	30	20	0	20
Guilford College	Guilford College		28				
Hickory	Claremont College				0	4	4
Lenoir	Davenport Female College	15	7				

* Has pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.					
		1893.	1894.	1895.	1896.		
					Male.	Female.	Total.
North Carolina—Continued.							
Louisburg	Louisburg Female College	13		25			
Mars Hill	Mars Hill College				20	30	50
Raleigh	Shaw University		189	175			
Rutherford College	Rutherford College	25	10				
Salisbury	Livingstone College		52	53	29	23	52
North Dakota.							
Fargo	Fargo College		12	12			
University	University of North Dakota	28		8	8	12	20
Ohio.							
Akron	Buchtel College	21	24	19			
Alliance	Mount Union College		135	80			
Ashland	Ashland University			35	20	15	35
Athens	Ohio University*	74	105	73			
Berea	Baldwin University			11	10	5	15
Defiance	Defiance College	50	34	59	22	17	39
Delaware	Ohio Wesleyan University		31		12	10	22
Findlay	Findlay College		36	62	66	41	107
Glendale	Glendale Female College	8					
Hillsboro	Hillsboro College	37	50				
Hiram	Hiram College	75	75		0	2	2
Hopedale	Hopedale Normal College		75				
Lima	Lima College		55	74	29	38	67
Marietta	Marietta College	12			6	0	6
New Concord	Muskingum College	10	16	10	13	2	15
Richmond	Richmond College		20				
Tiffin	Heidelberg University	3	7	10	15	4	19
Westerville	Otterbein University			25	8	6	14
West Farmington	Farmington College		21				
Wilberforce	Wilberforce University	43	60	107	50	57	107
Wooster	University of Wooster				21	12	33
Yellow Springs	Antioch College			76	16	24	40
Oregon.							
Forest Grove	Pacific College	16					
Philomath	Philomath College	10		16			
Salem	Willamette University	22	26	31	13	26	39
University Park	Portland University		27		20	35	55
Pennsylvania.							
Allentown	Allentown College for Women				0	34	34
Do	Muhlenberg College	24			20	0	20
Annville	Lebanon Valley College	9	14	6	6	5	11
Beatty	St. Vincent College	144			24	0	24
Chambersburg	Wilson College		4				
Collegeville	Ursinus College			27	8	1	9
Gettysburg	Pennsylvania College				15	0	15
Greenville	Thiel College			7	7	5	12
Jefferson	Monongahela College	50	67	53	4	0	4
New Berlin	Central Pennsylvania College	9	7	7	7	3	10
Philadelphia	Central High School	9	16	11	6	0	6
Do	University of Pennsylvania*				27	154	181
Pittsburg	Duquesne College	44	30	30	3	37	40
Selinsgrove	Susquehanna University				12	1	13
Volant	Volant College	80					
Rhode Island.							
Providence	Brown University*				20	12	32
South Carolina.							
Columbia	Allen University	[illegible]	28	86	10	13	23
Do	Columbia Female College				0	8	8
Do	South Carolina College*			14	25	0	25

* Has pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.					
		1893.	1894.	1895.	1896.		
					Male.	Female.	Total.
South Carolina—Continued.							
Due West	Due West Female College			25	0	25	25
Orangeburg	Claflin University	45	68	48	31	52	83
Union	Clifford Seminary			6			
Williamston	Williamston Female College	6			0	8	8
South Dakota.							
East Pierre	Pierre University	5	25	29	9	16	25
Hot Springs	Black Hills College	17	8	6	3	15	18
Mitchell	Dakota University	70	56	57	6	11	17
Redfield	Redfield College	56	51	33	13	20	33
Tennessee.							
Brownsville	Brownsville Female College	24					
Chattanooga	U. S. Grant University	62					
Columbia	Columbia Athenæum		10	8			
Franklin	Tennessee Female College				0	4	4
Harriman	American Temperance University		20	45			
Hiwasse College	Hiwasse College			20			
Huntington	Southern Normal University	50	60				
Knoxville	Knoxville College	18	80	25			
Do	University of Tennessee*	29	47	48	21	14	35
McKenzie	Bethel College	20			10	5	15
Milligan	Milligan College	20	40	20	13	11	24
Mossy Creek	Carson and Newman College	30	26	27			
Nashville	Central Tennessee College		35	16	3	21	24
Do	Fisk University	101	87	82			
Do	Roger Williams University	55		39	30	62	92
Do	University of Nashville			132	206	214	420
Pulaski	Martin College	8					
Rogersville	Rogersville Synodical College	8	8	12	0	20	20
Sewanee	University of the South	6	8				
Somerville	Somerville Female Institute		10	10			
Spencer	Burritt College	47	42	16	14	5	19
Sweetwater	Sweetwater College	5		16	8	0	8
Washington College	Washington College			11			
Winchester	Mary Sharp College				0	6	6
Texas.							
Austin	University of Texas*			125	43	86	129
Bonham	Carlton College	7					
Brenham	Evangelical Lutheran College	23	22	5			
Brownwood	Howard Payne College	20	15	15	8	10	18
Campbell	Henry College		13	15			
Fort Worth	Fort Worth University	14	8	37	4	5	9
Marshall	Wiley University		24	34	12	21	33
San Antonio	St. Louis College				1	0	1
Sherman	Austin College	5					
Tehuacana	Trinity University		4				
Waco	Paul Quinn College	5	6	6	1	1	2
Utah.							
Logan	Brigham Young College			107			
Salt Lake City	University of Utah	203		70	141	179	320
Virginia.							
Bridgewater	Bridgewater College		5	10	5	8	8
Lynchburg	Randolph-Macon Woman's College*		7	6	0	10	10
Staunton	Wesleyan Female Institute		3	0			
Williamsburg	William and Mary College			114	125	0	125
Winchester	Valley Female College		2	2	0	1	1
Washington.							
Burton	Vashon College		28	20	6	19	25
Colfax	Colfax College	5					
College Place	Walla Walla College				8	12	20

* Has pedagogical department.

TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students. 1893.	1894.	1895.	1896. Male.	Female.	Total.
Washington—cont'd.							
Dunlop	University of Seattle	.....	.....	6	.....	.....	.....
Seattle	University of Washington	14	59	107	0	4	4
Tacoma	Puget Sound University	.....	6	39	8	41	49
Vancouver	St. James College	.....	.....	14	14	0	14
Walla Walla	Whitman College	14	.....	12	.....	.....	.....
West Virginia.							
Barboursville	Barboursville College	60	57	21	.....	.....	.....
Morgantown	West Virginia University *	.....	21	20	10	5	15
Wisconsin.							
Appleton	Lawrence University	.....	.....	.....	12	10	22
Franklinton	Mission House of the Reform Church in the United States.	.....	.....	.....	15	0	15
Fox Lake	Downer College	4	.....	.....	.....	.....	.....
Galesville	Gale College	.....	.....	14	.....	.....	.....
Madison	University of Wisconsin *	.....	.....	.....	.....	62	62
Ripon	Ripon College	.....	151	.....	.....	.....	.....
Watertown	Northwestern University	13	.....	.....	.....	.....	.....
Wyoming.							
Laramie	University of Wyoming	.....	21	20	1	24	25

* Has pedagogical department.

TABLE 19.—*Statistics of public*

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		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.											
Athens	Trinity Normal School *a*	----	----	----	----	----	----	----	----	----	----
Cullman	Cullman Normal School	3	2	3	1	75	50	----	----	25	25
Florence	State Normal School	4	5	4	5	112	224	18	34	91	181
Forney	Cherokee Normal College*	2	2	----	----	60	70	10	15	40	43
Jacksonville	State Normal School	4	4	4	1	116	130	80	72	30	50
Livingston	Alabama Normal College for Girls.	2	10	1	6	0	117	0	64	0	45
Montgomery	State Normal School for Colored Students. *a*	----	----	----	----	----	----	----	----	----	----
Normal	State Colored Normal and Industrial School.	9	8	8	7	210	211	89	82	115	123
Troy	State Normal College	10	9	4	0	234	273	88	83	126	134
Vernon	Vernon Institute	1	1	----	----	22	24	15	20	7	4
ARIZONA.											
Tempe	Arizona Territorial Normal School.	2	2	2	2	58	77	0	0	58	77
ARKANSAS.											
Barren Fork	Mount Pleasant Academy	2	1	2	----	76	48	59	42	16	6
Malvern	Hot Springs County Normal School.	1	0	1	0	37	22	0	0	37	22
Pine Bluff	Branch Normal College	6	1	6	1	106	53	----	----	23	12
CALIFORNIA.											
Chico	California State Normal School at Chico.	6	8	6	5	18	199	----	----	18	199
Los Angeles	State Normal School	8	12	8	12	85	404	----	----	85	404
San Francisco	San Francisco Normal School.	0	2	0	2	1	98	0	0	1	98
San Jose	State Normal School	11	16	11	16	52	630	0	0	52	630
COLORADO.											
Greeley	State Normal School of Colorado.	11	8	11	8	198	419	86	112	97	322
CONNECTICUT.											
Bridgeport	Bridgeport Training School.	0	7	0	7	0	30	----	----	0	30
New Britain	State Normal School	3	30	3	30	615	895	614	659	1	236
New Haven	State Normal Training School.	3	30	3	4	1	198	----	----	1	198
Willimantic	do	2	19	1	6	7	80	----	----	7	80
DELAWARE.											
Wilmington	Wilmington Training School	0	8	0	1	0	20	0	0	0	20
DIST. OF COLUMBIA.											
Washington	Washington Normal School, first six divisions.	0	7	0	5	3	59	----	----	3	59
Do	Washington Normal School, seventh and eighth divisions.	2	5	2	5	7	23	----	----	7	23
FLORIDA.											
De Funiak Springs	State Normal College for white students.	3	1	3	1	80	81	----	----	80	81
Tallahassee	State Normal and Industrial College.	6	4	3	1	21	47	16	40	3	5

*Statistics of 1894-95.

a No report for past three years.

normal schools, 1895–96.

Students.																	
In business course.		In high school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Graduates from other courses.		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.	Amount received from State, county, or city for buildings and improvements.
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
15	10	30	20	20	15	0	0	0	0	0	0	3	32	200	$1,000	$125	--------
8	4	------	------	18	34	------	------	12	20	1	0	3	36	2,000	40,000	7,500	--------
------	------	10	12	40	43	0	0	0	0	0	0	3	36	0	1,000	225	0
6	8	------	------	------	------	0	0	1	10	3	2	4	36	250	15,000	2,500	0
0	6	0	2	------	------	------	------	0	6	0	3	4	36	500	10,000	2,668	--------
------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	--------
6	6	------	------	39	25	115	123	13	18	23	40	3	52	5,362	39,743	4,000	$3,002
12	11	27	26	38	39	------	------	12	17	2	3	4	40	1,000	30,000	5,300	0
0	0	0	0	0	0	0	0	0	0	0	0	3	36	0	250	100	0
0	0	0	0	0	0	0	0	6	8	0	0	3	40	704	34,500	6,000	11,500
1	0	0	0	0	0	0	0	0	0	0	0	4	36	20	1,800	--------	246
0	0	0	0	0	0	0	0	0	0	0	0	----	----	0	0	0	0
------	------	83	41	0	0	23	12	3	3	------	------	2	40	3,500	50,000	4,950	1,050
0	0	0	0	76	149	0	0	18	160	0	0	4	40	2,500	125,000	27,250	--------
------	------	------	------	190	210	------	------	85	404	------	------	4	40	4,000	300,000	44,000	--------
0	0	0	0	0	0	0	0	1	90	0	0	1	42	100	--------	--------	--------
0	0	0	0	64	131	0	0	0	0	0	0	4	40	6,000	603,500	50,000	5,000
------	------	------	------	101	136	1	1	6	25	------	------	4	38	5,000	200,000	35,000	20,000
------	------	------	------	------	------	------	------	0	13	------	------	2	40	700	--------	--------	--------
------	------	------	------	------	------	------	------	0	55	------	------	2	40	10,000	--------	--------	--------
------	------	------	------	------	------	0	1	1	67	------	------	2	40	4,421	130,000	20,000	20,000
0	0	0	0	236	300	0	0	3	20	------	------	2	40	3,600	135,000	19,000	--------
0	0	0	0	150	180	0	0	0	20	0	0	----	16	0	15,675	9,042	5,912
0	0	0	0	316	200	0	0	3	42	0	0	1	36	300	0	0	0
------	------	------	------	120	152	7	23	7	23	------	------	1	40	350	--------	--------	--------
------	------	------	------	------	------	------	------	2	1	0	5	4	36	100	10,000	4,500	5,700
------	------	2	2	0	0	3	5	1	3	------	------	2	36	516	25,000	2,800	2,800

TABLE 19.—*Statistics of public*

Location.	Name of institution.	Teachers. Entire number employed. Male.	Teachers. Entire number employed. Female.	Teachers. Instructing normal students. Male.	Teachers. Instructing normal students. Female.	Students. Entire number enrolled. Male.	Students. Entire number enrolled. Female.	Students. Below normal grade. Male.	Students. Below normal grade. Female.	Students. In normal course. Male.	Students. In normal course. Female.
1	2	3	4	5	6	7	8	9	10	11	12
GEORGIA.											
Athens	State Normal School	4	2	4	2	140	163	0	0	140	163
Milledgeville	Georgia Normal and Industrial College.	3	18	3	8	0	324	0	72	0	147
IDAHO.											
Albion	Albion State Normal School	4	2	4	1	40	46	16	12	22	34
Lewiston	Lewiston State Normal School.	2	1	2	1	27	54	7	12	4	33
ILLINOIS.											
Carbondale	Southern Illinois State Normal University.	10	7	10	5	440	304	142	108	297	197
Chicago, (Station O)	Chicago Normal School	10	20	9	11	258	539	250	263	8	276
Normal	Illinois State Normal University.	11	14	8	12	440	818	219	259	221	559
INDIANA.											
Indianapolis	Indianapolis Normal School	2	3	2	3	0	26	.....	.....	0	26
Lexington	Lexington High School and Teachers' Institute.	2	1	2	0	92	102	70	75	20	25
Terre Haute	Indiana State Normal School.	15	9	15	9	640	832	244	227	400	601
IOWA.											
Cedar Falls	Iowa State Normal School	13	13	12	13	385	809	98	111	287	698
Kossuth	Kossuth Normal School	1	1	1	0	50	53	43	35	12	13
Rockwell City	Calhoun County Normal School.*	3	2	3	1	68	72	.....	.....	60	64
Woodbine	Woodbine Normal School	4	5	4	0	295	326	140	138	50	100
KANSAS.											
Emporia	State Normal School	13	11	12	11	493	1,242	74	111	378	980
KENTUCKY.											
Frankfort	State Normal School for Colored Persons.	3	3	2	2	58	62	19	26	33	36
Louisville	Louisville Normal School	1	6	1	6	20	243	.....	.....	0	74
LOUISIANA.											
Natchitoches	Louisiana State Normal School.	4	8	3	5	69	187	.....	.....	69	187
New Orleans	New Orleans Normal School	0	7	0	7	0	93	0	0	0	93
MAINE.											
Castine	Eastern State Normal School.	3	6	3	6	36	134	.....	.....	36	134
Farmington	State Normal and Training School.	3	8	3	8	32	249	.....	.....	32	249
Fort Kent	Madawaska Training School	1	2	1	2	45	72	.....	.....	45	72
Gorham	Western Normal School	3	7	3	4	69	196	49	90	20	106
Lee	Lee Normal Academy	2	2	1	2	70	90	0	0	58	70
Springfield	Springfield Normal School	1	2	1	0	20	40	15	30	0	15
MARYLAND.											
Baltimore	Maryland State Normal School.	4	9	4	6	21	393	.....	.....	21	393
MASSACHUSETTS.											
Boston	Boston Normal School	5	9	5	9	0	246	.....	.....	0	246
Do	Massachusetts Normal Art School.	7	7	4	2	39	181	.....	.....	9	19

* Statistics of 1894-95.

normal schools, 1895–96—Continued.

Students. In business course. Male.	Students. In business course. Female.	Students. In high school grades. Male.	Students. In high school grades. Female.	Children in model school. Male.	Children in model school. Female.	Colored students in normal course. Male.	Colored students in normal course. Female.	Graduates from normal course. Male.	Graduates from normal course. Female.	Graduates from other courses. Male.	Graduates from other courses. Female.	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.	Amount received from State, county, or city for buildings and improvements.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
0	0	0	0	9	11	0	0	0	0	0	0	2	40	0	$30,000	$10,000	$7,000
0	38	0	67	0	60	----	----	0	5	----	----	4	36	2,000	200,000	22,900	----
0	0	0	2	----	----	----	----	0	2	0	0	4	40	155	30,000	7,500	25,000
6	0	10	9	0	0	0	0	0	0	0	0	4	40	0	36,000	43,000	35,000
0	0	0	0	82	61	4	6	11	9	3	0	4	39	14,000	325,000	28,610	0
----	----	----	----	250	263	----	----	5	93	----	----	1	39	13,000	350,000	60,000	0
0	0	----	----	219	259	----	----	29	31	----	----	4	39	9.000	300,000	35,000	47,000
----	----	----	----	----	----	----	----	0	20	----	----	2	38	----	----	----	----
0	0	2	2	0	0	0	0	0	0	0	0	3	45	150	5,000	827	0
0	0	----	----	85	68	8	6	308	412	0	0	4	40	12,000	300,000	65,000	0
0	0	0	0	98	111	0	0	46	79	0	0	4	36	7,495	100,000	30,500	30,000
0	0	----	----	15	20	0	0	0	0	0	0	3	36	50	1,500	575	0
8	8	0	0	0	0	0	0	1	3	0	0	3	36	350	10,000	2,500	0
48	18	57	70	0	0	0	0	1	7	9	4	3	40	0	25,000	5,500	0
----	----	41	151	74	111	8	8	----	----	----	----	4	40	12,000	450,000	28,250	4,300
----	----	6	0	----	----	----	----	3	1	----	----	3	40	629	19,564	3,000	----
20	169	----	----	130	119	----	----	0	33	10	92	2	40	300	40,000	7,350	----
0	0	0	0	50	54	0	0	17	150	0	0	4	34	2,700	60,000	13,750	----
0	0	0	0	8	7	0	0	0	53	----	----	1	37	200	9,000	----	----
0	0	0	0	20	30	0	0	4	33	----	----	2	38	1,200	50,000	7,000	0
----	----	----	----	40	61	----	----	9	32	----	----	2	38	1,820	40,000	8,000	----
----	----	----	----	----	----	0	0	10	8	----	----	5	32	300	16,000	3,000	2,000
0	0	0	0	99	90	0	0	3	35	0	0	2	38	1,696	40,000	8,000	15,000
0	0	12	20	0	0	0	0	5	2	1	0	3	22	100	2,000	600	----
----	----	----	----	----	----	----	----	25	35	----	----	3	22	----	2,500	750	----
0	0	0	0	11	48	----	----	6	70	2	18	3	40	2,500	200,000	10,500	1,631
0	0	0	0	672	166	0	1	0	61	0	0	2	40	----	----	----	----
----	----	30	162	----	----	----	----	9	19	----	----	1	40	----	----	----	----

TABLE 19.—*Statistics of public*

Location.	Name of institution.	* Teachers. Entire number employed. Male.	Entire number employed. Female.	Instructing normal students. Male.	Instructing normal students. Female.	Students. Entire number enrolled. Male.	Entire number enrolled. Female.	Below normal grade. Male.	Below normal grade. Female.	In normal course. Male.	In normal course. Female.
1	2	3	4	5	6	7	8	9	10	11	12
MASSACHUSETTS—continued.											
Bridgewater	State Normal School	7	7	7	7	49	203	-----	-----	49	203
Cambridgeport	Wellington School (Cambridgeport Training School for Teachers).	1	3	1	3	0	39	-----	-----	0	39
Fitchburg	Massachusetts State Normal School.	4	2	4	2	0	46	0	0	0	46
Framingham	State Normal School	1	16	1	16	0	115	-----	-----	0	115
Salem	do	4	11	4	11	0	221	0	0	0	221
Westfield	do	4	11	4	4	9	86	-----	-----	9	86
Worcester	Massachusetts State Normal School.	4	8	4	8	3	202	-----	-----	3	202
MICHIGAN.											
Detroit	Detroit Normal Training School.	1	23	1	4	0	119	-----	-----	0	119
Mount Pleasant	Michigan Central Normal School.	2	3	2	3	30	60	15	30	15	30
Ypsilanti	Michigan State Normal School.	21	23	21	18	222	763	-----	-----	205	622
MINNESOTA.											
Mankato	State Normal School	5	16	5	8	226	497	138	186	98	301
Moorhead	do	4	7	4	7	58	167	9	24	49	143
St. Cloud	do	7	10	7	10	217	333	93	68	124	265
St. Paul	Teachers' Training School	5	10	5	5	184	278	184	196	0	82
Winona	State Normal School	6	14	6	4	55	319	-----	-----	55	319
MISSISSIPPI.											
Ackerman	Central Mississippi Normal Institute.*	7	4	1	0	75	85	55	72	15	15
Blue Springs	Blue Springs Normal College.*	2	3	2	1	105	110	0	0	105	110
Holly Springs	Holly Springs Normal Institute.	2	2	2	0	90	60	60	40	30	20
Do	Mississippi State Normal School.	4	1	2	0	105	108	70	72	35	36
Louisville	Louisville Normal School	1	2	1	0	70	60	-----	-----	70	60
MISSOURI.											
Cape Girardeau	State Normal School	8	4	8	4	177	149	-----	-----	177	149
Gainesville	Gainesville Normal School	1	2	1	1	50	48	38	43	12	5
Kirksville	State Normal School	9	3	9	3	311	312	-----	-----	311	312
St. Louis	Normal and High School	25	46	0	7	577	1472	-----	-----	0	234
Warrensburg	Normal School, second district.	9	9	8	8	408	515	-----	-----	408	515
NEBRASKA.											
Peru	Nebraska State Normal School.	5	8	5	5	125	278	136	147	45	75
NEW HAMPSHIRE.											
Plymouth	New Hampshire State Normal School.	5	8	4	3	110	230	82	96	1	90
NEW JERSEY.											
Elizabeth	Elizabeth Normal Training Class.	1	1	1	1	0	22	-----	-----	0	22
Newark	Newark Normal and Training School.	2	5	2	5	0	66	-----	-----	0	66
Paterson	Paterson Normal Training School.	1	2	1	2	0	60	0	0	0	60
Trenton	New Jersey State and Model Schools.	15	26	10	10	338	855	206	240	62	537

* Statistics of 1894-95.

normal schools, 1895-96—Continued.

Students. In business course. Male.	Students. In business course. Female.	Students. In high school grades. Male.	Students. In high school grades. Female.	Children in model school. Male.	Children in model school. Female.	Colored students in normal course. Male.	Colored students in normal course. Female.	Graduates from normal course. Male.	Graduates from normal course. Female.	Graduates from other courses. Male.	Graduates from other courses. Female.	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.	Amount received from State, county, or city for buildings and improvements.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
----	----	----	----	165	185	----	----	19	69	0	0	4	38	----	$420,000	$35,813	$59,000
----	----	----	----	----	----	----	----	----	----	----	----	----	----	300	50,300	----	----
0	0	0	0	0	0	0	0	0	0	0	0	2	40	2,261	150,000	16,500	----
0	0	----	----	38	44	0	1	----	----	0	0	4	38	3,100	200,000	22,230	31,000
0	0	----	----	----	----	0	1	0	56	----	----	4	39	6,000	250,000	21,876	0
----	----	----	----	76	67	0	3	3	33	----	----	4	38	----	240,000	23,125	----
0	0	0	0	22	23	0	0	0	53	0	0	3	38	9,638	170,000	18,750	35,000
0	0	0	0	453	427	0	1	0	42	0	0	3	40	292	60,000	----	----
0	0	----	----	15	30	0	0	1	5	0	0	3	40	500	25,000	3,000	0
0	0	33	125	204	153	0	0	48	112	0	0	4	40	16,600	260,500	58,400	----
----	----	----	----	----	----	----	----	14	60	----	----	3	38	4,000	150,000	26,000	----
0	0	0	0	59	45	0	0	4	18	0	0	3	36	1,185	100,000	17,000	11,750
0	0	0	0	145	105	0	0	6	59	0	0	3	38	1,980	136,620	24,000	0
----	----	----	----	184	196	----	----	0	39	----	----	2	38	2,105	4,238	500	----
----	----	----	----	71	119	----	----	7	109	----	----	5	38	3,500	200,000	24,000	0
3	0	----	----	----	----	----	----	----	----	----	----	3	40	20	1,100	1,400	----
0	0	0	0	0	0	0	0	0	0	0	0	3	10	100	2,000	550	0
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	4,000	2,000	----
----	----	----	----	----	----	35	36	2	4	----	----	2	33	3,000	12,000	2,000	0
0	0	----	----	0	0	0	0	0	0	0	0	3	40	150	2,000	400	0
----	----	0	0	0	0	0	0	93	58	----	----	4	40	----	----	11,000	5,000
0	0	0	0	0	0	0	0	0	1	0	0	2	40	----	1,500	500	400
----	----	----	----	53	62	----	----	18	8	----	----	4	40	4,000	250,000	12,500	----
122	74	455	1,164	----	----	----	----	0	155	37	153	2	40	849	407,846	104,602	----
0	0	0	0	68	97	0	0	45	82	0	0	4	40	5,000	270,000	13,750	30,000
----	----	0	0	----	----	0	0	18	21	0	0	3	38	6,000	200,000	19,500	3,000
0	0	27	44	109	140	0	0	0	17	0	17	2	40	1,800	75,000	10,000	----
----	----	----	----	----	----	----	----	0	13	----	----	2	40	----	----	----	----
0	0	0	0	197	200	0	0	0	34	0	34	2	40	440	33,000	12,570	1,249
0	0	0	0	178	196	0	0	0	28	0	0	2	42	50	60,000	0	0
----	----	70	78	276	318	0	0	2	1	18	20	3	----	3,000	----	28,000	----

TABLE 19.—*Statistics of public*

Location.	Name of institution.	Teachers. Entire number employed. Male.	Teachers. Entire number employed. Female.	Teachers. Instructing normal students. Male.	Teachers. Instructing normal students. Female.	Students. Entire number enrolled. Male.	Students. Entire number enrolled. Female.	Students. Below normal grade. Male.	Students. Below normal grade. Female.	Students. In normal course. Male.	Students. In normal course. Female.
1	2	3	4	5	6	7	8	9	10	11	12
NEW MEXICO.											
Silver City	Normal School of New Mexico.	2	2	2	2	13	40	-----	-----	13	40
NEW YORK.											
Albany	New York State Normal College.	7	12	7	12	36	278	-----	-----	36	278
Brockport	State Normal and Training School.	5	14	5	14	345	591	167	160	138	378
Brooklyn	Training School for Teachers.	2	24	2	24	350	450	349	250	1	200
Buffalo	Buffalo State Normal School.	6	17	6	7	230	670	185	264	63	380
Cortland	State Normal and Training School.	4	14	4	9	399	636	200	217	180	383
Fredonia	State Normal School	6	13	6	13	380	396	150	233	150	160
Geneseo	Geneseo State Normal School.	4	17	4	11	425	925	200	240	200	660
New Paltz	State Normal and Training School.	4	10	4	10	60	320	-----	-----	50	300
New York (Park ave. and 68th st.).	Normal College, City of New York.	7	37	6	15	0	1813	-----	-----	0	252
Oneonta	State Normal School	6	11	6	11	150	465	-----	-----	140	436
Oswego	Oswego State Normal and Training School.	6	16	6	10	36	349	-----	-----	36	349
Plattsburg	State Normal School	4	9	4	9	284	136	90	114	36	180
Potsdam	State Normal and Training School.	10	9	9	8	345	657	124	154	178	385
Syracuse	Syracuse High School (Normal department).	5	20	2	2	0	38	-----	-----	0	38
NORTH CAROLINA.											
Elizabeth City	State Normal School	3	1	3	1	52	123	-----	-----	52	123
Fayetteville	State Colored Normal School.	2	2	2	2	100	104	26	50	31	47
Goldsboro	do	2	1	----	----	45	127	13	45	32	82
Greensboro	State Normal and Industrial School.	5	22	----	----	0	444	0	0	0	404
Plymouth	Plymouth State Normal School.	2	2	2	2	52	132	17	56	35	76
Salisbury	State Normal School	3	1	3	1	43	70	36	52	7	18
NORTH DAKOTA.											
Mayville	State Normal School	5	3	5	3	80	87	-----	-----	80	87
Valley City	do	4	4	4	4	58	82	-----	-----	58	82
OHIO.											
Cincinnati	Cincinnati Normal School	0	5	0	5	0	136	-----	-----	0	136
Cleveland	Cleveland Normal Training School.	0	14	0	14	0	111	0	0	0	111
Columbus	Columbus Normal School	3	7	3	7	0	74	-----	-----	0	74
Fayette	Fayette Normal University	8	4	8	4	157	134	0	0	54	38
Geneva	Geneva Normal School	4	3	----	----	95	155	-----	-----	60	130
Wadsworth	Wadsworth Normal School	2	3	2	2	103	228	69	178	27	39
OKLAHOMA											
Edmond	The Normal School of Oklahoma.	5	3	5	3	69	109	0	0	69	109
OREGON.											
Monmouth	State Normal School	8	4	8	4	201	273	81	115	105	138
Weston	East Oregon State Normal School.	5	4	5	1	188	268	134	179	38	71

normal schools, 1895–96—Continued.

Students. In business course. Male.	Students. In business course. Female.	Students. In high school grades. Male.	Students. In high school grades. Female.	Children in model school. Male.	Children in model school. Female.	Colored students in normal course. Male.	Colored students in normal course. Female.	Graduates from normal course. Male.	Graduates from normal course. Female.	Graduates from other courses. Male.	Graduates from other courses. Female.	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.	Amount received from State, county, or city for buildings and improvements.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
----	----	----	----	----	----	----	----	1	5	----	----	3	40	200	$40,000	$7,000	$10,000
0	0	0	0	176	310	0	1	10	74	0	0	2	40	3,000	213,911	25,905	0
----	----	40	53	167	160	0	0	16	45	2	3	4	40	----	222,500	25,084	----
0	0	0	0	349	250	0	2	0	89	0	0	1	40	3,000	250,000	20,000	0
0	0	4	4	163	234	0	0	9	71	1	2	3	40	7,000	254,850	28,082	2,852
----	----	19	36	200	217	1	0	9	54	3	0	4	40	4,800	256,152	37,399	8,680
0	0	40	43	----	----	----	----	10	36	3	20	4	40	3,000	216,500	22,000	----
0	0	25	25	200	240	1	2	22	143	4	0	4	40	5,000	230,000	25,000	75,000
10	20	----	----	80	200	0	2	9	50	2	1	4	40	3,000	13,000	19,000	----
0	0	0	1,561	----	----	0	8	0	252	0	101	4	40	5,000	1,157,500	150,000	----
0	0	10	29	112	163	0	0	19	82	1	2	4	40	2,660	250,000	24,000	----
0	0	0	0	232	227	1	0	5	66	----	----	4	40	5,510	118,000	24,184	4,337
0	0	0	0	90	114	0	0	3	28	0	0	4	40	2,000	150,000	20,800	50,000
----	----	60	101	124	154	0	0	30	75	3	20	4	40	5,000	150,000	23,500	----
----	----	----	----	----	----	----	----	0	25	----	----	1	40	100	----	----	----
----	----	----	----	----	----	52	123	5	1	----	----	4	36	81	1,000	1,001	0
1	0	22	27	0	0	100	104	0	0	0	0	4	36	314	3,500	1,667	0
----	----	----	----	----	----	32	82	2	2	----	----	----	----	200	----	1,566	----
0	40	----	----	41	56	0	0	0	19	0	12	4	32	3,000	----	13,000	0
----	----	----	----	7	8	52	132	----	----	----	----	3	40	300	1,500	1,866	----
0	0	0	0	0	0	----	----	0	0	0	0	3	36	----	500	1,650	----
----	----	----	----	----	----	----	----	19	9	----	----	4	36	1,000	100,000	7,000	----
----	----	----	----	41	45	0	0	1	4	----	----	5	36	----	31,000	12,000	----
0	0	0	0	206	188	0	3	0	66	0	0	2	40	200	----	----	----
0	0	----	----	----	----	0	1	0	104	----	----	2	38	----	----	----	----
0	0	----	----	240	216	0	4	0	65	0	0	1	38	380	----	----	----
12	9	91	87	0	0	0	0	7	1	11	8	4	40	450	23,000	1,800	0
15	10	20	15	----	----	----	----	----	----	----	----	4	38	----	----	----	----
7	11	----	----	----	----	----	----	3	5	----	----	4	40	----	50,000	----	1,000
----	----	----	----	----	----	----	----	----	----	----	----	3	36	----	50,000	----	3,000
0	0	15	20	95	101	0	0	13	35	2	1	3	40	200	30,000	9,000	0
10	0	6	18	80	90	0	0	2	6	0	1	3	40	200	20,000	7,000	3,000

TABLE 19.—*Statistics of public*

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		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
PENNSYLVANIA.											
Bloomsburg	State Normal School and Literary Institute.	13	11	10	7	263	320	46	64	114	162
California	Southwestern State Normal School.	14	13	11	9	361	469	142	163	222	303
Clarion	State Normal School	12	6	12	6	226	345	15	16	208	332
East Stroudsburg	do	9	7	9	7	150	200			145	200
Edinboro	Northwestern State Normal School.	6	4	6	4	147	235	25	27	100	230
Indiana	Indiana Normal School of Pennsylvania.	11	14	11	10	326	197			310	190
Kutztown	Keystone State Normal School.	17	6	17	6	539	302	90	86	449	216
Lock Haven	Central State Normal School.	15	8	15	8	382	351	60	71	322	280
Mansfield	Mansfield State Normal School.	7	11	7	8	182	274	0	0	182	274
Millersville	First Pennsylvania State Normal School.	20	19	20	19	527	543	125	132	402	411
Philadelphia	Philadelphia Normal School for Girls.	2	41	2	41	0	686			0	686
Pittsburg	Normal Department, Pittsburg High School.	0	9	0	8	0	82			0	82
Shippensburg	Cumberland Valley State Normal School.	8	7	8	7	200	180	50	40	150	140
Slippery Rock	Slippery Rock State Normal School.	8	8	6	6	330	508	85	61	230	404
West Chester	West Chester State Normal School.	13	16	13	16	268	472			268	472
RHODE ISLAND.											
Providence	Rhode Island Normal School.	3	13	3	7	137	407	135	183	2	224
SOUTH CAROLINA.											
Rock Hill	Winthrop Normal and Industrial College of South Carolina.	6	15	1	2	0	335			0	150
SOUTH DAKOTA.											
Madison	State Normal School	4	5	4	4	77	276	45	100	32	176
Spearfish	do	1	10	1	10	88	132	0	0	88	132
TENNESSEE.											
Hornbeak	West Tennessee Normal College.	5	3	5	3	150	100	60	40	90	60
Martins Mills	Rose Normal Academy	2	0	1	0	60	50	21	26	20	20
Nashville	Peabody Normal College	13	15	6	7	210	365			108	132
TEXAS.											
Huntsville	Sam Houston Normal Institute.	5	11	5	11	119	301	0	0	119	301
VERMONT.											
Castleton	State Normal School	1	4	1	4	25	120	0	0	25	120
Johnson	do	1	5	1	5	13	113			8	108
Randolph Center	do	2	5	2	5	13	83	0	0	13	83
VIRGINIA.											
Farmville	State Female Normal School of Virginia.	1	11	1	11	0	290	0	0	0	290
Petersburg	Virginia Normal and Collegiate Institute.	7	5	7	5	149	161	64	64	53	95
Rye Cove	Washington Institute.	2	1	1	0	64	42	24	32	40	10

normal schools, 1895–96—Continued.

Students. In business course. Male.	Students. In business course. Female.	Students. In high school grades. Male.	Students. In high school grades. Female.	Children in model school. Male.	Children in model school. Female.	Colored students in normal course. Male.	Colored students in normal course. Female.	Graduates from normal course. Male.	Graduates from normal course. Female.	Graduates from other courses. Male.	Graduates from other courses. Female.	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.	Amount received from State, county, or city for buildings and improvements.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
----	----	103	94	30	47	----	----	28	102	3	6	2	42	3,500	$275,000	$10,000	-------
----	----	----	----	143	166	1	1	11	33	----	----	3	42	3,500	190,000	10,000	-------
----		----	----	30	30	----	----	21	44	0	2	3	42	6,000	161,108	5,000	-------
5	0	----	----	80	50	0	0	44	61	----	----	----	42	500	139,002	10,000	-------
----	----	0	0	45	40	0	0	16	40	0	0	3	42	6,215	164,000	10,000	0
16	7	0	0	----	----	0	0	14	61	0	0	3	42	2,757	263,000	5,000	-------
----	----	----	----	90	86	----	----	74	44	2	0	3	42	5,318	272,000	10,000	-------
----	----	----	----	60	71	----	----	57	71	----	----	3	42	4,000	200,000	10,000	-------
0	0	0	0	----	----	1	0	46	78	0	2	3	42	693	255,000	15,000	-------
----	----	----	----	125	132	1	2	30	63	----	----	3	42	10,000	458,949	10,000	-------
0	0	0	0	123	248	0	3	0	276	0	0	2	40	2,400	550,000	64,390	0
----	----	----	----	70	90	0	1	0	82	----	----	3	40	600	-------	-------	-------
----	----	----	----	50	40	----	----	56	64	1	4	2	42	1,850	250,000	5,000	$5,000
6	8	20	24	21	20	----	----	41	69	3	6	3	42	1,200	165,000	10,000	-------
----	----	----	----	24	23	0	1	24	78	4	0	3	42	7,000	450,000	-------	5,000
0	0	0	0	135	183	0	1	0	14	0	0	2	39	-------	-------	-------	250,000
0	75	0	110	25	35	----	----	0	22	0	15	4	36	1,500	204,000	-------	-------
0	0	0	0	45	100	0	0	4	27	0	0	3	39	1,200	-------		-------
0	0	----	----	29	31	1	1	5	12	0	0	4	38	10,000	50,000	12,500	-------
----	----	----	----	----	----	----	----	0	0	2	3	----	----	-------	-------	-------	-------
10	8	4	1	----	----	----	----	0	0	0	0	4	40	400	1,000	225	0
----	----	102	233	----	----	----	----	----	----	----	----	----	----	12,000	300,000	20,000	0
0	0	0	0	0	0	0	0	----	----	----	----	3	36	12,000	100,000	28,000	2,500
0	0	0	0	0	0	0	0	3	23	0	0	2	40	-------	16,000	4,120	0
0	0	5	5	15	18	0	0	3	37	0	0	3	40	600	5,600	4,780	0
0	0	0	0	0	0	0	0	----	----	0	0	4	40	3,000	15,830	4,132	0
0	0	0	0	27	53	0	0	0	38	0	0	3	40	3,000	50,000	15,000	5,000
----	----	32	2	23	15	53	95	10	31	3	0	3	35	-------	157,000	15,000	0
0	0	0	0	0	0	0	0	6	2	0	0	6	24	250	2,000	1,000	125

TABLE 19.—*Statistics of public*

Location.	Name of institution.	Teachers. Entire number employed. Male.	Teachers. Entire number employed. Female.	Teachers. Instructing normal students. Male.	Teachers. Instructing normal students. Female.	Students. Entire number enrolled. Male.	Students. Entire number enrolled. Female.	Students. Below normal grade. Male.	Students. Below normal grade. Female.	Students. In normal course. Male.	Students. In normal course. Female.
1	2	3	4	5	6	7	8	9	10	11	12
WASHINGTON.											
Cheney	State Normal School	3	7	3	7	80	132	-----	-----	80	132
Ellensburg	Washington State Normal School.	4	5	4	5	53	131	0	0	53	131
WEST VIRGINIA.											
Fairmont	Fairmont State Normal School.	6	5	4	3	202	179	7	5	198	160
Farm	The West Virginia Colored Institute.	3	5	3	2	45	65	34	44	14	18
Glenville	Glenville State Normal School.	3	2	3	2	57	50	-----	-----	57	50
Huntington	Marshall College State Normal School.	3	3	3	3	56	158	-----	-----	56	158
Shepherdstown	Shepherd College State Normal School.	----	----	----	----	60	40	-----	-----	60	40
West Liberty	West Liberty State Normal School.	3	2	3	1	68	92	60	72	6	12
WISCONSIN.											
Milwaukee	State Normal School	5	10	4	5	30	172	-----	-----	30	172
Oshkosh	do	8	19	8	14	192	440	-----	-----	192	440
Platteville	do	11	11	10	8	276	335	51	58	225	277
River Falls	do	4	12	0	9	90	188	-----	-----	89	185
Stevens Point	do	7	10	7	7	187	255	83	76	104	179
Whitewater	do	7	11	7	7	170	263	-----	-----	166	226

normal schools, 1895–96—Continued.

Students. In business course. Male.	Students. In business course. Female.	Students. In high school grades. Male.	Students. In high school grades. Female.	Children in model school. Male.	Children in model school. Female.	Colored students in normal course. Male.	Colored students in normal course. Female.	Graduates from normal course. Male.	Graduates from normal course. Female.	Graduates from other courses. Male.	Graduates from other courses. Female.	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.	Amount received from State, county, or city for buildings and improvements.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
0	0	----	----	80	67	0	0	1	0	0	1	4	40	2,250	$100,000	$28,000	$60,000
----	----	----	----	48	57	----	----	----	----	----	----	4	40	2,000	70,000	14,000	----
8	3	----	----	----	----	0	0	9	4	0	1	3	40	600	65,000	5,000	----
----	----	----	----	----	----	14	18	6	8	----	----	3	36	600	30,000	15,000	9,000
0	0	----	----	----	----	0	0	2	6	----	----	4	40	1,000	35,000	3,500	0
----	----	----	----	----	----	----	----	5	12	----	----	3	40	1,000	100,000	4,500	25,000
----	----	----	----	----	----	----	----	5	4	----	----	----	----	----	----	3,500	15,000
0	0	4	6	0	0	0	0	0	0	4	8	3	40	800	16,000	3,600	6,000
0	0	0	0	72	91	0	0	14	56	0	0	2	40	1,600	60,000	----	35,000
0	0	0	0	121	129	0	0	26	61	0	0	2	40	----	130,000	30,000	12,000
0	0	0	0	51	58	0	0	14	30	0	0	4	40	4,816	88,000	23,000	1,800
0	0	1	3	66	76	0	0	27	44	0	0	4	40	----	75,000	40,332	17,000
0	0	0	0	83	76	0	0	7	10	0	0	4	40	7,200	90,000	32,660	90,000
0	0	4	1	67	56	0	0	12	49	0	0	4	40	3,800	120,000	39,094	0

TABLE 20.—*Statistics of private*

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		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.											
Huntsville	Central Alabama Academy	4	2	4	2	44	102	40	72	5	19
Scottsboro	Tri-State Normal University.	6	6	5	0	100	100	45	55	8	10
Selma	Burrell Academy	2	6	----	----	137	150	90	88	17	40
Tuskegee	Tuskegee Normal and Industrial Institute.	46	27	16	18	658	358	420	246	200	150
ARKANSAS.											
Berryville	Clarke's Academy	2	2	2	2	60	65	40	40	15	20
Southland	Southland College and Normal Institute.	3	6	2	4	109	124	76	87	32	25
Sulphur Rock	Arkansas Normal School	3	2	3	2	64	43	0	0	64	43
CALIFORNIA.											
Los Angeles	Fröbel Institute	2	5	2	5	0	38	----	----	0	36
Oakland	Gilson's Normal and Special Training School.	1	1	1	1	10	70	0	0	3	68
San Francisco	California Kindergarten Training School.	0	4	0	4	0	20	0	0	0	20
COLORADO.											
Denver	Denver Normal and Preparatory School.	4	5	4	4	19	176	6	5	13	171
CONNECTICUT.											
Norwich	Norwich Normal School	2	10	2	10	0	31	----	----	0	31
DELAWARE.											
Newark	Academy of Newark and Delaware Normal School.	2	1	2	1	18	12	5	4	13	8
DIST. OF COLUMBIA.											
Washington	Washington Kindergarten Normal Institute.	0	4	0	2	0	20	----	----	0	20
FLORIDA.											
Jasper	Jasper Normal Institute	4	4	3	2	153	140	62	59	45	39
Live Oak	Florida Institute	2	3	2	2	44	64	20	32	24	32
Orange Park	Orange Park Normal and Industrial School.	3	6	2	3	46	45	32	39	14	6
White Springs	Florida Normal College and Business Institute.	3	2	2	0	90	60	74	36	16	24
GEORGIA.											
Augusta	Paine Institute	4	2	----	----	107	96	41	30	67	65
Demorest	Demorest Normal School	2	5	2	0	32	35	8	12	8	8
Macon	Ballard Normal School	2	11	1	2	110	270	95	230	15	40
Thomasville	Allen Normal and Industrial School.	0	6	0	3	26	106	21	90	3	17
ILLINOIS.											
Addison	German Evangelical Lutheran Teachers' Seminary.	8	0	8	0	204	0	127	0	77	0
Bushnell	Western Normal College	9	3	----	----	425	375	0	0	325	350
Dixon	Northern Illinois Normal School.	6	4	3	2	96	83	----	----	46	53
Galesburg	Kindergarten Normal School.	2	5	1	3	39	90	38	50	1	40
Macomb	Western Illinois Normal School and Business Institute.	20	5	7	1	225	199	50	45	100	72
Mount Morris	Mount Morris College	8	5	1	1	198	132	92	54	28	25

normal schools, 1895–96.

Students.																	
In business course.		In high school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Graduates from other courses.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received during the year.	Total money value of endowment.
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
-----	-----	2	8	-----	-----	5	19	1	7	-----	-----	3	32	1,500	$10,000	-----	-----
15	0	30	37	0	0	0	0	0	0	5	2	2	40	600	20,000	0	0
-----	-----	22	30	-----	-----	17	40	1	3	-----	-----	-----	-----	700	7,000	-----	-----
0	0	0	0	80	70	200	150	-----	-----	0	0	4	36	5,000	150,732	$5,000	$30,000
5	5	-----	-----	-----	-----	0	0	0	0	5	3	-----	-----	540	6,000	-----	-----
-----	-----	1	12	76	87	32	25	3	1	1	0	4	34	1,200	35,000	247	70,000
0	0	0	0	0	0	0	0	4	3	0	0	2	40	500	6,000	-----	-----
0	0	0	2	32	40	0	0	0	18	0	0	2	36	-----	40,000	0	-----
7	2	0	0	0	0	0	0	2	50	4	2	1	44	1,200	2,000	0	0
0	0	0	0	0	0	0	0	0	17	0	0	1	40	150	-----	0	0
-----	-----	-----	-----	-----	-----	-----	-----	0	18	-----	-----	3	36	400	-----	-----	-----
-----	-----	-----	-----	80	95	0	1	0	19	-----	-----	1	40	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	-----	4	3	-----	-----	2	40	3,000	-----	-----	-----
-----	-----	0	0	7	8	0	0	0	18	0	0	2	36	-----	-----	-----	-----
15	3	40	30	-----	-----	0	0	6	10	12	2	2	40	1,000	5,000	0	0
-----	-----	-----	-----	-----	-----	24	32	-----	-----	-----	-----	4	32	1,200	6,500	1,500	10,000
-----	-----	-----	-----	-----	-----	10	4	1	0	-----	-----	4	34	500	30,000	-----	0
-----	-----	-----	-----	-----	-----	-----	-----	6	9	-----	-----	2	40	200	12,000	-----	-----
-----	-----	-----	-----	-----	-----	67	65	4	9	-----	-----	-----	-----	400	14,484	-----	40,484
0	0	16	15	5	5	0	0	3	2	2	0	2	36	1,000	5,000	350	0
-----	-----	-----	-----	-----	-----	15	40	0	3	-----	-----	4	32	3,000	30,500	-----	-----
0	0	1	0	12	22	3	17	1	5	0	0	4	31	200	8,570	248	-----
-----	-----	-----	-----	-----	-----	33	0	-----	-----	-----	-----	2	40	1,700	90,000	-----	-----
100	25	0	0	0	0	0	0	-----	-----	-----	-----	2	40	600	30,000	-----	-----
50	30	-----	-----	-----	-----	1	0	-----	-----	25	15	4	40	-----	-----	-----	-----
0	0	0	0	39	50	0	0	0	9	0	0	1	36	400	12,000	-----	-----
51	11	29	66	11	10	-----	-----	2	3	5	8	4	48	7,000	-----	-----	-----
25	14	53	39	-----	-----	0	0	4	3	23	12	2	38	20,000	60,000	5,000	70,000

TABLE 20.—*Statistics of private*

Location.	Name of institution.	Teachers. Entire number employed. Male.	Teachers. Entire number employed. Female.	Teachers. Instructing normal students. Male.	Teachers. Instructing normal students. Female.	Students. Entire number enrolled. Male.	Students. Entire number enrolled. Female.	Students. Below normal grade. Male.	Students. Below normal grade. Female.	Students. In normal course. Male.	Students. In normal course. Female.
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—cont'd.											
Onarga	Grand Prairie Seminary	5	5	3	2	145	140	-----	-----	40	57
Oregon	Wells School for Teachers	2	0	2	0	55	70	-----	-----	55	70
Rushville	Rushville Normal and Business College.	3	2	3	1	112	85	-----	-----	90	55
INDIANA.											
Angola	Tri-State Normal College*	8	4	4	2	358	244	104	67	169	140
Borden	Borden Institute	5	1	4	1	70	50	0	0	60	30
Covington	Indiana Normal College	1	3	1	1	30	33	15	23	10	15
Danville	Central Normal College and Business Institute.	15	5	5	1	1500	800	0	0	100	50
Fairmount	Fairmount Academy and Normal School.	4	2	3	1	84	60	0	0	34	23
Indianapolis	The Indiana Kindergarden and Primary Normal Training School.	1	12	1	12	0	268	-----	-----	0	268
Mitchell	Southern Indiana Normal College.	5	5	5	5	150	100	50	5	100	50
Portland	Portland Normal College	4	1	3	1	100	75	0	0	90	65
Princeton	Indiana Normal University	5	9	5	9	160	120	39	30	30	26
Valparaiso	Northern Indiana Normal School.	31	15	15	5	2675	1241	221	154	1324	725
IOWA.											
Afton	Afton Normal College	3	5	3	4	75	70	48	47	5	7
Bloomfield	Southern Iowa Normal Institute.	8	2	5	1	249	131	58	30	60	48
Carroll	Carroll Normal and Business College.	4	2	2	1	47	56	0	0	20	36
Casey	Normal and Preparatory School.	2	5	0	1	20	36	-----	-----	20	36
Denison	Denison Normal School and Business College.	4	6	3	4	95	92	0	0	75	86
Des Moines	Highland Park Normal College.	22	9	15	6	500	300	200	100	100	55
Dexter	Dexter Normal School	5	2	4	1	75	110	-----	-----	54	105
Glidden	National Normal School and Business College.	4	0	3	0	95	87	23	15	56	58
Hedrick	Hedrick Normal School	2	4	1	4	49	72	15	20	10	16
Le Mars	Le Mars Normal School	4	4	1	1	120	130	-----	-----	92	128
Newton	Newton Normal College	5	3	1	2	83	95	30	28	10	27
Orange City	Northwestern Classical Academy.	3	2	0	1	55	22	-----	-----	12	10
Ottumwa	Ottumwa Normal School	0	1	0	1	7	23	0	0	7	23
Shenandoah	Western Normal College	10	7	5	3	490	683	-----	-----	150	196
Spirit Lake	Spirit Lake Normal School	2	0	2	0	28	46	-----	-----	28	46
Waukon	Waukon Business College and Normal School.	3	2	2	1	83	37	33	15	38	22
KANSAS.											
Fort Scott	Kansas Normal College	6	4	5	3	231	237	-----	-----	226	216
Great Bend	Central Normal College	7	3	7	1	248	178	0	0	225	160
McPherson	McPherson College and Industrial Institute.	9	3	5	2	152	89	42	38	42	28
Marysville	Modern Normal College	2	4	1	3	70	80	8	10	30	34
Salina	Salina Normal University	8	4	4	2	107	87	69	60	35	30
Winfield	Southwest Kansas College	9	4	7	1	106	142	40	58	16	23
KENTUCKY.											
Bowling Green	Southern Normal School	7	5	6	4	400	300	0	0	300	200
Bremen	Bremen College and Perryman Institute.	3	1	3	0	28	17	7	4	15	6
Corinth	Northern Kentucky Normal School.	2	4	1	0	15	18	-----	-----	15	18

*Statistics of 1894-95.

normal schools, 1895–96—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Graduates from other courses.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received during the year.	Total money value of endowment.
In business course.		In high school grades.															
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
40	21	60	67	----	----	----	----	0	1	28	9	3	39	1,000	$40,000	$20,000	$65,000
----	----	----	----	----	----	0	0	----	----	----	----	----	----	100	2,500	0	0
22	30	0	0	0	0	0	0	7	0	2	0	3	40	200	----	0	0
58	13	27	24	----	----	----	----	3	0	----	----	1	48	----	----	----	----
6	1	13	10	----	----	----	----	8	6	4	0	2	39	3,000	30,000	0	0
----	----	----	----	----	----	----	----	----	----	----	----	2	46	----	1,000	----	----
250	150	1150	600	0	0	0	0	20	8	223	135	4	48	5,000	50,000	----	----
13	4	37	30	0	0	4	0	1	2	5	8	3	38	500	20,000	0	20,000
----	----	----	----	----	----	----	----	----	----	----	----	4	----	350	----	----	----
10	5	15	15	0	0	0	0	5	2	8	6	2	47	----	12,000	0	0
10	10	0	0	0	0	0	0	0	0	8	6	3	50	50	3,000	0	0
8	8	80	59	----	----	4	1	6	8	1	0	1	46	----	----	----	----
528	207	602	155	55	175	0	0	245	210	430	196	4	50	8,500	500,000	0	0
10	0	19	9	----	----	0	0	2	1	5	3	2	44	500	25,000	2,550	----
39	15	80	50	----	----	0	0	----	----	----	----	2	50	----	----	----	----
27	20	----	----	----	----	----	----	----	----	----	----	4	36	150	10,000	300	----
----	----	----	----	----	----	----	----	0	3	----	----	2	36	75	----	----	----
20	6	0	0	8	8	0	0	4	2	7	4	4	46	400	35,000	----	0
150	60	90	45	100	125	----	----	50	40	145	90	2	48	5,000	300,000	----	----
21	5	----	----	----	----	0	0	0	0	0	0	2	40	500	18,000	0	0
11	2	5	12	0	0	0	0	2	7	4	0	2	46	480	15,000	----	----
10	12	18	20	0	0	0	0	3	1	16	11	3	36	250	----	0	----
28	2	----	----	----	----	----	----	8	0	8	0	2	40	400	30,000	----	----
56	27	0	0	----	----	----	----	6	7	13	8	2	44	----	20,000	----	4,000
----	----	43	12	----	----	----	----	----	----	----	----	1	40	2,000	20,000	----	----
0	0	----	----	0	0	0	0	----	----	----	----	----	36	----	----	----	----
56	40	325	406	22	14	----	----	17	13	74	48	2	48	826	68,000	0	0
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
12	0	0	0	0	0	0	0	16	14	8	0	2	40	85	----	0	0
5	21	----	----	----	----	----	----	20	8	----	----	4	40	2,000	35,000	----	----
23	18	0	0	0	0	0	0	2	1	26	19	4	40	1,000	30,000	0	----
36	6	31	18	0	0	0	0	2	1	22	9	4	40	800	30,000	0	1,800
10	5	22	31	----	----	----	----	6	8	28	22	4	40	2,000	16,000	----	----
----	----	----	----					----	----	----	----	4	40	400	30,000	----	----
18	10	47	36	----	----	0	0	2	2	9	4	4	38	3,000	65,000	0	65,000
100	100	0	0	----	----	----	----	100	75	30	25	----	48	1,000	30,000	----	----
----	----	6	7	----	----	0	0	2	0	----	----	1	40	0	3,000	100	----
----	----	----	----	----	----	----	----	3	5	----	----	3	40	25	1,000	----	----

TABLE 20.—*Statistics of private*

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		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—cont'd.											
Hardinsburg	Breckinridge Normal College.	3	1	2	1	80	70	40	33	23	21
Louisa	Louisa Normal Institute	2	2	2	0	60	50	12	11	40	35
Madisonville	The National Institute	2	1	2	1	35	30	0	0	20	22
Do	Western Kentucky Normal School.	0	4	0	2	3	16	-----	-----	1	14
Magnolia	Magnolia Classical and Normal College.	2	2	1	1	40	55	15	35	25	20
Morehead	Morehead Normal School	2	3	2	2	80	78	48	56	24	30
Waddy	Central Normal School and Business College.	4	2	2	1	105	120	58	75	25	17
MAINE.											
Bucksport	East Maine Conference Seminary.	5	6	1	2	135	123	0	0	25	38
Hampden	The Hampden Academy	1	1	0	1	50	55	5	4	45	51
MARYLAND.											
Baltimore	Baltimore Normal School for the Education of Colored Teachers.	1	1	1	1	11	23	-----	-----	11	23
Buckeystown	Buckeystown Normal Training School.	1	1	1	1	14	7	4	2	4	4
MASSACHUSETTS.											
Boston	Chauncy Hall Normal Class.	3	4	3	4	0	88	-----	-----	0	88
Waltham	Notre Dame Training School	0	9	0	9	0	62	-----	-----	0	62
Worcester	Kindergarten Normal Class.	0	1	0	1	0	22	-----	-----	0	22
MICHIGAN.											
Fenton	Fenton Normal School	3	4	2	2	100	137	0	0	75	125
Flint	Flint Normal College and Business Institute.	2	1	2	1	100	125	-----	-----	75	100
Owosso	Oakside School	0	4	0	3	13	24	2	6	1	9
Petoskey	Petoskey Normal School and Business College.	----	----	1	1	128	256	0	0	28	120
MINNESOTA.											
Moorhead	Concordia College	8	3	2	1	147	70	-----	-----	35	15
New Ulm	Dr. Martin Luther College	5	0	4	0	52	1	30	1	22	0
MISSISSIPPI.											
Houston	Mississippi Normal College.	3	7	2	3	197	214	49	67	35	47
Iuka	Iuka Normal Institute	6	5	3	2	250	232	130	120	120	112
Meridian	Meridian Academy	2	3	0	1	75	125	50	110	8	16
Plattsburg	Winston Normal High School.	1	2	1	0	55	50	20	25	10	17
Sherman	Mississippi Normal Institute	4	2	3	0	125	105	50	59	50	40
Tongaloo	Tongaloo University, Normal department.	5	17	3	3	177	183	152	161	25	22
Tula	Tula Normal Institute	3	4	2	0	100	125	70	90	30	35
MISSOURI.											
Chillicothe	Chillicothe Normal College.	15	2	7	1	643	429	212	170	320	223
Clarksburg	Hooper Institute	4	1	1	0	70	50	40	43	14	11
College Mound	McGee Holiness College	2	3	2	1	40	70	30	40	15	10
Green Ridge	Scotten's Normal and Business College.	3	3	2	1	42	47	-----	-----	30	40
Maryville	The Maryville Seminary	5	5	4	2	150	146	0	0	12	13
Thornfield	Thornfield Normal Institute	3	2	2	1	63	50	35	30	28	20
Weaubleau	Weaubleau Christian College.	4	0	1	0	80	61	10	10	41	30

normal schools, 1895-96—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Graduates from other courses.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received during the year.	Total money value of endowment.
In business course.		In high school grades.															
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
8	0	10	15	0	0	0	0	3	4	6	0	2	58	400	$5,000	0	0
8	4	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	60	-----	-----	-----
10	5	5	3	0	0	0	0	4	0	0	1	2	40	408	5,500	0	0
-----	-----	2	2	22	40	-----	-----	-----	-----	-----	-----	3	36	150	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	2	40	-----	3,000	-----	-----
-----	-----	-----	-----	-----	-----	0	0	-----	-----	-----	-----	3	36	250	7,000	0	-----
10	5	15	20	-----	-----	-----	-----	12	10	4	3	2	48	2,000	5,000	-----	-----
32	12	78	73	0	0	0	0	2	11	15	16	2	39	6,000	30,000	-----	-----
0	0	-----	-----	-----	-----	0	0	0	0	0	0	3	36	200	2,000	$1,000	$10,000
-----	-----	0	0	0	0	11	23	1	1	-----	-----	3	40	1,000	-----	0	-----
6	1	0	0	0	0	0	0	-----	-----	-----	-----	-----	-----	500	3,000	0	0
-----	-----	-----	-----	-----	-----	-----	-----	0	50	-----	-----	2	40	100	-----	-----	-----
-----	-----	-----	-----	-----	-----	-----	-----	0	24	-----	-----	3	42	5,800	50,000	-----	-----
-----	-----	-----	-----	0	12	-----	-----	0	9	-----	-----	2	36	-----	-----		-----
25	12	-----	-----	0	0	0	0	2	0	2	1	3	48	305	10,000	0	-----
25	25	-----	-----	-----	-----	0	0	4	5	6	4	3	50	500	2,000	0	0
4	5	7	3	0	0	0	0	-----	-----	0	0	-----	39	400	3,500	0	4,100
45	40	57	96	0	0	0	0	8	12	22	25	3	36	1,600	11,500	0	0
57	3	70	37	-----	-----	-----	-----	0	0	9	4	3	36	300	40,000	-----	-----
-----	-----	-----	-----	70	70	0	0	6	0	0	0	2	40	600	30,000	4,000	-----
15	7	98	98	-----	-----	-----	-----	9	6	10	2	4	40	500	10,000	-----	-----
-----	-----	0	0	0	0	0	0	11	4	11	4	4	48	800	60,000	0	0
-----	-----	7	9	40	63	8	16	1	8	1	7	3	36	43	4,000	-----	-----
-----	-----	15	18	-----	-----	-----	-----	4	5	-----	-----	2	20	-----	2,000	-----	-----
10	0	15	6	-----	-----	0	0	-----	-----	6	0	-----	40	567	5,000	-----	-----
-----	-----	-----	-----	72	80	25	22	4	2	1	0	4	32	4,000	80,000	-----	-----
-----	-----	0	0	0	0	0	0	10	8	20	4	3	40	400	2,500	-----	2,500
97	16	14	20	-----	-----	0	0	5	4	38	14	6	48	100	40,000	-----	-----
11	1	0	0	0	0	0	0	0	0	6	5	1	40	300	6,000	0	0
0	0	0	15	-----	-----	0	0	-----	-----	-----	-----	-----	-----	-----	500	-----	300
12	7	-----	-----	6	8	-----	-----	0	4	3	7	4	36	250	6,000	-----	-----
24	12	120	115	0	0	0	0	0	0	9	11	2	38	1,000	20,000	1,200	10,000
-----	-----	-----	-----	-----	-----	-----	-----	4	1	-----	-----	4	40	-----	1,500	-----	-----
10	5	20	15	-----	-----	-----	-----	-----	-----	1	1	4	36	170	8,000	-----	1,400

TABLE 20.—*Statistics of private*

Location.	Name of institution.	Teachers.				Students.					
		Entire number employed.		Instructing normal students.		Entire number enrolled.		Below normal grade.		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
MONTANA.											
Twin Bridges	Montana Normal Training School.	2	3	2	1	44	67	38	50	10	13
NEBRASKA.											
Fremont	Fremont Normal School	16	5	8	3	300	250	0	0	200	150
Lincoln	Lincoln Normal University	22	5	18	4	349	368	15	20	260	290
Santee Agency	Santee Normal Training School.	6	5	2	2	74	50	69	44	5	6
Wayne	Nebraska Normal College	7	6	5	4	463	501	267	268	118	211
NEW YORK.											
New York	Teachers' College	21	40	19	23	255	564	260	300	7	90
NORTH CAROLINA.											
Asheville	Normal and Collegiate Institute.	1	13	0	6	0	200	0	100	0	83
Beaufort	Washburn Seminary	2	4	0	1	55	50	40	41	15	9
Farmer	Farmer Institute	2	2	2	0	55	30	10	6	15	8
Franklinton	Albion Academy, Normal, and Industrial School.	5	6	2	3	106	150	45	53	60	69
Lumberton	Whitin Normal School	1	1	1	1	22	31	5	12	17	19
Raleigh	St. Augustine's School	5	6	5	1	91	137	63	112	28	25
Shallotte	Shallotte Preparatory School.	2	2	2	2	40	37	-----	-----	20	25
Wilmington	Gregory Normal Institute	1	9	----	----	80	190	67	134	6	14
Winton	Waters Normal Institute	2	3	0	1	92	96	57	59	18	23
OHIO.											
Ada	Ohio Normal University	24	9	14	4	2166	907	302	334	677	433
Canfield	Northeastern Ohio Normal College.	4	2	1	1	115	90	73	50	30	14
Dayton	St. Mary's Convent	11	0	11	0	65	0	31	0	34	0
Defiance	Defiance College	2	2	1	1	47	26	-----	-----	25	22
Ewington	Ewington Academy	1	1	1	1	22	21	4	3	12	14
Lebanon	National Normal University.	31	8	9	6	778	426	168	140	575	321
Middlepoint	Western Ohio Normal School.	3	1	3	1	150	25	30	30	100	10
New Philadelphia	Kuhn's Normal School	1	0	1	0	30	20	10	4	20	16
Piketon	Southern Ohio School of Pedagogy.	4	0	4	0	40	35	-----	-----	40	35
South New Lyme	New Lyme Institute	5	2	1	0	106	121	44	55	18	24
Woodville	The Teachers' Seminary	4	0	3	0	45	0	17	0	16	0
OREGON.											
Drain	Oregon State Normal School.	4	0	4	0	65	70	-----	-----	65	70
PENNSYLVANIA.											
Ebensburg	Ebensburg Normal Institute.	3	1	1	1	50	40	10	15	20	22
Huntingdon	Juniata College	12	4	12	4	208	117	20	17	162	92
Muncy	Lycoming County Normal School.	7	1	7	1	111	103	0	0	111	103
Philadelphia	Institute for Colored Youth	3	7	0	2	109	174	47	64	42	72
SOUTH CAROLINA.											
Aiken	Schofield Normal and Industrial School.	6	9	3	2	170	178	140	150	28	30
Charleston	Avery Normal Institute	2	6	1	3	125	265	87	86	48	169
Do	Wallingford Academy	1	5	0	3	84	134	71	97	23	27

normal schools, 1895–96—Continued.

Students. In business course. Male.	Students. In business course. Female.	Students. In high school grades. Male.	Students. In high school grades. Female.	Children in model school. Male.	Children in model school. Female.	Colored students in normal course. Male.	Colored students in normal course. Female.	Graduates from normal course. Male.	Graduates from normal course. Female.	Graduates from other courses. Male.	Graduates from other courses. Female.	Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received during the year.	Total money value of endowment.
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
-----	-----	-----	-----	-----	-----	-----	-----	0	0	0	0	3	32	500	$18,000	0	-----
100	25	50	25	-----	-----	-----	-----	40	15	75	10	3	50	3,000	65,000	-----	-----
64	27	10	31	15	20	0	1	29	18	23	17	3	48	600	134,800	$2,500	$134,800
0	0	-----	-----	38	44	-----	-----	9	10	2	2	4	36	1,400	60,000	15,685	-----
79	21	-----	-----	0	0	0	0	17	34	15	10	3	50	1,100	25,000	-----	-----
0	0	75	87	260	300	1	0	1	29	0	0	2	33	7,600	900,000	65,000	250,000
0	7	0	10	0	20	0	0	0	23	0	20	4	36	-----	-----	-----	-----
0	0	0	0	11	32	15	9	0	0	0	0	4	32	0	7,000	0	0
-----	-----	30	16	-----	-----	-----	-----	-----	-----	-----	-----	2	40	300	3,000	-----	-----
-----	-----	10	19	0	28	60	69	10	4	-----	-----	4	32	350	10,000	-----	-----
0	0	0	0	5	12	17	19	2	2	-----	-----	4	25	200	1,200	125	1,200
-----	-----	-----	-----	21	31	28	25	3	8	-----	-----	3	32	-----	-----	-----	-----
-----	-----	20	12	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	300	1,000	-----	-----
-----	-----	10	39	-----	-----	2	4	6	14	-----	-----	-----	-----	300	25,000	-----	25,000
-----	-----	20	11	-----	-----	18	23	1	0	-----	-----	4	32	-----	11,900	2,000	-----
139	15	978	195	0	0	0	0	57	15	210	36	2	49	5,475	75,000	0	0
30	8	0	0	0	0	0	0	3	8	20	5	4	40	1,300	45,000	0	40,000
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	3	42	-----	-----	-----	-----
22	4	-----	-----	-----	-----	1	0	0	1	9	3	3	38	300	15,000	0	-----
0	0	6	4	0	0	0	0	0	0	0	0	1	40	50	1,000	0	-----
-----	-----	0	0	0	0	0	0	-----	-----	-----	-----	1	48	10,000	75,000	0	75,000
5	0	-----	-----	-----	-----	0	0	-----	-----	-----	-----	2	48	200	18,000	0	-----
0	0	-----	-----	-----	-----	-----	-----	20	16	-----	-----	3	44	-----	-----	-----	-----
-----	-----	-----	-----	-----	-----	2	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
16	3	31	36	-----	-----	-----	-----	-----	-----	11	8	2	39	600	25,000	-----	25,000
-----	-----	12	0	60	63	0	0	5	0	3	0	2	40	1,500	25,000	1,075	28,000
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	3	40	150	12,000	-----	-----
-----	-----	15	8	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	400	-----	-----	-----
26	8	0	0	0	0	0	0	22	7	12	5	3	40	-----	100,000	5,200	6,000
0	0	0	0	0	0	0	0	11	6	0	0	3	20	600	35,000	0	0
6	8	14	30	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
-----	-----	-----	-----	28	20	28	30	0	0	0	0	4	36	1,000	30,000	0	50,000
0	0	0	0	0	0	48	169	7	13	0	0	4	36	600	25,000	0	0
0	0	-----	-----	-----	-----	23	27	0	0	0	0	4	28	-----	-----	-----	-----

TABLE 20.—*Statistics of private*

Location.	Name of institution.	Teachers. Entire number employed.		Teachers. Instructing normal students.		Students. Entire number enrolled.		Students. Below normal grade.		Students. 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—continued.											
Frogmore	Penn Normal and Industrial School.	2	10	0	2	150	146	132	130	18	16
Greenwood	Brewer Normal School	1	6	1	1	161	165	157	159	4	6
SOUTH DAKOTA.											
Sioux Falls	Lutheran Normal School	5	4	5	4	64	40	0	0	64	40
TENNESSEE.											
Bloomingdale	Kingsley Seminary	3	0	1	0	82	27	32	13	34	6
Dickson	Dickson Normal School	5	7	4	3	350	250	200	150	40	30
Fountain City	Holbrook Normal College	4	4	3	2	90	60	25	20	60	45
Greenbrier	Central Tennessee Normal and Commercial College.	4	2	3	0	120	145	85	96	35	49
Huntingdon	Southern Normal University.	18	8	6	1	200	74	80	36	63	27
Memphis	The Le Moyne Normal Institute.	3	13	3	5	290	410	194	266	94	146
Morristown	Morristown Normal Academy.	2	12	2	4	136	187	75	77	47	93
Sparta	Dibrell Normal Institute	1	4	0	1	100	100	60	70	25	25
Wheat	Roane College	2	2	2	2	75	72	45	35	35	32
Winchester	Winchester Normal College	5	5	2	3	149	140	40	48	96	80
TEXAS.											
Austin	Tillotson College	3	10	2	6	71	102	54	89	17	13
Brenham	Blinn Memorial College	5	0	4	0	74	28	39	15	20	11
Castroville	Divine Providence Academy	0	3	0	3	0	30			0	30
Commerce	East Texas Normal College	5	1	1	0	110	39	50	24	16	3
Detroit	Detroit Normal College	2	5	2	5	84	83			84	83
Hearne	Hearne Academy	1	3	1	3	20	30	10	5	15	20
Whitesboro	Whitesboro Normal College	4	4	4	1	35	50	0	0	35	50
UTAH.											
Provo City	Brigham Young Academy and Church Normal Training School.	19	8	17	5	675	276	198	153	297	223
VIRGINIA.											
Hampton	The Hampton Normal and Agricultural Institute.	23	42	9	36	540	432	477	380	63	52
Lawrenceville	St. Paul Normal and Industrial School.	12	9	12	9	150	170	30	40	120	130
Reliance	Shenandoah Normal College	8	1	1	0	55	28	19	19	9	8
Richmond	Hartshorn Memorial College.	1	8	1	8	2	104	0	11	2	93
Rocky Mount	Piedmont Normal College	2	2	2	2	26	94	22	18	20	60
Scottsburg	Scottsburg Normal College	6	4	3	2	30	59	24	25	9	15
Stuart	Stuart Normal College	3	3	2	1	30	38	0	3	19	35
Willis	The Mountain Normal School.	1	2	1	1	32	41	3	2	29	39
WEST VIRGINIA.											
Buckhannon	Union College	4	1	4	1	60	58			51	55
Fayetteville	Fayetteville Academy	2	1	2	1	0	96			0	96
Harpers Ferry	Storer College	4	5	3	4	72	70	22	21	50	49
Summersville	Summersville Normal School.	5	1	5	1	119	112	77	32	36	57
WISCONSIN.											
Milwaukee	National German-American Teachers' Seminary.	7	9	7	4	134	97	116	65	18	32
St. Francis	Catholic Normal School of the Holy Family.	7	0	5	0	60	0	5	0	25	0

normal schools, 1895-96—Continued.

Students. In business course.		Students. In high school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Graduates from other courses.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received during the year.	Total money value of endowment.
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
----	----	0	0	0	0	18	16	5	3	0	0	3	30	300	$3,000	$1,000	$4,200
0	0	0	0	0	0	4	6	2	2	0	0	2	30	200	12,000	0	----
0	0	0	0	0	0	0	0	1	2	0	0	4	36	878	18,000	0	0
9	0	7	8	0	0	0	0	0	0	0	0	4	36	60	2,500	0	0
12	5	100	63	----	----	----	----	9	6	13	6	1	40	500	30,000	----	----
----	----	----	----	----	----	0	0	5	4	9	6	1	46	3,000	75,000	0	78,500
----	----	0	0	0	0	0	0	3	0	8	3	4	40	500	5,000	0	----
39	7	18	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----
----	----	----	----	----	----	94	146	6	9	----	----	4	34	2,000	45,000	6,000	45,000
----	----	11	20	110	118	47	93	18	8	----	----	3	36	1,000	50,000	1,837	----
----	----	15	5	0	0	0	0	0	0	0	0	4	20	200	10,000	0	10,000
----	----	----	----	----	----	----	----	0	0	----	----	4	34	400	4,000	0	3,000
13	12	----	----	----	----	0	0	----	----	3	9	----	----	10,000	----	0	0
----	----	----	----	----	----	17	13	1	1	0	0	4	32	1,700	50,000	115	0
11	2	4	0	0	0	0	0	5	2	2	0	2	38	1,100	16,000	0	31,200
----	----	----	----	----	----	----	----	0	10	----	----	2	30	80	40,000	----	----
14	0	30	12	----	----	----	----	4	2	----	----	----	----	----	----	----	----
0	0	0	0	0	0	15	20	0	0	0	0	4	52	20	5,000	0	0
----	----	0	0	0	0	0	0	0	0	0	0	----	51	600	10,000	0	0
77	3	0	0	0	0	0	0	3	16	8	0	4	38	4,750	80,000	----	----
0	0	0	0	151	194	57	39	----	----	0	0	3	37	7,768	572,000	108,736	1,031,578
----	----	----	----	----	----	120	130	2	8	----	----	----	----	----	----	----	----
26	2	----	----	0	0	0	0	6	2	11	3	2	----	300	----	0	0
----	----	----	----	----	----	2	93	0	15	----	----	3	32	----	48,000	----	65,000
----	----	----	----	----	----	----	----	----	----	----	----	3	40	----	3,500	----	----
25	2	10	9	----	----	----	----	6	8	19	7	1	36	800	5,000	----	----
9	0	2	0	----	----	0	0	0	0	0	0	2	45	150	1,000	0	0
0	0	0	0	0	0	0	0	0	0	----	0	----	----	----	7,000	0	0
----	----	2	10	----	----	----	----	28	20	21	6	3	38	850	8,000	2,000	15,000
----	----	----	----	----	----	----	----	----	----	----	----	4	60	----	4,000	----	----
7	9	10	8	----	----	----	----	2	1	1	3	4	35	5,000	----	1,910	50,792
----	----	----	----	----	----	----	----	5	4	11	0	2	40	350	5,000	----	----
0	0	0	0	116	65	0	0	6	6	----	----	3	42	----	100,000	0	113,346
25	0	5	0	----	----	----	----	3	0	2	0	4	40	1,852	----	----	----

CHAPTER XXXIX.

STATISTICAL REVIEW OF HIGHER EDUCATION, 1895–96.

The institutions for higher education in the United States are given in this report under the following headings: (1) Universities and colleges for men and for both sexes; (2) colleges for women; (3) schools of technology; (4) professional schools and departments. In the summarized and detailed tables of these institutions are given statistics concerning the entire institutions, and not of the collegiate departments only. It is a well-known fact that a large number of the institutions for higher education, especially in comparatively recently settled sections of the country, maintain preparatory departments for the secondary, and in some cases for the elementary education of pupils, as well as normal, business, music, art, and other departments of instruction. The number of students in attendance at such departments is of course included in the column giving the total number of students in attendance at the institution as a whole. In the summarized and detailed tables great care has been taken to tabulate separately the number of students in the several departments of the institutions, so that it is an easy matter to ascertain the number of students that may properly be included under the general head of higher education. Counting all of the students in undergraduate and graduate departments of the classes of institutions named above, it is found that there were, during the year under consideration, 139,611 students in higher education, of which number 33,705, or 24.14 per cent, were women. If professional students, including students in law, medicine, and theology, are excluded, there remain 97,377 students in undergraduate and graduate departments of colleges and schools of technology, 32,234, or 33.1 per cent, being women.

The summarized statistics, showing the number of students in higher education in each class of institutions, as well as the total number in higher education in all of the institutions, are given by States and Territories in the table which follows, while the statistics concerning the several classes of institutions may be found on the pages following the combined table.

Summarized statistics of 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.	Institutes of technology.		Professional schools and departments.		Total number of students in higher education.	
	Male.	Female.			Male.	Female.	Male.	Female.	Male.	Female.
United States	56,556	16,746	3,910	10,513	8,587	1,065	40,763	1,471	105,906	33,705
North Atlantic Division	20,522	2,302	3,519	978	2,919	157	13,701	472	37,142	7,428
South Atlantic Division	6,125	1,010	335	4,389	1,542	6	5,015	75	12,682	5,815
South Central Division	7,086	2,383	......	3,664	924	33	4,307	32	12,317	6,112
North Central Division	19,363	9,191	34	1,471	2,476	541	16,474	740	38,313	11,977
Western Division	3,460	1,860	22	11	726	328	1,266	152	5,452	2,373

Summarized statistics of 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)—Continued.

State or Territory.	Universities and colleges for men and for both sexes.		Colleges for women, Division A.	Colleges for women, Division B.	Institutes of technology.		Professional schools and departments.		Total number of students in higher education.	
	Male.	Female.			Male.	Female.	Male.	Female.	Male.	Female.
North Atlantic Division:										
Maine	507	161	......	54	247	10	231	0	985	225
New Hampshire	393	2	......	15	74	19	143	0	610	36
Vermont	258	92	......	......	60	0	185	0	503	92
Massachusetts	3,926	390	2,368	144	1,493	75	2,097	115	7,516	3,092
Rhode Island	739	120	......	......	69	35	......	......	808	155
Connecticut	2,260	82	......	......	120	18	539	0	2,919	100
New York	5,346	769	833	159	472	0	6,230	177	12,048	1,938
New Jersey	1,406	0	20	17	384	0	479	0	2,269	37
Pennsylvania	5,687	686	298	589	......	......	3,797	180	9,484	1,753
South Atlantic Division:										
Delaware	71	0	......	......	10	6	......	......	81	6
Maryland	1,024	104	231	201	331	0	1,735	57	3,090	593
District of Columbia	538	110	......	......	60	0	1,361	17	1,959	127
Virginia	1,158	226	104	1,046	510	0	892	0	2,560	1,376
West Virginia	227	75	......	17	......	......	92	0	319	92
North Carolina	1,341	205	......	643	183	0	227	0	1,751	848
South Carolina	652	46	......	851	327	0	156	0	1,135	897
Georgia	928	170	......	1,631	121	0	552	1	1,601	1,802
Florida	186	74	......	......	......	......	......	......	186	74
South Central Division:										
Kentucky	1,205	288	......	810	......	......	1,745	19	2,950	1,117
Tennessee	2,016	691	......	1,061	......	......	1,299	5	3,315	1,757
Alabama	788	113	......	811	258	7	228	0	1,274	931
Mississippi	542	73	......	675	265	1	40	0	847	749
Louisiana	717	305	......	122	......	......	474	1	1,191	428
Texas	1,191	511	......	135	354	0	413	7	1,958	653
Arkansas	606	394	......	50	......	......	108	0	714	444
Oklahoma	7	3	......	......	47	25	......	......	54	28
Indian Territory	14	5	......	......	......	......	......	......	14	5
North Central Division:										
Ohio	3,637	1,605	......	358	229	0	2,584	117	6,450	2,080
Indiana	1,691	675	......	25	701	69	834	31	3,226	800
Illinois	3,876	1,735	34	190	136	18	5,240	314	9,252	2,291
Michigan	1,938	1,013	......	......	456	31	1,636	75	4,030	1,119
Wisconsin	1,391	557	......	33	......	......	618	0	2,009	590
Minnesota	1,506	688	......	24	......	......	955	28	2,461	740
Iowa	1,474	863	......	......	356	121	1,190	67	3,020	1,051
Missouri	1,786	825	......	783	......	......	2,910	77	4,696	1,685
North Dakota	66	36	......	......	21	8	......	......	87	44
South Dakota	114	80	......	......	158	66	......	......	272	146
Nebraska	828	561	......	......	......	......	334	18	1,162	579
Kansas	1,056	553	......	58	419	228	173	13	1,648	852
Western Division:										
Montana	19	8	......	......	15	17	......	......	34	25
Wyoming	12	9	......	......	......	......	......	......	12	9
Colorado	303	156	......	......	263	54	284	49	850	259
New Mexico	0	0	......	......	26	13	......	......	26	13
Arizona	11	13	......	......	......	......	......	......	11	13
Utah	86	86	......	......	121	65	......	......	207	151
Nevada	84	55	......	......	......	......	......	......	84	55
Idaho	23	19	......	......	......	......	......	......	23	19
Washington	413	268	......	......	97	44	......	......	510	312
Oregon	214	197	......	......	204	135	174	19	592	351
California	2,295	1,049	22	11	......	......	808	84	3,103	1,166

Public institutions.—In the preceding table are included the number of students in all classes of higher institutions, public and private. In order that some idea may be formed as to the number of students receiving instruction in undergraduate and graduate courses of public institutions—that is, institutions founded or controlled by the State or municipality—a table has been prepared, giving the number of students pursuing such courses at the following-named institutions:

Agricultural and Mechanical College, Auburn, Ala.
University of Alabama, University, Ala.

University of Arizona, Tucson, Ariz.
Arkansas Industrial University, Fayetteville, Ark.
University of California, Berkeley, Cal.
University of Colorado, Boulder, Colo.
Colorado Agricultural College, Fort Collins, Colo.
Colorado School of Mines, Golden, Colo.
Storrs Agricultural College, Storrs, Conn.
Delaware College, Newark, Del.
State College for Colored Students, Dover, Del.
Florida Agricultural College, Lake City, Fla.
Seminary West of the Suwanee River, Tallahassee, Fla.
University of Georgia, Athens, Ga.
State School of Technology, Atlanta, Ga.
Normal and Industrial College, Milledgeville, Ga.
University of Idaho, Moscow, Idaho.
University of Illinois, Champaign, Ill.
Indiana University, Bloomington, Ind.
Purdue University, Lafayette, Ind.
Iowa Agricultural College, Ames, Iowa.
State University of Iowa, Iowa City, Iowa.
University of Kansas, Lawrence, Kans.
Kansas Agricultural College, Manhattan, Kans.
Agricultural and Mechanical College, Lexington, Ky.
Louisiana State University, Baton Rouge, La.
Maine State College, Orono, Me.
Maryland Agricultural College, College Park, Md.
United States Naval Academy, Annapolis, Md.
Massachusetts Agricultural College, Amherst, Mass.
Massachusetts Institute of Technology, Boston, Mass.
University of Michigan, Ann Arbor, Mich.
Michigan Agricultural College, Agricultural College, Mich.
Michigan Mining School, Houghton, Mich.
University of Minnesota, Minneapolis, Minn.
Agricultural and Mechanical College, Agricultural College, Miss.
Mississippi Industrial Institute and College, Columbus, Miss.
Alcorn Agricultural and Mechanical College, Westside, Miss.
University of Mississippi, University, Miss.
University of Missouri, Columbia, Mo.
Agricultural and Mechanical College, Bozeman, Mont.
University of Montana, Missoula, Mont.
University of Nebraska, Lincoln, Nebr.
University of Nevada, Reno, Nev.
College of Agriculture and Mechanic Arts, Durham, N. H.
Newark Technical School, Newark, N. J.
University of New Mexico, Albuquerque, N. Mex.
College of Agriculture and Mechanic Arts, Mesilla Park, N. Mex.
New Mexico School of Mines, Socorro, N. Mex.
College of the City of New York, New York City, N. Y.
United States Military Academy, West Point, N. Y.
University of North Carolina, Chapel Hill, N. C.
College of Agriculture and Mechanic Arts, Raleigh, N. C.
Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.
North Dakota Agricultural College, Fargo, N. Dak.
University of North Dakota, University, N. Dak.
Ohio University, Athens, Ohio.
Ohio State University, Columbus, Ohio.
Miami University, Oxford, Ohio.
University of Cincinnati, Cincinnati, Ohio.
University of Oklahoma, Norman, Okla.
Agricultural and Mechanical College, Stillwater, Okla.
Oregon Agricultural College, Corvallis, Oreg.
University of Oregon, Eugene, Oreg.
Central High School, Philadelphia, Pa.
Pennsylvania State College, State College, Pa.
College of Agriculture and Mechanic Arts, Kingston, R. I.
College of Charleston, Charleston, S. C.
South Carolina Military Academy, Charleston, S. C.

Clemson Agricultural College, Clemson College, S. C.
South Carolina College, Columbia, S. C.
South Dakota Agricultural College, Brookings, S. Dak.
School of Mines, Rapid City, S. Dak.
University of South Dakota, Vermilion, S. Dak.
University of Tennessee, Knoxville, Tenn.
University of Texas, Austin, Tex.
Agricultural and Mechanical College, College Station, Tex.
Utah Agricultural College, Logan, Utah.
University of Utah, Salt Lake City, Utah.
University of Vermont, Burlington, Vt.
University of Virginia, Charlottesville, Va.
Agricultural and Mechanical College, Blacksburg, Va.
Virginia Military Institute, Lexington, Va.
State Agricultural College, Pullman, Wash.
University of Washington, Seattle, Wash.
West Virginia University, Morgantown, W. Va.
University of Wisconsin, Madison, Wis.
University of Wyoming, Laramie, Wyo.

Number of undergraduate and graduate students in public universities, colleges, and schools of technology.

State or Territory.	Students.											
	Collegiate department.			Graduate department.						Total number of collegiate and graduate students.		
				Resident.			Nonresident.					
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	19,514	5,621	25,135	689	273	962	155	44	199	20,358	5,938	26,296
North Atlantic Division	4,611	213	4,824	28	3	31	2	0	2	4,641	216	4,857
South Atlantic Division	2,782	346	3,128	54	1	55	6	0	6	2,842	347	3,189
South Central Division	2,118	499	2,617	49	7	56	24	4	28	2,191	510	2,701
North Central Division	8,041	3,329	11,370	464	204	668	109	33	142	8,614	3,566	12,180
Western Division	1,962	1,234	3,196	94	58	152	14	7	21	2,070	1,299	3,369
North Atlantic Division:												
Maine	243	10	253	4	0	4	0	0	0	247	10	257
New Hampshire	73	19	92	1	0	1	0	0	0	74	19	93
Vermont	190	53	243	1	1	2	0	0	0	191	54	245
Massachusetts	1,272	75	1,347	15	0	15	1	0	1	1,288	75	1,363
Rhode Island	62	33	95	7	2	9	0	0	0	69	35	104
Connecticut	120	18	138	0	0	0	0	0	0	120	18	138
New York	1,093	0	1,093	0	0	0	0	0	0	1,093	0	1,093
New Jersey	120	0	120	0	0	0	0	0	0	120	0	120
Pennsylvania	1,438	5	1,443	0	0	0	1	0	1	1,439	5	1,444
South Atlantic Division:												
Delaware	81	6	87	0	0	0	0	0	0	81	6	87
Maryland	331	0	331	0	0	0	0	0	0	331	0	331
Virginia	740	0	740	26	0	26	0	0	0	766	0	766
West Virginia	129	35	164	1	0	1	0	0	0	130	35	165
North Carolina	500	0	500	23	0	23	6	0	6	529	0	529
South Carolina	518	13	531	0	0	0	0	0	0	518	13	531
Georgia	359	240	599	1	1	2	0	0	0	360	241	601
Florida	124	52	176	3	0	3	0	0	0	127	52	179
South Central Division:												
Kentucky	166	47	213	1	0	1	0	0	0	167	47	214
Tennessee	236	90	326	8	1	9	0	0	0	244	91	335
Alabama	402	8	410	9	0	9	0	0	0	411	8	419
Mississippi	432	140	572	15	0	15	24	4	28	471	144	615
Louisiana	135	0	135	5	0	5	0	0	0	140	0	140
Texas	572	114	686	11	6	17	0	0	0	583	120	703
Arkansas	121	72	193	0	0	0	0	0	0	121	72	193
Oklahoma	54	28	82	0	0	0	0	0	0	54	28	82
North Central Division:												
Ohio	916	295	1,211	46	13	59	0	0	0	962	308	1,270
Indiana	1,039	303	1,342	64	24	88	5	2	7	1,108	329	1,437
Illinois	510	126	636	14	12	26	2	0	2	526	138	664
Michigan	1,394	523	1,917	69	18	87	9	3	12	1,472	544	2,016
Wisconsin	810	415	1,225	62	18	80	17	8	25	889	441	1,330
Minnesota	888	476	1,364	105	32	137	0	0	0	993	508	1,501
Iowa	689	273	962	34	25	59	18	10	28	741	308	1,049

Number of undergraduate and graduate students in public universities, colleges, and schools of technology—Continued.

State or Territory.	Students.											
	Collegiate department.			Graduate department.						Total number of collegiate and graduate students.		
				Resident.			Nonresident.					
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
North Central Division—Continued.												
Missouri	386	71	457	17	8	25	0	0	0	403	79	482
North Dakota	60	34	94	2	0	2	0	0	0	62	34	96
South Dakota	172	100	272	6	6	12	17	5	22	195	111	306
Nebraska	412	317	729	15	23	38	28	3	31	455	343	798
Kansas	765	396	1,161	30	25	55	13	2	15	808	423	1,231
Western Division:												
Montana	15	17	32	0	0	0	0	0	0	15	17	32
Wyoming	11	9	20	1	0	1	0	0	0	12	9	21
Colorado	351	108	459	17	8	25	9	5	14	377	121	498
New Mexico	26	13	39	0	0	0	0	0	0	26	13	39
Arizona	10	13	23	1	0	1	0	0	0	11	13	24
Utah	200	151	351	0	0	0	0	0	0	200	151	351
Nevada	82	51	133	2	4	6	0	0	0	84	55	139
Idaho	23	19	42	0	0	0	0	0	0	23	19	42
Washington	256	175	431	1	1	2	0	0	0	257	176	433
Oregon	248	198	446	0	2	2	3	0	3	251	200	451
California	740	480	1,220	72	43	115	2	2	4	814	525	1,339

I.—UNIVERSITIES AND COLLEGES FOR MEN AND FOR BOTH SEXES.

Institutions.—The number of universities and colleges for men and for both sexes from which reports were received at the close of the scholastic year 1895–96 is 484, being three more than were included under this head in 1894–95. The increase is, however, not due to an increase in the number of institutions, but to the fact that four institutions heretofore treated as schools of technology are now included in the table of universities and colleges. The institutions referred to are the Arkansas Industrial University, Fayetteville, Ark.; Florida Agricultural College, Lake City, Fla.; Agricultural and Mechanical College of Kentucky, Lexington, Ky., and Lehigh University, South Bethlehem, Pa., all of which maintain courses of study leading to the A. B. degree, and have students in such courses. The Bureau has learned during the year of the suspension of the following named institutions: Napa College, Napa, Cal.; Central College, Enterprise, Kans.; Eminence College, Eminence, Ky.; Garrard College, Lancaster, Ky.; Olympic University, Olympia, Wash.; University of Seattle, Seattle, Wash., and West Virginia College, Flemington, W. Va. Gale College, at Galesville, Wis., has also suspended temporarily.

Of the 484 institutions, 79 are located in the North Atlantic Division, 70 in the South Atlantic Division, 87 in the South Central Division, 201 in the North Central Division, and 47 in the Western Division. Of the total number of institutions, 111 are reported as not being under the control of any particular religious denomination. The number of institutions controlled by the several denominations is given in Table 1, pages 1926–1931. The table includes not only the number of institutions, but it shows the number of professors and students in the undergraduate departments and the total amount of the endowments held by such institutions. In order that the table might not be too lengthy, the various branches of the several religious denominations are combined under one head. The number of nonsectarian institutions, as stated above, is 111, with an average endowment of $582,823.

An examination of the detailed statistics concerning universities and colleges discloses the fact that there are 188 such institutions that have no endowment, 54 have less than $25,000, and only 4 have endowments exceeding $5,000,000. A summarized statement showing the number of institutions having endowments of various amounts is given in Table 2, page 1932, while the classification of institutions according to the number of undergraduate students is shown in Table 3. From this table it may be seen that 278 institutions have less than 100 college students.

The number of institutions admitting women to undergraduate courses is 345. The Western University of Pennsylvania at Allegheny, Pa., opened its doors to women at the beginning of the scholastic year 1895-96.

Professors and instructors.—The total number of professors and instructors employed by the 484 institutions was 12,277, of which number 10,682 are men and 1,595 are women. The proportion of male and female teachers in the several departments, by geographical divisions, is as follows:

Division.	Preparatory departments.		Collegiate departments.		Professional departments.		Total number.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	Per ct.	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*
United States	71.06	28.94	89.01	10.99	98.99	1.11	87.01	12.99
North Atlantic Division	86.09	13.91	97.42	2.58	99.91	0.09	96.95	3.05
South Atlantic Division	72.12	27.88	88.77	11.23	100.00	0	88.46	11.54
South Central Division	59.37	40.63	83.25	16.75	99.21	0.79	79.35	20.65
North Central Division	69.87	30.13	85.37	14.63	97.62	2.38	82.61	17.39
Western Division	72.36	27.64	85.20	14.80	98.39	1.61	84.52	15.48

The average number of instructors per institution for the entire country was 25, an increase of 1 instructor per institution over the figures for the preceding year.

Students.—The total number of students in attendance at the 484 institutions was 159,372, an increase of 9,433 over the number for the year 1894-95. Of the total number of students, 29.5 per cent were in preparatory departments, 43.06 per cent in collegiate departments, 2.93 per cent in graduate departments, 15.96 per cent in professional departments, and 8.55 per cent in other departments, showing a gain of nearly 1 per cent in favor of the undergraduate collegiate departments, and a decrease of 1.3 per cent in the proportion of students in preparatory departments. The number of instructors and students per institution in the several geographical divisions were as follows:

Division.	Preparatory departments.		Collegiate departments.		Graduate departments.	Professional departments.		Total number.	
	Instructors.	Students.	Instructors.	Students.	Students.	Instructors.	Students.	Instructors.	Students.
United States	6	97	15	142	10	7	53	25	329
North Atlantic Division	5	79	26	266	22	14	102	43	481
South Atlantic Division	5	65	12	96	6	5	35	19	222
South Central Division	5	101	9	106	3	4	37	17	264
North Central Division	7	112	14	132	10	6	52	24	348
Western Division	7	105	14	106	7	8	27	25	276

Comparing the number of male and female students for the year under consideration with the number for the preceding year, it will be found that while the proportion of female students in all departments has increased but nine-tenths of 1 per cent, the proportion of such students in the undergradute collegiate departments has increased 1.5 per cent.

Of the 68,629 students reported in collegiate departments, only 50,918, or 74.2 per cent, were reported in courses of study leading to a bachelor's degree. The distribution of students in degree courses was not reported by a number of institutions, in some of which it is impossible to determine the degrees for which students will apply, owing to the system of "schools" maintained by such institutions. This is the case in a number of the Southern States. An examination of the table showing the proportion of students in the several degree courses will show that more than one-half of the students are pursuing courses of study leading to the A. B. degree. The following statement, furnished by the president of Cornell University, will show the action concerning degrees taken by that institution:

"The faculty of Cornell University, at their session held May 22, took action providing for a single degree, bachelor of arts, for all students in the courses of liberal arts and sciences, irrespective of the studies elected, instead of A. B., Ph. B., and B. S., as at present (and B. L., as heretofore). In carrying this into effect the faculty cut out all specified requirements, aside from those for entrance, excepting military drill and physical culture. Otherwise the four-year course will be elective. To realize the change, one must remember that all the work of the freshman year of the general course has been 'required work,' and most of the sophomore; and that, hereby, students at Cornell may henceforth take A. B. on completion of a four-year course of study in which there is no Greek or Latin, or, of course, conversely, in which there is only Latin or Greek.

"The three definite sets of entrance requirements which have been built up are left intact. The candidate for admission to the A. B. course must, in addition to the preliminary subjects, offer either (*a*) Greek or Latin, or (*b*) Latin and advanced French or German, or (*c*) advanced French, advanced German, and one year of advanced mathematics, including solid geometry, higher algebra, and plane and spherical trigonometry. In a word, the student upon entrance must prove himself well grounded in a systematic high-school course, having certain staple subjects, and covering part of the ground of an old-fashioned college course. Then, when he is admitted, he may take what he chooses, provided only he completes satisfactorily the amount prescribed for each term."

In a report received from the University of California it is stated that the Ph. B. degree is obsolescent and will be discontinued after 1899.

One of the gratifying features of higher education is the increasing number of students who remain at our higher institutions for advanced work, the number of graduate students in 1895–96 being 3,756, not including 917 nonresident graduate students. In a number of the universities and colleges the graduate students have formed clubs or associations, and according to the Handbook of Graduate Courses there are now twenty-two such organizations, the oldest of which is the Harvard Graduate Club, formed in 1889. At a convention of graduate students held at the University of Pennsylvania, Philadelphia, Pa., January 3, 1896, the Federation of Graduate Clubs was formed, the object being "to aid the development of graduate study in America." One of the principal objects of the federation is to facilitate the migration of students from one institution to another while pursuing studies for a higher degree. A step in this direction has been taken by Harvard University, as will be seen by the following statement taken from the report of President Eliot for 1895–96:

"When the graduate school, or department, was first instituted, twenty-five years ago, the corporation and overseers were obliged to lay down by standing votes, in advance of experience of their own, the rules under which the degrees of master of arts, doctor of philosophy, and doctor of science should be conferred. One of the rules was that a graduate of any other university than Harvard must spend at least two years at Harvard University, after taking his bachelor's degree, before he could be eligible for the degree of doctor of philosophy. Under the same rule, the minimum residence for the degree of doctor of science was declared to be three years for any graduate of another university. This standing rule set requirements for the two doctorates which were not in force with regard to any other of the ordinary degrees. The statute on degrees simply prescribes that there shall be at least one year's residence for any ordinary degree. On the 2d of March last the corporation rescinded this requirement of 1871 concerning the minimum residence for the degree of doctor of philosophy or doctor of science, and put these two degrees on the same footing as regards residence with all the other ordinary degrees. The overseers concurred in this action of the corporation. The object of this change was not to diminish the time required for procuring the degree of doctor. The minimum time for obtaining the doctorate seldom proves sufficient, and there is no tendency to reduce the requirements for the doctorates; on the contrary, the tendency has been to raise those requirements. Of the 140 persons who have obtained the Harvard degree of doctor of philosophy between 1873 and 1896, only 18 have obtained it in two years after taking the bachelor's degree. The repeal of the standing vote of 1871 is intended to encourage graduate students at all the American universities which maintain graduate schools to migrate from one university to another during the period of study for the doctorate, taking the degree at the university where they reside during the last year. The faculty and the governing boards thought it well to do away with the hindrance to migration toward Harvard which the rule of 1871 presented. They thought it would be safe to leave the requirement concerning residence to the general statute, without changing in the least the requirements as to study and attainments."

In the continual establishment of new fellowships may be found one of the causes for the increase in the number of graduate students. In the year under consideration there were reported 336 fellowships.

The graduate department of the University of Pennsylvania has been greatly strengthened by a gift of $500,000 from Provost Harrison. The purposes of the gift are stated to be: "(1) The establishment of scholarships and fellowships, intended solely for men of ability; (2) the increasing the library of the university, particularly by the acquisition of works of permanent use and of lasting reference, to and by the scholar; (3) the temporary relief from routine work, of professors of ability, in order that they may devote themselves to some special and graduate work; (4) the securing men of distinction to lecture, and, if the same shall be deemed advisable, the securing their residence at the university." Under the provisions of this gift there have been established in the graduate department 8 scholarships, 14 fellowships, and 5 senior fellowships. The scholarships are open to students who have taken a baccalaureate degree in arts or science at the University of Pennsylvania, and who have been resident students for at least two years prior to graduation. The scholarships are tenable for but one year, and entitle the holders to $100 and free tuition in the graduate department of the university for one full academic year. The fellowships have a value of $600, but the tuition fee of $100 is deducted and applied to increasing and improving the equipment of their respective departments. Each of the fellowships is limited to some designated department of study. They are granted annually and may be once renewed. Applicants "must hold a baccalaureate degree of nontechnical character; must have pursued graduate work successfully for at least one year in residence at an acceptable college or university; must have a good reading knowledge of French and German, and must not already have taken the doctor's degree." Fellows must be candidates for the Ph. D. degree and must devote their entire time to the prosecution of their studies in residence at the university. The five senior fellowships are not designated by subjects. "They are open only to men who have taken the Ph. D. degree at the University of Pennsylvania. A senior fellow will be required to devote himself to some work of original research in the line of his specified subject. He will also do such teaching or lecturing in his subject as may from time to time be required by the head of his department, to a maximum of four hours a week. Residence is imperative."

Degrees.—The total number of degrees, excluding degrees in law, medicine, and theology, granted to students during the year 1895–96 was 10,761, of which number 8,840 were conferred on men and 1,921 on women. The number of different kinds of degrees conferred may be found in Tables 9 and 10.

The number of honorary degrees reported for the year was 755, being less by 140 than the number for the preceding year. The number of doctorates conferred was 506, which is 120 less than were conferred in 1894–95. The degree of doctor of philosophy was conferred as an honorary degree by 16 institutions.

Property.—The value of all the property owned by universities and colleges is reported at $243,655,868, of which amount $109,562,433 are reported as endowment funds, while the remainder represents the value of grounds, buildings, and apparatus used for instruction purposes by the institutions. The proportion of property held by the institutions of the several divisions is shown in the following tabular statement:

Division.	Institutions.	Fellowships.	Scholarships.	Libraries.	Apparatus.	Grounds and buildings.	Productive funds.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*
North Atlantic Division	16.3	47.6	49.7	46.2	46.3	39.4	53.1
South Atlantic Division	14.5	9.8	10.8	10.8	8.2	11.6	7.8
South Central Division	18.0	6.9	14.1	7.2	6.1	8.6	6.4
North Central Division	41.5	33.9	21.6	31.0	32.2	32.0	27.5
Western Division	9.7	1.8	3.8	4.8	7.2	8.4	5.2

Benefactions.—The total money value of gifts and bequests reported by these institutions was $8,342,728, of which amount $2,200,000 was received by the University of Chicago.

Income.—The total income from all sources, excluding benefactions, was $17,918,174, an increase of more than $1,000,000 over the income for the preceding year. Although the amount of productive funds was over $7,000,000 greater than in 1894–95, the income from productive funds was less by almost $100,000. This was caused, undoubtedly, by the financial stringency through which the country is passing, and by a lowering of the rate of interest on investments. The proportion of income derived from the various sources by the institutions of the several divisions is as follows:

Division.	Tuition fees.	Productive funds.	State or municipal appropriations.	United States Government.	Other sources.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*
United States	37.3	29.3	15.6	4.9	12.9
North Atlantic Division	40.5	37.7	6.6	1.9	13.3
South Atlantic Division	38.0	23.8	11.2	14.9	12.1
South Central Division	38.8	28.4	13.5	8.3	11.0
North Central Division	36.8	23.6	24.3	3.3	12.0
Western Division	18.8	15.0	33.9	13.8	18.5

Comparing the figures in the above tabular statement with the figures for the preceding year, it will be found that there is a decrease of 2.4 per cent in the proportion of income derived from productive funds. The decrease is not limited to any particular section of the country, but is found in all of the geographical divisions. The proportion of income derived from tuition fees is less by one-half of 1 per cent than it was in 1894–95. The decrease in these two sources of income is, however, balanced by an increase of 2.9 per cent in the proportion of income derived from State, municipal, and national appropriations, the income from such sources amounting to $3,676,481.

The statistics concerning universities and colleges are given by States and Territories in the following tables:

TABLE 1.—*Number of institutions controlled by the several religious denominations.*

State or Territory.	Nonsectarian.				Roman Catholic.				Methodist Episcopal.				Baptist.				Presbyterian.				Congregational.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	111	2,988	30,958	$64,693,387	59	580	4,968	$750,000	87	917	9,268	$9,356,652	50	704	6,800	$13,367,185	54	480	4,542	$4,631,735	26	465	4,103	$8,610,452
North Atlantic Division	22	1,035	10,553	36,687,073	17	169	1,584	0	5	145	1,718	2,974,536	8	175	1,778	4,975,551	5	67	826	1,269,235	5	224	2,816	7,008,966
South Atlantic Division	22	350	2,445	5,802,251	8	64	476	600,000	15	118	1,338	568,600	9	143	1,172	1,132,861	6	51	569	209,000	1	17	14	6,000
South Central Division	20	263	3,211	3,816,371	9	89	693	0	20	169	1,534	1,427,400	15	100	1,706	440,114	15	114	1,249	1,006,500	2	16	89	29,835
North Central Division	34	990	11,688	13,464,475	20	204	1,676	150,000	40	417	4,291	4,021,116	16	277	2,089	6,744,659	25	230	1,854	2,147,000	16	189	1,108	1,440,151
Western Division	13	350	3,061	4,923,217	5	54	539	0	7	68	387	365,000	2	9	55	74,000	3	18	44	0	2	19	76	125,500
North Atlantic Division:																								
Maine													2	26	425	816,256					1	18	243	552,582
New Hampshire																					1	34	386	1,076,622
Vermont	2	37	348	783,890																	2	41	456	1,400,000
Massachusetts	3	228	2,468	10,155,814	2	28	277	0	1	24	385	723,852												
Rhode Island													1	75	750	1,113,021								
Connecticut									1	34	285	1,128,298									1	131	1,731	3,979,762
New York	7	422	3,437	17,876,323	8	97	832	0	1	63	646	635,743	3	53	392	2,646,274								
New Jersey	1	78	962	*a* 3,000,000	2	12	136	0																
Pennsylvania	9	270	3,338	4,871,046	5	32	339	0	2	24	402	486,643	2	21	211	400,000	5	67	826	1,269,235				
South Atlantic Division:																								
Delaware	1	10	71	83,000																				
Maryland	3	97	355	3,030,000	4	40	309	0	1	5	10	22,000					1	8	32	0				
District of Columbia	2	20	94	200,000	3	19	142	600,000					1	73	315	224,532								
Virginia	4	58	557	1,356,338					2	36	341	252,600	2	20	187	273,000	1	14	160	10,000				
West Virginia	1	24	164	114,750					1	6	12	0												
North Carolina	2	38	399	115,000					3	19	245	23,000	3	24	419	224,629	2	17	233	117,000				
South Carolina	3	29	215	293,700					2	12	159	65,000	1	8	97	75,000	2	12	144	82,000				
Georgia	4	52	414	390,663					5	32	546	206,000	1	11	138	235,700								
Florida	2	22	176	218,800	1	5	25	0	1	8	25	0	1	7	16	100,000					1	17	14	6,000
South Central Division:																								
Kentucky	3	31	245	393,000	1	7	36	0	2	11	100	42,400	3	22	411	290,000	2	19	351	425,000				
Tennessee	4	54	1,023	428,800	1	7	40	0	4	48	293	1,157,000	3	26	303	100,000	8	66	580	468,000	1	11	56	21,835
Alabama	4	27	405	300,000	2	30	191	0	1	7	143	65,000	2	11	162	1,500								
Mississippi	2	19	289	540,000					2	15	130	107,000	1	8	162	42,000								
Louisiana	3	61	516	1,446,571	2	22	216	0	2	10	59	56,000	1	4	85	0					1	5	33	8,000
Texas	2	40	530	578,000	3	23	210	0	4	33	320	0	2	13	306	5,000	2	13	258	93,000				
Arkansas	1	26	193	130,000					5	45	489	0	2	13	264	0	2	12	54	20,500				
Oklahoma	1	5	10	0																				
Indian Territory													1	3	13	1,614	1	4	6	0				

North Central Division:																								
Ohio	11	223	2,158	5,074,588	3	26	207	0	6	83	960	689,089	2	17	231	479,000	3	40	382	279,000	-	-	-	-
Indiana	8	96	989	1,255,090	2	33	213	0	3	41	437	248,553	1	9	88	184,000	1	10	92	175,000	1	5	25	0
Illinois	5	100	1,495	797,846	5	50	521	0	6	83	826	1,906,750	3	175	982	5,113,827	4	45	359	725,000	1	11	93	42,282
Michigan	1	100	1,461	545,926	1	6	100	0	1	11	225	225,000	2	19	305	441,547	1	8	40	80,000	2	27	158	90,000
Wisconsin	2	118	1,386	865,119	2	13	170	0	1	13	86	200,000	1	6	45	83,743	-	-	-	-	1	13	60	250,000
Minnesota	1	81	1,364	1,174,067	1	22	123	0	1	15	156	109,110	1	4	14	62,542	1	8	60	8,000	1	15	126	200,000
Iowa	2	52	536	263,000	-	-	-	-	7	63	680	317,814	2	12	77	78,000	4	34	258	278,000	2	36	255	388 000
Missouri	4	92	769	2,253,839	3	22	166	0	7	39	475	200,000	3	26	245	220,000	6	45	491	527,000	1	9	92	225,000
North Dakota	1	11	67	0	-	-	-	-	1	4	17	0	-	-	-	-	-	-	-	-	1	12	15	30,000
South Dakota	1	14	72	0	-	-	-	-	2	13	45	47,800	-	-	-	-	1	5	14	0	2	21	53	41,685
Nebraska	1	45	729	1,000,000	1	6	56	150,000	1	14	110	30,000	-	-	-	-	1	8	31	0	2	22	107	91,184
Kansas	2	58	662	235,000	2	26	120	0	4	38	274	47,000	1	9	102	82,000	3	27	127	75,000	2	18	124	82,000
Western Division:																								
Montana	1	-	-	0	-	-	-	-	1	9	5	0	-	-	-	-	1	9	22	0	-	-	-	-
Wyoming	1	12	20	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Colorado	2	51	305	267,492	1	7	25	0	1	14	74	200,000	-	-	-	-	1	4	8	0	-	-	-	-
New Mexico	1	0	0	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Arizona	1	12	23	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utah	1	23	165	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nevada	1	17	133	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Idaho	1	16	42	5,461	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washington	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oregon	1	18	151	160,000	-	-	-	-	2	13	58	40,000	1	5	43	32,000	-	-	-	-	1	8	30	120,000
California	3	201	2,222	4,490,264	4	47	514	0	3	32	250	125,000	1	4	12	42,000	1	5	14	0	1	11	46	5,500

a Estimated.

TABLE 1.—*Number of institutions controlled by the several religious denominations*—Continued.

State or Territory.	Christian.				United Brethren.				Protestant Episcopal.				Lutheran.				Friends.				Universalist.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	19	158	1,611	$728,007	11	63	503	$167,589	5	71	487	$1,576,621	23	179	1,624	$926,559	7	79	745	$868,195	4	72	486	$2,062,130
North Atlantic Division					1	6	51	56,000	3	49	268	1,200,621	4	31	348	460,000	2	40	281	659,195	2	49	340	1,637,130
South Atlantic Division	2	17	185	100,000									4	25	271	97,000	1	11	83	60,000				
South Central Division	5	41	615	207,177					1	14	139	111,000												
North Central Division	11	93	786	408,830	8	52	381	100,900	1	8	80	265,000	15	123	1,005	369,559	3	24	346	142,000	2	23	146	425,000
Western Division	1	7	25	12,000	2	5	71	10,689									1	4	35	7,000				
North Atlantic Division:																								
Maine																								
New Hampshire																								
Vermont																								
Massachusetts																					1	38	250	1,300,000
Rhode Island																								
Connecticut									1	20	134	700,000												
New York									2	29	134	500,621									1	11	90	337,130
New Jersey																								
Pennsylvania					1	6	51	56,000					4	31	348	460,000	2	40	281	659,195				
South Atlantic Division:																								
Delaware																								
Maryland																								
District of Columbia																								
Virginia													1	11	137	50,000								
West Virginia	1	8	125	0																				
North Carolina	1	9	60	100,000									2	7	55	15,000	1	11	83	60,000				
South Carolina													1	7	79	32,000								
Georgia																								
Florida																								
South Central Division:																								
Kentucky	2	20	343	203,477																				
Tennessee	2	10	208	3,700					1	14	139	111,000												
Alabama																								
Mississippi																								
Louisiana																								
Texas	1	11	64	0																				
Arkansas																								
Oklahoma																								
Indian Territory																								

North Central Division:																								
Ohio	1	11	142	125,000	2	12	115	75,000	1	8	80	265,000	3	28	291	180,000	1	5	43	40,000	1	9	98	250,000
Indiana	1	7	75	30,000	1	3	20	13,000					1	8	105	0	1	12	207	72,000				
Illinois	1	9	92	45,000	1	7	39	2,900					2	16	181	100,000					1	14	48	175,000
Michigan																								
Wisconsin													1	6	50	0								
Minnesota	1	10	51	0									3	28	156	56,032								
Iowa	2	19	173	179,830	1	11	52	0					2	15	102	8,527	1	7	96	30,000				
Missouri	3	20	203	29,000	1	10	120	0																
North Dakota																								
South Dakota																								
Nebraska	2	17	50	0	1	5	20	0																
Kansas					1	4	15	10,000					3	22	120	25,000								
Western Division:																								
Montana																								
Wyoming																								
Colorado																								
New Mexico																								
Arizona																								
Utah																								
Nevada																								
Idaho																								
Washington																								
Oregon					1	3	55	4,689									1	4	35	7,000				
California	1	7	25	12,000	1	2	16	6,000																

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TABLE 1.—*Number of institutions controlled by the several religious denominations*—Continued.

State or Territory.	German Evangelical.				Methodist Protestant.				Seventh-Day Adventist.				Reformed.				Other.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	3	19	190	$4,175	2	31	394	$85,000	2	27	467	0	8	94	662	$1,386,319	4	31	145	$303,427
North Atlantic Division	1	6	44	4,175									3	52	416	1,105,000	1	5	25	100,000
South Atlantic Division					1	16	169	0					1	7	22	10,000				
South Central Division																				
North Central Division	1	8	116	0	1	15	225	85,000	2	27	467	0	4	35	224	271,319	2	12	116	107,000
Western Division	1	5	30	0													1	14	4	96,427
North Atlantic Division:																				
Maine																				
New Hampshire																				
Vermont																				
Massachusetts																				
Rhode Island																				
Connecticut																				
New York																				
New Jersey													1	27	182	*750,000				
Pennsylvania	1	6	44	4,175									2	25	234	355,000	*a*1	5	25	100,000
South Atlantic Division:																				
Delaware																				
Maryland					1	16	169	0												
District of Columbia																				
Virginia																				
West Virginia																				
North Carolina													1	7	22	10,000				
South Carolina																				
Georgia																				
Florida																				
South Central Division:																				
Kentucky																				
Tennessee																				
Alabama																				
Mississippi																				
Louisiana																				
Texas																				
Arkansas																				
Oklahoma																				
Indian Territory																				

North Central Division:													2	16	93	113,500	*b*1	5	37	22,000
Ohio																				
Indiana																	*c*1	7	79	85,000
Illinois	1	8	116	0																
Michigan					1	15	225	85,000	1	11	257	0	1	10	89	133,819				
Wisconsin													1	9	42	24,000				
Minnesota																				
Iowa																				
Missouri																				
North Dakota																				
South Dakota																				
Nebraska									1	16	210	0								
Kansas																				
Western Division:																				
Montana																				
Wyoming																				
Colorado																				
New Mexico																				
Arizona																				
Utah																	*d*1	14	4	96,427
Nevada																				
Idaho																				
Washington																				
Oregon	1	5	30	0																
California																				

* Estimated. *a* Moravian. *b* Church of God. *c* Evangelical Association. *d* Latter-Day Saints.

TABLE 2.—*Classification of universities and colleges according to the amount of endowment funds.*

State or Territory.	Institutions having— No endowment funds.	Less than $25,000.	$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.	Over $5,000,000.
United States	188	54	39	49	50	34	14	9	9	5	3	2	2	13	3	3	3	0	4
North Atlantic Division	24	1	2	3	7	7	8	3	3	2	3	2		6	1	2	2		3
South Atlantic Division	28	10	4	7	9	7	1	1		2							1		
South Central Division	41	16	4	8	8	3	2	1	2					2					
North Central Division	69	21	24	27	23	16	3	4	4	1			2	5	1				1
Western Division	26	6	5	4	3	1									1	1			
North Atlantic Division:																			
Maine							1	1	1										
New Hampshire														1					
Vermont							1	1											
Massachusetts	3										1	2		2					1
Rhode Island														1					
Connecticut											1			1			1		
New York	8		1	1	1	1	3		1	2				1	1				2
New Jersey	2										1						1		
Pennsylvania	11	1	1	2	6	6	3	1	1							2			
South Atlantic Division:																			
Delaware				1															
Maryland	7	1	1														1		
District of Columbia	3					2				1									
Virginia		2	1	1	2	2		1		1									
West Virginia	2				1														
North Carolina	4	5	1	1	4														
South Carolina	4		1	3		1													
Georgia	6	1				2	1												
Florida	2	1		1	2														
South Central Division:																			
Kentucky	3	1	1	2	3	3													
Tennessee	8	8	1	2	3			1						1					
Alabama	6	1		1			1												
Mississippi	2		1		1				1										
Louisiana	3	2		2			1							1					
Texas	10	1	1	1					1										
Arkansas	7	2			1														
Oklahoma	1																		
Indian Territory	1	1																	
North Central Division:																			
Ohio	10	2	4	6	5	3	1	1	2				1	2					
Indiana	5	2	1	1	2	2	1			1									
Illinois	9	2	7	3	6			1	1						1				1
Michigan	3			3	1	3			1										
Wisconsin	3	1		1		2		2											
Minnesota	3	2		2	1	1								1					
Iowa	4	5	3	5	4	1	1												
Missouri	13	4		3	3	3							1	1					
North Dakota	2		1																
South Dakota	4		2																
Nebraska	5		2	1	1									1					
Kansas	8	3	4	2		1													
Western Division:																			
Montana	3																		
Wyoming	1																		
Colorado	2			1	1	1													
New Mexico	1																		
Arizona	1																		
Utah	1			1															
Nevada	1																		
Idaho		1																	
Washington	8		1																
Oregon	2	2	2		2														
California	6	3	2	2											1	1			

TABLE 3.—*Classification of universities and colleges according to the number of undergraduate college students.*

State or Territory.	Institutions having—														
	Less than 25 students.	25 to 49.	50 to 99.	100 to 199.	200 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	85	78	115	125	41	12	3	5	3	4	2	3	1	5	2
North Atlantic Division	3	7	16	25	13	4	1		2	2	1	1	1	1	2
South Atlantic Division	13	12	18	19	6	2									
South Central Division	17	15	15	28	8	3		1							
North Central Division	35	32	60	45	12	3	2	4	1	2	1	1		3	
Western Division	17	12	6	8	2							1		1	
North Atlantic Division:															
Maine					3										
New Hampshire						1									
Vermont				1	1										
Massachusetts	2			2	1	2	1								1
Rhode Island										1					
Connecticut				1	1										1
New York		4	4	9	1				2	1				1	
New Jersey			2	1								1			
Pennsylvania	1	3	10	11	6	1					1		1		
South Atlantic Division:															
Delaware			1												
Maryland	1	3	2	4											
District of Columbia	2	1	1	1		1									
Virginia	1		3	4	2										
West Virginia	1			2											
North Carolina	3	2	4	4	1	1									
South Carolina	2	1	4	2											
Georgia	1	2	3	1	3										
Florida	2	3		1											
South Central Division:															
Kentucky	2	2	2	4	3										
Tennessee	3	6	4	8	1	1		1							
Alabama	1	1	2	5											
Mississippi	1		1	2	1										
Louisiana	2	3	1	2		1									
Texas	3	1	4	3	2	1									
Arkansas	2	2	1	4	1										
Oklahoma	1														
Indian Territory	2														
North Central Division:															
Ohio	7	6	9	8	4		1	1			1				
Indiana	1	2	5	4	1	1				1					
Illinois	4	5	7	10		2		1	1			1			
Michigan	1	1	1	3	4									1	
Wisconsin		2	4	2										1	
Minnesota	1	1	4	3										1	
Iowa	6	2	9	3	2			1							
Missouri	2	6	11	8			1								
North Dakota	2		1												
South Dakota	4	1	1												
Nebraska	3	2	2	1	1					1					
Kansas	4	4	6	3				1							
Western Division:															
Montana	3														
Wyoming	1														
Colorado	1	1	1	2											
New Mexico	1														
Arizona	1														
Utah	1			1											
Nevada				1											
Idaho		1													
Washington	5		2	1	1										
Oregon	1	5	1	1											
California	3	5	2	2	1							1		1	

TABLE 4.—*Collegiate students in colleges for men and in coeducational colleges.*

State or Territory.	Colleges for men.		Coeducational colleges.		
	Institutions.	Students.	Institutions.	Students.	
				Male.	Female.
United States	139	22,508	345	30,286	a15,713
North Atlantic Division	46	13,315	33	5,656	2,077
South Atlantic Division	29	3,537	41	2,209	a876
South Central Division	24	2,328	63	4,610	2,298
North Central Division	33	2,705	168	15,200	8,693
Western Division	7	623	40	2,611	1,769
North Atlantic Division:					
Maine	1	243	2	264	161
New Hampshire	1	386	0	0	0
Vermont	0	0	2	257	91
Massachusetts	6	3,192	3	297	347
Rhode Island	0	0	1	654	96
Connecticut	2	1,865	1	226	59
New York	18	3,349	4	1,514	668
New Jersey	4	1,280	0	0	0
Pennsylvania	14	3,000	20	2,444	655
South Atlantic Division:					
Delaware	1	71	0	0	0
Maryland	6	615	4	156	104
District of Columbia	3	142	3	308	101
Virginia	7	943	3	213	a104
West Virginia	0	0	3	226	75
North Carolina	5	851	10	462	203
South Carolina	3	268	6	380	46
Georgia	3	622	7	306	170
Florida	1	25	5	158	73
South Central Division:					
Kentucky	4	432	9	770	284
Tennessee	6	584	18	1,370	688
Alabama	3	334	6	454	113
Mississippi	2	270	3	242	69
Louisiana	4	400	5	272	237
Texas	4	273	10	910	505
Arkansas	1	35	9	571	394
Oklahoma	0	0	1	7	3
Indian Territory	0	0	2	14	5
North Central Division:					
Ohio	6	371	31	2,912	1,554
Indiana	4	445	11	1,152	654
Illinois	7	730	24	2,604	1,497
Michigan	1	100	10	1,771	989
Wisconsin	3	212	6	1,096	531
Minnesota	2	182	8	1,214	654
Iowa	2	102	21	1,305	822
Missouri	5	387	23	1,364	810
North Dakota	0	0	3	64	35
South Dakota	0	0	6	108	76
Nebraska	1	56	9	722	535
Kansas	2	120	16	888	536
Western Division:					
Montana	0	0	3	19	8
Wyoming	0	0	1	11	9
Colorado	1	25	4	242	145
New Mexico	0	0	1	0	0
Arizona	0	0	1	10	13
Utah	0	0	2	83	86
Nevada	0	0	1	82	51
Idaho	0	0	1	23	19
Washington	2	84	7	325	267
Oregon	0	0	8	208	194
California	4	514	11	1,608	977

a Does not include 122 students reported by Randolph-Macon College as having attended the Randolph-Macon Woman's College, Lynchburg, Va.

TABLE 5.—*Professors and instructors in universities and colleges.*

State or Territory.	Number of institutions.	Preparatory departments.		Collegiate departments.		Professional departments.		Total number (excluding duplicates).	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	484	2,075	845	6,285	776	3,286	37	10,682	1,595
North Atlantic Division	79	328	53	2,001	53	1,071	1	3,305	104
South Atlantic Division	70	238	92	727	92	363	0	1,181	154
South Central Division	87	244	167	671	135	377	3	1,191	310
North Central Division	201	1,011	436	2,345	402	1,109	27	4,028	848
Western Division	47	254	97	541	94	366	6	977	179
North Atlantic Division:									
Maine	3	0	0	44	0	20	0	62	0
New Hampshire	1	0	0	34	0	15	0	46	0
Vermont	2	0	0	37	0	22	0	58	0
Massachusetts	9	42	2	354	5	312	0	679	8
Rhode Island	1	0	0	75	0	0	0	75	0
Connecticut	3	0	0	185	0	83	0	280	0
New York	22	176	8	655	21	340	0	1,133	24
New Jersey	4	12	5	117	0	3	0	129	5
Pennsylvania	34	98	38	500	27	276	1	843	67
South Atlantic Division:									
Delaware	1	0	0	10	0	0	0	10	0
Maryland	10	48	6	153	13	32	0	208	16
District of Columbia	6	34	2	109	3	212	0	347	10
Virginia	10	35	6	126	13	29	0	173	17
West Virginia	3	4	1	32	6	37	0	65	10
North Carolina	15	35	17	122	10	25	0	165	24
South Carolina	9	27	2	66	2	4	0	72	4
Georgia	10	24	33	71	24	24	0	99	40
Florida	6	31	25	38	21	0	0	42	33
South Central Division:									
Kentucky	13	32	22	99	11	29	0	160	30
Tennessee	24	69	60	193	43	232	0	450	108
Alabama	9	9	6	68	7	8	0	85	13
Mississippi	5	11	5	34	8	5	0	45	9
Louisiana	9	33	27	88	14	38	3	159	48
Texas	14	51	21	106	27	42	0	177	53
Arkansas	10	36	18	74	22	22	0	106	37
Oklahoma	1	0	2	5	0	0	0	5	2
Indian Territory	2	3	6	4	3	1	0	4	10
North Central Division:									
Ohio	37	199	71	423	60	163	1	719	158
Indiana	15	90	27	199	25	38	1	302	42
Illinois	31	173	75	483	62	336	21	934	157
Michigan	11	51	27	181	26	104	0	297	64
Wisconsin	9	48	10	160	18	22	0	215	23
Minnesota	10	50	14	155	28	133	0	297	38
Iowa	23	82	50	191	58	110	3	331	109
Missouri	28	103	77	224	39	74	0	407	124
North Dakota	3	16	7	19	8	0	0	20	9
South Dakota	6	35	17	39	14	0	0	44	24
Nebraska	10	61	29	102	31	105	0	215	43
Kansas	18	103	32	169	33	24	1	247	57
Western Division:									
Montana	3	9	9	9	9	0	0	13	13
Wyoming	1	10	2	10	2	0	0	10	2
Colorado	5	41	11	67	9	136	0	188	16
New Mexico	1	5	3	0	0	0	0	5	3
Arizona	1	12	3	11	1	0	0	19	3
Utah	2	25	3	34	3	0	0	36	10
Nevada	1	8	2	14	3	0	0	15	3
Idaho	1	13	3	13	3	0	0	13	3
Washington	9	24	15	62	20	0	0	74	28
Oregon	8	33	19	41	15	50	0	107	34
California	15	74	27	280	29	180	6	497	64

TABLE 6.—*Students in universities and colleges.*

State or Territory.	Preparatory departments.		Collegiate departments.		Graduate departments. Resident.		Graduate departments. Nonresident.		Professional departments.		Total number.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	32,122	14,892	52,794	15,835	2,950	806	812	105	24,522	916	118,140	41,232
North Atlantic Division	5,601	653	18,971	2,077	1,317	196	234	29	7,831	209	34,419	3,609
South Atlantic Division	3,349	1,223	5,746	998	353	10	26	2	2,373	45	12,460	3,078
South Central Division	5,409	3,415	6,938	2,298	93	81	55	4	3,174	25	16,209	6,715
North Central Division	14,666	7,766	17,905	8,693	984	435	474	63	10,060	448	47,005	22,923
Western Division	3,097	1,835	3,234	1,769	203	84	23	7	1,084	189	8,047	4,907
North Atlantic Division:												
Maine	0	0	507	161	0	0	0	0	147	3	623	163
New Hampshire	0	0	386	0	7	2	0	0	161	0	554	2
Vermont	0	0	257	91	1	1	0	0	185	0	493	92
Massachusetts	451	25	3,489	347	409	43	28	0	1,964	112	6,475	527
Rhode Island	0	0	654	96	15	14	70	10	0	0	739	120
Connecticut	0	0	2,091	59	168	23	1	0	454	0	2,732	118
New York	3,218	98	4,863	668	405	83	78	18	2,538	83	11,000	1,068
New Jersey	178	30	1,280	0	119	0	7	0	0	0	1,584	30
Pennsylvania	1,754	500	5,444	655	193	30	50	1	2,382	11	10,219	1,489
South Atlantic Division:												
Delaware	0	0	71	0	0	0	0	0	0	0	71	0
Maryland	529	93	771	104	253	0	0	0	163	28	1,785	225
District of Columbia	434	36	450	101	82	9	6	0	1,279	16	2,344	273
Virginia	488	59	1,156	226	2	0	0	0	400	0	2,046	305
West Virginia	145	0	226	75	1	0	0	0	89	0	500	114
North Carolina	668	361	1,313	203	11	0	17	2	213	1	2,380	746
South Carolina	224	80	648	46	1	0	3	0	25	0	1,015	245
Georgia	583	385	928	170	0	0	0	0	199	0	1,845	884
Florida	278	209	183	73	3	1	0	0	5	0	474	286
South Central Division:												
Kentucky	910	532	1,202	284	3	4	0	0	517	0	2,956	951
Tennessee	1,553	1,094	1,954	688	50	3	12	0	1,450	15	5,089	2,223
Alabama	273	204	788	113	0	0	0	0	37	0	1,071	317
Mississippi	240	105	512	69	8	0	22	4	39	0	826	207
Louisiana	639	509	672	237	24	68	21	0	482	1	1,992	1,071
Texas	889	387	1,183	505	8	6	0	0	505	9	2,581	950
Arkansas	761	458	606	394	0	0	0	0	134	0	1,523	852
Oklahoma	72	61	7	3	0	0	0	0	5	0	84	64
Indian Territory	72	65	14	5	0	0	0	0	5	0	87	80
North Central Division:												
Ohio	3,003	1,221	3,283	1,554	75	38	279	13	835	12	8,067	4,062
Indiana	1,014	352	1,597	654	83	20	11	1	333	11	3,199	1,137
Illinois	2,636	1,378	3,334	1,497	493	227	49	11	3,989	200	10,866	4,813
Michigan	940	598	1,871	989	50	16	17	8	1,383	91	4,313	2,086
Wisconsin	717	150	1,308	531	66	18	17	8	411	7	2,662	862
Minnesota	460	277	1,396	654	108	34	2	0	896	33	3,042	1,219
Iowa	1,517	984	1,407	822	39	25	28	16	1,060	75	4,284	2,553
Missouri	2,024	1,020	1,751	810	22	15	13	0	604	1	4,897	2,144
North Dakota	191	179	64	35	0	0	2	1	0	0	264	262
South Dakota	278	270	108	76	2	4	4	0	0	0	462	433
Nebraska	830	536	778	535	17	23	33	3	356	13	2,146	1,342
Kansas	1,056	801	1,008	536	29	15	19	2	193	5	2,803	2,010
Western Division:												
Montana	96	76	19	8	0	0	0	0	0	0	176	174
Wyoming	35	62	11	9	1	0	0	0	0	0	47	71
Colorado	372	220	267	145	24	7	12	4	242	29	905	537
New Mexico	37	42	0	0	0	0	0	0	0	0	37	42
Arizona	49	27	10	13	1	0	0	0	0	0	60	40
Utah	356	306	83	86	2	0	1	0	0	0	442	392
Nevada	38	10	82	51	2	4	0	0	0	0	160	174
Idaho	141	83	23	19	0	0	0	0	0	0	184	102
Washington	372	251	409	267	2	1	2	0	12	6	797	529
Oregon	499	362	208	194	2	2	4	1	176	25	1,105	1,037
California	1,102	396	2,122	977	169	70	4	2	654	129	4,134	1,809

TABLE 7.—*Students in courses of study in universities and colleges.*

State or Territory.	Students reported in degree courses.	Per cent of students reported in degree courses pursuing courses of study leading to— A. B. degree.	Ph. B. degree.	B. L. degree.	B. S. degree.	B. C. E. degree.	B. M. E. degree.	B. E. E. degree.	Other first degrees.	Students in pedagogy.	Students in business courses.
United States	50,918	54.85	9.40	8.26	21.32	1.89	1.18	1.87	1.23	6,442	5,880
North Atlantic Division	18,486	57.44	9.42	3.18	19.87	3.13	2.22	3.55	1.19	511	483
South Atlantic Division	4,566	77.31	4.18	2.02	11.19	2.39	1.18	.29	1.44	814	371
South Central Division	5,077	54.09	4.63	7.68	29.56	.67	.89	.29	2.19	1,213	1,221
North Central Division	19,036	48.44	12.44	12.38	22.73	1.19	.44	1.32	1.06	2,809	3,394
Western Division	3,753	48.28	6.63	20.81	22.46	.48	.19	.45	.70	1,095	411
North Atlantic Division:											
Maine	656	100.00	......	......	......	......	......	......	......	......	......
New Hampshire	386	51.04	......	18.91	30.05	......	......	......	......	......	......
Vermont	331	41.99	15.41	......	42.60	......	......	......	......	......	......
Massachusetts	3,083	85.96	.26	......	13.78	......	......	......	......	......	13
Rhode Island	531	52.35	38.61	......	.94	3.77	4.33	......	......	32	......
Connecticut	2,178	66.25	30.67	.05	3.03	......	......	......	......	......	......
New York	5,053	41.84	9.82	8.23	19.51	3.72	4.95	9.54	2.39	134	264
New Jersey	1,135	60.26	......	......	29.43	9.69	......	.62	......	......	4
Pennsylvania	5,133	47.89	6.12	1.91	31.17	5.06	2.67	3.27	1.91	345	202
South Atlantic Division:											
Delaware	65	50.77	......	......	4.62	15.38	9.23	20.00	......	......	......
Maryland	830	96.15	.60	.48	2.77	......	......	......	......	95	36
District of Columbia	369	77.51	......	......	22.49	......	......	......	......	52	......
Virginia	451	92.24	......	5.54	2.22	......	......	......	......	135	59
West Virginia	248	24.60	......	20.97	......	35.08	19.35	......	......	15	128
North Carolina	1,192	66.86	10.23	.25	17.20	......	......	......	5.46	161	95
South Carolina	472	86.23	.42	......	13.35	......	......	......	......	131	9
Georgia	852	77.58	7.28	......	13.61	1.41	......	......	.12	223	12
Florida	87	81.60	......	9.20	9.20	......	......	......	......	2	32
South Central Division:											
Kentucky	828	44.20	2.54	16.55	28.86	1.09	4.35	......	2.41	12	333
Tennessee	1,152	54.69	4.43	4.16	34.98	......	......	......	1.74	637	369
Alabama	716	70.67	......	.14	27.79	.84	.56	......	......	14	75
Mississippi	354	53.11	3.39	......	43.50	......	......	......	......	78	66
Louisiana	510	46.08	......	......	40.00	......	......	......	13.92	239	152
Texas	856	63.08	.35	19.63	14.95	1.99	......	......	......	192	151
Arkansas	652	42.64	22.70	5.52	25.76	.31	.77	2.30	......	41	75
Indian Territory	9	33.33	......	......	66.67	......	......	......	......	......	......
North Central Division:											
Ohio	3,576	46.00	14.04	13.20	17.08	2.32	1.15	3.86	2.35	521	613
Indiana	1,974	74.97	4.56	5.17	10.54	1.16	.61	.41	2.58	334	106
Illinois	3,394	46.90	14.20	6.22	32.12	......	......	......	.56	381	779
Michigan	1,820	37.25	26.21	20.00	16.54	......	......	......	......	182	131
Wisconsin	1,366	28.18	7.03	35.80	28.99	......	......	......	......	99	45
Minnesota	1,241	35.60	1.53	24.10	26.11	2.10	1.93	6.13	2.50	253	129
Iowa	1,803	31.67	28.51	2.99	34.94	1.83	......	......	.06	437	513
Missouri	1,756	54.44	5.81	14.41	19.13	3.47	.40	1.71	63	146	310
North Dakota	86	81.40	......	8.14	10.46	......	......	......	......	20	62
South Dakota	132	52.27	.76	17.42	25.76	......	......	......	3.79	93	98
Nebraska	785	66.11	.26	.89	32.74	......	......	......	......	112	157
Kansas	1,103	73.80	7.52	6.80	11.88	......	......	......	......	231	451
Western Division:											
Montana	23	21.74	13.04	......	13.04	......	......	......	52.18	15	17
Wyoming	20	10.00	10.00	30.00	15.00	......	35.00	......	......	25	......
Colorado	305	43.28	24.92	4.92	20.00	1.31	......	5.57	......	......	......
New Mexico	......	......	......	......	......	......	......	......	......	1	13
Arizona	23	......	......	......	100.00	......	......	......	......	......	......
Utah	4	......	......	50.00	50.00	......	......	......	......	820	......
Nevada	133	61.65	......	......	38.35	......	......	......	......	94	44
Idaho	42	21.43	21.43	......	38.09	19.05	......	......	......	......	......
Washington	347	27.95	35.45	......	31.12	1.73	......	......	3.75	112	74
Oregon	188	39.89	7.45	24.47	27.66	......	......	......	.53	94	51
California	2,668	52.85	.82	26.69	19.64	......	......	......	......	434	212

TABLE 8.—*Preparation of freshmen of universities and colleges.*

State or Territory.	Institutions reporting.	Number of freshmen reported.	Per cent of freshmen prepared by—			
			Preparatory departments of colleges.	Private preparatory schools.	Public high schools.	Private study.
United States	262	11,008	39.63	16.95	41.45	1.97
North Atlantic Division	49	3,520	28.84	27.30	41.02	2.84
South Atlantic Division	26	521	59.50	25.91	13.44	1.15
South Central Division	40	1,298	40.76	24.04	33.97	1.23
North Central Division	122	4,674	44.80	8.15	45.36	1.69
Western Division	25	995	41.61	7.74	49.04	1.61
North Atlantic Division:						
Maine	3	200	17.00	21.50	61.50	----------
Vermont	2	110	.91	30.00	69.09	----------
Massachusetts	4	643	7.78	39.50	48.06	4.66
Rhode Island	1	200	----------	----------	100.00	----------
Connecticut	2	123	0	56.91	39.02	4.07
New York	20	1,515	44.49	19.41	32.87	3.23
New Jersey	2	60	51.67	10.00	36.67	1.66
Pennsylvania	15	669	33.63	39.02	25.11	2.24
South Atlantic Division:						
Delaware	1	23	4.35	21.74	69.56	4.35
Maryland	4	81	75.31	13.58	7.41	3.70
District of Columbia	2	26	100.00	----------	----------	----------
Virginia	1	2	100.00	----------	----------	----------
North Carolina	6	112	70.54	21.43	8.03	----------
South Carolina	4	51	37.26	52.94	9.80	----------
Georgia	6	179	50.84	36.31	12.29	.56
Florida	2	47	65.96	6.38	25.53	2.13
South Central Division:						
Kentucky	5	146	43.15	45.21	11.64	----------
Tennessee	10	329	25.84	50.45	22.19	1.52
Alabama	3	49	100.00	----------	----------	----------
Mississippi	4	193	51.30	11.40	36.27	1.03
Louisiana	6	147	64.63	12.92	22.45	----------
Texas	7	412	30.34	7.77	59.71	2.18
Arkansas	2	13	46.15	38.46	15.39	----------
Oklahoma	1	5	100.00	----------	----------	----------
Indian Territory	2	4	50.00	50.00	----------	----------
North Central Division:						
Ohio	22	876	49.77	9.36	39.38	1.49
Indiana	11	312	51.28	8.01	37.50	3.21
Illinois	17	1,032	46.90	10.95	39.63	2.52
Michigan	7	259	54.83	.77	44.40	----------
Wisconsin	7	187	51.34	5.35	43.31	----------
Minnesota	6	476	12.40	1.05	86.55	----------
Iowa	18	614	37.95	11.40	49.67	.98
Missouri	11	314	66.56	12.10	18.47	2.87
North Dakota	3	50	76.00	----------	24.00	----------
South Dakota	3	34	85.29	----------	14.71	----------
Nebraska	4	62	46.77	4.84	48.39	----------
Kansas	13	458	39.08	7.21	50.44	3.27
Western Division:						
Montana	1	7	57.14	28.57	14.29	----------
Wyoming	1	3	100.00	----------	----------	----------
Colorado	2	86	32.56	12.79	54.65	----------
Utah	2	114	73.68	8.77	17.55	----------
Nevada	1	65	----------	----------	100.00	----------
Idaho	1	27	59.26	7.41	33.33	----------
Washington	4	164	62.80	.61	34.76	1.83
Oregon	5	53	98.11	1.89	----------	----------
California	8	476	26.05	10.50	60.72	2.73

TABLE 9.—*Degrees conferred on men by universities and colleges.*

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	B. C. E. and C. E.	B. M. E. and M. E.	B. E. E. and E. E.	Min. E.	E. M.	B. Agr.	B. Arch.	A. C.	Mus. B.	B. Ped.	A. M.	M. S.	M. L.	Ph. M.	M. Agr.	Pd. M.	Pd. D.	Ph. D.	Litt. D.
United States	4,456	1,381	754	240	204	203	83	4	15	11	22	5	5	27	1,064	111	13	20	1	4	4	212	1
North Atlantic Division	2,126	535	324	33	133	180	57	1	9	7	22	5	2		631	53	4	3		4	4	113	1
South Atlantic Division	531	63	28	19	12	1	2			1					102	7						40	
South Central Division	334	136	22	24	31	12	3								56	4						4	
North Central Division	1,263	571	345	148	25	9	21	3	6	3			3	17	250	40	8	17	1			48	
Western Division	202	76	35	16	3	1								10	25	7	1					7	
North Atlantic Division:																							
Maine	92														14								
New Hampshire	30	17		10	7										29	6	4						
Vermont	23	21	5												1								
Massachusetts	675	88	3							2					139							30	
Rhode Island	66		32		2	1									19							4	
Connecticut	322	15	167		4	4									30	3						22	
New York	333	110	86	14	45	136	18	1		5	20		1		127	19		3		4	4	31	
New Jersey	190	72			21		7								104	3							
Pennsylvania	395	212	31	9	54	39	32		9		2	5	1		168	22						26	1
South Atlantic Division:																							
Delaware	8	1			5		2								2	1							
Maryland	111	2	2												37							36	
District of Columbia	35	8													23	5						2	
Virginia	72	9		1	6										22								
West Virginia	26	6		3		1									3								
North Carolina	114	20	22	4											10							2	
South Carolina	68	2		3											1								
Georgia	77	11	4	8	1					1					4	1							
Florida	20	4																					
South Central Division:																							
Kentucky	71	33	3	7	1	4									13	1							
Tennessee	90	34	7	1	9										16							4	
Alabama	63	23		2	5											1							
Mississippi	24	9	6	5											3								
Louisiana	24	20	1		11	8									12								
Texas	38	10		7			1								12	2							
Arkansas	24	5	5	2	5		2																
Indian Territory		2																					

TABLE 9.—*Degrees conferred on men by universities and colleges*—Continued.

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	B. C. E. and C. E.	B. M. E. and M. E.	B. E. E. and E. E.	Min. E.	E. M.	B. Agr.	B. Arch.	A. C.	Mus. B.	B. Ped.	A. M.	M. S.	M. L.	Ph. M.	M. Agr.	Pd. M.	Pd. D.	Ph. D.	Litt. D.
North Central Division:																							
Ohio	330	69	72	18	11	4	17		6				2	6	75	8	1	7				8	
Indiana	154	36	32	12	2										24	5						2	
Illinois	196	126	70	10											40	6	2	3				28	
Michigan	96	98	60	18	1	1								5	22	5	3	3				1	
Wisconsin	57	55	15	44												1							
Minnesota	57	34	11	12	4	4	4	3		1					8	5	1					1	
Iowa	87	56	49	4	6								1	6	18	6		4				1	
Missouri	109	27	19	15						2					12	1	1		1			2	
North Dakota	12																						
South Dakota	7	5	3	2											1								
Nebraska	58	39	6	7											22							2	
Kansas	100	26	8	6	1										28	3						3	
Western Division:																							
Montana					1	1																	
Wyoming	2																						
Colorado	9	2	3																			1	
Utah	1	2																					
Nevada	5	7																					
Idaho					2																		
Washington	10	8	4											7								2	
Oregon	15	4	2	4										3	3								
California	160	53	26	12											22	7	1					4	

TABLE 10.—*Degrees conferred on women by coeducational colleges and universities.*

State or Territory	A. B.	B. S.	Ph. B.	B. L.	M. E. L.	B. Arch.	Mus. B.	B. Paint.	B. Ped.	B. O.	A. M.	M. S.	M. L.	Ph. M.	Pd. M.	Pd. D.	Sc. D.	Ph. D.
United States	706	277	271	348	15	1	43	8	39	6	123	30	8	12	7	2	3	22
North Atlantic Division	143	43	64	19		1	4	4			35	4		4	7	2	3	15
South Atlantic Division	46	14	2	6			4				8	3						
South Central Division	46	36		21	15		1			2	10	1		1				
North Central Division	384	171	187	264			33	3	12	4	65	21	4	7				5
Western Division	87	13	18	38			1	1	27		5	1	4					2
North Atlantic Division:																		
Maine	20																	
New Hampshire											1							
Vermont	10	3	6								2							
Massachusetts	35		8								3							1
Rhode Island	4		5								2							
Connecticut	2	2	9															8
New York	37	11	30	7		1	4	4			15	4		4	7	2	3	4
Pennsylvania	35	27	6	12							12							
South Atlantic Division:																		
Maryland	21			3														2
District of Columbia	6										1	3						
Virginia				2							2							
West Virginia	1			1			4											
North Carolina	11	13	2															
South Carolina	2	1									2							
Georgia	2																	
Florida	3										3							
South Central Division:																		
Kentucky	2	6		3			1				2	1						
Tennessee	16	8		5						2								
Alabama	2	3			2													
Mississippi					1													
Louisiana	8	8									2							
Texas	10	5		13	5						5							
Arkansas	8	6			7						1			1				
North Central Division:																		
Ohio	77	14	54	67			5		3		15	2		2				
Indiana	52	12	19	9			1				4	1						1
Illinois	57	52	18	42			7		1		9	5	1					3
Michigan	35	14	28	42					1		4			3				
Wisconsin	12	5	5	38														
Minnesota	19	12	7	28							1		2					1
Iowa	26	27	39	11			3		7		16	11						
Missouri	37	13	10	15			3	1			4	1	1					
North Dakota	6																	
South Dakota	3			2			2				1							
Nebraska	24	14	2	4							6	1		1				
Kansas	36	8	5	6			12	2		4	5			1				
Western Division:																		
Wyoming				2					1									
Colorado	10		5	2														
Utah	2			1														
Nevada	6																	
Idaho	1		1															
Washington	2	2	1	2					20									
Oregon	13			3					6		1							
California	53	11	11	28			1	1			4	1	4					2

TABLE 11.—*Honorary degrees conferred by universities and colleges.*

State or Territory.	D. D.	LL. D.	L. H. D.	Litt. D.	S. T. D.	Sc. D.	Ph. D.	Mus. D.	D. D. S.	A. M.	M. S.	M. L.	M. E. L.	Ph. M.	M. Paint.	A. B.	B. S.	Ph. B.	M. E.	B. D.
United States	310	147	8	6	2	2	23	3	5	217	10	2	1	1	1	4	8	2	1	2
North Atlantic Division	89	61	4	3	2		6	1		76	4					3	7	2	1	2
South Atlantic Division	54	25	1	1			6			37										
South Central Division	41	7					3			26			1							
North Central Division	122	50	3	2		1	8	1	5	76	6	2		1	1	1	1			
Western Division	4	4				1		1		2										
North Atlantic Division:																				
Maine	5	3		1						5										
New Hampshire	3	3								6										
Vermont	3	2																		
Massachusetts	6	7					1			8										
Rhode Island	2	2		1							1							1		
Connecticut	7	9								10	1							1		
New York	19	15	3	1	2		2	1		12						1	7			2
New Jersey	3	3																		
Pennsylvania	41	17	1				3			35	2					2			1	
South Atlantic Division:																				
Delaware		2																		
Maryland	8	3								6										
District of Columbia	4	6	1				3			3										
Virginia	9	4								1										
West Virginia	1	4		1			1			8										
North Carolina	20	3								6										
South Carolina	6	2					2			9										
Georgia	6	1								4										
Florida																				
South Central Division:																				
Kentucky	3	1								8			1							
Tennessee	19	1					3			7										
Alabama	6									6										
Mississippi	1	1																		
Louisiana	2	3								1										
Texas	9	1								2										
Arkansas	1									2										
Oklahoma																				
Indian Territory																				
North Central Division:																				
Ohio	37	11	3			1	2			12					1					
Indiana	11	5					1			12	1									
Illinois	22	14					3		5	11										
Michigan	10	8		1						5	1	1					1			
Wisconsin	7	1						1		2	2			1						
Minnesota	2	1																		
Iowa	11	3								11	1									
Missouri	14	2								8	1	1				1				
North Dakota										1										
South Dakota																				
Nebraska	2	5		1						3										
Kansas	6						2			11										
Western Division:																				
Montana																				
Wyoming																				
Colorado	2									1										
New Mexico																				
Arizona																				
Utah																				
Nevada																				
Idaho																				
Washington		2								1										
Oregon	2	2																		
California						1		1												

TABLE 12.—*Property of universities and colleges.*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Bound volumes.	Pamphlets.			
United States	336	6,335	6,453,677	1,969,308	$15,986,780	$118,106,655	$109,562,433
North Atlantic Division	160	3,149	2,984,474	1,233,173	7,392,891	46,531,952	58,137,482
South Atlantic Division	33	681	697,305	149,776	1,317,491	13,684,637	8,585,712
South Central Division	23	895	466,026	86,286	973,336	10,151,400	7,038,397
North Central Division	114	1,371	1,998,432	406,596	5,151,488	37,842,146	30,142,009
Western Division	6	239	307,440	93,477	1,151,574	9,896,520	5,658,833
North Atlantic Division:							
Maine	0	205	106,412	10,800	205,000	950,000	1,368,838
New Hampshire	----	------	75,000	20,000	100,000	500,000	1,076,622
Vermont	0	145	67,077	1,000	200,000	705,000	783,890
Massachusetts	49	642	686,310	893,725	1,416,000	7,596,000	13,579,666
Rhode Island	2	100	82,000	20,000	122,350	1,177,967	1,113,021
Connecticut	13	101	313,500	25,000	641,755	6,991,780	5,808,060
New York	61	1,485	834,731	148,854	2,883,352	15,557,745	21,996,091
New Jersey	7	98	221,159	5,200	720,400	2,530,000	3,750,000
Pennsylvania	28	373	598,285	108,594	1,104,034	10,523,460	8,661,294
South Atlantic Division:							
Delaware	0	30	7,590	7,198	44,056	82,200	83,000
Maryland	21	190	171,500	32,500	361,906	2,003,859	3,052,000
District of Columbia	6	119	113,800	50,000	250,000	4,250,000	1,024,532
Virginia	3	103	150,700	17,000	199,250	2,462,000	1,941,938
West Virginia	0	0	14,465	5,358	79,000	495,000	114,750
North Carolina	0	197	91,450	21,150	203,300	1,506,693	664,629
South Carolina	0	18	69,800	2,400	82,000	852,000	547,700
Georgia	3	16	62,250	9,220	70,175	1,678,000	832,363
Florida	0	8	15,750	4,950	27,804	354,885	324,800
South Central Division:							
Kentucky	0	215	68,044	15,113	125,400	1,118,400	1,353,877
Tennessee	14	364	150,550	24,765	331,875	3,352,000	2,290,335
Alabama	0	44	41,850	7,000	130,800	1,022,000	366,500
Mississippi	3	16	30,500	12,500	111,900	480,000	689,000
Louisiana	0	196	104,152	10,200	108,000	1,755,000	1,510,571
Texas	3	32	45,738	5,394	116,986	1,725,000	676,000
Arkansas	3	18	22,142	10,414	40,125	612,000	150,500
Oklahoma	0	0	2,000	800	7,000	50,000	------------
Indian Territory	0	10	1,050	100	1,250	37,000	1,614
North Central Division:							
Ohio	3	243	404,296	77,321	864,400	7,507,038	7,592,177
Indiana	1	21	187,840	10,250	344,000	4,047,422	1,977,643
Illinois	81	374	519,647	112,774	841,700	8,060,338	8,993,605
Michigan	3	359	206,367	69,096	948,350	2,111,793	1,601,292
Wisconsin	12	65	116,146	24,245	654,200	2,276,000	1,422,862
Minnesota	2	18	85,130	20,750	235,800	2,682,740	1,609,751
Iowa	7	135	146,670	21,100	355,772	2,506,765	1,543,171
Missouri	5	110	154,162	41,597	402,200	4,455,000	3,454,839
North Dakota	0	0	7,300	2,500	28,000	208,000	30,000
South Dakota	0	18	14,893	4,061	23,300	429,050	89,485
Nebraska	0	11	63,460	6,197	205,866	1,827,000	1,271,184
Kansas	0	17	92,521	16,705	247,900	1,731,000	556,000
Western Division:							
Montana	0	10	4,110	5,325	11,750	215,000	0
Wyoming	0	0	3,382	2,150	50,000	150,000	0
Colorado	1	7	45,968	16,328	188,083	1,260,080	467,492
New Mexico	0	0	361	38	1,000	40,000	0
Arizona	----	------	1,720	------------	46,272	74,587	0
Utah	----	130	18,500	10,600	37,100	840,000	96,427
Nevada	0	2	4,892	3,115	24,409	120,000	0
Idaho	0	0	3,500	9,500	25,000	125,000	5,461
Washington	0	0	21,622	13,617	44,610	862,000	45,000
Oregon	0	36	25,360	11,304	42,600	634,000	363,689
California	5	54	178,025	21,500	730,750	5,575,853	4,680,764

TABLE 13.—*Income of universities and colleges.*

State or Territory.	From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.	Benefactions.
United State	$6,685,097	$5,241,358	$2,803,671	$872,810	$2,315,238	$17,918,174	$8,342,728
North Atlantic Division	3,026,349	2,815,323	495,186	142,500	992,012	7,471,370	3,606,650
South Atlantic Division	569,935	357,655	168,825	224,054	181,733	1,502,202	267,988
South Central Division	583,364	427,067	203,406	124,398	166,066	1,504,301	151,699
North Central Division	2,259,266	1,444,729	1,493,138	201,858	733,404	6,132,395	3,755,186
Western Division	246,183	196,584	443,116	180,000	242,023	1,307,906	561,205
North Atlantic Division:							
Maine	52,731	62,887	0	0	0	115,618	19,904
New Hampshire	34,091	36,960	----------	0	11,587	82,638	----------
Vermont	10,512	30,532	8,400	36,000	15,000	100,444	1,000
Massachusetts	760,815	713,405	0	0	202,036	1,676,256	304,389
Rhode Island	90,211	55,843	0	0	4,882	150,936	28,000
Connecticut	518,936	283,560	0	0	49,650	852,146	72,373
New York	871,328	990,159	151,046	34,500	529,363	2,576,396	1,003,755
New Jersey	72,500	205,000	0	36,000	0	313,500	1,353,000
Pennsylvania	615,225	436,977	335,740	36,000	179,494	1,603,436	824,229
South Atlantic Division:							
Delaware	1,582	4,980	0	31,800	0	38,362	----------
Maryland	177,112	55,300	20,575	0	2,050	255,037	15,786
District of Columbia	137,928	49,909	0	98,500	7,749	294,086	25,400
Virginia	124,267	108,575	65,500	0	41,950	340,292	85,232
West Virginia	7,000	6,708	21,200	31,000	16,690	82,598	----------
North Carolina	62,524	38,204	20,250	0	64,297	185,275	101,805
South Carolina	20,260	27,193	28,000	16,254	18,119	109,826	7,700
Georgia	26,557	46,969	3,800	21,000	18,722	117,048	31,065
Florida	12,705	19,817	9,500	25,500	12,156	79,678	1,000
South Central Division:							
Kentucky	63,956	64,703	35,556	32,955	18,039	215,209	32,750
Tennessee	149,912	122,758	20,600	36,000	104,873	434,143	50,565
Alabama	69,255	30,060	5,950	0	8,814	114,079	6,462
Mississippi	21,700	41,843	5,500	0	7,600	76,643	15,200
Louisiana	86,713	103,503	11,800	25,170	13,161	240,347	6,225
Texas	132,886	52,100	75,000	0	5,988	265,974	38,732
Arkansas	51,740	12,100	25,000	30,273	4,900	124,013	----------
Oklahoma	1,000	----------	24,000	----------	----------	25,000	----------
Indian Territory	6,202	----------	0	0	2,691	8,893	1,765
North Central Division:							
Ohio	311,336	371,756	185,785	21,000	169,486	1,059,363	282,394
Indiana	237,773	117,787	40,000	0	40,500	436,060	100,000
Illinois	579,107	344,996	333,300	36,000	301,777	1,595,180	2,578,519
Michigan	232,858	95,495	194,333	0	39,560	562,246	48,723
Wisconsin	84,985	65,401	282,000	37,000	56,274	525,660	103,289
Minnesota	106,387	73,361	110,071	37,000	42,136	368,955	31,477
Iowa	200,170	93,187	65,500	0	28,548	387,405	96,438
Missouri	318,478	176,167	77,577	34,858	16,841	623,921	420,072
North Dakota	2,699	3,500	33,000	0	3,046	42,245	5,367
South Dakota	16,531	2,255	0	0	6,700	25,486	25,200
Nebraska	51,203	72,820	63,572	36,000	11,952	235,547	11,746
Kansas	117,739	28,004	108,000	0	16,584	270,327	51,961
Western Division:							
Montana	12,500	0	10,500	0	3,900	26,900	8,000
Wyoming	316	0	3,600	36,000	910	40,826	0
Colorado	26,540	24,675	60,000	0	13,812	125,027	51,430
New Mexico	220	0	14,000	0	0	14,220	0
Arizona	0	0	8,897	36,000	1,708	46,605	----------
Utah	6,700	15,000	52,000	0	0	73,700	5,150
Nevada	0	0	69,000	36,000	0	105,000	----------
Idaho	106	235	5,410	36,000	151	41,902	100
Washington	35,735	1,000	70,000	0	19,570	126,305	46,300
Oregon	24,616	20,342	30,000	0	4,372	79,330	24,025
California	139,450	135,332	119,709	36,000	197,600	628,091	426,200

II.—COLLEGES FOR WOMEN.

DIVISION A.

Institutions.—The number of institutions included in Division A for the year 1895–96 is 14, the decrease of one being due to the omission of the Cleveland College for Women, the statistics of which are included in the report of the Western Reserve University. This action was taken to avoid duplication of statistics.

Professors and instructors.—The number of professors and instructors in the 14 institutions was 514, an average of about 37 instructors to each institution. Of the total number 221 are men and 293 women. But 20 instructors, all women, were employed in the preparatory departments.

Students.—There were enrolled in these institutions 4,328 students, of which number 3,718 were in regular collegiate departments, 192 were pursuing post-graduate studies, and but 254 were in preparatory departments. Of the students reported in undergraduate degree courses, 88.96 per cent were pursuing courses leading to the A. B. degree, 7.92 per cent to the B. L. degree, and 3.12 per cent to the B. S. degree. The number of students in pedagogical courses was 78. Ten of the 14 institutions reported the classes of institutions in which their freshman students were prepared for college. From the statistics given it is found that 47.1 per cent were prepared in public high schools, 40 per cent in private preparatory schools, 10.43 per cent in preparatory departments of colleges, and 2.47 per cent by private study.

Degrees.—The number of degrees conferred was 639, as follows: 459 A. B., 27 B. S., 105 B. L., 40 A. M., 5 Ph. D., and 3 Mus. B. All of the Ph. D. degrees were conferred by Bryn Mawr College. No honorary degrees were conferred by these institutions.

Property.—The total value of all property reported is $10,460,052, of which amount $4,412,537 is productive endowment and the remainder is the value of the property used for instruction purposes. The number of fellowships owned by these institutions is 16, of which number 14 are held by Bryn Mawr College.

Income.—An examination of Table 6, page 1948, will show that the students of these institutions pay a much larger proportion of the expenses of the institutions than do the students of colleges for men and coeducational colleges. In the last two classes of institutions the tuition fees paid by students amount to but 37.3 per cent of the total income, while in the 14 colleges for women under consideration the tuition fees are 59.1 per cent of the income. These institutions receive neither State nor municipal aid. The benefactions for the year amounted to $339,545.

DIVISION B.

Institutions.—The number of institutions from which statistics were received is 148. Two institutions—Pittsburg Female College, Pittsburg, Pa., and Cumberland Female College, McMinnville, Tenn.—were reported during the year as having suspended operation. Of the total number of institutions, 117 are located in the Southern section of the country.

Professors.—The number of teachers employed was 2,038, of which number but 457 were men. The average number of teachers per institution was about 14.

Students.—There were reported by these institutions 20,335 students, of whom 1,581 graduated or completed their studies during the year. Of the total number of students, 10,321 were reported as collegiate students, 4,891 as preparatory students, and 1,937 as elementary students. Only 4,689 students were reported in courses of study leading to some bachelor's degree; 8,272 students were reported in music, and 2,451 in art.

Degrees.—While it was reported that 1,581 students had graduated, there were conferred but 944 degrees, including 147 degrees in music and art. There were conferred but two honorary degrees—one A. M. and one D. D.

Property.—The total value of all property owned by these institutions is $10,416,014, an average of $70,378 per institution. Only 25 of the institutions report endowment funds, the total amounting to $896,021, showing that these institutions must depend for existence almost entirely on the tuition and other fees paid by their students.

Income.—Receipts from tuition fees form 83.9 per cent of the total income of $2,267,050, and receipts from "other sources," including, as a rule, profit on boarders, comprise 11.6 per cent of the income, leaving 4.5 per cent to be made up of State appropriations and income from endowment funds. Four institutions received aid from their States during the year. The benefactions to these institutions amounted to $271,700.

TABLE 1.—*Professors and students in colleges for women, Division A.*

State.	Number of institutions.	Professors and instructors. Preparatory department. Male.	Preparatory department. Female.	Collegiate department. Male.	Collegiate department. Female.	Total number. Male.	Total number. Female.	Students. Preparatory.	Students. Collegiate.	Students. Graduate.	Students. Total number.
United States	14	0	20	221	281	221	293	254	3,718	192	4,328
North Atlantic Division	10	0	9	196	236	196	240	23	3,333	186	3,633
South Atlantic Division	2	0	0	21	18	21	18	15	330	5	350
North Central Division	1	0	8	0	10	0	18	175	33	1	225
Western Division	1	0	3	4	17	4	17	41	22	0	120
North Atlantic Divison:											
Massachusetts	4	0	0	115	146	115	146	0	2,279	89	2,368
New York	4	0	3	44	74	44	77	8	788	45	932
New Jersey	1	0	6	16	5	16	6	15	20	0	35
Pennsylvania	1	0	0	21	11	21	11	0	246	52	298
South Atlantic Division:											
Maryland	1	0	0	13	14	13	14	0	226	5	231
Virginia	1	------	------	8	4	8	4	15	104	------	119
North Central Division:											
Illinois	1	0	8	0	10	0	18	175	33	1	225
Western Division:											
California	1	0	3	4	17	4	17	41	22	0	120

TABLE 2.—*Students in courses of study in colleges for women, Division A.*

State.	Students reported in undergraduate degree courses.	Per cent of students in undergraduate degree courses pursuing courses leading to— A. B. degree.	B. L. degree.	B. S. degree.	Students in pedagogical course.
United States	2,463	88.96	7.92	3.12	78
North Atlantic Division	2,128	89.52	6.91	3.57	68
South Atlantic Division	280	100.00	---------	---------	10
North Central Division	33	---------	96.97	3.03	---------
Western Division	22	27.27	72.73	---------	---------
North Atlantic Division:					
Massachusetts	1,166	84.22	11.84	3.94	64
New York	711	94.94	.84	4.22	4
New Jersey	10	70.00	30.00	---------	---------
Pennsylvania	241	100.00	---------	---------	---------
South Atlantic Division:					
Maryland	226	100.00	---------	---------	---------
Virginia	54	100.00	---------	---------	10
North Central Division:					
Illinois	33	---------	96.97	3.03	---------
Western Division:					
California	22	27.27	72.73	---------	---------

TABLE 3.—*Preparation of freshmen of colleges for women, Division A.*

State.	Institutions reporting.	Freshmen reported.	Per cent of freshmen prepared by— Preparatory departments of colleges.	Private preparatory schools.	Public high schools.	Private study.
United States	10	690	10.43	40.00	47.10	2.47
North Atlantic Division	7	571	2.98	42.56	51.66	2.80
South Atlantic Division	1	101	45.55	30.69	22.77	.99
North Central Division	1	13	61.54	15.38	23.08	
Western Division	1	5	20.00		80.00	
North Atlantic Division:						
Massachusetts	2	269	0	33.46	64.68	1.86
New York	3	219	5.02	42.01	50.23	2.74
New Jersey	1	4	50.00	50.00		
Pennsylvania	1	79	5.06	74.68	13.93	6.33
South Atlantic Division:						
Maryland	1	101	45.55	30.69	22.77	.99
North Central Division:						
Illinois	1	13	61.54	15.38	23.08	
Western Division:						
California	1	5	20.00		80.00	

TABLE 4.—*Degrees conferred by colleges for women, Division A.*

State.	A. B.	B. S.	B. L.	A. M.	Ph. D.	Mus. B.
United States	459	27	105	40	5	3
North Atlantic Division	422	27	98	38	5	3
South Atlantic Division	37			2		
North Central Division			4			
Western Division			3			
North Atlantic Division:						
Massachusetts	231	22	95	19		
New York	150	5	3	15		3
New Jersey	4					
Pennsylvania	37			4	5	
South Atlantic Division:						
Maryland	37					
Virginia				2		
North Central Division:						
Illinois			4			
Western Division:						
California			3			

TABLE 5.—*Property of colleges for women, Division A.*

State.	Number of fellowships.	Number of scholarships.	Libraries. Bound volumes.	Libraries. Pamphlets.	Value of scientific apparatus and libraries.	Value of grounds and buildings.	Productive funds.
United States	16	214	158,512	9,650	$518,191	$5,529,324	$4,412,537
North Atlantic Division	16	183	139,662	7,900	450,691	4,202,872	3,803,553
South Atlantic Division	0	12	8,000	1,500	47,500	801,452	482,667
North Central Division		4	5,850	250	10,000	125,000	51,317
Western Division	0	15	5,000		10,000	400,000	75,000
North Atlantic Division:							
Massachusetts	1	134	78,316		181,982	2,167,050	1,193,630
New York	1	23	36,494	400	198,709	1,195,917	1,359,923
New Jersey	0	3	2,000	500		25,000	
Pennsylvania	14	23	22,852	7,000	70,000	814,905	1,250,000
South Atlantic Division:							
Maryland			7,000	1,500	45,000	686,000	380,000
Virginia	0	12	1,000		2,500	115,452	102,667
North Central Division:							
Illinois		4	5,850	250	10,000	125,000	51,317
Western Division:							
California	0	15	5,000		10,000	400,000	75,000

TABLE 6.—*Income of colleges for women, Division A.*

State.	From productive funds.	From tuition fees.	From other sources.	Total income.	Benefactions.
United States	$229,066	$702,973	$257,894	$1,189,933	$339,545
North Atlantic Division	196,929	581,620	227,953	1,006,502	274,980
South Atlantic Division	26,896	33,575	27,300	87,771	63,210
North Central Division	2,136	33,478	2,641	38,255	1,355
Western Division	3,105	54,300	----------	57,405	----------
North Atlantic Division:					
Massachusetts	69,971	435,444	33,785	539,200	209,611
New York	74,170	108,376	189,168	371,714	35,610
New Jersey	----------	8,000	----------	8,000	----------
Pennsylvania	52,788	29,800	5,000	87,588	29,759
South Atlantic Division:					
Maryland	21,146	22,375	15,000	58,521	55,000
Virginia	5,750	11,200	12,300	29,250	8,210
North Central Division:					
Illinois	2,136	33,478	2,641	38,255	1,355
Western Division:					
California	3,105	54,300	----------	57,405	----------

TABLE 7.—*Professors and students in colleges for women, Division B.*

State.	Number of institutions.	Professors and instructors.		Students.					
		Male.	Female.	Primary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1896.
United States	148	457	1,581	1,937	4,891	10,321	192	20,335	1,581
North Atlantic Division	14	70	219	90	1,179	954	24	2,583	229
South Atlantic Division	51	186	494	665	1,028	4,320	69	6,903	571
South Central Division	54	129	513	964	1,682	3,593	71	7,271	458
North Central Division	28	71	334	193	951	1,445	26	3,490	319
Western Division	1	1	21	25	51	9	2	88	4
North Atlantic Division:									
Maine	2	9	13	4	246	53	1	304	49
New Hampshire	1	4	8	--------	129	15	--------	232	14
Massachusetts	1	11	21	0	8	144	0	152	26
New York	1	6	53	43	557	143	16	759	43
New Jersey	1	6	7	14	10	17	--------	41	--------
Pennsylvania	8	34	117	29	229	582	7	1,095	97
South Atlantic Division:									
Maryland	4	21	44	38	17	194	7	399	40
Virginia	17	59	153	189	310	1,037	9	1,789	73
West Virginia	1	0	3	--------	18	17	--------	35	--------
North Carolina	8	20	77	79	188	635	8	1,186	104
South Carolina	9	37	85	63	227	831	20	1,309	103
Georgia	12	49	132	296	268	1,606	25	2,185	251
South Central Division:									
Kentucky	11	25	102	186	231	799	11	1,380	80
Tennessee	13	45	158	289	477	1,039	22	2,113	99
Alabama	12	22	105	135	179	800	11	1,423	132
Mississippi	12	26	98	198	441	654	21	1,538	96
Louisiana	8	6	20	101	104	121	1	327	11
Texas	2	4	20	30	200	130	5	365	36
Arkansas	1	1	10	25	50	50	0	125	4
North Central Division:									
Ohio	7	11	107	14	243	356	2	994	92
Indiana	1	1	12	--------	75	25	--------	100	5
Illinois	4	10	53	55	91	187	8	494	37
Wisconsin	1	0	13	0	145	31	2	178	0
Minnesota	1	0	7	--------	5	24	--------	35	1
Missouri	12	44	121	95	307	764	19	1,442	175
Kansas	2	5	21	29	85	58	--------	247	9
Western Division:									
California	1	1	21	25	51	9	2	88	4

TABLE 8.—*Students in courses of study in colleges for women, Division B.*

State.	Students reported in degree courses.	Per cent of students in degree courses pursuing courses of study leading to—					Students in pedagogical course.	Students in music.	Students in art.
		A. B. degree.	Ph. B. degree.	M. E. L. or B. L. degrees.	B. S. degree.	Other first degrees.			
United States	4,689	58.54	1.26	18.70	15.95	5.55	508	8,272	2,451
North Atlantic Division	389	62.73	.51	14.91	18.00	3.85	43	820	183
South Atlantic Division	2,090	70.62	....	10.38	11.44	7.56	252	3,279	975
South Central Division	1,779	41.09	2.92	29.57	23.50	2.92	184	2,635	852
North Central Division	401	71.32	....	15.71	4.24	8.73	9	1,452	401
Western Division	30	26.67	16.67	43.33	13.33	....	20	86	40
North Atlantic Division:									
Maine	13	100.00	....	....	....	....	9	100	24
New Hampshire	....	....	....	....	....	....	....	30	25
Massachusetts	....	....	....	....	....	....	....	98	8
New Jersey	7	....	....	85.71	14.29	....	....	10	5
Pennsylvania	369	62.60	.54	14.09	18.70	4.07	34	582	121
South Atlantic Division:									
Maryland	140	35.72	....	7.14	28.57	28.57	4	212	76
Virginia	139	100.00	....	....	....	....	1	744	218
North Carolina	313	81.79	....	10.22	....	7.99	4	610	141
South Carolina	712	76.12	....	8.43	7.02	8.43	41	611	246
Georgia	786	62.21	....	14.63	18.96	4.20	202	1,102	294
South Central Division:									
Kentucky	501	50.30	....	13.37	36.33	....	6	617	164
Tennessee	221	76.47	....	13.12	10.41	....	30	450	128
Alabama	302	23.84	6.62	51.00	14.90	3.64	21	568	156
Mississippi	566	30.74	5.65	42.58	16.61	4.42	127	639	322
Louisiana	97	38.14	....	15.47	45.36	1.03	....	86	21
Texas	47	36.17	....	42.55	21.28	....	....	225	36
Arkansas	45	22.22	....	....	44.45	33.33	....	50	25
North Central Division:									
Ohio	51	100.00	....	....	....	....	....	100	22
Indiana	25	100.00	....	....	....	....	....	35	....
Illinois	55	100.00	....	....	....	....	7	282	93
Wisconsin	19	15.79	....	68.42	15.79	....	....	37	21
Minnesota	19	36.84	....	42.11	21.05	....	....	11	3
Missouri	177	50.85	....	23.73	5.65	19.77	2	898	232
Kansas	55	100.00	....	....	....	....	....	89	30
Western Division:									
California	30	26.67	16.67	43.33	13.33	....	20	86	40

TABLE 9.—*Degrees conferred by colleges for women, Division B.*

State.	M. E. L. or B. L.	A. B.	B. S.	A. M.	Mus. B.	B. Paint.	L. A.	L. S.	M. S.	M. L. A.	Honorary A. M.	Honorary D. D.
United States	244	419	82	35	118	29	4	3	9	1	1	1
North Atlantic Division	18	25	11		10		4	3		1		
South Atlantic Division	23	235	22	12	36	15						
South Central Division	148	110	44	12	40	9			2		1	1
North Central Division	55	49	1	11	31	3			7			
Western Division			4		1	2						
North Atlantic Division:												
Maine		1					4	3				
New Hampshire	3									1		
Pennsylvania	15	24	11		10							
South Atlantic Division:												
Maryland		4		1	3							
Virginia	2	28			8	6						
North Carolina	2	30	2	5	6	2						
South Carolina	4	66		4	5							
Georgia	15	107	20	2	14	7						
South Central Division:												
Kentucky	7	14	15	1	4							1
Tennessee	29	27	2	7	13				2		1	
Alabama	51	38	1	3	6	4						
Mississippi	50	14	13	1	5							
Louisiana	9	2										
Texas	2	14	10		12	5						
Arkansas		1	3									
North Central Division:												
Ohio		4										
Illinois		9			6							
Minnesota		1										
Missouri	55	30	1	11	25	3			7			
Kansas		5										
Western Division:												
California			4		1	2						

TABLE 10.—*Property of colleges for women, Division B.*

State.	Volumes in libraries.	Value of scientific apparatus and libraries.	Value of grounds and buildings.	Productive funds.
United States	255,960	$326,578	$9,193,415	$896,021
North Atlantic Division	51,994	74,908	1,179,415	240,000
South Atlantic Division	72,955	82,795	3,105,500	157,925
South Central Division	65,961	77,000	2,246,500	62,000
North Central Division	60,050	71,875	2,477,000	436,096
Western Division	5,000	20,000	185,000	0
North Atlantic Division:				
Maine	10,500	12,325	220,000	140,000
New Hampshire	3,000	4,000	75,000	25,000
Massachusetts	2,100	2,500	140,000	0
New York	6,594	23,983	219,415	40,000
New Jersey	2,700	6,000	25,000	....
Pennsylvania	27,100	26,100	500,000	35,000
South Atlantic Division:				
Maryland	11,400	13,100	250,000	1,000
Virginia	18,305	13,375	1,024,000	3,425
West Virginia	500	....	8,500	....
North Carolina	14,300	18,700	503,000	11,000
South Carolina	9,850	13,200	346,000	40,000
Georgia	18,600	24,420	974,000	102,500
South Central Division:				
Kentucky	11,000	10,000	392,500	0
Tennessee	25,587	33,700	677,000	30,000
Alabama	12,824	9,350	490,000	0
Mississippi	11,250	18,300	437,000	2,000
Louisiana	2,000	2,050	80,000	30,000
Texas	2,800	3,300	145,000	0
Arkansas	500	300	25,000	0
North Central Division:				
Ohio	23,300	32,000	740,000	167,096
Indiana	1,200	3,500	120,000	....
Illinois	8,500	9,400	470,000	7,000
Wisconsin	5,000	5,000	75,000	150,000
Minnesota	2,000	4,000	25,000	25,000
Missouri	15,050	15,175	657,000	87,000
Kansas	5,000	2,800	390,000	....
Western Division:				
California	5,000	20,000	185,000	0

TABLE 11.—*Income of colleges for women, Division B.*

State.	From productive funds.	From tuition fees.	From State or municipal appropriations.	From other sources.	Total income.	Benefactions.
United States	$48,368	$1,902,902	$53,700	$262,080	$2,267,050	$271,700
North Atlantic Division	10,863	270,896	100	114,022	395,881	14,722
South Atlantic Division	6,570	582,090	23,400	32,494	644,554	134,200
South Central Division	5,860	546,084	30,200	68,964	651,108	53,000
North Central Division	25,075	473,832	0	46,600	545,507	59,778
Western Division	0	30,000	0	0	30,000	10,000
North Atlantic Division:						
Maine	6,300	8,900	....	600	15,800	4,500
New Hampshire	1,000	4,000	0	15,000	20,000	....
Massachusetts	0	15,000	0	60,000	75,000	0
New York	1,663	78,837	100	2,122	82,722	2,122
New Jersey	....	3,118	....	....	3,118	....
Pennsylvania	1,900	161,041	....	36,300	199,241	8,100
South Atlantic Division:						
Maryland	....	64,000	....	....	64,000	600
Virginia	170	156,215	0	9,929	166,314	8,800
West Virginia	....	3,500	....	....	3,500	....
North Carolina	500	106,675	0	6,825	114,000	0
South Carolina	0	91,500	0	5,000	96,500	101,800
Georgia	5,900	160,200	23,400	10,740	200,240	23,000
South Central Division:						
Kentucky	0	128,100	0	5,200	133,300	0
Tennessee	2,800	161,500	0	32,600	196,900	0
Alabama	0	134,400	0	7,500	141,900	2,500
Mississippi	60	69,684	27,000	19,664	116,408	20,000
Louisiana	3,000	11,900	3,200	1,200	19,300	500
Texas	0	37,000	0	300	37,300	30,000
Arkansas	0	3,500	0	2,500	6,000	0
North Central Division:						
Ohio	9,825	150,425	0	500	160,750	11,028
Indiana	0	11,000	0	5,000	16,000	1,500
Illinois	150	100,000	0	18,000	118,150	5,000
Wisconsin	7,000	25,000	....	....	32,000	27,000
Minnesota	1,500	1,050	....	1,000	3,550	1,750
Missouri	6,600	165,157	0	13,100	184,857	2,300
Kansas	....	21,200	0	9,000	30,200	11,200
Western Division:						
California	0	30,000	0	0	30,000	10,000

III.—SCHOOLS OF TECHNOLOGY.

Institutions.—The number of institutions included under schools of technology is 48, three less than the preceding year. Four institutions heretofore classed as schools of technology have been transferred to the table of universities and colleges, while one new institution, the New Mexico School of Mines, has been added, making a net decrease of three institutions.

Professors and instructors.—The total number of professors and instructors reported was 1,118, of which number 1,041, or 93.1 per cent, taught in the regular collegiate departments. There were but 80 women employed in these institutions as teachers. The proportion of instructors in the several departments as compared with the proportion of institutions was as follows:

Division.	Institutions.	Preparatory instructors.	Collegiate instructors.	Total number of instructors.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*
North Atlantic Division	25.0	13.0	34.5	33.0
South Atlantic Division	22.9	19.6	18.1	17.9
South Central Division	10.4	19.6	7.8	8.3
North Central Division	22.9	28.2	27.4	28.3
Western Division	18.8	19.6	12.2	12.5

The average number of instructors per institution in the several geographical divisions was: North Atlantic Division, 31; South Atlantic Division, 18; South Central Division, 19; North Central Division, 29; Western Division, 16; and for all of the institutions, 23.

Students.—The total number of students enrolled was 12,816, of which number 2,217 were women. The proportion of students, by sex, in the various departments of the institutions of the several geographical divisions was as follows:

Division.	Preparatory departments.		Collegiate departments.		Graduate departments.		Total number.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	Per ct.	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*	*Per ct.*
United States	80.1	19.9	89.3	10.7	75.9	24.1	82.7	17.3
North Atlantic Division	100.0	0	94.9	5.1	94.3	5.7	94.9	5.1
South Atlantic Division	94.5	5.5	99.6	.4	100.0	0	98.6	1.4
South Central Division	90.5	9.5	96.5	3.5	100.0	0	94.5	5.5
North Central Division	71.5	28.5	83.0	17.0	63.6	36.4	68.3	31.7
Western Division	64.7	35.3	69.3	30.7	40.0	60.0	67.2	32.8

The proportion of students in the several departments compared with the proportion of institutions was as follows:

Division.	Institutions.	Preparatory students.	Collegiate students.	Graduate students.	Total number of students.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*
North Atlantic Division	25.0	10.4	32.4	12.8	26.4
South Atlantic Division	22.9	16.3	16.0	18.2	15.0
South Central Division	10.4	21.7	9.9	8.4	11.4
North Central Division	22.9	19.6	30.6	55.1	32.9
Western Division	18.8	32.0	11.1	5.5	14.3

In many of the schools of technology the only degree conferred for the completion of an undergraduate course of study is that of bachelor of science, technical degrees in many instances being conferred only on the completion of graduate courses. Of the number of students reported in degree courses, 76.48 per cent were reported in courses of study leading to the B. S. degree.

The question asking for the classes of institutions in which freshmen were prepared was answered by 22 institutions. Reference to Table 3 will show that 70.57 per cent of the freshmen reported upon were prepared in public high schools, a much larger proportion than are prepared for universities and colleges by this class of institutions.

Degrees.—The total number of degrees conferred by the schools of technology is 1,005, of which number 911 were conferred on men and 94 on women. Five honorary degrees were conferred by 3 institutions: 1 M. S. by the Colorado Agricultural College, 1 M. E., 1 Ph. M., and 1 Sc. D. by the Maine College of Agriculture and the Mechanic Arts, and 1 E. D. by Stevens Institute of Technology.

Property.—The total value of all property was reported at $24,105,242, of which amount $10,384,293 consists of productive endowment, the remainder being the value of the material equipment. The proportion of property held by the institutions of the several geographical divisions was as follows:

Division.	Institutions.	Libraries.	Apparatus.	Grounds and buildings.	Productive funds.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*
North Atlantic Division	25.0	40.5	37.4	45.7	26.4
South Atlantic Division	22.9	15.9	7.1	13.4	6.3
South Central Division	10.4	7.2	4.4	7.3	6.4
North Central Division	22.9	28.2	42.8	26.2	58.6
Western Division	18.8	8.2	8.3	7.4	2.3

Benefactions.—The total amount of benefactions received by the schools of technology was $96,133, of which amount $89,444 was given to the Massachusetts Institute of Technology.

Income.—The total income of the 48 institutions was $3,526,018, of which amount $1,667,703 was appropriated by the General Government and $734,629 by the several States and Territories. Of the $460,603 derived from tuition fees, almost half was reported by the Massachusetts Institute of Technology. The proportion of income derived from various sources by the institutions in the several geographical divisions was as follows:

Division.	Tuition fees.	Productive funds.	State or municipal appropriations.	United States Government.	Other sources.
	Per cent.	*Per cent.*	*Per cent.*	*Per cent.*	*Per cent.*
United States	13.1	13.9	20.8	47.3	4.9
North Atlantic Division	26.7	9.3	10.5	49.3	4.2
South Atlantic Division	6.4	5.1	21.9	60.8	5.8
South Central Division	.9	17.6	25.2	49.0	7.3
North Central Division	8.0	34.1	26.4	26.8	4.7
Western Division	1.5	2.9	37.3	54.4	3.9

TABLE 1.—*Professors and students in schools of technology.*

State or Territory.	Number of institutions.	Professors and instructors.						Students.									
		Preparatory departments.		Collegiate departments.		Total number.		Preparatory departments.		Collegiate departments.		Graduate departments.				Total number.	
												Resident.		Nonresident.			
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	48	80	12	979	62	1,037	81	1,863	462	8,379	999	171	52	37	14	10,599	2,217
North Atlantic Division	12	12	0	348	11	358	11	241	0	2,886	155	32	2	1	0	3,205	172
South Atlantic Division	11	17	1	188	1	199	1	359	21	1,492	6	48	0	2	0	1,901	27
South Central Division	5	17	1	81	0	92	1	456	48	901	33	21	0	2	0	1,380	81
North Central Division	11	21	5	254	31	271	45	326	130	2,380	486	67	48	29	7	2,881	1,337
Western Division	9	13	5	108	19	117	23	481	263	720	319	3	2	3	7	1,232	600
North Atlantic Division:																	
Maine	1	0	0	23	1	23	1	0	0	243	10	4	0	0	0	247	10
New Hampshire	1	0	0	17	0	17	0	0	0	73	19	1	0	0	0	119	34
Vermont	1	0	0	7	0	7	0	0	0	60	0	0	0	0	0	60	0
Massachusetts	3	0	0	169	1	169	1	0	0	1,472	75	20	0	1	0	1,493	75
Rhode Island	1	0	0	17	6	17	6	0	0	62	33	7	2	0	0	69	35
Connecticut	1	0	0	8	3	8	3	0	0	120	18	0	0	0	0	120	18
New York	2	0	0	75	0	75	0	0	0	472	0	0	0	0	0	472	0
New Jersey	2	12	0	32	0	42	0	241	0	384	0	0	0	0	0	625	0
South Atlantic Division:																	
Delaware	1	1	0	2	0	3	0	32	6	10	6	0	0	0	0	42	12
Maryland	2	1	0	78	0	79	0	32	0	331	0	0	0	0	0	363	0
District of Columbia	1	0	0	10	0	10	0	0	0	53	0	5	0	2	0	60	0
Virginia	2	4	0	38	0	42	0	33	0	484	0	26	0	0	0	543	0
North Carolina	2	7	1	25	1	26	1	55	15	167	0	16	0	0	0	238	15
South Carolina	2	3	0	30	0	33	0	172	0	327	0	0	0	0	0	499	0
Georgia	1	1	0	5	0	6	0	35	0	120	0	1	0	0	0	156	0
South Central Division:																	
Alabama	1	1	0	26	0	27	0	33	0	249	7	9	0	0	0	291	7
Mississippi	2	15	0	24	0	33	0	378	8	254	1	9	0	2	0	643	9
Texas	1	0	0	22	0	22	0	0	0	351	0	3	0	0	0	354	0
Oklahoma	1	1	1	9	0	10	1	45	40	47	25	0	0	0	0	92	65
North Central Division:																	
Ohio	1	0	0	18	0	18	0	0	0	222	0	4	0	3	0	229	0
Indiana	2	0	0	71	5	71	5	0	0	679	48	15	19	7	2	701	69
Illinois	1	10	2	24	5	36	18	199	78	136	18	0	0	0	0	380	742
Michigan	2	0	0	46	1	46	1	0	0	429	27	24	4	3	0	456	31
Iowa	1	0	0	33	11	33	11	0	0	350	115	6	6	0	0	356	121
North Dakota	1	7	2	22	1	22	2	105	44	19	8	2	0	0	0	126	52
South Dakota	2	4	1	21	3	26	3	22	8	141	59	4	2	13	5	214	94
Kansas	1	0	0	19	5	19	5	0	0	404	211	12	17	3	0	419	228
Western Division:																	
Montana	1	2	1	7	2	9	3	65	31	15	17	0	0	0	0	80	48
Colorado	2	1	0	28	4	29	4	34	18	280	51	3	2	0	1	297	72
New Mexico	2	3	2	18	2	20	2	42	23	26	13	0	0	0	0	93	45
Utah	1	3	0	18	3	18	3	208	103	121	65	0	0	0	0	329	168
Washington	1	4	0	15	2	19	2	101	63	97	44	0	0	0	0	198	107
Oregon	2	0	2	22	6	22	9	31	25	201	129	0	0	3	6	235	160

TABLE 2.—*Students in courses of study of schools of technology.*

State or Territory.	Students reported in degree courses.	Per cent of students in degree courses pursuing courses of study leading to—					
		B. S. degree.	B. C. E. degree.	B. M. E. degree.	E. M. degree.	B. E. E. degree.	Other first degrees.
United States	7,082	76.48	3.22	7.81	3.13	1.95	7.41
North Atlantic Division	2,158	67.98	8.71	13.81		2.87	6.63
South Atlantic Division	1,076	69.52	1.48	18.03		3.44	7.53
South Central Division	679	98.97		.44	.15	.44	
North Central Division	2,244	92.60	.40	1.51	4.19	1.03	.27
Western Division	925	48.76	1.62	2.60	13.73	1.40	31.89
North Atlantic Division:							
Maine	180	27.78	26.11	18.89		27.22	
New Hampshire	85	100.00					
Vermont	50	50.00	14.00			26.00	10.00
Massachusetts	1,211	100.00					
Rhode Island	95	100.00					
Connecticut	138						100.00
New York	135	.74	99.26				
New Jersey	264			100.00			
South Atlantic Division:							
Delaware	16	93.75					6.25
Maryland	86	100.00					
Virginia	440	99.55					.45
North Carolina	257	81.32	6.23	6.61			5.84
South Carolina	157			36.30		23.57	40.13
Georgia	120			100.00			
South Central Division:							
Alabama	241	97.10		1.24	.42	1.24	
Mississippi	366	100.00					
Oklahoma	72	100.00					
North Central Division:							
Ohio	228	100.00					
Indiana	593	100.00					
Illinois	36			61.11		38.89	
Michigan	487	80.70			19.30		
Iowa	61	40.99	14.75	19.67		14.75	9.84
North Dakota	27	100.00					
South Dakota	200	100.00					
Kansas	612	100.00					
Western Division:							
Montana	10	50.00		50.00			
Colorado	314	58.28	1.27		38.54	1.91	
New Mexico	43	74.42		11.63	13.95		
Utah	186	100.00					
Washington	57	63.16	15.79	15.79		5.26	
Oregon	315	2.86	.63	1.59		1.27	93.65

TABLE 3.—*Preparation of freshmen of schools of technology.*

State or Territory.	Institutions reporting.	Freshmen reported.	Per cent of freshmen prepared by— Preparatory departments of colleges.	Private preparatory schools.	Public high schools.	Private study.
United States	22	1,529	16.28	8.44	70.57	4.71
North Atlantic Division	5	353	....	14.17	83.00	2.83
South Atlantic Division	3	62	50.00	33.87	16.13	....
South Central Division	2	72	59.72	22.22	12.50	5.56
North Central Division	7	813	7.75	4.55	83.03	4.67
Western Division	5	229	48.91	2.18	40.17	8.74
North Atlantic Division:						
Maine	1	100	....	26.00	74.00	....
New Hampshire	1	25	....	16.00	64.00	20.00
Vermont	1	20	....	....	100.00	....
Massachusetts	1	70	....	28.58	64.28	7.14
Connecticut	1	138	....	....	100.00	....
South Atlantic Division:						
Delaware	1	7	85.71	14.29	....	....
North Carolina	1	15	66.67	33.33	....	....
Georgia	1	40	37.50	37.50	25.00	....
South Central Division:						
Mississippi	1	19	100.00	....	....	....
Oklahoma	1	53	45.28	30.19	16.98	7.55
North Central Division:						
Ohio	1	88	9.09	7.95	78.41	4.55
Indiana	2	261	8.05	8.43	81.99	1.53
Michigan	1	108	6.48	7.41	86.11	....
Iowa	1	147	14.97	....	64.62	20.41
North Dakota	1	9	55.56	....	44.44	....
Kansas	1	200	....	....	100.00	....
Western Division:						
Montana	1	3	100.00	....	....	....
Colorado	2	103	26.22	4.85	49.52	19.41
New Mexico	1	13	92.31	....	7.69	....
Oregon	1	110	63.64	36.36	....	....

TABLE 4.—*Degrees conferred on men by schools of technology.*

State or Territory.	B. S.	M. S.	B. M. E. and M. E.	B. E. E. and E. E.	B. C. E. and C. E.	E. M.	B. Agr.	A. C.	M. Agr.
United States	671	29	100	13	50	26	18	3	1
North Atlantic Division	265	6	72		36		6		
South Atlantic Division	49	7	3		1				
South Central Division	81	4	1	3					
North Central Division	247	12	15	10	11	16		3	1
Western Division	29		9		2	10	12		
North Atlantic Division:									
Maine	3	1	8		15				
New Hampshire	1								
Vermont	5				7				
Massachusetts	252	5							
Rhode Island	4								
Connecticut							6		
New York					14				
New Jersey			64						
South Atlantic Division:									
Maryland	9								
Virginia	22	5	1						
North Carolina	8	2	2		1				
Georgia	10								
South Central Division:									
Alabama	33	2	1	3					
Mississippi	21	2							
Texas	21								
Oklahoma	6								
North Central Division:									
Ohio	31	1			2				
Indiana	98	3	3	1				3	
Michigan	44	3				16			1
Iowa	21		12	9	9				
North Dakota	1								
South Dakota	9	3							
Kansas	43	2							
Western Division:									
Montana	2								
Colorado	14				2	9			
New Mexico	4					1			
Utah	7								
Oregon	2		9				12		

TABLE 5.—*Degrees conferred on women by schools of technology.*

State or Territory.	B. S.	B. Agr.	M. S.	B. L.	B. H. E.
United States	57	4	7	7	19
North Atlantic Division	8	4			
South Central Division	2				
North Central Division	43		7	6	
Western Division	4			1	19
North Atlantic Division:					
Massachusetts	6				
Rhode Island	2				
Connecticut		4			
South Central Division:					
Alabama	2				
North Central Division:					
Indiana	10		3		
Michigan	1				
Iowa	4			6	
South Dakota	5		2		
Kansas	23		2		
Western Division:					
Montana	2				
Colorado	1				
New Mexico	1				
Oregon				1	19

TABLE 6.—*Property of schools of technology.*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries. Bound volumes.	Libraries. Pamphlets.	Value of scientific apparatus and libraries.	Value of grounds and buildings.	Productive funds.
United States	12	621	340,993	125,993	$2,990,126	$10,730,823	$10,384,293
North Atlantic Division	2	345	138,190	49,614	1,119,473	4,907,937	2,739,733
South Atlantic Division	8	231	54,162	6,753	211,500	1,436,254	650,260
South Central Division	0	7	24,580	24,238	133,171	784,486	659,650
North Central Division	2	38	96,076	28,340	1,279,275	2,809,236	6,090,665
Western Division	0	0	27,985	17,048	246,707	792,910	243,985
North Atlantic Division:							
Maine	0	1	9,326	3,000	43,675	191,566	219,912
New Hampshire	0		3,607	522	45,000	175,331	80,000
Vermont	0	31	5,000			50,000	3,000
Massachusetts	2	281	59,510	14,922	395,854	1,818,940	1,745,056
Rhode Island	0	0	3,436	20,000	50,000	137,100	50,000
Connecticut	0	0	2,700	2,200	6,000	90,000	0
New York	0	0	45,011	8,970	520,944	2,125,000	141,765
New Jersey	0	32	9,600		58,000	320,000	500,000
South Atlantic Division:							
Delaware	0	0	300	140	1,000	14,800	0
Maryland	0	26	38,350	400	19,000	495,400	115,943
District of Columbia	0	1	100	200	4,000	0	0
Virginia	8	204	12,112	5,413	96,500	419,000	334,317
North Carolina			1,800	600	6,000	152,054	125,000
South Carolina			1,500		50,000	295,000	75,000
Georgia	0	0			35,000	60,000	
South Central Division:							
Alabama		7	9,757	9,000	73,600	155,360	253,500
Mississippi			7,341	10,790	15,248	257,506	197,150
Texas	0	0	4,600	3,200	32,323	331,620	209,000
Oklahoma	0	0	2,882	1,248	12,000	40,000	0
North Central Division:							
Ohio		36	1,000		75,000	425,000	2,000,000
Indiana	2	0	14,739	4,297	300,000	555,000	860,000
Illinois			15,000		438,000	500,000	1,500,000
Michigan	0	2	30,348	6,700	186,761	457,736	547,279
Iowa	0	0	11,000	2,000	110,000	376,000	681,034
North Dakota	0	0	2,782	600	15,514	100,500	
South Dakota	0	0	4,831	9,443	29,000	130,000	
Kansas	0	0	16,376	5,300	125,000	265,000	502,352
Western Division:							
Montana	0	0	2,286	1,100	10,000	15,000	0
Colorado	0	0	13,568	8,498	110,412	271,000	150,000
New Mexico	0	0	3,125	2,800	34,000	85,910	0
Utah	0	0	2,899	2,325	40,000	175,000	
Washington	0	0	3,832	1,300	35,000	146,000	0
Oregon	0	0	2,275	1,025	17,295	100,000	93,985

TABLE 7.—*Income of schools of technology.*

State or Territory.	From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.	Benefactions.
United States	$460,603	$491,446	$734,629	$1,667,703	$171,637	$3,526,018	$96,133
North Atlantic Division	336,025	116,499	131,600	619,140	52,944	1,256,208	92,933
South Atlantic Division	51,511	41,255	175,525	487,200	46,062	801,553	....
South Central Division	2,421	46,388	66,499	129,363	19,393	264,064	....
North Central Division	64,800	275,588	212,759	216,000	37,731	806,878	2,800
Western Division	5,846	11,716	148,246	216,000	15,507	397,315	400
North Atlantic Division:							
Maine	0	5,915	20,000	36,000	20,071	81,986	....
New Hampshire	....	4,800	5,500	36,000	3,371	49,671	....
Vermont	1,500	125	3,100	0	0	4,725	3,000
Massachusetts	245,433	78,686	18,000	36,000	25,101	403,220	89,444
Rhode Island	....	800	50,000	36,000	....	86,800	....
Connecticut	0	0	25,000	22,000	0	47,000	....
New York	25,770	6,511	0	453,140	401	485,822	289
New Jersey	63,322	19,662	10,000	0	4,000	96,984	200
South Atlantic Division:							
Delaware	61	0	0	4,200	0	4,261	....
Maryland	12,555	6,142	6,000	400,000	17,779	442,476	....
District of Columbia	6,000	0	0	0	0	6,000	....
Virginia	10,235	21,859	60,325	29,000	20,669	142,088	....
North Carolina	2,460	7,500	17,500	28,500	1,602	57,562	....
South Carolina	17,700	5,754	69,200	25,500	3,512	121,666	....
Georgia	2,500	....	22,500	....	2,500	27,500	....
South Central Division:							
Alabama	1,275	20,280	8,249	26,613	4,445	60,862	0
Mississippi	1,146	11,828	30,250	36,000	10,948	90,172	....
Texas	....	14,280	28,000	30,750	....	73,030	0
Oklahoma	0	0	0	36,000	4,000	40,000	0
North Central Division:							
Ohio	16,700	44,687	0	0	5,843	67,230	....
Indiana	24,789	48,000	96,000	36,000	13,394	218,183	....
Illinois	21,648	75,000	0	0	0	96,648	....
Michigan	130	37,622	50,000	36,000	10,271	134,023	....
Iowa	0	43,291	28,589	36,000	0	107,880	0
North Dakota	0	0	6,600	36,000	3,800	46,400	2,800
South Dakota	1,533	....	15,500	36,000	....	53,033	....
Kansas	0	26,988	16,070	36,000	4,423	83,481	....
Western Division:							
Montana	1,445	....	2,500	36,000	1,474	41,419	....
Colorado	0	4,716	58,852	36,000	8,560	108,128	400
New Mexico	801	0	12,375	36,000	203	49,379	0
Utah	2,100	0	23,500	36,000	2,092	63,692	....
Washington	0	0	50,019	36,000	3,078	89,097	0
Oregon	1,500	7,000	1,000	36,000	100	45,600	....

TABLE 8.—*Statistics of universities and colleges for men and for both sexes.*

	Location.	Name.	Year of opening.	Religious denomination controlling.	Professors and instructors.								Students.											
					Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.	
																	Resident.		Non-resident.					
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	ALABAMA.																							
1	Blountsville	Blount College	1890	Nonsect	1	1	4	2	0	0	5	3	68	37	31	6	0	0	0	0	0	0	99	43
2	Cullman	St. Bernard College	1892	R. C.	4	0	10	0	4	0	19	0	16	0	75	0	0	0	0	0	14	0	101	0
3	East Lake	Howard College	1841	Bapt	1	0	7	0	0	0	8	0	10	0	151	5	0	0	0	0	0	0	161	5
4	Greensboro	Southern University	1859	M. E. So.	1	0	7	0	0	0	8	0	17	0	143	0	0	0	0	0	0	0	160	0
5	Lafayette	Lafayette College	1885	Nonsect	0	3	2	0	0	0	2	3	51	54	36	34	0	0	0	0	0	0	87	88
6	Lineville	Lineville College	1890	Nonsect	0	1	3	3	0	0	3	4	31	28	80	64	0	0	0	0	0	0	111	92
7	Selma	Alabama Baptist Colored University.	1878	Bapt	2	1	2	2	1	0	4	3	69	85	3	3	0	0	0	0	23	0	72	88
8	Spring Hill	Spring Hill College	1830	R. C.			20	0	0	0	20	0	11	0	116	0	0	0	0	0	0	0	127	0
9	University	University of Alabama	1831	Nonsect	0	0	13	0	3	0	16	0	0	0	153	1							153	1
	ARIZONA.																							
10	Tucson	University of Arizona	1891	Nonsect	12	3	11	1	0	0	19	3	49	27	10	13	1	0	0	0	0	0	60	40
	ARKANSAS.																							
11	Arkadelphia	Arkadelphia Methodist College.	1890	M. E. So.	0	1	5	7	0	0	5	8	10	25	100	150	0	0	0	0	0	0	110	175
12	do	Ouachita Baptist College	1886	Bapt	1	2	4	2	0	0	4	3	60	50	90	60	0	0	0	0	0	0	150	110
13	Batesville	Arkansas College	1872	Presb	1	1	5	0	0	0	6	1	21	14	26	11	0	0	0	0	0	0	47	25
14	Clarksville	Arkansas Cumberland College.	1891	Cum. Pres	0	1	5	2	0	0	5	3	58	67	13	4	0	0	0	0	0	0	71	71
15	Conway	Hendrix College	1884	M. E. So.	6	0	6	0	0	0	6	0	63	14	49	8	0	0	0	0	0	0	112	22
16	Fayetteville	Arkansas Industrial University.	1872	Nonsect	12	5	21	5			27	9	240	122	121	72	0	0	0	0			381	194
17	Little Rock	Little Rock University	1883	M. E.	6	1	13	3	22	0	35	4	70	30	100	35	0	0	0	0	125	0	295	65
18	do	Philander Smith College	1877	M. E.	2	6	3	1			5	6	137	114	12	0	0	0	0	0	9	0	158	114
19	Mountain Home	Mountain Home Baptist College.	1893	Bapt	1	1	5	2	0	0	6	3	29	22	60	54	0	0	0	0	0	0	89	76

20	Searcy	Searcy College	1891	M. E.	7	0	7	0			7	0	73	0	35	0							110	0
	CALIFORNIA.																							
21	Berkeley	University of California	1869	Nonsect	0	0	109	0	156	4	240	4	0	0	740	480	72	43	2	2	596	110	1,403	644
22	Claremont	Pomona College*	1888	Cong	8	3	8	3	0	0	9	5	57	49	28	18	0	2	1	0	0	0	91	128
23	College City	Pierce Christian College	1875	Christian	0	1	3	4	0	0	3	4	3	4	13	12	0	0	0	0	0	0	16	16
24	College Park	University of the Pacific	1855	M. E.	7	5	9	5	0	0	18	12	71	61	40	33	0	0	0	0	0	0	170	211
25	Los Angeles	Occidental College	1887	Presb	4	1	4	1	0	0	4	1	29	15	9	5	0	0	0	0	0	0	38	21
26	....do	St. Vincent's College	1865	R. C.	5	0	3	0	0	0	7	0	78	0	25	0	0	0	0	0	0	0	103	0
27	Oakland	California College	1887	Bapt	4	3	3	1	0	0	7	4	22	16	9	3	0	0	0	0	0	0	31	19
28	....do	St. Mary's College*	1863	R. C.	7	0	10	0	0	0	17	0	75	0	96	0	2	0	1	0	0	0	174	0
29	Pasadena	Throop Polytechnic Institute	1891	Nonsect	17	5	14	0	0	0	17	5	190	88	28	7	0	0	0	0	0	0	218	95
30	San Francisco	St. Ignatius College	1855	R. C.	6	0	11	0	0	0	17	0	381	0	179	0	0	0	0	0	0	0	560	0
31	Santa Clara	Santa Clara College	1851	R. C.	1	0	23	0	0	0	29	0	21	0	214	0	18	0	0	0	0	0	253	0
32	Santa Rosa	Pacific Methodist College	1861	M. E. So	0	2	3	3	0	0	3	5	6	12	27	20	0	0	0	0	0	0	33	32
33	Stanford University	Leland Stanford Junior University.	1891	Nonsect	0	0	69	9	0	0	69	9	0	0	614	353	77	25	0	0	0	0	691	378
34	University	University of Southern California.	1880	M. E.	13	7	9	3	24	2	46	14	161	148	90	40	0	0	0	0	58	10	332	250
35	Woodbridge	San Joaquin Valley College	1879	U. B.	2	0	2	0	0	0	4	1	8	3	10	6	0	0	0	0	0	0	21	15
	COLORADO.																							
36	Boulder	University of Colorado	1877	Nonsect	6	5	17	2	59	0	62	7	116	131	91	57	14	6	9	4	80	11	305	204
37	Colorado Springs	Colorado College	1874	Nonsect	20	3	29	3	0	0	29	3	86	34	98	59	0	0	0	0	0	0	184	93
38	Del Norte	Presbyterian College of the Southwest.	1884	Presb	4	1	3	1	2	0	7	1	36	17	5	3	0	0	0	0	19	0	41	20
39	Denver	College of the Sacred Heart	1888	R. C.	4	0	7	0	0	0	10	0	89	0	25	0	0	0	0	0	0	0	114	0
40	University Park	University of Denver	1864	M. E.	7	2	11	3	75	0	80	5	45	38	48	26	10	1	3	0	143	18	261	220
	CONNECTICUT.																							
41	Hartford	Trinity College	1824	P. E.	0	0	20	0	0	0	20	0	0	0	134	0	0	0	0	0	0	0	134	0
42	Middletown	Wesleyan University	1831	M. E.	0	0	34	0	0	0	34	0	0	0	226	59	14	1	1	0	0	0	241	60
33	New Haven	Yale University	1701	Cong	0	0	131	0	83	0	226	0	0	0	1,731	0	154	22	0	0	454	0	2,357	58
	DELAWARE.																							
44	Newark	Delaware College	1834	Nonsect	0	0	10	0	0	0	10	0	0	0	71	0	0	0	0	0	0	0	71	0
	DISTRICT OF COLUMBIA.																							
45	Washington	Catholic University of America.	1889	R. C.	0	0	0	0	15	0	26	0	0	0	0	0	34	0	0	0	76	0	110	0
46	....do	Columbian University	1821	Bapt	8	0	73	0	77	0	149	0	55	0	241	74	32	8	0	0	599	0	953	83
47	....do	Gallaudet College	1864	Nonsect	4	2	11	2	0	0	15	3	14	12	36	18	4	1	0	0	0	0	54	31
48	....do	Georgetown University	1791	R. C.	11	0	14	0	67	0	94	0	133	0	130	0	12	0	6	0	371	0	651	0
49	....do	Gonzaga College	1820	R. C.	8	0	5	0	0	0	13	0	139	0	12	0	0	0	0	0	0	0	151	0
50	....do	Howard University	1867	Nonsect	3	0	6	1	53	0	50	7	93	24	31	9	0	0	0	0	233	16	425	159

*Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Location.	Name.	Year of opening.	Religious denomination controlling.	Professors and instructors. Preparatory department. Male.	Preparatory department. Female.	Collegiate department. Male.	Collegiate department. Female.	Professional departments. Male.	Professional departments. Female.	Total number. Male.	Total number. Female.	Students. Preparatory department. Male.	Preparatory department. Female.	Collegiate department. Male.	Collegiate department. Female.	Graduate department. Resident. Male.	Graduate department. Resident. Female.	Graduate department. Nonresident. Male.	Graduate department. Nonresident. Female.	Professional departments. Male.	Professional departments. Female.	Total number. Male.	Total number. Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	FLORIDA.																							
51	De Land	John B. Stetson University	1887	Bapt	7	12	5	2	0	0	7	12	69	60	10	6	0	0	0	0	0	0	79	66
52	Lake City	Florida State Agricultural College.	1884	Nonsect	2	0	10	6	0	0	12	6	36	15	113	36	3	0	0	0	0	0	152	51
53	Leesburg	Florida Conference College	1886	M. E. So.	5	2	6	2	0	0	6	4	24	14	13	12	0	0	0	0	0	0	42	29
54	St. Leo	St. Leo Military College	1890	R. C.	5	0	5	0	0	0	5	0	5	0	25	0	0	0	0	0	5	0	35	0
55	Tallahassee	Seminary West of the Suwanee River.	1857	Nonsect	4	2	4	2	0	0	4	2	40	43	11	16	0	0	0	0	0	0	51	59
56	Winter Park	Rollins College	1885	Cong	8	9	8	9	0	0	8	9	104	77	11	3	0	1	0	0	0	0	115	81
	GEORGIA.																							
57	Athens	University of Georgia	1801	Nonsect	0	0	20	0	17	0	37	0	0	0	239	0	0	0	0	0	183	0	422	0
58	Atlanta	Atlanta University	1869	Nonsect	8	14	8	14	0	0	8	14	67	5	19	9	0	0	0	0	0	0	110	155
59	do	Morris Brown College	1885	A. M. E.	3	6	3	1	1	0	4	7	134	212	31	24	0	0	0	0	8	0	165	236
60	Bowdon	Bowdon College	1856	Nonsect	0	2	2	0	0	0	2	2	35	40	26	30	0	0	0	0	0	0	61	70
61	Dahlonega	North Georgia Agricultural College.	1873	Nonsect	6	2	6	2	0	0	6	2	65	20	74	17	0	0	0	0	0	0	139	37
62	Macon	Mercer University	1837	Bapt	1	0	11	0	4	0	16	0	58	0	138	0	0	0	0	0	8	0	204	0
63	Oxford	Emory College	1837	M. E. So.	2	0	10	0	2	0	14	0	59	0	245	0	0	0	0	0	0	0	304	0
64	South Atlanta	Clark University	1868	M. E.	4	6	5	2	0	0	6	7	18	4	3	0	0	0	0	0	0	0	140	192
65	Wrightsville	Nannie Lou Warthen College	1888	M. E. So.	0	1	2	1	0	0	2	2	76	41	19	10	0	0	0	0	0	0	95	51
66	Young Harris	Young L. G. Harris College	1887	M. E. So.	0	2	4	4	0	0	4	6	71	63	134	80	0	0	0	0	0	0	205	143
	IDAHO.																							
67	Moscow	University of Idaho	1892	Nonsect	13	3	13	3	0	0	13	3	141	83	23	19	0	0	0	0	0	0	184	102

	ILLINOIS.																							
68	Abingdon	Hedding College	1855	M. E.	6	4	7	1	0	0	11	5	192	140	36	35	0	[illegible]	0	0	0	[illegible]	228	175
69	Bloomington	Illinois Wesleyan University	1850	M. E.	5	3	8	1	7	0	31	3	138	89	99	31	[illegible]	[illegible]	-----	-----	73	[illegible]	377	737
70	Bourbonnais	St. Viateur's College	1868	R. C	4	0	20	0	3	0	35	0	50	0	120	0	0	0	0	0	30	0	200	0
71	Carlinville	Blackburn University	1859	Presb	5	2	5	2	0	0	5	2	33	19	10	8	0	0	0	0	0	0	44	44
72	Carthage	Carthage College	1872	Luth	7	2	6	0	0	0	9	4	29	11	25	15	0	0	0	0	0	0	71	58
73	Champaign	University of Illinois	1868	Nonsect	5	1	70	6	0	0	75	7	119	32	510	126	14	12	2	0	0	0	672	183
74	Chicago	St. Ignatius College	1870	R. C	10	0	8	0	0	0	24	0	258	0	109	0	0	0	0	0	0	0	494	0
75	....do	University of Chicago	1892	Bapt	8	2	145	10	15	0	168	12	149	70	538	374	431	197	15	5	306	15	1,439	661
76	Effingham	Austin College	1891	--------	8	3	8	3	0	0	8	3	20	16	215	120	0	0	0	0	0	0	235	136
77	Elmhurst	Evangelical Proseminary	1871	Ger. Ev	----	----	8	0	0	0	8	0	17	0	116	0	0	0	0	0	0	0	133	0
78	Eureka	Eureka College	1855	Christian	4	2	8	1	0	0	12	2	47	47	57	35	0	0	0	0	31	4	134	112
79	Evanston	Northwestern University	1855	M. E.	10	5	49	2	173	19	206	37	340	207	332	215	16	4	2	5	1,574	165	2,152	864
80	Ewing	Ewing College	1867	Bapt	5	5	5	5	0	0	5	5	110	46	12	3	0	0	0	0	0	0	122	49
81	Fulton	Northern Illinois College	1860	M. E.	5	5	5	5	0	0	5	5	25	40	10	18	0	0	0	0	0	0	47	58
82	Galesburg	Knox College	1837	Nonsect	4	3	12	4	0	0	16	10	78	52	179	140	1	7	0	0	0	0	278	394
83	....do	Lombard University	1851	Univ	6	1	9	5	5	2	9	6	20	33	21	27	1	1	1	1	25	1	70	109
84	Hoopeston	Greer College	1890	Nonsect	7	4	4	2	0	0	7	4	100	103	50	62	0	0	0	0	0	0	150	165
85	Jacksonville	Illinois College	1829	Nonsect	10	0	11	0	0	0	15	0	110	0	93	0	0	0	0	0	0	0	203	0
86	Lake Forest	Lake Forest University	1875	Presb	8	14	17	0	121	0	145	14	102	127	67	39	1	1	6	0	1,840	10	2,016	187
87	Lebanon	McKendree College	1828	M. E.	2	1	6	0	1	0	10	1	91	32	22	11	19	4	----	----	8	0	140	47
88	Lincoln	Lincoln University	1866	Cum. Pres	3	1	5	1	0	0	7	3	44	33	29	29	0	0	2	0	0	0	81	97
89	Monmouth	Monmouth College	1856	Un. Presb	7	3	9	6	0	0	9	6	61	51	85	92	0	0	0	0	0	0	146	143
90	Naperville	Northwestern College	1861	Ev. Ass'n	5	2	6	1	3	0	15	5	113	41	56	23	0	0	0	0	29	3	240	102
91	Peru	St. Bede College	1891	R. C	4	0	4	0	0	0	9	0	41	0	24	0	5	0	0	0	0	0	70	0
92	Quincy	Chaddock College	1876	M. E.	3	3	8	3	4	0	9	4	26	40	11	6	1	0	7	0	5	0	51	59
93	....do	St. Francis Solanus College*	1860	R. C	3	0	9	0	0	0	13	0	16	0	100	0	0	0	0	0	0	0	182	0
94	Rock Island	Augustana College	1860	Luth	10	0	10	0	4	0	23	4	78	25	125	16	3	1	14	0	68	0	353	157
95	Teutopolis	St. Joseph's Diocesan College	1862	R. C	3	0	9	0	0	0	12	0	17	0	168	0	0	0	0	0	0	0	185	0
96	Upper Alton	Shurtleff College	1827	Bapt	6	5	10	0	0	0	16	5	95	56	38	17	4	0	0	0	0	0	134	73
97	Westfield	Westfield College	1865	U. B	5	2	5	2	0	0	6	3	53	28	28	11	0	0	0	0	0	0	81	39
98	Wheaton	Wheaton College	1860	Cong	5	2	9	2	0	0	11	7	64	40	49	44	0	0	0	0	0	0	138	164
	INDIAN TERRITORY.																							
99	Bacone	Indian University	1880	Bapt	1	3	2	1	1	0	2	3	41	31	9	4	0	0	0	0	5	0	50	35
100	Muscogee	Henry Kendall College	1894	Presb	2	3	2	2	0	0	2	7	31	34	5	1	0	0	0	0	0	0	37	45
	INDIANA.																							
101	Bloomington	Indiana University	1820	Nonsect	0	0	53	5	3	0	56	5	0	0	485	255	49	5	0	0	85	0	619	260
102	Crawfordsville	Wabash College	1832	Nonsect	6	0	15	0	0	0	20	0	107	0	127	0	6	0	0	0	0	0	240	0
103	Fort Wayne	Concordia College	1839	Luth	8	0	8	0	0	0	8	0	54	0	105	0	0	0	0	0	0	0	159	0
104	Franklin	Franklin College	1844	Bapt	5	2	7	2	0	0	8	4	57	28	54	34	1	11	0	0	0	0	128	110
105	Greencastle	De Pauw University	1837	M. E.	8	3	15	2	7	0	29	5	164	112	203	127	0	0	0	0	37	0	404	239
106	Hanover	Hanover College	1832	Presb	8	1	10	0	0	0	10	2	27	6	71	21	2	1	0	0	0	0	100	41
107	Hartsville	Hartsville College	1850	U. B.	0	2	2	1	0	0	2	3	30	10	14	6	0	0	0	0	0	0	44	16
108	Irvington	Butler College	1855	Nonsect	3	1	22	1	0	0	25	2	68	27	90	32	10	2	1	1	0	0	169	62
109	Merom	Union Christian College	1859	Christian	2	1	4	3	2	1	6	3	69	51	42	33	0	0	0	0	22	6	128	100
110	Moores Hill	Moores Hill College*	1856	M. E.	8	1	7	2	0	0	8	2	32	12	41	26	1	1	0	0	0	0	150	78

* Statistics of 1894-95.

TABLE 8.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Location.	Name.	Year of opening.	Religious denomination controlling.	Professors and instructors.								Students.											
					Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.	
																	Resident.		Nonresident.					
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	INDIANA—cont'd.																							
111	Notre Dame	University of Notre Dame *	1842	R. C	21	6	24	0	19	0	88	6	246	0	153	0	12	0	10	0	81	0	576	0
112	Richmond	Earlham College	1847	Friends	8	3	10	2	----	----	15	3	10	19	107	100	2	0	0	0	13	5	132	124
113	Ridgeville	Ridgeville College	1867	Cong	3	2	3	2	0	0	4	2	60	55	15	10	0	0	0	0	0	0	75	65
114	St. Meinrad	St. Meinrad's College	1857	R. C	----	----	9	0	7	0	13	0	----	----	60	0	0	0	0	0	50	0	110	0
115	Upland	Taylor University	1847	M. E	10	5	10	5	----	----	10	5	90	32	30	10	0	0	0	0	45	0	165	42
	IOWA.																							
116	Cedar Rapids	Coe College	1881	Presb	3	2	5	3	0	0	6	4	17	31	40	39	0	0	0	0	0	0	57	70
117	Charles City	Charles City College	1891	M. E	4	1	4	0	0	0	6	1	32	13	2	2	0	0	0	0	3	0	89	56
118	Clinton	Wartburg College	1868	Luth	6	0	7	0	0	0	9	0	46	1	22	0	0	0	0	0	0	0	68	1
119	College Springs	Amity College	1855	Nonsect	1	1	5	5	0	0	6	6	98	108	24	15	0	0	0	0	0	0	122	123
120	Decorah	Luther College	1861	Luth	7	0	8	0	0	0	13	0	120	0	80	0	0	0	0	0	0	0	200	0
121	Des Moines	Des Moines College	1865	Bapt	7	5	7	5	0	0	7	5	42	45	52	25	0	0	0	0	0	0	94	79
122	do	Drake University	1880	Christian	8	2	13	1	27	0	46	5	179	95	86	64	4	1	0	0	264	39	506	314
123	Fairfield	Parsons College	1876	Presb	10	1	10	1	0	0	10	1	35	23	58	34	0	0	0	0	0	0	93	57
124	Fayette	Upper Iowa University	1857	M. E	9	4	6	3	0	0	15	7	179	90	96	47	0	2	1	2	0	0	276	141
125	Grinnell	Iowa College	1847	Cong	2	5	19	2	0	0	23	9	103	96	118	91	4	1	8	3	0	0	231	245
126	Hopkinton	Lenox College *	1858	Presb	1	1	4	4	0	0	5	5	19	20	38	41	1	1	0	0	0	0	58	62
127	Indianola	Simpson College	1867	M. E	1	1	6	4	0	0	9	8	83	54	40	26	0	0	0	0	0	0	235	245
128	Iowa City	State University of Iowa	1855	Nonsect	0	0	40	2	81	3	101	5	0	0	339	158	28	19	18	10	764	32	1,093	214
129	Mount Pleasant	German College	1873	M. E	1	0	1	0	1	0	1	0	3	4	3	0	0	0	0	0	15	0	21	4
130	do	Iowa Wesleyan University	1844	M. E	0	2	13	3	0	0	12	4	56	31	64	57	0	0	0	0	0	0	146	194
131	Mount Vernon	Cornell College	1857	M. E	2	12	14	3	0	0	16	15	157	135	168	109	2	1	0	0	0	0	327	245
132	Oskaloosa	Oskaloosa College *	1862	Christian	2	3	2	3	0	0	2	3	23	30	18	5	0	0	0	0	0	0	41	35
133	do	Penn College	1872	Friends	1	2	5	2	1	0	6	7	65	52	51	45	0	0	1	1	14	4	124	131
134	Pella	Central University of Iowa	1853	Bapt	----	----	----	----	----	----	9	5	----	----	----	----	----	----	----	----	----	----	83	75
135	Sioux City	Morningside College	1890	M. E	4	2	1	5	0	0	5	7	125	55	43	23	0	0	0	0	0	0	168	78

136	Storm Lake	Buena Vista College	1891	Presb	5	2	5	2	0	0	5	2	8	4	5	3	0	0	[illegible]	0	0	0	65	49
137	Tabor	Tabor College	1866	Cong	6	3	8	7	0	0	9	7	62	59	31	15	0	0	0	0	0	0	93	74
138	Toledo	Western College	1856	U. B.	2	1	8	3	0	0	10	3	65	38	29	23	0	0	0	0	0	0	94	61
	KANSAS.																							
139	Atchison	Midland College	1887	Luth	1	2	6	2	1	0	7	4	36	26	37	13	1	0	0	0	4	0	78	42
140	do	St. Benedict's College	1858	R. C.	9	0	16	0	2	0	27	0	86	0	67	0	0	0	0	0	10	0	163	0
141	Baldwin	Baker University	1858	M. E.	3	2	10	5	0	0	14	8	129	86	102	68	0	0	0	0	0	0	348	232
142	Dodge City	Soule College	1894	M. E.	2	2	4	2	0	0	9	5	22	20	18	16	3	0	1	0	0	0	104	62
143	Emporia	College of Emporia	1883	Presb	5	3	7	3	0	0	7	3	23	16	43	36	0	2	0	0	0	0	66	54
144	Highland	Highland University	1856	Presb	4	5	4	5	0	0	4	5	14	10	8	8	0	0	0	0	0	0	22	18
145	Holton	Campbell University	1882	Nonsect	4	0	0	13	4	4	13	4	249	300	54	62	0	0	0	0	0	0	303	362
146	Lawrence	University of Kansas	1866	Nonsect	13	4	13	3	21	1	51	3	0	0	361	185	18	8	10	2	179	5	569	326
147	Lecompton	Lane University	1865	U. B.	5	0	4	0	0	0	7	1	41	10	10	5	...	...	...	...	...	...	94	63
148	Lindsborg	Bethany College	1881	Luth	4	2	9	0	0	0	20	3	36	23	37	15	5	2	0	0	0	0	249	188
149	Ottawa	Ottawa University	1865	Bapt	6	2	7	2	0	0	8	5	83	41	55	47	0	0	0	0	0	0	156	294
150	St. Marys	St. Mary's College	1869	R. C.	10	0	10	0	0	0	25	0	80	0	53	0	0	0	0	0	0	0	221	0
151	Salina	Kansas Wesleyan University	1886	M. E.	5	2	6	1	0	0	12	3	30	14	30	17	0	0	7	0	0	0	67	31
152	Sterling	Cooper Memorial College	1887	U. Presb.	8	0	8	0	0	0	8	0	35	46	19	13	0	0	0	0	0	0	54	59
153	Topeka	Washburn College	1865	Cong	6	1	8	2	0	0	10	4	65	36	68	28	1	2	0	0	0	0	134	82
154	Wichita	Fairmount College	1892	Cong	9	1	7	1	0	0	10	3	27	29	14	14	0	0	0	0	0	0	41	43
155	Winfield	St. John's Lutheran College	1893	Luth	4	1	4	1	0	0	4	1	13	9	15	3	0	0	0	0	0	0	28	12
156	do	Southwest Kansas College	1886	M. E.	9	5	8	2	0	0	11	5	87	135	17	6	1	1	1	0	0	0	106	142
	KENTUCKY.																							
157	Barbourville	Union College	1888	M. E.	0	2	4	0	0	0	4	2	58	35	10	2	0	0	0	0	0	0	68	37
158	Berea	Berea College	1855	Nonsect	7	11	10	2	0	0	18	13	223	197	40	16	0	0	0	0	0	0	263	213
159	Bowling Green	Ogden College	1877	Nonsect.	1	0	5	0	0	0	6	0	44	0	32	0	0	0	0	0	0	0	76	0
160	Danville	Centre College	1819	Presb	3	0	9	0	3	0	15	0	48	0	201	0	0	0	0	0	24	0	265	0
161	Georgetown	Georgetown College	1829	Bapt	2	3	9	4	0	0	11	7	99	58	151	91	0	0	0	0	0	0	250	149
162	Glasgow	Liberty College	1875	Bapt	2	1	2	1	0	0	2	3	56	48	4	2	0	0	0	0	0	0	60	50
163	Hopkinsville	South Kentucky College*	1849	Christian	0	1	7	4	0	0	7	5	15	15	60	70	0	0	0	0	0	0	75	85
164	Lexington	Agricultural and Mechanical College of Kentucky.	1866	Nonsect	4	0	14	0	0	0	18	0	72	23	128	29	2	4	0	0	0	0	259	87
165	do	Kentucky University	1836	Christian	2	0	9	0	4	0	24	0	12	2	166	47	1	0	0	0	154	0	608	149
166	Richmond	Central University	1874	Presb	6	4	10	0	22	0	30	0	180	138	140	10	0	0	0	0	339	0	659	148
167	Russellville	Bethel College	1854	Bapt	0	0	6	0	0	0	6	0	0	0	163	0	0	0	0	0	0	0	163	0
168	St. Marys	St. Mary's College	1821	R. C.	4	0	7	0	0	0	11	0	79	0	36	0	0	0	0	0	0	0	115	0
169	Winchester	Kentucky Wesleyan College	1860	M. E. So.	1	0	7	0	0	0	8	0	24	16	71	17	0	0	0	0	0	0	95	33
	LOUISIANA.																							
170	Baton Rouge	Louisiana State University and Agricultural and Mechanical College.	1860	Nonsect	5	0	17	0	0	0	22	0	126	0	135	0	5	0	0	0	0	0	266	0
171	Convent	Jefferson College	1860	R. C.	5	0	10	0	0	0	15	0	60	0	21	0	0	0	0	0	0	0	81	0
172	Jackson	Centenary College of Louisiana.	1825	M. E. So.	2	0	5	0	0	0	7	0	45	0	49	0	0	0	0	0	0	0	94	0
173	Keatchie	Keatchie College	1856	Bapt	1	2	4	0	0	0	4	6	34	26	42	43	0	0	0	0	0	0	76	74

*Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Location.	Name.	Year of opening.	Religious denomination controlling.	Professors and instructors.								Students.											
					Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.	
																	Resident.		Non-resident.					
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	LOUISIANA—cont'd.																							
174	New Orleans	College of the Immaculate Conception.	1847	R. C	5	0	12	0	0	0	23	0	117	0	195	0	0	0	21	0	0	0	333	0
175	....do	Leland University	1870	Nonsect	7	6	4	1	----	----	11	7	20	14	20	7	0	0	0	0	2	0	222	273
176	....do	New Orleans University	1873	M. E	8	9	4	1	12	0	19	10	203	340	8	2	0	0	0	0	26	1	211	342
177	....do	Straight University	1869	Cong	0	5	2	3	0	3	2	11	34	53	13	20	0	0	0	0	12	0	59	73
178	....do	Tulane University	1834	Nonsect	0	5	30	9	26	0	56	14	0	76	189	165	19	68	0	0	442	0	650	309
	MAINE.																							
179	Brunswick	Bowdoin College	1802	Cong	0	0	18	0	14	0	30	0	0	0	243	0	0	0	0	0	120	0	342	0
180	Lewiston	Bates College	1863	Bapt	0	0	11	0	6	0	17	0	0	0	128	90	0	0	0	0	27	3	145	92
181	Waterville	Colby University	1818	Bapt	0	0	15	0	0	0	15	0	0	0	136	71	0	0	0	0	0	0	136	71
	MARYLAND.																							
182	Annapolis	St. John's College	1789	Nonsect	6	0	10	0	0	0	14	0	57	0	116	0	0	0	0	0	0	0	173	0
183	Baltimore	Johns Hopkins University	1876	Nonsect	0	0	80	0	26	0	106	0	0	0	190	0	253	0	0	0	125	28	568	28
184	....do	Loyola College	1852	R. C	8	0	5	0	0	0	13	0	135	0	55	0	0	0	0	0	0	0	200	0
185	....do	Morgan College	1876	M. E	3	1	3	2	2	0	4	3	15	9	10	0	0	0	0	0	----	----	25	9
186	Chestertown	Washington College	1782	Nonsect	6	1	6	1	0	0	6	1	28	21	40	9	0	0	0	0	0	0	68	30
187	Ellicott City	Rock Hill College	1857	R. C	9	0	10	0	0	0	14	0	81	0	43	0	0	0	0	0	0	0	124	0
188	....do	St. Charles College	1848	R. C	4	0	16	0	0	0	20	0	87	0	143	0	0	0	0	0	0	0	230	0
189	Mount St. Marys	Mount St. Mary's College	1808	R. C	10	0	9	0	4	0	15	0	50	0	68	0	0	0	0	0	38	0	215	0
190	New Windsor	New Windsor College	1843	Presb	1	2	4	4	0	0	5	4	21	15	18	14	0	0	0	0	0	0	39	29
191	Westminster	Western Maryland College	1869	M. P	1	2	10	6	0	0	11	8	55	48	88	81	0	0	0	0	0	0	143	129
	MASSACHUSETTS.																							
192	Amherst	Amherst College	1821	Cong	0	0	33	0	0	0	33	0	0	0	447	0	3	0	1	0	0	0	451	0

193	Boston	Boston College	1863	R. C	14	0	11	0	0	0	18	0	289	0	130	0	0	0	0	0	0	0	419	0
194	do	Boston University	1871	M. E	0	0	22	2	90	0	109	5	0	0	92	293	87	42	0	0	595	72	913	407
195	Cambridge	Harvard University	1638	Nonsect	0	0	200	0	172	0	366	0	0	0	2,126	0	269	0	16	0	1,194	0	3,600	0
196	Springfield	French-American College	1885	Cong	6	2	6	2	0	0	6	2	46	25	9	0	0	0	0	0	0	0	55	25
197	Tufts College	Tufts College	1855	Univ	8	0	37	1	50	0	85	1	12	0	196	54	6	1	0	0	175	40	389	95
198	Williamstown	Williams College	1793	Nonsect	0	0	28	0	0	0	28	0	0	0	342	0	2	0	11	0	0	0	355	0
199	Worcester	Clark University	1889	Nonsect	0	0	0	0	0	0	11	0	0	0	0	0	42	0	0	0	0	0	42	0
200	do	College of the Holy Cross	1843	R. C	14	0	17	0	0	0	23	0	104	0	147	0	0	0	0	0	0	0	251	0
	MICHIGAN.																							
201	Adrian	Adrian College	1859	M. P	3	2	10	5	3	0	13	7	25	28	125	100	0	0	0	0	29	0	150	128
202	Albion	Albion College	1843	M. E	5	2	10	1	0	0	18	14	79	44	129	96	5	1	11	5	0	0	273	316
203	Alma	Alma College	1887	Presb	5	4	5	3	0	0	10	7	26	21	29	11	0	0	0	0	0	0	63	171
204	Ann Arbor	University of Michigan	1837	Nonsect	0	0	98	2	94	0	162	2	0	0	965	496	45	14	6	3	1,319	88	2,316	601
205	Battle Creek	Battle Creek College	1874	7 Day Ad	1	10	10	1	0	0	11	11	221	238	132	125	0	0	0	0	0	0	353	363
206	Benzonia	Benzonia College	1890	Cong	5	3	4	4	0	0	9	7	43	71	6	8	0	0	0	0	0	0	49	79
207	Detroit	Detroit College	1877	R. C	8	0	6	0	0	0	15	0	145	0	100	0	0	0	0	0	0	0	288	0
208	Hillsdale	Hillsdale College	1855	Free Bapt	6	2	8	2	4	0	18	4	118	54	150	52	0	0	0	0	17	3	285	109
209	Holland	Hope College	1865	Ref	11	1	10	0	3	0	14	1	140	24	85	4	0	0	0	0	18	0	243	28
210	Kalamazoo	Kalamazoo College	1855	Bapt	1	1	7	2	0	0	10	4	51	17	75	28	0	1	0	0	0	0	126	61
211	Olivet	Olivet College	1859	Cong	6	2	13	6	0	0	17	7	92	101	75	69	0	0	0	0	0	0	167	230
	MINNESOTA.																							
212	Collegeville	St. John's University	1867	R. C	2	0	22	0	4	0	30	0	30	0	123	0	0	0	0	0	45	0	203	0
213	Excelsior	Northwestern Christian College.	1890	Christian	3	1	6	4	6	0	7	4	12	14	19	32	3	1	0	0	11	0	48	53
214	Hamline	Hamline University	1854	M. E	12	3	12	3	23	0	35	3	104	100	98	58	0	0	0	0	67	6	269	164
215	Minneapolis	Augsburg Seminary	1869	Luth	8	0	8	0	2	0	8	0	74	0	59	0	0	0	0	0	32	0	165	0
216	do	University of Minnesota	1868	Nonsect	0	0	71	10	98	0	168	10	0	0	888	476	105	32	0	0	741	27	1,836	631
217	Northfield	Carleton College	1867	Cong	2	4	11	4	0	0	15	9	49	81	59	67	0	1	2	0	0	0	110	149
218	do	St. Olaf College	1875	Luth	8	2	8	2	0	0	8	2	54	29	37	2	0	0	0	0	0	0	91	31
219	St. Paul	Macalester College	1885	Presb	5	1	6	2	0	0	8	2	45	15	56	4	0	0	0	0	0	0	101	19
220	St. Peter	Gustavus Adolphus College	1876	Luth	9	2	9	1	0	0	14	3	71	19	53	5	0	0	0	0	0	0	167	71
221	Winnebago City	Parker College	1888	Free Bapt	1	1	2	2	0	0	4	5	21	19	4	10	0	0	0	0	0	0	52	101
	MISSISSIPPI.																							
222	Clinton	Mississippi College	1852	Bapt	2	0	7	1	0	0	9	1	75	0	162	0	2	0	0	0	0	0	242	0
223	Daleville	Cooper-Huddleston College	1865	Nonsect	1	1	2	2	0	0	3	3	23	16	52	37	0	0	0	0	0	0	75	53
224	Holly Springs	Rust University	1868	M. E	5	4	5	4	0	0	5	4	86	89	12	10	0	0	0	0	0	0	100	128
225	Jackson	Millsaps College	1892	M. E	3	0	6	0	0	0	9	0	56	0	108	0	0	0	0	0	0	0	164	0
226	University	University of Mississippi	1848	Nonsect	0	0	14	1	5	0	19	1	0	0	178	22	6	0	22	4	39	0	245	26
	MISSOURI.																							
227	Albany	Central Christian College	1892	Christian	1	1	5	1	0	0	6	2	10	10	60	20	0	0	0	0	0	0	70	30
228	do	Northwest Missouri College	1892	M. E. So	2	0	6	0	0	0	8	0	27	18	56	44	0	0	0	0	0	0	83	62
229	Bolivar	Southwest Baptist College	1878	Bapt	1	1	4	2	0	0	5	3	46	16	20	13	0	0	0	0	0	0	113	44

*Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Location.	Name.	Year of opening.	Religious denomination controlling.	Professors and instructors.								Students.											
					Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department. Resident.		Graduate department. Nonresident.		Professional departments.		Total number	
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	MISSOURI—cont'd.																							
230	Bowling Green	Pike College	1882	Nonsect.	2	3	2	2	0	0	2	5	20	30	35	80	0	0	0	0	0	0	55	110
231	Cameron	Missouri Wesleyan College	1883	M. E.	0	2	4	4	0	0	5	7	60	50	65	75	0	0	0	0	0	0	125	125
232	Canton	Christian University	1855	Christian	0	1	6	4	0	0	6	5	9	4	54	43	0	0	0	0	0	0	63	47
233	Cape Girardeau	St. Vincent's College	1843	R. C.	4	0	3	0	0	0	4	0	14	0	6	0	0	0	0	0	0	0	20	0
234	Columbia	University of the State of Missouri.	1842	Nonsect.	0	0	48	4	7	0	55	4	0	0	386	71	17	8	0	0	182	0	637	116
235	Edinburg	Grand River Christian Union College.	1850	Christ. U.	1	2	2	2	0	0	3	2	36	40	14	12	0	0	0	0	0	0	50	52
236	Fayette	Central College	1857	M. E. So.	6	1	8	0	0	0	12	1	104	8	72	3	1	1	0	0	0	0	177	12
237	Fulton	Westminster College	1853	Presb	6	0	9	0	0	0	10	0	20	0	85	0	0	0	5	0	0	0	110	0
238	Glasgow	Pritchett School Institute	1866	Nonsect.	2	3	5	1	0	0	7	4	27	32	21	21	2	2	0	0	0	0	50	55
239	Greenfield	Ozark College	1882	Cum. Pres	1	1	2	2	0	0	3	3	20	30	11	14	0	0	0	0	0	0	35	50
240	La Grange	La Grange College	1858	Bapt	----	----	7	3	----	----	7	7	----	----	34	42	----	----	----	----	----	----	34	42
241	Lawson	Lawson Presbyterian College.*	1891	Presb	1	0	3	1	0	0	4	1	13	12	34	36	0	0	0	0	0	0	47	48
242	Liberty	William Jewell College	1849	Bapt	7	0	10	0	0	0	17	0	200	0	136	0	0	0	8	0	0	0	344	0
243	Marshall	Missouri Valley College	1889	Cum. Pres	7	2	7	2	0	0	8	5	89	84	67	38	0	0	0	0	0	0	143	132
244	Morrisville	Morrisville College	1873	M. E. So.	0	1	4	1	0	0	4	4	27	20	23	7	0	0	0	0	0	0	70	39
245	Neosho	Scarritt Collegiate Institute	1888	M. E. So.	4	2	3	0	0	0	7	2	40	60	30	36	0	0	0	0	0	0	70	96
246	Parkville	Park College	1875	Presb	1	8	10	2	0	0	11	10	138	102	62	54	0	0	0	0	0	0	200	156
247	St. Charles	St. Charles College	1837	M. E. So.	0	1	3	0	0	0	3	3	16	15	10	9	0	0	0	0	0	0	26	24
248	St. Louis	Christian Brothers College	1851	R. C.	9	0	9	0	0	0	24	0	200	0	90	0	0	0	0	0	0	0	420	0
249	....do	St. Louis University	1829	R. C.	6	0	10	0	0	0	19	0	145	0	70	0	0	0	0	0	0	0	313	0
250	....do	Washington University	1859	Nonsect.	29	38	30	0	65	0	137	38	555	361	99	56	0	0	0	0	379	1	1,053	514
251	Springfield	Drury College	1873	Cong	2	3	7	2	0	0	10	6	109	90	54	38	0	0	0	0	0	0	163	128
252	Tarkio	Tarkio College	1883	U. Presb.	2	2	4	3	0	0	11	7	27	15	47	43	0	0	0	0	0	0	125	129
253	Trenton	Avalon College	1869	U. B.	7	3	7	3	0	0	7	3	25	18	74	46	2	4	0	0	0	0	101	68
254	Warrenton	Central Wesleyan College	1864	M. E.	2	2	6	0	2	0	12	2	47	5	36	9	0	0	0	0	43	0	200	65

	MONTANA.																							
255	Deer Lodge	College of Montana	1878	Presb	5	4	5	4	0	0	5	4	22	12	16	6	0	0	0	0	0	0	38	34
256	Helena	Montana Wesleyan University.	1890	M. E	4	5	4	5	0	0	4	5	74	64	3	2	0	0	0	0	0	0	77	66
257	Missoula	University of Montana	1895	Nonsect	----	----	----	----	----	----	4	4	----	----	----	----	----	----	----	----	----	----	61	74
	NEBRASKA.																							
258	Bellevue	University of Omaha	1880	Presb	4	4	5	3	44	0	44	7	31	20	26	5	1	0	5	0	175	5	238	30
259	Bethany	Cotner University	1888	Christian	2	0	5	6	13	0	23	6	a35	a33	a20	a10	0	0	0	0	49	3	107	120
260	College View	Union College	1891	7-Day Ad.	0	5	13	3	0	0	13	8	64	38	115	95	0	0	0	0	0	0	179	133
261	Crete	Doane College	1872	Cong	9	1	9	1	0	0	9	1	23	21	57	40	1	0	0	0	0	0	100	115
262	Fairfield	Fairfield College	1884	Christian	5	1	5	1	0	0	5	1	34	27	15	5	0	0	0	0	0	0	49	32
263	Lincoln	University of Nebraska	1871	Nonsect	16	5	41	4	12	0	52	7	238	133	412	317	15	23	28	3	79	2	850	539
264	Neligh	Gates College	1882	Cong	7	5	7	5	0	0	7	5	55	59	5	5	0	0	0	0	0	0	60	64
265	Omaha	Creighton University	1878	R. C	7	0	6	0	36	0	46	0	120	0	56	0	0	0	0	0	53	3	229	3
266	University Place	Nebraska Wesleyan University.	1888	M. E	8	6	8	6	0	0	8	6	a190	a175	a60	a50	----	----	----	----	----	----	250	225
267	York	York College	1894	U. B	3	2	3	2	0	0	8	2	40	30	12	8	0	0	0	0	0	0	84	81
	NEVADA.																							
268	Reno	State University of Nevada	1886	Nonsect	8	2	14	3	0	0	15	3	38	10	82	51	2	4	0	0	0	0	160	174
	NEW HAMPSHIRE.																							
269	Hanover	Dartmouth College	1770	Cong	0	0	34	0	15	0	46	0	0	0	386	0	7	2	0	0	161	0	554	2
	NEW JERSEY.																							
270	Newark	St. Benedict's College	1869	R. C	1	0	5	0	0	0	6	0	30	0	59	0	0	0	0	0	0	0	89	0
271	New Brunswick	Rutgers College	1766	Ref	8	5	27	0	0	0	32	5	118	30	182	0	0	0	0	0	0	0	300	30
272	Princeton	Princeton University	1746	Nonsect	0	0	78	0	0	0	78	0	0	0	962	0	119	0	7	0	0	0	1,088	0
273	South Orange	Seton Hall College	1856	R. C	3	0	7	0	3	0	13	0	30	0	77	0	0	0	0	0	0	0	107	0
	NEW MEXICO.																							
274	Albuquerque	University of New Mexico	1892	Nonsect	5	3	0	0	0	0	5	3	37	42	0	0	0	0	0	0	0	0	37	42
	NEW YORK.																							
275	Alfred	Alfred University	1836	7-Day Bap	11	5	12	5	3	0	17	5	76	98	24	9	0	0	0	0	3	0	100	107
276	Allegany	St. Bonaventure's College	1859	R. C	----	----	15	0	4	0	19	0	----	----	129	0	21	0	0	0	46	0	196	0
277	Annandale	St. Stephen's College	1860	P. E	6	0	8	0	0	0	8	0	24	0	45	0	0	0	0	0	0	0	69	0
278	Brooklyn	Polytechnic Institute of Brooklyn.	1890	Nonsect	31	3	19	0	0	0	48	3	640	0	83	0	0	0	0	0	0	0	723	0
279	....do	St. Francis College	1859	R. C	16	0	7	0	0	0	26	0	229	0	31	0	0	0	0	0	0	0	260	0
280	....do	St. John's College	1870	R. C	9	0	10	0	0	0	13	0	83	0	114	0	0	0	0	0	0	0	197	0
281	Buffalo	Canisius College	1870	R. C	21	0	8	0	0	0	29	0	216	0	25	0	0	0	0	0	0	0	241	0

* Statistics of 1894–95.

a Estimated.

TABLE 8.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Location.	Name.	Year of opening.	Religious denomination controlling.	Professors and instructors. Preparatory department. Male.	Preparatory department. Female.	Collegiate department. Male.	Collegiate department. Female.	Professional departments. Male.	Professional departments. Female	Total number. Male.	Total number. Female.	Students. Preparatory department. Male.	Preparatory department. Female.	Collegiate department. Male.	Collegiate department. Female.	Graduate department. Resident. Male.	Graduate department. Resident. Female.	Graduate department. Nonresident. Male.	Graduate department. Nonresident. Female.	Professional departments. Male.	Professional departments. Female.	Total number. Male.	Total number. Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	NEW YORK—cont'd.																							
282	Canton	St. Lawrence University	1858	Univ	0	0	10	1	4	0	14	1	0	0	58	32	2	0	9	6	25	5	94	43
283	Clinton	Hamilton College	1812	Nonsect	0	0	18	0	0	0	18	0	0	0	150	0	0	0	10	0	0	0	150	0
284	Geneva	Hobart College	1822	P. E.	0	0	21	0	0	0	21	0	0	0	89	0	0	0	0	0	0	0	89	0
285	Hamilton	Colgate University	1819	Bapt	8	0	21	0	9	0	38	0	112	0	167	0	0	0	0	0	46	0	325	0
286	Ithaca	Cornell University	1868	Nonsect	0	0	153	1	13	0	166	1	0	0	1,183	212	119	32	5	0	254	2	1,456	246
287	New York	College of St. Francis Xavier	1847	R. C.	18	0	15	0	0	0	30	0	452	0	162	0	8	0	0	0	0	0	614	0
288	do	College of the City of New York.	1849	Nonsect	15	0	37	0	0	0	52	0	670	0	756	0	0	0	0	0	0	0	1,426	0
289	do	Columbia University	1754	Nonsect	0	0	125	0	146	0	275	0	0	0	604	18	187	20	0	0	1,042	0	1,833	38
290	do	Manhattan College	1863	R. C.	13	0	14	0	0	0	27	0	507	0	186	0	0	0	0	0	0	0	693	0
291	do	New York University	1831	Nonsect	0	0	37	0	72	0	116	0	0	0	178	0	58	18	0	0	934	69	1,170	87
292	do	St. John's College	1841	R. C.	16	0	17	0	0	0	27	0	136	0	81	0	0	0	0	0	0	0	217	0
293	Niagara University	Niagara University	1856	R. C.	12	0	11	0	38	0	47	0	73	0	104	0	0	0	0	0	83	0	260	0
294	Rochester	University of Rochester	1850	Bapt	0	0	15	0	0	0	15	0	0	0	192	0	0	0	0	0	0	0	192	0
295	Schenectady	Union College	1795	Nonsect	0	0	29	0	0	0	29	0	0	0	253	0	0	0	0	0	0	0	253	0
296	Syracuse	Syracuse University	1871	M. E.	0	0	49	14	51	0	98	14	0	0	249	397	10	13	64	12	105	7	442	547
	NORTH CAROLINA.																							
297	Chapel Hill	University of North Carolina	1795	Nonsect	0	0	35	0	4	0	39	0	0	0	333	0	7	0	6	0	88	0	540	0
298	Charlotte	Biddle University	1867	Presb	4	0	6	0	5	0	12	0	165	0	62	0	0	0	0	0	22	0	249	0
299	Davidson	Davidson College	1837	Presb	0	0	11	0	0	0	11	0	0	0	171	0	4	0	11	0	0	0	186	0
300	Durham	Trinity College	1851	M. E. So.	0	0	10	0	0	0	10	0	0	0	126	4	0	0	0	0	0	0	126	4
301	Elon College	Elon College	1890	Christian	1	0	9	0	2	0	12	0	47	17	43	17	0	0	0	0	11	0	90	45
302	Guilford College	Guilford College	1837	Friends	6	5	6	5	0	0	6	5	21	22	51	32	0	0	0	2	0	0	95	73
303	Hickory	Lenoir College	1891	Luth	2	1	4	0	0	0	6	1	33	40	20	10	0	0	0	0	4	0	57	50
304	Mars Hill	Mars Hill College	1856	Bapt	2	3	3	2	0	0	3	3	76	84	75	70	0	0	0	0	0	0	151	154
305	Mount Pleasant	North Carolina College	1859	Luth	2	0	3	0	0	0	5	0	46	0	25	0	0	0	0	0	0	0	71	0
306	Newton	Catawba College	1851	Ref	4	2	6	1	0	0	6	3	88	50	12	10	0	0	0	0	0	0	100	60

307	Raleigh	Shaw University	1865	Bapt	2	0	3	0	12	0	18	6	22	15	12	2	0	0	0	0	84	1	158	169
308	Rutherford College	Rutherford College	1853	Nonsect	3	1	3	0	0	0	6	1	25	15	47	19	0	0	0	0	0	0	72	34
309	Salisbury	Livingstone College	1882	A. M. E. Z	6	3	4	0	2	0	12	[illegible]	70	68	11	4	0	0	0	0	4	0	85	72
310	Wake Forest	Wake Forest College	1834	Bapt	0	0	16	0	0	0	16	[illegible]	0	0	260	0	0	0	0	0	0	0	260	0
311	Weaverville	Weaverville College	1873	M. E. So	3	2	3	2	0	0	3	[illegible]	75	50	65	35	0	0	0	0	0	0	140	85
	NORTH DAKOTA.																							
312	Fargo	Fargo College	1887	Cong	7	5	7	5	0	0	7	5	29	31	11	4	0	0	2	1	0	0	49	83
313	University	University of North Dakota	1884	Nonsect	8	1	10	1	0	0	10	1	123	100	41	26	0	0	0	0	0	0	164	126
314	Wahpeton	Red River Valley University	1892	M. E	1	1	2	2	0	0	3	3	39	48	12	5	0	0	0	0	0	0	51	53
	OHIO.																							
315	Akron	Buchtel College	1872	Univ	1	4	7	2	0	0	8	6	52	47	39	59	0	0	0	0	0	0	91	106
316	Alliance	Mount Union College	1846	M. E	7	2	9	2	0	0	13	5	110	74	93	35	0	0	32	1	0	0	290	172
317	Ashland	Ashland University*	1879	U. B	2	0	3	0	0	0	5	2	37	32	3	2	0	0	0	0	0	0	40	32
318	Athens	Ohio University	1809	Nonsect	5	4	10	2	0	0	16	5	95	81	54	44	0	0	0	0	0	0	159	136
319	Berea	Baldwin University	1846	M. E	7	2	10	3	0	0	12	3	48	20	53	25	0	0	5	1	0	0	106	46
320	do	German Wallace College	1864	M. E	7	0	7	0	----	----	7	0	74	24	30	5	0	0	0	0	30	0	134	29
321	Cedarville	Cedarville College	1894	Ref. Presb	3	2	4	2	0	0	5	2	20	27	13	7	0	0	0	0	0	0	33	36
322	Cincinnati	St. Joseph's College	1872	R. C	6	0	4	0	0	0	10	0	125	0	100	0	0	0	0	0	0	0	225	0
323	do	St. Xavier College	1840	R. C	7	0	8	0	0	0	21	0	228	0	102	0	0	0	0	0	0	0	394	0
324	do	University of Cincinnati	1873	Nonsect	0	0	21	2	0	0	21	2	0	0	143	113	17	13	0	0	0	0	160	126
325	Cleveland	Calvin College*	1883	Ref	1	0	3	0	0	0	4	0	21	0	11	0	0	0	0	0	0	0	32	0
326	do	St. Ignatius College	1886	R. C	14	0	14	0	0	0	14	0	223	0	5	0	3	0	0	0	0	0	231	0
327	do	Western Reserve University	1826	Nonsect	0	0	32	5	57	0	90	5	0	0	142	128	8	5	0	0	227	2	377	135
328	Columbus	Capital University	1850	Luth	3	0	8	0	3	0	9	0	27	0	73	0	0	0	0	0	41	0	141	0
329	do	Ohio State University	1870	Nonsect	0	0	66	0	10	0	76	0	0	0	687	138	29	0	0	0	115	0	831	138
330	Defiance	Defiance College	1884	Nonsect	4	3	2	1	0	0	4	4	14	9	1	0	0	0	0	0	0	0	15	9
331	Delaware	Ohio Wesleyan University	1844	M. E	16	5	24	7	21	0	70	22	330	126	278	235	11	14	53	3	132	0	858	543
332	Findlay	Findlay College	1886	Ch. of God	4	1	4	1	0	0	10	5	25	9	27	10	0	0	0	0	0	0	119	184
333	Gambier	Kenyon College	1826	P. E	7	0	8	0	5	0	18	0	81	0	80	0	0	0	0	0	19	0	175	0
334	Granville	Denison University	1831	Bapt	7	0	11	0	0	0	18	0	170	33	135	76	2	0	0	0	0	0	271	109
335	Hiram	Hiram College	1850	Christian	11	2	9	2	0	0	12	2	159	53	108	34	0	0	0	0	0	0	267	87
336	Lima	Lima College	1893	Luth	3	2	5	2	0	0	7	4	32	22	9	11	0	0	0	0	0	0	88	148
337	Marietta	Marietta College	1835	Nonsect	7	8	20	7	0	0	27	15	88	43	83	48	0	0	0	0	0	0	157	91
338	New Athens	Franklin College	1825	Nonsect	4	5	4	0	0	0	6	5	28	25	40	13	0	0	0	0	0	0	68	38
339	New Concord	Muskingum College	1837	U. Presb	10	0	10	0	0	0	10	4	39	11	68	25	0	0	0	0	0	0	117	69
340	Oberlin	Oberlin College	1833	Nonsect	11	12	25	4	14	0	57	31	266	203	250	189	2	2	0	0	63	1	650	761
341	Oxford	Miami University	1824	Nonsect	3	0	9	0	0	0	11	0	97	0	32	0	0	0	0	0	0	0	129	0
342	Richmond	Richmond College	1835	Nonsect	5	2	4	1	0	0	6	3	52	36	14	11	3	2	6	1	------	----	79	50
343	Rio Grande	Rio Grande College	1876	Free Bapt	4	2	4	2	0	0	4	2	16	20	7	13	0	0	0	0	0	0	23	33
344	Scio	Scio College	1866	M. E	6	0	6	0	5	1	13	4	110	38	67	22	0	0	0	0	47	3	318	159
345	Springfield	Wittenberg College	1845	Luth	3	1	13	0	3	0	19	1	92	20	144	54	0	0	11	0	39	0	286	74
346	Tiffin	Heidelberg University	1850	Ref	9	2	11	2	3	0	17	2	59	37	48	34	0	0	16	1	25	0	177	95
347	Westerville	Otterbein University	1847	U. B	3	1	8	1	0	0	12	4	71	46	67	43	0	0	3	0	0	0	125	145
348	Wilberforce	Wilberforce University*	1855	A. M. E	4	6	9	6	3	0	10	8	37	77	61	56	0	0	0	0	10	0	175	130
349	Wilmington	Wilmington College	1870	Friends	1	2	3	2	0	0	4	4	37	31	25	18	0	2	2	0	0	0	64	51
350	Wooster	University of Wooster	1870	Presb	8	2	21	3	39	0	60	4	95	53	173	96	0	0	151	6	87	6	543	235
351	Yellow Springs	Antioch College	1852	Nonsect	6	1	7	1	0	0	13	4	45	24	18	10	0	0	0	0	0	0	119	95

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Location.	Name.	Year of opening.	Religious denomination controlling.	Professors and instructors. Preparatory department. Male.	Preparatory department. Female.	Collegiate department. Male.	Collegiate department. Female.	Professional departments. Male.	Professional departments. Female.	Total number. Male.	Total number. Female.	Students. Preparatory department. Male.	Preparatory department. Female.	Collegiate department. Male.	Collegiate department. Female.	Graduate department. Resident. Male.	Resident. Female.	Non-resident. Male.	Non-resident. Female.	Professional departments. Male.	Professional departments. Female.	Total number. Male.	Total number. Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	OKLAHOMA.																							
352	Norman	University of Oklahoma	1892	Nonsect	0	2	5	0	0	0	5	2	72	61	7	3	0	0	0	0	5	0	84	64
	OREGON.																							
353	Eugene	University of Oregon	1876	Nonsect	12	3	14	4	14	0	28	4	118	62	72	79	0	2	0	0	144	18	334	161
354	Forest Grove	Pacific University	1848	Cong	6	3	6	2	0	0	9	5	87	60	16	14	2	0	0	0	0	0	105	95
355	Lafayette	Lafayette Seminary	1889	U. Evang	2	2	3	2	0	0	3	3	10	12	9	21	0	0	0	0	0	0	19	33
356	McMinnville	McMinnville College	1859	Bapt	3	2	3	2	0	0	3	2	21	19	21	22	0	0	0	0	0	0	42	41
357	Newberg	Pacific College	1891	Friends	2	2	3	1	1	0	5	2	71	46	18	17	0	0	0	0	1	2	90	65
358	Philomath	Philomath College	1867	U. B	0	1	3	0	0	0	3	1	14	12	28	27	0	0	0	0	0	0	42	39
359	Salem	Willamette University	1844	M. E	5	4	4	3	32	0	43	8	103	70	14	5	0	0	2	0	25	4	356	381
360	University Park	Portland University	1891	M. E	3	2	5	1	3	0	13	9	75	81	30	9	0	0	2	1	6	1	117	222
	PENNSYLVANIA.																							
361	Allegheny	Western University of Pennsylvania.	1819	Nonsect	0	0	18	0	81	0	88	0	0	0	159	2	0	0	0	0	416	6	575	8
362	Allentown	Muhlenberg College	1867	Luth	4	0	9	0	0	0	12	0	54	0	106	0	0	0	0	0	0	0	160	0
363	Annville	Lebanon Valley College	1866	U. B	0	4	5	1	0	0	6	5	34	14	39	12	1	0	4	0	0	0	84	56
364	Beatty	St. Vincent College	1846	R. C	4	0	7	0	4	0	21	0	90	0	115	0	13	0	0	0	39	0	315	0
365	Beaver Falls	Geneva College	1848	Ref. Presb	1	1	7	3	0	0	8	4	55	33	44	11	0	0	0	0	0	0	111	115
366	Bethlehem	Moravian College	1807	Moravian	0	0	5	0	3	0	5	0	0	0	25	0	0	0	0	0	13	0	38	0
367	Carlisle	Dickinson College	1783	M. E	5	1	13	1	7	0	25	2	78	13	217	22	0	0	0	0	99	1	394	36
368	Chester	Pennsylvania Military College.	1862	Nonsect	4	0	15	0	0	0	15	0	40	0	63	0	0	0	0	0	0	0	103	0
369	Collegeville	Ursinus College	1870	Ref	5	4	11	0	5	0	17	4	79	22	60	6	0	0	0	0	31	0	170	28
370	Easton	Lafayette College	1832	Presb	0	0	28	0	0	0	28	0	0	0	281	0	27	0	0	0	0	0	308	0
371	Gettysburg	Pennsylvania College	1832	Luth	3	0	12	0	0	0	15	0	69	8	128	6	0	0	15	1	0	0	212	15

372	Greenville	Thiel College	1871	Luth	4	1	6	0	0	0	7	1	38	18	41	24	0	0	2	0	0	0	81	42
373	Grove City	Grove City College	1884	Nonsect	4	3	5	3	0	0	11	8	148	55	170	53	0	0	0	0	0	0	361	213
374	Haverford	Haverford College	1833	Friends	0	0	17	0	0	0	17	0	0	0	99	0	0	0	0	0	0	0	99	0
375	Jefferson	Monongahela College	1867	Bapt	1	0	3	1	0	0	6	1	6	6	5	1	0	0	0	0	0	0	18	16
376	Lancaster	Franklin and Marshall College.	1836	Ref	6	0	13	1	5	1	24	1	118	7	168	0	0	0	9	0	74	0	343	7
377	Lewisburg	Bucknell University	1846	Bapt	6	9	17	0	0	0	19	9	91	135	181	24	0	0	0	0	0	0	272	159
378	Lincoln University	Lincoln University	1854	Presb	0	0	9	0	8	0	11	0	0	0	122	0	0	0	0	0	48	0	170	0
379	Loretto	St. Francis College*	1850	R. C	-	-	-	-	-	-	12	0	-	-	-	-	-	-	-	-	-	-	221	0
380	Meadville	Allegheny College	1817	M. E	7	3	9	1	0	0	16	4	119	33	128	35	0	0	0	0	0	0	247	68
381	New Berlin	Central Pennsylvania College.	1855	U. Evang	2	1	5	1	0	0	8	2	31	3	36	8	0	0	0	0	0	0	71	11
382	New Wilmington	Westminster College	1852	U. Presb	3	3	5	2	0	0	6	6	45	48	102	46	0	0	0	0	0	0	147	132
383	Philadelphia	Central High School	1838	Nonsect	0	0	36	0	0	0	36	0	0	0	1,191	0	0	0	0	0	0	0	1,197	0
384	do	La Salle College	1867	R. C	9	0	9	0	0	0	16	0	132	0	78	0	0	0	0	0	0	0	221	0
385	do	University of Pennsylvania	1740	Nonsect	0	0	107	0	158	0	251	0	0	0	665	206	142	30	0	0	1,633	4	2,412	240
386	Pittsburg	Duquesne College	1891	Nonsect	0	3	5	2	0	0	8	4	12	13	48	52	0	0	0	0	0	0	122	104
387	do	Holy Ghost College	1878	R. C	8	0	8	0	0	0	18	0	114	0	66	0	0	0	0	0	0	0	200	0
388	Selinsgrove	Susquehanna University		Luth	4	3	4	0	2	0	10	3	81	8	36	7	0	0	0	0	10	0	127	15
389	South Bethlehem	Lehigh University	1866	Nonsect	0	0	38	0	0	0	38	0	0	0	386	0	10	0	19	0	0	0	415	0
390	State College	Pennsylvania State College	1859	Nonsect	3	1	36	2	0	0	39	3	77	8	247	5	0	0	1	0	0	0	325	13
391	Swarthmore	Swarthmore College	1869	Friends	0	0	15	8	0	0	15	8	0	0	88	94	0	0	0	0	0	0	88	94
392	Villanova	Villanova College	1843	R. C	3	0	8	0	3	0	14	0	37	0	80	0	0	0	0	0	19	0	136	0
393	Volant	Volant College*	1889	Nonsect	3	1	2	1	0	0	5	2	120	76	50	41	0	0	0	0	0	0	170	117
394	Washington	Washington and Jefferson College.	1802	Presb	9	0	13	0	0	0	16	0	86	0	220	0	0	0	0	0	0	0	306	0
	RHODE ISLAND.																							
395	Providence	Brown University	1764	Bapt	0	0	75	0	0	0	75	0	0	0	654	96	15	14	70	10	0	0	739	120
	SOUTH CAROLINA.																							
396	Charleston	College of Charleston	1785	Nonsect	0	0	6	0	0	0	6	0	0	0	36	0	0	0	0	0	0	0	36	0
397	Clinton	Presbyterian College of South Carolina.	1880	Presb	3	0	6	0	0	0	6	0	16	12	39	20	0	0	0	0	0	0	55	32
398	Columbia	Allen University	1881	A. M. E	4	0	4	0	3	0	4	2	3	3	6	0	0	0	0	0	8	0	131	122
399	do	South Carolina College	1805	Nonsect	0	0	11	0	1	0	12	0	0	0	155	13	0	0	0	0	17	0	172	13
400	Due West	Erskine College	1839	A. R. Pres	1	0	6	0	0	0	7	0	35	0	83	2	0	0	0	0	0	0	118	2
401	Greenville	Furman University	1852	Bapt	2	0	8	0	0	0	10	0	47	0	90	7	0	0	0	0	0	0	137	7
402	Newberry	Newberry College	1859	Luth	1	0	7	0	0	0	8	0	18	0	79	0	1	0	3	0	0	0	101	0
403	Orangeburg	Claflin University	1869	Nonsect	10	2	10	2	0	0	10	2	61	65	7	4	0	0	0	0	0	0	68	69
404	Spartanburg	Wofford College	1854	M. E. So	6	0	8	0	0	0	9	0	44	0	153	0	0	0	0	0	0	0	197	0
	SOUTH DAKOTA.																							
405	East Pierre	Pierre University	1883	Presb	2	3	2	3	0	0	2	5	21	41	8	6	0	0	0	0	0	0	29	47
406	Hot Springs	Black Hills College	1890	M. E	2	3	5	3	0	0	5	3	16	6	14	7	0	0	0	0	0	0	45	60
407	Mitchell	Dakota University	1885	M. E	5	3	5	0	0	0	8	7	44	26	15	9	0	0	0	0	0	0	59	35
408	Redfield	Redfield College*	1887	Cong	4	2	5	2	0	0	7	3	20	1	17	0	0	0	0	0	0	0	61	33
409	Vermilion	University of South Dakota	1882	Nonsect	13	1	13	1	0	0	13	1	82	96	31	41	2	4	4	0	0	0	150	145
410	Yankton	Yankton College	1882	Cong	9	5	9	5	0	0	9	5	95	100	23	13	0	0	0	0	0	0	118	113

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Location.	Name.	Year of opening.	Religious denomination controlling.	Professors and instructors. Preparatory department. Male.	Female.	Collegiate department. Male.	Female.	Professional departments. Male.	Female.	Total number. Male.	Female.	Students. Preparatory department. Male.	Female.	Collegiate department. Male.	Female.	Graduate department. Resident. Male.	Female.	Graduate department. Nonresident. Male.	Female.	Professional departments. Male.	Female.	Total number. Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	TENNESSEE.																							
411	Athens and Chattanooga.	U. S. Grant University *	1867	M. E	5	4	7	1	43	0	55	5	142	80	35	10	0	0	0	0	142	0	319	90
412	Bristol	King College	1868	Presb	1	0	4	0	0	0	5	0	10	0	73	0	2	0	0	0	0	0	85	0
413	Clarksville	Southwestern Presbyterian University.	1805	Presb	0	0	11	0	6	0	11	0	0	0	143	0	2	0	0	0	33	0	145	0
414	Harriman	American Temperance University.	1892	Nonsect	4	0	7	0	1	0	14	6	123	63	25	12	0	0	0	0	11	0	215	140
415	Hiwassee College	Hiwassee College	1849	M. E. So	1	0	1	1	0	0	2	1	30	7	8	5	0	0	0	0	0	0	38	12
416	Jackson	Southwestern Baptist University.	1847	Bapt	2	0	9	1	0	0	10	1	28	0	127	22	0	0	0	0	60	0	243	23
417	Knoxville	Knoxville College	1875	U. Presb	5	16	5	16	1	0	5	16	43	53	13	6	0	0	0	0	8	2	64	61
418	....do	University of Tennessee	1794	None	0	0	25	0	39	0	62	0	0	0	236	90	8	1	0	0	193	0	426	91
419	Lebanon	Cumberland University	1842	Cum. Pres	3	0	8	0	8	0	19	0	71	0	104	0	0	0	12	0	136	1	323	1
420	McKenzie	Bethel College	1850	Cum. Pres	1	2	3	1	0	0	5	3	70	37	30	20	0	0	0	0	0	0	100	57
421	Maryville	Maryville College	1819	Presb	4	3	8	0	0	0	12	3	220	121	71	34	0	0	0	0	0	0	291	155
422	Memphis	Christian Brothers College	1871	R. C	5	0	7	0	0	0	14	0	75	0	40	0	0	0	0	0	0	0	145	0
423	Milligan	Milligan College	1882	Christian	1	1	5	1	0	0	8	4	42	23	71	37	0	0	0	0	0	0	113	63
424	Mossy Creek	Carson and Newman College	1851	Bapt	6	3	6	3	0	0	6	3	75	37	89	40	0	0	0	0	0	0	164	77
425	Nashville	Central Tennessee College	1866	M. E	4	1	4	1	33	0	31	4	23	16	16	4	0	0	0	0	172	9	216	76
426	....do	Fisk University	1866	Cong	5	15	7	4	4	0	8	22	117	221	51	5	0	0	0	0	9	0	176	227
427	....do	Roger Williams University	1864	Bapt	5	5	6	1	2	0	6	5	94	101	23	2	0	0	0	0	7	0	124	103
428	....do	University of Nashville	1785	Nonsect	8	6	10	8	24	0	46	23	129	234	277	298	0	0	0	0	170	2	599	840
429	....do	Vanderbilt University	1875	M. E. So	0	0	33	0	54	0	84	0	0	0	189	26	37	2	0	0	428	1	627	29
430	Sewanee	University of the South	1868	P. E	4	0	14	0	17	0	29	0	73	0	139	0	1	0	0	0	81	0	294	0
431	Spencer	Burritt College	1848	Christian	1	1	3	1	0	0	4	5	42	36	57	43	0	0	0	0	0	0	99	79
432	Sweetwater	Sweetwater College	1874	Nonsect	1	1	3	1	0	0	4	2	20	0	85	0	0	0	0	0	0	0	105	0
433	Tusculum	Greeneville and Tusculum College.	1794	Presb	2	1	3	1	0	0	5	2	78	38	32	12	0	0	0	0	0	0	110	50
434	Washington College	Washington College	1795	Presb	1	1	4	2	0	0	5	3	48	27	20	22	0	0	0	0	0	0	68	49

	TEXAS.																							
435	Austin	St. Edward's College	1881	R. C	6	0	12	0	0	0	18	0	50	0	100	0	0	0	0	0	0	0	150	0
436	do	University of Texas	1883	Nonsect	0	0	26	2	21	0	47	2	0	0	221	114	8	6	0	0	383	9	607	129
437	Brownwood	Howard Payne College	1890	Bapt	8	2	3	3	0	0	6	5	48	55	30	43	0	0	0	0	0	0	78	98
438	Campbell	Henry College	1892	Nonsect	----	----	8	4	----	----	8	4	----	----	123	72	----	----	----	----	----	----	123	72
439	Fort Worth	Fort Worth University	1881	M. E	6	7	6	4	20	0	24	7	97	74	10	6	0	0	0	0	107	0	214	89
440	Galveston	St. Mary's University	1884	R. C	1	0	7	0	0	0	8	0	25	0	95	0	0	0	0	0	0	0	120	0
441	Georgetown	Southwestern University	1873	M. E. So	3	2	8	6	----	----	11	8	134	68	185	86	0	0	0	0	----	----	319	154
442	Marshall	Wiley University	1873	M. E	3	2	3	1	0	0	3	2	12	5	2	0	----	----	----	----	----	----	14	5
443	San Antonio	St. Louis College	1894	R. C	14	0	4	0	0	0	14	0	105	0	15	0	0	0	0	0	0	0	120	0
444	Sherman	Austin College	1850	Presb	7	0	8	0	0	0	8	0	60	0	63	0	0	0	0	0	0	0	123	0
445	Tehuacana	Trinity University*	1869	C. Presb	1	3	5	0	0	0	8	7	66	34	134	61	0	0	0	0	0	0	201	100
446	Waco	Add-Ran Christian University.	1873	Christian	1	1	6	5	1	0	8	6	40	45	36	28	0	0	0	0	15	0	91	73
447	do	Baylor University	1845	Bapt	3	2	7	0	0	0	11	10	201	80	154	79	0	0	0	0	0	0	355	197
448	do	Paul Quinn College	1881	A. M. E	3	2	3	2	0	0	3	2	51	26	15	16	0	0	0	0	0	0	66	42
	UTAH.																							
449	Logan	Brigham Young College	1878	L. D. S	14	0	14	0	0	0	14	0	183	127	4	0	0	0	0	0	0	0	187	127
450	Salt Lake City	University of Utah	1850	Nonsect	11	3	20	3	0	0	22	10	173	179	79	86	2	0	1	0	0	0	255	265
	VERMONT.																							
451	Burlington	University of Vermont and State Agricultural College.	1800	Nonsect	0	0	27	0	22	0	48	0	0	0	190	53	1	1	0	0	185	0	426	54
452	Middlebury	Middlebury College*	1800	Nonsect	0	0	10	0	0	0	10	0	0	0	67	38	0	0	0	0	0	0	67	38
	VIRGINIA.																							
453	Ashland	Randolph-Macon College	1832	M. E. So	13	1	22	7	0	0	35	8	238	0	129	122	0	0	0	0	0	0	367	122
454	Bridgewater	Bridgewater College	1882	Bapt	3	1	4	0	0	0	6	2	60	40	10	10	0	0	0	0	0	0	80	70
455	Charlottesville	University of Virginia	1825	Nonsect	0	0	24	0	24	0	47	0	0	0	256	0	----	----	0	0	281	0	527	0
456	Emory	Emory and Henry College	1838	M. E. So	2	0	7	0	0	0	9	0	18	0	90	0	0	0	0	0	0	0	108	0
457	Fredericksburg	Fredericksburg College	1893	Presb	3	4	8	6	0	0	10	7	16	19	69	91	0	0	0	0	0	0	85	110
458	Hampden Sidney	Hampden Sidney College	1776	Nonsect	0	0	8	0	0	0	8	0	0	0	91	0	2	0	0	0	0	0	93	0
459	Lexington	Washington and Lee University.	1749	Nonsect	0	0	15	0	2	0	17	0	0	0	152	0	0	0	0	0	71	0	223	0
460	Richmond	Richmond College	1832	Bapt	0	0	16	0	3	0	16	0	0	0	167	0	0	0	0	0	48	0	215	0
461	Salem	Roanoke College	1853	Luth	3	0	11	0	0	0	14	0	31	0	134	3	0	0	0	0	0	0	165	3
462	Williamsburg	College of William and Mary	1693	Nonsect	11	0	11	0	0	0	11	0	125	0	58	0	0	0	0	0	0	0	183	0
	WASHINGTON.																							
463	Burton	Vashon College	1892	Nonsect	3	2	4	1	0	0	7	3	47	38	30	22	0	0	0	0	0	0	77	60
464	Colfax	Colfax College	1885	Bapt	2	2	3	2	0	0	3	2	62	40	13	5	0	0	0	0	0	0	75	45
465	College Place	Walla Walla College	1892	7-Day Ad	1	2	6	4	0	0	7	6	35	20	88	95	0	0	0	0	0	0	123	115
466	Seattle	University of Washington	1862	Nonsect	0	0	16	2	0	0	16	2	0	0	159	131	1	1	0	0	12	6	172	138
467	Spokane	Gonzaga College	1887	R. C	1	0	7	0	0	0	8	0	15	0	80	0	0	0	0	0	0	0	95	0

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges for men and for both sexes*—Continued.

	Location.	Name.	Year of opening.	Religious denomination controlling.	Professors and instructors.								Students.											
					Preparatory department.		Collegiate department.		Professional departments.		Total number.		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number.	
																	Resident.		Nonresident.					
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	WASHINGTON—cont'd.																							
468	Sumner	Whitworth College *	1890	Presb	4	3	5	2	0	0	5	5	26	14	13	8	0	0	0	0	0	0	39	26
469	Tacoma	Puget Sound University	1890	M. E.	3	1	10	4	0	0	14	5	102	82	15	1	1	0	2	0	0	0	120	83
470	Vancouver	St. James College *	1856	R. C.	2	0	4	0	0	0	6	0	30	0	4	0	0	0	0	0	0	0	34	0
471	Walla Walla	Whitman College	1866	Cong	8	5	7	5	0	0	8	5	55	57	7	5	0	0	0	0	0	0	62	62
	WEST VIRGINIA.																							
472	Barboursville	Barboursville College	1888	M. E. So.	0	1	2	4	0	0	2	5	.....	.....	5	7	0	0	0	0	0	0	44	46
473	Bethany	Bethany College	1841	Christian	0	0	6	2	0	0	8	4	0	0	92	33	0	0	0	0	0	0	92	33
474	Morgantown	West Virginia University	1867	Nonsect.	4	0	24	0	37	0	55	1	145	0	129	35	1	0	0	0	89	0	364	35
	WISCONSIN.																							
475	Appleton	Lawrence University	1849	M. E.	9	3	9	4	0	0	15	4	76	41	42	44	4	0	0	0	0	0	209	152
476	Beloit	Beloit College	1847	Nonsect.	8	0	18	0	0	0	23	0	303	0	126	35	0	0	0	0	0	0	408	35
477	Franklin	Mission House	1859	Ref	9	0	9	0	3	0	18	0	29	0	42	0	0	0	0	0	29	0	100	0
478	Madison	University of Wisconsin	1849	Nonsect.	0	0	92	8	14	0	106	8	0	0	810	415	62	18	17	8	262	7	1,151	448
479	Milton	Milton College	1844	7-Day Bpt	6	2	5	1	0	0	7	3	48	53	29	16	0	0	0	0	0	0	77	69
480	Milwaukee	Marquette College	1881	R. C.	5	0	6	0	0	0	15	0	107	0	70	0	0	0	0	0	0	0	231	0
481	Ripon	Ripon College	1853	Cong	7	5	8	5	0	0	10	8	58	48	40	20	0	0	0	0	0	0	115	149
482	St. Francis	Seminary of St. Francis of Sales.	1856	R. C.	0	0	7	0	5	0	12	0	0	0	100	0	0	0	0	0	120	0	220	0
483	Watertown	Northwestern University	1865	Luth	4	0	6	0	0	0	9	0	96	8	49	1	0	0	0	0	0	0	151	9
	WYOMING.																							
484	Laramie	University of Wyoming	1887	Nonsect.	10	2	10	2	0	0	10	2	35	62	11	9	1	0	0	0	0	0	47	71

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges*—Continued.

	Name.	Number of fellowships.	Number of scholarships.	Library.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	Amount of property, endowment, and funds received from private sources.
				Bound volumes.	Pamphlets.				From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
	2	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	ALABAMA.															
1	Blount College	----	----	50	25	--------	$7,000	--------	$1,500	--------	$5,200	--------	--------	$6,700	--------	--------
2	St. Bernard College	0	0	1,700	325	$6,500	85,000	0	11,500	0	0	0	0	11,500	--------	--------
3	Howard College	----	----	1,000	100	8,000	85,000	$1,500	7,000	$60	0	0	$3,500	10,560	0	$82,500
4	Southern University	----	40	10,000	--------	30,000	100,000	64,000	4,000	6,000	--------	--------	--------	10,000	$3,000	200,000
5	Lafayette College*	----	----	300	250	100	15,000	--------	2,100	--------	400	--------	--------	2,500	--------	--------
6	Lineville College	----	----	--------	--------	--------	5,000	--------	2,406	--------	350	--------	--------	2,750	--------	--------
7	Alabama Baptist Colored University	----	----	800	300	1,20 00	25,000	0	755	0	0	0	2,314	3,069	3,462	--------
8	Spring Hill College	----	----	16,000	4,000	*35,000	*400,000	0	*40,000	0	0	0	0	*40,000	--------	--------
9	University of Alabama	0	4	12,000	2,000	50,000	300,000	300,000	0	24,000	0	0	3,000	27,000	0	600
	ARIZONA.															
10	University of Arizona	----	----	1,720	--------	46,272	74,587	0	0	0	8,897	$36,000	1,708	46,605	--------	--------
	ARKANSAS.															
11	Arkadelphia Methodist College	0	10	900	100	2,500	50,000	0	--------	--------	--------	--------	--------	--------	--------	--------
12	Ouachita Baptist College	----	----	3,000	500	2,500	70,000	--------	9,000	--------	--------	--------	--------	9,000	--------	--------
13	Arkansas College	----	----	3,000	1,000	2,500	25,000	5,500	1,700	200	--------	--------	1,200	3,100	--------	--------
14	Arkansas Cumberland College	----	----	1,600	300	1,000	25,000	15,000	2,500	1,500	--------	--------		4,000	--------	50,000
15	Hendrix College	----	6	3,700	2,500	5,500	60,000	--------	3,500	--------	--------	--------	1,200	4,700	--------	--------
16	Arkansas Industrial University	3	----	7,242	4,864	20,000	227,000	130,000	1,200	10,400	25,000	30,273	--------	66,873	0	0
17	Little Rock University	0	0	1,000	500	5,000	60,000	--------	15,000	--------	--------	--------	--------	15,000	--------	--------
18	Philander Smith College	----	2	500	100	25	30,000	0	1,200	0	0	0	2,500	3,700	--------	--------
19	Mountain Home Baptist College	----	----	800	500	500	15,000	0	4,090	--------	--------	--------	--------	4,090	--------	--------
20	Searcy College	0	0	400	50	600	50,000	--------	5,000	--------	--------	--------	--------	5,900	--------	--------

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges*—Continued.

	Name.	Number of fellowships.	Number of scholarships.	Library.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	Amount of property, endowment, and funds received from private sources.
				Bound volumes.	Pamphlets.				From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
	2	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	CALIFORNIA.															
21	University of California	5	12	63,475	-----	$365,000	$1,710,353	$1,930,264	0	$120,532	$119,709	$36,000	$10,469	$286,710	$409,700	$1,960,666
22	Pomona College*	----	----	-----	-----	2,800	47,500	5,500	$5,800	475	-----	-----	631	6,906	-----	-----
23	Pierce Christian College	0	0	50	0	700	15,000	12,000	1,000	750	0	0	0	1,750	0	1,000
24	University of the Pacific*	----	3	9,000	3,000	6,000	300,000	45,000	-----	-----	-----	-----	-----	-----	-----	-----
25	Occidental College	----	----	-----	-----	-----	-----	-----	5,000	-----	-----	-----	-----	5,000	-----	-----
26	St. Vincent's College	0	0	3,000	2,000	1,500	40,000	-----	-----	-----	-----	-----	-----	-----	-----	-----
27	California College	----	16	5,000	1,000	1,000	60,000	42,000	2,600	3,400	-----	-----	-----	6,000	-----	-----
28	St. Mary's College*	----	----	10,000	-----	20,000	250,000	-----	-----	-----	-----	-----	-----	-----	-----	-----
29	Throop Polytechnic Institute	0	23	2,500	1,000	40,000	75,000	60,000	19,650	1,175	-----	-----	-----	20,825	1,500	116,500
30	St. Ignatius College	0	0	30,000	-----	100,000	800,000	-----	0	0	0	0	0	-----	-----	-----
31	Santa Clara College	0	0	18,000	3,000	80,000	95,000	0	30,000	0	0	0	0	30,000	0	0
32	Pacific Methodist College	----	----	2,000	300	3,000	25,000	-----	1,500	-----	-----	-----	1,200	2,700	-----	-----
33	Leland Stanford Junior University	0	0	30,000	10,000	100,000	2,000,000	2,500,000	19,700	-----	-----	-----	180,300	200,000	-----	6,600,000
34	University of Southern California	0	0	4,000	1,000	10,000	150,000	80,000	18,500	6,000	-----	-----	5,000	29,500	15,000	400,000
35	San Joaquin Valley College	----	----	1,000	200	750	8,000	6,000	2,200	300	-----	-----	-----	2,500	-----	14,750
	COLORADO.															
36	University of Colorado	0	0	12,000	1,500	35,000	200,000	80,000	-----	4,000	60,000	0	0	64,000	0	25,000
37	Colorado College	0	7	19.428	12,000	47,000	499,950	187,492	6,300	10,675	0	0	10,000	26,975	48,000	734,442
38	Presbyterian College of the Southwest	----	----	1,540	828	1,083	10,130	-----	240	-----	-----	-----	812	1,052	3,430	12,483
39	College of the Sacred Heart	----	----	8,000	1,000	20,000	200,000	0	-----	-----	-----	-----	-----	-----	-----	-----
40	University of Denver	1	0	5,000	1,000	35,000	350,000	200,000	-----	-----	-----	-----	-----	-----	-----	-----
	CONNECTICUT.															
41	Trinity College	1	46	37,000	25,000	15,000	1,200,000	700,000	18,026	29,386	0	0	688	48,100	400	-----
42	Wesleyan University	----	3	46,500	-----	126,755	541,780	1,128,298	19,209	56,999	0	0	23,394	99,602	20,889	1,835,333
43	Yale University	12	52	230,000	-----	500,000	5,250,000	3,979,762	481,701	197,175	0	0	25,568	704,444	51,084	-----

	DELAWARE.															
44	Delaware College	0	80	7,590	7,198	44,056	82,200	83,000	1,582	4,980	----	31,800	----	38,362	----	----
	DISTRICT OF COLUMBIA.															
45	Catholic University of America	0	11	1,800	----	30,000	1,000,000	600,000	5,000	30,000	0	0	0	35,000	15,000	1,500,000
46	Columbian University	----	48	11,000	----	50,000	900,000	224,532	57,199	11,409	0	0	0	68,608	6,400	1,124,532
47	Gallaudet College	6	60	4,000	----	----	700,000	----	4,046	----	----	64,000	749	68,795	----	----
48	Georgetown University	----	----	75,000	50,000	----	----	----	----	----	----	----	----	----	----	----
49	Gonzaga College	----	----	9,000	----	----	----	----	----	----	----	----	----	----	----	----
50	Howard University	0	0	13,000	----	----	600,000	200,000	6,683	8,500	----	34,500	7,000	56,683	4,000	----
	FLORIDA.															
51	John B. Stetson University	----	4	6,000	1,000	10,000	200,000	100,000	3,000	6,000	0	0	9,000	18,000	----	300,000
52	Florida State Agricultural College	0	3	2,500	2,100	9,904	32,885	153,800	55	9,107	7,500	25,500	2,156	44,318	0	0
53	Florida Conference College	----	----	1,500	1,000	500	5,000	----	3,000	----	----	----	1,000	4,000	1,000	----
54	St. Leo Military College	----	1	2,000	500	900	25,000	----	----	----	----	----	----	----	----	----
55	Seminary West of the Suwanee River	----	----	750	250	1,500	25,000	65,000	800	4,500	2,000	0	0	7,300	----	30,000
56	Rollins College	----	----	3,000	100	*5,000	*67,000	*6,000	*4,100	*210	----	----	----	*4,310	----	----
	GEORGIA.															
57	University of Georgia	2	----	20,000	----	35,000	500,000	380,202	2,230	27,614	0	21,000	2,312	53,156	0	40,000
58	Atlanta University	0	----	9,400	600	10,000	250,000	10,461	1,920	580	0	0	195	2,895	27,565	299,189
59	Morris Brown College	0	0	1,000	300	600	75,000	0	1,100	0	0	0	4,000	5,100	0	0
60	Bowdon College	----	----	300	100	500	2,000	----	700	----	300	----	----	1,000	----	----
61	North Georgia Agricultural College	----	----	5,000	2,000	7,000	25,000	----	300	----	3,000	----	2,000	5,300	----	----
62	Mercer University	----	7	8,000	3,000	7,000	200,000	235,700	5,420	6,775	----	----	1,700	13,895	----	----
63	Emory College	1	9	16,500	3,000	10,000	100,000	206,000	10,000	12,000	----	----	----	22,000	2,500	350,000
64	Clark University *	----	----	1,500	----	----	500,000	0	1,855	----	----	----	8,515	10,370	----	----
65	Nannie Lou Warthen College	0	0	50	20	75	6,000	0	1,532	0	250	0	0	1,782	1,000	6,000
66	Young L. G. Harris College	----	----	500	200	----	20,000	----	1,500	----	250	----	----	1,750	----	----
	IDAHO.															
67	University of Idaho	0	0	3,500	9,500	25,000	125,000	5,461	106	235	5,410	36,000	151	41,902	100	----
	ILLINOIS.															
68	Hedding College	----	24	1,500	1,000	3,000	100,000	35,000	6,618	1,410	----	----	257	8,285	----	150,000
69	Illinois Wesleyan University	0	2	6,000	2,000	75,000	120,000	175,000	27,649	4,000	----	----	----	31,649	----	187,999
70	St. Viateur's College	0	0	5,000	2,000	1,500	175,000	0	30,000	0	0	0	0	30,000	0	----
71	Blackburn University	----	5	3,000	2,000	20,000	80,000	25,000	1,500	2,000	----	----	----	3,500	----	----
72	Carthage College	----	1	5,000	----	6,000	40,000	40,000	4,000	3,000	----	----	----	7,000	----	----
73	University of Illinois	1	116	28,500	6,200	175,000	620,000	453,996	22,171	24,713	333,300	36,000	28,409	444,593	----	----
74	St. Ignatius College	0	0	19,000	2,000	75,000	300,000	0	11,000	0	0	0	0	11,000	----	----

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges*—Continued.

	Name.	Number of fellowships.	Number of scholarships.	Library.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	Amount of property, endowment, and funds received from private sources.
				Bound volumes.	Pamphlets.				From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
	2	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	ILLINOIS—continued.															
75	University of Chicago	77	100	300,000	55,000	$340,000	$2,660,000	$5,000,000	$146,530	$186,596	0	0	$55,705	$388,831	$2,200,000	$8,000,000
76	Austin College	----	----	2,000	----	3,000	30,000	----	4,000	----	----	----	1,500	5,500	----	----
77	Evangelical Proseminary	0	0	1,021	74	200	70,000	0	4,459	0	0	0	10,414	14,873	6,586	3,806
78	Eureka College	----	----	2,864	1,950	*8,000	*97,000	*45,000	*7,500	*2,200	----	----	*2,500	*12,200	----	----
79	Northwestern University	3	71	31,234	19,500	45,000	1,455,000	1,671,750	154,466	27,470	----	----	171,937	353,873	219,200	4,139,000
80	Ewing College	----	----	3,000	1,000	2,500	25,000	1,300	----	----	----	----	----	----	----	----
81	Northern Illinois College	0	0	800	100	1,000	100,000	----	3,000	600	----	----	----	3,600	----	----
82	Knox College	----	----	8,000	----	10,000	200,000	173,850	13,810	9,925	----	----	----	23,735	21,139	----
83	Lombard University	0	15	7,000	----	6,000	60,000	175,000	2,500	12,000	----	----	1,000	15,500	12,000	250,000
84	Greer College	----	----	2,500	500	3,000	40,000	40,000	6,000	2,000	----	----	----	8,000	----	80,000
85	Illinois College	----	----	10,290	1,500	----	175,000	130,000	8,000	8,000	----	----	----	16,000	43,000	----
86	Lake Forest University	----	----	13,000	----	----	600,000	550,000	35,008	33,000	----	----	----	68,008	----	1,150,000
87	McKendree College	----	----	6,000	2,000	3,000	60,000	25,000	3,647	1,957	----	----	----	5,604	3,000	25,000
88	Lincoln University	0	0	2,500	500	4,000	40,000	50,000	230	3,000	----	----	2,100	5,330	250	90,000
89	Monmouth College	----	----	20,000	4,000	3,000	100,000	100,000	8,000	7,000	----	----	2,000	17,000	10,000	230,000
90	Northwestern College	----	----	3,600	500	12,000	85,000	85,000	4,000	5,000	0	0	3,000	12,000	10,000	192,000
91	St. Bede College	0	0	2,500	400	----	50,000	----	----	----	----	----	----	----	0	----
92	Chaddock College	----	----	2,000	1,000	2,000	100,000	0	1,000	----	----	----	3,196	4,196	----	110,000
93	St. Francis Solanus College*	0	2	4,300	300	6,500	135,000	0	17,000	0	0	0	0	17,000	----	----
94	Augustana College	0	0	10,000	5,000	12,000	195,000	60,000	11,749	3,239	0	0	13,831	28,819	3,412	----
95	St. Joseph's Diocesan College	0	0	5,000	----	6,000	100,000	----	22,000	0	0	0	0	22,000	160	----
96	Shurtleff College	0	30	8,200	2,000	10,000	100,000	112,527	3,650	4,948	----	----	4,280	12,878	2,503	225,030
97	Westfield College	----	----	2,500	1,500	4,000	20,000	2,900	1,900	500	----	----	500	2,900	6,000	1,000
98	Wheaton College	----	8	3,338	750	5,000	128,338	42,282	6,720	2,373	----	----	1,148	10,241	41,269	186,630
	INDIAN TERRITORY.															
99	Indian University	0	0	450	100	250	25,000	1,614	602	----	----	----	2,691	3,293	1,765	1,614
100	Henry Kendall College	----	10	600	----	1,000	12,000	0	5,600	0	0	0	----	5,600	----	----

	INDIANA.															
101	Indiana University	---	---	23,000	---	60,000	200,000	600,000	10,000	30,000	$40,000	0	0	80,000	---	---
102	Wabash College	1	0	34,000	---	94,000	190,000	380,000	6,200	19,000	0	0	0	25,200	0	664,000
103	Concordia College	---	---	3,650	---	1,250	100,000	---	---	---	---	---	12,400	12,400	4,[illegible]	---
104	Franklin College	---	---	10,040	600	13,000	67,000	184,000	4,000	12,000	---	---	---	16,000	7,[illegible]	313,000
105	De Pauw University	---	---	18,550	---	---	204,692	226,553	15,320	23,000	---	---	---	38,320	---	---
106	Hanover College	---	---	11,500	---	*20,000	*100,000	*175,000	---	*10,000	---	---	*2,500	*12,500	---	---
107	Hartsville College	---	---	1,200	200	1,000	10,000	13,000	1,000	650	---	---	1,200	2,850	---	---
108	Butler College	---	---	7,500	150	12,000	115,230	275,000	4,963	15,837	---	---	---	20,800	---	390,321
109	Union Christian College	---	---	2,100	1,800	2,500	60,000	30,000	2,300	2,100	---	---	3,000	7,400	30,000	---
110	Moore's Hill College*	0	1	2,800	200	5,000	55,000	22,000	6,600	1,100	---	---	---	7,400	---	---
111	University of Notre Dame*	---	---	47,000	4,300	100,000	2,600,000	0	165,000	0	0	0	0	165,000	---	---
112	Earlham College	0	20	6,000	---	10,000	125,000	72,000	7,790	4,100	0	0	21,400	33,290	55,000	275,000
113	Ridgeville College	---	---	3,000	500	4,000	50,000	---	1,000	---	---	---	---	1,000	2,000	---
114	St. Meinrad's College	0	0	16,000	2,000	18,250	125,000	0	12,000	---	---	---	---	12,000	---	---
115	Taylor University	---	---	1,500	500	3,000	45,000	---	1,600	---	---	---	---	1,600	2,000	48,000
	IOWA.															
116	Coe College	---	2	2,500	1,000	10,000	300,000	100,000	3,400	5,000	---	---	600	9,000	2,000	---
117	Charles City College	---	---	1,000	500	100	40,000	16,000	2,800	1,000	---	---	700	4,500	---	56,000
118	Wartburg College	---	---	1,400	400	2,500	75,000	---	2,676	---	---	---	5,750	8,426	---	---
119	Amity College	---	---	2,500	---	3,500	35,000	33,000	2,400	2,600	---	---	1,000	6,000	---	68,000
120	Luther College	---	---	7,755	---	10,000	80,000	8,527	1,879	475	0	0	---	2,354	---	---
121	Des Moines College	---	40	3,000	1,000	5,000	50,000	55,000	2,200	3,338	0	0	2,938	8,476	---	---
122	Drake University	0	0	4,500	1,500	20,000	145,000	159,830	29,096	9,434	0	0	415	38,945	25,000	160,000
123	Parsons College	---	15	5,000	2,000	10,000	90,000	170,000	3,500	9,000	---	---	---	12,500	3,000	---
124	Upper Iowa University	---	1	5,000	1,000	12,000	80,000	51,000	9,000	1,800	---	---	---	10,800	3,000	141,000
125	Iowa College	0	30	22,000	---	5,000	150,000	300,000	18,800	22,000	---	---	1,700	42,500	7,000	500,000
126	Lenox College*	0	4	2,560	1,500	3,500	31,000	8,000	2,966	450	---	---	125	3,541	---	---
127	Simpson College	---	15	3,000	1,600	6,400	100,000	65,014	8,393	3,939	---	---	1,746	14,078	2,700	171,414
128	State University of Iowa	3	0	42,000	---	200,000	460,000	230,000	56,269	16,234	65,500	---	---	138,003	---	25,000
129	German College	---	---	900	---	400	20,000	25,800	1,250	1,500	---	---	750	3,500	---	---
130	Iowa Wesleyan University	---	---	4,000	1,000	1,000	300,000	60,000	3,400	3,500	---	---	4,000	10,900	6,000	70,000
131	Cornell College	0	15	14,055	5,000	18,538	280,000	100,000	21,375	4,137	0	0	500	26,012	6,914	318,538
132	Oskaloosa College*	---	---	4,000	---	10,000	30,000	20,000	1,200	1,200	---	---	---	2,400	---	---
133	Penn College	1	5	4,500	1,000	8,000	75,000	30,000	5,966	1,200	---	---	500	7,666	10,000	110,000
134	Central University of Iowa	---	---	4,000	---	2,000	27,000	23,000	---	---	---	---	---	---	---	---
135	Morningside College	---	---	1,000	500	2,000	75,000	---	4,500	---	---	---	2,500	7,000	10,500	50,000
136	Buena Vista College	---	---	1,000	1,000	150	35,000	---	2,000	---	---	---	1,000	3,000	---	---
137	Tabor College	3	8	8,000	1,500	23,884	46,000	88,000	5,600	5,000	---	---	3,324	13,924	3,324	---
138	Western College	---	---	3,000	600	18,000	62,765	---	6,000	---	---	---	1,000	7,000	17,000	---
	KANSAS.															
139	Midland College	---	---	5,000	500	3,500	46,500	25,000	4,260	1,696	---	---	104	6,060	6,404	40,000
140	St. Benedict's College	---	1	13,579	1,471	---	---	---	---	---	---	---	---	---	---	---
141	Baker University	0	5	5,000	1,000	---	100,000	40,000	12,000	2,000	---	---	3,000	17,000	18,000	---
142	Soule College	0	0	1,000	200	---	52,000	---	1,200	---	---	---	2,000	3,200	500	---
143	College of Emporia	0	0	4,000	---	7,000	100,000	10,000	4,400	600	---	---	5,000	10,000	5,000	---

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges*—Continued.

	Name.	Number of fellowships.	Number of scholarships.	Library. Bound volumes.	Library. Pamphlets.	Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income. From tuition fees.	Income. From productive funds.	Income. From State or municipal appropriations.	Income. From United States Government.	Income. From other sources.	Income. Total income.	Benefactions.	Amount of property, endowment, and funds received from private sources.
	2	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	KANSAS—continued.															
144	Highland University	----	----	5,000	500	$4,000	$20,000	$40,000	$1,200	$2,800	----	----	----	$4,000	$50	$40,000
145	Campbell University	0	0	600	----	----	40,000	----	10,000	----	----	----	----	10,000	----	----
146	University of Kansas	0	0	25,000	----	200,000	400,000	235,000	410	8,000	$108,000	----	----	116,410	----	155,000
147	Lane University*	----	----	600	150	1,000	40,000	10,000	2,300	400	----	----	$500	3,200	----	----
148	Bethany College	----	1	4,000	2,000	2,000	150,000	0	10,000	----	----	----	2,000	12,000	5,000	----
149	Ottawa University	----	----	3,000	500	4,000	60,000	82,000	4,317	4,925	----	----	507	9,749	10	167,500
150	St. Mary's College	----	----	7,500	----	----	180,000	0	30,000	0	0	0	0	30,000	----	----
151	Kansas Wesleyan University	0	0	3,000	2,000	500	35,000	7,000	2,400	300	----	----	1,000	3,700	----	42,000
152	Cooper Memorial College	----	----	400	300	600	25,000	25,000	2,000	2,000	----	----	500	4,500	2,000	50,000
153	Washburn College	----	10	7,000	3,000	8,850	287,500	82,000	6,535	5,283	----	----	1,273	13,091	2,397	386,000
154	Fairmount College	0	0	5,000	5,000	6,000	60,000	0	2,000	0	0	0	0	2,000	12,000	66,000
155	St. John's Lutheran College	0	0	342	84	450	35,000	----	517	0	0	0	0	517	----	15,000
156	Southwest Kansas College	0	0	2,500	----	5,000	60,000	0	4,200	0	0	0	700	4,900	600	----
	KENTUCKY.															
157	Union College	----	----	200	----	----	10,000	7,400	1,838	200	----	----	1,500	3,538	1,207	7,500
158	Berea College	----	----	8,500	3,000	7,300	112,400	98,000	3,500	3,200	0	0	0	6,700	23,543	233,539
159	Ogden College	0	40	2,775	880	3,600	40,000	130,000	1,017	7,239	----	----	783	9,039	0	170,000
160	Centre College	----	48	8,185	2,373	10,000	75,000	250,000	6,000	14,000	----	----	----	20,000	----	----
161	Georgetown College	0	0	10,500	----	15,000	190,000	210,000	9,000	13,000	----	----	----	22,000	----	----
162	Liberty College	0	0	50	70	0	12,000	0	1,850	0	0	0	600	2,450	0	0
163	South Kentucky College*	0	12	1,000	----	1,500	50,000	0	4,000	0	0	0	0	4,000	----	----
164	Agricultural and Mechanical College of Kentucky	0	----	2,662	176	49,000	104,000	165,000	1,980	2,190	35,556	$32,955	6,541	79,222	0	0
165	Kentucky University	----	----	14,672	1,114	25,000	250,000	203,477	271	12,624	0	0	4,815	17,710	0	478,477
166	Central University	----	50	5,000	2,000	2,000	100,000	175,000	5,000	6,000	----	----	2,000	13,000	2,000	300,000
167	Bethel College	----	63	8,000	2,000	5,000	50,000	80,000	5,500	4,500	----	----	1,800	11,800	6,000	250,000
168	St. Mary's College	----	2	4,000	1,500	2,000	75,000	----	17,500	----	----	----	----	17,500	----	----
169	Kentucky Wesleyan College	----	----	2,500	2,000	5,000	50,000	35,000	----	----	----	----	----	----	----	----

	LOUISIANA.															
170	Louisiana State University and Agricultural and Mechanical College	----	2	18,500	300	25,000	250,000	318,313	0	14,556	11,800	25,170	6,861	58,387	----	----
171	Jefferson College	----	6	15,000	600	10,000	100,000	----	16,000	----	----	----	----	16,000	----	----
172	Centenary College of Louisiana	0	1	3,000	----	500	75,000	50,000	1,900	2,500	----	----	500	4,900	----	----
173	Keatchie College	----	----	1,052	----	1,500	40,000	----	3,950	----	----	----	4,800	8,750	1,000	42,500
174	College of the Immaculate Conception	----	----	15,000	2,000	----	----	----	----	----	----	----	----	----	----	----
175	Leland University	----	----	1,000	----	1,000	170,000	92,750	----	----	----	----	----	----	----	----
176	New Orleans University	----	----	5,000	500	3,000	100,000	6,000	3,281	400	----	----	----	3,681	4,600	6,000
177	Straight University	0	0	2,600	1,800	1,000	125,000	8,000	2,000	600	----	----	1,000	3,600	625	
178	Tulane University	0	187	43,000	5,000	56,000	745,000	1,035,508	26,832	85,447	----	----	----	112,279	----	2,077,250
	MAINE.															
179	Bowdoin College	0	91	58,169	800	100,000	500,000	552,582	25,904	21,493	0	0	0	47,397	8,700	1,152,582
180	Bates College	----	44	17,643	----	30,000	250,000	320,756	6,955	23,577	----	----	----	30,532	11,204	450,000
181	Colby University	----	70	30,600	10,000	75,000	200,000	495,500	19,872	17,817	----	----	----	37,689	----	----
	MARYLAND.															
182	St. John's College	0	75	6,000	500	10,000	200,000	0	4,000	0	14,200	0	2,000	20,200	0	0
183	Johns Hopkins University	21	72	77,000	30,000	236,206	838,859	3,000,000	53,800	52,700	----	----	----	106,500	----	----
184	Loyola College	----	7	40,000	----	50,000	250,000	0	----	----	----	----	----	----	----	----
185	Morgan College	----	10	2,000	----	4,000	50,000	22,000	1,276	1,100	----	----	----	2,376	7,300	72,000
186	Washington College	----	----	2,500	----	3,000	60,000	30,000	2,700	1,500	6,375	----	----	10,575	----	----
187	Rock Hill College	----	----	7,000	----	4,500	65,000	0	24,000	----	----	----	----	24,000	0	0
188	St. Charles College	----	----	15,500	----	----	200,000	----	----	----	----	----	----	----	8,486	----
189	Mount St. Mary's College	0	0	16,000	1,000	50,000	200,000	0	59,336	0	0	0	50	59,386	----	----
190	New Windsor College	----	----	2,000	1,000	1,200	20,000	----	2,000	----	----	----	----	2,000	----	----
191	Western Maryland College	----	26	3,500	----	3,000	120,000	0	----	----	----	----	----	----	----	----
	MASSACHUSETTS.															
192	Amherst College	4	45	64,000	15,000	250,000	650,000	1,400,000	42,000	62,000	0	0	6,000	110,000	----	----
193	Boston College	----	53	30,000	----	5,000	400,000	----	25,000	----	----	----	----	25,000	----	----
194	Boston University	2	200	15,000	----	*28,000	*706,000	*723,852	*54,659	*109,252	----	----	----	*163,911	----	----
195	Harvard University	21	228	466,410	840,000	1,000,000	4,000,000	8,526,814	528,067	387,221	0	0	178,559	1,093,847	243,791	----
196	French-American College	----	----	850	225	3,000	40,000	----	1,480	----	----	----	----	1,480	13,500	----
197	Tufts College	2	58	33,000	15,000	70,000	500,000	1,300,000	23,018	62,368	----	----	----	85,386	18,598	----
198	Williams College	----	68	38,050	15,000	50,000	500,000	829,000	32,687	44,564	----	----	1,000	78,251	28,500	----
199	Clark University	20	20	16,000	1,500	----	----	----	----	----	----	----	----	----	----	----
200	College of the Holy Cross	----	5	23,000	7,000	10,000	300,000	0	49,904	0	0	0	16,477	66,381	0	0
	MICHIGAN.															
201	Adrian College	----	----	6,000	200	1,500	140,000	85,000	----	----	----	----	----	----	----	----
202	Albion College	----	----	10,791	4,500	43,000	125,000	225,000	15,000	12,000	----	----	5,000	32,000	15,000	510,000
203	Alma College	0	8	14,233	10,809	20,000	40,000	80,000	3,000	4,500	----	----	----	7,500	7,000	150,000

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges*—Continued.

	Name.	Number of fellowships.	Number of scholarships.	Library. Bound volumes.	Library. Pamphlets.	Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income. From tuition fees.	Income. From productive funds.	Income. From State or municipal appropriations.	Income. From United States Government.	Income. From other sources.	Income. Total income.	Benefactions.	Amount of property, endowment, and funds received from private sources.
	2	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	MICHIGAN—continued.															
204	University of Michigan			105,047	20,000	$778,350	$959,822	$545,926	$151,242	$38,500	$194,333		$20,623	$404,698		$520,000
205	Battle Creek College			4,000			144,214		28,378					28,378		
206	Benzonia College			6,000	1,000	500	57,000		1,700				1,300	3,000	$3,500	50,000
207	Detroit College	0	0	9,500			160,000	0	8,000	0	0	0	0	8,000		
208	Hillsdale College		350	9,800	2,400	30,000	67,000	232,300		14,483			2,300	16,783	2,380	331,680
209	Hope College			10,000	2,000		200,000	133,819	2,113	4,225				6,338	9,803	200,000
210	Kalamazoo College		1	5,996	3,187		60,000	209,247	3,925	10,187			2,337	16,449	5,000	291,313
211	Olivet College			25,000	25,000	75,000	158,757	90,000	6,000	6,500			8,000	20,500	6,040	316,410
	MINNESOTA.															
212	St. John's University	0	0	2,000		5,000	300,000		20,000					20,000		0
213	Northwestern Christian College		18	4,000	1,000	5,000	25,000									
214	Hamline University			6,000		7,000	198,000	109,110	6,578	4,500	0	0	3,535	14,613	1,649	
215	Augsburg Seminary			1,500		4,000	50,000	50,000	2,500	2,200				4,700	4,000	
216	University of Minnesota	2		44,000	17,000	135,000	1,587,000	1,174,067	53,500	51,838	110,071	$37,000	16,000	268,409		135,067
217	Carleton College			12,230		50,000	200,000	200,000	11,056	10,023	0	0	1,093	22,172	3,828	
218	St. Olaf College	0	0	1,500	400	6,650	32,740	6,032	1,753	300	0	0	6,408	8,461		
219	Macalester College			6,500	150	3,000	200,000	8,000	3,000	500			6,500	10,000		
220	Gustavus Adolphus College			7,000	2,000	20,000	65,000		6,000				6,000	12,000	5,000	
221	Parker College			400	200	150	25,000	62,542	400	4,000			1,600	6,000	17,000	
	MISSISSIPPI.															
222	Mississippi College	0	2	8,000		6,000	50,000	42,000	6,900	2,500			2,600	12,000	2,000	
223	Cooper Huddleston College		5	8,500	5,000	700	20,000		4,000		500			4,500		
224	Rust University			2,500	2,000	4,000	150,000		1,800				5,000	6,800	1,200	
225	Millsaps College		8	3,000	2,500	1,200	60,000	107,000	4,000	7,000				11,000	12,000	
226	University of Mississippi	3	6	18,500	3,000	100,000	200,000	540,000	5,000	32,343	5,000	0		42,343		20,000

	MISSOURI.															
227	Central Christian College	0	0	200	75	1,000	25,000	14,000	3,000	1,000	-----	-----	500	4,500	4,500	40,000
228	Northwest Missouri College	1	11	1,500	700	1,000	35,000	-----	7,000	-----	-----	-----	-----	7,000	-----	-----
229	Southwest Baptist College	-----	-----	1,000	500	2,000	20,000	5,000	2,850	0	0	0	0	2,850	5,025	5,000
230	Pike College	0	0	500	100	1,000	16,000	0	-----	-----	-----	-----	-----	-----	-----	-----
231	Missouri Wesleyan College	0	0	1,200	-----	1,000	25,000	-----	3,918	-----	-----	-----	2,389	6,307	-----	-----
232	Christian University	0	0	1,000	2,000	2,000	45,000	15,000	2,500	1,000	-----	-----	-----	3,500	2,000	-----
233	St. Vincent's College	0	0	12,000	2,000	12,000	75,000	0	-----	-----	-----	-----	-----	-----	-----	-----
234	University of the State of Missouri	4	6	25,126	30,122	136,500	898,000	1,226,839	14,208	61,476	77,577	34,858	7,062	195,181	-----	-----
235	Grand River Christian Union College	-----	-----	500	-----	-----	20,000	-----	5,000	-----	-----	-----	-----	5,000	-----	-----
236	Central College	0	0	5,500	-----	15,000	150,000	130,000	6,078	7,643	0	0	0	13,721	-----	295,000
237	Westminster College	0	11	6,000	-----	6,000	30,000	200,000	4,000	8,000	-----	-----	-----	12,000	2,500	236,000
238	Pritchett School Institute	0	13	350	-----	19,500	45,000	77,000	3,500	6,000	-----	-----	-----	9,500	-----	141,500
239	Ozark College	0	2	500	200	-----	8,000	2,000	785	100	-----	-----	-----	885	500	-----
240	La Grange College	0	0	2,500	1,000	500	45,000	-----	4,000	-----	-----	-----	1,000	5,000	-----	10,000
241	Lawson Presbyterian College*	-----	-----	750	600	-----	16,000	-----	2,000	-----	-----	-----	-----	2,000	-----	-----
242	William Jewell College	-----	21	9,000	-----	15,000	75,000	215,000	7,000	13,000	-----	-----	-----	20,000	24,000	325,000
243	Missouri Valley College	-----	-----	1,800	500	10,000	125,000	115,000	8,000	10,000	-----	-----	1,000	19,000	5,000	250,000
244	Morrisville College	-----	-----	1,000	-----	1,500	10,000	-----	3,000	-----	-----	-----	-----	3,000	200	-----
245	Scarritt Collegiate Institute	0	0	2,000	200	1,200	30,000	-----	6,000	-----	-----	-----	-----	6,000	-----	1,000
246	Park College	-----	30	5,000	1,000	1,800	350,000	145,000	-----	10,000	-----	-----	-----	10,000	-----	495,000
247	St. Charles College	0	0	1,000	200	2,000	35,000	0	-----	-----	-----	-----	360	390	0	-----
248	Christian Brothers College	0	0	11,600	1,400	5,200	600,000	-----	54,000	0	0	0	0	54,000	-----	-----
249	St. Louis University*	-----	-----	30,000	-----	-----	500,000	-----	26,500	-----	-----	-----	-----	26,500	-----	-----
250	Washington University	-----	-----	5,000	-----	150,000	850,000	950,000	120,000	40,000	0	0	3,000	163,000	330,000	1,850,000
251	Drury College	0	16	23,100	-----	15,000	200,000	225,000	7,500	10,047	-----	-----	275	17,822	40,000	400,000
252	Tarkio College	-----	-----	1,036	1,000	2,000	85,000	65,000	5,639	3,401	-----	-----	225	9,265	2,347	130,000
253	Avalon College	-----	-----	-----	-----	500	50,000	-----	-----	-----	-----	-----	-----	-----	-----	-----
254	Central Wesleyan College	0	0	5,000	-----	500	92,000	70,000	5,000	4,500	0	0	1,000	10,500	4,000	162,500
	MONTANA.															
255	College of Montana	-----	-----	2,000	4,000	3,000	80,000	-----	-----	-----	-----	-----	-----	-----	-----	-----
256	Montana Wesleyan University	0	10	750	900	750	100,000	-----	10,000	-----	-----	-----	900	10,900	8,000	-----
257	University of Montana	-----	-----	1,360	425	8,000	35,000	-----	-----	-----	10,500	-----	-----	10,500	-----	-----
	NEBRASKA.															
258	University of Omaha	-----	-----	2,500	-----	5,000	200,000	-----	15,000	-----	-----	-----	-----	15,000	4,000	200,000
259	Cotner University	-----	-----	500	200	600	100,000	-----	2,000	-----	-----	-----	200	2,200	-----	-----
260	Union College	0	0	1,500	-----	2,266	250,000	-----	18,500	-----	-----	-----	1,200	19,700	-----	-----
261	Doane College	-----	6	7,083	4,097	10,000	132,000	66,184	2,683	3,070	-----	-----	552	6,305	4,246	204,000
262	Fairfield College	0	2	300	200	500	30,000	-----	2,000	-----	-----	-----	-----	2,000	-----	31,000
263	University of Nebraska	-----	-----	33,877	-----	150,000	700,000	1,000,000	2,870	60,000	63,572	36,000	7,000	169,442	0	0
264	Gates College	0	3	5,000	1,000	6,000	25,000	25,000	1,250	1,250	-----	-----	-----	2,500	2,000	50,000
265	Creighton University	-----	-----	9,600	500	25,000	200,000	150,000	0	7,500	-----	-----	-----	7,500	0	200,000
266	Nebraska Wesleyan University	-----	-----	2,600	200	6,000	150,000	30,000	4,500	1,000	-----	-----	3,000	8,500	-----	-----
267	York College	-----	-----	500	-----	500	40,000	-----	2,400	-----	-----	-----	-----	2,400	1,500	-----

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges*—Continued.

	Name.	Number of fellowships.	Number of scholarships.	Library.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	Amount of property, endowment, and funds received from private sources.
				Bound volumes.	Pamphlets.				From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
	2	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	NEVADA.															
268	State University of Nevada	0	2	4,892	3,115	$24,409	$120,000	0	0	0	$69,000	$36,000	----	$105,000	----	----
	NEW HAMPSHIRE.															
269	Dartmouth College *	----	----	75,000	20,000	100,000	500,000	$1,076,622	$34,091	$36,960	----	----	$11,587	82,638	----	----
	NEW JERSEY.															
270	St. Benedict's College		----	2,600	200	400	30,000	----	----	----	----	----	----	----	----	----
271	Rutgers College	0	----	33,559	5,000	----	----	----	----	----	0	36,000	----	----	----	----
272	Princeton University	7	98	175,000	----	----	----	----	----	----	----	----	----	----	$1,353,000	----
273	Seton Hall College	----	----	10,000	----	----	----	----	----	----	----	----	----	----	----	----
	NEW MEXICO.															
274	University of New Mexico	0	0	361	38	1,000	40,000	0	220	0	14,000	0	0	14,220	0	0
	NEW YORK.															
275	Alfred University	0	----	10,222	3,582	25,500	80,000	252,834	2,570	7,600	746	----	12,794	23,710	70,790	$375,000
276	St. Bonaventure's College	0	2	7,313	500	16,200	241,500	----	9,875	----	----	----	5,845	15,720	----	284,270
277	St. Stephen's College	0	44	14,000	1,000	700	254,800	155,091	0	8,305	0	0	0	8,305	----	----
278	Polytechnic Institute of Brooklyn	0	1	7,222	----	26,300	570,000	55,000	96,782	1,396	100	----	4,693	102,971	5,000	750,000
279	St. Francis College	0	4	4,100	1,055	12,000	156,000	0	15,354	0	0	0	25,612	40,966	0	0
280	St. John's College	----	2	7,200	3,000	4,900	320,000	----	28,500	----	----	----	1,500	30,000	----	----
281	Canisius College	----	----	19,500	500	28,900	252,500	0	11,500	0	0	0	33,128	44,628	1,000	----
282	St. Lawrence University	0	16	11,830	5,701	16,000	100,000	337,130	1,942	16,726	0	0	367	19,035	7,500	457,933
283	Hamilton College	1	40	35,000	13,000	100,000	300,000	350,000	5,000	20,000	200	0	4,800	30,000	----	----
284	Hobart College	0	50	32,301	5,933	63,750	162,300	345,530	3,558	12,967	0	0	2,349	18,874	53,233	570,930
285	Colgate University	----	125	24,757	----	65,000	604,000	1,704,373	12,530	46,588	0	0	1,613	60,731	26,289	2,404,373
286	Cornell University	22	658	186,683	30,400	1,021,460	1,723,135	6,276,975	117,449	319,246	----	34,500	54,509	525,704	----	8,282,994

287	College of St. Francis Xavier	0	25	28,000	1,900	32,800	680,000		29,859				12,253	42,112	1,675	820,950
288	College of the City of New York	0	0	30,271	550	109,000	660,000	43,550	0	1,752	150,000	0	0	151,752	[illegible]	43,550
289	Columbia University	34	215	223,000	65,000	735,000	3,850,000	9,400,000	269,760	381,491	0	0	68,877	720,128	348,[illegible]	[illegible]770,000
290	Manhattan College	0	9	8,485	2,299	23,041	616,705	0	22,842	0	0	0	38,983	61,825	[illegible]	0
291	New York University	3	22	32,958	673	117,884	2,042,352	550,798	128,477	78,234	0	0	10,571	217,282	453,2[illegible]	761,028
292	St. John's College	0	2	35,116	0	64,000	850,000	0	10,800	0	0	0	88,000	98,800	0	0
293	Niagara University	0	2	9,000	900	18,000	300,000		47,000	0	0	0	3,000	50,000	0	0
294	University of Rochester	0	114	30,763		116,204	404,453	689,067	14,768	34,374	0	0	42,392	91,534	8,028	1,184,724
295	Union College		111	31,000		87,000	500,000	1,200,000	8,710	38,474			75,968	123,152	6,000	350,000
296	Syracuse University	1	43	46,010	12,861	199,713	890,000	635,743	34,052	23,006	0	0	42,109	99,167	27,388	1,705,165
	NORTH CAROLINA.															
297	University of North Carolina	0	76	30,000	10,000	150,000	400,000	115,000	15,000	6,000	20,000		4,000	45,000	3,800	110,000
298	Biddle University		40	8,500		500	125,000	7,000	4,000	240			3,760	8,000		
299	Davidson College		11	11,000	4,000	5,000	150,000	110,000	8,500	7,500			1,000	17,000		300,000
300	Trinity College			13,000		4,000	220,000	22,000	2,000	2,000			21.000	25,000	20,000	250,000
301	Elon College			1,000	500		85,000	100,000	5,000	2,000			2,000	9,000	55,000	200,000
302	Guilford College	0	5	2,000		3,000	55,193	60,000	6,195	1,994	0	0	16,000	24,189		110,000
303	Lenoir College			200	50		25,000		2,000					2,000	1,500	
304	Mars Hill College	0	5	1,500	1,000	2,500	15,000		3,500		250			3,750	500	
305	North Carolina College			4,000		5,000	25,000	15,000	1,550	750				2,300		16,000
306	Catawba College			2,000	500	2,500	15,000	10,000	2,000	800			400	3,200	400	27,900
307	Shaw University		50	2,000			180,000	30,000	2,913	175			10,542	13,630	10,580	6,000
308	Rutherford College			2,500	2,000	3,000	10,000	0	1,000					1,000		
309	Livingstone College		10	2,500		2,500	100,000	1,000	414	200	0	0	3,795	4,409	3,072	2,500
310	Wake Forest College			11,000	3,000	25,000	100,000	194,629	5,952	16,545			1,800	24,297	7,008	319,629
311	Weaverville College			250	100	300	1,500		2,500					2,500		
	NORTH DAKOTA.															
312	Fargo College	0		1,200		1,500	40,000	30,000	1,795	3,500			946	6,241	5,367	80,000
313	University of North Dakota	0	0	5,500	2,000	25,000	125,000	0	0	0	33,000	0	0	33,000		
314	Red River Valley University			600	500	1,500	43,000		904				2,100	3,004		45,000
	OHIO.															
315	Buchtel College	0	50	7,000		25,000	200,000	250,000	7,000	13,000			6,000	26,000	8,000	270,000
316	Mount Union College	0	0	4,000	1,000	10,000	200,000	75,000	10,000	4,000			1,000	15,000	25,000	75,000
317	Ashland University*			500			25,000		8,600					3,600		
318	Ohio University		10	14,000	600	30,000	150,000	150,000	4,000	7,500	30,000			41,500		
319	Baldwin University	0	0	5,000	3,000	5,000	131,565	126,000	7,035	8,452	0	0	764	16,251	1,265	126,000
320	German Wallace College			2,100		5,000	68,473	65,780	5,498	4,000				9,498		
321	Cedarville College	0	5	200	0	450	17,000	42,000	1,400	1,500	0	0	0	2,900	11,000	60,000
322	St. Joseph's College			1,300	1,000		50,000		13,800					13,800		
323	St. Xavier College	0	0	17,000	2,000	7,000	100,000									
324	University of Cincinnati		1	20,000		25,000	200,000	1,490,000	2,965	33,557	37,000		14,443	87,965		
325	Calvin College*			2,000			25,000	3,500	400	210	0	0	2,150	2,760		
326	St. Ignatius College	0	0	7,000		20,000	150,000								1,200	
327	Western Reserve University			40,000		200,000	1,200,000	1,300,000	40,000	60,000			10,000	110,000	100,000	2,500,000

*Statistics of 1894-95.

TABLE 8.—*Statistics of universities and colleges*—Continued.

	Name.	Number of fellowships.	Number of scholarships.	Library. Bound volumes.	Library. Pamphlets.	Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income. From tuition fees.	Income. From productive funds.	Income. From State or municipal appropriations.	Income. From United States Government.	Income. From other sources.	Income. Total income.	Benefactions.	Amount of property, endowment, and funds received from private sources.
	2	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	OHIO—continued.															
328	Capital University	0	15	6,000	-----	$5,800	$100,000	-----	$2,560	-----	-----	-----	-----	$2,560	$15,000	-----
329	Ohio State University	-----	-----	19,307	8,000	*100,000	*1,565,000	*$546,373	-----	$31,450	$89,285	$21,000	$30,593	172,328	20,000	-----
330	Defiance College	-----	-----	150	200	300	30,000	-----	3,000	-----	-----	-----	-----	3,000	-----	-----
331	Ohio Wesleyan University	0	-----	18,000	3,000	40,000	507,000	397,309	18,301	27,600	-----	-----	72,800	118,701	60,000	$944,309
332	Findlay College	0	5	1,500	-----	1,000	65,000	22,000	3,928	1,049	-----	-----	580	5,557	5,896	11,453
333	Kenyon College	-----	-----	32,000	-----	35,000	300,000	265,000	2,800	16,800	-----	-----	-----	19,600	2,500	587,000
334	Denison University	2	30	18,000	12,000	40,000	190,000	410,000	6,500	22,000	-----	-----	2,500	31,000	1,100	600,000
335	Hiram College	0	0	5,971	-----	5,550	109,000	125,000	8,145	7,450	-----	-----	1,575	17,170	-----	-----
336	Lima College	-----	-----	500	200	1,000	45,000	-----	-----	-----	-----	-----	-----	-----	-----	-----
337	Marietta College	0	39	50,000	3,000	62,000	160,000	-----	7,000	-----	0	0	-----	-----	1,200	450,000
338	Franklin College	-----	-----	2,000	-----	2,000	12,000	-----	2,350	-----	-----	-----	-----	2,350	-----	-----
339	Muskingum College	-----	-----	2,700	700	-----	*22,000	*37,000	*3,400	*2,500	-----	-----	*955	*6,855	-----	-----
340	Oberlin College	-----	-----	44,368	33,000	150,000	600,000	958,215	73,388	54,410	-----	-----	5,002	132,800	22,000	958,000
341	Miami University	-----	-----	15,500	-----	15,000	120,000	-----	1,200	10,000	17,000	-----	-----	28,200	-----	-----
342	Richmond College	-----	-----	3,000	1,000	3,500	40,000	-----	3,000	-----	-----	-----	-----	3,000	-----	-----
343	Rio Grande College	-----	-----	1,000	600	1,800	30,000	69,000	2,200	3,950	-----	-----	-----	6,150	75	99,000
344	Scio College	0	0	2,000	500	5,000	50,000	0	9,000	0	0	0	0	9,000	0	0
345	Wittenberg College	-----	-----	12,000	1,000	14,000	350,000	180,000	11,000	10,000	-----	-----	-----	21,000	-----	-----
346	Heidelberg University	0	10	12,000	1,000	5,000	95,000	110,000	485	5,535	-----	-----	3,075	9,095	2,415	210,000
347	Otterbein University	-----	6	7,500	2,000	6,000	65,000	75,000	5,000	5,000	-----	-----	1,100	11,100	-----	217,000
348	Wilberforce University *	-----	-----	5,000	-----	2,000	200,000	25,000	3,500	2,300	12,500	0	8,700	27,000	-----	-----
349	Wilmington College	1	2	2,200	500	5,000	35,000	40,000	3,000	2,400	-----	-----	-----	5,400	-----	-----
350	University of Wooster	0	70	16,500	3,021	30,000	200,000	200,000	14,512	10,368	-----	-----	1,249	26,129	5,743	500,000
351	Antioch College	-----	-----	*7,000	-----	*7,000	*100,000	*70,000	*4,369	*1,725	-----	-----	-----	*6,094	-----	-----
	OKLAHOMA.															
352	University of Oklahoma	0	0	2,000	800	7,000	50,000	-----	1,000	-----	24,000	-----	-----	25,000	-----	-----
	OREGON.															
353	University of Oregon	0	0	8,000	3,000	10,000	140,000	160,000	3,000	8,000	30,000	-----	400	41,400	-----	65,000

354	Pacific University	-----	-----	7,500	4,000	13,500	96,000	120,000	4,446	5,042	0	0	2,417	11,905	15,9[illegible]	229,500
355	Lafayette Seminary	-----	-----	100	50	500	8,000	-----	600	-----	-----	-----	1,000	1,600	1,00[illegible]	-----
356	McMinnville College	-----	-----	2,040	500	3,500	30,000	32,000	1,600	2,800	-----	-----	-----	4,400	5,9[illegible]	78,400
357	Pacific College	0	10	500	600	600	25,000	7,000	2,200	500	-----	-----	-----	2,700	1,2[illegible]	7,000
358	Philomath College	-----	1	400	200	500	10,000	4,689	945	400	0	0	30	1,375	-----	14,689
359	Willamette University	-----	25	4,320	2,454	12,000	225,000	40,000	5,325	3,600	-----	-----	525	9,450	-----	200,000
360	Portland University	-----	-----	2,500	500	2,000	100,000	-----	6,500	-----	-----	-----	-----	6,500	-----	-----
	PENNSYLVANIA.															
361	Western University of Pennsylvania	0	24	15,000	-----	85,356	151,258	276,858	41,995	15,384	50,000	-----	-----	107,379	-----	-----
362	Muhlenberg College	-----	30	10,500	3,500	2,000	100,000	137,000	3,489	6,514	-----	-----	3,735	13,738	3,718	237,000
363	Lebanon Valley College	-----	5	4,500	600	1,800	60,000	56,000	2,110	1,150	-----	-----	5,100	8,360	378	70,000
364	St. Vincent College	0	0	40,000	200	-----	150,000	-----	-----	-----	-----	-----	-----	-----	-----	-----
365	Geneva College	0	2	3,000	-----	-----	80,000	150,000	4,500	7,500	-----	-----	2,000	14,000	-----	-----
366	Moravian College	0	0	6,000	-----	-----	75,000	100,000	700	5,600	-----	-----	-----	6,300	3,250	175,000
367	Dickinson College	-----	-----	32,000	2,000	30,000	324,428	286,643	600	14,567	-----	-----	23,676	38,843	37,669	640,737
368	Pennsylvania Military College	-----	-----	1,800	-----	-----	130,000	-----	-----	-----	-----	-----	-----	-----	-----	-----
369	Ursinus College	-----	14	6,000	500	8,500	125,000	175,000	4,831	6,800	-----	-----	2,980	14,611	2,000	325,000
370	Lafayette College	-----	-----	25,400	-----	50,000	650,000	330,000	11,000	16,000	0	0	0	27,000	-----	-----
371	Pennsylvania College	-----	48	23,000	-----	75,000	275,000	210,000	10,642	10,355	-----	-----	-----	20,997	-----	-----
372	Thiel College	-----	-----	8,678	200	1,000	60,000	67,000	5,000	3,350	-----	-----		8,350	-----	-----
373	Grove City College	-----	-----	3,500	-----	15,000	150,000	-----	17,000	-----	-----	-----	-----	17,000	-----	-----
374	Haverford College	-----	20	32,200	7,000	80,000	400,000	270,000	14,000	13,500	-----	-----	24,000	51,500	17,000	750,000
375	Monongahela College	-----	-----	300	100	-----	30,000	-----	-----	-----	-----	-----	-----	-----	-----	-----
376	Franklin and Marshall College	-----	-----	18,424	2,524	25,000	122,000	180,000	-----	8,000	-----	-----	7,000	15,000	2,000	350,000
377	Bucknell University	1	58	16,000	-----	-----	250,000	400,000	*15,000	*17,500	-----	-----	*17,500	*50,000	-----	-----
378	Lincoln University	-----	-----	15,000	-----	16,000	212,000	394,800	-----	22,469	-----	-----	16,454	38,923	-----	622,800
379	St. Francis College*	-----	-----	5,000	-----	-----	60,000	0	-----	-----	-----	-----	-----	-----	-----	-----
380	Allegheny College	-----	-----	14,000	12,000	100,000	200,000	200,000	13,500	8,200	-----	-----	1,000	22,700	8,000	520,000
381	Central Pennsylvania College	-----	2	4,463	300	4,000	22,600	4,175	2,237	204	-----	-----	1,489	3,930	800	-----
382	Westminster College	-----	-----	5,000	-----	5,000	50,000	125,000	-----		-----	-----	-----	-----	-----	-----
383	Central High School	-----	-----	4,100	350	90,000	300,000	-----		-----	100,000	-----		100,000	-----	-----
384	La Salle College	-----	-----	8,000	800	6,000	200,000		16,000	-----	-----	-----	-----	16,000	-----	-----
385	University of Pennsylvania	25	75	140,000	75,000	375,378	2,999,874	2,077,188	251,283	113,885	24,606	0	36,896	426,670	742,249	5,000,000
386	Duquesne College	-----	-----	300	-----	500	0	0	11,000	-----	-----	-----	-----	11,000	-----	-----
387	Holy Ghost College	0	2	2,000	500	6,000	300,000	-----	8,000	-----	-----	-----	2,000	10,000	500	
388	Susquehanna University	-----	-----	5,000	-----	5,000	52,000	46,000	3,900	2,300	0	0	6,200	12,400	-----	103,000
389	Lehigh University	0	25	100,000	-----	20,000	1,200,000	2,000,000	-----		-----	-----			-----	3,220,000
390	Pennsylvania State College	0	51	12,000	2,000	50,000	670,300	517,000	-----	31,020	161,134	36,000	17,804	245,958	-----	-----
391	Swarthmore College	2	11	17,000	-----	30,000	500,000	389,195	50,701	10,225	-----	-----	11,439	72,365	5,645	250,000
392	Villanova College*	-----	-----	7,500	1,000	2,000	350,000	0	-----	-----	-----	-----	-----	-----	-----	-----
393	Volant College*	-----	-----	120	20	500	4,000	0	3,200	-----	-----	-----	-----	3,200	-----	-----
394	Washington and Jefferson College	-----	6	12,500	-----	20,000	270,000	269,435	14,337	15,954	-----	-----	221	30,512	1,020	559,435
	RHODE ISLAND.															
395	Brown University	2	100	82,000	20,000	122,350	1,177,967	1,113,021	90,211	55,843	-----	-----	4,882	150,936	28,000	2,290,987

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges*—Continued.

	Name.	Number of fellowships.	Number of scholarships.	Library.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	Amount of property, endowment, and funds received from private sources.
				Bound volumes.	Pamphlets.				From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
	2	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	SOUTH CAROLINA.															
396	College of Charleston	----	10	12,000	--------	$1,000	$100,000	$293,700	$400	$10,422	$2,000	--------	--------	$12,822	--------	--------
397	Presbyterian College of South Carolina	0	0	800	300	1,000	12,000	--------	1,600	--------	--------	--------	$400	2,000	$100	$16,000
398	Allen University	----	----	200	50	500	30,000	--------	1,000	--------	--------	--------	4,000	5,000	--------	--------
399	South Carolina College	----	----	30,000	--------	60,000	300,000	0	4,000	0	25,000	0	0	29,000	--------	--------
400	Erskine College	----	----	1,000	50	1,500	60,000	82,000	750	5,000	--------	--------	--------	5,750	7,000	100,000
401	Furman University	----	----	5,000	1,000	5,000	60,000	75,000	3,500	5,500	--------	--------	--------	9,000	0	135,000
402	Newberry College	0	8	7,000	--------	5,000	40,000	32,000	2,400	2,000	--------	--------	1,600	6,000	600	75,000
403	Claflin University	0	0	1,800	1,000	5,000	100,000	--------	3,000	--------	1,000	$16,254	7,000	27,254	--------	--------
404	Wofford College	----	----	12,000	--------	3,000	150,000	65,000	3,610	4,271	--------	--------	5,119	13,000	--------	63,000
	SOUTH DAKOTA.															
405	Pierre University	----	----	1,450	--------	2,000	30,000	--------	--------	--------	--------	--------	--------	--------	--------	--------
406	Black Hills College	----	8	2,100	321	1,800	54,000	47,800	1,800	1,200	--------	--------	3,200	6,200	--------	117,000
407	Dakota University	----	----	1,575	500	4,000	65,000	--------	4,000	--------	--------	--------	3,500	7,500	200	--------
408	Redfield College *	0	0	1,200	200	1,500	30,000	--------	1,625	--------	--------	--------	--------	1,625	--------	--------
409	University of South Dakota	----	----	3,068	340	5,000	120,000	--------	2,106	55	--------	--------	--------	2,161	--------	--------
410	Yankton College	0	10	5,500	2,700	9,000	130,050	41,685	3,000	1,000	--------	--------	--------	4,000	25,000	123,419
	TENNESSEE.															
411	U. S. Grant University *	----	----	3,000	300	3,000	300,000	7,000	1,747	291	--------	--------	1,721	3,759	--------	--------
412	King College	1	----	5,000	700	2,000	17,500	22,000	5,000	800	--------	--------	--------	5,800	--------	25,000
413	Southwestern Presbyterian University	----	4	8,000	2,000	10,000	75,000	193,000	2,400	13,000	--------	--------	--------	15,400	--------	--------
414	American Temperance University	----	----	500	100	1,000	50,000	--------	3,500	--------	--------	--------	4,000	7,500	--------	--------
415	Hiwassee College	----	----	2,000	1,000	3,000	10,000	--------	1,000	--------	--------	--------	--------	1,000	--------	--------
416	Southwestern Baptist University	----	----	4,000	500	8,000	50,000	70,000	8,500	4,200	--------	--------	--------	12,700	--------	--------
417	Knoxville College	0	80	1,950	200	300	100,000	2,000	400	200	400	--------	11,900	12,900	200	2,000

418	University of Tennessee	----	5	14,000	6,900	74,675	586,000	425,000	6,055	25,410	0	36,000	2,[illegible]	70,129	----	----
419	Cumberland University	----	----	6,000	----	15,000	100,000	86,000	14,000	4,600	0	0	[illegible]	18,600	8,[illegible]	200,000
420	Bethel College	----	----	1,000	500	1,200	20,000	----	3,000	----	----	----	----	3,000	1,[illegible]	----
421	Maryville College	----	2	10,000	----	2,500	100,000	160,000	3,740	9,010	----	----	700	13,450	1,000	260,000
422	Christian Brothers College	0	0	2,000	1,500	----	50,000	----	----	----	----	----	----	----	----	----
423	Milligan College	0	0	2,000	1,500	2,150	15,500	3,700	4,456	227	----	----	60	4,743	3,265	----
424	Carson and Newman College	----	5	8,000	2,000	1,200	75,000	30,000	3,200	1,600	----	----	700	5,500	12,000	----
425	Central Tennessee College	0	2	4,000	800	2,000	110,000	10,000	2,000	150	----	----	----	2,150	----	----
426	Fisk University	0	10	6,000	----	10,000	350,000	21,835	5,292	1,310	0	0	32,328	38,930	5,000	----
427	Roger Williams University	----	----	4,000	1,000	6,000	200,000	----	1,114	----	----	----	----	1,114	8,000	206,000
428	University of Nashville	----	204	12,000	----	25,000	300,000	3,800	5,000	----	20,000	----	45,800	70,800	----	----
429	Vanderbilt University	13	27	15,000	1,000	155,000	557,000	1,140,000	45,000	55,000	----		----	100,000	11,000	1,882,000
430	University of the South *	0	8	34,000	3,000	5,000	200,000	111,000	13,008	6,660	0	0	4,400	24,068	----	----
431	Burritt College	----	----	3,200	565	500	20,000	----	5,000	----	----	----	----	5,000	----	----
432	Sweetwater College	----	2	100	200	100	8,000	----	2,500	----	----	----	----	2,500	----	----
433	Greeneville and Tusculum College	----	----	7,800	500	2,250	28,000	----	2,300	----	----	----	200	2,500	100	----
434	Washington College	0	15	2,000	500	2,000	30,000	5,000	1,700	300	200	----	400	2,600	1,000	36,700
	TEXAS.															
435	St. Edward's College	0	0	3,000	----	1,500	120,000	----	25,000	----	----	----	----	25,000	----	----
436	University of Texas	3	19	16,000	----	75,000	300,000	578,000	4,540	45,000	75,000	0	0	124,540	1,000	100,000
437	Howard Payne College	0	0	1,200	500	1,600	60,000	5,000	4,000	500	0	0	0	4,500	7,000	0
438	Henry College	----	----	450	200	1,350	20,000	----	7,500	----	----	----	----	7,500	----	----
439	Fort Worth University	----	----	1,241	----	7,500	125,000	----	12,000	----	----	----	----	12,000	1,500	----
440	St. Mary's University	----	----	3,000	500	5,000	170,000	----	2,000	----	----	----	----	2,000	----	----
441	Southwestern University	0	1	2,000	400	6,000	120,000	----	16,000	----	----	----	3,300	19,300	20,000	140,000
442	Wiley University	----	----	1,500	700	----	30,000	----	*3,088	----	----	----	*1,788	*4,876	----	----
443	St. Louis College	----	----	2,000	10	2,000	200,000	----	18,000	----	----	----	----	18,000	0	0
444	Austin College	----	----	5,000	2,000	7,000	45,000	60,000	3,700	3,300	0	0	0	7,000	5,000	110,000
445	Trinity University *	0	12	2,000	500	3,000	75,000	33,000	6,700	3,300	0	0	900	10,900	----	----
446	Add-Ran Christian University	----	----	2,000	----	5,000	140,000	----	9,000	----	----	----	----	9,000	----	----
447	Baylor University	0	0	5,947	459	2,000	250,000	----	20,000	----	----	----	----	20,000	0	----
448	Paul Quinn College	----	----	400	125	36	70,000	----	1,358	----	----	----	----	1,358	4,232	----
	UTAH.															
449	Brigham Young College	----	30	2,500	600	7,100	140,000	96,427	2,500	15,000	0	0	0	17,500	5,000	150,000
450	University of Utah	----	100	16,000	10,000	30,000	700,000	----	4,200	0	52,000	0	0	56,200	150	60,000
	VERMONT.															
451	University of Vermont and State Agricultural College	0	75	50,077	----	175,000	600,000	406,000	7,500	16,500	6,000	36,000	15,000	81,000	1,000	252,000
452	Middlebury College *	0	70	17,000	1,000	25,000	105,000	377,800	3,012	14,032	2,400	----	----	19,444	----	----
	VIRGINIA.															
453	Randolph-Macon College	----	5	10,000	----	18,000	378,000	227,600	35,389	17,513	----	----	12,234	65,136	2,050	675,000
454	Bridgewater College *	----	----	1,000	----	1,200	14,000	8,000	2,250	480	----	----	----	2,730	----	----

* Statistics of 1894–95.

TABLE 8.—*Statistics of universities and colleges*—Continued.

	Name.	Number of fellowships.	Number of scholarships.	Library. Bound volumes.	Library. Pamphlets.	Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income. From tuition fees.	Income. From productive funds.	Income. From State or municipal appropriations.	Income. From United States Government.	Income. From other sources.	Income. Total income.	Benefactions.	Amount of property, endowment, and funds received from private sources.
	2	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	VIRGINIA—continued.															
455	University of Virginia	1	16	42,000	...	...	$1,000,000	$458,000	$51,475	$23,470	$50,000	0	$23,521	$148,466	$64,407	$219,300
456	Emory and Henry College	0	2	10,000	...	$10,000	80,000	25,000	3,000	1,200	...	...	3,800	8,000	...	...
457	Fredericksburg College	...	...	200	...	150	40,000	10,000	6,000	1,800	500	...	...	8,300	3,400	...
458	Hampden Sidney College	1	14	13,000	2,000	1,500	125,000	131,000	1,463	7,798	...	...	...	9,261	975	147,500
459	Washington and Lee University	1	16	32,000	10,000	63,400	200,000	641,438	11,500	34,000	0	0	0	45,500	300	905,838
460	Richmond College	...	26	12,500	2,000	50,000	400,000	265,000	7,500	16,200	...	...	...	23,700	8,000	...
461	Roanoke College	...	20	20,000	...	30,000	100,000	50,000	4,400	2,160	...	...	2,000	8,560	6,100	185,000
462	College of William and Mary	...	4	10,000	3,000	25,000	125,000	125,900	1,290	3,954	15,000	...	395	20,639	...	...
	WASHINGTON.															
463	Vashon College	0	0	830	1,473	1,160	33,000	...	5,860	...	...	...	1,845	7,705	0	2,000
464	Colfax College	...	...	250	200	150	12,000	...	1,600	...	...	...	200	1,800	300	...
465	Walla Walla College	...	...	900	100	2,000	90,000	...	10,875	...	...	...	2,025	12,900	...	...
466	University of Washington	0	0	6,092	4,694	25,000	500,000	0	0	0	70,000	0	0	70,000	2,500	250,000
467	Gonzaga College	...	...	6,000	2,000	...	...	...	...	...	...	...	...	...	...	...
468	Whitworth College*	...	...	250	150	300	32,000	...	2,800	...	...	...	4,500	7,300	...	...
469	Puget Sound University	...	...	3,000	1,000	5,000	150,000	...	4,500	...	...	...	5,000	9,500	3,500	100,000
470	St. James College*	...	...	300	200	1,000	10,000	...	...	...	...	...	...	...	...	...
471	Whitman College	0	8	4,000	3,800	4,000	25,000	45,000	3,000	1,000	...		6,000	10,000	40,000	50,000
	WEST VIRGINIA.															
472	Barboursville College	...	...	400	100	1,000	20,000	...	2,000		...	...	1,200	3,200	...	...
473	Bethany College	...	...	3,000	2,000	3,000	175,000	...	...	...	...	...	...	...	...	...
474	West Virginia University	0	0	11,065	3,258	75,000	300,000	114,750	...	6,708	21,200	$31,000	10,490	69,398	0	0
	WISCONSIN.															
475	Lawrence University	...	2	14,623	...	25,000	145,000	200,000	5,036	7,200	...	...	1,200	13,436	82,000	350,000
476	Beloit College	0	51	22,000	8,000	100,000	314,000	415,119	10,275	19,657	...	...	408	30,340	8,000	894,010
477	Mission House	0	0	5,000	500	2,500	40,000	24,000	25	...	0	0	2,300	2,325	8,090	...

478	University of Wisconsin	12	12	38,000	12,500	500,000	1,250,000	450,000	30,000	22,500	282,000	37,000	28,500	400,000	5,000	25,300
479	Milton College	----	----	3,000	725	8,000	32,000	83,743	2,149	1,837	----	----	669	4,655	149	123,743
480	Marquette College	----	----	9,150	1,020	2,700	130,000	----	6,500	----	----	----	----	6,500	----	----
481	Ripon College	----	----	8,000	----	6,000	100,000	250,000	----	14,207	----	----	9,697	23,904	50	400,564
482	Seminary of St. Francis of Sales	----	----	13,500	1,000	----	200,000	----	30,000	----	----	----	----	30,000	----	----
483	Northwestern University	----	----	2,873	500	10,000	65,000	----	1,000	----	----	----	13,500	14,5[illegible]	----	----
	WYOMING.															
484	University of Wyoming	0	0	3,382	2,150	50,000	150,000	0	316	----	3,600	36,000	910	40,826	0	0

* Statistics of 1894–95.

TABLE 9.—*Statistics of colleges*

	Location.	Name.	Year of first opening.	Religious denomination controlling.	Professors and instructors. Preparatory department. Male.	Professors and instructors. Preparatory department. Female.	Professors and instructors. Collegiate department. Male.	Professors and instructors. Collegiate department. Female.	Professors and instructors. Total number. Male.	Professors and instructors. Total number. Female.	Students. Preparatory.	Students. Collegiate.	Students. Graduate.	Students. Total number.	Number of fellowships.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	CALIFORNIA.														
1	Mills College	Mills College	1871	Nonsect	0	3	4	17	4	17	41	22	0	120	0
	ILLINOIS.														
2	Rockford	Rockford College	1849	Nonsect	0	8	0	10	0	18	175	33	1	225	----
	MARYLAND.														
3	Baltimore	Woman's College of Baltimore.	1888	M. E	0	0	13	14	13	14	0	226	5	231	----
	MASSACHUSETTS.														
4	Cambridge	Radcliffe College	1879	Nonsect	0	0	94	0	94	0	0	314	44	358	0
5	Northampton	Smith College	1875	Nonsect	0	0	13	41	13	41	0	875	----	875	1
6	South Hadley	Mount Holyoke College.	1837	Nonsect	0	0	0	36	0	36	0	331	----	331	----
7	Wellesley	Wellesley College	1875	Nonsect	0	0	8	69	8	69	0	759	45	804	0
	NEW JERSEY.														
8	Princeton	Evelyn College*	1887	Nonsect	0	6	16	5	16	6	15	20	0	35	0
	NEW YORK.														
9	Aurora	Wells College	1868	Nonsect	0	3	0	18	0	21	8	76	----	84	----
10	Elmira	Elmira College	1855	Presb	0	0	4	14	4	14	0	98	----	158	----
11	New York	Barnard College	1889	Nonsect	0	0	28	2	28	2	0	81	35	147	0
12	Poughkeepsie	Vassar College	1865	Nonsect	0	0	12	40	12	40	0	533	10	543	1
	PENNSYLVANIA.														
13	Bryn Mawr	Bryn Mawr College.	1885	Nonsect	0	0	21	11	21	11	0	243	52	298	14
	VIRGINIA.														
14	Lynchburg	Randolph-Macon Woman's College.	1893	M. E. So	----	----	8	4	8	4	15	104	----	119	0

* Statistics of 1894–95.

for women, Division A.

Number of scholarships.	Library. Bound volumes.	Library. Pamphlets.	Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income. From productive funds.	Income. From tuition fees.	Income. From other sources.	Income. Total income.	Benefactions.	Amount of property, endowment, and funds received from private sources.	
16	17	18	19	20	21	22	23	24	25	26	27	
15	5,000	------	$10,000	$400,000	$75,000	$3,105	$54,300	-------	$57,405	-------	----------	1
4	5,850	250	10,000	125,000	51,317	2,136	33,478	$2,641	38,255	$1,355	----------	2
----	7,000	1,500	45,000	686,000	380,000	21,146	22,375	15,000	58,521	55,000	$1,111,000	3
5	9,650	------	12,000	75,000	235,000	10,300	55,000	-------	65,300	8,160	310,000	4
100	6,000	------	27,249	649,188	595,698	42,310	93,518	33,785	169,613	40,040	1,382,333	5
----	16,000	------	42,733	335,062	241,675	13,251	74,071	-------	87,322	54,411	----------	6
29	46,666	------	100,000	1,107,800	121,257	4,110	212,855	0	216,965	107,000	1,429,057	7
3	2,000	500	-------	25,000	---------	------	8,000	-------	8,000	-------	----------	8
10	5,612	300	5,000	190,000	200,000	9,283	8,300	25,755	43,338	10,110	200,000	9
3	6,000	------	30,000	182,000	73,000	3,000	25,244	-------	28,244	10,000	265,000	10
3	750	100	-------	---------	55,700	594	17,000	-------	17,594	-------	----------	11
7	24,132	------	163,709	823,917	1,031,223	61,293	57,832	163,413	282,538	15,500	2,018,849	12
23	22,852	7,000	70,000	814,905	1,250,000	52,788	29,800	5,000	87,588	29,759	2,064,905	13
12	1,000	------	2,500	115,452	102,667	5,750	11,200	12,300	29,250	8,210	218,119	14

TABLE 10.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors. Male.	Professors and instructors. Female.	Students. Primary.	Students. Preparatory.	Students. Collegiate.	Students. Graduate.	Students. Total number.	Students. Graduated in 1896.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Athens	Athens Female College	M. E.	1842	1	13	---	24	125	1	150	12
2	Bailey Springs	Bailey Springs University	Nonsect.	1893	2	5	0	11	19	0	30	0
3	East Lake	East Lake Atheneum	Nonsect.	1890	1	10	---	---	----	----	187	21
4	Eufaula	Union Female College	Nonsect.	1853	2	10	20	22	30	----	87	4
5	Florence	Synodical Female College	Nonsect.	1845	1	3	6	8	25	----	39	6
6	Gadsden	Jones College for Young Ladies.	M. E. So.	1850	1	16	13	---	110	----	123	22
7	Marion	Judson Female Institute	Bapt	1839	2	8	---	---	----	----	106	10
8	do	Marion Female Seminary	Nonsect.	1836	1	7	15	20	45	----	80	4
9	Talladega	Isbell College	Presb	1849	1	6	14	15	60	----	89	2
10	Tuscaloosa	Central Female College*	Bapt	1857	2	7	14	23	106	2	145	5
11	do	Tuscaloosa Female College	M. E. So.	1860	0	10	38	36	121	2	197	9
12	Tuskegee	Alabama Conference Female College.	M. E.	1855	8	10	15	20	159	6	190	37
	ARKANSAS.											
13	Conway	Central Baptist College	Bapt	1892	1	10	25	50	50	0	125	4
	CALIFORNIA.											
14	San Jose	College of Notre Dame	R. C.	1851	1	21	25	51	9	2	88	4
	GEORGIA.											
15	Athens	Lucy Cobb Institute	Nonsect.	1858	0	15	15	26	109	1	151	30
16	College Park	Southern Female College	Bapt	1843	8	22	---	35	206	12	243	20
17	Cuthbert	Andrew Female College	M. E.	1854	4	8	40	20	100	----	160	1
18	Dalton	Dalton Female College	M. E.	1872	2	7	40	20	80	----	140	9
19	Forsyth	Monroe Female College*	Bapt	1848	2	4	20	30	40	----	90	8
20	Gainesville	Georgia Female Seminary	Nonsect.	1878	4	12	50	30	150	2	232	35
21	La Grange	La Grange Female College	M. E. So.	1833	6	12	39	12	152	6	209	35
22	do	Southern Female College	Bapt	1842	6	14	30	10	110	----	150	10
23	Macon	Wesleyan Female College	M. E. So.	1839	8	9	---	8	204	----	212	45
24	Milledgeville	Georgia Normal and Industrial College.	Nonsect.	1891	3	16	62	22	240	----	324	26
25	Rome	Shorter College	Bapt	1877	5	10	---	35	150	2	187	25
26	Thomasville	Young Female College	Nonsect.	1870	1	3	---	20	65	2	87	7
	ILLINOIS.											
27	Chicago	Seminary of the Sacred Heart.*	R. C	1858	0	20	---	---	----	----	120	10
28	Jacksonville	Illinois Female College	M. E.	1847	2	14	37	51	80	2	170	10
29	do	Jacksonville Female Academy.	Nonsect.	1830	4	9	18	15	32	----	103	8
30	Knoxville	St. Mary's School	P. E	1868	4	10	0	25	75	1	101	9
	INDIANA.											
31	Terre Haute	Coates College	Presb	1885	1	12	---	75	25	----	100	5
	KANSAS.											
32	Oswego	College for Young Ladies	Presb	1888	3	7	4	10	33	----	47	4
33	Topeka	College of the Sisters of Bethany.	P. E	1859	2	14	25	75	25	----	200	5
	KENTUCKY.											
34	Bowling Green	Potter College		1889	2	18	---	---	215	----	215	9
35	Danville	Caldwell College		1861	0	12	---	---	----	----	141	3
36	Hopkinsville	Bethel Female College	Bapt	1854	3	8	---	---	67	----	67	8
37	Lexington	Hamilton Female College	Christian	1869	5	11	16	27	141	----	184	24
38	Millersburg	Millersburg Female College.	M. E.	1851	2	11	37	45	81	----	163	13
39	Nicholasville	Jessamine Female Institute.	Nonsect.	1854	1	11	20	30	70	0	120	9

* Statistics of 1894-95.

for women, Division B.

Volumes in library.	Value of scientific apparatus and library.	Value of grounds and buildings.	Amount of productive funds.	Income.					Benefactions.	Value of property, endowment, and funds received from private sources.	
				From productive funds.	From tuition fees.	From State or municipal appropriation.	From other sources.	Total income.			
13	14	15	16	17	18	19	20	21	22	23	
275	$400	$30,000	0	0	$2,500	0	$5,500	$8,000	$2,500	......	1
250	300	20,000	......	......	4,000	......	2,000	6,000	0	......	2
500	......	30,000	......	......	7,500	......	......	7,500	......	......	3
2,000	*3,000	*15,000	......	......	10,000	......	......	10,000	......	......	4
631	......	*5,000	......	......	......	......	......	......	0	......	5
4,368	2,500	75,000	0	......	35,000	......	......	35,000	0	0	6
1,200	......	70,000	0	......	18,000	......	......	18,000	......	......	7
500	600	20,000	......	......	......	......	......	......	......	......	8
400	300	20,000	......	......	3,000	......	......	3,000	0	$25,000	9
200	250	100,000	......	......	......	......	......	......	......	......	10
0	1,000	20,000	0	0	9,000	0	0	9,000	0	0	11
2,500	1,000	85,000	0	0	19,000	0	0	19,000	0	0	12
500	300	25,000	0	0	3,500	0	2,500	6,000	0	2,500	13
5,000	20,000	185,000	......	......	30,000	0	......	30,000	10,000	......	14
*4,000	......	*50,000	......	......	*18,000	......	......	*18,000	......	......	15
5,500	8,000	53,000	......	......	......	......	......	......	......	......	16
500	500	30,000	0	0	5,000	......	5,000	10,000	500	0	17
0	0	20,000	0	0	2,000	0	3,000	5,000	0	......	18
200	200	20,000	......	......	......	......	......	......	......	......	19
500	......	75,000	......	......	35,000	......	......	35,000	10,000	......	20
1,200	1,800	70,000	$10,000	$500	27,000	0	0	27,500	0	80,000	21
500	300	40,000	2,500	......	8,000	$500	500	9,000	2,500	43,000	22
3,000	8,000	250,000	50,000	3,000	20,000	0	0	23,000	10,000	300,000	23
2,200	3,320	200,000	......	......	3,000	22,900	2,240	28,140	......	......	24
1,000	2,000	130,000	40,000	......	......	......	......	......	......	170,000	25
......	300	36,000	......	......	15,000	......	......	15,000	......	......	26
2,500	2,000	250,000	......	......	......	......	......	......	......	......	27
2,000	2,000	60,000	7,000	150	5,000	......	18,000	23,150	5,000	70,000	28
2,000	1,400	60,000	......	......	......	......	......	......	......	......	29
2,000	4,000	100,000	0	0	40,000	......	......	40,000	0	2,700	30
1,200	3,500	120,000	......	0	11,000	0	5,000	16,000	1,500	120,000	31
1,000	1,800	40,000	......	......	1,200	0	7,000	8,200	......	......	32
4,000	1,000	350,000	0	0	20,000	0	2,000	22,000	11,200	300,000	33
3,000	1,500	75,000	......	......	30,000	......	......	30,000	......	......	34
*400	......	*75,000	......	......	*10,000	......	......	*10,000	......	......	35
......	......	*30,000	......	......	*3,500	......	......	*3,500	......	......	36
1,000	2,000	75,000	0	0	......	......	......	......	0	......	37
1,800	350	17,500	......	......	14,000	......	......	14,000	......	......	38
300	0	20,000	0	0	......	......	......	......	0	......	39

TABLE 10.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.		Students.					
					Male.	Female.	Primary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1896.
	1	2	3	4	5	6	7	8	9	10	11	12
	KENTUCKY—continued.											
40	Owensboro	Owensboro Female College.	....	1890	3	4	18	...	83	....	101	0
41	Pewee Valley	Kentucky College for Young Ladies.	....	1872	3	8	30	20	35	....	85	4
42	Russellville	Logan Female College	M. E. So	1846	2	10	21	56	47	11	135	7
43	Stanford	Stanford Female College	Nonsect	1871	1	6	30	35	47	....	124	0
44	Winchester	Winchester Female College.*	Nonsect	1889	3	3	14	18	13	....	45	3
	LOUISIANA.											
45	Clinton	Silliman Female Institute	Presb	1852	2	9	27	43	61	0	131	9
46	Mansfield	Mansfield Female College	M. E	1855	2	6	14	16	20	1	51	0
47	Minden	Minden Female College	Nonsect	1853	2	5	60	45	40	....	145	2
	MAINE.											
48	Deering	Westbrook Seminary	Univ	1834	3	6	4	40	40	1	85	20
49	Kents Hill	Maine Wesleyan Female College.	M. E	1821	6	7	...	206	13	....	219	29
	MARYLAND.											
50	Baltimore	Notre Dame of Maryland	R. C	1873	6	16	...	...	50	4	54	3
51	Frederick	Woman's College	Ref	1843	3	14	38	17	53	2	133	6
52	Hagerstown	Kee Mar College	Luth	1852	6	8	...	...	....	....	120	22
53	Lutherville	Maryland College for Young Ladies.	Luth	1853	6	6	...	...	91	1	92	9
	MASSACHUSETTS.											
54	Auburndale	Lasell Seminary	Nonsect	1851	11	21	0	8	144	0	152	26
	MINNESOTA.											
55	Albert Lea	Albert Lea College	Presb	1885	0	7	...	5	24	....	35	1
	MISSISSIPPI.											
56	Blue Mountain	Blue Mountain Female College.	Nonsect	1873	6	10	...	...	....	....	207	17
57	Brookhaven	Whitworth Female College.	M. E	1857	3	7	30	10	60	2	102	9
58	Clinton	Hillman College	Nonsect	1853	1	6	20	30	50	5	105	3
59	Columbus	Industrial Institute and College.	Nonsect	1885	1	17	...	207	117	0	339	7
60	Jackson	Belhaven College for Young Ladies.	Nonsect	1894	1	10	10	20	80	10	120	5
61	McComb	McComb City Female Institute.	Nonsect	1894	1	4	22	23	38	0	83	7
62	Meridian	East Mississippi Female College.	M. E	1869	2	8	30	30	70	0	130	9
63	....do	Stone College for Young Ladies.	Bapt	1893	2	6	12	8	66	1	89	19
64	Oxford	Union Female College*	Cum. Pres	1854	1	10	30	40	75	....	145	12
65	Pontotoc	Chickasaw Female College	Presb	1852	2	6	20	40	20	0	80	2
66	Port Gibson	Port Gibson Female College.	M. E	1843	1	7	14	...	28	....	42	0
67	Water Valley	Hamilton College	....	1894	0	7	10	33	50	3	96	6
	MISSOURI.											
68	Columbia	Christian Female College*	Christian	1851	3	11	25	20	100	8	153	31
69	....do	Stephens Female College	Bapt	1856	5	11	20	50	97	....	167	21
70	Fayette	Howard Payne College	M. E. So	1844	2	11	0	51	53	4	148	15
71	Fulton	Synodical Female College.*	Presb	1872	1	11	0	15	67	0	119	11
72	Independence	Presbyterian College	Presb	1871	3	9	30	21	24	2	77	8
73	Jennings	St. Louis Seminary	Nonsect	1871	1	5	...	...	....	....	30	....

*Statistics of 1894-95.

for women, Division B—Continued.

Volumes in library.	Value of scientific apparatus and library.	Value of grounds and buildings.	Amount of productive funds.	Income. From productive funds.	Income. From tuition fees.	Income. From State or municipal appropriation.	Income. From other sources.	Income. Total income.	Benefactions.	Value of property, endowment, and funds received from private sources.	
13	14	15	16	17	18	19	20	21	22	23	
600	$1,000	$30,000	----------	--------	$2,800	--------	$1,200	$4,000	--------	----------	40
600	950	20,000	0	--------	--------	--------	--------	--------	--------	----------	41
1,500	3,000	35,000	----------	--------	4,800	--------	--------	4,800	--------	----------	42
1,000	1,000	5,000	0	0	2,500	0	0	2,500	0	0	43
800	200	10,000	----------	--------	2,500	--------	--------	2,500	--------	----------	44
1,000	1,000	50,000	$30,000	$3,000	8,500	0	1,200	12,700	$500	$85,000	45
1,000	250	15,000	----------	--------	2,500	--------	--------	2,500	0	0	46
--------	800	15,000	----------	--------	900	$3,200	--------	4,100	--------	----------	47
3,500	4,000	100,000	25,000	1,300	2,400	--------	600	4,300	4,500	----------	48
7,000	8,325	120,000	115,000	5,000	6,500	--------	--------	11,500	--------	250,000	49
5,400	--------	--------	----------	--------	--------	--------	--------	--------	--------	----------	50
2,500	10,000	50,000	0	0	13,000	--------	--------	13,000	500	1,000	51
2,500	500	50,000	1,000	--------	--------	--------	--------	18,000	100	----------	52
1,000	2,600	50,000	----------	--------	25,000	--------	--------	25,000	--------	----------	53
2,100	2,500	140,000	0	0	15,000	0	60,000	75,000	0	0	54
2,000	4,000	25,000	25,000	1,500	1,050	--------	1,000	3,550	1,750	50,000	55
1,500	2,000	30,000	----------	--------	10,000	--------	--------	10,000	--------	----------	56
800	800	75,000	----------	--------	4,000	--------	6,000	10,000	--------	----------	57
1,500	5,000	*30,000	----------	--------	--------	--------	--------	--------	--------	----------	58
1,000	3,000	100,000	----------	--------	500	27,000	2,500	30,000	--------	----------	59
250	300	40,000	0	0	8,000	--------	7,000	15,000	0	----------	60
300	--------	5,000	----------	--------	3,500	--------	--------	3,500	--------	----------	61
2,000	1,000	25,000	0	0	5,000	0	0	5,000	0	0	62
300	4,950	12,000	----------	--------	4,284	--------	3,564	7,848	--------	----------	63
1,200	1,000	75,000	----------	--------	12,000	--------	--------	12,000	--------	----------	64
2,000	*200	*10,000	----------	--------	*3,000	--------	--------	*3,000	--------	----------	65
100	--------	15,000	----------	--------	2,400	--------	600	3,000	--------	----------	66
300	50	20,000	2,000	60	7,000	--------	--------	7,060	20,000	----------	67
500	175	60,000	0		20,000	0	0	20,000	--------	----------	68
500	--------	100,000	20,000	1,200	15,000	--------	--------	16,200	2,000	20,000	69
1,025	1,500	50,000	0	0	15,457	--------	--------	15,457	--------	0	70
725	1,500	32,000	0	0	5,400	0	6,100	11,500	--------	----------	71
700	3,000	40,000	----------	--------	6,300	--------	--------	6,300	--------	40,000	72
2,000	--------	60,000	----------	--------	--------	--------	--------	--------	--------	----------	73

TABLE 10.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.		Students.					
					Male.	Female.	Primary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1896.
	1	2	3	4	5	6	7	8	9	10	11	12
	MISSOURI—cont'd.											
74	Lexington	Baptist Female College	Bapt	1855	3	6	10	30	60	....	100	22
75	....do	Central Female College	M. E.	1869	5	11	...	...	....	....	150	13
76	....do	Elizabeth Aull Female Seminary.*	Presb	1859	5	9	10	20	47	3	80	6
77	Liberty	Liberty College for Young Ladies.	Nonsect	1890	4	11	...	50	101	1	152	19
78	Mexico	Hardin College	Bapt	1873	10	15	...	30	175	....	205	22
79	St. Charles	Lindenwood Female College.	Presb	1830	2	11	...	20	40	1	61	12
	NEW HAMPSHIRE.											
80	Tilton	New Hampshire Conference Seminary and Female College.	M. E.	1845	4	8	...	129	15	....	232	14
	NEW JERSEY.											
81	Bordentown	Bordentown Female College.	M. E.	1853	6	7	14	10	17	....	41	....
	NEW YORK.											
82	Brooklyn	Packer Collegiate Institute.	Nonsect	1845	6	53	43	557	143	16	759	43
	NORTH CAROLINA.											
83	Asheville	Asheville Female College*	M. E. So.	1854	3	7	...	27	123	....	160	5
84	Dallas	Gaston College	Luth	1879	2	3	19	9	27	....	94	4
85	Greensboro	Greensboro Female College.	M. E. So.	1846	3	12	...	...	150	7	157	27
86	Hickory	Claremont Female College.	Nonsect	1880	2	8	20	20	40	....	80	0
87	Louisburg	Louisburg Female College.	M. E.	1857	1	5	15	25	35	....	75	3
88	Murfreesboro	Chowan Baptist Female Institute.*	Bapt	1848	2	6	...	...	....	....	80	11
89	Oxford	Oxford Female Seminary.	Bapt	1850	1	7	25	25	55	....	105	5
90	Salem	Salem Female Academy	Moravian	1802	6	29	...	82	205	1	435	49
	OHIO.											
91	Cincinnati	Bartholomew English and Classical School.	P. E.	1875	1	13	12	16	82	....	110	16
92	Glendale	Glendale Female College	Nonsect	1854	2	11	2	19	51	1	93	10
93	Granville	Granville Female College.	Presb	1827	0	8	...	...	....	....	75	7
94	....do	Shepardson College*	Bapt	1887	3	10	...	115	51	....	240	5
95	Oxford	Oxford College	Presb	1849	4	22	...	...	....	....	210	29
96	....do	Western College and Seminary.	Nonsect	1855	1	22	...	53	91	1	145	13
97	Painesville	Lake Erie Seminary	Nonsect	1859	0	21	0	40	81	0	121	12
	PENNSYLVANIA.											
98	Allentown	Allentown College for Women.	Ref	1867	3	9	16	23	47	....	115	9
99	Bethlehem	Moravian Seminary for Young Ladies.	Moravian	1749	6	14	...	...	....	....	90	9
100	Carlisle	Metzger College	Nonsect	1881	3	14	...	...	....	....	112	2
101	Chambersburg	Wilson College	Presb	1879	4	23	...	56	220	4	280	29
102	Lititz	Linden Hall Seminary	Moravian	1794	2	11	0	7	28	0	35	9
103	Mechanicsburg	Irving Female College	Luth	1856	7	6	0	0	100	0	117	10
104	Ogontz School	Ogontz School	Nonsect	1883	6	22	13	13	127	2	155	21
105	Pittsburg	Pennsylvania College for Women.	Presb	1870	3	18	...	130	60	1	191	8
	SOUTH CAROLINA.											
106	Columbia	Columbia Female College.	M. E. So.	1859	6	8	...	4	114	2	120	8
107	....do	Presbyterian College for Women.*	Presb	1890	4	12	...	20	100	3	123	4
108	Due West	Due West Female College.	A.R.Presb	1858	5	10	30	35	110	3	178	23
109	Gaffney City	Cooper-Limestone Institute.	Bapt	1845	2	6	20	29	94	2	145	8

* Statistics of 1894-95.

for women, Division B—Continued.

Volumes in library.	Value of scientific apparatus and library.	Value of grounds and buildings.	Amount of productive funds.	Income. From productive funds.	Income. From tuition fees.	Income. From State or municipal appropriation.	Income. From other sources.	Income. Total income.	Benefactions.	Value of property, endowment, and funds received from private sources.	
13	14	15	16	17	18	19	20	21	22	23	
2,000	....	$25,000	0	0	$5,000	0	$7,000	$12,000	0	$15,000	74
2,000	$2,000	50,000	....	....	25,000	....	....	25,000	....	....	75
600	500	8,000	0	0	9,000	0	0	9,000	....	....	76
1,500	1,500	75,000	0	....	25,000	....	....	25,000	....	15,000	77
1,000	2,500	82,000	$55,000	$4,400	15,000	....	....	19,400	....	139,500	78
2,500	2,500	75,000	12,000	1,000	19,000	....	....	20,000	$300	....	79
3,000	4,000	75,000	25,000	1,000	4,000	0	15,000	20,000	....	....	80
2,700	6,000	25,000	....	....	3,118	....	....	3,118	....	....	81
6,594	23,983	219,415	40,000	1,663	78,837	$100	2,122	82,722	2,122	0	82
1,000	3,000	100,000	....	....	8,000	....	6,000	14,000	....	....	83
500	500	8,000	0	0	425	....	825	1,250	0	....	84
3,000	7,500	100,000	....	....	30,000	....	....	30,000	....	....	85
1,000	500	20,000	....	....	....	....	....	....	....	....	86
1,000	....	10,000	....	....	2,250	....	....	2,250	....	....	87
1,000	1,200	50,000	....	....	8,000	....	....	8,000	....	....	88
800	....	15,000	....	....	....	....	....	....	....	....	89
6,000	6,000	200,000	11,000	500	40,000	....	....	40,500	....	....	90
1,000	....	40,000	....	....	....	....	....	....	....	....	91
3,000	5,000	60,000	0	....	....	....	....	....	....	....	92
900	....	20,000	....	....	4,500	....	500	5,000	....	....	93
....	....	90,000	75,000	....	....	....	....	....	....	....	94
5,400	....	50,000	....	....	....	....	....	....	....	....	95
8,000	*15,000	*200,000	*60,000	*4,000	*20,000	....	....	*24,000	....	....	96
5,000	12,000	280,000	32,096	2,075	23,925	....	....	26,000	11,028	325,000	97
700	600	60,000	....	....	7,200	....	....	7,200	5,000	....	98
6,000	4,500	100,000	0	0	....	....	....	....	....	....	99
2,000	....	*30,000	*35,000	*1,900	*2,547	....	....	*4,447	....	....	100
2,000	10,000	100,000	0	0	60,000	....	....	60,000	....	75,000	101
2,600	8,000	20,000	....	....	8,294	....	1,300	9,594	0	....	102
800	....	40,000	0	0	25,000	0	15,000	40,000	0	0	103
10,000	2,000	....	....	....	....	....	....	....	100	....	104
3,000	6,000	150,000	0	0	16,000	0	20,000	36,000	3,000	....	105
800	500	50,000	....	....	12,000	....	....	12,000	1,300	....	106
200	700	60,000	....	....	10,000	....	....	10,000	....	....	107
800	....	10,000	....	....	6,000	....	....	6,000	....	....	108
350	1,500	35,000	....	....	5,000	....	5,000	10,000	500	45,000	109

TABLE 10.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.		Students.					
					Male.	Female.	Primary.	Preparatory.	Collegiate.	Graduate.	Total number.	Graduated in 1896.
	1	2	3	4	5	6	7	8	9	10	11	12
	SOUTH CAROLINA—continued.											
110	Greenville	Greenville College for Women.	Nonsect	1894	4	8	...	10	76	....	86	14
111	....do	Greeenville Female College.	Bapt	1854	5	8	...	23	113	....	146	11
112	Spartanburg	Converse College	Nonsect	1890	8	22	...	70	140	10	377	34
113	Union	Clifford Seminary	Nonsect	1881	1	5	13	6	34	0	54	2
114	Williamston	Williamston Female College.	Nonsect	1872	2	6	0	30	50	....	80	4
	TENNESSEE.											
115	Bristol	Sullins College	M. E. So	1869	4	6	19	32	48	5	94	3
116	Brownsville	Brownsville Female College.	Bapt	1851	2	6	30	39	18	2	89	7
117	Columbia	Columbia Athenæum	Nonsect	1852	5	11	31	68	56	6	161	5
118	Franklin	Tennessee Female College	Nonsect	1856	4	9	30	50	30	....	110	5
119	Gallatin	Howard Female College	Nonsect	1837	1	6	10	39	30	....	79	8
120	Jackson	Memphis Conference Female Institute.	M. E	1843	5	25	18	63	235	....	316	15
121	Knoxville	East Tennessee Institute*	Nonsect	1835	1	9	26	34	32	....	92	8
122	Murfreesboro	Soule Female College	Nonsect	1852	1	8	35	25	40	0	120	1
123	Nashville	Nashville College for Young Ladies.	M. E	1880	9	20	...	...	....	....	214	15
124	....do	Ward's Seminary for Young Ladies.	Presb	1865	6	26	50	50	200	....	372	12
125	Pulaski	Martin Female College*	M. E	1870	2	15	10	12	138	3	163	....
126	Rogersville	Synodical Female College	Presb	1849	3	13	20	17	161	5	203	14
127	Winchester	Mary Sharp College	Bapt	1851	2	4	10	48	51	1	100	6
	TEXAS.											
128	Belton	Baylor Female College	Bapt	1845	3	14	...	180	100	5	285	30
129	Chapel Hill	Chapel Hill Female College.*	M. E. So	1852	1	6	30	20	30	....	80	6
	VIRGINIA.											
130	Abingdon	Martha Washington College.	M. E	1860	3	9	31	20	95	1	148	....
131	....do	Stonewall Jackson Institute.	Presb	1869	2	7	29	12	60	....	101	0
132	Bristol	Southwest Virginia Institute.	Bapt	1884	8	12	...	...	....	....	222	2
133	Buena Vista	Young Ladies' College	Luth	1894	3	7	20	30	40	....	90	0
134	Charlottesville	Albemarle Female Institute.	Bapt	1857	2	6	0	8	43	....	51	0
135	Danville	Danville College for Young Ladies.	M. E. So	1883	3	5	15	...	57	....	72	5
136	....do	Roanoke Female College	Bapt	1859	1	6	...	14	46	....	71	9
137	Hollins	Hollins Institute	Bapt	1842	8	20	19	...	146	1	166	....
138	Marion	Marion Female College	Luth	1873	2	7	26	...	43	....	69	2
139	Norfolk	Norfolk College for Young Ladies.	Nonsect	1878	2	14	24	48	137	2	211	15
140	Petersburg	Southern Female College	Nonsect	1863	4	8	10	15	75	....	100	8
141	Richmond	Richmond Female Institute.*	Bapt	1854	7	11	...	75	100	3	178	20
142	Staunton	Staunton Female Seminary.*	Luth	1870	4	6	...	12	38	....	60	....
143	....do	Virginia Female Institute	P. E	1844	2	14	...	46	40	....	86	0
144	....do	Wesleyan Femalo Institute.	M. E	1848	3	8	...	8	50	1	59	2
145	Winchester	Episcopal Female Institute.*	P. E	1874	2	6	10	14	37	....	61	4
146	....do	Valley Female College	M. E. So	1874	3	7	5	8	30	1	44	6
	WEST VIRGINIA.											
147	Parkersburg	Parkersburg Seminary	Nonsect	1878	0	3	...	18	17	....	35	....
	WISCONSIN.											
148	Milwaukee	Milwaukee and Downer Colleges.	Cong. and Presb.	1895	0	13	0	145	31	2	178	0

*Statistics of 1894-95.

for women, Division B—Continued.

Volumes in library.	Value of scientific apparatus and library.	Value of grounds and buildings.	Amount of productive funds.	Income. From productive funds.	From tuition fees.	From State or municipal appropriation.	From other sources.	Total income.	Benefactions.	Value of property, endowment, and funds received from private sources.	
13	14	15	16	17	18	19	20	21	22	23	
500	--------	$20,000	0	0	--------	--------	--------	--------	--------	--------	110
200	$200	25,000	--------	--------	$8,000	--------	--------	$8,000	--------	--------	111
3,500	5,000	120,000	*$40,000	--------	35,000	--------	--------	35,000	$100,000	--------	112
500	300	6,000	0	0	--------	--------	--------	--------	0	0	113
3,000	5,000	20,000	--------	--------	3,000	--------	--------	3,000	--------	--------	114
400	500	50,000	0	0	6,000	0	$3,600	9,600	--------	--------	115
1,600	1,800	15,000	0	0	4,000	0	0	4,000	0	0	116
9,857	20,000	80,000	--------	--------	--------	--------	--------	--------	--------	--------	117
1,200	500	12,000	--------	--------	9,000	--------	--------	9,000	--------	$2,000	118
580	300	25,000	--------	--------	5,000	--------	--------	5,000	--------	--------	119
6,250	4,500	50,000	--------	--------	26,000	--------	--------	26,000	--------	--------	120
--------	600	30,000	--------	--------	10,000	--------	--------	10,000	--------	--------	121
400	1,000	15,000	0	0	7,500	--------	--------	7,500	0	0	122
1,000	--------	150,000	0	0	--------	--------	--------	--------	0	--------	123
1,500	--------	150,000	0	0	23,000	--------	20,000	43,000	0	0	124
300	--------	50,000	30,000	$2,800	4,000	--------	--------	6,800	--------	80,000	125
1,000	2,500	30,000	--------	--------	8,000	--------	8,000	16,000	--------	--------	126
1,500	2,000	20,000	0	--------	--------	--------	--------	--------	0	--------	127
2,500	3,000	135,000	--------	--------	35,000	--------	--------	35,000	30,000	--------	128
300	300	10,000	--------	--------	2,000	--------	300	2,300	--------	--------	129
1,000	1,500	50,000	--------	--------	--------	--------	--------	--------	8,000	--------	130
--------	--------	--------	--------	--------	--------	--------	--------	--------	0	0	131
5,600	--------	160,000	--------	--------	--------	--------	--------	--------	--------	--------	132
--------	0	40,000	0	0	6,000	--------	--------	6,000	0	0	133
100	--------	14,000	--------	--------	--------	--------	--------	--------	0	--------	134
350	800	30,000	0	0	4,000	--------	--------	--------	0	--------	135
1,200	500	25,000	0	0	3,050	0	3,429	6,479	0	--------	136
2,000	2,500	150,000	0	0	20,000	--------	--------	20,000	0	0	137
220	225	20,000	--------	--------	1,800	--------	--------	1,800	800	--------	138
285	1,500	150,000	0	--------	13,000	--------	--------	13,000	--------	--------	139
2,000	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	140
1,000	--------	65,000	0	0	15,000	--------	--------	15,000	--------	--------	141
500	200	25,000	3,425	--------	--------	--------	--------	--------	--------	--------	142
1,200	1,000	60,000	--------	--------	--------	--------	--------	--------	--------	--------	143
250	200	50,000	--------	--------	5,365	--------	500	5,865	--------	--------	144
1,100	200	15,000	--------	--------	4,000	--------	--------	4,000	--------	--------	145
500	250	20,000	--------	--------	--------	--------	--------	--------	--------	--------	146
500	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	147
5,000	5,000	75,000	150,000	7,000	25,000	--------	--------	32,000	27,000	223,000	148

TABLE 11.—*Statistics of schools of technology.*

	Location.	Name.	Year of first opening.	Professors and instructors.						Students.									
				Preparatory department.		Collegiate department.		Total number.		Preparatory department.		Collegiate department.		Graduate.				Total number.	
														Resident.		Non-resident.			
				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
1	Auburn, Ala	Agricultural and Mechanical College of Alabama.	1872	1	0	26	0	27	0	33	0	249	7	9	0	0	0	291	7
2	Fort Collins, Colo	State Agricultural College	1879	1	0	18	4	19	4	34	18	127	50	0	2	0	1	161	71
3	Golden, Colo	School of Mines of the State of Colorado	1874	0	0	10	0	10	0	0	0	133	1	3	0	0	0	136	1
4	Storrs, Conn	Storrs Agricultural College	1881	0	0	8	3	8	3	0	0	120	18	0	0	0	0	120	18
5	Dover, Del	State College for Colored Students	1892	1	0	2	0	3	0	32	6	10	6	0	0	0	0	42	12
6	Washington, D. C	Bliss School of Electricity	1892	0	0	10	0	10	0	0	0	53	0	5	0	2	0	60	0
7	Atlanta, Ga	Georgia School of Technology	1888	1	0	5	0	6	0	35	0	120	0	1	0	0	0	156	0
8	Chicago, Ill	Armour Institute of Technology	1893	10	2	24	5	36	18	199	78	136	18	0	0	0	0	380	742
9	La Fayette, Ind	Purdue University	1873	0	0	49	5	49	5	0	0	554	48	15	19	5	2	574	69
10	Terre Haute, Ind	Rose Polytechnic Institute	1883	0	0	22	0	22	0	0	0	125	0	0	0	2	0	127	0
11	Ames, Iowa	Iowa State College of Agriculture and Mechanic Arts.	1868	0	0	32	11	33	11	0	0	350	115	6	6	0	0	356	121
12	Manhattan, Kans	Kansas State Agricultural College	1863	0	0	19	5	19	5	0	0	404	211	12	17	3	0	419	228
13	Orono, Me	Maine State College of Agriculture and Mechanic Arts.	1868	0	0	23	1	23	1	0	0	243	10	4	0	0	0	247	10
14	Annapolis, Md	United States Naval Academy	1845	0	0	62	0	62	0	0	0	245	0	0	0	0	0	245	0
15	College Park, Md	Maryland Agricultural College	1859	1	0	16	0	17	0	32	0	86	0	0	0	0	0	118	0
16	Amherst, Mass	Massachusetts Agricultural College	1867	0	0	19	0	19	0	0	0	164	0	12	0	0	0	176	0
17	Boston, Mass	Massachusetts Institute of Technology	1865	0	0	120	1	120	1	0	0	1,108	75	3	0	1	0	1,112	75
18	Worcester, Mass	Worcester Polytechnic Institute	1868	0	0	30	0	30	0	0	0	200	0	5	0	0	0	205	0
19	Agricultural College, Mich.	Michigan State Agricultural College	1857	0	0	30	1	30	1	0	0	335	27	24	4	3	0	362	31
20	Houghton, Mich	Michigan Mining School	1886	0	0	16	0	16	0	0	0	94	0	0	0	0	0	94	0
21	Agricultural College, Miss.	Mississippi Agricultural and Mechanical College.	1880	3	0	17	0	20	0	111	0	206	0	9	0	2	0	328	0
22	Westside Miss	Alcorn Agricultural and Mechanical College	1871	12	0	7	0	13	0	267	8	48	1	0	0	0	0	315	9
23	Bozeman, Mont	Montana College of Agriculture and Mechanic Arts.	1893	2	1	7	2	9	3	65	31	15	17	0	0	0	0	80	48
24	Durham, N. H	New Hampshire College of Agriculture and Mechanic Arts.	1867	0	0	17	0	17	0	0	0	73	19	1	0	0	0	119	34
25	Hoboken, N. J	Stevens Institute of Technology	1871	11	0	25	0	34	0	201	0	264	0	0	0	0	0	465	0

26	Newark, N. J.	Newark Technical School	1885	1	0	7	0	8	0	40	0	120	0	0	0	0	0	160	0
27	Mesilla Park, N. Mex	New Mexico College of Agriculture and Mechanic Arts.	1890	1	2	15	2	15	2	33	17	18	13	0	0	0	0	76	39
28	Socorro, N. Mex	New Mexico School of Mines	1893	2	0	3	0	5	0	9	6	8	0	0	0	0	0	17	6
29	Troy, N. Y	Rensselaer Polytechnic Institute	1824	0	0	18	0	18	0	0	0	135	0	0	0	0	0	135	0
30	West Point, N. Y	United States Military Academy	1802	0	0	57	0	57	0	0	0	337	0	0	0	0	0	337	0
31	Greensboro, N. C	Agricultural and Mechanical College for the Colored Race.	1893	6	1	6	1	6	1	30	15	15	0	0	0	0	0	45	15
32	Raleigh, N. C	North Carolina College of Agriculture and Mechanic Arts.	1889	1	0	19	0	20	0	25	0	152	0	16	0	0	0	193	0
33	Fargo, N. Dak	North Dakota Agricultural College	1890	7	2	22	1	22	2	105	44	19	8	2	0	0	0	126	52
34	Cleveland, Ohio	Case School of Applied Science	1881	0	0	18	0	18	0	0	0	222	0	4	0	3	0	229	0
35	Stillwater, Okla	Oklahoma Agricultural and Mechanical College.	1891	1	1	9	0	10	1	45	40	47	25	0	0	0	0	92	65
36	Corvallis, Oreg	Oregon State Agricultural College	1870	0	0	19	4	19	4	0	0	176	119	0	0	3	6	179	125
37	Salem, Oreg	Friends' Polytechnic Institute *	1892	0	2	3	2	3	5	31	25	25	10	0	0	0	0	56	35
38	Kingston, R. I	Rhode Island College of Agriculture and Mechanic Arts.	1890	0	0	17	6	17	6	0	0	62	33	7	2	0	0	69	35
39	Charleston, S. C	South Carolina Military Academy	1843	0	0	8	0	8	0	0	0	127	0	0	0	0	0	127	0
40	Clemson College, S. C	Clemson Agricultural College	1893	3	0	22	0	25	0	172	0	200	0	0	0	0	0	372	0
41	Brookings, S. Dak	South Dakota Agricultural College	1884	4	1	21	3	21	3	22	8	141	59	4	2	13	5	180	74
42	Rapid City, S. Dak	State School of Mines*	1887	...	...	...	...	5	0	...	...	...	...	...	...	...	...	34	20
43	College Station, Tex	Agricultural and Mechanical College of Texas	1876	0	0	22	0	22	0	0	0	351	0	3	0	0	0	354	0
44	Logan, Utah	Agricultural College of Utah	1890	3	0	18	3	18	3	208	103	121	65	0	0	0	0	329	168
45	Northfield, Vt	Norwich University	1834	0	0	7	0	7	0	0	0	60	0	0	0	0	0	60	0
46	Blacksburg, Va	Virginia Agricultural and Mechanical College	1872	4	0	23	0	27	0	33	0	279	0	24	0	0	0	336	0
47	Lexington, Va	Virginia Military Institute	1839	0	0	15	0	15	0	0	0	205	0	2	0	0	0	207	0
48	Pullman, Wash	Washington Agricultural College and School of Science.	1892	4	0	15	2	19	2	101	63	97	44	0	0	0	0	198	107

* Statistics of 1894–95.

TABLE 11.—*Statistics of schools of technology*—Continued.

	Name.	Number of fellowships.	Number of scholarships.	Library.		Value of scientific apparatus and library.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	Amount of property, endowment, or funds received from private sources.
				Bound volumes.	Pamphlets.				From tuition fees.	From productive funds.	From State or municipal appropriations.	From United States Government.	From other sources.	Total income.		
	2	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
1	Agricultural and Mechanical College of Alabama	-----	7	9,757	9,000	$73,600	$155,360	$253,500	$1,275	$20,280	$8,249	$26,613	$4,445	$60,862	0	0
2	State Agricultural College (Colorado)	0	0	10,000	8,000	56,412	151,000	150,000	0	4,716	28,852	36,000	8,560	78,128	-----	-----
3	School of Mines of the State of Colorado	0	0	3,568	498	54,000	120,000	0	0	0	30,000	0	0	30,000	$400	$1,650
4	Storrs Agricultural College	0	0	2,700	2,200	6,000	90,000	0	0	0	25,000	22,000	0	47,000	-----	-----
5	State College for Colored Students (Delaware)	0	0	300	140	1,000	14,800	-----	61	-----	-----	4,200	-----	4,261	200	-----
6	Bliss School of Electricity	0	1	100	200	4,000	0	0	6,000	0	0	0	0	6,000	-----	-----
7	Georgia School of Technology	0	0	-----	-----	35,000	60,000	-----	2,500	-----	22,500	-----	2,500	27,500	-----	-----
8	Armour Institute of Technology	-----	-----	15,000	-----	438,000	500,000	1,500,000	21,648	75,000	-----	-----	-----	96,648	-----	2,438,000
9	Purdue University	0	0	6,739	2,797	225,000	395,000	340,000	14,789	17,000	96,000	36,000	12,394	176,183	-----	280,000
10	Rose Polytechnic Institute	2	0	8,000	1,500	75,000	160,000	520,000	10,000	31,000	-----	-----	1,000	42,000	-----	800,000
11	Iowa State College of Agriculture and Mechanic Arts	0	0	11,000	2,000	110,000	376,000	681,034	0	43,291	28,589	36,000	0	107,880	0	30,000
12	Kansas State Agricultural College	0	0	16,376	5,300	125,000	265,000	502,352	0	26,988	16,070	36,000	4,423	83,481	-----	-----
13	Maine State College of Agriculture and Mechanic Arts	0	1	9,326	3,000	43,675	191,566	219,912	0	5,915	20,000	36,000	20,071	81,986	-----	-----
14	United States Naval Academy	0	0	37,000	-----	-----	415,800	0	0	0	0	364,000	0	364,000	-----	-----
15	Maryland Agricultural College	0	26	1,350	400	19,000	79,600	115,943	12,555	6,142	6,000	36,000	17,779	78,476	-----	-----
16	Massachusetts Agricultural College	0	160	17,356	0	70,854	268,940	360,575	620	11,213	15,000	29,000	1,200	57,033	-----	-----
17	Massachusetts Institute of Technology	2	60	37,654	11,922	200,000	800,000	784,481	217,813	41,473	0	7,000	23,901	290,187	89,444	1,252,088
18	Worcester Polytechnic Institute	0	61	4,500	3,000	125,000	750,000	600,000	27,000	26,000	3,000	0	-----	56,000	-----	1,460,000
19	Michigan State Agricultural College	0	0	18,793	5,000	90,204	334,576	547,279	130	37,622	10,000	36,000	10,271	94,023	0	0
20	Michigan Mining School	0	2	11,555	1,700	96,557	123,160	0	0	0	40,000	0	0	40,000	0	10,000
21	Mississippi Agricultural and Mechanical College	-----	-----	4,591	6,740	12,348	187,506	98,575	1,030	5,914	22,500	24,685	10,948	65,077	0	0
22	Alcorn Agricultural and Mechanical College	-----	-----	2,750	4,050	2,900	70,000	98,575	116	5,914	7,750	11,315	-----	25,095	-----	-----
23	Montana College of Agriculture and Mechanic Arts	0	0	2,286	1,100	10,000	15,000	-----	1,445	-----	2,500	36,000	1,474	41,419	-----	-----
24	New Hampshire College of Agriculture and Mechanic Arts	0	-----	8,607	522	45,000	175,331	80,000	-----	4,800	5,500	36,000	3,371	49,671	-----	70,000

25	Stevens Institute of Technology	0	32	9,000	----	55,000	250,000	500,000	63,252	19,662	0	0	4,000	86,914	0	800,000
26	Newark Technical School	0	0	600	----	3,000	70,000	0	70	0	10,000	0	0	10,070	200	40,000
27	New Mexico College of Agriculture and Mechanic Arts	0	0	2,800	2,000	30,000	42,000	0	571	0	7,200	36,000	203	43,974	0	----
28	New Mexico School of Mines	0	0	325	800	4,000	43,910	0	230	0	5,175	0	0	5,405	0	0
29	Rensselaer Polytechnic Institute	----	----	6,000	3,000	20,944	125,000	141,765	25,770	6,511	----	----	401	32,682	289	----
30	United States Military Academy	0	0	39,011	5,970	500,000	2,000,000	0	0	0	0	453,140	0	453,140	----	----
31	Agricultural and Mechanical College for the Colored Race	----	----	200	300	6,000	60,000	----	95	----	7,500	7,363	----	14,958	----	----
32	North Carolina College of Agriculture and Mechanic Arts	----	----	1,600	300	----	92,054	125,000	2,365	7,500	10,000	21,137	1,602	42,604	----	0
33	North Dakota Agricultural College	0	0	2,782	600	15,514	100,500	----	0	0	6,600	36,000	3,800	46,400	2,800	0
34	Case School of Applied Science	----	36	1,000	----	75,000	425,000	2,000,000	16,700	44,687	----	----	5,843	67,230	----	1,500,000
35	Oklahoma Agricultural and Mechanical College	0	0	2,882	1,248	12,000	40,000	0	0	0	0	36,000	4,000	40,000	0	20,000
36	Oregon State Agricultural College	----	----	2,000	1,000	15,295	90,000	93,985	----	7,000	1,000	36,000	----	44,000	----	----
37	Friends' Polytechnic Institute*	0	0	275	25	2,000	10,000	0	1,500	----	----	----	100	1,600	----	----
38	Rhode Island College of Agriculture and Mechanic Arts	0	0	3,436	20,000	50,000	137,100	50,000	----	800	50,000	36,000	----	86,800	----	----
39	South Carolina Military Academy	----	----	----	----	10,000	85,000	0	17,700	0	20,000	----	----	37,700	----	----
40	Clemson Agricultural College	----	----	1,500	----	40,000	210,000	75,000	----	5,754	49,200	25,500	3,512	83,966	----	----
41	South Dakota Agricultural College	0	0	4,750	8,500	24,500	100,000	----	1,533	----	5,000	36,000	----	42,533	----	----
42	State School of Mines (South Dakota)*	----	----	81	943	4,500	30,000	----	----	----	10,500	----	----	10,500	----	----
43	Agricultural and Mechanical College of Texas	0	0	4,600	3,200	32,323	331,620	209,000	----	14,280	28,000	30,750	----	73,030	0	0
44	Agricultural College of Utah	0	0	2,899	2,325	40,000	175,000	----	2,100	0	23,500	36,000	2,092	63,692	----	----
45	Norwich University	0	31	5,000	----	----	50,000	3,000	1,500	125	3,100	0	0	4,725	3,000	5,000
46	Virginia Agricultural and Mechanical College	8	200	2,700	500	61,500	169,000	314,317	710	20,659	30,325	29,000	12,669	93,363	0	----
47	Virginia Military Institute	0	4	9,412	4,913	35,000	250,000	20,000	9,525	1,200	30,000	0	8,000	48,725	----	20,000
48	Washington Agricultural College and School of Science	0	0	3,832	1,300	35,000	146,000	0	0	0	50,019	36,000	3,078	89,097	0	0

* Statistics of 1894-95.

Statistics of university extension.

Location of center.	Subject of course.	Number of lectures in course.	Average attendance at lectures.	Average attendance at class.	Average number of weekly papers.	Passed examination.	Rejected.
UNIVERSITY OF CALIFORNIA.							
San Francisco, Cal	The Foundations of Pedagogical Method	4	100	----	----	----	----
Do	Decoration and its History	4	150	----	----	----	----
Do	The Poems of Schiller	6	100	----	----	----	----
Do	Goethe's Faust	6	120	----	----	----	----
Do	Some Historical Problems of Mathematics.	6	20	----	----	----	----
Do	Hypnotism	6	250	----	----	----	----
Do	The Origin and Evolution of Art	5	100	----	----	----	----
LELAND STANFORD JUNIOR UNIVERSITY.							
Coronado, Cal	Poets of the Nineteenth Century	20	70	0	0	0	0
San Diego, Cal	Shakespeare	3	200	0	0	0	0
San Jose, Cal	Voyages and Explorations on the Pacific.	4	70	20	0	0	0
Coronado, Cal	General Zoology and Bionomics.	20	80	55	----	25	3
San Francisco, Cal	Society	6	50	0	0	0	0
Do	The Mind	6	50	0	0	0	0
Do	Modern Poetry	6	60	0	0	0	0
San Rafael, Cal	English Literature	9	40	0	0	0	0
San Jose, Cal	Fundamental Ethical Questions	8	300	300	0	0	0
San Diego, Cal	Self-culture	3	100	100	0	0	0
San Jose, Cal	Electricity	5	220	0	0	0	0
Wrights, Cal	Money	5	60	40	0	0	0
Do	Transportation	5	60	40	0	0	0
San Diego, Cal	Evolution in Human Society	3	----	----	----	----	----
CONNECTICUT SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING.							
New Haven, Conn	American Literature	6	140	----	----	----	----
Do	Elizabethan Drama	6	140	----	----	----	----
Do	Geological Subjects	3	140	----	----	----	----
Do	Russian Literature	3	140	----	----	----	----
Meriden, Conn	American Literature	----	----	----	----	----	----
Do	Sociology	----	----	----	----	----	----
Do	Geology and Evolution	----	----	----	----	----	----
Waterbury, Conn	Literature as Craft; Literature as Art; Literature as Spiritual Power; Prose and Poetry.	4	----	----	----	----	----
Do	Sociology	6	----	----	----	----	----
Do	History and Development of Architecture.	6	----	----	----	----	----
STATE UNIVERSITY OF IOWA.							
Cedar Rapids, Iowa	World Making, Geology, Zoology, Botany.	12	400	----	----	----	----
Do	Astronomy	6	400	----	----	----	----
Clear Lake, Iowa	Composite course: Geology (2), Astronomy (1), Botany (1).	4	100	----	----	----	----
Des Moines, Iowa	Composite course: Geology (2), Political Science (2), History (2).	6	300	----	----	----	----
Mason City, Iowa	Composite course: Geology (2), Botany (2), Astronomy (2).	6	200	----	----	----	----
Olin, Iowa	Zoology	4	100	----	----	----	----
Waterloo, Iowa	Psychology	4	250	----	----	----	----
BENZONIA COLLEGE.							
Copemish and Thompsonville, Mich.	Scientific Basis for Christianity	6	58	----	----	----	----
Reed City, Mich	do	4	92	----	----	----	----
Ripley, N. Y	do	9	111	----	----	----	----
Grand Rapids, Mich	do	4	94	----	----	----	----
Chase, Mich	do	4	121	----	----	----	----
Manistee, Mich	do	4	224	----	----	----	----
Cadillac, Mich	do	4	271	----	----	----	----
Saginaw, Mich	do	3	241	----	----	----	----
Bay City, Mich	do	3	181	----	----	----	----
Buffalo, N. Y	do	6	811	----	----	----	----
Blasdell, N. Y	do	9	48	----	----	----	----

Statistics of university extension—Continued.

Location of center.	Subject of course.	Number of lectures in course.	Average attendance at lectures.	Average attendance at class.	Average number of weekly papers.	Passed examination.	Rejected.
CARLETON COLLEGE.							
Minneapolis, Minn	Theory and Practice of Biblical Instruction.	12	30	----	----	----	---
Madison, S. Dak	Great European Statesmen of the Nineteenth Century.	6	75	----	----	----	---
UNIVERSITY OF THE STATE OF MISSOURI.							
Hannibal, Mo	Early English History	5	75	----	----	----	---
Do	Early English Literature	5	75	----	----	----	---
UNIVERSITY OF NEBRASKA.							
Omaha, Nebr	Botany (Dr. Chas. E. Bessy, see syllabus)	3	100	----	----	----	---
Do	Geology (Dr. E. H. Barbour, see syllabus).	3	100	----	----	----	---
Seward, Nebr. (Art Club)	do	3	125	----	----	----	---
RUTGERS COLLEGE.							
Newark, N. J	Astronomy	12	108	62	----	4	---
Do	History (The Eastern Question)	12	120	83	----	3	---
Plainfield, N. J	do	12	300	145	----	10	---
Do	Art (Painting)	2	250	----	----	----	---
South Orange, N. J	History (The Eastern Question)	6	93	22	----	3	---
Do	Art (Painting)	6	109	37	----	1	---
Elizabeth, N. J	History (Six English Statesmen)	6	367	183	----	5	---
Do	Electricity	6	178	22	----	4	---
Moorestown, N. J	Agricultural Botany	6	69	59	----	----	---
Haddenfield, N. J	Agriculture	6	30	28	----	1	---
Allaire, N. J	do	6	20	20	----	2	---
UNIVERSITY OF THE STATE OF NEW YORK.							
Albany, N. Y	History and Criticism of Painting	10	----	----	----	2	0
American Institute, New York City.	Electric Engineering	10	----	----	----	13	0
Do	do	10	----	----	----	9	0
Buffalo, N. Y	Civil and Religious Liberty in America	10	146	31	7	7	1
Do	English Literature	10	179	----	4	11	3
Gloversville, N. Y	Study Club Work directed by Librarian	----	----	----	----	----	---
Kingston, N. Y	Labor Problem	10	89	51	----	----	---
Lowville, N. Y	Work divided into sections under local leaders.	----	----	----	----	----	---
Mount Vernon, N. Y	Shakespeare	4	100	----	2	----	---
Do	Ancient India and Persia	6	77	----	----	----	---
Do	Chemistry	12	118	----	----	----	---
Rochester, N. Y	The England of the American Revolution.	10	345	255	2	3	0
Do	Shakespeare	10	577	415	3	2	0
Do	Physiology and Anatomy	10	53	36	----	----	---
Do	Elements of Pedagogics	10	296	243	7	5	0
Do	Development of Music	10	239	136	----	----	---
Salem, N. Y	American Literature in the Colonial Period.	10	46	12	----	----	---
Saratoga, N. Y	America and Europe in the Eighteenth Century.	10	116	----	----	----	---
Sing Sing, N. Y	Masterpieces of English Literature	10	160	158	3	6	0
Syracuse, N. Y	Julius Cæsar	10	80	----	14	16	0
Tarrytown, N. Y	Leaders of Political Thought	6	120	----	----	----	---
Utica, N. Y	Electricity up to Date	10	93	47	1	----	---
White Plains, N. Y	English Language and Literature	10	85	35	----	1	1
Yonkers, N. Y	Zoologic Geography	10	111	10	----	----	---
Do	English Literature	6	195	27	----	4	0
UNIVERSITY OF OREGON.							
Salem, Oreg	Shakespeare	6	70	----	----	----	---
PACIFIC COLLEGE.							
Newberg, Oreg	English Literature	13	25	25	----	----	---

Statistics of university extension—Continued.

Location of center.	Subject of course.	Number of lectures in course.	Average attendance at lectures.	Average attendance at class.	Average number of weekly papers.	Passed examination.	Rejected.
AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING.							
Afternoon Lectures, Philadelphia, Pa.	Readings from Shakespeare's Plays	4	426	----	----	----	----
Do	The History of Ireland	6	376	----	----	----	----
Allentown, Pa	Shakespeare: the Man and His Mind	6	253	50	----	----	----
Ansonia, Conn	Evenings in Geology	6	150	120	----	----	----
Association Local, Philadelphia, Pa.	The Making of English Literature to 1500.	6	150	81	----	1	----
Do	The Renaissance and the Reformation	6	1027	350	----	----	----
Do	The Reformation and the Revolution	7	940	300	----	22	3
Do	Readings from Shakespeare	3	852	----	----	----	----
Atlantic City, N. J	Between the Two Wars	6	99	85	----	----	----
Bainbridge street, Philadelphia, Pa.	Municipal Government in Philadelphia	6	34	----	----	----	----
Do	Great Englishmen	6	292	34	----	----	----
Baltimore, Md	Florentine History	6	245	95	----	----	----
Bangor, Me	The Causes of the Unequal Distribution of Wealth.	6	86	78	4	2	----
Beverly, N. J	Epochs in American History	6	84	20	----	----	----
Bloomsburg, Pa	Between the Two Wars	6	186	175	----	10	9
Braddock, Pa	Representative English Authors	6	45	43	----	----	----
Brooklyn Institute, New York.	Florentine History	6	638	----	----	----	----
Burlington, N. J	do	6	229	30	----	9	----
Camden, N. J	Earlier Plays of Shakespeare	6	102	25	3	3	----
Do	The Age of Elizabeth	6	219	17	----	6	----
Catonsville, Md	Some Historical and Literary Movements of the Nineteenth Century.	6	87	50	----	----	----
Chambersburg, Pa	Representative Americans	4	125	115	----	----	----
Chester, Pa	Shakespeare: the Man and His Mind	6	221	50	1	----	----
Do	Representative English Authors	6	80	63	3	----	----
Church of the Covenant, Philadelphia, Pa.	English Poets of the Revolution Age	6	130	61	----	----	----
Concord, Mass	The American Citizen	6	53	53	3	----	----
Cumberland, Md	English Poets of the Revolution Age	6	91	----	----	----	----
Elizabeth, N. J	Current Topics	6	208	9	1	----	----
Elkton, Md	The Poetry of the Nineteenth Century	6	109	90	----	----	----
Erie avenue, Philadelphia, Pa.	Representative Americans	5	225	225	----	----	----
Farmington, Me	The Causes of the Unequal Distribution of Wealth.	6	59	46	----	----	----
Forty-ninth street, Philadelphia, Pa.	History of American Literature	6	113	----	----	----	----
Franklin, Pa	General Astronomy	6	269	86	----	7	----
Do	English History	6	146	40	----	5	----
Germantown, Pa	Mediæval England	6	525	64	----	----	----
Do	Reformation in England	6	525	41	----	5	----
Greensburg, Pa	Representative English Authors	6	230	200	----	----	----
Greenville, Pa	Representative Americans	6	136	75	----	----	----
Haddonfield, N. J	First Quarter of the Nineteenth Century.	6	117	----	----	----	----
Hazleton, Pa	The Great Republic in its Youth	6	127	122	----	----	----
Do	Shakespeare: the Man and His Mind	6	183	170	----	----	----
Hebrew Literature Society, Philadelphia, Pa.	Municipal Government in Philadelphia	6	41	41	----	----	----
Indiana, Pa	Representative Americans	6	253	88	86	76	----
Kensington, Philadelphia, Pa.	Elizabethan History	6	484	118	----	----	----
Kutztown, Pa	English Poets of the Revolution Age	6	128	----	----	----	----
Lancaster, Pa	Great Leaders of Political Thought	6	246	----	----	----	----
Do	Florentine History	5	201	65	----	----	----
Lehigh avenue, Philadelphia, Pa.	Europe Finds America	6	34	----	----	----	----
Light House, Philadelphia, Pa.	Representative Americans	4	40	38	----	----	----
Lock Haven, Pa	Between the Two Wars	6	125	73	1	1	----
Marlton, N. J	The American Citizen	6	48	17	----	6	----
Mauch Chunk, Pa	Life in Ancient Cities	6	80	----	----	----	----
Media, Pa	Historical Sociology	6	101	----	----	----	----
Mercer, Pa	Representative Americans	6	130	130	----	----	----

Statistics of university extension—Continued.

Location of center.	Subject of course.	Number of lectures in course.	Average attendance at lectures.	Average attendance at class.	Average number of weekly papers.	Passed examination.	Rejected.
AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING—c't'd.							
Milford, Del	Between the Two Wars	6	118	14			
Moorestown, N. J	The Making of England	6	220	65		13	1
Mount Holly, N. J	English Poets of the Revolution Age	6	130	105			
Do	Shakespeare: the Man and His Mind	6	127	101			
Mount Joy, Pa	Between the Two Wars	6	66	65			
New Brighton, Pa	Representative Americans	6	190				
New Hope, Pa	Age of Elizabeth	6	73	45			
New York, N. Y	The American Citizen	4	193				
Do	Representative Americans	6	296				
Norfolk, Va	The Development of Music	6	358	158			
North Philadelphia, Pa	do	6	430	213	1		
Do	The Making of England	6	243	29			
Ogontz, Pa	The Reformation and the Revolution	6	150				
Orange, N. J	Dynamical Geology, Part I	6	115	30			
Do	The Making of England	6	219	74		12	3
Paterson, N. J	The Development of Music	6	162	43			
Peirce School, Philadelphia, Pa.	Development of the United States	6	140				
Phœnixville, Pa	Shakespeare: the Man and His Mind	5	169	165			
Pittsburg, Pa	Representative Americans	6	280				
Do	Representative English Authors	6	286	132			
Do	General Astronomy	6	255	86			
Portland, Me	The Causes of the Unequal Distribution of Wealth.	6	65	62			
Pottstown, Pa	English Poets of the Revolution Age	6	189	160		3	
Do	Shakespeare: the Man and his Mind	6	150	129		2	
Pottsville, Pa	English Poets of the Revolution Age	4	150				
Do	Shakespeare: the Man and his Mind	5	149	146			
Reading, Pa	Historical Conception of English Character and Citizenship.	4	100				
Richmond, Va	The Development of Music	6	195	136			
Riverton, N. J	Between the Two Wars	6	152	147			
Saco, Me	The Causes of the Unequal Distribution of Wealth.	6	24	19			
Shamokin, Pa	English Poets of the Revolution Age	6	102	102			
Smyrna, Del	English Literature	6	100	84			
South Philadelphia, Pa	American Literature	6	88	83		3	3
Do	Political Economy	6	50	46	1		
Spring Garden Institute, Philadelphia, Pa.	Municipal Government in Philadelphia	6	51				
Stroudsburg, Pa	English Poets of the Revolution Age	6	362	300			
St. Timothys, Roxboro, Pa	Municipal Government in Philadelphia	6	92	88			
Sunbury, Pa	English Poets of the Revolution Age	5	112				
Tamaqua, Pa	do	5	148	148			
Tarrytown, N. Y	Great Leaders of Political Thought	6	134				
Washington, D. C	Florentine History	5	521	207			
Wayne, Pa	English Poets of the Revolution Age	6	99	84			
West Chester, Pa	Browning and Tennyson	6	168	100			
West Park, Philadelphia, Pa	English Literature	6	214				
West Philadelphia, Pa	Puritan Revolution	6	225	44		7	2
West Spruce street, Philadelphia, Pa.	English Poets of the Revolution Age	6	143	108			
Wilkes Barre, Pa	Representative Americans	6	205	77	40	8	2
Wilkinsburg, Pa	do	6	50				
Wilmington, Del	The Making of England	6	500				
Young Friends Association, Philadelphia, Pa.	Great Englishmen	6	395	270			
UNIVERSITY OF WISCONSIN.							
Evansville, Wis	Economic Problems of the Present Day	6	125	85			
Stoughton, Wis	do	6	120				
Waukesha, Wis	do	6	100	90			
Berlin, Wis	do	6	180	110		8	
Hudson, Wis	do	6	175	150			
River Falls, Wis	do	6	175	150			
Menomonie, Wis	do	6	135	125			
Fox Lake, Wis	Studies in Shakespeare	6	82				
Sheboygan, Wis	do	6	195	117		7	

Statistics of university extension—Continued.

Location of center.	Subject of course.	Number of lectures in course.	Average attendance at lectures.	Average attendance at class.	Average number of weekly papers.	Passed examination.	Rejected.
UNIVERSITY OF WISCONSIN—continued.							
Tomah, Wis	Studies in Shakespeare	6	93	50			
Eau Claire, Wis	do	6	155	25			
Neillsville, Wis	do	6	75				
Wausau, Wis	English Life and Literature	6	250	125			
Port Washington, Wis	do	6	70	67			
Cedarburg, Wis	do	6	60	60		5	
Appleton, Wis	The Government of Cities	6	130				
Clintonville, Wis	do	6	86	60			
Antigo, Wis	do	6	100	75			
Rhinelander, Wis	do	6	65	50			
Merrill, Wis	do	6	63	39			
Marshfield, Wis	do	6	40	15			
Milwaukee, Wis	do	6	350				
Green Bay, Wis	Aspects of Evolution and Heredity	6	95	60			
Chicago, Ill	do	6	26	19			
Sparta, Wis	do	6	115	25			
Chippewa Falls, Wis	do	6	160	60			
Oshkosh, Wis	American Development from 1789-1829	6	146	67			
Janesville, Wis	do	6	300				
Necedah, Wis	do	6	60				
Augusta, Wis	do	6	150	50			
Hartford, Wis	Astronomy	6	214	59			
Racine, Wis	do	6	163	63			
Milwaukee, Wis	do	6	100				
Stoughton, Wis	do	5	81				
Milwaukee, Wis	Greek Life	6	40				
Do	do	6	271				
Joliet, Ill	do	6	400	75			
Sheboygan, Wis	do	6	175	150		10	
Poynette, Wis	American Writers	6	82	10			
Black River Falls, Wis	do	6	90	50			
Chippewa Falls, Wis	do	6	125	75			
Milwaukee, Wis	do	6	200	50			
Tomahawk, Wis	A Group of Social Philosophers	6	125	75			
Oshkosh, Wis	do	6	200	100			
Waseca, Minn	do	6	100	50			
Merrillan, Wis	The Constitution	6	74	79	19	12	
Rice Lake, Wis	do	6	67	67			
Pewaukee, Wis	Problems in Ethics	6	30	30			
Milwaukee, Wis	do	6	50				
Grand Rapids, Wis	A Few Current Problems in Economics	6	69	39			
Janesville, Wis	do	6	120	103			
Racine, Wis	Æsthetics	6	185	16			
Milwaukee, Wis	Modern Views of Plant Life	6	145	30	1		
Watertown, Wis	Political History of Europe in the Nineteenth Century.	6	98	8			
Milton, Wis	An Introduction to Economic Problems	5	26	26			
Cedarburg, Wis	Historical Survey of Political Economy	6	45	34			
La Crosse, Wis	England of the Tudors and Stuarts	6	200				
Milwaukee, Wis	Physical Education	6	100				
Austin, Ill	Epics of the World	6					

University of Chicago, Chicago, Ill.—The following statement concerning the university extension work of the University of Chicago was furnished by Mr. Newman Miller, correspondence-study secretary:

Along with many other features in connection with the University of Chicago, the idea of university extension has from the first played a very important part in its organization, and when the plan of this institution was formulated the university extension department was one of the prominent features, and the work received recognition in the shape of a separate division on an equal standing with the other divisions of the institution. In so doing, the university was the first institution in this country to recognize university extension in all its forms as an integral part in its organization. All nonresident work in connection with the university is done through this division, and three methods of work are recognized: First, lecture-study courses given in Illinois and adjacent States; second, classes given in Chicago and its immediate suburbs; third, correspondence courses.

The officers in charge of the work are as follows: Prof. Edmund J. James, director, university extension division; Mr. Walter A. Payne, lecture-study secretary; Mr. Ira W. Howerth, class-study secretary; Mr. Newman Miller, correspondence-study secretary.

In previous years the work of the class—and correspondence—study departments has not been recognized and therefore a complete summary of the work from the beginning is given in the accompanying pages.

In the lecture-study department a large variety of courses are offered in the following departments: Philosophy, pedagogy, political science, history, sociology, anthropology, comparative religion, the Semitic languages and literatures, romance languages and literatures, Germanic languages and literatures, the English language and literature, biblical literature in English, physics, chemistry, geology, zoology, neurology, botany, music, and art. Aside from this, courses on literature and history are offered in the French, German, and Norwegian languages. The work of the department for the past year is summarized as follows:

The lecture-study department.

Location of center.	Subject.	Average attendance at lecture.	Average attendance at class.
Atlanta, Ill	Thought and Imagination in Shakespeare.		
Aurora, Ill	Stories as a Mode of Thinking	500	200
Do	Shakespeare's Tempest	500	200
Austin, Ill	Shakespeare's Tragedies	278	63
Austin, Oak Park, Ill.	Pedagogical Studies	150	
Burlington, Iowa	Shakespeare's Tragedies	219	
Do	History and Civilization of Egypt	126	
Chicago, Ill. (Armour Institute)	Our Food	125	40
Chicago, Ill. (Columbia School of Oratory).	Painting and Sculpture	73	
Do	Studies in American Literature	101	91
Do	Shakespeare's Tempest, etc	134	73
Do	Stories as a Mode of Thinking	134	73
Chicago, Ill. (Cook County Normal School).	The Growth of the Brain		
Do	Pedagogical Studies		
Do	Evolution of the American Continent	160	
Do	Tragedies of Shakespeare	463	
Do	Shakespeare's Tragedies	475	
Chicago, Englewood, Ill. (Pilgrim Congregational Church).	History and Civilization of Egypt	200	
Chicago, Englewood, Ill. (Stewart avenue).	Social Reform in Fiction	150	
Chicago, Ill. (Free Kindergarten)	The Growth of the Brain	110	
Do	Educational Psychology	125	
Chicago, Ill. (Garfield Park)	The Lyric and Epic Poetry of the Bible		
Chicago, Ill. (Hull House)	Six Live Problems in Municipal Sociology.	60	
Do	Pedagogical Studies	78	
Chicago, Ill. (Kenwood)	History of Judaism	83	
Chicago, Ill. (Klio Association)	Shakespeare's Tragedies	214	214
Chicago, Ill. (Lake View)	Movements of Thought in the Nineteenth Century.		
Chicago, Ill. (Leavitt street)	General Literature	130	
Chicago, Ill. (Millard avenue)	First Steps in Human Progress	140	
Do	Stories as a Mode of Thinking	129	100
Do	Painting and Sculpture of Our Time	137	
Chicago, Ill. (Newberry Library)	Stories as a Mode of Thinking	73	34
Chicago, Ill. (Oakland)	History and Civilization of Egypt	200	
Do	Special Course	200	
Chicago, Ill. (Public School, District 8).	Educational Psychology	443	250
Chicago, Ill. (St. Gabriel's)	Social Reform in Fiction	95	36
Chicago, Ill. (St. James's)	Studies in Fiction	100	75
Chicago, Ill. (Sedgwick street)	Social Reform in Fiction	84	75
Chicago, Ill. (Sixth Presbyterian Church).	Studies in Fiction		
Chicago, Ill. (Steinway Hall)	History of Old Testament Prophecy	450	
Do	do	300	
Do	Some Topics of the Larger Politics	166	
Chicago, Ill. (The University)	History of Old Testament Prophecy	500	
Do	do	450	
Do	Science and Art of Teaching	75	
Do	Six Live Problems in Municipal Sociology.	50	
Do	General Astronomy	200	
Do	Science and Art of Teaching	40	40
Chicago, Ill. (University Settlement).	Prophets of Modern Literature	57	

The lecture-study department—Continued.

Location of center.	Subject.	Average attendance at lecture.	Average attendance at class.
Chicago Heights, Ill	Studies in Fiction		
Cincinnati, Ohio (Walnut Hills)	Sociology	150	150
Cincinnati, Ohio	Wisdom and Oratory of the Bible	221	100
Clinton, Iowa (Teachers' Institute).	Painting and Sculpture	375	
Clinton, Iowa	Shakespeare's Tragedies	440	150
Do	Elements of Sociology	300	35
Danville, Ill	English Literature	250	204
Do	Movements of Thought in the Nineteenth Century.	70	70
Davenport, Iowa	Shakespeare's Tragedies	350	200
Do	Lectures in Fiction	200	100
Dixon, Ill	English Literature		
Do	Our Town		
Dubuque, Iowa	Native Races of North America		
Evanston, Ill	Educational Psychology	70	
Flint, Mich	English Literature	151	30
Freeport, Ill	Stories as a Mode of Thinking	137	113
Fort Madison, Iowa	Men Who Made the Nation	145	135
Geneseo, Ill	Social Reform in Fiction		
Goshen, Ind	Poetry as a Fine Art		
Grand Rapids, Mich	Social Reform in Fiction	200	35
Hammond, Ind	English Literature	75	
Do	General Course in Literature	75	
Hinsdale, Ill	Sociology		
Do	Plain Talks on Bacteria	100	77
Huntington, Ind	General Course in Literature	75	40
Indianapolis, Ind	Painting and Sculpture	130	
Do	American History	65	33
Do	do	65	33
Joliet, Ill	Lyric and Epic Poetry of the Bible	357	130
Do	Elements of Sociology	400	141
Kalamazoo, Mich	Social Reform in Fiction	275	50
Kankakee, Ill	English Literature		
Keokuk, Iowa	Men Who Made the Nation	190	
La Crosse, Wis	Social Reform in Fiction	265	230
La Fayette, Ind	History of Art	110	
La Grange, Ill	Native Races of North America	225	
La Porte, Ind	Social Reform in Fiction	137	20
Do	American Statesmen	153	140
Lebanon, Ind	English Literature	140	140
Lincoln, Ill	Thought and Imagination in Shakespeare		
Lockport, Ill	Social Reform in Fiction		
Mazon, Ill	Introduction to Study of Sociology	44	23
Minneapolis, Minn	Biblical Literature of Prophecy	900	
Do	do	1,000	
Minneapolis, Minn. (Stanley Hall).	Shakespeare's Tragedies		
Moline, Ill	Stories as a Mode of Thinking	315	240
Do	The Beginning of Christianity	265	
Morrison, Ill	Social Reform in Fiction	170	170
Mount Carroll, Ill	Early Representative Americans	128	
Niles, Mich	Social Reform in Fiction		
Ottawa, Ill	Social Life in the American Colonies	150	
Do	Introduction to Study of Sociology	75	75
Owosso, Mich	Social Reform in Fiction		
Park Ridge, Ill	do	84	84
Pekin, Ill	English Literature	86	27
Peoria, Ill	Shakespeare's Tragedies		
Polo, Ill	Early Representative Americans		
Rockford, Ill	Shakespeare's Tragedies	374	177
Do	Plain Talks on Bacteria	322	
Saginaw West Side, Mich	English Literature	174	150
Saginaw East Side, Mich	American Literature	385	142
South Bend, Ind	Six Live Problems in Municipal Sociology	65	40
Do	Shakespeare's Tragedies	235	93
Springfield, Ill	Poetry as a Fine Art	214	190
Streator, Ill	Shakespeare's Tragedies	245	150
Do	Character Studies in American History	156	80
Sterling, Ill	Six Live Problems in Municipal Sociology	76	
Tremont, Ill	Thought and Imagination in Shakespeare	45	16
Valparaiso, Ind	Early Man in Europe		
Do	Native Races of North America		
Waukegan, Ill	American Literature	200	170
Winona, Minn	Social Reform in Fiction	193	193
Do	Studies in Biblical Literature	363	170

NOTE.—Where the table is incomplete the local secretary has not yet sent the official report. Each course consists of six lectures.

GENERAL SUMMARIES.

Centers and courses.

Number of centers active during the autumn quarter	61
Number of courses in progress	71
Number of centers active during the winter quarter	41
Number of courses in progress	46
Number of centers active during the spring quarter	4
Number of courses in progress	4
Total number of centers active season 1895–96	81
Total number of courses in progress season 1895–96	121

Number of courses by States.

Illinois		82
In Chicago	42	
Outside of Chicago	40	
Michigan		7
Indiana		15
Iowa		9
Minnesota		5
Ohio		2
Wisconsin		1
Total		121
Total number of States represented		7

Number of courses by departments.

Sociology and anthropology	30
English language and literature	45
History	9
Biblical literature in English	12
Semitic (Egyptology)	3
Art	4
Geology	1
Philosophy and pedagogy	10
Neurology	2
Astronomy	1
Botany	2
Chemistry	1
Political science	1
Total	121
Total number of departments represented	13

Attendance.

Average attendance at each lecture	209
Average attendance at each class	162
Total attendance at lectures (121 courses)	23,345

Lecturers.

Number of lecturers engaged during autumn quarter	24
Number of lecturers engaged during winter quarter	18
Number of lecturers engaged during spring quarter	2
Total number of lecturers engaged during the season	30

CORRESPONDENCE-STUDY DEPARTMENT.

Correspondence instruction is offered in the following departments: Philosophy, pedagogy, political economy, political science, history, sociology, anthropology, comparative religion, the Semitic languages and literatures, Biblical and patristic Greek, Sanskrit and Indo-European comparative philology, the Greek language and literature, the Latin language and literature, Romance languages and literatures.

Germanic languages and literatures, the English language, literature and rhetoric, Biblical literature in English, mathematics, astronomy, botany, and church history. The work of this department for the past year is summarized as follows:

Summary of the work by departments.

Department.	Number instructors engaged.	Number courses in progress.	Enrollment.
Philosophy and pedagogy	6	5	10
Political economy	1	2	10
Political science	1	2	6
History	6	9	25
Sociology	1	2	2
Comparative religion	1	1	1
Semitic languages and literatures	3	6	104
Biblical and patristic Greek	1	3	49
Sanskrit	1	1	3
Greek language and literature	4	5	9
Latin language and literature	3	17	53
Romance languages and literatures	3	3	9
Germanic languages and literatures	4	5	18
The English language, literature, and rhetoric	4	10	85
Biblical literature in English	2	4	32
Mathematics	3	10	48
Geology	1	1	1
Church history	1	1	1
Total	46	87	466

Enrollment.

Total enrollment in all courses	466
Deduct names repeated	40
Total number individual students, July 1, 1895, to July 1, 1896	426

The work of the correspondence-study department of the University of Chicago has always been maintained upon an equal footing with that of the university proper. This close relation has deprived the work of what might be called popularity, and for this reason the enrollment has never been as large as might be expected for work of this kind. The following statistical table will be of interest with reference to the development of the work in connection with the University of Chicago for the past four years:

	1892-93.	1893-94.	1894-95.	1895-96.
Number of courses in progress	28	29	34	87
Number of instructors engaged	13	17	27	44
Number of students not matriculated	634	520	178	138
Number of students regularly matriculated	61	153	202	288

It will be noticed from the above table that the number of matriculated students has gradually increased, while the number of those not matriculated has gradually decreased. When the work of the correspondence-study department was inaugurated, there was a very large number of nonmatriculated students enrolled in divinity subjects, especially in the Semitic languages and literatures. The much better advantages now afforded for residence study along these lines has served to greatly decrease the number who desire this work by the correspondence method. The persons most interested in the work have been teachers and ministers of the gospel, and a large majority of the students have been classed as "special." During the past year 87 courses, representing 680 minors, have been in progress in 18 different departments. The total yearly enrollment has been 426.

CLASS-STUDY DEPARTMENT.

One method of extending university instruction, obviously the best method when it can be employed, is that of organizing classes outside of the university to pursue the same lines of study that are followed within its walls. The great center of population in which the University of Chicago was located, presented a favorable opportunity for the practice of this method of carrying higher education to the people. This opportunity has not been neglected. From the beginning the university has sought to form in convenient parts of the city and in suburban towns Saturday and evening classes, in which persons whose occupations or circumstances prevented their matriculation as resident students might still enjoy the benefits of university instruction.

Class instruction is offered in the following departments: Philosophy, pedagogy, political economy, political science, history, sociology, sanitary and domestic science, Latin, French, New Testament language and literature, Italian, English, chemistry, biology, botany, physiology, zoology, and archæology. The working terms of this branch of the work correspond almost exactly to the terms of the public-school year. The work for each quarter of the past year is summarized as follows:

AUTUMN QUARTER.

Location of class.	Subject.	Enrollment.
Brennan School	Latin Course for Teachers	28
Carter School	Elements of Literature	20
Centennial Baptist Church	Romantic Poets	23
Chicago Academy	Beginning Latin	7
Chicago Preparatory School	Elementary French	4
Cobb Lecture Hall	Advanced Algebra	6
Do	Psychology	7
Do	Solid Geometry	14
Do	Cæsar	6
Do	Advanced German	4
Do	Elementary German	5
Do	Greek History	2
Do	Cicero	2
Do	Elementary Greek	6
Do	Vergil	4
Do	Latin Course for Teachers	22
Do	Elementary Algebra	3
Do	Shakespeare	4
Do	Political Economy	6
Do	Sociology	6
Do	Middle Ages	4
Do	English History	2
Crown Point, Ind	Political Economy	40
Cumberland Presbyterian Church, Englewood.	Elementary French	2
Dore School	American History	9
6422 Drexel avenue	General History	2
3646 Ellis avenue	Elementary French	8
Galesburg, Ill	Beginnings of Society	15
Hammond, Ind	English Literature	100
Haven School, Evanston	do	40
Loring School	do	20
5100 Madison avenue	do	21
Newberry Library	Latin Course for Teachers	8
Do	Cæsar	11
Do	French Literature	2
Oak Park, Ill	English Literature	36
Do	Shakespeare	13
Sixth Presbyterian Church	Elementary French	5
South Evanston, Ill	do	6
Suite 6, Superior Block	English Constitutional History	2
Turner Hall	German Prose	20
	do	20
Walker Museum	Mineralogy and Petrology	5
Western Union Building	American History	3
Do	Latin Course for Teachers	7
Do	American Literature	4
Do	English Rhetoric and Composition	8
Do	Political Economy	4
Do	Plane Geometry	12
Do	Advanced Latin	22
Windermere Hotel	Elementary German	5

SUMMARY BY DEPARTMENTS.

Department.	Number classes.	Enrollment.	Department.	Number classes.	Enrollment.
Philosophy	1	7	German	5	54
Political economy	3	50	English	11	289
Sociology	2	21	Mathematics	4	35
History	7	24	Geology	1	5
Greek	1	6			
Latin	10	107	Total	51	625
French	6	27			

WINTER QUARTER.

Location of class.	Subject.	Enrollment.
Association Building	Beginning Latin	26
Brighton School	American History	14
Chicago Academy	Beginning Latin	7
Do	do	6
Do	Elementary German	5
Chicago Preparatory School	Elementary French	2
Cobb Lecture Hall	Modern German Prose	2
Do	English Literature	4
Do	Plane Geometry	3
Do	Beginning Latin	13
Do	Mediæval History	2
Do	Elementary Greek	7
Do	Vergil	2
Do	Mediæval History	4
Do	American Literature	2
Do	Algebra	2
Do	Rhetoric and English Composition	5
Do	Solid Geometry	7
Do	Political Economy	4
Columbia School of Oratory	Parliamentary Law	48
Cumberland Presbyterian Church, Englewood.	French	4
5214 Hibbard avenue	English Literature	25
Holden School	Latin	18
Do	American History	9
Hull House	do	8
Newberry Library	Viri Romæ	7
Do	Beginning Latin	6
Oak Park, Ill	English Literature	36
Suite 6, Superior Block	English Constitutional History	2
Western Union Building	Romantic Tragedy	5
Do	Analytical Geometry	2
Do	Advanced Algebra	7
Do	English Literature	3
Do	Political Economy	2
Walker Museum	Physical Geography	23

SUMMARY BY DEPARTMENTS.

Department.	Number classes.	Enrollment.	Department.	Number classes.	Enrollment.
German	2	7	Latin	8	88
Geology	1	23	Political economy	2	6
Greek	2	9	Mathematics	5	21
English literature	6	75			
French	2	6	Total	35	322
History	7	87			

SPRING QUARTER.

Location of class.	Subject.	Enrollment.
Burr School	American History	9
Chicago Academy	Beginning Latin	5
Chicago Preparatory School	Rhetoric and English Composition	12
Cobb Lecture Hall	Social Economics	1
Do	Social Selection	3
Do	Psychology	20
Do	English Masterpieces	3
Do	Elementary Greek Course	4
Do	Cæsar	7
Do	Trigonometry	2
Do	Solid Geometry	2
Do	Analytic Geometry	1
Do	Plane Geometry	2
Cook County Normal School	Botany	36
McAllister School	Elementary Latin	8
Newberry Library	do	6
Superior Block, 77 Clark street	Political Science	2
Von Humboldt School	American History	33
Walker Museum and Chicago Atheneum.	General Morphology and Physiology	20
West Division High School	Chemistry	3
Western Union Building	Analytical Geometry	2
Do	Review Algebra	7
Do	Advanced Algebra	4
Do	Plane Geometry	2
Do	Political Economy	2

SUMMARY BY DEPARTMENTS.

Department.	Number classes.	Enroll-ment.	Department.	Number classes.	Enroll-ment.
American history	2	41	Political science	1	2
Latin	4	26	Psychology	1	20
Greek	1	4	Botany	2	56
English	2	15	Chemistry	1	3
Mathematics	8	22			
Political economy	3	6	Total	25	195

GENERAL SUMMARY.

Enrollment during the autumn quarter	625
Enrollment during the winter quarter	322
Enrollment during the spring quarter	195
Total	1,142
Number of classes during the autumn quarter	51
Number of classes during the winter quarter	35
Number of classes during the spring quarter	25
Total	111
Average number per class during autumn quarter	12
Average number per class during winter quarter	9
Average number per class during spring quarter	8
Average number per class during year	10
Number of instructors engaged during autumn quarter	24
Number of instructors engaged during winter quarter	20
Number of instructors engaged during spring quarter	15
Total number of instructors conducting classes, 1895-96	35

Tabulated statement of nonresident class work, 1892–1896.

CLASS-STUDY DEPARTMENT.

	Quarter.															
	Autumn, 1892.	Winter, 1893.	Spring, 1893. *a*	Total.	Autumn, 1893.	Winter, 1894.	Spring, 1894.	Total.	Autumn, 1894.	Winter, 1895.	Spring, 1895.	Total.	Autumn, 1895.	Winter, 1896.	Spring, 1896.	Total.
Number of classes	4	7	----	11	1	15	13	29	39	24	21	84	51	35	25	111
Enrollment	50	79	----	129	15	109	68	192	496	186	278	961	625	322	195	1,142
Average number per class	13	11	----	----	5	7	5	----	12	9	12	----	12	9	8	------
Number of instructors	4	7	----	7	1	13	10	13	28	19	13	28	24	20	15	35

a No courses offered.

SUMMARY BY DEPARTMENTS.

	1892-93.		1893-94.		1894-95.		1895-96.		Total for four years.	
	Classes.	Enrollment.	Classes.	Enrollment.	Classes.	Enrollment.	Classes.	Enrollment.	Classes.	Number enrolled.
Philosophy			2	10	4	34	2	27	8	71
Political economy			4	38	5	52	8	62	17	152
Political science			2	4	4	21	1	2	7	27
History	1	10	1	3	8	65	16	152	26	230
Sociology					2	34	2	21	4	55
English	2	17	5	46	11	109	19	379	37	551
Greek			1	3	3	8	4	19	8	30
Latin	2	38	3	34	11	78	22	221	38	371
French	1	11	1	4	6	26	8	33	16	74
German					6	53	7	61	13	114
Scandinavian literature					1	7			1	7
Mathematics	1	10	5	17	4	30	17	78	27	135
Astronomy			2	6					2	6
Physics	1	4			1	2			2	6
Chemistry					1	3	1	3	2	6
Geology	2	26			4	124	2	28	8	178
Zoology			1	14	3	66			4	80
Physiology					1	4			1	4
Biology	1	13			1	2			2	15
Botany			2	13	8	242	2	56	12	311
Total	11	129	29	192	84	960	111	1,142	235	2,423

A glance at the first table shows that the number of classes, as well as the number of students, has gradually increased from year to year. The total number of students enrolled during the year 1895–96 compares favorably with the number of students in residence at any time. The probability that in a few more years nonresident students will outnumber those in actual attendance, will strike many as an interesting proof of the importance of the work.

From the second table it may be observed that the most popular subjects, estimated by classes, have been Latin, English, mathematics, history, and political economy, in the order named. If estimated by actual attendance, English takes the lead, with Latin second and history third. History, English, Latin, French, and mathematics are the only subjects for which there has been a continual demand. The total number of classes for the four years is 235, with a total attendance of 2,423.

CHAPTER XL.

STATISTICAL REVIEW OF PROFESSIONAL SCHOOLS.

There were 144 schools of theology, with 869 instructors and 8,017 students, a variation of only 33 from the number of students in attendance during the preceding year. Of the students in attendance, 2,953, or 36.8 per cent, had received the degree of A. B. or B. S. Theological schools reported grounds and buildings valued at $12,648,216, and endowment funds to the amount of $17,969,906. Theological libraries contained 1,204,889 volumes.

Law schools continue to show a rapid increase in the number of students in attendance, the 73 schools having an enrollment during 1895–96 of 9,780 students, an increase of 830 over the previous year. In addition to its regular law department, and not included in the statistics of law schools, the New York University has a special course of law lectures to women, which had an attendance of 80 in 1895–96, of whom 47 received the certificate of completion of the course. These lectures are designed to meet the wants of business women who "desire familiarity with the existing law, either for practical purposes, to assist their judgment as litigants, witnesses, and custodians of trust estates, or as a higher study for their mental development. They also furnish preparation for entrance upon the professional study of the law, with a view to active practice at the bar."

There were 116 regular schools of medicine, 20 homeopathic, 8 eclectic, 2 physio-medical, and 9 graduate. Students in regular schools lacked but one of numbering 20,000; homeopathic numbered 1,956, and eclectic 634. The proportion of students graduating in medicine was smaller than in any of the other classes, excepting theology, viz., medicine 22 per cent, law 30 per cent, dentistry 24 per cent, and pharmacy 28 per cent.

The North Atlantic and Western States had exactly the same proportion of students of regular schools of medicine and of homeopathic students, but the North Central States had a much larger proportion of homeopathic and eclectic students than of regular students. On the contrary, both the South Central and South Atlantic States had a much smaller proportion of homeopathic and eclectic students. In other words, homeopathy and eclecticism have their strongest foothold in the North Central States, and are weakest in the Southern States. These facts are clearly set forth in the following table:

Percentage of students of different schools of medicine in each section.

	Regular.	Homeopathic.	Eclectic.
North Central States	39	61	68
North Atlantic States	31	31	12
South Central States	14	2	0
South Atlantic States	13	3	7
Western States	3	3	13

The number of dental students in 1895–96 showed an increase of more than 1,000 over the number in 1894–95, viz, 6,399 in 1895–96 and 5,347 in 1894–95. Pharmaceutical students numbered 3,873, with a difference of only 14 from the number in 1894–95. The course of training in schools for nurses heretofore occupied two years as a rule, but there is a tendency now to lengthen the time to three years, fifteen schools reporting courses of three years in this report.

TABLE 1.—*General summary of statistics of professional and allied schools, for 1895–96.*

Class of schools.	Schools.	Instructors.	Students.	Graduates.	Per cent graduating.
Theological	144	869	8,017	1,681	21
Law	73	658	9,780	2,981	30
Medical	155	3,936	24,437	4,947	a 22
Dental	46	854	6,399	1,515	24
Pharmaceutical	44	354	3,873	1,083	28
Veterinary	10	139	382	134	35
Nurse training	177	....	5,094	1,773	35
Total	649	6,810	57,982	14,114	....

a Students in post-graduate schools not included.

TABLE 2.—*Summary of statistics of schools of theology, for 1895–96.*

State or Territory.	Schools.	Instructors.		Students.			Volumes in libraries.	Benefactions received during the year.	Value of grounds and buildings.	Endowment funds.
		Professors.	Special or assistant.	In attendance.	Graduating.	Students having A. B. or B. S. *a*				
United States	144	676	193	8,017	1,681	2,953	1,204,889	$683,349	$12,648,216	$17,969,906
North Atlantic Division	45	263	81	2,940	725	1,482	711,560	343,432	6,243,816	9,837,789
South Atlantic Division	19	87	26	870	158	134	153,335	35,985	1,120,200	1,712,700
South Central Division	17	56	16	898	149	344	59,753	49,100	628,200	1,040,000
North Central Division	57	243	62	3,197	625	954	241,741	249,332	4,164,000	4,570,417
Western Division	6	27	8	112	24	39	38,500	5,500	492,000	809,000
North Atlantic Division:										
Maine	2	10	2	84	21	7	23,000	29,000	150,000	225,000
Massachusetts	7	43	23	413	72	269	106,845	88,562	764,366	1,959,000
Connecticut	3	24	10	190	51	141	89,500	16,818	227,500	520,000
New York	12	77	19	890	207	370	171,160	79,729	2,860,800	3,244,983
New Jersey	5	26	8	479	140	312	139,655	....	1,431,150	2,167,389
Pennsylvania	16	83	19	884	234	383	181,400	129,323	810,000	1,721,417
South Atlantic Division:										
Maryland	4	35	4	415	59	24	54,400	2,500	356,000	7,200
District of Columbia	3	9	12	74	29	9	15,350	23,100	325,000	495,500
Virginia	4	15	3	164	35	50	36,000	3,285	207,200	383,000
North Carolina	3	12	3	56	8	10	13,785	2,100	82,000	0
South Carolina	3	10	1	49	11	27	22,000	5,000	50,000	276,000
Georgia	2	6	3	112	16	14	11,800	0	100,000	551,000
South Central Division:										
Kentucky	4	21	6	564	102	252	34,000	46,000	350,000	916,000
Tennessee	8	27	6	220	42	92	22,300	3,100	260,000	116,000
Alabama	2	4	0	53	5	0	3,250	....	7,200	8,000
Louisiana	1	1	0	12	0	......	....	....	....	....
Texas	2	3	4	49	......	......	203	....	11,000	....
North Central Division:										
Ohio	13	53	18	490	94	141	62,334	48,264	650,000	987,804
Indiana	4	13	5	149	14	1	6,100	30,000	110,000	60,000
Illinois	12	66	23	1,321	254	556	97,957	128,620	2,106,000	2,893,127
Michigan	4	12	5	76	10	14	11,000	6,642	22,000	150,800
Wisconsin	4	22	2	223	57	25	28,400	10,595	290,000	100,000
Minnesota	7	31	0	272	72	80	20,700	12,800	463,000	311,000
Iowa	5	12	0	209	80	14	5,200	....	50,000	42,686
Missouri	5	23	7	410	83	162	9,050	4,811	450,000	25,000
Nebraska	3	11	2	47	11	11	1,000	7,600	14,000	0
Western Division:										
Colorado	2	8	3	37	7	9	12,800	4,500	215,000	100,000
California	4	19	5	75	17	30	25,700	1,000	277,000	709,000

a So far as reported.

TABLE 3.—*Summary of statistics of schools of law, for 1895–96.*

State or Territory.	Schools.	Instructors.		Students.			Value of grounds and buildings.	Endowment funds.	Bound volumes in libraries.
		Professors.	Special or assistant.	In attendance.	Graduating.	Having A. B. or B. S.[a]			
United States	73	371	287	9,780	2,981	1,854	$568,000	$491,000	197,799
North Atlantic Division	12	92	124	3,342	783	1,092	307,000	365,000	120,271
South Atlantic Division	17	64	28	1,458	455	131	115,000	1,000	12,100
South Central Division	13	34	25	566	220	48			10,424
North Central Division	25	140	91	3,927	1,389	491	146,000		51,254
Western Division	6	41	19	487	134	92		125,000	3,750
North Atlantic Division:									
Massachusetts	2	18	12	822	146	446	135,000	360,000	38,000
Connecticut	1	5	27	224	86				9,000
New York	7	51	75	1,870	437	597	172,000	5,000	58,125
Pennsylvania	2	18	10	426	114	49			15,146
South Atlantic Division:									
Maryland	2	6	0	122	33				600
District of Columbia	5	29	21	874	262	74	115,000		3,700
Virginia	3	6	2	229	68	37		1,000	5,300
West Virginia	1	3	0	92	39	5			1,000
North Carolina	2	6	0	64	1	9			1,500
South Carolina	1	1	0	17	7				
Georgia	3	13	5	60	45	6			
South Central Division:									
Kentucky	1	3	1	44	19				
Tennessee	6	12	17	221	93	7			7,000
Alabama	1	3	0	20	18				
Mississippi	1	1	4	40	20				1,624
Louisiana	1	5	0	62	28	5			0
Texas	2	6	1	157	36	32			1,800
Arkansas	1	4	2	22	6	4	0	0	0
North Central Division:									
Ohio	5	36	7	389	75	60	107,000		7,570
Indiana	4	14	6	300	97	36	5,000		3,000
Illinois	6	32	15	1,066	370	147			1,379
Michigan	2	18	23	776	352	127			11,805
Wisconsin	1	7	1	225	95	34			3,000
Minnesota	1	3	12	372	104	16	25,000		3,000
Iowa	2	9	6	299	136	40	9,000	0	9,500
Missouri	2	15	6	296	81	10			11,000
Nebraska	1	4	10	83	44	18			1,000
Kansas	1	2	5	121	35	3			
Western Division:									
Colorado	2	20	18	73	19	7			3,000
Oregon	2	16	0	97	45	5			150
California	2	5	1	317	70	80		125,000	600

[a] So far as reported.

TABLE 4.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians, for 1895–96.*

	Schools.	Professors and instructors.		Students.				Volumes in library.	Value of grounds and buildings.	Endowment funds.
		Regular.	Special or assistant.	Men enrolled.	Women enrolled.	Total attendance.	Graduating.			
A.—BY CLASSES.										
Regular	116	1,763	1,139	19,002	997	19,999	4,261	64,912	$7,483,795	$419,150
Homeopathic	20	318	175	1,619	337	1,956	495	41,350	1,625,200	120,000
Eclectic	8	123	43	576	58	634	169	5,272	171,000	--------
Physiomedical	2	31	12	85	14	99	22	250	8,000	3,670
Graduate	9	212	120	1,684	65	1,749	0	0	243,000	--------
Total medical	155	2,447	1,489	22,966	1,471	24,437	4,947	111,784	9,530,995	542,820
Dental	46	448	406	6,256	143	6,399	1,515	--------	----------	--------
Pharmaceutical	44	212	142	3,733	140	3,873	1,083	--------	----------	--------
Nurse training	177	------	------	433	4,661	5,094	1,773	--------	----------	--------
Veterinary	10	87	52	382	0	382	134	--------	----------	--------
B.—BY STATES AND CLASSES.										
Regular medical.										
Maine	2	25	3	147	0	147	28	--------	15,000	--------
New Hampshire	1	8	5	143	0	143	30	--------	----------	0
Vermont	1	7	18	185	0	185	52	--------	----------	--------
Massachusetts	3	66	62	737	57	794	45	1,800	30,000	--------
Connecticut	1	9	3	125	0	125	25	--------	75,000	20,000
New York	9	109	144	2,417	109	2,526	622	8,237	1,053,500	7,500
Pennsylvania	5	87	92	2,075	156	2,231	475	2,500	1,451,000	157,650
Maryland	6	77	82	1,172	51	1,223	303	4,300	333,000	--------
District of Columbia	4	68	41	389	16	405	58	600	175,000	--------
Virginia	3	34	36	499	0	499	107	--------	140,000	--------
North Carolina	3	15	1	107	0	107	12	1,350	40,000	6,000
South Carolina	1	8	2	90	0	90	20	--------	----------	--------
Georgia	3	28	21	339	0	339	47	3,000	70,000	0
Kentucky	4	46	41	1,115	0	1,115	229	4,200	340,000	0
Tennessee	9	95	48	858	5	863	193	1,580	134,440	19,000
Alabama	2	18	17	155	0	155	18	--------	----------	--------
Louisiana	2	15	13	357	1	358	68	2,800	230,000	--------
Texas	1	9	12	207	7	214	33	1,685	300,000	--------
Arkansas	1	15	11	86	0	86	14	--------	----------	--------
Ohio	10	172	73	1,334	77	1,411	321	3,500	665,000	145,000
Indiana	3	62	22	337	23	360	80	3,000	21,000	3,000
Illinois	6	159	131	1,512	150	1,662	376	1,960	587,855	51,000
Michigan	3	48	57	759	72	831	171	11,500	50,000	--------
Wisconsin	2	43	19	170	0	170	29	0	100,000	0
Minnesota	2	54	17	284	24	308	57	1,000	153,000	--------
Iowa	5	61	16	615	55	670	153	5,100	110,000	--------
Missouri	13	236	81	2,020	56	2,076	455	2,500	710,000	10,000
Nebraska	2	48	8	154	15	169	43	0	130,000	0
Kansas	1	18	7	52	13	65	9	0	20,000	--------
Colorado	3	50	20	158	33	191	42	1,800	----------	--------
Oregon	2	27	5	77	19	96	40	500	10,000	0
California	3	46	31	327	58	385	106	2,000	540,000	--------
North Atlantic Division	22	311	327	5,829	322	6,151	1,277	12,537	2,624,500	185,150
South Atlantic Division	20	230	183	2,596	67	2,663	547	9,250	758,000	6,000
South Central Division	19	198	142	2,778	13	2,791	555	10,265	1,004,440	19,000
North Central Division	47	901	431	7,237	485	7,722	1,694	28,560	2,546,855	209,000
Western Division	8	123	56	562	110	672	188	4,300	550,000	--------
United States	116	1,763	1,139	19,002	997	19,999	4,261	64,912	7,483,795	419,150
Homeopathic.										
Massachusetts	1	17	20	125	58	183	33	3,300	200,000	40,000
New York	2	45	12	121	25	146	34	2,850	360,200	--------
Pennsylvania	1	8	4	275	0	275	75	10,000	600,000	0
Maryland	1	13	7	26	6	32	4	500	----------	0
District of Columbia	1	10	6	24	1	25	10	--------	----------	--------

TABLE 4.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians, for 1895-96*—Continued.

	Schools.	Professors and instructors.		Students.				Volumes in library.	Value of grounds and buildings.	Endowment funds.
		Regular.	Special or assistant.	Men enrolled.	Women enrolled.	Total attendance.	Graduating.			
B.—BY STATES AND CLASSES—cont'd.										
Homeopathic—Cont'd.										
Kentucky	1	17	------	22	19	41	6	0	----------	--------
Ohio	2	34	18	160	26	186	59	1,000	$90,000	$10,000
Illinois	4	77	63	599	136	735	190	14,400	310,000	70,000
Michigan	1	5	3	25	3	28	6	7,000	----------	--------
Minnesota	1	17	9	27	4	31	8	1,500	----------	--------
Iowa	1	10	5	67	12	79	19	500	35,000	--------
Missouri	2	31	22	113	15	128	38	--------	27,000	--------
Colorado	1	18	4	16	16	32	2	0	0	--------
California	1	16	2	19	16	35	11	300	3,000	--------
North Atlantic Division	4	70	36	521	83	604	142	16,150	1,160,200	40,000
South Atlantic Division	2	23	13	50	7	57	14	500	----------	--------
South Central Division	1	17	------	22	19	41	6	0	----------	--------
North Central Division	11	174	120	991	196	1,187	320	24,400	462,000	80,000
Western Division	2	34	6	35	32	67	13	300	3,000	--------
United States	20	318	175	1,619	337	1,956	495	41,350	1,625,200	120,000
Eclectic.										
New York	1	20	15	63	14	77	14	3,572	46,000	--------
Georgia	1	7	7	41	1	42	4	--------	----------	0
Ohio	2	26	6	211	14	225	63	1,000	60,000	0
Illinois	1	24	7	85	10	95	30	500	40,000	0
Missouri	1	13	2	56	6	62	16	--------	----------	--------
Nebraska	1	13	6	50	3	53	12	0	----------	0
California	1	20	0	70	10	80	30	200	25,000	0
North Atlantic Division	1	20	15	63	14	77	14	3,572	46,000	--------
South Atlantic Division	1	7	7	41	1	42	4	--------	----------	--------
North Central Division	5	76	21	402	33	435	121	1,500	100,000	--------
Western Division	1	20	0	70	10	80	30	200	25,000	0
United States	8	123	43	576	58	634	169	5,272	171,000	--------
Graduate.										
New York	2	72	76	869	29	898	------	--------	----------	--------
Pennsylvania	2	37	13	137	24	161	------	--------	8,000	--------
Louisiana	1	13	13	43	0	43	------	--------	25,000	--------
Illinois	3	73	18	620	12	632	------	--------	110,000	0
Missouri	1	17	------	15	0	15	------	--------	100,000	--------
North Atlantic Division	4	109	89	1,006	53	1,059	------	--------	8,000	--------
South Central Division	1	13	13	43	0	43	------	--------	25,000	--------
North Central Division	4	90	18	635	12	647	------	--------	210,000	--------
United States	9	212	120	1,684	65	1,749	------	--------	243,000	--------
Dentistry.										
Massachusetts	2	21	42	269	6	275	64	--------	----------	--------
New York	2	18	27	523	3	526	110	--------	----------	--------
Pennsylvania	3	19	51	1,032	30	1,062	282	--------	----------	--------
Maryland	2	11	31	410	1	411	86	--------	----------	--------
District of Columbia	3	21	7	120	2	122	23	--------	----------	--------
Virginia	1	8	2	36	0	36	13	--------	----------	--------
Georgia	2	13	5	252	0	252	45	--------	----------	--------

TABLE 4.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians, for 1895-96*—Continued.

	Schools.	Professors and instructors.		Students.				Volumes in library.	Value of grounds and buildings.	Endowment funds.
		Regular.	Special or assistant.	Men enrolled.	Women enrolled.	Total attendance.	Graduating.			
B.—BY STATES AND CLASSES—cont'd.										
Dentistry—Continued.										
Kentucky	1	7	4	141	0	141	32	------	------	------
Tennessee	4	32	7	243	3	246	49	------	------	------
Alabama	1	7	5	36	0	36	6	------	------	------
Ohio	5	35	14	377	7	384	81	------	------	------
Indiana	1	14	8	153	4	157	43	------	------	------
Illinois	6	107	100	1,320	46	1,366	356	------	------	------
Michigan	2	14	15	251	5	256	77	------	------	------
Wisconsin	1	12	2	60	0	60	6	------	------	------
Minnesota	1	4	12	81	3	84	14	------	------	------
Iowa	1	15	8	208	7	215	35	------	------	------
Missouri	4	50	33	490	8	498	127	------	------	------
Nebraska	1	16	7	32	1	33	3	------	------	------
Colorado	1	9	7	24	4	28	8	------	------	------
Washington	1	8	10	27	0	27	3	------	------	------
California	1	7	9	171	13	184	52	------	------	------
North Atlantic Division	7	58	120	1,824	39	1,863	456	------	------	------
South Atlantic Division	8	53	45	818	3	821	167	------	------	------
South Central Division	6	46	16	420	3	423	87	------	------	------
North Central Division	22	267	199	2,972	81	3,053	742	------	------	------
Western Division	3	24	26	222	17	239	63	------	------	------
United States	46	448	406	6,256	143	6,399	1,515	------	------	------
Pharmacy.										
Maine	1	2	5	10	2	12	0	------	------	------
Massachusetts	1	5	5	258	7	265	21	------	------	------
New York	4	18	23	556	6	562	172	------	------	------
New Jersey	1	4	------	27	0	27	9	------	------	------
Pennsylvania	2	10	7	692	19	711	242	------	------	------
Maryland	1	4	2	124	0	124	42	------	------	------
District of Columbia	2	7	2	99	4	103	27	------	------	------
Virginia	2	7	5	19	0	19	6	------	------	------
North Carolina	1	2	0	10	1	11	2	------	------	------
South Carolina	1	3	1	13	0	13	7	------	------	------
Georgia	1	3	0	12	0	12	5	------	------	------
Kentucky	2	8	3	57	15	72	19	------	------	------
Tennessee	2	8	4	32	4	36	15	------	------	------
Alabama	1	12	0	18	0	18	1	------	------	------
Louisiana	1	8	3	37	6	43	9	------	------	------
Texas	1	4	2	30	4	34	9	------	------	------
Ohio	4	27	10	360	11	371	120	------	------	------
Indiana	1	3	5	72	2	74	25	------	------	------
Illinois	3	12	11	538	16	554	139	------	------	------
Michigan	2	13	8	110	8	118	35	------	------	------
Wisconsin	1	3	5	42	5	47	10	------	------	------
Minnesota	1	12	6	44	1	45	15	------	------	------
Iowa	2	11	6	93	7	100	23	------	------	------
Missouri	2	11	5	281	5	286	68	------	------	------
Kansas	1	10	15	60	3	63	14	------	------	------
Colorado	1	4	3	14	1	15	4	------	------	------
Washington	1	1	1	20	5	25	18	------	------	------
California	1	5	5	105	8	113	26	------	------	------
North Atlantic Division	9	39	40	1,543	34	1,577	444	------	------	------
South Atlantic Division	8	26	10	277	5	282	89	------	------	------
South Central Division	7	35	12	174	29	203	53	------	------	------
North Central Division	17	102	71	1,600	58	1,658	449	------	------	------
Western Division	3	10	9	139	14	153	48	------	------	------
United States	44	212	142	3,733	140	3,873	1,083	------	------	------

TABLE 4.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians, for 1895-96*—Continued.

	Schools.	Professors and instructors.		Students.				Volumes in library.	Value of grounds and buildings.	Endowment funds.
		Regular.	Special or assistant.	Men enrolled.	Women enrolled.	Total attendance.	Graduating.			
B.—BY STATES AND CLASSES—cont'd.										
Nurse training.										
Maine	2	------	------	0	37	37	18	--------	----------	--------
New Hampshire	3	------	------	0	32	32	14	--------	----------	--------
Vermont	1	------	------	0	19	19	9	--------	----------	--------
Massachusetts	23	------	------	60	670	730	226	--------	----------	--------
Rhode Island	1	------	------	7	43	50	15	--------	----------	--------
Connecticut	4	------	------	0	135	135	48	--------	----------	--------
New York	39	------	------	131	1,129	1,260	452	--------	----------	--------
New Jersey	8	------	------	64	222	286	90	--------	----------	--------
Pennsylvania	26	------	------	32	763	795	276	--------	----------	--------
Maryland	4	------	------	0	116	116	39	--------	----------	--------
District of Columbia	4	------	------	0	87	87	46	--------	----------	--------
Virginia	2	------	------	0	42	42	13	--------	----------	--------
West Virginia	1	------	------	0	6	6	6	--------	----------	--------
North Carolina	1	------	------	0	15	15	0	--------	----------	--------
South Carolina	2	------	------	11	27	38	10	--------	----------	--------
Georgia	1	------	------	0	41	41	5	--------	----------	--------
Kentucky	3	------	------	0	41	41	17	--------	----------	--------
Tennessee	1	------	------	0	7	7	4	--------	----------	--------
Texas	1	------	------	0	16	16	2	--------	----------	--------
Ohio	5	------	------	24	121	145	48	--------	----------	--------
Indiana	1	------	------	0	20	20	11	--------	----------	--------
Illinois	14	------	------	23	399	422	150	--------	----------	--------
Michigan	5	------	------	3	145	148	65	--------	----------	--------
Wisconsin	3	------	------	0	80	80	32	--------	----------	--------
Minnesota	10	------	------	47	217	264	93	--------	----------	--------
Iowa	2	------	------	30	40	70	11	--------	----------	--------
Missouri	6	------	------	1	86	87	25	--------	----------	--------
Colorado	1	------	------	0	25	25	4	--------	----------	--------
Oregon	1	------	------	0	23	23	8	--------	----------	--------
California	2	------	------	0	57	57	36	--------	----------	--------
North Atlantic Division	107	------	------	294	3,050	3,344	1,148	--------	----------	--------
South Atlantic Division	15	------	------	11	334	345	119	--------	----------	--------
South Central Division	5	------	------	0	64	64	23	--------	----------	--------
North Central Division	46	------	------	128	1,108	1,236	435	--------	----------	--------
Western Division	4	------	------	0	105	105	48	--------	----------	--------
United States	177	------	------	433	4,661	5,094	1,773	--------	----------	--------

TABLE 5.—*Statistics of professional and allied schools for five years.*

Class.	Schools. 1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	Instructors. 1891-92.	1892-93.	1893-94.	1894-95.	1895-96.
Theological	141	142	147	149	144	855	862	963	906	869
Law	58	63	67	72	73	487	594	621	604	658
MEDICAL.										
Regular	95	96	111	113	116	2,440	2,511	3,094	2,738	2,902
Homeopathic	14	16	19	20	20	299	390	478	476	493
Eclectic	8	10	9	9	8	132	171	161	187	166
Physiomedical	2	2	3	2	2	39	34	62	46	43
Graduate	8	8	10	7	9	413	384	400	462	332
Total medical	127	132	152	151	155	3,323	3,490	4,195	3,909	3,936
Dental	26	29	35	45	46	546	513	794	968	854
Pharmaceutical	29	31	35	39	44	216	264	283	317	354
Nurse training	36	47	66	131	177	------	------	------	------	------
Veterinary	8	7	8	9	10	105	114	118	132	139

TABLE 6.—*Statistics of students and graduates of professional and allied schools for five years.*

Class.	Students. 1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	Graduates. 1891-92.	1892-93.	1893-94.	1894-95.	1895-96.
Theological	7,493	7,836	7,658	8,050	8,017	1,370	1,502	1,462	1,598	1,681
Law	6,073	6,968	7,311	8,950	9,780	1,976	2,471	2,454	2,717	2,981
MEDICAL.										
Regular	15,381	16,178	17,645	18,660	19,999	4,277	4,324	4,486	4,196	4,261
Homeopathic	1,272	1,445	1,666	1,875	1,956	339	394	399	463	495
Eclectic	570	773	803	732	634	164	178	205	151	169
Physiomedical	48	64	92	87	99	2	15	30	17	22
Graduate	1,201	1,292	1,596	1,533	1,749	------	------	13	------	0
Total medical	18,472	19,752	21,802	22,887	24,437	4,782	4,911	5,133	4,827	4,947
Dental	2,985	2,852	4,152	5,347	6,399	1,282	*a* 507	877	1,297	1,515
Pharmaceutical	3,133	3,394	3,658	3,859	3,873	796	827	988	1,067	1,083
Nurse training	1,862	2,338	2,710	3,985	5,094	582	786	970	1,498	1,773
Veterinary	533	564	554	474	382	171	201	171	155	134

a First class graduating under three years' course.

TABLE 7.—*Statistics of schools of theology, for 1895–96.*

	Location.	Name of school.	Year of first opening.	President or dean.	Instructors.		Students.			Length of course.		Volumes in library.	Benefactions received in 1895–96.	Value of grounds and buildings.	Endowment funds.
					Professors.	Special or assistant.	In attendance.	Graduating.	Students having degree A. B. or B. S.	Years.	Weeks in year.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Talladega, Ala	Talladega College, Theological Department (Cong.).	1872	G. W. Andrews	2	0	20	3	0	3	34	2,250	....	$6,000	$8,000
2	Tuscaloosa, Ala	Stillman Institute (Presb.)	1876	A. L. Phillips, D. D	2	0	23	2	0	3	32	1,000	....	1,200	....
3	Oakland, Cal	Pacific Theological Seminary (Cong.)	1869	John Knox McLean, D.D.	7	1	31	3	7	3	34	7,000	$1,000	75,000	225,000
4	San Anselmo, Cal	San Francisco Theological Seminary (Presb.).	1871	Thomas F. Day, D. D	6	1	31	14	18	3	33	16,000	....	169,000	421,000
5	San Mateo, Cal	Church Divinity School of the Pacific (P. E.).	1893	William F. Nichols, D. D.	3	2	6	.....	2	3	36	1,200	....	18,000	38,000
6	University, Cal	Maclay College of Theology, University of Southern California (M. E.).	1885	George Cochran, D. D	3	1	7	0	3	3	36	1,500	0	15,000	25,000
7	Denver, Colo	Denver Theological School (P. E.)	1872	John F. Spalding, D. D	4	1	7	2	2	3	35	8,000	....	150,000	....
8	University Park, Colo.	Iliff School of Theology, University of Denver (M. E.).	1892	William F. McDowell	4	2	30	5	7	3	35	4,800	4,500	65,000	100,000
9	Hartford, Conn	Hartford Theological School (Cong.)	1834	Chester D. Hartranft, D. D.	12	5	50	10	46	3	32	66,000	6,818	175,000	180,000
10	Middletown, Conn	Berkeley Divinity School (P. E.)	1854	John Williams, D. D., LL. D.	5	3	35	9	12	3	34	20,000	*a* 10,000	52,500	340,000
11	New Haven, Conn	Divinity School of Yale University (Cong.).	1822	Timothy Dwight, D. D., LL. D.	7	2	105	*32	*83	3	34	*3,500	....	....	....
12	Washington, D. C	Catholic University of America (R. C.)	1889	L. F. M. Dumont, D. D	6	4	33	19	9	4	38	*b* 15,000	*b* 20,000	300,000	450,000
13	....do	Howard University Theological School (nonsec.).	1870	John L. Ewell, D. D	2	6	33	8	0	3	35	0	2,000	....	45,000
14	....do	King Hall Theological School (P. E.)	1890	William V. Tunnell	1	2	8	2	0	3	35	350	1,100	25,000	500
15	Atlanta, Ga	Atlanta Baptist Seminary	1879	George Sale	2	2	19	0	0	2	36	800	0	0	1,000
16	....do	Gammon Theological Seminary (M. E.).	1883	Wilbur P. Thirkield, D. D.	4	1	93	16	14	3	30	11,000	....	100,000	550,000
17	Chicago, Ill	Chicago Theological Seminary (Cong.)	1858	Franklin W. Fisk, D. D., LL. D.	13	3	167	55	83	3	33	16,000	3,219	270,000	1,130,000

* In 1894–95. *a* From A. L. Kidston, New Haven, Conn. *b* Approximately.

TABLE 7.—*Statistics of schools of theology, for 1895-96*—Continued.

	Location.	Name of school.	Year of first opening.	President or dean.	Instructors.		Students.			Length of course.		Volumes in library.	Benefactions received in 1895-96.	Value of grounds and buildings.	Endowment funds.
					Professors.	Special or assistant.	In attendance.	Graduating.	Students having degree A. B. or B. S.	Years.	Weeks in year.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
18	Chicago, Ill	McCormick Theological Seminary (Presb.).	1859	David C. Marquis, D. D., LL. D., chairman.	7	....	202	78	185	3	28	*16,000	*a* $115,000	$860,000	$460,127
19	do	Theological Seminary of the Evangelical Lutheran Church.	1891	R. F. Weidner, D. D., LL. D.	3	6	54	5	21	4	32	3,500	5,000	75,000	6,000
20	do	University of Chicago, Divinity School (Bapt.).	1867	Eri B. Hulbert, D. D.	14	6	321	19	177	3	36	*40,000	....	*165,000	*400,000
21	do	Western Theological Seminary (P. E.).*	1885	William E. McLaren, D. D., D. C. L.	5	1	18	3	5	3	35	4,100	....	125,000	125,000
22	Eureka, Ill	Eureka College, Bible Department (Disciples).	1890	R. A. Gilcrest	2	0	35	1	.....	3	40	357	0	....	....
23	Evanston, Ill	Garrett Biblical Institute (M. E.)	1857	Charles J. Little	6	2	154	21	43	3	32	8,200	....	300,000	750,000
24	do	Norwegian-Danish Theological School (M. E.).	1885	Nels E. Simonsen, D. D.	1	1	22	3	.....	3	33	....	....	16,000	....
25	Galesburg, Ill.	Ryder Divinity School (Univ.)	1881	C. Ellwood Nast	5	3	26	4	.....	4	38	....	....	....	....
26	Naperville, Ill	Union Biblical Institute (Ev. Asso.)	1878	Thomas Bowman	2	0	32	4	5	3	40	800	0	0	22,000
27	Rock Island, Ill	Augustana Theological Seminary (Ev. Luth.).	1860	Olof Olsson, Ph. D., D. D.	3	1	68	21	37	3	34	5,000	3,401	195,000	....
28	Springfield, Ill	Concordia College (German Ev. Luth.)	1846	R. Pieper	5	0	222	40	.....	3	35	4,000	2,000	100,000	....
29	Greencastle, Ind	De Pauw University School of Theology (M. E.).	1834	Hillary A. Gobin, D. D.	4	1	37	1	.....	3	40	3,700	....	....	....
30	Merom, Ind	Union Christian College, Theological Department (Christ.).	1859	L. J. Aldrich	2	2	28	3	1	3	36	900	30,000	50,000	60,000
31	St. Meinrad, Ind	St. Meinrad's Seminary (R. C.)	1857	Fintan Mundwiler	5	0	46	10	.....	....	42	500	....	10,000	....
32	Upland, Ind	Taylor University Theological School (M. E.).	......	T. C. Reade, D. D.	2	2	38	0	0	3	36	1,000	....	50,000	0
33	Charles City, Iowa	Charles City College (M. E.)	1891	J. F. Hirsch	1	0	3	2	0	3	39	100	0	....	5,000
34	Des Moines, Iowa	Bible College of Drake University (Disciples).	1884	Robert T. Mathews	3	0	124	12	.....	2	38	1,000	....	....	....
35	Dubuque, Iowa	German Presbyterian Theological School of the Northwest.	1852	Adam McClelland, D. D.	2	0	11	5	.....	3	32	....	....	....	....

36	....do	Wartburg Seminary (Ev. Luth.)*	------	S. Fritschel, D. D	3	0	56	9	13	3	38	3,600	------	30,000	11,886
37	Mount Pleasant, Iowa.	Theological Course of the German College (M. E.).	1873	Friedrich Munz	3	0	15	2	1	3	36	500	------	20,000	25,800
38	Danville, Ky	Theological Seminary of the Presbyterian Church.	1853	Stephen Yerkes, D. D., senior prof.	4	1	32	4	12	3	32	6,000	1,000	40,000	195,000
39	Lexington, Ky	Theological Course of the College of the Bible (Disciples).	1865	J. W. McGarrey	4	0	154	31	1	3	38	--------	30,000	40,000	71,000
40	Louisville, Ky	Louisville Presbyterian Theological Seminary.	1893	Wm. Hoge Marquess, D. D.	6	1	60	17	39	3	31	3,000	0	----------	200,000
41	....do	Southern Baptist Theological Seminary.	1859	Wm. H. Whitsitt, D. D., LL. D.	7	4	318	50	200	3	32	25,000	*b* 15,000	270,000	450,000
42	New Orleans, La	Straight University, Theological Department (Cong.).	1870	George W. Henderson	1	0	12	0	-----	3	33	--------	----------	----------	----------
43	Bangor, Me	Bangor Theological Seminary (Cong.).	1816	Levi L. Paine, D. D	6	1	49	18	4	3	35	19,500	9,000	150,000	225,000
44	Lewiston, Me	Cobb Divinity School (F. W. Bapt.)	1840	James A. Howe, D. D	4	1	35	3	3	3	36	3,500	*c* 20,000	----------	----------
45	Baltimore, Md	Theological Seminary of St. Sulpice and St. Mary's University (R. C.).	1791	A. L. Magnien, D. D	16	2	300	40	-----	3	40	20,000	0	----------	----------
46	Ilchester, Md	The Redemptorist College of Ilchester (R. C.).	1867	Elias Fred Schauer	6	2	48	12	0	4	46	18,000	----------	200,000	4,000
47	Mount St. Marys, Md.	Mount St. Mary's Theological Seminary (R. C.).*	1808	Edward P. Allen, D. D	9	0	40	4	24	4	42	15,000	----------	150,000	----------
48	Westminster, Md	Westminster Theological Seminary (Meth. P.).	1883	James Thomas Ward, D. D.	4	----	27	3	-----	3	40	1,400	2,500	6,000	3,200
49	Andover, Mass	Andover Theological Seminary (Cong.).	1808	Egbert C. Smyth	7	4	52	15	48	3	35	45,000	750	215,000	809,000
50	Boston, Mass	Boston University School of Theology (M. E.).	1847	Marcus D. Buell, S. T. D	6	6	140	-----	90	3	32	6,000	----------	----------	----------
51	Cambridge, Mass	Divinity School of Harvard University (nonsec.).	1817	Chas. C. Everett, D. D., LL. D.	6	3	41	10	35	3	38	26,510	----------	----------	----------
52	....do	Episcopal Theological School (P. E.)	1867	George Hodges, D. D	6	2	52	16	42	3	40	6,000	*d* 10,000	293,000	500,000
53	....do	New Church Theological School (New Jerusalem).	1866	James Reed	3	3	6	0	3	3	36	2,000	20,000	60,000	200,000
54	Newton Center, Mass.	Newton Theological School (Bapt.)	1825	Alvah Hovey, D. D., LL. D.	7	2	81	22	40	3	40	21,335	*e* 57,812	196,366	*f* 450,000
55	Tufts College, Mass.	Tufts College Divinity School (Univ.)	1869	Charles H. Leonard, D. D.	8	3	41	9	11	3	40	--------	----------	----------	----------
56	Adrian, Mich	Adrian College, School of Theology (Meth. P.).	1882	G. B. McElroy, D. D	3	0	25	2	0	3	36	1,000	0	0	20,000
57	Hillsdale, Mich	Hillsdale College, Theological Department (F. W. Bapt.).	1873	Ransom Dunn	4	1	*g* 20	-----	-----	3	38	5,000	----------	0	83,200
58	Holland, Mich	Western Theological Seminary (Ref. Ch. in America).	1884	John W. Beardslee, D. D	3	1	19	6	14	3	32	4,000	*h* 5,000	10,000	45,000

* In 1894–95.
a From Mrs. Nettie F. McCormick, of Chicago, Virginia Library Building, value $114,000.
b Of this amount, $10,000 was given by Mr. Joshua Levering, of Baltimore, Md., for a gymnasium.
c L. W. Anthony, of Providence, R. I., erected Roger Williams Hall for the exclusive use of the Divinity School.
d From Mrs. Augustus Lowell, Boston, Mass.
e Mrs. Elizabeth M. Hills, of Newton Center, Mass., gave $25,000 toward the library building, and $20,000 was received for the same purpose from the estate of Mr. Joseph C. Hartshorn, late of Newton Center, Mass.
f Approximately.
g Includes three women.
h From Mr. Peter Semelink.

TABLE 7.—*Statistics of schools of theology, for 1895-96*—Continued.

	Location.	Name of school.	Year of first opening.	President or dean.	Instructors.		Students.			Length of course.		Volumes in library.	Benefactions received in 1895-96.	Value of grounds and buildings.	Endowment funds.
					Professors.	Special or assistant.	In attendance.	Graduating.	Students having degree A. B. or B. S.	Years.	Weeks in year.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
59	Saginaw (West Side), Mich.	Evangelical Lutheran Seminary	1887	W. Linsenmann	2	3	12	2	-----	3	40	1,000	$1,642	$12,000	$2,600
60	Collegeville, Minn	St. John's Seminary (R. C.)	1857	Peter Engel, Ph. D	4	0	35	14	-----	4	40	8,000	0	-----	-----
61	Faribault, Minn	Seabury Divinity School (P. E.) *	1860	Alford A. Butler	7	0	21	6	3	3	36	8,000	-----	-----	-----
62	Minneapolis, Minn	Augsburg Seminary (Luth.)	1869	Georg Sverdrup	2	0	32	11	12	3	30	-----	-----	60,000	50,000
63	Red Wing, Minn	Red Wing Norwegian Evangelical Lutheran Seminary.	1879	H. H. Bergsland	2	0	24	10	15	3	36	300	4,800	25,000	1,000
64	Robbinsdale, Minn	Luther Seminary	1876	J. B. Frich	4	0	45	14	0	3	42	400	0	8,000	-----
65	St. Paul, Minn	do	1885	H. Ernst	2	0	40	11	0	3	40	500	-----	30,000	0
66	do	St. Paul Seminary (R. C.)	1894	Louis E. Caillet	10	0	75	6	0	4	40	3,500	8,000	340,000	260,000
67	Florisant, Mo	St. Stanislaus Seminary (R. C.)	1823	Frederick P. Hageman	5	3	57	15	-----	4	40	-----	-----	-----	-----
68	St. Louis, Mo	Concordia Theological Seminary (Luth.).	1839	Francis Pieper	5	0	162	37	162	3	40	-----	0	250,000	-----
69	do	Kenrick Diocesan Seminary (R. C.)	-----	P. V. Byrne	8	0	75	-----	-----	3	40	5,000	-----	*100,000	*0
70	do	Theological Seminary of the German Evangelical Synod of North America, Eden College.	1850	Louis F. Haeberle	3	2	73	26	-----	3	40	4,050	4,811	100,000	0
71	Warrenton, Mo	Central Wesleyan College (M. E.)	1864	George B. Addicks	2	2	43	5	-----	3	40	-----	0	0	25,000
72	Blair, Nebr	Trinity Seminary (Luth.)	1886	G. B. Christiansen	2	0	9	3	0	3	28	-----	1,600	14,000	0
73	Omaha, Nebr	Presbyterian Theological Seminary	1891	M. B. Lowrie, D. D., chairman.	7	2	31	8	11	3	32	*a* 1,000	6,000	0	0
74	Santee Agency, Nebr.	Santee Normal Training School (Cong.).	1870	Alfred L. Riggs, D. D	2	0	7	-----	-----	3	36	0	-----	-----	-----
75	Bloomfield, N. J	German Theological School of Newark (Presb.).*	1869	Charles E. Knox, D. D	3	2	21	5	0	3	36	4,500	-----	25,000	53,000
76	Madison, N. J	Drew Theological Seminary (M. E.) *	1867	Henry A. Buttz, D. D., LL. D.	6	2	144	44	56	3	35	32,138	-----	460,000	366,500
77	New Brunswick, N. J.	Seminary of the Reformed Dutch Church in America.	1784	S. M. Woodbridge, D. D., LL. D.	5	1	43	11	28	3	35	43,017	-----	350,000	375,000

78	Princeton, N. J	Theological Seminary of the Presbyterian Church.	1812	Wm. Henry Green, D.D., LL. D., chairman.	8	3	241	75	198	3	39	57,000	----------	506,[illegible]	1,372,889
79	South Orange, N. J	Seminary of the Immaculate Conception (R. C.).	1856	Joseph J. Synnott, D. D	4	0	30	5	30	4	40	3,000	0	90,[illegible]	----------
80	Alfred Center, N. Y	Alfred University, Theological Department (7-Day Bapt.).	------	Boothe Colwell Davis	3	0	3	0	0	3	40	--------	512	----------	23,899
81	Allegany, N. Y	St. Bonaventure's Seminary (R. C.)	1859	Joseph F. Butler	5	0	47	12	8	4	39	3,581	----------	241,500	----------
82	Auburn, N. Y	Auburn Theological Seminary (Presb.).	1821	Henry M. Booth, D. D., LL. D.	6	3	123	42	88	3	31	24,114	12,508	300,000	629,002
83	Buffalo, N. Y	German Martin Luther Seminary	1854	Wm. Graham	1	2	12	2	0	3	40	1,523	----------	1,300	----------
84	Canton, N. Y	Canton Theological School (Univ.)*	1858	Isaac M. Atwood, D. D	4	1	32	6	2	3	37	9,000	----------	50,000	148,794
85	Hamilton, N. Y	Hamilton Theological Seminary (Bapt.).	1819	Sylvester Burnham, D. D.	6	3	46	10	22	3	35	--------	----------	125,000	----------
86	New York, N. Y	General Theological Seminary of the Protestant Episcopal Church.	1817	Eugene A. Hoffman, D. D., D. C. L., LL. D	10	4	146	33	88	3	36	26,367	64,514	1,353,000	1,010,848
87	....do	Union Theological Seminary in the City of New York (Presb.).	1836	Thomas S. Hastings, D. D., LL.D.	7	5	155	34	145	3	32	70,000	----------	500,000	1,400,000
88	Rochester, N. Y	Rochester Theological Seminary (Bapt.).	1850	A. H. Strong, D.D., LL.D.	13	0	141	28	17	3	36	28,659	----------	----------	----------
89	....do	St. Bernard's Seminary (R. C.)	1893	James J. Hartley	9	0	41	9	0	4	40	6,000	----------	250,000	----------
90	Stanfordville, N. Y	Christian Biblical Institute (Christ.)	1868	John B. Weston, D. D	6	1	19	3	0	4	35	1,916	2,195	40,000	32,440
91	Troy, N. Y	St. Joseph's Provincial Seminary (R. C.).	1864	P. A. Puissant	7	0	125	28	-----	4	40	--------	0	----------	0
92	Belmont, N. C	St. Mary's College (R. C.)	1878	Leo Haid, D. D	4	2	8	-----	7	3	40	4,500	0	75,000	----------
93	Charlotte, N. C	Biddle University, Theological Department (Presb.).	1867	D. J. Sanders, D. D	5	0	22	7	-----	3	32	8,500	----------	----------	----------
94	Hickory, N. C	St. Paul's Evangelical Lutheran Theological Seminary.	1888	H. K. G. Doermann	3	1	26	1	3	3	42	785	2,100	7,000	0
95	Berea, Ohio	German Wallace College, Theological Department (M. E.).*	1865	William Nast	2	0	29	-----	-----	----	----	--------	----------	----------	----------
96	Carthagena, Ohio	St. Charles Borromeo Seminary (R. C.)	1860	T. Withmes	3	1	16	6	-----	3	40	8,000	----------	----------	----------
97	Cincinnati, Ohio	Hebrew Union College	1875	Isaac M. Wise	8	3	57	4	0	4	44	--------	----------	50,000	60,000
98	.... do	Lane Theological Seminary (Presb.)	1832	E. D. Morris, D.D., LL. D	3	3	38	6	-----	3	33	17,500	0	162,000	320,000
99	Cleveland, Ohio	St. Mary's Theological Seminary (R. C.).	1848	N. A. Moes, D. D	4	0	37	4	0	4	42	8,200	----------	75,000	0
100	Columbus, Ohio	Evangelical Lutheran Theological Seminary.	1830	M. Loy, D. D	3	0	41	15	36	3	40	4,000	4,000	125,000	----------
101	Dayton, Ohio	Union Biblical Seminary (U. Breth.)	1871	G. A. Funkhouser, D. D	4	2	47	12	8	4	32	2,200	28,000	40,000	80,000
102	Gambier, Ohio	Divinity School of Kenyon College (P. E.).	1826	H. W. Jones, D. D	5	3	19	8	7	3	34	10,000	----------	85,000	100,000
103	Oberlin, Ohio	Oberlin College, Department of Theology (Cong.).	1835	William G. Ballantine, D. D., LL. D.	8	3	63	9	21	3	32	--------	4,959	75,000	200,000
104	Springfield, Ohio	Wittenberg College, Theological Department (Ev. Luth.).	1845	Samuel A. Ort, D. D., LL. D.	3	1	39	12	10	3	32	5,000	----------	25,000	75,000
105	Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch.).	1851	David Van Horne, D. D	3	2	25	6	13	3	28	--------	*b* 9,000	----------	28,000
106	Wilberforce, Ohio	Wilberforce University, Theological Department (A. M. E.).	1892	John G. Mitchell	3	0	31	4	0	3	39	2,000	----------	10,000	----------
107	Xenia, Ohio	Xenia Theological Seminary (U. Presb.).	1794	James Harper, D. D., LL. D.	4	0	48	8	46	3	34	5,434	2,305	12,000	124,804

* In 1894–95. *a* Approximately. *b* From Abraham Dickerhoof, Nimisila, Ohio.

TABLE 7.—*Statistics of schools of theology, for 1895-96*—Continued.

	Location.	Name of school.	Year of first opening.	President or dean.	Instructors. Professors.	Instructors. Special or assistant.	Students. In attendance.	Students. Graduating.	Students. Students having degree A. B. or B. S.	Length of course. Years.	Length of course. Weeks in year.	Volumes in library.	Benefactions received in 1895-96.	Value of grounds and buildings.	Endowment funds.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
108	Allegheny, Pa	Allegheny Theological Seminary (U. Presb.).	1825	James A. Grier, D. D	4	6	86	28	81	3	30	7,000	*a* $50,000	$75,000	$225,000
109	....do	Reformed Presbyterian Theological Seminary.	1856	David B. Willson	2	0	17	3	15	4	26	3,400	1,345	25,000	74,207
110	....do	Western Theological Seminary (Presb.).	1827	William H. Jeffers, D.D., LL. D.	5	1	98	29	92	3	32	27,000	3,050	250,000	480,869
111	Beatty, Pa	St. Vincent's Seminary (R. C.)	1846	Leander Schnerr	7	2	40	14		3	40	35,000			
112	Bethlehem, Pa	Moravian Theological Seminary	1807	Augustus Schultze, D. D.	4	0	12	12	9	2½	40				
113	Chester, Pa	Crozer Theological Seminary (Bapt.)	1868	Henry G. Weston	6	1	93	24		3	36	15,000	20,000		437,500
114	Collegeville, Pa	Ursinus College, Theological Department (Ref. Ch.).	1870	James I. Good, D. D	5		32	9	23	3	32			0	
115	Germantown, Pa	St. Vincent's Seminary (R. C.)	1868	James McGill	5	3	36	7		4	40	12,000			
116	Gettysburg, Pa	Evangelical Lutheran Theological Seminary.	1826	Milton Valentine, D. D., LL. D.	4	0	62	22	52	3	36	11,000	54,928	160,000	181,541
117	Lancaster, Pa	Theological Seminary of the Reformed Church.*	1825	Emanuel V. Gerhart, D. D., LL. D.	5	1	65	19	12	3	34	12,000		100,000	159,500
118	Lincoln University, Pa.	Lincoln University, Theological Department (Presb.).	1870	Isaac N. Rendall, D. D	8	0	48	9	36	3	32	12,000	0		82,000
119	Meadville, Pa	Meadville Theological School (Unitarian).	1844	George L. Cary, L. H. D	5	2	33	9	2	3	38			50,000	34,300
120	Overbrook, Pa	Theological Seminary of St. Charles Borromeo (R. C.).	1832	John E. Fitz Maurice, D. D.	12	1	145	16		4	44	23,000			
121	Philadelphia, Pa	Evangelical Lutheran Theological Seminary.*	1864	Henry E. Jacobs, LL. D	5	1	88	27	58	3	32	19,000		150,000	6,500
122	Selinsgrove, Pa	Susquehanna University, Theological Department (Luth.).	1858	J. R. Dimm, D. D	2	1	10	2	3	3	39	5,000			40,000
123	Villanova, Pa	Monastery of St. Thomas of Villanova (R. C.).	1843	Thomas C. Middleton, D. D.	4	0	19	4			40				
124	Columbia, S. C	Theological Seminary of the Synods of South Carolina and Georgia.	1831	J. D. Tadlock, D. D., LL. D.	5	1	27	6	19	3	32	*b*20,000		50,000	222,000

125	Due West, S. C.	Erskine Theological Seminary (A. R. Presb.).	1837	William L. Pressly, D. D.	4	0	12	5	5	2	36	2,000	5,000	0	32,000
126	Newberry, S. C.	Evangelical Lutheran Theological Seminary.	1891	A. G. Voigt	1	0	10	0	3	3	32	----	0	0	22,000
127	Chattanooga, Tenn.	U. S. Grant University, School of Theology (M. E.).	1885	G. T. Newesent, D. D	3	----	30	8	----	----	----	1,800	----	200,000	----
128	Clarksville, Tenn.	Southwestern Presbyterian University, Divinity School.	1885	George Summey, D. D	5	1	33	13	11	2	40	----	----	----	----
129	Knoxville, Tenn.	Knoxville College, Theological School.	1893	J. S. McCulloch	1	----	8	0	4	3	36	0	0	----	----
130	Lebanon, Tenn.	Cumberland University, Theological School (Cumb. Presb.).	1853	J. M. Hubbert, D. D	6	1	39	12	29	3	32	10,000	2,000	10,000	63,000
131	Nashville, Tenn	Central Tennessee College, Theological Department (M. E.).	1867	John Braden, D. D	1	2	25	1	0	2	36	0	0	0	3,000
132	do	Fisk University, Theological Department (Cong.).	1892	E. M. Cravath, D. D	2	2	9	0	0	3	37	500	----	----	----
133	do	Vanderbilt University, Biblical Department (M. E. So.).	1875	W. F. Tillett, D. D	5	0	54	4	42	3	38	5,000	1,100	----	----
134	Sewanee, Tenn.	University of the South, Theological Department (P. E.).	1878	W. P. Du Bose, D. D	4	0	22	4	6	3	40	5,000	----	50,000	50,000
135	El Paso, Tex.	Rio Grande Congregational Training School.	1890	A. C. Wright	1	2	17	0	0	3	40	203	0	11,000	0
136	Tehuacana, Tex	Trinity University, Theological Department (Cum. Presb.).*	------	B. D. Cockrill	2	2	32	----	----	2	36	----	----	----	----
137	Hampden Sidney, Va.	Union Theological Seminary (Presb.).	1824	W. W. Moore, D. D., LL. D.	5	1	65	17	49	3	36	14,600	----	75,000	305,000
138	Petersburg, Va.	Bishop Payne Divinity School (P. E.).	1878	C. R. Hains, D. D	2	1	7	0	1	3	39	400	2,000	2,200	8,000
139	Richmond, Va.	Richmond Theological Seminary (Bapt.).	1886	Charles H. Corey, D. D	4	0	58	10	0	4	32	5,000	1,285	30,000	70,000
140	Theological Seminary, Va.	Protestant Episcopal Theological Seminary.	1823	Joseph Packard, D. D	4	1	34	8	----	3	34	16,000	----	100,000	----
141	Franklin, Wis	Mission House (Ref.)	1860	H. A. Muehlmeier, D. D.	3	1	29	6	4	3	40	5,000	10,595	40,000	24,000
142	Milwaukee, Wis.	Lutheran Theological Seminary	1878	A. Hoenecke	3	0	37	14	17	3	40	1,400	----	75,000	----
143	Nashotah, Wis	Nashotah House (P. E.)	1842	Walter R. Gardner, D. D.	4	1	37	11	4	3	33	10,000	0	150,000	76,000
144	St. Francis, Wis.	Seminary of St. Francis of Sales (R. C.)	1856	Joseph Rainer	12	0	120	26	----	3	45	12,000	----	25,000	----

* In 1894-95.

a From Charles Lockhart, Pittsburg, Pa., $25,000; James Law, Shushan, N. Y., $10,000; Mrs. Robert Jamison and Miss Tillie Arbuckle, Allegheny, Pa., $5,000 each, and I. H. Hanna, Pittsburg, $5,000.

b Approximately.

TABLE 8.—*Statistics of schools of law for the year 1895–96.*

	Location.	Name of school.	Year of first opening.	President or dean.	Instructors. Regular professors.	Instructors. Special or assistant.	Students. Men.	Students. Women.	Students. Graduating at end of year.	Students. Students having degree A. B. or B. S.	Length of course. Years.	Length of course. Weeks in year.	Fees. Tuition fee.	Fees. Graduation or examination fees.	Fees. Cost of the entire course.	Value of grounds and buildings.	Endowment funds.	Volumes in library.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	University, Ala	University of Alabama, School of Law.*	1872	Richard C. Jones, LL. D.	3	0	20	0	18	....	1	38	$50	$3	$53	....	....	......
2	Little Rock, Ark	Arkansas Industrial University, Law Department.	1890	F. M. Goar	4	2	22	0	6	4	2	35	50	5	105	0	0	0
3	San Francisco, Cal	University of California, Hastings College of the Law.	1878	Charles W. Slack	4	0	165	3	47	76	3	39	0	0	30	0	$125,000	0
4	Stanford University, Cal.	Leland Stanford Junior University Law School.	1891	Nathan Abbott	1	1	149	...	23	4	....	38	0	2	42	....	....	600
5	Boulder, Colo	University of Colorado Law School	1892	Moses Hallett, LL. D	8	17	18	1	7	3	2	36	25	....	55	....	....	1,000
6	Denver, Colo	University of Denver, Denver Law School.	1892	Albert E. Pattison	12	1	48	6	12	4	2	34	75	10	160	....	....	2,000
7	New Haven, Conn	Yale University, Law Department	1824	Francis Wayland, LL. D	5	27	224	0	*86	....	2	38	a150	5	315	....	....	*9,000
8	Washington, D. C	Catholic University of America, Law Department.	1895	William C. Robinson, LL. D.	3	3	21	0	b3	15	2	33	100	5	205	....	....	500
9	....do	Columbian University Law School	1862	Robert H. Martin	6	4	372	0	*85	....	2	34	80	10	170	....	....	......
10	....do	Georgetown University School of Law.	1870	J. M. Wilson, LL. D	10	6	288	0	c93	49	2	35	80	10	175	$75,000	....	d2,000
11	....do	Howard University School of Law	1870	Benjamin F. Leighton, LL. D.	6	3	81	2	18	10	2	36	0	3	8	....	....	1,200
12	....do	National University, Law Department.	1870	Arthur MacArthur, LL. D.	4	5	110	0	63	....	2	36	80	0	177	40,000	0	......
13	Athens, Ga	University of Georgia Law School	1859	Howell Cobb, A. M	4	1	41	0	36	6	1	39	75	10	85	....	0	......
14	Atlanta, Ga	Atlanta Law School	1891	Andrew J. Cobb	5	1	9	0	1	....	1	40	75	10	95	0	0	......
15	Macon, Ga	Mercer University Law School	......	Emory Speer	4	3	10	0	8	....	1	32	60	5	65	0	0	......
16	Bloomington, Ill	Bloomington Law School, Illinois Wesleyan University.	1874	Owen T. Reeves, LL. D	6	0	55	3	18	5	2	39	60	5	125	....	0	......
17	Chicago, Ill	Kent College of Law	1892	Marshall D. Ewell, LL. D	5	5	207	6	100	19	2	36	75	6	156	0	0	0
18	....do	Lake Forest University, Chicago College of Law.	1888	Thomas A. Moran, LL. D	10	2	564	8	178	55	e3	36	60	5	165	0	0	300

19	do	Northwestern University Law School.	1859	Henry Wade Rogers, LL. D.	6	4	204	1	63	67	2	36	100	10	215	0		[illegible]
20	Lebanon, Ill	McKendree Law School	1860	R. A. Mooneyham	1	4	13	0	8	[illegible]	[illegible]	36	[illegible]	5	110			[illegible]
21	Quincy, Ill	Chaddock College Law School	1887	L. E. Emmons	4	0	5	0	*3	[illegible]	2	38	120	5	245			[illegible]
22	Bloomington, Ind	Indiana University Law School	1889	W. P. Rogers	3	1	80	0	22	10	2	37	97	5	80			[illegible]
23	Danville, Ind	Indiana Central Law School	1876	J. A. Joseph	2	1	40	0	16					5				
24	Notre Dame, Ind	University of Notre Dame, Law Department.	1869	William Hoynes, LL. D	5	4	34	0	9	7	2	39	100	10	210			2,700
25	Valparaiso, Ind	Northern Indiana Law School	1879	Mark L. De Motte	4	0	144	2	50	19	2	40	48	5	101	5,000	0	300
26	Des Moines, Iowa	Iowa College of Law, Drake University.	1892	Chester C. Cole, LL. D	4	2	81	0	31		2	36	50	5	105	9,000	0	1,000
27	Iowa City, Iowa	State University of Iowa, Law Department.	1866	Emlin McClain, LL. D	5	4	217	1	105	40	2	36	60	7	127			8,500
28	Lawrence, Kans	University of Kansas, School of Law.	1878	James W. Green, A. M	2	5	119	2	35	3	2	40	0	5	5			
29	Louisville, Ky	University of Louisville Law School.	1846	W. O. Harris	3	1	44	0	19		2	28	80	0	160			
30	New Orleans, La	Tulane University of Louisiana, Law Department.	1847	Henry C. Miller	5	0	62	0	28	5	1,2	26	80	0				0
31	Baltimore, Md	Baltimore University School of Law.	1888	Wm. F. Campbell	6	0	122	0	33		2	34	75	20	170			600
32	do	University of Maryland Law School.	1870	No report														
33	Boston, Mass	Boston University School of Law	1872	Edmund H. Bennett, LL. D.	10	10	340	5	g42	69	2,3	34	125	10				
34	Cambridge, Mass	Harvard University Law School	1817	James Barr Ames, A. M.	8	2	477	0	104	377	2,3	39	150	0		135,000	360,000	38,000
35	Ann Arbor, Mich	University of Michigan, Department of Law.	1859	Harry B. Hutchins	11	16	671	4	317	115	3	36	35	10	125			11,805
36	Detroit, Mich	Detroit College of Law	1892	Philip T. Van Zile, LL. D.	7	7	99	2	35	12	2	41	50	10	110			
37	Minneapolis, Minn	University of Minnesota, College of Law.	1888	Wm. S. Pattee, LL. D	3	12	372	0	104	16	3	36	45	10	155	25,000		3,000
38	University, Miss	University of Mississippi, Law Department.	1856	G. D. Shands	1	4	40	0	20		2	38	50	0	105			1,624
39	Columbia, Mo	University of Missouri, Law Department.	1872	Alexander Martin, LL. D	3	6	130	1	41	10	2	39	50	0	100			4.000
40	St. Louis, Mo	St. Louis Law School, Washington University.	1867	Wm. S. Curtis	12	0	164	1	40		2	32	80	0	160			7,000
41	Lincoln, Nebr	University of Nebraska, College of Law.	1891	M. B. Reese	4	10	81	2	44	18	2	33	45	0	100			1,000
42	Albany, N. Y	Albany Law School, Union University.	1851	J. Newton Fiero	6	8	44	0	28		1	37	100	10	110	22,000	0	
43	Buffalo, N. Y	Buffalo Law School, University of Buffalo.	1887	Charles Daniels, LL. D	12	15	69	0	31	22	1,2	34	100	0		0	0	0
44	Ithaca, N. Y	Cornell University School of Law	1887	Francis M. Finch, LL. D.	5	3	250	2	61	26	2	35	100	5	205			24,125
45	New York, N. Y	Columbia University School of Law.	1858	William A. Keener	10	4	333	0	51	169	3	36	150	25	475			25,000
46	do	New York Law School	1891	George Chase	3	15	617	0	123	249	2	34	100	10	210	0		

* In 1894–95.
a Average.
b Also five received LL. M.
c Also forty-six received LL. M for completion of third year's course.
d Approximately.
e A diploma is given at end of second year, but the degree of B.L. is not given until end of third year.
f Three years hereafter.
g Number in senior class.

TABLE 8.—*Statistics of schools of law for the year 1895-96*—Continued.

	Location.	Name of school.	Year of first opening.	President or dean.	Instructors.		Students.				Length of course.		Fees.			Value of grounds and buildings.	Endowment funds.	Volumes in library.
					Regular professors.	Special or assistant.	Men.	Women.	Graduating at end of year.	Students having degree A. B. or B. S.	Years.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Cost of the entire course.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
47	New York, N. Y	New York University Law School	1835	Austin Abbott, LL. D. *a*	11	13	511	16	140	124	*b* 2	35	$100	$20	$220	$150,000	$5,000	9,000
48	Syracuse, N. Y	Syracuse University, College of Law.	1895	James B. Brooks, D. C. L	4	17	28	0	3	7	2	36	100	5	221	0	0	0
49	Chapel Hill, N. C	University of North Carolina, Law School.	1846	John Manning, LL. D	4	0	58	0	1	9	2	40	90	5	200			1,500
50	Raleigh, N. C	Shaw University Law School	1889	John S. Leary	2	0	6	0	0	0	3	20	70	10	220			
51	Ada, Ohio	Ohio Normal University Law School.	1885	S. P. Axline, LL. D	2	2	94	1	25	12	3	49	45	4	135	75,000	0	970
52	Cincinnati, Ohio	Cincinnati College Law School	1813	Jacob D. Cox, LL. D	5	1	106	1	31	24	3	33	75	5				
53	Cleveland, Ohio	Franklin T. Backus Law School of Western Reserve University.	1892	Evan H. Hopkins	14	1	41	0	7	11	2	36	100	0	200	32,000	0	4,000
54	Columbus, Ohio	Ohio State University School of Law.	1891	William F. Hunter	8	3	115	0	12	13	3	36	60	5	185			2,600
55	Lebanon, Ohio	National Normal University, College of Law.		George W. Stanley	7	0	30	1			3	32	40	5	125			
56	Portland, Oreg	University of Oregon, School of Law.	1884	Richard H. Thornton	4	0	86	3	41	5	2	30	60	10	130			150
57	Salem, Oreg	Willamette University, Law Department.	1884	Samuel T. Richardson	12	0	8	0	4		2	40	*c* 40	10	90			0
58	Carlisle, Pa	Dickinson School of Law	1834	William Trickett	8	8	112	1	45	12	2	33	80	10	176			4,000
59	Philadelphia, Pa	University of Pennsylvania, Department of Law.	1790	William D. Lewis, Ph. D	10	2	312	1	69	37	3	34	150		455			11,146
60	Columbia, S. C	South Carolina College, Law School	1884	Jos. Daniel Pope, LL. D	1	0	17	0	7		2	36	40	3	83			
61	Harriman, Tenn	American Temperance University, Law Department.		Wilber Colvin	1	9	11	0	4		2	36	50	5	110			250
62	Knoxville, Tenn	University of Tennessee, Department of Law.	1890	Henry H. Ingersoll, LL. D.	2	5	40	0	12	6	2	39	50	6	116			300
63	Lebanon, Tenn	Cumberland University Law School.	1847	Nathan Green, LL. D	2	0	98	0	70		1	20	100	15	115			300

64	Nashville, Tenn	Central Tennessee College, Law Department.	1879	J. W. Grant	3	2	7	1	4	1	2	36	30	10	70	----	----	150
65	....do	Vanderbilt University, Law Department.	1875	Thomas H. Malone	3	0	50	0	----	----	2	38	100	5	215	----	----	6,000
66	Sewanee, Tenn	Sewanee Law School, University of the South.	1893	B. J. Ramage, Ph. D	1	1	14	0	3	0	2	40	100	10	210	----	----	----
67	Austin, Tex	University of Texas, Department of Law.	1883	James B. Clark	3	1	144	0	36	32	2	40	0	0	30	----	----	1,800
68	Fort Worth, Tex	Fort Worth University, Law Department.	1881	Augustus J. Booty	3	0	13	0	----	----	2	32	37	10	90	----	----	----
69	Lexington, Va	Washington and Lee University, School of Law.	1849	John Randolph Tucker, LL. D.	2	1	71	0	37	13	1, 2	36	105	----	----	----	1,000	4,500
70	Richmond, Va	Richmond College, School of Law	----	F. W. Boatwright, M. A	1	0	48	0	13	----	1, 2	39	40	5	----	----	----	800
71	University, Va	University of Virginia Law School	1825	William M. Thornton, LL. D.	3	1	110	0	18	24	1, 2	38	100	0	----	----	----	----
72	Morgantown, W. Va	West Virginia University, Law Department.	1878	Okey Johnson, A. M	3	0	92	0	39	5	e1, 2	40	0	0	0	----	----	1,000
73	Madison, Wis	University of Wisconsin, College of Law.	1867	Edwin E. Bryant	7	1	225	0	95	34	3	36	50	0	150	----	----	3,000

a Deceased April 19, 1896. *b* Three years in the evening school. *c* Average.

e On and after the academic year 1897, two years will be required in all cases.

TABLE 9.—*Statistics of schools*

	Location.	Name of school.	Year of first opening.	Dean.
	1	2	3	4
		REGULAR.		
1	Birmingham, Ala	Birmingham Medical College	1894	W. H. Johnston
2	Mobile, Ala	Medical College of Alabama *	1859	George A. Ketchum
3	Little Rock, Ark	Arkansas Industrial University, Medical Department.*	1879	James A. Dibrell, jr
4	Los Angeles, Cal	University of Southern California, College of Medicine.	1885	Joseph P. Widney
5	San Francisco, Cal	Cooper Medical College	1882	Henry Gibbons, jr
6	do	University of California, Medical Department.	1872	Robert A. McLean
7	Denver, Colo	Gross Medical College	1887	Thomas H. Hawkins
8	do	University of Colorado, Medical School	1883	J. T. Eskridge
9	do	University of Denver, Medical Department.	1881	Samuel A. Fisk
10	New Haven, Conn	Yale University, Medical Department	1814	Herbert E. Smith
11	Washington, D. C	Columbian University, Medical Department.	1824	D. K. Shute
12	do	Georgetown University, Medical Department.	1851	G. L. Magruder
13	do	Howard University, Medical Department.	1869	Thomas B. Hood
14	do	National University, Medical Department.	1884	H. H. Barker
15	Atlanta, Ga	Atlanta Medical College	1857	H. V. M. Miller *e*
16	do	Southern Medical College	1879	James B. Baird
17	Augusta, Ga	University of Georgia, Medical Department.	1829	Eugene Foster
18	Chicago, Ill	College of Physicians and Surgeons of Chicago.	1882	William E. Quine
19	do	Harvard Medical College of Chicago (now Jenner Medical College).	......	Walter M. Fitch, secretary.
20	do	Illinois Medical College *	......	Wm. F. Waugh
21	do	Northwestern University, Medical School.	1859	Nathan S. Davis
22	do	Northwestern University, Woman's Medical School.	......	Isaac N. Danforth
23	do	Rush Medical College	1843	E. L. Holmes
24	Fort Wayne, Ind	Fort Wayne College of Medicine, Taylor University.	1879	C. B. Stemen
25	Indianapolis, Ind	Central College of Physicians and Surgeons.	1879	S. E. Earp
26	do	Medical College of Indiana	1869	Joseph W. Marsee
27	Des Moines, Iowa	Iowa College of Physicians and Surgeons, Drake University.	1882	Lewis Schooler
28	Iowa City, Iowa	State University of Iowa, Medical Department.	1870	W. D. Middleton
29	Keokuk, Iowa	College of Physicians and Surgeons	1849	J. C. Hughes
30	do	Keokuk Medical College	1890	J. A. Scroggs
31	Sioux City, Iowa	Sioux City College of Medicine	1890	Edward Hornibrook
32	Topeka, Kans	Kansas Medical College	1890	John E. Minney
33	Louisville, Ky	Hospital College of Medicine	1873	P. Richard Taylor
34	do	Kentucky School of Medicine	1850	Samuel E. Woody
35	do	Louisville Medical College	1869	Clinton W. Kelly
36	do	University of Louisville, Medical Department.	1837	J. M. Bodine
37	New Orleans, La	New Orleans University Medical School	1889	C. F. Dight
38	do	Tulane University of Louisiana, Medical Department.	1834	Stanford E. Chaillé
39	Brunswick, Me	Medical School of Maine	1821	Alfred Mitchell
40	Portland, Me	Portland School of Medical Instruction	1856	William L. Dana
41	Baltimore, Md	Baltimore Medical College *	1881	David Streett
42	do	Baltimore University School of Medicine	1884	Z. K. Wiley
43	do	College of Physicians and Surgeons	1872	Thomas Opie
44	do	Johns Hopkins Medical School	1893	William H. Welch

* In 1894-95.
a Approximately.
b No tuition fee charged the last year.
c Four courses will be required hereafter.
d Average.

of medicine, for 1895–96.

Instructors.		Students.			Length of course.		Fees.			Value of grounds and buildings.	Productive funds.	Volumes in library.	
Regular.	Special or assistant.	Men.	Women.	Graduating.	Years.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Cost of the entire course.				
5	6	7	8	9	10	11	12	13	14	15	16	17	
10	4	36	0	2	3	24	$75	$30	$325	....	....	....	1
8	13	119	0	16	3	24	100	25	325	....	....	....	2
15	11	86	0	14	3	24	50	25	*a* 200	....	0	....	3
19	2	51	10	10	4	32	*b* 130	40	445	$15,000	....	0	4
13	20	188	31	64	4	24	*b* 130	40	457	500,000	0	1,500	5
14	9	88	17	32	4	32	100	25	450	25,000	0	500	6
18	6	68	18	22	*c* 3	32	75	0	*a* 250	....	....	....	7
16	6	52	10	13	3	36	0	30	125	....	....	300	8
16	8	38	5	7	4	28	75	25	300	....	....	1,500	9
9	3	125	0	25	*c* 3	34	140	30	530	75,000	$20,000	....	10
26	5	170	0	19	4	28	106	......	424	100,000	....	....	11
24	9	82	0	11	4	32	100	0	426	50,000	0	....	12
11	10	104	12	19	4	28	60	30	260	....	....	600	13
7	17	33	4	9	4	28	*bd* 70	30	265	25,000	0	....	14
9	6	164	0	19	3	26	100	30	350	20,000	0	0	15
10	6	95	0	12	3	26	75	30	305	30,000	0	0	16
9	9	80	0	16	3	26	80	30	335	20,000	0	3,000	17
36	36	241	0	55	4	30	105	0	*a* 420	200,000	....	900	18
25	1	73	10	10	4	36	75	......	*a* 335	....	....	....	19
17	9	46	10	......	4	26	75	30	375	....	....	....	20
34	14	316	0	74	4	32	100	0	405	200,000	50,000	1,060	21
27	17	0	130	27	4	30	75	30	385	30,000	1,000	....	22
20	54	836	0	210	4	34	125	......	*a* 500	157,855	....	....	23
23	3	55	6	12	4	30	70	25	325	6,000	3,000	1,000	24
19	11	89	4	16	3	26	66	25	232	15,000	0	2,000	25
20	8	193	13	52	4	25	75	25	*a* 230	....	....	....	26
12	5	73	13	12	3	24	40	25	185	10,000	0	100	27
13	2	196	6	43	4	26	*d* 52	25	....	50,000	....	5,000	28
12	4	175	23	52	*c* 3	26	33	30	150	25,000	0	....	29
12	2	144	9	38	*c* 3	26	38	30	*a* 150	25,000	....	....	30
12	3	27	4	8	*c* 3	28	48	20	185	....	....	....	31
18	7	52	13	9	3	26	65	30	165	20,000	....	0	32
10	5	223	0	49	*c* 3	24	75	30	*a* 360	....	0	200	33
11	17	355	0	58	*c* 3	24	75	30	335	100,000	0	....	34
14	18	290	0	63	*c* 3	24	75	30	429	140,000	0	....	35
11	1	247	0	59	*c* 3	26	75	30	*a* 360	100.000	0	4,000	36
8	3	21	1	*f* 0	4	24	30	10	148	30,000	....	300	37
7	10	336	0	68	3	26	120	30	465	200,000	0	2,500	38
11	2	120	0	*28	3	24	78	25	*a* 275	15,000	0	....	39
14	1	27	0	*g* 0	......	24	50	......	....	....	....	....	40
11	23	409	0	107	3	28	80	30	*a* 275	150,000	0	....	41
12	12	82	0	29	3	26	50	30	*a* 200	18,000	....	0	42
10	10	352	0	98	4	24	100	30	430	....	....	0	43
16	14	*h* 69	15	(*i*)	4	37	200	0	800	....	....	3,500	44

e Deceased June, 1896.
f Course extended to four years.
g This is a preparatory school.
h In addition about 70 practitioners were in attendance upon graduate courses.
i The first class will graduate in June, 1897.

TABLE 9.—*Statistics of schools*

	Location.	Name of school.	Year of first opening.	Dean.
	1	2	3	4
		REGULAR—continued.		
45	Baltimore, Md	University of Maryland, School of Medicine.	1807	R. Dorsey Coale
46	do	Woman's Medical College of Baltimore	1882	Eugene F. Cordell
47	Boston, Mass	College of Physicians and Surgeons	1880	Augustus P. Clarke.
48	do	Harvard University Medical School	1782	Wm. L. Richardson.
49	do	Tufts College Medical School	1893	Albert Nott
50	Ann Harbor, Mich	University of Michigan, Department of Medicine and Surgery.	1850	Victor C. Vaughan
51	Detroit, Mich	Detroit College of Medicine	1867	Theodore A. McGraw
52	do	Michigan College of Medicine and Surgery.	1887	Hal C. Wyman
53	Minneapolis, Minn	Minneapolis College of Physicians and Surgeons, Hamline University.	1883	J. W. Macdonald
54	do	University of Minnesota, College of Medicine and Surgery.	1888	Perry H. Millard
55	Columbia, Mo	University of Missouri, Department of Medicine.	1845	A. W. McAlester
56	Kansas City, Mo	Kansas City Medical College	1865	J. D. Griffith
57	do	University Medical College of Kansas City.	1880	J. P. Jackson
58	do	Woman's Medical College	1895	Flavel B. Tiffany
59	St. Joseph, Mo	Central Medical College of Missouri	1894	O. B. Campbell
60	do	Ensworth Medical College	1886	Thomas H. Doyle
61	St. Louis, Mo	Barnes Medical College	1892	C. H. Hughes
62	do	Beaumont Hospital Medical College	1886	Warren B. Outten
63	do	Marion Sims College of Medicine	1890	Young H. Bond
64	do	Missouri Medical College	1841	P. G. Robinson
65	do	St. Louis College of Physicians and Surgeons.	1879	Waldo Briggs
66	do	St. Louis Medical College, Washington University.	1842	Henry H. Mudd
67	do	Woman's Medical College of St. Louis*	......	George F. Huebert
68	Omaha, Nebr	John A. Creighton Medical College	1892	D. C. Bryant
69	do	Omaha Medical College	1881	Harold Gifford
70	Hanover, N. H	Dartmouth Medical College	1798	Carlton P. Frost
71	Albany, N Y	Albany Medical College, Union University.	1839	Willis G. Tucker
72	Brooklyn, N. Y	Long Island College Hospital*	1859	Jarvis S. Wight
73	Buffalo, N. Y	Niagara University, Medical Department.	1883	John Cronyn
74	do	University of Buffalo, Medical Department.*	1846	Matthew D. Mann
75	New York, N. Y	Bellevue Hospital Medical College	1861	Austin Flint, sec
76	do	College of Physicians and Surgeons	1809	James W. McLane
77	do	University of the City of New York, Medical Department.	1841	Chas. Inslee Pardee.
78	do	Woman's Medical College of the New York Infirmary for Women and Children.	1865	Emily Blackwell
79	Syracuse, N. Y	Syracuse University College of Medicine.	1872	H. D. Didama
80	Chapel Hill, N. C	University of North Carolina, Medical Department.	......	George T. Winston
81	Davidson, N. C	North Carolina Medical College	1893	J. P. Munroe
82	Raleigh, N. C	Leonard Medical School of Shaw University.	1882	James McKee
83	Cincinnati, Ohio	Cincinnati College of Medicine and Surgery.*	1851	C. A. L. Reed
84	do	Medical College of Ohio*	1820	W. W. Seely
85	do	Miami Medical College of Cincinnati	1852	N. P. Dandridge
86	do	Laura Memorial Woman's Medical College of Cincinnati.	1890	John M. Withrow
87	Cleveland, Ohio	Western Reserve University, Medical Department.	1843	Hunter H. Powell
88	do	Wooster University, Medical Department.	1864	Marcus Rosenwasser

* In 1894-95.
a Approximately.

b Twenty dollars first year, $50 second and third year each.

of medicine, for 1895-96—Continued.

Instructors.		Students.			Length of course.		Fees.			Value of grounds and buildings.	Productive funds.	Volumes in library.	
Regular.	Special or assistant.	Men.	Women.	Graduating.	Years.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Cost of the entire course.				
5	6	7	8	9	10	11	12	13	14	15	16	17	
16	12	260	0	61	4	26	$100	$30	$470	$150,000	----------	500	45
12	11	0	36	8	4	28	100	30	430	15,000	0	300	46
31	0	92	21	13	4	36	125	30	545	30,000	----------	1,500	47
17	40	507	0	------	4	34	200	30	a 750	----------	----------	----------	48
18	22	138	36	32	4	32	100	30	430	----------	----------	300	49
16	22	389	65	51	4	36	------	------	300	----------	----------	10,000	50
21	24	275	0	80	4	28	60	30	275	----------	----------	----------	51
11	11	95	7	40	4	26	50	25	290	50,000	0	1,500	52
23	8	60	4	12	4	32	65	0	220	3,000	0	0	53
31	9	224	20	45	4	32	100	10	400	150,000	----------	1,000	54
7	5	51	0	3	3	42	(b)	------	------	----------	----------	200	55
17	------	119	0	29	3	31	c 60	20	200	20,000	----------	----------	56
30	5	271	0	53	3	29	c 50	20	183	30,000	----------	0	57
12	17	0	17	1	3	26	55	20	185	----------	----------	0	58
18	4	70	0	17	3	26	45	25	160	20,000	0	0	59
15	0	41	4	11	3	24	50	25	188	75,000	$10,000	250	60
22	6	399	0	70	3	26	55	25	a 160	125,000	0	----------	61
25	7	85	0	26	3	28	c 75	0	220	40,000	----------	----------	62
20	7	339	0	73	3	24	50	25	210	75,000	0	300	63
16	11	236	0	61	3	24	100	0	305	100,000	----------	----------	64
18	10	280	0	68	3	28	60	25	205	75,000	----------	1,500	65
20	1	129	0	35	3	28	90	0	305	150,000	----------	----------	66
16	8	0	35	8	3	32	75	25	a 225	----------	0	250	67
26	2	60	3	21	4	28	70	0	290	100,000	0	0	68
22	6	94	12	22	4	26	65	25	220	30,000	0	0	69
8	5	143	0	* 30	3	------	82	25	a 390	----------	0	----------	70
13	12	210	0	50	3	29	100	25	380	37,000	7,500	----------	71
10	20	281	0	65	3	26	100	25	475	225,000	----------	----------	72
17	12	50	0	* 18	3	29	85	25	a 300	51,500	0	660	73
14	16	251	23	51	d 3	30	100	30	330	160,000	0	4,952	74
9	15	461	0	98	3	26	170	30	a 550	100,000	----------	----------	75
11	20	709	0	234	4	34	200	25	850	----------	----------	0	76
9	23	378	0	78	d 3	31	155	30	540	325,000	0	0	77
11	10	0	79	5	4	32	c 120	30	515	75,000	0	825	78
15	16	77	7	23	d 3	32	80	25	282	80,000	0	1,800	79
4	1	20	0	e 0	(e)	38	90	(e)	------	----------	----------	1,200	80
4	------	40	0	2	3	32	75	25	260	----------	0	150	81
7	0	47	0	10	4	20	60	10	310	40,000	6,000	0	82
15	1	72	0	14	3	26	40	25	------	----------	----------	----------	83
11	10	300	0	66	d 3	24	75	25	330	----------	----------	----------	84
15	10	94	0	26	4	26	100	25	430	20,000	----------	----------	85
19	1	0	40	9	4	28	50	25	310	20,000	----------	----------	86
19	5	134	0	27	c 3	33	125	0	500	300,000	145,000	2,000	87
19	15	87	6	* 25	4	26	100	30	------	----------	0	0	88

c Average.
d Four courses will be required hereafter.
e Does not confer degrees.

TABLE 9.—*Statistics of schools*

	Location.	Name of school.	Year of first opening.	Dean.
	1	2	3	4
		REGULAR—continued.		
89	Columbus, Ohio	Ohio Medical University	1892	G. M. Waters
90	do	Starling Medical College	1847	Starling Loving
91	Lebanon, Ohio	National Normal University, College of Medicine.	1889	Selden S. Scoville
92	Toledo, Ohio	Toledo Medical College	1883	J. H. Pooley
93	Portland, Oreg	University of Oregon, Medical Department.	1887	S. E. Josephi
94	Salem, Oreg	Willamette University, Medical Department.	1865	John Reynolds
95	Philadelphia, Pa	Jefferson Medical College of Philadelphia.	1826	James W. Holland
96	do	Medico-Chirurgical College of Philadelphia.	1881	Isaac Ott
97	do	University of Pennsylvania, Department of Medicine.	1765	John Marshall
98	do	Woman's Medical College of Pennsylvania.	1850	Clara Marshall
99	Pittsburg, Pa	Western Pennsylvania Medical College	1886	J. B. Murdock
100	Charleston, S. C	Medical College of the State of South Carolina.	1828	Francis L. Parker
101	Chattanooga, Tenn	Chattanooga Medical College, U. S. Grant University.*		E. A. Cobleigh
102	Knoxville, Tenn	Knoxville College, Medical Department	1895	R. M. C. Hill
103	do	Tennessee Medical College	1889	J. C. Cawood
104	Memphis, Tenn	Hannibal Medical College	1889	Tarleton C. Cottrell
105	do	Memphis Hospital Medical College	1879	W. B. Rogers
106	Nashville, Tenn	Central Tennessee College, Meharry Medical Department.	1876	G. W. Hubbard
107	do	University of Nashville and Vanderbilt University, Medical Department.	1875	Thomas Menees
108	do	University of Tennessee, Nashville Medical College.	1876	Paul F. Eve
109	Sewanee, Tenn	Sewanee Medical College		John S. Cain
110	Galveston, Tex	University of Texas, School of Medicine	1891	J. F. Y. Paine
111	Burlington, Vt	University of Vermont, Medical Department.	1823	A. P. Grinnell
112	Richmond, Va	Medical College of Virginia*	1854	Christopher Tompkins.
113	do	University College of Medicine	1893	Thomas J. Moore
114	University of Virginia, Va	University of Virginia, Medical Department.	1825	William M. Thornton
115	Milwaukee, Wis	Milwaukee Medical College	1894	William H. Earles
116	do	Wisconsin College of Physicians and Surgeons.	1893	W. H. Washburn
		ECLECTIC:		
117	San Francisco, Cal	California Medical College	1879	D. Maclean
118	Atlanta, Ga	Georgia College of Eclectic Medicine and Surgery.	1877	Joseph Adolphus
119	Chicago, Ill	Bennett College of Eclectic Medicine and Surgery.	1867	Anson L. Clark
120	St. Louis, Mo	American Medical College	1873	Edwin Younkin
121	Lincoln, Nebr	Cotner University, Medical Department	1890	William S. Latta
122	New York, N. Y	Eclectic Medical College of the City of New York.*	1865	George W. Boskowitz.
123	Cincinnati, Ohio	American Eclectic Medical College	1879	L. M. Bickmore
124	do	Eclectic Medical Institute	1845	Frederick J. Locke
		HOMEOPATHIC.		
125	San Francisco, Cal	Hahnemann Hospital College	1884	C. B. Currier
126	Denver, Colo	Denver Homeopathic Medical College	1894	S. S. Smythe
127	Washington, D. C	Washington Homeopathic Medical College.	1896	Frank H. Williams
128	Chicago, Ill	Chicago Homeopathic Medical College	1876	J. S. Mitchell

* In 1894-95.
a Four courses will be required hereafter.
b Approximately.

of medicine, for 1895–96—Continued.

Instructors.		Students.			Length of course.		Fees.			Value of grounds and buildings.	Productive funds.	Volumes in library.	
Regular.	Special or assistant.	Men.	Women.	Graduating.	Years.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Cost of the entire course.				
5	6	7	8	9	10	11	12	13	14	15	16	17	
34	3	225	20	59	*a* 3	25	$50	$10	$199	$50,000	......	500	89
14	10	287	0	76	4	28	70	25	350	250,000	0	......	90
10	1	58	5	......	3	24	40	10	*b* 225	0	0	......	91
16	17	77	6	19	4	24	50	25	265	25,000	......	1,000	92
15	5	62	18	40	4	26	......	......	......	......	......	500	93
12	0	15	1	0	4	24	130	30	500	10,000	0	......	94
23	13	623	0	227	4	30	150	0	605	450,000	......	......	95
12	10	272	0	54	3	30	140	25	440	500,000	0	200	96
22	26	878	0	88	4	36	200	0	*b* 825	*400,000	*$52,500	......	97
8	23	0	156	23	4	33	*c* 129	0	516	101,000	105,150	1,800	98
22	20	302	0	83	4	25	115	0	480	......	......	500	99
8	2	90	0	20	3	20	*c* 90	30	300	......	......	......	100
11	11	110	0	15	3	26	50	30	270	......	0	......	101
6	0	4	2	0	4	25	25	10	135	0	0	0	102
16	2	71	0	15	3	24	100	25	305	23,500	9,000	0	103
9	3	6	0	0	4	24	30	25	175	940	......	480	104
10	10	265	0	34	3	25	75	25	300	50,000	......	0	105
12	2	111	3	11	4	20	30	10	140	30,000	10,000	600	106
14	5	134	0	49	3	26	75	25	320	......	......	......	107
9	6	110	0	23	3	28	100	25	315	30,000	0	500	108
8	9	*47	0	*16	3	26	75	25	275	......	......	......	109
9	12	207	7	33	3	30	0	0	85	300,000	......	1,685	110
7	18	185	0	52	3	......	80	25	330	......	......	......	111
10	15	139	0	34	3	28	85	30	*b* 285	100,000	0	......	112
18	17	189	0	29	3	28	100	30	330	40,000	......	......	113
6	4	171	0	44	3	36	*c* 95	0	*b* 300	......	......	......	114
24	6	111	0	13	3	26	100	30	300	100,000	0	0	115
19	13	59	0	16	4	26	*d* 95	30	*b* 300	......	0	0	116
20	0	70	10	30	4	32	100	40	390	25,000	0	200	117
7	7	41	1	4	3	26	70	25	270	......	0	......	118
24	7	85	10	30	3	32	110	......	340	40,000	0	500	119
13	2	56	6	16	3	26	75	......	*b* 245	......	......	......	120
13	6	50	3	12	4	26	50	25	275	......	0	0	121
20	15	63	14	14	3	32	100	30	325	46,000	......	3,572	122
12	3	34	7	12	3	26	75	25	250	0	0	500	123
14	3	177	7	51	3	34	85	25	265	60,000	0	500	124
16	2	19	16	11	4	28	100	40	800	3,000	......	300	125
18	4	16	16	2	4	26	75	30	245	0	......	0	126
10	6	24	1	10	4	30	75	25	350	......	......	......	127
19	16	171	0	67	4	26	65	25	260	125,000	......	2,000	128

c Average.
d No tuition fee charged the last year.

TABLE 9.—*Statistics of schools*

	Location.	Name of school.	Year of first opening.	Dean.
	1	2	3	4
		HOMEOPATHIC—continued.		
129	Chicago, Ill	Hahnemann Medical College	1859	C. H. Vilas
130	do	Hering Medical College	1892	Henry C. Allen
131	do	National Medical College	1891	J. J. Thompson
132	Iowa City, Iowa	State University of Iowa, Homeopathic Medical Department.	1877	W. H. Dickinson
133	Louisville, Ky	Southwestern Homeopathic Medical College.	1893	A. Leight Monroe
134	Baltimore, Md	Southern Homeopathic Medical College	1891	Henry Chandlee
135	Boston, Mass	Boston University School of Medicine	1873	I. Tisdale Talbot
136	Ann Arbor, Mich	University of Michigan, Homeopathic Medical College.	1875	Wilbert B. Hinsdale
137	Minneapolis, Minn	University of Minnesota, College of Homeopathic Medicine and Surgery.	1888	A. P. Williamson
138	Kansas City, Mo	Kansas City Homeopathic Medical College.	1888	William Davis Foster.
139	St. Louis, Mo	Homeopathic Medical College of Missouri.	1857	William C. Richardson.
140	New York, N. Y	New York Homeopathic Medical College	1860	Wm. Tod Helmuth
141	do	New York Medical College and Hospital for Women.	1861	Jennie de la M. Lozier.
142	Cincinnati, Ohio	Pulte Medical College	1872	J. D. Buck
143	Cleveland, Ohio	Cleveland University of Medicine and Surgery.	1849	William A. Phillips
144	Philadelphia, Pa	Hahnemann Medical College	1848	Pemberton Dudley
		PHYSIOMEDICAL.		
145	Chicago, Ill	Chicago Physiomedical College	1891	J. E. Roop
146	Indianapolis, Ind	Physiomedical College of Indiana*	......	C. T. Bedford
		GRADUATE.		
147	Chicago, Ill	Chicago Ophthalmic College*	......	H. M. Martin
148	do	Chicago Polyclinic	1886	Truman W. Miller
149	do	Postgraduate Medical School	1889	W. F. Coleman
150	New Orleans, La	New Orleans Polyclinic	1887	J. H. Bemis
151	St. Louis, Mo	St. Louis Postgraduate School of Medicine.	1882	P. G. Robinson
152	New York, N. Y	New York Polyclinic Medical School	1882	J. Riddle Goffe
153	do	New York Postgraduate Medical School	1882	Daniel B. S. Roosa
154	Philadelphia, Pa	Philadelphia Polyclinic and College for Graduates in Medicine.	1882	Max J. Stern, secretary.
155	do	Philadelphia Postgraduate School of Homeopathics.	1890	James T. Kent

* In 1894-95. *a* Average.

of medicine, for 1895-96—Continued.

Instructors.		Students.			Length of course.		Fees.						
Regular.	Special or assistant.	Men.	Women.	Graduating.	Years.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Cost of the entire course.	Value of grounds and buildings.	Productive funds.	Volumes in library.	
5	6	7	8	9	10	11	12	13	14	15	16	17	
15	23	187	72	76	4	26	$70	$40	$360	$185,000	$70,000	12,000	129
16	7	56	31	20	4	26	75	0	300	------------	----------	300	130
27	17	185	33	27	4	24	65	25	300	------------	----------	100	131
10	5	67	12	19	4	26	30	20	176	35,000	----------	500	132
17	------	22	19	6	4	26	75	0	380	------------	----------	0	133
13	7	26	6	4	4	24	100	30	440	------------	0	500	134
17	20	125	58	33	4	39	125	30	510	*200,000	*40,000	*3,300	135
5	3	25	3	6	4	36	35	10	240	------------	----------	7,000	136
17	9	27	4	8	4	32	*a* 90	0	360	------------	----------	1,500	137
9	17	43	10	19	3	26	50	10	220	12,000	0	0	138
22	5	70	5	19	4	26	60	25	265	15,000	----------	----------	139
25	9	121	0	29	4	29	125	30	635	360,200	----------	2,600	140
20	3	0	25	5	4	26	100	30	460	------------	----------	250	141
16	8	42	4	14	4	26	65	30	305	30,000	----------	0	142
18	10	118	22	45	4	24	75	25	336	60,000	10,000	1,000	143
8	4	275	0	75	4	30	125	30	530	600,000	0	10,000	144
14	7	37	6	11	*b* 3	29	95	35	265	------------	3,670	250	145
17	5	48	8	11	3	26	75	25	*c* 275	8,000	----------	----------	146
------	------	130	6	------	------	------	------	------	--------	------------	----------	----------	147
35	3	200	0	------	------	------	------	------	--------	100,000	----------	----------	148
38	15	290	6	------	------	------	------	------	--------	10,000	0	----------	149
13	13	43	0	------	------	------	------	------	--------	25,000	----------	----------	150
17	------	15	0	------	------	6	50	------	--------	100,000	----------	----------	151
30	76	350	6	------	------	------	------	------	--------	------------	0	0	152
42	------	519	23	------	------	6	------	------	--------	------------	----------	----------	153
33	9	127	16	------	------	------	------	------	--------	------------	----------	----------	154
4	4	10	8	------	------	------	------	------	--------	8,000	----------	0	155

b Four courses will be required hereafter.

c Approximately.

TABLE 10.—*Statistics of schools of dentistry, for 1895-96.*

	Location.	Name of school.	Year of first opening.	Dean.	Instructors.		Students.			Length of course.		Fees.		
					Regular.	Special or assistant.	Male.	Female.	Graduating.	Years.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Cost of the entire course.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Birmingham, Ala	Birmingham Dental College	1893	T. M. Allen	7	5	36	0	6	3	26	$90	$25	$295
2	San Francisco, Cal	University of California, College of Dentistry	1881	L. L. Dunbar	7	9	171	13	52	3	34	120	25	360
3	Denver, Colo	University of Denver, Dental Department	1885	R. B. Weiser	9	7	24	4	8	3	28	75	25	275
4	Washington, D. C	Columbian University, Dental Department	1886	J. Hall Lewis	6	4	63	0	14	3	28	100	0	300
5	....do	Howard University, Dental Department	1881	Thomas B. Hood	7	3	11	1	3	3	28	60	0	180
6	....do	National University, Dental Department	1883	H. H. Barker	8	....	46	1	6	3	28	a 60	30	215
7	Atlanta, Ga	Atlanta Dental College	1893	William Crenshaw	6	3	200	....	40	3	24	75	25	270
8	....do	Southern Medical College, Dental Department	1887	Sheppard W. Foster	7	2	52	0	5	3	24	75	25	277
9	Chicago, Ill	American College of Dental Surgery*	1886	Louis Ottofy	17	16	310	17	66	3	26	100	......	305
10	....do	Chicago College of Dental Surgery*	1883	Truman W. Brophy	30	56	416	0	107	3	26	100	0	315
11	....do	Columbian Dental College	1893	J. S. Marsh	21	16	56	7	25	3	24	80	25	240
12	....do	German-American Dental College	1888	Fritz W. Huxmann	7	3	17	1	4	3	26	90	25	300
13	....do	Northwestern College of Dental Surgery	1885	John A. Whipple	12	4	9	3	3	3	26	100	5	315
14	....do	Northwestern University Dental School	1886	Edgar D. Swain	20	5	512	18	151	3	26	105	0	315
15	Indianapolis, Ind	Indiana Dental College, Department of University of Indianapolis.	1879	P. G. S. Hunt	14	8	153	4	43	3	26	100	25	325
16	Iowa City, Iowa	State University of Iowa, Dental Department	1882	A. O. Hunt	15	8	208	7	35	3	24	35	25	208
17	Louisville, Ky	Louisville College of Dentistry	1886	P. Richard Taylor	7	4	141	0	32	3	24	75	30	304
18	Baltimore, Md	Baltimore College of Dental Surgery	1839	M. W. Foster	5	21	206	1	44	3	25	100	30	350
19	....do	University of Maryland, Dental Department	1882	F. J. S. Gorgas	6	10	204	0	42	3	25	105	30	355
20	Boston, Mass	Boston Dental College*	1868	John A. Follett	9	20	166	6	42	3	40	100	0	305
21	....do	Harvard University Dental School	1867	Eugene H. Smith	12	22	103	0	22	3	36	a 166	0	500
22	Ann Arbor, Mich	University of Michigan, College of Dental Surgery	1875	J. Taft	4	3	181	5	58	3	34	a 40	10	204
23	Detroit, Mich	Detroit College of Medicine, Department of Dental Surgery.	1891	T. A. McGraw	10	12	70	0	19	3	36	60	30	258
24	Minneapolis, Minn	University of Minnesota, College of Dentistry	1888	Thomas E. Weeks	4	12	81	3	14	3	30	100	0	300
25	Kansas City, Mo	Kansas City Dental College	1880	A. H. Thompson	9	4	137	0	47	3	24	100	20	320
26	....do	Western Dental College	1890	D. J. McMillen	17	11	212	8	46	3	26	a 70	20	245
27	St. Louis, Mo	Marion Sims College of Medicine, Dental Department.	1894	Young H. Bond	16	14	38	0	6	3	27	100	0	305

28	....do	Missouri Dental College	1866	Henry H. Mudd	8	4	103	0	28	3	28	100	0	305
29	Omaha, Nebr	University of Omaha, Dental Department	1895	J. Carroll Whinnery	16	7	32	1	3	3	26	75	------	------
30	Buffalo, N. Y	University of Buffalo, Dental Department	1892	William C. Barrett	13	17	184	3	36	3	30	90	30	300
31	New York, N. Y	New York College of Dentistry	1866	Frank Abbott	5	10	339	0	74	3	35	155	30	495
32	Cincinnati, Ohio	Cincinnati College of Dental Surgery	1893	G. S. Junkerman	6	3	33	0	8	3	26	100	0	300
33	....do	Ohio College of Dental Surgery, University of Cincinnati.	1845	H. A. Smith	6	2	207	6	47	3	28	75	25	285
34	Cleveland, Ohio	Cleveland University of Medicine and Surgery, Dental Department.	1891	S. B. Dewey	6	----	22	1	6	3	26	100	25	330
35	....do	Western Reserve University, Dental Department	1892	Henry L. Ambler	7	7	53	0	7	3	32	100	10	346
36	Columbus, Ohio	Ohio Medical University, Dental Department	1892	A. O. Ross	10	2	62	0	13	3	26	50	10	185
37	Philadelphia, Pa	Pennsylvania College of Dental Surgery	1856	C. N. Peirce	5	20	312	18	96	3	26	100	30	345
38	....do	Philadelphia Dental College	1863	Simeon H. Guilford	6	14	397	12	112	3	24	105	30	350
39	....do	University of Pennsylvania, Department of Dentistry.	1878	Edward C. Kirk	8	17	323	0	74	3	35	100	30	345
40	Knoxville, Tenn	Tennessee Medical College, Dental Department	------	R. N. Kesterson	10	1	13	0	2	3	26	75	25	275
41	Nashville, Tenn	Central Tennessee College, Meharry Dental Department.	1886	G. W. Hubbard	6	2	18	0	3	4	20	30	10	135
42	....do	University of Tennessee, Dental Department*	------	Robert B. Lees	9	3	64	0	15	3	28	80	25	b 275
43	....do	Vanderbilt University, Dental Department	1879	W. H. Morgan	7	1	148	3	29	3	24	80	25	285
44	Richmond, Va	University College of Medicine, Dental Department	1893	L. M. Cowardin	8	2	36	0	13	3	28	100	30	330
45	Tacoma, Wash	Tacoma College of Dental Surgery	1893	John M. Meyer	8	10	27	0	3	3	26	100	0	300
46	Milwaukee, Wis	Milwaukee Medical College, Dental Department	1894	B. G. Maercklein	12	2	60	0	6	3	26	60	30	300

* In 1894–95. *a* Average cost of tuition. *b* Approximately.

TABLE 11.—*Statistics of schools of pharmacy, for 1895-96.*

	Location.	Name of school.	Year of first opening.	Dean.	Instructors. Regular.	Instructors. Special or assistant.	Students. Male.	Students. Female.	Students. Graduating.	Length of course. Years.	Length of course. Weeks in year.	Length of course. Years with a pharmacist.	Fees. Tuition fee.	Fees. Graduation or examination fee.	Fees. Cost of entire course.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Auburn, Ala	Alabama Polytechnic Institute, Department of Pharmacy.	1895	William Le Roy Broun	12	0	18	0	1	2	36	0	0	.....	$48
2	San Francisco, Cal	California College of Pharmacy, University of California.	1873	William M. Searby	5	5	105	8	26	2	26	4	$90	$25	200
3	Denver, Colo	University of Denver, College of Pharmacy	1888	Charles M. Ford	4	3	14	1	4	2	26	4	50	10	130
4	Washington, D. C.	Howard University, Department of Pharmacy	1867	Thomas B. Hood	3	1	16	1	6	2	28	4	60	0	120
5	....do	National College of Pharmacy	1872	Francis M. Criswell, pres	4	1	83	3	21	3	26	4	60	0	185
6	Atlanta, Ga	Atlanta College of Pharmacy	1891	H. V. M. Miller	3	0	12	0	5	2	26	2	55	15	120
7	Champaign, Ill	University of Illinois, School of Pharmacy *	.....	William E. Sanford	2	2	11	0	.....	2	.....	0	.....	.....	.....
8	Chicago, Ill	Chicago College of Pharmacy, University of Illinois.	1859	F. M. Goodman	4	3	158	4	40	2	28	4	75	0	150
9	....do	Northwestern University, School of Pharmacy	1886	Oscar Oldberg	6	6	369	12	99	*a* 1	40	0	150	5	155
10	Lafayette, Ind	Purdue University, School of Pharmacy	1884	Arthur L. Green	3	5	72	2	25	2	27	0	45	5	106
11	Des Moines, Iowa	Iowa College of Pharmacy, Drake University	1882	Louis Scmidt	6	2	17	1	7	2	24	4	65	20	145
12	Iowa City, Iowa	State University of Iowa, Department of Pharmacy.	1885	Emil L. Boerner	5	4	76	6	16	2	24	0	66	10	147
13	Lawrence, Kans	University of Kansas, School of Pharmacy	1885	Lucius E. Sayre	10	15	60	3	14	2	40	0	0	5	*b* 50
14	Louisville, Ky	Louisville College of Pharmacy	1871	Gordon L. Curry	5	3	57	0	19	2	26	4	*c* 70	10	155
15	....do	Louisville College of Pharmacy for Women	1882	J. P. Barnum	3	0	0	15	.....	3	40	.....	48	10	.....
16	New Orleans, La	Tulane University, Department of Pharmacy	1838	Stanford E. Chaillé	3	3	37	6	9	2	26	2	35	20	155
17	Orono, Me	Maine State College, Department of Pharmacy	1895	W. F. Jackman, prof	2	5	10	2	0	*d* 2	36	3	30	.....	*b* 100
18	Baltimore, Md	Maryland College of Pharmacy	1841	E. B. Fischer	4	2	124	0	42	2	32	0	80	15	180
19	Boston, Mass	Massachusetts College of Pharmacy	1867	J. W. Baird	5	5	258	7	21	2	34	4	100	10	215
20	Ann Arbor, Mich	University of Michigan, School of Pharmacy	1868	Albert B. Prescott	8	6	77	6	23	2	39	0	30	10	*b* 120
21	Detroit, Mich	Detroit College of Medicine, Department of Pharmacy.	1891	John E. Clark	5	2	33	2	12	2	28	0	40	10	120
22	Minneapolis, Minn	University of Minnesota, College of Pharmacy	1892	Frederick J. Wulling	12	6	44	1	15	2	32	0	40	10	165
23	Kansas City, Mo	Kansas City College of Pharmacy	1885	Claude C. Hamilton, pres	6	3	89	3	22	2	26	4	50	20	125

24	St. Louis, Mo	St. Louis College of Pharmacy	1866	James M. Good	5	2	192	2	46	2	28	4	c 73	10	157
25	Newark, N. J	New Jersey College of Pharmacy	1892	Philemon E. Hommell	4	----	27	0	9	2	26	4	50	15	120
26	Albany, N. Y	Albany College of Pharmacy, Union University	1881	Willis G. Tucker, pres	3	4	54	0	15	2	20	4	c 64	10	138
27	Brooklyn, N. Y	Brooklyn College of Pharmacy	1891	Elias H. Bartley	4	8	82	0	25	2	26	4	60	10	140
28	Buffalo, N. Y	Buffalo College of Pharmacy, University of Buffalo	1886	Willis G. Gregory	5	5	96	2	27	2	26	0	50	10	135
29	New York, N. Y	College of Pharmacy of the City of New York*	1829	Samuel W. Fairchild	6	6	324	4	105	2	28	4	75	10	160
30	Raleigh, N. C	Shaw University, Pharmaceutical Department	1891	William Simpson	2	0	10	1	2	3	20	3	30	10	106
31	Ada, Ohio	Ohio Normal University, Department of Pharmacy.	1884	H. S. Lehr	4	2	212	3	69	1	40	0	60	3	140
32	Cincinnati, Ohio	Cincinnati College of Pharmacy, University of Cincinnati.	1870	Charles T. P. Fennel	5	2	53	4	25	2	26	4	80	10	165
33	Columbus, Ohio	Ohio State University, Department of Pharmacy*	------	George B. Kauffman	12	4	47	1	12	3	39	0	0	5	50
34	Scio, Ohio	Scio College, Department of Pharmacy	1890	J. H. Beal	6	2	48	3	14	a 1	42	0	75	5	------
35	Philadelphia, Pa	Philadelphia College of Pharmacy	1821	Joseph P. Remington	4	4	613	15	221	3	24	4	95	15	190
36	Pittsburg, Pa	Pittsburg College of Pharmacy	1878	J. A. Koch	6	3	79	4	21	2	22	4	75	10	160
37	Charleston, S. C	Department of Pharmacy of Medical College of State of South Carolina.	------	Francis L. Parker	3	1	13	0	7	2	24	2	c 65	------	125
38	Nashville, Tenn	Central Tennessee College, Department of Pharmacy.	1889	G. W. Hubbard	3	1	10	3	6	3	20	0	30	10	112
39	do	Vanderbilt University, Department of Pharmacy	1879	James M. Safford	5	3	22	1	9	2	36	0	85	5	b 180
40	Galveston, Tex	University of Texas, School of Pharmacy	1893	J. F. Y. Payne	4	2	30	4	9	2	32	0	25	0	50
41	Richmond, Va	University College of Medicine, Department of Pharmacy.	1893	T. A. Miller	3	3	16	0	5	2	24	3	60	15	135
42	University of Virginia, Va.	University of Virginia, Department of Pharmacy	1884	------	4	2	3	0	1	----	40	0	120	0	e 170
43	Seattle, Wash	University of Washington, Department of Pharmacy.	------	Henry C. Myers	1	1	20	5	18	----	36	0	0	5	------
44	Madison, Wis	University of Wisconsin, School of Pharmacy	1883	Edward Kremers	3	5	42	5	10	2	40	0	f 40	0	b 175

* In 1894-95.
a For the degree of Pharmaceutical Chemist two years are required.
b Approximately.
c Average.
d There is also a course of four years in science and pharmacy.
e If completed in one year.
f For incidental expenses.

TABLE 12.—*Statistics of schools of veterinary medicine, for 1895–96.*

	Location.	Name of school.	Year of first opening.	Dean.	Instructors.		Students.		Length of course.		Fees.		
					Regular professors.	Special or assistant.	In attendance.	Graduating.	Years.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Cost of the entire course.
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	San Francisco, Cal	University of California, Veterinary Department	1895	Frank W. Skaife	8	2	14	0	3	27	$100	$25	$355
2	Washington, D. C	National Veterinary College	1892	Charles F. Dawson	11	2	21	15	2	26	100	10	235
3	Chicago, Ill	Chicago Veterinary College	1883	Joseph Hughes, sec	10	2	50	24	3	26	80	10	250
4	Indianapolis, Ind	Indiana Veterinary College	1893	Thos. L. Armstrong	10	8	8	3	2	26	75	20	175
5	Boston, Mass	Harvard University, School of Veterinary Medicine.	1883	Charles P. Lyman	11	10	55	13	3	39	150		*a* 475
6	Detroit, Mich	Detroit College of Medicine, Department of Veterinary Surgery.	1891	H. O. Walker	6	2	11	6	2	22	50	10	125
7	New York, N. Y	American Veterinary College	1875	A. F. Liautard	7	13	87	26	3	21	100	25	370
8	do	New York College of Veterinary Surgeons	1857	Harry D. Gill	11	8	60	29	3	27	75	25	295
9	Columbus, Ohio	Ohio State University, School of Veterinary Medicine.	1884	David S. White	8	2	15	2	3	37	0	5	65
10	Philadelphia, Pa	University of Pennsylvania, Department of Veterinary Medicine.	1884	John Marshall	5	3	61	16	3	36	100	0	323

a Approximately.

TABLE 13.—*Statistics of training schools for nurses, for 1895–96.*

	Location.	Name of school.	Year of first opening.	Superintendent.	Pupils.			Between what years of age are pupils received?	Length of course.		Amount paid pupil.		
					Male.	Female.	Graduating.		Years.	Weeks in year.	Per month, first year.	Per month, second year.	At graduation.
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	San Francisco, Cal	City and County Hospital Training School	1891	Mary Patton	0	24	8	22–30	2	50	$10	$10	0
2	do	Hospital for Children Training School*		Elsie Wallace	0	33	28		2	50	8	12	
3	Denver, Colo	St. Luke's Hospital Training School		Alicia F. Jeffery	0	25	4	20–35	2		8	12	
4	Bridgeport, Conn	Bridgeport Hospital Training School	1887	Charlotte E. Keach	0	14	6	22–40	2	40	10	14	
5	Hartford, Conn	Hartford Hospital Training School	1877	Linda A. Richards	0	28	10	21–35	2	52	10	14	0
6	New Haven, Conn	Connecticut Training School for Nurses, New Haven Hospital.	1873	Sara Henry	0	81	28	24–40	2	44	6	8	$32
7	Norwich, Conn	William W. Backus Hospital Training School	1893	May L. Love	0	12	4	25–35	2	50	5	8	
8	Washington, D. C	Columbia Hospital Training School		Ella Underhill	0	12	11	23–35	2	34	9	9	0
9	do	Freedmen's Hospital Training School	1894	Sarah C. Ebersole	0	37	18	21–35	2	52	7	7	0
10	do	Garfield Hospital Training School		Georgia M. Nevins	0	34	17	22–35	2	32	10	10	
11	do	Lucy Webb Hayes Training School, Sibley Hospital*		Jeanette R. White	0	4	0		2	34			
12	Atlanta, Ga	Spelman Seminary Training School	1886	Lena M. Topping	0	41	5	17+	3	32			
13	Chicago, Ill	Alexian Brothers Hospital Training School	1893	Brother Philipp Krainer	22	0	10	18–35	2	26			
14	do	Bethesda Home Training School*		Anna Wehner	0	25	9		2	40		8	
15	do	Chicago Baptist Hospital Training School	1892	Linnie M. Ousley, M. D	0	22	12	19–30	2		8	8	
16	do	Chicago Hospital Training School	1896	Marie L. Davis	1	20	0	20–30	2	50	5	8	
17	do	Garfield Park Training School	1894	Miss Brooks	0	8	0	20–25	2	50	8	10	
18	do	Illinois Training School for Nurses, Cook County Hospital.*		Isabel McIsaac	0	130	47		2	52	0	0	100
19	do	Josephine Training School for Nurses*		J. T. Binkley	0	34	15		2	52	8	8	
20	do	Mary Thompson Hospital Training School	1874	Caroline S. Flatt	0	33	10	21–35	2	36	0	0	100
21	do	Mercy Hospital Training School	1894	Addie M. Tynell	0	24	9	21–35	2	35	8	8	
22	do	Michael Reese Hospital Training School	1890	Miss A. E. Nourse	0	29	12	23–35	3	52	8	12	0
23	do	St. Joseph's Hospital Training School	1893	Sister M. Elizabeth	0	22	7	21–35	2	46	5	5	0
24	do	Wesley Hospital Training School	1889	Annie S. Hewitt	0	16	8	21–31	2	50	6	6	
25	do	Woman's Hospital Training School	1871	Lucy C. Ayers	0	22	9	21–35	2	50	8	8	0
26	Quincy, Ill	Blessing Hospital Training School	1891	Annie M. Jones	0	14	2	21–35	2	50	8	12	
27	Indianapolis, Ind	Indiana School of Nursing, City Hospital	1883	Maud A. Wicks	0	20	11	21–33	2	38	4	4	100
28	Independence, Iowa	Insane Hospital Training School	1889	Florence Brown	30	25	9	20–30	2	26	(a)	(a)	

*In 1894–95.

a Male nurses, $6.50 first year; $8 second; female, $4.50 first year; $6 second.

TABLE 13.—*Statistics of training schools for nurses, for 1895-96*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent.	Pupils.			Between what years of age are pupils received?	Length of course.		Amount paid pupil.		
					Male.	Female.	Graduating.		Years.	Weeks in year.	Per month, first year.	Per month, second year.	At graduation.
	1	2	3	4	5	6	7	8	9	10	11	12	13
29	Iowa City, Iowa	Iowa State University Training School	1888	Adele P. Kimball, M. D.	0	15	2	18–22	2	52	$6	$8	.....
30	Louisville, Ky	City Hospital Training School	1894	Anna M. Surrey	0	20	3	23–35	2	50	5	5	$75
31	....do	Jennie Casseday Infirmary Training School	1891	Sarah E. Dock	0	7	5	21–35	2	24	10	10	0
32	....do	John N. Norton Memorial Infirmary Training School	1886	Nellie Gillette	0	14	9	20–30	2	40	0	0	.....
33	Bangor, Me	Bangor General Hospital Training School	1892	Ellen F. Paine	0	5	1	23–25	2	40	10	14	.....
34	Portland, Me	Maine General Hospital Training School	1885	Amelia L. Smith	0	32	17	21–35	2	52	10	14	0
35	Baltimore, Md	Johns Hopkins Hospital Training School	1889	Mary A. Nutting	0	66	24	23–35	2	50	10	10	0
36	....do	Maryland General Hospital Training School	1891	Edna W. Robinson	0	20	6	23–35	2	30	8	12	0
37	....do	University of Maryland Hospital Training School	1890	Janet Hale	0	24	5	22–30	2	36	8	12	.....
38	Cumberland, Md	Western Maryland Hospital Training School	1894	Mrs. F. S. Wilton	0	6	4	22–30	2	36	6	12	0
39	Boston, Mass	Boston City Hospital Training School	1878	Lucy L. Drown	0	188	32	23–35	2	52	10	14	0
40	....do	Massachusetts General Hospital Training School	1873	Maria B. Brown	0	76	33	23–35	2	52	10	14	0
41	....do	Massachusetts Homeopathic Hospital Training School	1886	Alice A. Griswold	0	44	20	22–35	2	.....	5–8	10–12	0
42	....do	New England Hospital for Women and Children, Training School.	.....	Jane Kelly	0	20	10	21–35	2	50	8	12	.....
43	....do	St. Elizabeth Hospital Training School	1895	M. Rose	0	8	.....	.....	3	40	.....	.....	.....
44	Brookline, Mass	Free Hospital for Women, Training School	1895	H. Jennie Ervin	0	9	9	18–35	1	43	6	.....	0
45	Clinton, Mass	Clinton Hospital Training School	1893	Ella Freeze	0	10	4	20–25	2	52	7–9	12	0
46	Danvers, Mass	Danvers Hospital Training School	1889	Frances R. Dudley	15	23	4	21–35	2	40	*a* 15	*a* 17	.....
47	Fall River, Mass	Home Training School, Emergency Hospital	1894	Miss Rainesford	0	20	0	21–35	2	50	6	8	.....
48	Fitchburg, Mass	Burbank Hospital School for Nurses	1894	Elizabeth Sumner	0	9	4	21–35	2	49	6	10	.....
49	Greenfield, Mass	Franklin County Hospital Training School	1895	N. L. Daniels	0	7	0	20–35	2	37	7	10	0
50	Holyoke, Mass	Holyoke City Hospital Training School	1893	Celemna E. Toner	0	12	8	22–34	2	50	10	14	0
51	Lawrence, Mass	General Hospital Training School	1882	Ida A. Nutter	0	15	6	22–35	2	32	10	10	0
52	Lowell, Mass	Lowell Hospital Training School	1887	C. B. Whitford	0	13	4	20–35	2	32	10	14	0
53	Lynn, Mass	Lynn Hospital Training School	1883	Rose L. Brainerd	0	14	3	21–35	2	52	9	12	0
54	Malden, Mass	Malden Hospital Training School	1892	Abbie A. Bliss	1	16	5	21–35	2	50	7–9	12	.....
55	New Bedford, Mass	St. Luke's Hospital Training School	1884	Jessie I. Howard	1	5	0	25–33	2	50	10	10	.....
56	Newton Lower Falls, Mass.	Newton Hospital Training School	1888	Annie McDowell	0	28	10	23–35	3	39	10	10	.....
57	Pittsfield, Mass	Bishop Training School for Nurses, Mercy Hospital	1885	Anna G. Clement	0	35	14	20–35	2	.....	8	12	.....

58	South Framingham, Mass.	Framingham Hospital Training School	1893	Annabel L. Stewart	0	21	5	21-35	2	36	8	12	-----
59	Springfield, Mass	Springfield Hospital Training School	1892	Charlotte P. Russell	0	14	6	23-35	2	52	10	15	-----
60	Waverley, Mass	McLean Hospital Training School	1882	Lucia E. Woodward	44	47	37	21-35	2	35	(b)		0
61	Worcester, Mass	Worcester City Hospital Training School	1883	Rachel A. Metcalfe	0	36	12	22-35	2	50	c10	14	0
62	Ann Arbor, Mich	University of Michigan Training School	1891	Alice Padfield	0	12	6	20-30	2	52	4	6	-----
63	Detroit, Mich	Farrand Training School for Nurses, Harper Hospital	1884	Mrs. L. E. Gretter	0	56	26	23-35	2	40	d0	0	10
64	....do	Grace Hospital Training School	1889	Eugenie Hibbard	3	30	20	21-35	2	48	e0	0	100
65	....do	St. Mary's Hospital Training School	1894	Ellen G. Ryan	0	17	0	23-33	2	52	6	6	0
66	Grand Rapids, Mich	Union Benevolent Home and Hospital Training School	1886	Ida M. Barrett	0	30	13	22-35	2	50	f0	f0	0
67	Duluth, Minn	St. Luke's Hospital Training School	1890	Ida J. Taylor	0	15	5	20-30	2	-----	8	12	-----
68	Fergus Falls, Minn	Fergus Falls Training School (State Hospital)	1894	Esther Hoag	19	15	12	20-35	2	32	g12-20	g18-20	-----
69	Minneapolis, Minn	Asbury Methodist Hospital Training School	1892	Phinette K. Bristol	0	20	3	------	2	40	8	8	0
70	....do	City Hospital Training School for Nurses	-----	N. E. Lehan	0	18	9	21-35	2	50	8	12	0
71	....do	Northwestern Hospital Training School	-----	Marion A. Mead, M. D	0	20	6	21-30	2	51	6	14	0
72	....do	St. Barnabas Hospital Training School	1894	Eleanor Weston	0	13	0	23-25	3	50	4	4	75
73	St. Paul, Minn	City and County Hospital Training School	1892	M. Louise Van Thuyne	0	24	8	21-35	2	44	8	10	-----
74	....do	St. Joseph's Hospital Training School	1894	Mother Bernardine	0	26	16	21-35	3	50	8	10	-----
75	....do	St. Luke's Hospital Training School	1892	Helen G. Hill	0	30	14	21-35	2	50	10	12	-----
76	St. Peter, Minn	St. Peter State Hospital Training School	1889	H. H. Tomlinson, M. D	28	36	*20	18-35	2	36	12-25	12-25	-----
77	Kansas City, Mo	Kansas City Training School, City Hospital	1894	Isabella Brandon	0	21	4	23-30	2	24	8	8	-----
78	....do	Scarritt Training School for Nurses	1892	Emma D. Cushman	0	6	2	------	2	36	(d)	(d)	0
79	....do	University Medical College Training School, All Saints Hospital.	1895	Lorain Smith	0	12	4	18-35	2	50	8	8	-----
80	St. Louis, Mo.	Protestant Hospital Training School	1889	Josephine B. Rice	1	8	5	23-30	2	42	8	10	0
81	....do	Rebekah Hospital Training School	1893	M. Isabel Forbes	0	9	4	21-30	2	50	8	10	0
82	....do	St. Louis Training School for Nurses, City Hospital	1883	Emma Louise Warr	0	30	6	23-35	2	50	10	12	0
83	Claremont, N. H	Claremont Cottage Hospital Training School	1895	Adalaide A. Smith	0	4	0	22-35	2	44	8	10	-----
84	Hanover, N. H	Mary Hitchcock Hospital Training School	1893	Theresa G. Leach	0	10	2	21-35	2	35	10	12	0
85	Keene, N. H	Elliot City Hospital Training School	1892	Mary E. Thrusher	0	18	12	21-35	2	36	7	10	-----
86	Camden, N. J	New Jersey Training School for Nurses	1889	Daniel Strock, secretary	0	40	15	18-50	2	34	------	------	-----
87	Elizabeth, N. J	Elizabeth General Hospital Training School	1890	M. M. Goodrich	0	18	7	22-35	3	36	8	10	-----
88	Morris Plains, N. J	State Hospital Training School for Nurses	1894	M. K. Keegan	62	66	29	18-35	2	34	a14-16	a16-18	-----
89	Newark, N. J	Newark City Hospital Training School	1886	Clara Horrigan	0	22	12	20-35	2	-----	8-10	12-15	-----
90	Orange, N. J	Orange Training School for Nurses, Memorial Hospital	1883	Anne A. Hintze	0	43	17	22-40	2	52	4	6	75
91	Paterson, N. J	Paterson General Hospital Training School	1883	Eugenia D. Ayers	2	19	6	22-35	2	42	7	12	0
92	Plainfield, N. J	Muhlenberg Hospital Training School	1894	Louise Moss	0	6	2	25-35	2	50	10	14	0
93	Trenton, N. J	City Hospital Training School	1890	Ida F. Giles	0	8	2	20-35	2	25	5	9	0
94	Brooklyn, N. Y	Brooklyn Homeopathic Hospital Training School	1880	Anna L. Alline	0	33	15	25-35	3	50	7	7	-----
95	....do	Brooklyn Hospital Training School	1880	Isabel Merritt	0	35	21	21-30	3	52	7	8	0
96	....do	Memorial Hospital for Women and Children Training School.	1888	Martha E. Black	0	18	4	21-35	2	52	8	12	0
97	....do	Methodist Episcopal Hospital Training School	1888	Carlie G. Patterson	0	30	13	21-35	2	40	4	4	-----
98	....do	New York State Training School, Brooklyn Maternity	1871	Sarah A. Allen	0	15	10	21-40	2	26	0	14	0
99	....do	St. Mary's Hospital Training School	1889	Marcella Doyle	0	45	23	21-30	2	50	4	4	0
100	Buffalo, N. Y	Buffalo General Hospital Training School	1877	Kate Isabel Kennedy	0	38	17	22-35	2	50	9	12	0
101	....do	Buffalo State Hospital Training School	1883	A. W. Hurd, rep	16	40	10	20-35	2	28	a14	a16	-----

* In 1894-95.
a Male nurses, $20 and $25.
b Male nurses, $23 and $25; women, $12 and $15.
c Male nurses get $20 per month first year and $22 second year.
d Board, lodging, washing, and uniforms are furnished.
e Male nurses get $10 per month first year, $12 second year; women get $100 at graduation.
f Uniforms are furnished.
g Male nurses, $18 to $25; second year, $25 to $30.

TABLE 13.—*Statistics of training schools for nurses, for 1895–96*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent.	Pupils.			Between what years of age are pupils received?	Length of course.		Amount paid pupil.		
					Male.	Female.	Graduating.		Years.	Weeks in year.	Per month, first year.	Per month, second year.	At graduation.
	1	2	3	4	5	6	7	8	9	10	11	12	13
102	Buffalo, N. Y	Buffalo Woman's Hospital Training School	1893	Harriet D. Storck	0	10	3	22–35	2	40	$8	$12	0
103	....do	Children's Hospital Training School	1892	Olivia Moore	0	8	3	20–30	2	36	8	12	0
104	....do	Erie County Hospital Training School	1894	Emma J. Keating	0	33	5	19–32	2	50	12	15–20	0
105	....do	Lexington Heights Training School	1891	Jennie S. Cottle	0	10	4	23–35	2	52	5	5	.....
106	Elmira, N. Y	Arnot Ogden Hospital Training School	1889	Grace R. D. Kinney	0	12	5	20–35	2	39	9	12	0
107	Jamestown, N. Y	Women's Christian Association Hospital Training School	1890	Christina Hall	0	8	3	23–35	2	36	7	10	0
108	Middletown, N. Y	State Homeopathic Hospital Training School	1888	Selden H. Talcott	16	27	....	18–40	2	30	14–20	16–22	.....
109	New York, N. Y	City Hospital Male Training School, Blackwells Island	1887	Louise Darche	25	0	....	18–35	1½	40	10–12	15	.....
110	....do	Free Hospital for Women, St. Andrew's Infirmary	1890	Kate L. Latta	0	10	5	18–30	2	45	10	10	.....
111	....do	German Hospital Training School *	......	Olga Lund	0	40	13	....	2	44	5	5	$100
112	....do	Hahnemann Hospital Training School	1894	Laura A. Betts	1	15	2	20–35	2	52	7	12	0
113	....do	Lebanon Hospital Training School	1893	Jennie Greenthal	0	13	7	18–30	2	50	8	10	0
114	....do	Metropolitan Hospital Training School	1892	George T. Stewart	0	30	9	21–35	2	40	10	15	.....
115	....do	Mills Training School for Male Nurses, Bellevue Hospital	1888	Ada J. Willard	67	0	16	18–30	2	52	10	12	.....
116	....do	Mount Sinai Hospital Training School	1881	Mrs. M. F. Dean	0	79	16	21–35	2	50	7	12	.....
117	....do	New York City Training School (for women), Blackwells Island.	1875	Louise Darche	0	66	30	23–35	2	40	10	15	.....
118	....do	New York Hospital Training School, Fifteenth street and Fifth avenue.	1877	Irene H. Sutliffe	0	60	28	23–33	3	52	10	13	0
119	....do	New York Infirmary for Women and Children Training School.	1894	Catherine M. Benham	0	19	0	22–35	2	49	6	8	25
120	....do	New York Training School, Bellevue Hospital	1873	Agnes S. Brennan	0	76	30	25–32	2	52	9	12	.....
121	....do	Presbyterian Hospital Training School	1892	Anna C. Maxwell	0	45	19	23–35	2	32	9	11	.....
122	....do	St. Luke's Hospital Training School	1888	Lilly W. Quintard	0	36	20	23–35	3	.....	10	10	.....
123	....do	St. Mark's Hospital Training School	1894	Anna M. Troll	0	23	0	20–33	2	40	10	10	0
124	....do	St. Vincent's Hospital Training School *	......	Katharine A. Lambone	6	26	10	....	2	38	7	9	.....
125	....do	Sloane Maternity Hospital Training School	1888	Katherine M. Pierce	0	60	44	....	....	52	.....	.....	.....
126	....do	Woman's Hospital Post Graduate Training School	1895	Sallie L. Howard	0	42	16	23–40	....	36	10	15	.....
127	Rochester, N. Y	Rochester City Hospital Training School	1881	Sophia F. Palmer	0	35	18	22–35	2	40	(a)	(a)	0
128	....do	Rochester Homeopathic Hospital Training School	1891	Eva Allerton	0	30	8	23–35	2	50	9	11	.....
129	Syracuse, N. Y	House of the Good Shepherd Training School	1885	Jessie Roberts	0	23	10	20–25	2	50	8	12	.....
130	....do	Women and Children's Hospital Training School	......	Laura A. Slee	0	16	6	20–35	2	50	8	12	0

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131	Troy, N. Y	Troy Hospital Training School	1894	Sister Gabriella	0	11	4	22–30	2	36	5	5	-----
132	Utica, N. Y	Faxton Hospital Training School	1892	Katharine Newman	0	12	5	21–35	2	44	8	12	-----
133	Morganton, N. C	State Hospital Training School for Nurses	1895	Susan E. Pitts	0	15	0	23–35	2	-----	10	12	-----
134	Cincinnati, Ohio	Cincinnati Hospital Training School	1893	Olive Fisher	1	43	18	21–30	2	50	7	9	-----
135	Cleveland, Ohio	Cleveland Homeopathic Hospital Training School	1884	W. H. Webber	0	25	10	20–30	2	-----	6	10	-----
136	do	Cleveland State Hospital Training School	1891	H. C. Eyman	18	17	11	21–50	2	24	(b)	(b)	-----
137	Toledo, Ohio	Toledo Hospital Training School	1893	Mabel Morrison	5	30	6	21–35	2	50	(c)	(c)	-----
138	Zanesville, Ohio	City Hospital Training School	1893	Mrs. C. B. Hall	0	6	3	21–35	2	50	d 5	8	0
139	Portland, Oreg	Good Samaritan Hospital Training School	1890	Emily L. Loveridge	0	23	8	21–30	2½	52	7	12	0
140	Allegheny, Pa	Allegheny General Hospital Training School	1886	Charlotte E. Perkins	0	35	21	20–30	2	36	6	12	0
141	Chester, Pa	Chester Hospital Training School	1892	Lizzie D. Magee	1	9	3	20–35	2	50	7	10	0
142	Frankford, Pa	Training School of the Private Asylum for the Insane	1894	S. Elizabeth Winter	16	20	7	21–35	2	26	-----	-----	-----
143	McKeesport, Pa	McKeesport Hospital Training School	1894	Mary E. Kelso	0	8	4	23–35	2	50	4–6	8–10	-----
144	Norristown, Pa	Charity Hospital Training School	1893	Pena Schneider	0	7	4	21–35	2	30	4	10	-----
145	Philadelphia, Pa	Jefferson Medical College Hospital Training School	-----	Susan C. Earle	0	40	7	21–35	3	35	6	7	-----
146	do	Medico-Chirurgical Hospital Training School	-----	Minerva T. Daily	0	34	10	20–35	2	52	6	6	0
147	do	Methodist Episcopal Hospital Training School*	-----	Jessie J. Glen	0	24	14	-----	2	50	8	12	-----
148	do	Pennsylvania Hospital Training School	1876	Lucy Walker	0	45	-----	21–35	3	50	10	12	0
149	do	Philadelphia Hospital Training School*	-----	Marion E. Smith	0	97	45	-----	2	50	9	9	-----
150	do	Philadelphia Lying-in Charity and Nurse School	-----	Frances D. Shetland	0	30	23	21–35	1	52	5	-----	-----
151	do	Polyclinic Hospital Training School	1890	Maud Banfield	0	19	0	20–35	2	32	5	5	0
152	do	Presbyterian Hospital Training School	1889	Caroline I. Milne	0	38	10	21–35	3	50	7	9	50
153	do	Protestant Episcopal Hospital Training School	1888	Mary S. Littlefield	0	51	18	23–35	2	42	8	10	-----
154	do	St. Joseph's Hospital Training School	1894	Annie E. Whelan	-----	21	5	18–35	2	40	6	6	-----
155	do	Samaritan Hospital Training School	1893	Eliza Daisy O'Hare	0	10	7	23–35	2	50	5	5	-----
156	do	University Hospital Training School	1886	M. E. P. Davis	0	45	25	23–35	3	50	8	10	-----
157	do	Woman's Hospital Training School	1861	Anna M. Fullerton	0	83	25	21–35	2	52	8	10	-----
158	Pittsburg, Pa	Homeopathic Hospital Training School	1885	Laura L. Lindley	0	30	-----	22–35	2	-----	8	12	0
159	do	Western Pennsylvania Hospital Training School	1892	Katherine Emory	15	30	20	23–35	2	32	8	12	0
160	Reading, Pa	Reading Hospital Training School	1887	Mary L. Rose	0	21	5	20–35	2	40	4	8	-----
161	Scranton, Pa	Lackawanna Hospital Training School	1893	Elin K. Kraemer	0	14	7	20–30	2	52	5	8	-----
162	do	Moses Taylor Hospital Training School	1892	Miss N. J. Eger	0	7	1	20–30	2	50	5	8	0
163	West Chester, Pa	Chester County Hospital Training School	1893	Julia King	0	12	4	21–35	2	-----	10	12	-----
164	Wilkes Barre, Pa	City Hospital Training School	1887	Mary W. McKechnie	0	18	5	20–35	2	32	9	12	0
165	Williamsport, Pa	Williamsport Hospital Training School	1893	Virginia Loomis	0	15	6	20–35	2	40	10	12	0
166	Providence, R. I	Rhode Island Hospital Training School	1882	Emma L. Stowe	7	43	15	21–35	2	38	(e)	-----	-----
167	Charleston, S. C	City Hospital Training School	1895	Leila Vincent Jones	0	9	-----	20–30	2	52	7	10	-----
168	Columbia, S. C	State Hospital for the Insane, Training School	1892	Miss Irwin	11	18	10	23–35	2	40	(f)	(f)	-----
169	Nashville, Tenn	City Hospital Training School	1890	Frances E. Wallace	0	7	4	21–25	2	46	15	15	0
170	Galveston, Tex	John Sealy Hospital Training School	1890	Augusta E. Guilminot	0	16	2	19–35	2	50	7	7	-----
171	Burlington, Vt	Mary Fletcher Hospital Training School	1884	Clara J. Churchill	0	19	9	20–40	2	-----	10	12	-----
172	Hampton, Va	Hampton Training School for Nurses, Dixie Hospital	1891	Susan B. Swanton	0	21	7	21–35	2	50	6	9	0
173	Norfolk, Va	St. Vincent's Hospital Training School	1892	Caroline L. Farnum	0	21	6	21–30	2	48	8	10	-----
174	Wheeling, W. Va	City Hospital Training School	1892	Mrs. J. E. Johnson	0	6	6	22–35	2	50	8	12	-----
175	Milwaukee, Wis	Trinity Hospital Training School	1889	N. E. Casey	0	15	7	-----	2	30	0	0	100
176	do	Wisconsin Training School for Nurses	1888	Lucy A. Bannister	0	60	25	21–35	2	42	0	0	100
177	Wausau, Wis	Riverside Hospital Training School	1895	Effie L. Barlow	0	5	0	20–35	2	48	0	0	100

* In 1894–95.
a Board, lodging, washing, and uniform are furnished.
b Male nurses, $25 to $28; women, $16 to $19.
c Male nurses, $12 first year, $15 second year; women get uniform and board.
d Sixth to twelfth month.
e Male nurses, $20 and $25; women, $10 and $15.
f Male nurses, $15 and $17; women, $10 and $12.

CHAPTER XLI.

COMMERCIAL AND BUSINESS SCHOOLS.

Returns from 398 commercial and business schools are tabulated in this report. Schools failing to report for two years in succession are dropped from the list. In the 398 business schools represented in the report for 1895-96 there were 1,913 instructors and 80,662 students. The total number of graduates in the commercial course was 10,481 and in the amanuensis course 8,836. The number of students in the day schools in all the geographical divisions was largely in excess of the number in the evening schools. The total number of students reported in the day schools was 64,901 and in the evening schools 15,911. It will be seen by these figures that the day schools contain nearly four times as many students as the evening schools report. The total number of students in the commercial course reported by the 398 schools was 37,630—males 29,869 and females 7,761. The total number of students in the amanuensis course was 19,250—males 8,312 and females 10,938. In the English course 11,870 students were reported—males 8,630 and females 3,240. In telegraphy there were 1,434—males 1,164 and females 270.

In addition to the 37,630 students in the regular commercial courses of business schools, there were 51,182 commercial students in universities and colleges, in normal schools, in private high schools and academies, and in public high schools. This was an increase of 7,954 students in the above-named schools since the report of this Bureau for 1894-95. (See the statistical summary on the two succeeding pages.)

The North Atlantic Division reported 116 schools, with a total of 639 instructors and 27,487 students. There were 3,963 graduates in the commercial course and 3,526 in the amanuensis course. The number of male students was 18,259 and the number of female students 9,228. The day schools reported 20,667 and the evening schools 6,790. The total number of students in the commercial course was 10,493—males 7,911 and females 2,582. The total number of students in the amanuensis course was 5,609—males 2,181 and females 3,428. In the English course the number was 2,317—males 1,665 and females 652. In telegraphy there were 219 students—males 183 and females 36.

The South Atlantic Division reported 28 schools, 134 instructors, 5,364 students, and 1,255 graduates. The number of male students was 3,718 and female students 1,646. The total number of students in the commercial course was 2,437—males 1,848 and females 589. In the amanuensis course there were 1,830—males 889 and females 941. In the English course there were 1,647 students—1,110 males and 537 females. In telegraphy there were 75 students—70 males and 5 females.

The South Central Division reported 33 schools, 160 instructors, and 6,414 students—5,053 males, and 1,361 females. The number of graduates was 1,748. The total number in the day schools was 5,525, in evening schools 889. In the commercial course the number of male students was 3,373, female students 554. In the amanuensis course there were 733 male students and 735 female students; in the English course, males 883 and females 186; in telegraphy, males 175 and females 42.

The North Central Division reports 47 per cent of the total number of commercial schools, instructors, and students represented in this annual report. The number of institutions reported was 186, the number of instructors 788, and the number of students 32,455. The male students numbered 22,167 and the female students 10,288. The number of students in the day schools was 27,083, in the evening schools 5,552. The number of students in the commercial course was 16,013—males 12,880, females 3,133. In the amanuensis course the number was 8,745—males 3,703 and females 5,042; in the English course 5,121—males 3,911 and females 1,210; in telegraphy 817—males 670 and females 147.

The Western Division reported 35 schools, 192 instructors, and 8,942 students. The number of male students was 5,976 and female students 2,966. The number of students in the day schools was 7,258 and in the evening schools 1,684. The number of graduates reported was 1,989. The number of students in the commercial course was 4,760—males 3,857 and females 903; in the amanuensis course, 1,598—males 806 and females 792; in the English course, 1,716—males 1,061 and females 655; in telegraphy, 106—males 66 and females 40.

Summary of statistics of commercial

States and divisions.	Number of institutions.	Instructors.			Pupils.				
		Male.	Female.	Total.	Male.	Female.	Total.	Day schools.	Evening schools.
1	2	3	4	5	6	7	8	9	10
United States	398	1,338	575	1,913	55,173	25,489	80,662	64,901	15,911
North Atlantic Division	116	445	194	639	18,259	9,228	27,487	20,667	6,790
Maine	6	16	9	25	989	458	1,447	1,279	168
New Hampshire	3	7	3	10	143	77	220	180	40
Vermont	2	3	1	4	99	46	145	97	48
Massachusetts	15	60	44	104	2,010	1,862	3,872	2,966	906
Rhode Island	4	16	5	21	470	264	734	571	163
Connecticut	10	27	20	47	1,020	615	1,635	1,320	315
New York	30	116	55	171	5,255	2,447	7,702	6,338	1,334
New Jersey	7	32	13	45	1,311	552	1,863	1,081	782
Pennsylvania	39	168	44	212	6,962	2,907	9,869	6,835	3,034
South Atlantic Division	28	84	50	134	3,718	1,646	5,364	4,368	996
Delaware	1	4	6	10	236	83	319	226	93
Maryland	2	8	1	9	327	105	432	319	113
District of Columbia	4	13	18	31	731	566	1,297	1,020	277
Virginia	6	16	9	25	512	174	686	606	80
West Virginia	2	6	3	9	335	151	486	305	181
North Carolina	5	11	3	14	309	113	422	405	17
South Carolina	1	1	0	1	5	0	5	5	0
Georgia	6	22	10	32	1,206	444	1,650	1,427	223
Florida	1	3	0	3	57	10	67	55	12
South Central Division	33	128	32	160	5,053	1,361	6,414	5,525	889
Kentucky	2	11	2	13	564	194	758	693	65
Tennessee	6	21	3	24	886	242	1,128	1,054	74
Alabama	1	3	0	3	110	45	155	105	50
Mississippi	5	31	4	35	698	55	753	748	5
Louisiana	1	9	2	11	339	73	412	297	115
Texas	15	45	18	63	1,955	666	2,621	2,261	360
Arkansas	3	8	3	11	501	86	587	367	220
Oklahoma	----	----	----	----	----	----	----	----	----
North Central Division	186	554	234	788	22,167	10,288	32,455	27,083	5,552
Ohio	31	72	28	100	2,462	1,081	3,543	3,067	476
Illinois	36	131	53	184	6,220	3,026	9,246	7,831	1,415
Indiana	20	70	33	103	2,576	1,572	4,148	3,344	984
Michigan	16	46	15	61	1,833	829	2,662	2,113	549
Wisconsin	16	32	20	52	1,184	383	1,567	1,183	384
Minnesota	15	39	15	54	1,484	768	2,252	1,892	360
Iowa	20	63	35	98	2,320	975	3,295	2,930	365
Missouri	14	48	17	65	1,765	676	2,441	1,886	555
North Dakota	1	6	0	6	94	68	162	140	22
South Dakota	2	5	1	6	124	60	184	147	37
Nebraska	8	26	9	35	1,601	666	2,267	1,958	309
Kansas	7	16	8	24	504	184	688	592	96
Western Division	35	127	65	192	5,976	2,966	8,942	7,258	1,684
Montana	3	14	5	19	520	206	726	528	198
Wyoming	----	----	----	----	----	----	----	----	----
Colorado	4	7	7	14	582	313	895	546	349
New Mexico	----	----	----	----	----	----	----	----	----
Arizona	1	2	1	3	50	24	74	64	10
Utah	2	5	1	6	271	163	434	315	119
Nevada	----	----	----	----	----	----	----	----	----
Idaho	1	2	1	3	30	12	42	39	3
Washington	3	8	3	11	366	278	644	508	136
Oregon	4	15	10	25	495	312	807	735	72
California	17	74	37	111	3,662	1,658	5,320	4,523	797

and business schools, 1895–96.

Pupils.								Graduates in commercial course.	Graduates in amanuensis course.	In other institutions.				
Commercial course.		Amanuensis course.		English course.		Telegraphy.								
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			In universities and colleges.	In normal schools.	Private secondary schools.	Public high schools.	Total.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
29,869	7,761	8,312	10,938	8,630	3,240	1,164	270	10,481	8,836	5,678	5,375	9,889	30,330	51,182
7,911	2,582	2,181	3,428	1,665	652	183	36	3,963	3,526	281	127	3,101	13,325	16,744
631	244	78	215	26	0	0	0	177	115	------	------	282	280	562
121	51	19	30	0	0	8	1	67	13	------	------	268	128	396
56	15	6	12	0	0	0	0	9	10	------	------	241	95	336
815	581	300	388	42	22	4	1	297	226	13	------	203	2,870	3,086
370	91	38	154	89	18	0	0	219	140	------	------	87	398	485
551	114	243	396	176	66	9	1	344	277	------	------	140	502	642
3,339	839	892	1,539	597	219	122	25	1,076	1,231	264	37	1,296	3,164	4,671
749	208	106	199	384	181	0	0	395	288	4	------	156	1,764	1,924
1,279	439	499	495	351	146	40	8	1,379	1,226	------	90	428	4,124	4,642
1,848	589	889	941	1,110	537	70	5	737	518	371	316	1,388	2,140	4,215
182	35	54	48	0	0	0	0	50	32	------	------	8	312	320
186	45	50	88	64	32	0	0	55	82	36	41	107	674	858
363	306	281	311	448	342	0	0	76	36	------	------	165	------	165
229	28	107	120	77	65	0	0	115	93	59	64	265	426	814
163	34	50	84	105	29	10	0	72	68	128	27	103	86	344
155	37	0	0	65	24	5	0	52	0	95	41	626	28	790
------	------	------	------	------	------	------	------	------	------	9	75	69	122	275
537	101	341	280	348	45	55	5	312	202	12	50	22	410	494
33	3	6	10	3	0	0	0	5	5	32	18	23	82	155
3,373	554	733	735	883	186	175	42	1,235	513	1,221	813	1,600	1,651	5,285
340	106	113	157	168	21	60	14	347	186	333	439	343	183	1,298
724	113	34	41	11	5	12	1	85	0	369	115	238	298	1,020
------	10	25	15	35	30	0	0	------	------	75	107	323	172	677
391	28	155	29	224	0	12	0	116	63	66	32	129	209	436
158	22	30	46	151	3	0	0	30	5	152	44	54	348	598
1,490	245	354	382	244	107	69	25	476	234	151	47	414	339	951
270	30	22	65	50	20	22	2	181	25	75	29	68	102	274
------	------	------	------	------	------	------	------	------	------	------	------	31	------	31
12,880	3,133	3,703	5,042	3,911	1,210	670	147	3,591	3,245	3,394	3,967	2,835	11,478	21,674
1,972	472	543	736	483	195	13	8	775	434	613	306	300	1,816	3,035
3,540	752	1,063	1,220	1,315	399	201	4	702	881	106	1,284	103	1,141	2,634
1,604	629	527	978	336	128	100	57	495	549	779	399	576	1,293	3,047
1,026	226	240	439	261	65	10	10	278	185	131	239	16	1,969	2,355
637	154	168	290	205	36	192	0	157	99	45	25	98	618	786
660	182	320	224	147	78	47	16	318	226	129	60	305	248	742
1,186	295	311	423	154	103	50	8	344	288	513	730	686	1,924	3,853
822	145	272	355	839	107	54	43	251	322	310	422	531	940	2,203
70	10	12	10	15	12	4	0	12	11	62	------	------	25	87
76	10	8	33	38	21	3	1	16	8	98	------	31	92	221
1,004	174	164	246	63	51	26	0	116	190	157	350	------	605	1,112
283	84	75	88	55	15	70	0	127	52	451	152	189	707	1,499
3,857	903	806	792	1,061	655	66	40	955	1,034	411	152	965	1,736	3,264
365	68	40	65	165	27	10	5	29	27	17	------	79	107	208
------	------	------	------	------	------	------	------	------	------	------	------	13	------	13
336	82	91	105	148	115	18	5	10	21	------	------	30	482	512
------	------	------	------	------	------	------	------	------	------	13	------	53	------	66
20	6	1	8	19	15	0	0	6	0	------	------	------	25	25
130	28	18	35	80	25	0	0	62	9	127	367	------	------	494
------	------	------	------	------	------	------	------	------	------	44	37	------	83	114
26	------	2	7	------	------	------	------	------		------	------	3	12	15
285	76	76	112	327	199	0	0	18	10	74	6	95	90	265
355	115	96	165	142	130	5	8	131	98	51	10	76	226	363
2,340	528	482	800	180	144	83	27	704	869	212	9	212	761	1,194

Statistics of commercial and

	Post-office.	Name.	Executive officer.	Instructors. Male.	Instructors. Female.
	1	2	3	4	5
	ALABAMA.				
1	Birmingham	Birmingham Business College *	R. B. Seymour	3	0
	ARIZONA.				
2	Phœnix	Lamson Academy and Business College	E. M. Lamson	2	1
	ARKANSAS.				
3	Arkadelphia	Arkadelphia Practical Business College *	I. W. Sanders	3	1
4	Camden	Camden Commercial College	J. W. Saunders	2	1
5	Fort Smith	Fort Smith Commercial College	G. M. Neale	3	1
	CALIFORNIA.				
6	Fresno	Fresno Business College *	G. S. Ramsey	3	0
7	Los Angeles	Los Angeles Business College *	E. R. Shrader	8	3
8	do	Woodbury Business College *	G. A. Hough	6	3
9	Oakland	Aydelotte's Business College *	J. H. Aydelotte	3	3
10	do	Oakland Business College *	O. J. Willis	3	0
11	Pacific Grove	Pacific Grove Business College *	John H. Oliver	3	1
12	Sacramento	Atkinson's Business College *	E. C. Atkinson	5	2
13	do	Moynahan's Business College	J. D. Moynahan	3	2
14	San Francisco	Ayres' Stenographic Institute	W. F. Ayres	1	4
15	do	Heald's Business College	Edw. P. Heald	14	5
16	do	San Francisco Business College	J. A. Wills	6	---
17	Santa Ana	Orange County Business College	R. L. Bisby	2	---
18	Santa Barbara	Santa Barbara Business College	E. B. Hoover	2	1
19	Santa Cruz	Chestnutwood's Business College	J. A. Chestnutwood	4	2
20	San José	San José Business College	Danforth and Chittenden.	4	3
21	Santa Rosa	Santa Rosa Business College	J. S. P. Sweet	2	1
22	Stockton	Stockton Business College	W. C. Ramsey	5	5
	COLORADO.				
23	Denver	Wallace's Business College	R. J. Wallace	2	2
24	do	Woodworth's Shorthand and Business College.*	W. A. McPherson	3	1
25	Pueblo	Pueblo Business College	C. H. Donaldson	1	2
26	Trinidad	Trinidad Business College Company	W. E. Anderson	1	2
	CONNECTICUT.				
27	Bridgeport	Martin's Business College	W. J. Martin	0	2
28	Hartford	Huntsinger's Business and Shorthand College.	E. M. Huntsinger	5	3
29	do	Olmstead's Commercial College	E. M. Olmstead	1	1
30	do	The Hartford Business College	E. H. Morse	4	4
31	New Haven	Childs' Business College	S. P. Butler	4	0
32	do	Gaffey's Shorthand School	John F. Gaffey	1	1
33	do	Hogarth Institute	A. P. Thomas	5	2
34	do	Yale Business College	R. C. Loveridge	2	2
35	Norwich	Norwich Business College	W. E. Canfield	2	1
36	Stamford	Merrill College *	Mrs. M. A. Merrill	3	4
	DELAWARE.				
37	Wilmington	Goldey Wilmington Commercial College *	H. S. Goldey	4	6
	DISTRICT OF COLUMBIA.				
38	Washington	Columbia College of Commerce	C. K. Urner	4	1
39	do	Spencerian Business College	Mrs. Sara A. Spencer	2	3
40	do	Tanner's Shorthand and Business College	Hudson C. Tanner	2	2
41	do	Washington Business High School	Allan Davis	5	12

* From 1894-95.

business schools, 1895–96.

Students. Day course. Male.	Students. Day course. Female.	Students. Evening course. Male.	Students. Evening course. Female.	Average daily attendance. Day course.	Average daily attendance. Evening course.	In commercial course. Male.	In commercial course. Female.	In amanuensis course. Male.	In amanuensis course. Female.	In English course. Male.	In English course. Female.	In telegraphy. Male.	In telegraphy. Female.	Months necessary for graduation. Day course.	Months necessary for graduation. Evening course.	Charges for tuition. Day course.	Charges for tuition. Evening course.	Graduates in commercial course 1895–96.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
60	45	50	----	----	10	25	15	35	30	0	0	0	0	----	----	$80	$40	----	----	1
40	24	10	0	38	7	20	6	1	3	19	15	0	0	10	20	75	35	6	0	2
142	15	142	15	30	30	130	5	12	15	0	0	15	2	4	6	150	75	153	25	3
60	10	25	5	15	7	80	15	0	0	0	0	5	0	3	5	50	25	28	0	4
110	30	22	11	60	8	60	10	50	20	----	----	2	0	5–10	20	----	----	40	18	5
55	9	0	0	30	0	44	3	5	9	0	0	0	0	9	4	75	40	6	4	6
189	140	48	18	298	57	148	47	21	55	58	53	10	3	6–8	12–14	90	44	70	16	7
302	148	90	12	160	25	228	68	74	80	26	19	5	7	6–12	----	90	40	65	29	8
80	70	----	----	----	----	----	----	----	----	----	----	----	----	6–12	----	100	60	----	----	9
75	25	20	10	40	15	60	10	20	10	0	0	0	0	6	12	----	----	16	0	10
22	20	----	----	----	----	10	6	----	----	17	16	----	----	12	----	60	----	----	----	11
247	59	51	9	----	----	195	11	27	42	20	18	5	9	6–12	----	50–75	----	56	28	12
25	10	8	7	35	12	20	15	7	10	5	8	1	1	10	12	75	65	18	10	13
76	152	37	26	67	23	0	0	113	178	----	----	----	----	4	6	50	50	0	228	14
505	203	75	27	250	35	443	63	62	140	----	----	----	----	6	----	125	50	169	108	15
656	162	191	137	189	43	592	61	62	98	12	5	12	7	6	12	100	60	----	368	16
35	28	----	----	63	----	33	21	4	14	6	2	----	----	6	----	37–50	----	9	8	17
41	19	0	0	35	0	33	16	4	2	8	3	0	0	10–20	0	60	----	5	2	18
252	80	0	0	318	0	185	40	30	20	37	20	0	0	8–9	0	85	0	50	29	19
86	52	----	----	----	----	79	37	28	37	----	----	----	----	----	----	75–100	----	29	17	20
75	25	----	----	40	----	70	20	5	5	----	----	----	----	6	----	75	----	36	7	21
300	200	20	10	200	10	200	100	20	30	----	----	----	----	9–12	12	100	45	175	35	22
65	36	147	12	----	----	212	48	----	----	----	----	18	5	6–8	12–15	----	----	----	----	23
70	60	25	15	40	20	20	10	60	55	95	75	0	0	4–12	12–24	65	36	----	----	24
50	75	15	10	12	5	24	4	6	15	3	0	0	0	6	24	----	----	0	21	25
110	80	100	25	130	60	80	20	25	35	50	40	----	----	10	10	50	50	10	----	26
23	55	15	21	----	----	----	----	38	76	----	----	----	----	6	12	60	60	----	75	27
241	188	----	----	----	----	286	----	70	73	----	----	----	----	----	----	99	22	78	61	28
20	50	20	5	20	15	----	----	----	----	----	----	6	0	6	12	60	60	----	----	29
194	112	80	16	102	32	154	54	26	76	154	54	0	0	10	6	100	30	131	66	30
28	29	26	10	38	12	----	----	----	----	0	0	0	0	8–10	12	100	45	31	9	31
19	96	40	20	40	15	0	0	59	116	0	0	0	0	6	12	----	----	----	----	32
25	17	13	9	27	16	29	18	14	8	8	6	1	1	6	12	100	50	20	17	33
67	40	----	----	60	----	40	27	10	30	----	----	----	----	----	----	120	----	53	30	34
26	11	9	6	35	12	19	6	7	5	0	0	0	0	10	10	----	----	13	5	35
52	20	16	9	----	----	33	9	19	12	14	6	2	0	6	----	----	----	18	14	36
158	68	78	15	120	50	182	35	54	48	0	0	0	0	6–8	----	65–80	20	50	82	37
83	41	64	27	----	----	----	----	----	----	----	----	----	----	6–24	12–24	45–75	30–60	51	45	38
127	60	65	21	136	70	107	45	25	50	192	81	0	0	10–20	10–30	70	60	54	20	39
95	97	41	59	----	----	----	----	130	156	136	156	----	----	6	9	80	50	----	----	40
256	261	0	0	480	0	256	261	256	261	256	261	0	0	18	0	0	0	71	71	41

Statistics of commercial and

	Post-office.	Name.	Executive officer.	Instructors. Male.	Instructors. Female.
	1	2	3	4	5
	FLORIDA.				
42	Tampa	Tampa Business University	B. B. Euston	3	0
	GEORGIA.				
43	Atlanta	Southern Shorthand and Business University.	A. C. Briscoe	6	2
44	Augusta	St. Patrick's Commercial Institute*	Bro. A. Oden	5	0
45	Columbus	Massey's Business College	R. W. Massey	5	0
46	Macon	Georgia-Alabama Business College	E. L. Martin	3	4
47	Rome	Rome Business College	H. S. Shockley	2	2
48	Savannah	Richmond's Commercial Institute	C. S. Richmond	1	2
	IDAHO.				
49	Boise	Boise Business and Normal School	A. P. Way	2	1
	ILLINOIS.				
50	Amboy	Amboy Business College	D. Brehaut	3	0
51	Belleville	Belleville Commercial and Shorthand College.	Jos. P. Foeller	2	---
52	Bloomington	Bloomington Business College	J. N. Wright	2	3
53	Champaign	Champaign Business College*	G. W. Temple	3	1
54	Chicago (45 Randolph st.).	Chicago Business College	A. C. Gooding, F. B. Virden.	7	1
55	Chicago	De La Salle Institute	Brother Pius	15	0
56	do	Jones Business College	Chas. E. Jones	2	2
57	do	Kimball's Shorthand and Typewriting Training School.	D. Kimball	1	0
58	do	Metropolitan Business College	O. M. Powers	14	5
59	do	St. Patrick's Commercial Academy	Brother Baldwin	10	0
60	do	West Side Business College*	W. H. Whegarn	5	3
61	Danville	Danville Business College	A. S. Van Buskirk	2	1
62	Decatur	Brown's Decatur Business College*	Geo. W. Brown	3	1
63	Elgin	Drew's Business College	W. A. Drew	2	2
64	do	Elgin Business College	W. H. Callow	1	1
65	Freeport	Freeport College of Commerce	J. J. Nagle	6	1
66	Galesburg	Brown's Business College	G. W. Brown	3	3
67	Jacksonville	Jacksonville Business College	G. W. Brown	3	2
68	Joliet	Joliet Business College*	Homer Russell	10	8
69	do	Putland's Business College*	W. D. Putland	2	2
70	Kankakee	Kankakee Business College and Shorthand School.	N. S. Richmond	2	1
71	Lincoln	The Lincoln Business College	W. R. Whetsler	2	2
72	Macomb	Central Business College*	H. M. Settle	2	3
73	Mendota	Mendota Business College*	Wm. A. Kanorr	1	0
74	Monmouth	Monmouth Business College	T. F. Hukert	2	2
75	Mount Vernon	Mount Vernon Business College*	S. M. Veigh	1	1
76	Orange	Grand Prairie Seminary and Commercial College.*	S. Van Pelt	5	6
77	Ottawa	Brown's Ottawa Business College	G. W. Brown	2	2
78	Peoria	Brown's Peoria Business College*	G. W. Brown	4	2
79	Quincy	Gem City Business College	D. L. Musselman	11	1
80	do	Howe's Shorthand and Business School	William L. Howe	2	---
81	do	Philbrick Commercial College*	Wick Anderson	4	2
82	Rockford	Rockford Business College	W. H. Johnson	7	1
83	Rock Island	Augustana Business College	O. Olsson	4	1
84	Springfield	Springfield Business College*	H. E. Chicken	5	2
85	Westfield	Westfield Business College*	C. E. Bigelow	1	1
	INDIANA.				
86	Columbus	Columbus Business University*	F. H. Harper	6	2
87	Elkhart	Elkhart Business College	F. L. Middleton	1	---

* From 1894-95.

business schools, 1895–96—Continued.

Students. Day course. Male.	Students. Day course. Female.	Students. Evening course. Male.	Students. Evening course. Female.	Average daily attendance. Day course.	Average daily attendance. Evening course.	In commercial course. Male.	In commercial course. Female.	In amanuensis course. Male.	In amanuensis course. Female.	In English course. Male.	In English course. Female.	In telegraphy. Male.	In telegraphy. Female.	Months necessary for graduation. Day course.	Months necessary for graduation. Evening course.	Charges for tuition. Day course.	Charges for tuition. Evening course.	Graduates in commercial course 1895-96.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
45	10	12	0	50	10	33	3	6	10	3	0	0	0	5	7	$96	$60	5	5	42
200	150	25	2	175	12	150	58	75	75	----	----	----	----	6	12	50	50	----	----	43
150	0	----	----	140	0	28	0	20	0	130	0	40	0	----	----	----	----	10	----	44
184	22	30	0	70	20	----	5	----	30	190	30	0	0	4	8	40–50	40	200	66	45
345	120	50	2	150	12	205	25	132	90	----	----	13	5	3½	6	35	25	70	67	46
146	70	41	58	48	23	146	10	89	70	28	15	----	----	4–6	6–10	----	----	42	59	47
25	15	10	5	25	10	8	3	25	15	----	----	----	----	----	----	----	----	----	----	48
27	12	3	----	----	----	26	----	2	7	----	----	----	----	----	----	60	60	----	----	49
30	40	----	----	25	----	20	5	8	12	3	5	----	----	4–9	----	60–100	----	10	14	50
54	8	19	6	38	22	53	9	10	5	15	3	----	----	6–9	12–18	85	30	7	2	51
88	35	0	0	76	0	56	18	24	25	0	0	0	0	----	----	75	----	15	6	52
60	19	15	3	75	16	48	9	15	7	----	----	----	----	6–9	----	100	50	24	8	53
344	241	99	25	250	65	170	30	----	----	60	25	0	0	12	16	85	25	----	----	54
220	0	0	0	210	0	220	0	40	0	35	0	30	0	----	----	40	0	32	----	55
155	227	----	----	----	----	----	----	----	----	----	----	----	----	6–9	9–12	75	30	----	----	56
9	40	3	4	10	2	1	1	12	44	12	44	0	0	3–4	5–6	----	----	2	37	57
820	479	224	67	575	100	602	119	77	349	365	78	----	----	----	----	100	24	18	213	58
412	0	0	0	390	----	150	----	262	----	412	----	150	----	----	----	20	----	16	----	59
111	105	76	57	116	75	----	----	----	----	----	----	0	0	9	----	80	25	40	77	60
50	31	12	2	60	----	50	31	----	----	0	0	----	----	6–9	----	40	20	14	0	61
125	54	----	----	----	----	56	60	30	43	----	----	----	----	6	18	75	20	17	6	62
55	10	20	15	45	30	60	18	2	1	13	6	0	0	8	12	45	25	12	0	63
34	19	27	28	----	----	45	21	10	18	6	8	----	----	6–8	9–12	----	----	13	11	64
47	40	20	4	----	----	30	11	10	27	27	11	----	----	8	----	54	----	24	----	65
76	50	52	19	80	35	70	26	14	35	3	0	0	0	----	----	----	----	19	9	66
104	76	0	0	----	----	84	34	20	42	0	0	0	0	6–8	----	75	65	18	5	67
700	200	100	50	600	75	500	85	300	150	100	50	0	0	24	36	50	30	75	225	68
40	85	25	15	45	15	25	20	30	55	20	15	0	0	6	6	55	25	35	80	69
32	23	27	9	27	18	56	6	4	20	2	3	0	0	7	10	45	20	15	10	70
43	18	12	0	32	8	24	12	6	10	8	4	0	0	8	14	50	20	11	5	71
53	17	10	3	70	8	63	20	----	----	----	----	----	----	6	12	50	25	2	----	72
17	8	3	0	----	----	19	3	2	6	0	0	0	0	----	----	35–40	35–40	5	1	73
82	30	23	5	60	12	80	9	4	19	21	7	----	----	6–8	8	36	15	10	7	74
12	11	12	2	----	----	10	9	3	2	----	----	----	----	6–8	----	50	20	----	1	75
200	214	----	----	----	----	35	21	3	3	38	80	----	----	7	----	35	----	8	----	76
39	21	26	9	30	20	59	11	17	23	0	0	0	0	7	0	75	----	19	9	77
100	86	30	16	96	95	85	15	15	55	9	----	----	----	8	----	75	20	19	19	78
495	117	0	0	300	0	459	14	36	103	0	0	0	0	6–9	0	60	0	142	42	79
38	18	17	1	28	12	11	----	16	18	----	----	9	2	6	----	50	24	3	23	80
54	43	31	11	----	----	54	43	40	41	31	11	12	2	----	----	----	----	----	----	81
250	125	30	20	150	20	200	100	15	35	40	25	0	0	6	----	----	----	35	25	82
86	37	----	----	----	----	----	----	----	----	----	----	----	----	9	----	50	----	19	20	83
136	66	106	16	----	----	115	11	27	61	95	14	0	0	6–8	----	60	----	17	18	84
35	16	----	----	18	----	30	11	11	11	----	----	----	----	6	----	30	----	6	8	85
140	130	10	8	85	6	40	15	15	25	----	----	----	----	6–9	18–24	40–50	20	8	2	86
125	75	25	15	40	10	25	10	20	145	----	----	0	0	4–6	8	25	25	13	127	87

Statistics of commercial and

	Post-office.	Name.	Executive officer.	Instructors. Male.	Instructors. Female.
	1	2	3	4	5
	INDIANA—cont'd.				
88	Evansville	Evansville Commercial College *	S. N. Curnick	3	1
89	Fort Wayne	Fort Wayne Business College	G. W. Lahr	3	1
90	do	International Business College	T. L. Staples	4	2
91	Frankfort	Minor's Business College	F. C. Minor	3	2
92	Hartford City	Hartford City Business College *	John W. Pritchett	1	1
93	Huntington	Huntington Business University	O. E. Hawkins	2	1
94	Indianapolis	College of Commerce	C. S. Perry	5	1
95	do	Indianapolis Business University *	E. J. Heeb	5	2
96	do	Spencerian Business College *	E. E. Admire	3	2
97	Lafayette	Union Business College	Stanley A. Drake	5	1
98	Logansport	Hall's Business College	C. F. Moore	2	3
99	Marion	Marion Business College	J. D. Brunner	3	1
100	Muncie	Muncie Business College and School of Shorthand.	J. W. Howard	4	2 2
101	New Albany	New Albany Business College	D. M. Hammond	2	
102	Richmond	Richmond Business College	O. E. Fulghum	4	2
103	South Bend	The Peoples' College *	William T. Boone	8	3
104	Terre Haute	Garvin Commercial College	W. H. Garvin, M. P. Akers.	3	2
105	do	Terre Haute Commercial College	W. C. Isbell	3	2
	IOWA.				
106	Boone	Boone College of Commerce	Clarence S. Paine	4	1
107	Burlington	Elliott's Business College *	G. W. Elliott	10	4
108	Cedar Rapids	Cedar Rapids Business College	A. N. Palmer	6	1
109	Clinton	Clinton Business College	B. J. Heflin	3	2
110	College Springs	Amity Commercial College	J. M. Littlejohn	1	1
111	Creston	Creston Business College *	E. E. Gaylord	1	1
112	Des Moines	Capital City Commercial College	J. M. Mehan	5	4
113	do	Iowa Business College	A. C. Jennings	5	0
114	do	People's Commercial College *	B. W. Bowen	1	1
115	Dubuque	Bayless Business College	C. Bayless	4	1
116	Fairfield	Fairfield Business College *	W. A. Rice	2	1
117	Iowa City	Iowa City Commercial College and School of Shorthand.	J. H. Williams	3	2
118	Marshalltown	Marshall Business College	J. R. Starr	1	1
119	Mason City	Iowa Commercial School	H. J. Knapp	2	2
120	Muscatine	Muscatine Business College	F. H. Shinn	2	1
121	Oskaloosa	Oskaloosa Business College	B. A. Wright	1	3
122	Sioux City	Metropolitan Business College *	H. A. Miller, D. H. Branaman.	4	3
123	Story City	Story City Business College *	L. O. Johnson	3	2
124	Ottumwa	Ottumwa Commercial College	J. W. Bryan	3	2
125	Webster City	Webster City College of Commerce	Clarence S. Paine	2	2
	KANSAS.				
126	Atchison	Atchison Business College	C. T. Smith	3	1
127	Lawrence	Lawrence Business College	A. G. Coonrod	3	1
128	Leavenworth	Central Business College	N. B. Leach	2	1
129	Manhattan	Musgrave's Business College *	Wayne M. Musgrave	1	2
130	Parsons	Parsons Business College	C. E. Ball	1	1
131	Salina	The Old Reliable School of Telegraphy *	W. H. Skelton	3	0
132	Winfield	Winfield Business College *	C. S. Perry	3	2
	KENTUCKY.				
133	Lexington	Lexington Business College	C. C. Calhoun	5	1
134	Louisville	Bryant and Stratton Business College	Edwin J. Wright	6	1
	LOUISIANA.				
135	New Orleans	Soulé Commercial College	George Soulé	9	2

* From 1894-95.

business schools, 1895–96—Continued.

Students. Day course. Male.	Students. Day course. Female.	Students. Evening course. Male.	Students. Evening course. Female.	Average daily attendance. Day course.	Average daily attendance. Evening course.	In commercial course. Male.	In commercial course. Female.	In amanuensis course. Male.	In amanuensis course. Female.	In English course. Male.	In English course. Female.	In telegraphy. Male.	In telegraphy. Female.	Months necessary for graduation. Day course.	Months necessary for graduation. Evening course.	Charges for tuition. Day course.	Charges for tuition. Evening course.	Graduates in commercial course 1895–96.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
110	40	20	----	----	----	100	15	10	25	0	0	0	0	6	24	----	----	----	7	88
60	25	20	5	----	----	67	14	21	12	----	----	0	0	12	30	$60	$30	30	22	89
120	50	50	20	85	50	89	20	31	30	----	----	----	----	10	30	60	30	40	35	90
81	69	30	20	75	25	77	53	13	17	10	15	11	4	6–9	12–15	40	25	40	20	91
5	7	8	5	12	10	10	3	3	9	1	----	----	----	6	12	40	25	----	----	92
77	83	16	11	33	11	48	40	45	54	30	28	0	0	5–9	9–12	65	40	52	71	93
125	115	75	40	100	50	150	50	40	115	50	----	50	50	5–6	12	70	50	----	----	94
209	78	104	21	----	----	182	38	34	117	69	3	----	----	6	12	----	----	50	40	95
124	143	112	48	134	54	173	34	30	190	134	54	0	0	6	18	50	25	105	143	96
126	64	20	0	120	15	85	45	12	20	6	10	14	3	6	12	40	18	45	10	97
63	37	23	11	45	10	60	30	40	45	20	15	----	----	6	12	60	40	18	20	98
62	68	20	13	72	12	40	30	15	36	6	3	0	0	7	16	65	30	20	15	99
125	80	40	28	185	56	125	80	105	70	----	----	15	----	----	----	65	65	----	----	100
70	39	33	9	125	31	80	8	25	38	----	----	----	----	6	----	40	20	24	18	101
107	65	31	----	98	15	117	35	21	30	----	----	----	----	6	12	50	25	----	----	102
120	35	35	25	----	----	40	20	10	35	10	----	0	0	----	----	40	25	----	----	103
58	33	27	6	70	20	71	14	9	30	0	0	0	0	6–10	----	40	----	29	----	104
150	50	0	0	150	30	125	75	18	35	0	0	10	0	10	6	40	20	27	37	105
25	18	16	4	25	15	20	10	4	12	1	4	0	0	6	10	100	45	19	11	106
427	153	----	----	----	----	----	----	----	----	----	----	0	0	12	----	80	----	30	25	107
250	75	25	5	125	20	230	29	20	46	0	0	0	0	9	----	75	----	14	22	108
92	64	----	----	----	----	84	38	33	56	----	----	----	----	6	----	28	----	22	31	109
34	10	0	0	----	----	20	8	0	0	0	0	0	0	6	----	30	----	8	0	110
33	15	0	0	----	----	24	5	7	8	4	1	0	0	----	----	75	----	2	0	111
240	180	----	----	137	----	135	23	59	115	46	42	0	0	6	----	50	----	41	47	112
208	40	40	4	----	----	175	8	9	40	5	4	45	6	----	----	45	25	----	----	113
43	57	40	10	19	13	55	44	3	5	37	13	0	0	8–9	12	60	45	23	3	114
99	61	49	9	71	30	120	20	17	58	11	4	0	0	6	12	75	25	25	19	115
25	22	0	0	----	----	12	2	----	5	----	----	----	----	8	----	----	----	5	1	116
68	26	0	0	60	0	61	9	7	17	0	0	0	0	6–9	----	50	----	37	16	117
30	25	12	4	25	6	25	15	18	12	6	3	0	0	7	14	65	40	13	20	118
14	5	0	0	----	----	8	1	2	2	4	1	0	0	7½	----	100	----	0	0	119
50	25	18	15	----	----	30	10	15	15	5	0	0	0	----	----	50	15	16	8	120
10	14	5	3	----	----	7	13	2	9	2	0	----	----	6	6	70	30	----	----	121
130	57	----	----	225	----	75	25	50	30	----	----	5	2	6–12	6	50	25	30	33	122
25	30	----	----	15	----	15	----	4	2	11	14	----	----	12	----	----	----	6	2	123
180	60	60	25	54	31	151	28	10	24	21	15	----	----	6	12	35	16	23	28	124
60	20	12	9	40	15	39	10	18	14	8	6	----	----	6	6	100	40	30	22	125
68	32	25	15	60	20	55	15	17	29	19	5	----	----	6–9	24	50	20	20	10	126
68	18	9	1	35	----	57	8	17	12	11	4	----	----	6	12	40	20	23	5	127
35	22	25	8	37	28	40	15	18	17	5	2	0	0	7	18	50	30	11	8	128
16	14	0	0	25	0	12	4	1	4	1	0	0	0	----	----	40–120	----	0	0	129
50	40	15	8	----	----	35	20	15	20	----	----	----	----	6	12	60	30	30	20	130
70	0	0	0	40	----	----	----	----	----	----	----	70	----	5	----	45	----	----	----	131
123	36	----	----	57	----	84	22	7	6	18	4	----	----	6	0	40	----	43	9	132
175	57	----	----	110	----	115	26	53	27	168	21	35	8	4–6	----	50	----	92	37	133
340	121	49	16	----	----	225	80	60	130	----	----	25	6	6	12	120	50	255	149	134
229	68	110	5	200	70	158	22	30	46	151	3	0	0	3–12	9–15	----	----	30	5	135

Statistics of commercial and

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	MAINE.				
136	Augusta	Shaw Business College	H. B. Cole	2	1
137	Bangor	Bangor Business College	T. W. Burr	2	3
138	Lewiston	Lewiston Business College	N. E. Rankin	1	1
139	Portland	Gray's Portland Business College	Frank L. Gray	5	1
140	do	Shaw Business College	F. L. Shaw	4	1
141	Rockland	Rockland Commercial College	H. A. Howard	2	2
	MARYLAND.				
142	Baltimore	Eaton and Burnett Business College	A. H. Eaton	6	---
143	Hagerstown	Wolf's Business College	D. Elmer Wolf	2	1
	MASSACHUSETTS.				
144	Boston	A. O. Hall's Business College	Aldis Owens Hall	3	8
145	do	Bryan and Stratton Commercial School	H. E. Hibbard	18	5
146	do	Comer's Commercial College	C. E. Comer	8	6
147	do	French's Business College	Charles French	2	1
148	do	Hickox's Shorthand School	William E. Hickox	1	1
149	do	Reckers and Bradford Commercial School.	E. E. Bradford	2	1
150	Brockton	Martin College of Business *	James T. Martin	5	3
151	Holyoke	Childs' Business College	C. H. Childs	2	2
152	Lawrence	Cannon's Commercial College *	G. C. Cannon	2	2
153	Lowell	Lowell Commercial College	Albert C. Blaisdell	4	3
154	Pittsfield	Chickering's Commercial College	C. J. Weaser	---	2
155	Salem	Salem Commercial School	Emma A. Tibbetts	3	3
156	do	Spencer and Peaslee Business College	F. A. Spencer and F. J. Peaslee.	5	3
157	Worcester	Becker's Business College	E. C. A. Becker	3	2
158	do	Hinman's Business College	A. H. Hinman	2	2
	MICHIGAN.				
159	Adrian	Brown's Business University	L. S. Brown	1	1
160	Battle Creek	Krug's Business College	J. B. Krug	3	0
161	Bay City	New International Business College	Lauer, Ross, and Thompson.	5	0
162	Detroit	Detroit Business University *	W. F. Jewell	11	1
163	do	Detroit School of Commerce	William E. Caton	3	1
164	do	St. Joseph's Commercial School	Rev. Bro. Amselwin	3	0
165	Grand Rapids	Grand Rapids Business College and Practical Training School.	A. S. Parish	4	---
166	Jackson	Devlin's Business College and Shorthand Institute.	H. C. Devlin	1	1
167	Kalamazoo	Parsons Business College and Shorthand Institute.	William F. Parsons	2	1
168	Marquette	Upper Peninsula Business College	F. M. Loudy	2	2
169	Muskegon	Ferris Business College	E. C. Bisson	2	2
170	Owosso	Owosso Business College and School of Shorthand.*	A. J. Cadman	2	1
171	Pontiac	Pontiac Business College	W. S. Osborn	2	---
172	Saginaw West Side.	Saginaw Business College*	John C. Brown	1	1
173	St. Louis	Yerington's College	C. W. Yerington	3	1
174	Three Rivers	St. Joseph County College	Charles H. Sage	1	3
	MINNESOTA.				
175	Anoka	Anoka Business College	D. L. Coon	2	2
176	Brainerd	Brainerd Business College*	J. F. Gerrity	2	---
177	Duluth	Parsons's Business College and Shorthand School.	A. C. Parsons	1	1

* From 1894-95.

business schools, 1895–96—Continued.

Students. Day course. Male.	Students. Day course. Female.	Students. Evening course. Male.	Students. Evening course. Female.	Average daily attendance. Day course.	Average daily attendance. Evening course.	In commercial course. Male.	In commercial course. Female.	In amanuensis course. Male.	In amanuensis course. Female.	In English course. Male.	In English course. Female.	In telegraphy. Male.	In telegraphy. Female.	Months necessary for graduation. Day course.	Months necessary for graduation. Evening course.	Charges for tuition. Day course.	Charges for tuition. Evening course.	Graduates in commercial course 1895–96.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
76	30	0	0	----	0	75	19	1	11	0	0	0	0	6	0	----	----	15	4	136
90	50	0	0	----	----	60	55	15	9	0	0	0	0	6	----	----	----	15	15	137
39	28	43	10	18	13	75	18	7	20	----	----	----	----	6	----	$96	$60	12	4	138
176	95	0	0	----	----	166	58	10	37	0	0	0	0	----	----	----	----	41	21	139
226	172	----	----	----	----	199	56	37	117	----	----	----	----	----	----	----	----	53	58	140
102	74	----	----	50	----	56	38	8	19	26	----	----	----	6–12	----	----	----	41	13	141
200	50	75	25	150	75	150	30	40	60	35	15	0	0	6–12	12–18	60	22	50	70	142
42	27	10	3	----	----	36	15	10	28	29	17	0	0	----	----	65	50	5	12	143
100	300	----	----	125	----	----	----	----	----	----	----	----	----	3	4	200	200	----	----	144
500	250	0	0	500	----	150	100	----	----	----	----	----	----	10	----	160	----	----	----	145
234	176	141	38	250	125	200	150	200	150	0	0	0	0	10	20	130	30	135	95	146
28	43	0	0	67	0	28	20	----	----	----	----	----	----	12	----	140–200	----	61	----	147
10	30	----	----	34	6	----	----	----	----	----	----	----	----	6–7	----	----	----	----	----	148
15	13	12	9	20	12	27	15	1	7	0	0	0	0	10–15	8–12	120	25	2	4	149
150	200	75	75	100	75	----	----	----	----	----	----	4	1	8	12	100	75	----	----	150
23	30	40	12	35	15	40	15	5	25	0	0	0	0	10	20	100	50	9	13	151
42	34	89	33	30	80	81	27	9	17	42	22	0	0	4	6	160	40	9	0	152
40	60	90	110	50	125	----	----	----	----	----	----	----	----	----	----	75	35	49	----	153
20	15	10	10	35	20	20	5	5	5	----	----	----	----	4	6	40	25	17	7	154
45	78	27	23	61	19	55	52	16	51	----	----	----	----	----	----	100	40	15	17	155
94	81	17	11	96	9	70	67	27	39	0	0	0	0	10	10	----	----	----	----	156
76	89	17	7	----	----	69	55	7	34	----	----	0	0	----	----	----	----	----	----	157
100	100	25	25	----	----	75	75	30	60	----	----	----	----	6	12	100	24	----	90	158
49	21	0	0	35	0	37	3	3	18	----	----	0	0	8–12	0	35	0	5	6	159
55	25	0	0	----	----	55	15	2	8	0	0	0	0	12	0	50	0	5	3	160
114	63	46	6	80	38	90	70	21	48	0	0	0	0	12	24	60	30	6	5	161
317	190	180	60	----	----	302	54	99	165	147	31	0	0	----	----	100	40	35	----	162
140	55	38	29	62	20	96	44	11	43	8	3	7	6	9–12	20–24	60	40	38	32	163
77	0	0	0	75	0	75	0	0	0	75	0	0	0	30	0	20	0	12	0	164
82	46	----	----	----	----	74	17	8	29	----	----	----	----	----	----	75	----	----	----	165
100	50	20	10	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	166
120	40	20	10	100	20	120	40	5	35	----	----	----	----	12	12	50	50	10	----	167
65	44	20	13	32	16	47	23	31	25	5	6	2	3	6	12	75	40	17	12	168
105	82	13	7	66	20	67	15	30	48	0	0	1	1	9	18	50	60	40	65	169
22	18	9	2	----	----	26	18	2	2	1	----	----	----	6–12	----	40–60	15–75	2	2	170
24	8	21	6	----	----	45	14	----	----	----	----	----	----	6	12	45	25	16	----	171
21	14	15	6	32	12	22	3	12	17	10	5	0	0	20	40	40	20	18	18	172
50	----	----	----	30	----	40	----	10	----	----	----	----	----	10	----	----	----	2	----	173
100	60	10	8	50	15	20	10	6	1	25	15	----	----	----	----	24	24	8	----	174
29	3	5	2	24	5	28	2	2	1	0	0	0	0	5	----	30	----	6	0	175
15	15	16	8	25	20	30	10	10	8	3	4	0	0	6–8	12	100	52	22	21	176
22	7	34	7	12	14	23	2	6	5	50	7	0	0	6	12	100	60	10	5	177

Statistics of commercial and

	Post-office.	Name.	Executive officer.	Instructors. Male.	Instructors. Female.
	1	2	3	4	5
	MINNESOTA—c't'd.				
178	Faribault	Brown's Business College and Institute of Shorthand.	A. E. Brown	2	1
179	Hastings	Hastings Commercial College*	J. W. Hawke	1	1
180	Mankato	Mankato Commercial College	Brandrup and Freeman.	4	1
181	Minneapolis	Archibald Business College	A. R. Archibald	5	1
182	do	Caton College	T. J. Caton	...	...
183	do	Curtiss Business College	James L. Hodgmire	3	1
184	do	Munson Shorthand Institute	R. J. Smith	3	0
185	Red Wing	Red Wing Business College and Normal Institute.	W. R. Miller	3	1
186	St. Paul	Globe Business College	Frank A. Maron	3	1
187	do	St. Paul Business College, Shorthand, and Telegraphic Institute.	Maguire Bros	6	4
188	Stillwater	Stillwater Business College	W. P. Canfield	2	0
189	Winona	Lambert's Business College	R. A. Lambert	2	1
	MISSISSIPPI.				
190	Bay St. Louis	St. Stanislaus Commercial College	Brother Isidore	15	0
191	Meridian	Wyatt's Business College*	L. A. Wyatt	2	1
192	Natchez	Cathedral Commercial College	Brother Gabriel	4	2
193	Vicksburg	Aloysius Commercial College	Brother Daniel	8	0
194	do	Vicksburg Commercial School	G. McDonald	2	1
	MISSOURI.				
195	Canton	Canton Commercial College	J. E. Beadles	1	2
196	Clinton	Clinton Business College*	Campbell E. Green	3	2
197	do	Clinton Normal Business College	H. A. Harness	3	...
198	El Dorado Springs	El Dorado Business College*	W. H. Miller	2	1
199	Hannibal	Hannibal Commercial College	F. T. Kelly	3	1
200	Joplin	Joplin Business College	W. T. Thomas	1	2
201	Kansas City	Cathedral Commercial School	Rev. J. J. Glennon	4	0
202	do	Dickson School of Shorthand	W. B. Dickson	3	1
203	Lexington	Lexington Business College and School of Shorthand.	L. F. Myers	3	2
204	St. Joseph	St. Joseph Commercial College	Brother Arthemian	9	0
205	do	St. Joseph Business University	E. E. Gard	3	3
206	St. Louis	Hayward Business College Company	L. H. Hayward	3	2
207	do	Jones Commercial College	J. G. Bohmer	5	1
208	do	Perkins and Herpel's Mercantile College	H. C. Perkins	5	0
	MONTANA.				
209	Butte	Butte Business College	A. F. Rice	6	2
210	Helena	Engelhorn Helena Business College	Hermann T. Englehorn.	6	2
211	Missoula	Garden City Commercial College and Shorthand Academy.*	E. C. Reitz	2	1
	NEBRASKA.				
212	Falls City	Falls City Business College	G. M. Barrett	2	1
213	Grand Island	Grand Island Business College	A. M. Hargis	4	1
214	Hastings	Queen City Business College	Lummis and Miller	3	...
215	Lincoln	Lincoln Business College	D. R. Sillibridge	5	4
216	McCook	McCook Business College*	L. W. Stayner	1	...
217	Omaha	Omaha Business College*	F. F. Roose	4	3
218	do	Omaha Commercial and Business College	M. G. Rohrbough	7	...
219	York	College of Commerce*	R. G. Harris	4	2

*From 1894-95.

business schools, 1895-96—Continued.

Students. Day course. Male.	Students. Day course. Female.	Students. Evening course. Male.	Students. Evening course. Female.	Average daily attendance. Day course.	Average daily attendance. Evening course.	In commercial course. Male.	In commercial course. Female.	In amanuensis course. Male.	In amanuensis course. Female.	In English course. Male.	In English course. Female.	In telegraphy. Male.	In telegraphy. Female.	Months necessary for graduation. Day course.	Months necessary for graduation. Evening course.	Charges for tuition. Day course.	Charges for tuition. Evening course.	Graduates in commercial course 1895-96.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
60	35	15	6	59	15	50	10	10	20	10	10	----	----	7	12	$50	$25	6	7	178
107	22	13	3	100	25	75	10	28	----	----	----	----	----	6	4-6	115	50	17	1	179
134	38	12	6	86	18	81	10	6	22	30	23	0	0	7	0	85	25	12	20	180
200	70	30	20	70	10	150	50	40	60	10	10	----	----	6	12	100	50	25	60	181
200	140	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	182
85	32	17	3	45	12	71	13	14	19	----	----	----	----	6	12	50	20	24	24	183
40	120	12	15	35	20	----	----	160	37	----	----	----	----	6	12	50	20	----	----	184
30	17	8	----	35	5	16	6	4	4	20	14	----	----	6	----	36	----	5	2	185
92	44	11	6	62	17	36	12	0	0	9	0	37	8	6	9	90	48	35	0	186
75	70	35	28	64	32	55	49	30	33	15	10	10	8	6	8	90	50	125	70	187
32	5	13	6	30	10	45	8	----	3	0	0	0	0	9	----	----	----	7	1	188
120	33	22	7	74	20	----	----	7	15	----	----	0	0	8	16	50	20	24	15	189
160	-0	0	0	160	0	70	0	100	0	95	0	12	0	30	0	50	0	16	20	190
125	35	----	----	42	----	85	10	45	25	----	----	----	----	----	----	40	----	70	43	191
160	0	0	0	125	0	45	0	0	0	75	0	0	0	----	----	----	----	12	----	192
208	0	0	0	193	0	169	0	0	0	54	0	0	0	20	0	----	----	8	----	193
40	20	5	----	----	----	22	18	10	4	----	----	----	----	12	----	----	----	10	----	194
41	31	12	5	50	----	18	2	2	0	23	29	----	----	9	----	32	----	2	0	195
40	28	0	0	37	0	20	14	7	6	13	7	6	0	10	0	35	----	16	8	196
43	28	----	----	20	----	19	3	5	2	23	8	----	----	6	----	40	----	9	1	197
15	5	----	----	----	----	15	5	----	----	----	----	1	----	9	----	40	----	8	----	198
160	22	24	1	----	----	150	10	12	35	0	0	0	0	4	7	40	40	17	17	199
50	25	15	9	----	----	40	20	10	29	----	----	----	----	6	12	45	----	----	----	200
150	0	0	0	140	0	35	0	25	0	150	0	10	0	10	0	150	0	5	10	201
100	50	30	20	30	12	0	0	130	70	----	----	----	----	3-5	5-6	55	25	----	200	202
30	20	----	----	45	----	37	1	4	8	22	----	----	----	8-12	8-12	70	----	2	----	203
125	0	0	0	115	0	60	0	----	----	125	0	0	0	10	0	20-50	----	11	----	204
175	75	50	25	60	20	----	----	----	----	----	----	----	----	9	----	60	40	19	12	205
42	108	25	35	75	30	25	30	20	75	10	10	----	----	6	9	100	45	45	75	206
230	95	125	20	200	75	290	50	40	95	120	30	37	43	6-12	12-24	100-125	60	100	80	207
138	50	145	14	75	120	113	6	17	35	153	23	0	0	6	12	100	50	17	19	208
235	65	120	18	80	80	325	50	20	35	140	12	0	0	9	18	80	50	4	9	209
90	78	35	25	86	33	40	18	20	30	25	15	10	5	11	15	90	50	15	18	210
40	20	----	----	25	----	----	----	----	----	----	----	----	----	12	----	100	----	----	----	211
60	13	----	----	----	----	54	10	5	4	----	----	----	----	10	----	40	----	11	5	212
191	112	0	0	----	----	123	54	32	87	48	41	0	0	10	----	60	----	17	17	213
13	7	----	----	----	----	10	2	3	5	0	0	0	0	7	----	60	----	0	0	214
198	162	25	15	105	15	203	29	49	79	----	----	----	----	6	12	60	30	25	81	215
----	----	4	6	----	7	----	----	4	6	----	----	----	----	6	----	----	----	----	1	216
400	175	40	15	----	----	314	50	71	115	15	10	----	----	6	12	60	40	38	112	217
479	201	35	22	293	20	300	29	----	----	----	----	22	----	----	----	60	30	8	13	218
19	28	----	----	----	----	----	----	----	----	----	----	4	----	9	----	40	----	17	11	219

Statistics of commercial and

	Post-office.	Name.	Executive officer.	Instructors. Male.	Instructors. Female.
	1	2	3	4	5
	NEW HAMPSHIRE.				
220	Concord	Smith's Business College	W. D. Smith	1	1
221	New Hampton	New Hampton Commercial College	A. B. Miservey	3	0
222	Portsmouth	Smith's Academy and Commercial College.*	Lewis E. Smith	3	2
	NEW JERSEY.				
223	Camden	Abrahamson College of Business and Shorthand.	Chas. M. Abrahamson.	4	...
224	Jersey City	Drake's Business College	William E. Drake	3	3
225	Newark	Coleman's National Business College and School of Shorthand and Typewriting.	H. Coleman	4	2
226	...do	Newark Business College	Martin Mulvey	2	2
227	...do	New Jersey Business College	C. P. Miller	8	2
228	Trenton	Abrahamson College of Business and Shorthand.*	C. M. Abrahamson	3	1
229	...do	Stewart Business College *	Thomas J. Stewart	7	3
	NEW YORK.				
230	Albany	Albany Business College	John R. Carnell	10	6
231	Binghamton	Lowell Business College	J. E. Bloomer	3	2
232	...do	Riley Business College and Institute of Shorthand.	John F. Riley	2	3
233	Brooklyn	Heffley School of Commerce.	Norman P. Heffley	8	7
234	...do	St. James Commercial School	Rev. Brother John	10	0
235	Buffalo	Buffalo Business University	C. U. Johnson	2	2
236	...do	Caton's National Business College*	S. G. Hurst	8	...
237	Chatham	Whiteman's Telegraph School and Railroad Business College.*	Frank Whiteman	1	1
238	Corning	Kerst's National Business College*	J. T. Kerst	1	1
239	Elmira	Elmira School of Commerce	Sherman Esty	4	1
240	Fort Edward	Haley's Business College	J. W. Haley	2	1
241	Fort Plain	Porter School of Business Training*	Ernest W. Covell	2	2
242	Geneva	Geneva Business Training College	Ansel E. Mackey	2	2
243	...do	Geneva Shorthand College	Robert E. Hadden	2	...
244	Gloversville	Business College	U. G. Patterson	3	3
245	Hornellsville	Hornellsville Business and Shorthand College.	C. E. Willard	1	1
246	Jamestown	The Jamestown Business College Association, Limited.	H. E. V. Porter	4	1
247	Lima	Genesee Wesleyan Seminary Business College.*	W. H. Ruse	1	1
248	Newburg	Spencerian Institute of Business and Shorthand.	A. L. Spencer	3	2
249	New York	Metropolitan Shorthand School	W. L. Mason	0	2
250	...do	Packard's Business College	S. S. Packard	11	5
251	...do	The Paine Uptown Business College	H. W. Remington	3	3
252	...do	Walworth's Business and Stenographic College.	Geo. L. and Jno. C. Walworth.	4	1
253	Niagara Falls	Niagara Business College *	H. J. King	3	0
254	Oswego	Chaffee's Phonographic Institute	W. G. Chaffee	3	2
255	Peekskill	The Institute *	Charles Unteneiner	3	1
256	Rochester	Rochester Business University	A. S. Osborn and S. C. Williams.	10	...
257	...do	Underhill's University *	B. S. Underhill	1	1
258	Schenectady	Schenectady Business College	F. C. Hovey	2	1
259	Troy	Troy Business College	Thomas H. Shields	7	3
	NORTH CAROLINA.				
260	Augusta	Hodges Business College	J. D. Hodges	1	2
261	Greensboro	Greensboro Business College	E. J. Hodges	2	...
262	Siler City	Thompson Business College	J. A. W. Thompson	2	...

* From 1894-95.

business schools, 1895-96—Continued.

Students. Day course. Male.	Students. Day course. Female.	Students. Evening course. Male.	Students. Evening course. Female.	Average daily attendance. Day course.	Average daily attendance. Evening course.	In commercial course. Male.	In commercial course. Female.	In amanuensis course. Male.	In amanuensis course. Female.	In English course. Male.	In English course. Female.	In telegraphy. Male.	In telegraphy. Female.	Months necessary for graduation. Day course.	Months necessary for graduation. Evening course.	Charges for tuition. Day course.	Charges for tuition. Evening course.	Graduates in commercial course 1895-96.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
28	21	27	13	25	----	43	21	9	18	----	----	0	0	----	----	$70	$12	16	10	220
63	28	----	----	31	----	57	22	10	12	----	----	8	1	7½	----	40	----	36	3	221
25	15	0	0	----	----	21	8	----	----	0	0	0	0	----	----	70	----	15	----	222
17	25	75	50	42	125	100	50	10	7	0	0	0	0	6	10	75	30	150	17	223
92	69	109	29	161	138	112	14	27	78	43	7	0	0	10-15	12-18	90	20	22	21	224
214	41	72	53	----	----	----	----	----	----	----	----	----	----	6	6	50	25	80	94	225
75	25	20	10	60	25	75	20	40	22	----	----	----	----	6-12	7-14	----	----	33	55	226
135	93	76	30	125	75	191	93	20	30	228	106	0	0	12	10	75	30	50	67	227
15	6	71	13	20	75	79	6	1	12	6	1	----	----	10	14	65	30	32	----	228
201	74	140	34	200	125	192	25	8	50	107	67	----	----	10	----	75	30	28	34	229
450	350	30	20	450	50	300	100	150	250	----	----	35	10	5-6	----	100	30	150	300	230
154	62	37	7	67	20	116	14	14	36	42	12	12	0	6-8	8-12	100	50	80	30	231
80	120	20	14	60	18	50	70	65	90	30	45	0	0	6	9	60	25	100	125	232
41	103	176	94	115	200	32	18	8	144	10	5	0	0	7-10	7-10	60-80	60-80	7	53	233
592	0	0	0	564	0	270	0	50	0	300	0	----	----	10	----	----	----	14	15	234
117	63	21	16	109	28	----	----	----	----	----	----	----	----	----	----	50-75	45-50	----	----	235
500	200	100	30	----	----	400	100	100	100	----	----	----	----	9	12	75	45	215	90	236
53	4	0	0	25	0	0	0	0	0	0	0	53	4	6	----	60	----	----	----	237
30	15	2	----	----	----	7	5	30	15	----	----	----	5	6	----	40	20	11	45	238
150	100	----	----	----	----	150	75	25	50	----	----	----	----	6	----	40	----	----	----	239
20	16	10	4	28	8	14	7	5	12	2	1	0	0	----	----	----	----	0	3	240
32	3	----	----	----	----	19	2	13	1	----	----	----	----	9	----	100	----	8	2	241
13	2	12	3	15	15	10	3	3	2	12	0	0	0	4-6	6-10	40	25	6	2	242
10	19	8	3	18	9	6	1	4	18	0	0	0	0	12	5	100	----	3	6	243
40	30	30	25	30	35	40	25	5	10	0	0	0	0	6	12	75	20	28	10	244
22	18	16	4	22	10	10	10	4	11	22	3	0	0	6-10	12-20	100	50	3	4	245
50	30	0	0	50	----	43	12	6	19	0	0	0	0	6-10	----	50	----	22	10	246
25	15	----	----	20	----	19	13	6	2	0	0	0	0	6	0	60	----	9	3	247
110	90	30	20	85	25	65	20	45	70	----	----	----	----	6	15	80	45	55	75	248
16	31	53	8	30	20	----	----	69	39	0	0	0	0	6	8	75	75	----	25	249
550	170	0	0	350	0	525	15	25	155	0	0	0	0	10-12	----	190	----	87	45	250
185	102	73	20	45	20	160	30	26	96	48	25	0	0	8	12	100-120	70-120	27	34	251
45	86	48	7	85	25	41	4	43	98	0	0	0	0	6	8	150	95	17	49	252
80	30	35	15	90	80	89	12	7	25	19	8	0	0	8-10	12-20	75	45	29	11	253
75	25	----	----	50	0	0	0	20	30	0	0	0	0	6-12	----	----	----	----	----	254
23	18	0	0	35	0	6	4	6	4	23	18	0	0	9	0	60	0	5	5	255
440	60	70	30	----	----	400	80	40	60	15	5	0	0	4-6	12	100	36	30	40	256
80	70	----	----	----	----	45	70	80	70	45	70	1	----	2-5	4-6	75	55	75	75	257
35	65	38	12	50	86	60	15	14	40	10	10	0	0	6	12	----	----	85	80	258
312	152	117	76	255	176	267	45	40	95	19	17	18	21	6	12	100	30	47	45	259
40	20	0	0	40	----	45	20	0	0	40	20	0	0	----	----	----	----	4	0	260
30	6	10	3	28	10	25	9	----	----	15	4	----	----	3	4	25	20	18	----	261
40	----	----	----	----	----	40	0	----	----	10	----	5	----	4-5	----	40-70	----	25	----	262

Statistics of commercial and

	Post-office.	Name.	Executive officer.	Instructors. Male.	Instructors. Female.
	1	2	3	4	5
	NORTH CAROLINA—continued.				
263	Washington	Wilkinson's Commercial School	A. H. Wilkinson	1	0
264	Whitsett	Fairview Institute and Commercial College.	W. T. Whitsett	5	1
	NORTH DAKOTA.				
265	Grand Forks	Northwestern College of Commerce	John J. Swengel	6	---
	OHIO.				
266	Akron	Hammel's Business College	P. Hammel	3	1
267	Bennington	Home Business College *	J. Howard Baldwin	2	1
268	Canfield	Northeastern Ohio Business College	J. A. Cummins	5	---
269	Canton	Actual Business College Company	A. S. Griffin	4	1
270	do	Canton Business College	L. D. Peoples	3	0
271	Chillicothe	Chillicothe Business College	G. A. Miller	4	0
272	Cincinnati	Nelson Business College*	Richard Nelson	5	4
273	Cleveland	Spencerian Business College	H. T. Loomis	8	3
274	Columbus	Hartsough's College of Shorthand	W. H. Hartsough	1	1
275	Delaware	National Business College *	L. Le May	4	1
276	Greenville	Greenville Commercial College	S. E. Shook	1	---
277	Lancaster	Columbia Commercial College *	W. M. Guseman	1	---
278	Lima	Lima Business College	Howard W. Pears	2	1
279	Mansfield	The Ohio Business College	J. W. Sharp	1	2
280	Newark	Newark Business College	S. L. Beeny	1	1
281	New Philadelphia	New Philadelphia Business College	W. C. Shott	2	2
282	Oberlin	Oberlin Business College	J. T. Henderson	3	1
283	do	Oberlin Telegraph School	Charles L. Brown	2	3
284	Piqua	Piqua Commercial School	C. E. Beck	1	1
285	Portsmouth	River City Business College	G. W. Moothart	3	2
286	Sidney	Buckeye Business College	W. A. Troute	1	2
287	Springfield	Nelson's Business College	R. J. Nelson	1	2
288	do	Williss College of Shorthand	F. W. Williss	1	1
289	Tiffin	Heidelberg College of Commerce	C. M. Replogl	2	1
290	do	The Tiffin Business College	C. C. Kennison	2	1
291	Toledo	Davis Business College	M. H. Davis	3	2
292	Van Wert	Van Wert Business College *	B. F. Hart	2	---
293	Wooster	The Bixler Business College	Gideon Bixler	1	1
294	Youngstown	Browne's School of Shorthand and Typewriting.*	John C. Browne	1	---
295	do	Federal Business College	S. H. Place	1	2
296	Zanesville	Zanesville Business College	Emilie B. Saumenig	1	1
	OREGON.				
297	Medford	Rigsby's Business College *	M. E. Rigsby	5	3
298	Portland	Holmes Business College	Miss G. Holmes	5	2
299	do	Portland Business College *	A. P. Armstrong	4	3
300	Salem	Capital Business College	W. J. Staley	1	2
	PENNSYLVANIA.				
301	Allegheny	Williams College of Actual Business Practice.	P. N. Williams	2	1
302	Allentown	Allentown Business College	W. L. Blackman	2	---
303	do	American Business College	E. M. Turner	7	1
304	Allentown	Wood's Business College	F. E. Wood	6	2
305	Altoona	Mountain City Business College	G. G. Zeth	3	1
306	Beaver Falls	Butcher's Business College *	J. W. Butcher	2	1
307	Carbondale	Wood's Business College	F. E. Wood	5	---
308	Columbia	The Dickson Business College	Archibald Dickson	2	1
309	Corry	Corry Business College	W. E. Tooke	2	1
310	Du Bois	Du Bois Business College	G. H. Lenkerd	3	2

* From 1894-95.

business schools, 1895-96—Continued.

Students. Day course. Male.	Students. Day course. Female.	Students. Evening course. Male.	Students. Evening course. Female.	Average daily attendance. Day course.	Average daily attendance. Evening course.	In commercial course. Male.	In commercial course. Female.	In amanuensis course. Male.	In amanuensis course. Female.	In English course. Male.	In English course. Female.	In telegraphy. Male.	In telegraphy. Female.	Months necessary for graduation. Day course.	Months necessary for graduation. Evening course.	Charges for tuition. Day course.	Charges for tuition. Evening course.	Graduates in commercial course 1895-96.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
10	2	4	0	3	2	5	2	0	0	0	0	0	0	3	7	$30	$30	5	0	263
175	82	0	0	...	...	40	6	...	...	...	...	...	...	...	...	40	...	...	...	264
80	60	14	8	90	10	70	10	12	10	15	12	4	0	6	9	50	25	12	11	265
51	60	43	13	...	...	64	17	7	49	23	7	0	0	4-8	10-12	...	...	6	21	266
14	5	0	0	...	...	11	1	0	0	3	4	0	0	6	0	100	0	1	0	267
45	10	0	0	90	...	20	7	4	3	...	...	...	...	10	0	30	0	...	0	268
60	35	21	18	27	22	54	13	6	22	...	...	...	...	5	10	40	25	45	19	269
59	58	19	6	67	20	49	8	14	71	0	0	0	0	6	12-15	40	...	20	21	270
20	21	21	4	...	...	24	7	19	21	0	0	0	0	...	...	75	50	9	15	271
219	59	35	17	...	...	142	31	59	47	30	0	0	0	8	...	80	35	0	0	272
350	150	75	25	300	75	250	150	75	125	...	...	...	...	6-8	12-16	100	45	...	...	273
20	40	...	...	30	...	...	20	40	...	...	...	...	...	6	...	50	...	...	...	274
375	40	0	0	55	0	375	40	187	40	0	0	43	5	4-9	0	20-80	0	345	118	275
24	11	...	...	15	...	9	1	...	...	8	...	...	...	8	...	40	...	3	...	276
10	4	4	2	14	6	10	4	...	...	...	...	...	...	4	6	45	25	8	...	277
60	50	15	10	40	20	51	24	27	33	...	...	0	0	6	12	50	25	49	39	278
120	70	...	...	35	...	90	5	7	40	25	13	...	...	4-6	12	...	...	17	17	279
100	25	35	5	40	20	75	10	...	...	...	...	...	...	3-6	6	40	40	14	...	280
18	24	...	...	24	...	11	3	4	11	18	6	...	...	5-6	...	45	...	6	9	281
107	33	...	...	...	...	70	10	16	24	...	...	...	...	...	...	75	...	...	...	282
48	9	...	...	25	...	...	...	...	...	...	...	20	5	4	...	60	...	...	...	283
25	15	15	8	24	15	23	6	6	20	7	3	0	0	6-10	12-20	50	25	4	6	284
47	65	22	10	67	25	100	10	8	26	...	...	...	...	6	15	75	50	31	15	285
40	21	20	7	30	20	43	14	17	13	...	...	0	0	...	...	75	75	...	...	286
68	4	...	...	...	...	68	4	0	0	0	0	0	0	6	...	80	...	0	0	287
60	...	...	...	...	...	60	...	...	...	...	...	...	...	12	...	100	...	...	...	288
18	7	...	...	20	...	18	7	6	2	...	...	...	...	7½	...	39	...	5	5	289
20	17	8	5	24	10	24	11	4	25	0	0	0	0	5	8	35	...	11	13	290
200	100	75	25	200	75	150	50	40	60	275	125	...	...	12	24	50	20	100	45	291
28	16	12	1	...	...	38	6	8	11	3	1	0	0	6	12	50	50	9	7	292
60	42	...	...	35	...	42	18	15	22	38	35	...	3	8-12	...	60-70	...	39	34	293
15	35	0	0	45	0	...	...	10	35	0	0	0	0	6	0	50	0	...	42	294
36	24	...	...	20	...	21	5	4	21	13	1	...	...	...	...	60	...	4	20	295
60	40	10	5	60	12	50	10	10	30	...	...	...	...	6	12	50	30	...	...	296
40	35	0	0	72	0	...	...	20	5	18	20	0	0	...	...	...	...	...	...	297
100	100	20	12	150	25	75	25	25	75	100	100	5	3	6	12	50	25	12	28	298
250	125	25	15	200	35	225	75	50	75	20	10	0	0	6-9	9-12	60	60	100	70	299
60	25	...	...	...	...	55	15	1	10	4	0	...	...	8	...	60	...	19	0	300
100	50	...	...	50	...	82	20	...	...	0	0	0	0	4-8	...	50	40	...	...	301
47	...	...	12	...	...	...	...	...	...	...	...	...	...	...	...	50	20	...	...	302
144	34	70	11	...	...	158	7	54	36	...	...	8	0	10	20	50	30	15	...	303
242	48	78	21	104	76	216	84	37	59	...	...	36	4	10	20	60	35	83	79	304
314	158	72	34	58	27	112	20	224	116	43	27	...	...	9	12	75	50	112	298	305
15	15	24	0	25	20	20	0	3	13	15	3	0	0	6	12	120	55	0	0	306
201	72	177	30	240	185	160	30	18	13	172	46	...	...	...	...	...	...	24	11	307
42	18	30	19	21	20	...	...	...	...	...	...	...	...	8-12	...	96	48	...	...	308
32	15	26	4	26	20	31	10	3	7	...	...	...	...	8	6	40	20	8	7	309
19	20	16	4	...	...	15	6	2	7	14	1	4	4	6	12	100	60	13	9	310

Statistics of commercial and

	Post-office.	Name.	Executive officer.	Instructors. Male.	Instructors. Female.
	1	2	3	4	5
	PENNSYLVANIA—continued.				
311	Easton	Easton College of Business	C. L. Free	2	...
312	Erie	Erie Business University	J. M. Glazier	2	2
313	Harrisburg	Harrisburg Business College	J. E. Garner	2	1
314	...do	School of Commerce *	J. C. Shumberger	5	...
315	Hazleton	Hazleton Business College *	Joseph Leming	2	2
316	Lancaster	Keystone Business College *	P. H. Keller	2	1
317	...do	Lancaster Business College	H. C. Weidler	3	0
318	Lebanon	Lebanon Business College	J. G. Gerberick	3	2
319	Lock Haven	Lock Haven Commercial College	J. H. DePue	2	0
320	Meadville	Smith's Business College	A. W. Smith	5	1
321	Norristown	Schissler College of Business	A. J. Schissler	4	3
322	Oil City	The Tubbs Business College	D. C. Tubbs	4	1
323	Philadelphia	Palms Business College	Theo. W. Palms	4	...
324	...do	Peirce School	Thomas May Peirce	25	4
325	Pittsburg	Actual Business College	Matthew J. Conner	8	2
326	...do	Duffs Mercantile College	William H. Duff	8	0
327	...do	Martin's Shorthand School	A. M. Martin	4	3
328	Pottsville	Commercial School	B. F. Patterson	1	...
329	...do	Wood's Business College	S. J. Wood	5	0
330	Reading	Interstate Commercial College	Rev. H. Y. Stoner	3	2
331	Scranton	Williams's Business College	O. F. Williams	11	2
332	Shamokin	Shamokin Business College	G. W. Williams	5	2
333	Shenandoah	Wood's Business College	S. J. Wood	6	2
334	Towanda	Towanda Business and Shorthand College	M. S. Cronk	1	0
335	Union City	Luce's Commercial College	Rev. N. R. Luce	1	...
336	Washington	Washington Business College	W. J. Musser	3	1
337	Wilkes Barre	Wood's Wilkes Barre College	F. E. Wood	8	2
338	Williamsport	Potts Shorthand School	John G. Henderson	2	...
339	...do	Williamsport Commercial and School of Shorthand.	J. H. Thompson	3	1
	RHODE ISLAND.				
340	Pawtucket	Pawtucket Business College *	Irving R. Garbutt	2	2
341	Providence	Providence Bryan and Stratton Business College	Theodore B. Stowell	9	2
342	...do	Scholfield's Commercial College	Albert G. Scholfield	3	1
343	...do	Spencerian Business College *	Geo. W. Spencer, jr.	2	...
	SOUTH CAROLINA.				
344	Charleston	Charleston Mercantile School	C. H. Bergman	1	0
	SOUTH DAKOTA.				
345	Aberdeen	Aberdeen Business College	H. A. Way	2	1
346	Sioux Falls	Sioux Falls Business College	G. C. Christopherson	3	...
	TENNESSEE.				
347	Chattanooga	Mountain City Business College	Wiley Bros	3	1
348	Knoxville	Knoxville Business College	J. T. Johnson	2	0
349	...do	McAllen's Business and Shorthand College.	John A. McAllen	1	1
350	...do	Young's College of Shorthand	Edington and Hutchinson.	2	...
351	Nashville	Draughon's Practical Business College	J. F. Draughon	10	1
352	...do	Jennings's Business College	R. W. Jennings	8	0
	TEXAS.				
353	Austin	Griffitts's College of Commerce	D. A. Griffitts	3	3
354	Belton	Belton Business College	J. A. Frazier	2	2
355	Corsicana	Chambers's Business College *	W. R. Chambers	2	0

* From 1894-95.

business schools, 1895–96—Continued.

Students. Day course. Male.	Students. Day course. Female.	Students. Evening course. Male.	Students. Evening course. Female.	Average daily attendance. Day course.	Average daily attendance. Evening course.	In commercial course. Male.	In commercial course. Female.	In amanuensis course. Male.	In amanuensis course. Female.	In English course. Male.	In English course. Female.	In telegraphy. Male.	In telegraphy. Female.	Months necessary for graduation. Day course.	Months necessary for graduation. Evening course.	Charges for tuition. Day course.	Charges for tuition. Evening course.	Graduates in commercial course 1895–96.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
36	15	0	0	20	0	30	10	10	15	0	0	0	0	----	----	----	----	8	----	311
90	65	22	12	100	20	80	60	10	65	----	----	----	----	8	12	$100	$20	48	29	312
28	12	10	8	35	15	28	10	10	12	----	----	----	----	8	12	70	25	14	----	313
109	37	20	11	54	21	70	11	59	37	98	26	----	----	6–8	----	40	40	26	30	314
42	28	34	23	48	22	40	32	14	28	12	6	0	0	8	12	40	40	16	13	315
27	16	16	6	20	15	48	9	7	10	----	----	----	----	3–4	8–10	40	----	18	9	316
60	25	15	7	65	20	50	14	10	11	----	----	----	----	4–10	20	50	25	30	8	317
74	36	58	27	63	49	127	64	15	14	67	34	----	----	7	12	100	50	15	19	318
20	12	18	5	25	20	28	8	5	8	10	17	----	----	6	10	25	25	200	65	319
146	94	43	27	212	52	174	46	----	----	15	5	----	----	----	----	45	20	28	10	320
200	160	25	15	95	20	50	25	70	80	15	10	----	----	6–8	16	----	----	20	98	321
50	50	10	15	86	20	30	20	6	20	12	7	10	3	7–12	12–15	50	30	11	11	322
114	14	45	7	159	21	----	----	----	----	----	----	----	----	6	----	120	24	83	----	323
565	259	456	122	464	346	856	170	191	220	191	220	0	0	7–10	21	140	30	122	73	324
125	75	75	40	80	40	----	----	----	----	----	----	0	0	8	12	50	50	----	----	325
335	125	0	50	150	100	130	60	20	40	415	175	0	0	6	12	50	35	220	45	326
25	125	25	15	30	10	0	0	25	125	0	0	0	0	6	8	30	25	0	125	327
32	27	17	11	40	22	32	27	14	18	0	0	0	0	10	----	Free.	Free.	20	20	328
116	29	87	8	130	65	183	17	20	20	0	0	0	0	6	12	50	30	2	2	229
94	37	23	9	35	20	77	16	14	15	26	15	0	0	7	14	98	38	21	16	330
180	180	170	170	250	250	200	200	60	60	100	50	0	0	10	20	50	25	80	70	331
175	80	106	34	----	----	185	----	60	----	90	----	----	----	6	12	----	----	----	----	332
367	70	260	7	100	200	100	6	20	20	10	11	----	----	6	18	50	50	----	----	333
9	8	10	2	14	9	6	2	11	9	4	0	0	0	8–10	----	30–40	30–40	6	9	334
25	10	25	10	30	30	25	10	0	0	25	10	0	0	9	----	----	----	6	0	335
60	60	----	----	----	----	----	----	----	----	----	----	----	----	6–8	12	40	25	----	----	336
412	188	191	33	416	210	350	102	62	86	350	102	----	----	10	16	50	30	145	61	337
145	135	16	9	71	25	0	0	161	144	----	----	----	----	5	8	40	40	0	114	338
250	50	----	----	----	----	----	----	----	----	----	----	0	0	4	6	40	30	----	----	339
20	25	16	10	43	15	15	7	8	19	6	4	0	0	10	10	100	60	----	----	340
228	133	0	0	201	0	205	50	13	82	28	5	0	0	10	0	120	0	42	29	341
64	30	54	21	82	62	58	24	5	18	55	9	0	0	4–5	9	----	----	40	20	342
56	25	48	20	32	24	92	10	12	35	----	----	----	----	10	20	50	50	37	31	343
0	0	5	0	----	----	----	----	----	----	----	----	----	----	0	12	30	30	3	----	344
26	21	3	4	----	----	6	5	3	13	18	11	0	0	----	----	40	----	1	0	345
75	25	20	10	30	15	70	5	5	20	20	10	8	1	6	12	50	12	15	8	346
80	70	40	10	----	----	----	----	----	----	----	----	0	0	----	----	----	----	----	----	347
100	25	0	0	35	0	100	25	0	0	0	0	0	0	5	0	80	0	5	0	348
14	21	22	2	17	5	14	5	14	10	11	5	0	1	6	12	75	60	0	0	349
20	31	----	----	----	----	0	0	20	31	----	----	----	----	3–6	----	----	----	----	----	350
520	72	----	----	210	----	520	72	----	----	----	----	12	0	----	----	----	----	----	----	351
90	11	----	----	----	----	90	11	----	----	----	----	----	----	3	----	50	----	80	----	352
100	50	40	20	100	25	120	40	60	75	75	25	20	7	7	10	50	36	100	100	353
40	20	0	0	25	0	35	2	13	4	12	2	0	0	8	12	----	----	9	9	354
50	8	----	----	30	----	50	8	2	4	----	----	0	0	6–12	12–20	40	----	0	0	355

Statistics of commercial and

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	TEXAS—continued.				
356	Dallas	King's Business College	J. H. King	3	2
357	.....do	Metropolitan Business College *	Gillespie & Lawrence.	5	1
358	Fort Worth	Fort Worth Business College	F. P. Preuett	4	2
359	Gainesville	Gainesville Business College *	J. R. McFarren	1	1
360	Graham	Graham Business College *	H. Fowler	1	1
361	Galveston	Galveston Business University	J. F. Smith	6	1
362	Houston	Houston Commercial College	J. B. Barnes	4	3
363	Paris	Southwestern Business College *	E. W. Chartier	2	0
364	San Antonio	Alamo City Business College	J. C. Shafer, T. T. Downey.	4	1
365	San Marcos	Lone Star Business College *	M. C. McGee	1	1
366	Waco	Edward Toby, Jr.'s Practical Business College.	Edward Toby, jr	5	---
367	Weatherford	North Central Business College	A. C. Elliott	2	---
	UTAH.				
368	Ogden	Intermountain Collegiate Institute	James A. Smith	3	1
369	Salt Lake	Salt Lake Business College	N. B. Johnson	2	0
	VERMONT.				
370	Burlington	Burlington Business College	E. G. Evans	2	1
371	Waterbury Center	Minard Commercial College	F. W. Reeder	1	0
	VIRGINIA.				
372	Lynchburg	Virginia Business College	J. W. Giles	3	1
373	Norfolk	Norfolk Business College	J. W. Patton	2	1
374	Richmond	Smithdeal Practical Business College	G. M. Smithdeal	4	3
375	Roanoke	National Business College	D. E. Eckerle	3	2
376	Staunton	Dunsmore Business College	J. G. Dunsmore	3	1
377	.....do	Staunton Business College	Maj. Jed Hotchkiss	1	1
	WASHINGTON.				
378	Lynden	Lynden Business College *	Aug. Wilson		0
379	Spokane	Spokane Business College	John R. Cassin	4	---
380	Walla Walla	Empire Business College *	Mervin Pugh	3	3
	WEST VIRGINIA.				
381	Huntington	Huntington Business College	L. M. Newcomb	2	---
382	Wheeling	Wheeling Business College	J. M. Frasher	4	3
	WISCONSIN.				
383	Appleton	De Land's Business College	O. P. De Land	2	2
384	Ashland	Gordon's Business College	E. D. Gordon	---	---
385	Black River Falls	Black River Falls Business College	H. C. Hoffman	1	---
386	Chippewa Falls	Chippewa Falls Business College	C. H. Howieson	1	1
387	Eau Claire	School of Shorthand and Business	Mrs. M. J. Lanphear	---	2
388	Green Bay	Green Bay Business College	J. N. McCunn	4	1
389	Janesville	Valentine School of Telegraphy	Richard Valentine	2	---
390	Kenosha	Kenosha College of Commerce	Otis L. Trenary	2	2
391	Madison	Northwestern Business College	R. G. Deming	3	0
392	Milwaukee	Spencerian Business College	Robert C. Spencer	5	4
393	.....do	Wisconsin Business College	H. M. Wilmot	3	1
394	Platteville	Platteville Business College	John Alcock	2	0
395	Portage	Story's College of Commerce	H. A. Story	2	1
396	Racine	L. V. Patterson Commercial Institute	L. V. Patterson	1	1
397	Sheboygan	Sheboygan Business College	M. C. Patten	3	1
398	Waukesha	Waukesha Business College	W. A. Pierce	1	1

* From 1894-95.

business schools, 1895–96—Continued.

Students.				Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Charges for tuition.		Graduates in commercial course 1895–96.	Graduates in amanuensis course.	
Day course.		Evening course.																		
Male.	Female.	Male.	Female.	Day course.	Evening course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Day course.	Evening course.			
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
175	80	40	18	75	15	160	20	17	60	4	2	0	0	6	10	$50	......	43	11	356
266	53	....	....	106	....	193	9	73	44	....	....	....	....	5	....	50	......	84	46	357
321	43	46	12	124	36	300	20	64	38	....	....	14	5	10	16	50	$40	58	24	358
65	19	16	1	19	6	14	0	0	0	....	....	0	0	3	6	......	......	8	0	359
16	4	....	....	20	....	16	4	....	....	....	....	....	....	3	....	20	......	12	....	360
200	150	....	....	....	....	200	75	25	75	....	....	....	....	6–12	....	......	......	26	11	361
90	106	54	12	....	....	61	23	32	56	74	49	23	2	6–8	8–10	100	50	46	55	362
35	10	20	5	25	15	30	6	4	5	....	....	....	....	8	24	50	25	....	....	363
108	12	20	....	50	15	90	8	40	10	40	12	6	1	6	12	60	25	42	10	364
52	24	0	0	25	0	48	12	0	0	39	17	0	0	6	0	......	......	2	0	365
111	15	53	1	85	25	140	7	22	10	....	....	....	....	6–12	8–16	......	......	86	22	366
35	3	2	....	25	2	33	2	2	1	....	....	....	....	4	6	50	50	6	1	367
69	46	42	17	45	25	50	8	8	10	30	5	....	....	7–9	18	50	25	27	9	368
120	80	40	20	100	35	80	20	70	25	50	20	0	0	12	18	75	40	35	....	369
53	35	37	11	50	25	50	15	3	12	....	....	0	0	6–10	....	40–60	10–15	7	10	370
9	0	0	0	4	0	6	0	3	0	0	0	0	0	9	0	27–30	0	2	0	371
80	60	18	2	75	10	75	5	35	45	....	....	....	....	4–6	9–12	50	50	32	45	372
150	20	30	5	35	10	....	....	....	....	....	....	....	....	6	9	50	10	30	27	373
84	36	20	5	54	20	62	2	42	39	21	0	0	0	3–6	12–15	50	50	10	2	374
56	38	....	....	65	0	22	20	24	28	56	65	0	0	6–8	....	50	......	20	18	375
60	7	....	....	61	....	60	1	4	7	....	....	....	....	8	....	50	......	19	1	376
14	1	0	0	14	0	10	0	2	1	....	....	....	....	8	....	50	......	4	....	377
14	16	....	....	20	....	5	....	....	....	6	11	....	....	6	....	50	......	3	....	378
274	144	28	23	....	....	234	46	61	92	302	167	0	0	....	....	50	50	....	....	379
60	40	20	10	75	20	46	30	15	20	15	21	....	....	6–9	9–12	35–75	25–45	10	10	380
11	12	26	9	13	18	10	3	14	10	6	4	0	0	3–6	8–12	100	20	4	4	381
184	98	114	32	116	48	153	31	36	74	99	25	10	....	4–6	8–15	100–120	50–75	68	64	382
33	17	19	....	23	17	32	15	9	9	....	....	....	....	8–10	....	50	......	....	....	383
25	10	4	3	29	13	16	6	6	3	1	....	....	....	6	18	45	......	....	....	384
32	5	29	....	25	20	34	4	3	1	....	....	....	....	8	16	40	......	....	....	385
40	36	20	6	....	....	....	....	....	....	....	....	....	....	6–8	....	60	50	....	....	386
32	43	4	1	20	4	20	13	18	47	16	12	....	....	6	10	30	......	10	1	387
140	45	40	5	70	40	125	15	15	30	125	15	0	0	6	6	65	25	44	30	388
192	....	0	0	....	....	....	....	....	....	....	....	192	0	....	....	......	......	....	....	389
25	12	22	8	18	16	38	8	9	12	0	0	0	0	7	10	70	60	10	2	390
102	36	53	10	75	30	84	9	27	29	44	6	0	0	6	6	55	20	17	12	391
116	17	30	7	....	....	146	24	23	63	....	....	....	....	10	10	100	35	10	....	392
34	31	30	28	....	....	28	27	30	50	....	9	0	0	4–6	6–8	65	50	....	....	393
17	3	0	0	15	....	16	2	2	1	6	0	0	0	6	....	45	......	1	0	394
28	27	6	1	....	....	15	9	6	12	10	3	....	....	5–7	12	40–100	20–50	7	13	395
39	25	18	12	23	15	33	11	15	20	9	6	....	....	6	12	70	45	36	25	396
29	6	24	1	17	23	50	1	3	0	0	0	0	0	6	12	40	......	22	1	397
2	4	....	4	....	....	....	....	2	7	....	....	....	....	6	7	42	42	....	9	398

CHAPTER XLII.

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. liv, xlviii–lvi, xlix, 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; 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 estimated number of persons 5 to 18 years of age in the sixteen Southern States and the District of Columbia for the scholastic year 1895–96 was 8,562,970. Of this number 5,768,680 were white and 2,794,290 were colored. The total enrollment in the public schools of the South was 5,291,013, the enrollment in the white schools being 3,861,300, or 66.93 per cent of the white children of school age, and the enrollment in the colored schools 1,429,713, or 51.16 per cent of the colored children of school age. While the colored children constitute 32.63 per cent of the school population of the South, they make but 27 per cent of the school enrollment. In the District of Columbia and in Kentucky the per cent of colored children enrolled is higher than for the white children. In Alabama and South Carolina the per cent of attendance is higher for the colored than for white children. For the entire South the average daily attendance was 66.28 per cent of the enrollment for the white children and 62.04 per cent of the enrollment for the colored children. These statistics for each of the sixteen Southern States and the District of Columbia are given in Table 1 on the following page.

The total expenditure for public schools in the South for 1895–96 was $30,729,819. In only one or two States are separate accounts kept of the expenditure of money for the colored schools, but at a low estimation the cost of public schools for the colored race for 1895–96 was not less than $6,500,000. Table 2 shows that from 1870 to 1896 the cost of public schools in the South was $483,777,467. Between $90,000,000 and $95,000,000 of this sum must have been expended for the education of the colored children. The same table shows the enrollment in the white and colored schools for each year, and also the total expenditure for each year from 1870–71 to 1895–96.

SECONDARY AND HIGHER EDUCATION.

For the year 1895–96 this Bureau received reports from 178 schools for the secondary and higher education of the colored race. Three of these schools are in Pennsylvania, two in Ohio, two in Indiana, one in Illinois, and one in New Jersey. All the others are within the boundaries of the former slave States. Table 3 shows the number of these schools in each State and the number of teachers and students for each State. The total enrollment in these 178 schools was 40,127. The number in the elementary grades was 25,092, in the secondary 13,563, and in the collegiate grades 1,455. The number of teachers employed was 1,626. The statistics of these schools are given in detail in Tables 9 and 10.

TABLE 1.—*Common school statistics, classified by race, 1895–96.*

State.	Estimated number of persons 5 to 18 years of age.		Percentages 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	328,700	281,600	53.85	46.15	*a* 198,710	*a* 120,816	*a* 60.45	*a* 42.90
Arkansas	326,700	126,700	72.06	27.94	218,299	78,276	66.82	61.79
Delaware (1891–92)	39,850	8,980	81.60	18.40	28,316	4,858	71.05	54.09
District of Columbia	44,800	24,640	64.51	35.49	27,289	15,175	60.91	61.59
Florida	89,130	70,670	55.79	44.21	63,586	36,787	71.35	52.06
Georgia	369,000	346,300	51.59	48.41	253,516	170,270	68.70	49.16
Kentucky	557,400	95,400	85.38	14.62	337,618	62,508	60.57	65.54
Louisiana	203,400	216,700	48.42	51.58	98,400	65,917	48.38	30.44
Maryland	263,300	75,900	77.62	22.38	179,408	39,954	68.14	52.65
Mississippi (1894–95)	212,700	309,800	40.71	59.29	162,830	187,785	76.56	60.61
Missouri	881,200	53,600	94.26	5.74	631,957	32,990	71.72	61.54
North Carolina	389,700	233,700	62.52	37.48	244,376	126,544	62.70	54.14
South Carolina	174,200	292,200	37.34	62.66	109,159	123,178	62.67	42.15
Tennessee (1894–95)	475,100	160,300	74.77	25.23	377,626	100,499	79.48	62.70
Texas	800,500	245,500	76.55	23.45	481,419	135,149	60.13	55.05
Virginia	338,700	241,000	58.43	41.57	240,356	121,777	70.96	50.52
West Virginia	274,300	11,300	96.04	3.96	208,435	7,230	76.00	63.97
Total	5,768,680	2,794,290	67.37	32.63	3,861,300	1,429,713	66.93	51.16
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	*a* 124,300	*a* 79,700	*a* 62.56	*a* 65.98	4,831	2,350
Arkansas	128,460	43,488	58.84	55.55	5,225	1,448
Delaware (1891–92)	*a* 19,746	*a* 2,947	*a* 69.74	*a* 60.66	734	106
District of Columbia	20,858	11,295	76.43	74.43	688	343
Florida	41,992	24,143	66.03	65.63	1,929	579
Georgia	154,896	99,246	61.11	58.29	5,868	3,053
Kentucky	247,203	39,658	73.23	63.44	8,727	1,482
Louisiana	70,373	44,943	71.52	68.11	2,576	961
Maryland	103,798	19,429	57.86	48.63	3,892	724
Mississippi (1894–95)	99,048	103,635	60.81	55.19	4,591	3,264
Missouri	*a* 415,368	*a* 21,020	*a* 65.72	*a* 63.71	14,114	730
North Carolina	155,899	75,826	63.79	59.93	5,129	2,756
South Carolina	78,391	91,810	71.83	74.52	2,688	1,759
Tennessee (1894–95)	270,982	67,348	71.77	67.00	7,048	1,865
Texas	349,913	90,336	72.70	66.85	10,470	2,747
Virginia	141,825	67,703	59.01	55.60	6,320	2,097
West Virginia	136,614	4,467	65.54	61.79	6,219	235
Total	2,559,666	886,994	66.28	62.04	91,049	26,499
Total, 1889–90	2,165,249	813,710	63.83	62.42	78,903	24,072

a Approximately. *b* United States Census.

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	1884–85	2,676,911	1,030,463	$19,253,874
1871–72			11,623,238	1885–86	2,773,145	1,048,659	20,208,113
1872–73			11,176,048	1886–87	2,975,773	1,118,556	20,821,969
1873–74			11,823,775	1887–88	3,110,606	1,140,405	21,810,158
1874–75			13,021,514	1888–89	3,197,830	1,213,092	23,171,878
1875–76			12,033,865	1889–90	3,402,420	1,296,959	24,880,107
1876–77	1,827,139	571,506	11,231,073	1890–91	3,570,624	1,329,549	26,690,310
1877–78	2,034,946	675,150	12,093,091	1891–92	3,607,549	1,354,316	27,691,488
1878–79	2,013,684	685,942	12,174,141	1892–93	3,697,899	1,367,515	28,535,738
1879–80	2,215,674	784,709	12,678,685	1893–94	3,835,593	1,424,995	29,223,546
1880–81	2,234,877	802,374	13,656,814	1894–95	3,845,414	1,441,282	29,372,990
1881–82	2,249,263	802,982	15,241,740	1895–96	3,861,300	1,429,713	30,729,819
1882–83	2,370,110	817,240	16,363,471				
1883–84	2,546,448	1,002,313	17,884,558	Total			483,777,467

Table 4 shows that in the 178 schools there were 1,494 students in classical courses, 1,345 in scientific courses, 9,139 in English courses, and 398 in business courses. Table 5 shows that 4,672 students were in normal courses. There were 826 graduates from high school courses, 966 from normal courses, and 161 from collegiate courses.

Table 6 is an exhibit of the number of students in professional courses in the colored schools. The total number in professional courses was 1,319, only 126 of these being females. There were 703 students and 76 graduates in schools and departments of theology, 124 students and 20 graduates in law, 286 students and 30 graduates in medicine, 32 students and 6 graduates in dentistry, 48 students and 13 graduates in pharmacy, and 126 students and 40 graduates in nurse training.

Table 7 is a summary of the statistics of industrial training in the 178 colored schools. The number receiving industrial training was 12,341, the number of males being 4,476 and of females 7,865. The table shows that the number being trained in farm and garden work was 1,098, in carpentry 1,821, in bricklaying 254, in plastering 165, in painting 257, in tin and sheet-metal work 126, in forging 327, in machine-shop work 223, in shoemaking 165, in printing 565, in sewing 6,302, in cooking 2,455, and in other trades not named 1,677. The details of the statistics of industrial training are given in Table 10.

The financial statistics of the colored schools of secondary and higher grade are summarized in Table 8. These schools received in benefactions during the scholastic year 1895-96 the sum of $323,718. The income of these schools aggregated $1,117,569. Of this amount the sum of $289,845 was derived from public funds, $92,297 from productive funds, and $124,481 from tuition fees. The sources of the unclassified income of $610,946 are uncertain. Many schools reported only total incomes for 1895-96.

INTERVIEWS WITH LEADING EDUCATORS OF THE COLORED RACE.

Interviews with bishops of the African Methodist Church and with leading educators of the colored race were printed in the New Orleans Times-Democrat of January 24, 1897. Those who read, in the Report of the United States Commissioner of Education for 1894-95, the two chapters on the Education of the Colored Race will be interested in these interviews. The Times-Democrat made the following editorial comment:

"EDUCATION FOR THE NEGRO.

"We publish elsewhere interviews with the presidents of the several colored colleges of this city, the bishops of the African Methodist Church now in New Orleans, and others interested in the education of the colored race, upon a subject, than which there is none more important before the South and the country to-day. It is a part—and the most important part—of the great negro problem of the United States. What is better for the education of the negro—a classical education or an industrial and mechanical education? Shall we turn his ambition in the direction of the learned professions rather than toward the industries?

"When we consider that there are 8,000,000 negroes in this country, that they constitute one-ninth of its population, and in several of the Southern States are in a majority, we can form some idea of the importance of this matter of educating them and making them useful and valuable citizens.

"A great deal of work has been done already. Over $80,000,000 have been expended on colored schools and colleges since 1876 alone. Thirty-three years have passed since the emancipation proclamation—a full generation—and we ought by this time to gather some fruit from the millions expended on the education of the negro. What do the results show—that a classical education or an industrial or mechanical one is better for the present condition and needs of the negro and for the South?

"The two sides of the case are well stated by Prof. Booker T. Washington, president of the Tuskegee Normal and Industrial Institute, of Alabama, on the one hand, and President Edward Cushing Mitchell, of Leland University, in this city, on the other.

"President Mitchell takes a very decided stand against simple industrial education. He calls attention to the fact that the Northern colleges, which in many cases began with manual labor schools, have abandoned this appendage to their curriculum. 'Ought we to insist,' he asks, 'upon putting a yoke upon the necks of our brethren in black which neither we nor our fathers were able to bear?' And he calls attention to the fact that the report of the Bureau of Education for 1889-90 shows that the graduates of 17 colored schools in which industrial instruction is

TABLE 3.—*Teachers and students in institutions for the colored race in 1895–96.*

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	11	91	95	186	1,118	1,294	2,412	860	795	1,655	36	12	48	2,056	2,059	4,115
Arkansas	7	20	27	47	565	667	1,232	246	242	488	13	3	16	822	914	1,736
Delaware	1	3	0	3	......	......	......	32	6	38	10	6	16	42	12	54
Dist. of Columbia	4	5	4	9	89	61	150	9	2	11	......	...	......	98	63	161
Florida	7	19	27	46	307	295	602	188	201	389	......	...	......	438	553	991
Georgia	23	67	151	218	1,842	2,901	4,743	558	847	1,405	167	48	215	2,564	3,799	6,363
Illinois	1	1	1	2	0	0	0	11	23	34	0	0	0	11	23	34
Indiana	2	3	3	6	296	338	634	45	70	115	0	0	0	341	408	749
Kentucky	7	30	48	78	566	744	1,310	200	330	530	32	2	34	784	1,090	1,874
Louisiana *a*	7	32	38	70	411	543	954	106	148	254	38	28	66	535	739	1,274
Maryland	5	13	18	31	58	134	192	79	219	298	34	7	41	176	372	548
Mississippi	10	39	49	88	530	421	951	375	485	860	118	76	194	1,033	972	2,005
Missouri	6	20	24	44	213	233	446	160	204	364	7	0	7	391	426	817
New Jersey	1	2	4	6	24	25	49	8	18	26	......	...	......	35	40	75
North Carolina	27	94	93	187	927	1,674	2,601	1,159	1,172	2,331	163	72	235	2,274	2,893	5,167
Ohio	2	11	10	21	77	63	140	64	107	171	43	8	51	202	160	362
Pennsylvania	3	15	7	22	47	64	111	74	125	199	170	0	170	291	189	480
South Carolina	12	41	71	112	1,178	1,292	2,470	402	566	968	13	4	17	1,596	1,859	3,455
Tennessee	15	48	104	152	1,058	1,343	2,401	548	725	1,273	164	71	235	1,715	2,194	3,909
Texas	11	40	55	95	536	869	1,405	377	427	804	23	17	40	948	1,301	2,249
Virginia	13	76	108	184	959	1,287	2,246	395	595	990	65	5	70	1,469	1,837	3,306
West Virginia	3	10	9	19	22	21	43	140	220	360	0	0	0	162	241	403
Total	178	680	946	1,626	10,823	14,269	25,092	6,036	7,527	13,563	1,096	359	1,455	17,983	22,144	40,127

a Two schools not reporting.

TABLE 4.—*Classification of colored students, by courses of study, 1895–96.*

State.	Students in classical course.			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	17	4	21	12	12	24	472	518	990	10	8	18
Arkansas	28	24	52	17	22	39	224	141	365	8	4	12
Delaware	0	1	1	10	5	15	32	6	38	......	......	......
District of Columbia	100	235	335	56	194	250	56	75	131	65	51	116
Florida	......	......	......	......	......	......	230	321	551	......	......	......
Georgia	86	54	140	21	8	29	432	645	1,077	0	0	0
Illinois	0	0	0	0	0	0	11	23	34	0	0	0
Indiana	45	70	115	0	0	0	0	0	0	0	0	0
Kentucky	7	0	7	......	......	......	113	245	358	0	15	15
Louisiana	32	16	48	12	0	12	207	269	476	20	10	30
Maryland	34	7	41	......	......	......	102	248	350	......	......	......
Mississippi	70	36	106	57	53	110	251	344	595	......	......	......
Missouri	15	9	24	47	108	155	45	55	100	28	33	61
New Jersey	10	12	22	8	10	18	10	14	24	......	......	......
North Carolina	75	20	95	80	125	205	489	653	1,142	21	14	35
Ohio	22	4	26	15	7	22	77	62	139	9	6	15
Pennsylvania	115	0	115	......	......	......	19	15	34	6	8	14
South Carolina	40	17	57	21	24	45	317	442	759	31	41	72
Tennessee	139	67	206	35	19	54	395	513	908	......	......	......
Texas	2	0	2	99	172	271	82	186	268	4	6	10
Virginia	19	0	19	30	66	96	347	379	726	0	0	0
West Virginia	18	44	62	......	......	......	32	42	74	......	......	......
Total	874	620	1,494	520	825	1,345	3,943	5,196	9,139	202	196	398

given in carpentering, farming, shoemaking, etc., have generally drifted off into the professions. Out of 1,243 graduates of these schools 693 are teachers, 117 ministers, 163 physicians, 116 lawyers, while only 12 are farmers, and 5 following mechanical pursuits (2 printers, 1 carpenter, and 2 unclassified). From these facts, President Mitchell reaches the conclusion that industrial education is not what the negro needs, but the same higher or classical education provided for the whites.

"We think President Mitchell altogether wrong in his conclusions. It is the same mistake that was made when the suffrage was given the negro. Those who gave it so hastily and prematurely imagined that the fifteenth amendment would immediately make the negro a valuable citizen and endow him with all the political experience which it has taken the white race centuries—and centuries of struggle, too—to secure. There could have been no more unfortunate mistake for the negro and the South. The saturnalia that prevailed between 1868 and 1872 in consequence of conferring of the franchise on a people not yet fitted for it not only cost the South millions of dollars and thousands of lives, but did the negro race a serious injustice, setting back its civilization, arousing old prejudices, and causing even its most ardent friends to doubt its ability for the higher development and civilization.

"Mr. Mitchell would have us do in education what was attempted in politics, but failed. He himself recognizes that the white race began with industrial schools, and as it advanced, steadily elevated its schools, widened its curriculum, and raised the standard of education. He would have the negro at the very start try to do what the whites have taken centuries to reach. He would begin with classical education, a policy which will cause only discontent and failure. It is not what we should offer a race only just struggling to the front, steeped in ignorance, the fruit of centuries of slavery. If it were proposed to establish a dozen great universities like Oxford and Cambridge in the heart of Africa, as a means of checking cannibalism and raising and developing the natives, and bringing them civilization and prosperity, it would cause a national protest as a pure waste of money, and yet this would be only an exaggeration of President Mitchell's proposition.

"His statistics, which are the strongest point of his argument, really prove nothing. It may be true that a large proportion of the negroes educated in the colored colleges have drifted into the professions. It is equally true that a considerable proportion of them drifted into politics in 1868–1872; but we must not conclude from this that what the negro wants is a political instead of an industrial education. We see that among the college graduates there are ten ministers to every one farmer. We will not accept this as proof that what the negroes need is more theology. There are a thousand negroes engaged in farming for every one who enters the church, and if the farmers were only better taught how to cultivate their lands they would be better off materially and morally. The poverty and the ignorance of the negro race are keeping up a sick rate, a death rate, and a prison rate which are preventing that advance it would otherwise make.

"It is natural that half the graduates of the colored normal and industrial schools should become teachers. In providing for a race whose education has been so long neglected, the first graduates will naturally devote themselves to teaching. President Mitchell says that in giving an industrial education to a negro you help only the individual. His own statistics disprove this, for so far a majority of these graduates have devoted themselves to scattering among the race the information which they themselves have gained. The industrial schools are teaching not a few negroes better work, but through them the entire colored race.

"In marked contrast are the views of Prof. Booker T. Washington. president of the Tuskegee Normal and Industrial Institute, one of the leading representatives of his race, certainly in the field of education. Professor Washington has had the best opportunities of studying the question thoroughly and practically. The institute over which he presides has done good work for the negro, and its graduates have carried the lessons learned there throughout the South. One of its best fruits is the conference now held each year at Tuskegee of representatives of the negro race from all parts of the Union to discuss questions affecting its interests.

"'I am convinced,' says Professor Washington, 'that whether the negro receives much or little education, whether it be called high or low, we have reached the point in our development where a large proportion of those who are being educated should, while they are receiving their education or after they have received it, be taught to connect their education with some industrial pursuit.'

"Professor Washington thinks, as we do, that in the present condition of the negro, the first thing for him to learn is how to secure an independent position in the industrial world, how to work and to work intelligently. If the colored colleges drop industrial education and turn their attention solely to graduating theologians, lawyers, etc., he sees that the negro will very soon be crowded out of

TABLE 5.—*Number of normal students and graduates in 1895–96.*

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	244	315	559	11	10	21	203	161	364	0	1	1
Arkansas	29	15	44	8	5	13	7	5	12	2	0	2
Delaware	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
District of Columbia	19	58	77	18	28	46	25	30	55	1	7	8
Florida	49	50	99	0	0	0	2	3	5	0	0	0
Georgia	96	379	475	38	92	130	7	31	38	19	17	36
Illinois	-----	-----	-----	0	2	2	0	0	0	0	0	0
Indiana	-----	-----	-----	23	40	63	0	0	0	0	0	0
Kentucky	67	93	160	4	19	23	4	1	5	3	0	3
Louisiana	10	55	65	15	19	34	16	29	45	1	0	1
Maryland	44	44	88	2	11	13	12	10	22	2	0	2
Mississippi	93	75	168	29	18	47	44	55	99	29	6	35
Missouri	66	40	106	5	13	18	7	2	9	1	0	1
New Jersey	3	5	8	-----	-----	-----	-----	-----	-----	-----	-----	-----
North Carolina	301	502	803	55	22	77	39	48	87	13	5	18
Ohio	50	57	107	11	14	25	7	8	15	4	0	4
Pennsylvania	42	72	114	0	1	1	-----	-----	-----	21	0	21
South Carolina	101	222	323	25	33	58	20	38	58	1	1	2
Tennessee	212	286	498	24	55	79	11	37	48	22	2	24
Texas	106	210	316	12	16	28	1	6	7	-----	-----	-----
Virginia	201	337	538	33	96	129	23	57	80	3	0	3
West Virginia	60	64	124	5	14	19	8	9	17	-----	-----	-----
Total	1,793	2,879	4,672	318	508	826	436	530	966	122	39	161

TABLE 6.—*Colored professional students and graduates in 1895–96.*

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	43	0	43	43	6	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
Arkansas	52	0	52	52	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
District of Columbia	314	33	347	66	10	105	17	112	9	13	3	18	5	33	13
Florida	4	0	4	4	0	0	0	0	0	0	0	0	0	0	0
Georgia	171	12	183	171	19	0	0	0	0	0	0	0	0	12	7
Kentucky	19	0	19	19	0	0	0	0	0	0	0	0	0	0	0
Louisiana	12	0	12	12	0	0	0	0	0	0	0	0	0	0	0
Maryland	6	0	6	6	6	0	0	0	0	0	0	0	0	0	0
Mississippi	14	54	68	14	0	0	0	0	0	0	0	0	0	54	16
Missouri	9	0	9	9	0	0	0	0	0	0	0	0	0	0	0
North Carolina	142	12	154	76	12	8	0	47	10	0	0	11	2	12	0
Ohio	10	15	25	10	3	0	0	0	0	0	0	0	0	15	4
Pennsylvania	48	0	48	48	9	0	0	0	0	0	0	0	0	0	0
South Carolina	43	0	43	40	0	3	0	0	0	0	0	0	0	0	0
Tennessee	222	0	222	49	1	8	3	127	11	19	3	19	6	-----	-----
Texas	19	0	19	19	0	0	0	0	0	0	0	0	0	0	0
Virginia	65	-----	65	65	10	0	0	0	0	0	0	0	0	0	0
Total	1,193	126	1,319	703	76	124	20	286	30	32	6	48	13	126	40

the industries in the South, as he already is in the North. Even in slavery he was taught carpentering, blacksmithing, and kindred mechanical trades. If he abandon this field, he will close the avenues of employment to himself and drift into a condition of uselessness. It will be a bad thing for the race if it allows itself to be driven out of every industry upon which its living depends, and is satisfied with book learning alone, in which it is naturally at a great disadvantage in competition with the whites, if for no other reason because the latter has had the advantage of centuries of schooling. It will be giving up the field where, because of his strength, the negro can compete most successfully for a field where he is at the greatest disadvantage.

"Professor Washington notes sadly the tendency of the negroes to neglect the very industry by which nine-tenths of them make their living—farming. To the advocates of 'the higher education,' it is hardly worth while to teach the negro how to farm intelligently and profitably, although thousands of white youths are learning scientific agriculture; and it is actually pointed to with pride instead of sorrow that twenty negroes who receive a better education follow theology and law for one who follows agriculture, the profession with which his race has been connected for all time.

"We are glad to see that nearly all the colored men interviewed by us, and particularly those of Southern birth, agree with Professor Washington that what their race needs most is industrial education, rather than simple book learning.

"They are right, and it is an auspicious sign to see them recognizing the potency of industry, and seeing the right road for the elevation of their race. The philanthropy of the North has given millions of dollars to the education of the colored race. The spirit of justice of the Southern people has given ten times as much. The negroes constitute so large a proportion of the population of the South that their prosperity and morality, even their health, affect the entire body politic. It is in negro sections of our cities where the first rules of sanitation are defied that are bred the diseases which sweep through the white residential districts and carry off thousands—victims of negro ignorance and neglect; and the moral atmosphere of these negro Ghettos more or less permeates the whole community.

"A few months ago the American Economic Association issued among its publications, The Race Traits and Tendencies of the American Negro, by Frederick L. Hoffman, F. S. S., statistician of the Prudential Insurance Company of America. It is the best book yet issued on the subject, the fruit of years of close study of the subject and absolutely free of bias; yet the conclusion Mr. Hoffman reached was:

"'Instead of making the race more independent, modern educational and philanthropic efforts have succeeded in making it even more dependent on the white race at the present time than it was previous to education. It remains to be seen how far a knowledge of the facts about its own diminishing vitality, low state of morality, and economic efficiency will stimulate the race in adopting a higher standard. Unless a change takes place, a scheme that will strike at the fundamental errors that underlie the conduct of the higher race toward the lower, the gradual extinction (of the negro) is only a question of time.'

"Unless the negro race can make a proper place for itself, unless it can find work to do for which it is fitted, it will meet, Mr. Hoffman predicts, the same fate as every other colored race coming into conflict with the Anglo-Saxon—extinction. The preachers and the lawyers and the colored editors will not prevent this, but those who render the negroes industrially independent, find them work to do, improve their material condition, and with that improvement bring about higher spirit of self-confidence and morality.

"The child must be taught to stand before it tries running. The negro is in his infancy as a free man. He should have solid foundations of education first, and open the industries to his race, instead of depending too much on the higher classical education. There has been a disposition of late by many to declare that education is doing the negro more harm than good. The Senate Labor Committee found a number of witnesses to testify to that effect. The Chattanooga Tradesman, after a searching inquiry of the employers of colored labor, learned from them that education generally detracted from a negro's efficiency. We know to the contrary from the experience of every race that this can not be so, and is no more true of the negro than of the white man. It is not education that is causing any lack of efficiency, but the kind of education. It should, for the present at least, be mainly industrial, intended to advance the condition of the negro, to assure him work, and to improve his material status. Whether it will be well afterwards to establish higher universities for the colored race, we may leave to time to determine. We should give him a chance now to improve and raise himself. To give him a classical education in his present condition is like giving a stone to him who asks for bread.

TABLE 7.—*Industrial training of colored students in 1895-96.*

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	515	748	1,263	176	178	----	----	6	----	31	----	28	45	473	68	381
Arkansas	63	49	112	19	42	----	----	----	40	40	40	2	32	13	7	----
Delaware	23	2	25	----	17	----	----	----	----	5	1	----	2	----	----	----
District of Columbia	103	73	176	0	48	0	0	0	10	0	0	0	41	71	0	6
Florida	72	161	233	41	64	----	----	----	----	----	----	----	8	102	76	24
Georgia	234	1,302	1,536	48	119	13	5	9	0	12	0	4	82	1,088	231	179
Illinois	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Indiana	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Kentucky	6	143	149	----	6	----	----	----	----	----	----	----	----	63	63	80
Louisiana	171	149	320	62	72	0	0	0	66	0	37	0	21	127	30	15
Maryland	37	191	228	37	15	0	0	0	0	7	0	7	12	105	187	----
Mississippi	413	364	777	111	176	----	----	----	----	59	----	61	43	363	191	5
Missouri	85	80	165	0	40	0	0	0	0	20	25	0	0	80	0	0
New Jersey	18	25	43	----	18	----	----	----	----	----	----	----	18	25	----	----
North Carolina	641	962	1,603	115	299	97	22	124	3	56	45	16	46	837	671	0
Ohio	50	57	107	----	43	----	----	----	----	----	----	----	24	53	44	180
Pennsylvania	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
South Carolina	733	931	1,664	267	254	135	131	113	0	63	63	25	32	761	183	32
Tennessee	371	925	1,296	5	177	0	0	0	7	0	0	0	76	808	203	40
Texas	305	685	990	54	115	----	----	----	----	15	1	5	39	641	172	68
Virginia	569	899	1,468	162	85	9	7	3	0	17	11	17	39	582	276	660
West Virginia	67	119	186	1	53	----	----	2	----	2	----	----	5	110	53	7
Total	4,476	7,865	12,341	1,098	1,821	254	165	257	126	327	223	165	565	6,302	2,455	1,677

TABLE 8.—*Financial summary of the 178 colored schools.*

State.	Value of benefactions or bequests, 1895-96.	Volumes in libraries.	Value of libraries.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from sources unclassified.	Total income for the year 1895-96.
Alabama	$32,670	12,950	$11,425	$384,782	$7,000	$12,631	$6,479	$103,146	$129,256
Arkansas	2,747	5,550	5,925	167,000	9,450	5,937	2,065	4,378	21,830
Delaware	200	450	400	15,800	4,200	61	-------	-------	4,261
District of Columbia	4,000	17,550	11,300	895,000	34,500	6,683	8,500	7,000	56,683
Florida	-------	3,316	2,656	99,875	2,800	500	0	12,765	16,065
Georgia	35,264	34,469	29,190	1,202,629	16,760	15,364	5,122	63,388	100,634
Illinois	-------	50	100	2,500	1,300	0	0	0	1,300
Indiana	0	400	800	3,000	-------	-------	-------	-------	-------
Kentucky	23,618	10,301	7,425	182,864	9,900	5,230	3,450	4,361	22,941
Louisiana	1,125	10,769	8,000	499,821	7,500	5,281	6,900	20,106	39,787
Maryland	-------	2,450	1,400	95,000	9,000	2,366	584	19,578	31,528
Mississippi	1,366	13,205	15,275	309,500	18,368	5,328	-------	27,817	51,513
Missouri	500	1,531	900	184.125	68,000	2,142	1,284	-------	71,426
New Jersey	26.000	1,000	500	2,500	3,000	-------	100	3,900	7,000
North Carolina	40,945	20,683	16,095	656,102	21,077	8,700	775	36,832	67,382
Ohio	8,000	5,000	2,500	205,000	12,500	3,500	2,300	8,700	27,000
Pennsylvania	-------	14,000	7,000	212,000	0	-------	25,000	10,000	35,000
South Carolina	8,552	7,200	3,500	340,800	17,840	10,073	1,300	20,013	49,226
Tennessee	10,163	20,494	20,958	765,600	2,850	16,523	1,630	72,811	93,814
Texas	9,847	6,365	4,650	297,550	25,800	16,740	300	30,648	73,488
Virginia	116,221	16,068	13,025	903,500	15,000	6,972	25,260	159,795	207,027
West Virginia	2,500	6,000	3,550	100,000	3,000	450	1,250	5,708	10,408
Total	323,718	209,801	166,574	7,524,948	289,845	124,481	92,2[illegible]	610,946	1,117,569

"The Times-Democrat gives below interviews with the bishops of the African Methodist Church, now in this city, with the presidents of the several colored colleges in New Orleans, the president of the Tuskegee (Ala.) Normal and Industrial Institute, and with a number of the more prominent representative colored men of New Orleans interested in the matter of education. The Times-Democrat has sought in these interviews to shed some light on the matter of the education of the negro—a subject that is attracting great attention just now, and is being earnestly and extensively discussed pro and con.

"The questions propounded to the presidents of the several colored colleges were as follows:

"1. How many pupils do you graduate each year?

"2. What are these young men and women fitted for when they leave your institutions?

"3. Have you any knowledge of what becomes of them after leaving your care?

"4. Can you make any estimate as to what percentage of them secure useful and lucrative occupations?

"5. What is your candid opinion, after years of experience, as to the advisability of the higher education of the negro, i. e., a classical education, as opposed to an industrial or mechanical education?

"The last question, it will be seen, is the most important, and is the one upon which light is most sought. A very large sum of money is being expended each year on the education of the negro, and large educational funds are being created for their benefit. It is, therefore, important to know what is being accomplished in the way of his education, and what system is yielding the best fruit. Are those colleges which confine themselves mainly to a classical education doing the most good, or those mainly employed in turning the colored youth to industrial pursuits? A full and complete answer to this question will probably largely influence future donations. It is to secure such an answer that the Times-Democrat has interviewed those who, from their position as the heads of leading colored colleges or from their association with or knowledge of the negro, are best able to speak authoritatively on this matter.

"BOOKER T. WASHINGTON.

"TUSKEGEE, ALA., *January 21.*

"*To the Editor of the Times-Democrat:*

"The Tuskegee Normal and Industrial Institute graduates from forty to fifty-five young men and women each year from its industrial and literature departments. When these men and women graduate they are fitted to become teachers in the public schools or to work at various trades or industries, such as carpentry, wheelwrighting, blacksmithing, foundry work, machinists, tinsmiths, harness making, shoemaking, printing, farming, dairying, horticulture, stock raising, house painting, brick making, brick masonry, plastering, mattress making, tailoring, sewing, millinery work, laundering, general housekeeping, cooking, and nursing.

"We have a definite plan of keeping closely up with the work accomplished by our graduates after they leave us. In fact, one teacher devotes a large portion of his time to the work of visiting our graduates and in keeping up in various ways with the work done by them. It is safe in saying at least 90 per cent of those who graduate from this institution secure useful and lucrative positions. In fact, most of them are usually engaged before they graduate. Especially is this true of those who graduate from our various industrial departments. So great is the demand from all parts of the South for our graduates who understand the various industrial pursuits, especially agriculture, dairying, carpentry, etc., that we can not begin to supply this demand. Only this week we received applications from two prominent white men, one in Florida and another in Alabama, for men to take charge of large modern dairy establishments.

"I have never been opposed to what is called the higher education of the negro, but after years of experience I am convinced that, whether the negro receives much or little education, whether it be called high or low, we have reached the point in our development where a larger proportion of those who are educated should, while they are receiving their education or after they have received it, be taught to connect their education with some industrial pursuit. To the masses of the negroes in our present condition intellectual training means little except as the negro can use that education along industrial lines in securing for himself an independent position in the industrial world. There should be a more vital and practical connection between the negro's educated brain and his opportunity for earning an independent living. I do not mean to say that all educated colored men should have industrial training, for we need colored men in the professions. By reason of our failure to give more attention to industrial development we are running the risk of losing the most valuable thing which we got out of slavery. American slavery, as bad as it was, made the Southern white men do business with the negro for two hundred and fifty years. If a white man wanted a house built or a suit of clothes made during slavery, he consulted a negro about the building of that house or the making of those clothes. Thus the two races for two hundred and fifty years were brought into business contact, which left the negro at the close of the war in possession of all the skilled labor, as well as other lines of industry in the South.

"The question which is now pressing upon us more and more each year is, 'Can we hold on to this skilled labor in the face of a large number of men and women of other races from Europe and from the North and West who are continually coming into the South?' These foreigners are not only educated in their brains, but are skilled in their hands. In other words, they have brains coupled with skilled hands, and as a result we are forced more and more every day to compete with these foreigners.

"Heretofore we have left this competition almost wholly to the ignorant men and women who learned their trades during slavery. I claim that a large proportion of the colored men and women who are educated in the colleges should take up industrial pursuits, should start brick yards, steam laundries, become contractors, become trained nurses, intelligent farmers, so that we will not be driven out of every industry on which our life depends. Mere book education not coupled with industrial training too often takes the young man from the farm and makes him yield to the temptation of trying to earn a living in a city by the use of his wits.

"Notwithstanding the fact that nine-tenths of the colored people in the Gulf States earn their living by agriculture in some form, if we leave out what has been done by Hampton and Tuskegee we have done almost nothing in educating the people in the very industry in which they must earn their living. I claim that we should so educate the young colored man that he will not leave the farm, but will return to the farm after he has secured his education, and show his father and mother how, by the use of improved machinery, and by properly enriching the land, they can raise 50 bushels of corn on an acre of land where only 15 bushels were growing before. When a negro owns and cultivates the best farm and is the largest taxpayer in his county, his white neighbors will not object very long to his voting, and having that vote honestly counted.

"BOOKER T. WASHINGTON.

"EDWARD CUSHING MITCHELL.

"President Edward Cushing Mitchell, A. M., D. D., of Leland University, entertains very pronounced views regarding the importance of a higher education for the colored race. In this connection he pointed out that no people had ever taken rank among the civilized nations of the earth without colleges which were the fountains of learning and of a higher civilization. The colleges had always preceded the common-school systems, which were really the outgrowth of the colleges. This country had suddenly found within its borders a new nation, a people having a population of about 8,000,000 admitted to citizenship. The question was as to whether this vast population should be subjected to the same influences which had made a great nation of the American people or left to grope in the darkness of semisavagery. To say that the negro did not need the same educational advantages which had raised the white American to his present moral and intellectual status was to assume a moral and intellectual superiority for the African race.

"In answer to a question as to the desirability of industrial education for the negro in lieu of the higher collegiate course, Dr. Mitchell referred the questioner to the following extract from one of his public utterances as an explicit expression of his views on the subject:

"What shall we say now about the relation of industrial training to our problem? Industrial training is good and useful to some persons, if they can afford time to take it. But in its application to the negro, several facts should be clearly understood.

"1. It appears not to be generally known in the North that in the South all trades and occupations are open to the negro, and always have been. Before the war slaves were taught mechanic arts, because they thereby became more profitable to their masters. And now every village has its negro mechanics, who are patronized both by white and colored employers, and any who wish to learn trades can do so.

"2. It is a mistake to suppose that industrial education can be wisely applied to the beginnings of school life. Said the Rev. A. D. Mayo, than whom no man in America is better acquainted with the condition and wants of the South: 'There are two specious, un-American notions now masquerading under the taking phrase, "Industrial Education." First, that it is possible or desirable to train large bodies of youth to superior industrial skill without a basis of sound elementary education. You can not polish a brickbat, and you can not make a good workman of a plantation negro or a white ignoramus until you first wake up his mind and give him the mental discipline and knowledge that comes from a good school. * * * Second, that it is possible or desirable to train masses of American children on the European idea that the child will follow the calling of his father. Class education has no place in the order of society, and the American people will never accept it in any form. The industrial training needed in the South must be obtained by the establishment of special schools of improved housekeeping for girls, with mechanical training for such boys as desire it. * * * And this training should be given impartially to both races, without regard to the thousand and one theories of what the colored man can not do.'—Address for National Educational Association, August 9, 1873.

"3. Industrial training is expensive of time and money as compared with its results as a civilizer. When you have trained one student, you have simply fitted one man to earn an ordinary living. When you have given a college education to a man with brains, you have sent forth an instrumentality that will affect hundreds of thousands.

"Said Chauncey M. Depew, in his address at the tenth convocation of the University of Chicago, in April, 1895: 'I acknowledge the position and usefulness of the business college, the manual-training school, the technological institute, the scientific school, and the schools of mines, medicine, law, and theology. They are of infinite importance to the youth who has not the money, the time, or the opportunity to secure a liberal education. They are of equal benefit to the college graduate who has had a liberal education in training him for his selected pursuit. But the theorist, or rather the practical men who are the architects of their own fortunes, and who are proclaiming on every occasion that a liberal education is a waste of time for a business man, and that the boy who starts early and is trained only for his one pursuit is destined for a larger success, are doing infinite harm to the ambitious youth of this country. The college, in its four years of discipline, training, teaching, and development, makes the boy the man. His Latin and his Greek, his rhetoric and his logic, his science and his philosophy, his mathematics and his history have little or nothing to do with law or medicine or theology, and still less to do with manufacturing, or mining, or storekeeping, or stocks, or grain, or provisions. But they have given to the youth, when he has graduated, the command of that superb intelligence with which God has endowed him, by which, for the purpose of a living or a fortune, he grasps his profession or his business and speedily overtakes the boy who, abandoning college opportunities, gave his narrow life to the narrowing pursuit of the one thing by which he expected to earn a living. The college-bred man has an equal opportunity for bread and butter, but beyond that he becomes a citizen of commanding influence and a leader in every community where he settles.'

"4. Industrial training is liable to divert attention from the real aim and end of education, which is a developed manhood. The young scholar can not serve two masters. It requires all the energy there is in a boy to nerve him to the high resolve that in spite of all difficulties he will patiently discipline himself until he becomes a man. This is one reason why our Northern colleges, which in many cases began as manual-labor schools, have abandoned this appendage to their curriculum. Ought we to insist on 'putting a yoke upon the necks' of our brethren in black 'which neither we nor our fathers were able to bear?'

"Finally. Experience seems to show that industrial education does not educate, even in trades. In the report of the Bureau of Education for 1889–90 is a full statistical table of the lines of business in which the graduates of seventeen colored schools are employed. In all these schools industrial instruction is given, such as carpentry, tinning, painting, whip making, plastering, shoemaking, tailoring, blacksmithing, farming, gardening, etc. Out of 1,243 graduates of these schools there are found to be only 12 farmers, 2 mechanics, and 1 carpenter. The names of the universities are: 'Allen,' South Carolina; 'Atlanta,' Georgia; 'Berea,' Kentucky; 'Central Tennessee,' Tennessee; 'Claflin,' South Carolina; 'Fiske,' Tennessee; 'Knoxville,' Tennessee; 'Livingstone,' North Carolina; 'New Orleans,' Louisiana; 'Paul Quinn,' Texas; 'Philander Smith,' Arkansas; 'Roger Williams,' Tennessee; 'Rust,' Mississippi; 'Southern,' Louisiana; 'Straight,' Louisiana; 'Tuskegee,' Alabama; 'Wilberforce,' Ohio.

"The employment of the graduates were: Teachers, 693; ministers, 117; physicians, 163; lawyers, 116; college professors, 27; editors, 5; merchants, 15; farmers, 12; carpenters, 1; United States Government service, 36; druggists, 5; dentists, 14; bookkeepers, 2; printers, 2; mechanics, 2; butchers, 3; other pursuits, 30.

"The money appropriated to these schools by the Slater fund from 1884 to 1894 was $439,981.78.

"L. G. ADKINSON.

"President L. G. Adkinson, A. M., D. D., of the New Orleans University, said that, while he believed in the value of an industrial education for the youth of any race, white or black, he would not be in favor of in any way curtailing the present curriculum in use in the colleges for the colored race. As far as his own experience taught him, there was apparently little danger of any plethora of colored graduates in the near future. In the first place, a majority of colored students had so little means available for the securing of an education that very few of them were in a position to take an extended college course, and, in the second place, they were, in most instances, so anxious to go out in life and earn a livelihood that they were inclined to leave college as soon as they had become qualified to teach in the public schools for their own race, and, as the demand for teachers generally exceeded the supply, they had no difficulty in obtaining satisfactory employment.

"As to the effect of a higher education upon the young people of the colored race, he had always found it beneficial, from a moral as well as from an intellectual point of view. The training received by the young men and women not only gave them a clearer and broader view of their responsibilities in life, but it endowed them with greater steadiness of purpose and business sense.

"Among the more advanced students this improvement in moral and intellectual character had always been more marked than among the students who had left the college from the lower grades, but, as far as he had been able to trace them, he had not learned of a single student, male or female, who had gone out to lead a life of vice or idleness after having spent two years or more in the Southern University. In fact, he had not known of a single instance in which one of his students or ex-students had been arrested for lawbreaking of any kind. He believed that higher education was as beneficial to the one race as the other, but he thought that, as far as practicable, an industrial education should go hand in hand with a literary or scientific training.

"In proof of his belief that a higher education was good for the young people of the colored race, President Adkinson pointed out the records of the lives of the past graduates of the New Orleans University, many of whom are now occupying honorable positions in the literary and educational world, while all were reputably and creditably employed.

"He was also of the opinion that a college training was beneficial to colored boys and girls who contemplated going into domestic service. Many of the students who were then attending the college were devoting their spare time to domestic service in families who lived near the college, and their employers had always expressed themselves as more than satisfied with their services.

"PRESIDENT HENRY A. HILL.

"President Henry A. Hill, of the Southern University, expressed the opinion that there was no conflict between industrial and the higher collegiate education. He was of opinion that the two should go hand in hand to build up anything like a desirable manhood. If one or the other had to be neglected, he would consider it desirable to cling to the education of the mind rather than of the hands. Just as the mind was the more important part of man, so it was of importance that it should not be neglected. A collegiate education never failed to make a man brighter, to give him broader and more comprehensive views, and to make in all respects a better man of him. It was trite in these days to talk of the importance of education for the masses, as everybody admitted it to be of the last importance. It was not the negroes who had the advantages of a collegiate training who went to the bad, but in ninety-nine cases out of one hundred the negroes who could neither read nor write. A skillful mechanic who was lacking in intelligence was not likely to be a good nor successful member of society. As far as the Southern University was concerned, its students were mostly young men and women without means, and as soon as they had gone far enough in their studies to enable them to earn a comfortable livelihood they generally left the college to take such situations as might be open to them. In fact, since the establishment of the Southern University not one had as yet taken the full collegiate course. Some had become fairly advanced, and they were now doing well. They were not all engaged in professional pursuits. Among those whom he could most readily call to mind, several were engaged in mechanical pursuits, such as plastering, bricklaying, carpentering, and they were all doing well, most of them being now employers of labor and engaged in prosperous business. These men were good mechanics and intelligent business men, much more so than they would have been had they not had the advantage of a few sessions at college.

"Of the female pupils who had attended the college for two or three years, most of them were teachers, while the others were in most instances married. Some were milliners or dressmakers, but all had proven by their lives after leaving college that they had been materially benefited by the training they had received. The demand for colored school-teachers was so active that it seemed as if the colleges situated in New Orleans could not turn them out fast enough to meet the wants of the State in this direction. This was true of the boys as well as the girls trained in the local universities. Among the boys and girls who had found it impossible to remain long enough at the college to fit themselves for teaching, many had taken situations as domestic servants, and they had been found to be very desirable for this purpose. They were much more intelligent and better behaved than those who had no education. They knew their places better, and were much more apt to hold a situation than those who had not attended college. They were in all respects brighter and more trustworthy.

"In the Southern University all received an industrial as well as a collegiate training. This he considered of great importance. Boys who had spent several years in a college without having their muscles as well as their minds developed found it a great hardship to engage in manual labor after leaving college. Their muscles had become lax through protracted disuse, and to them, for a time at least, severe manual labor meant severe pain that was almost unendurable. Whether a boy was white or colored, he did not believe in educating one portion of his system without the other. He did not believe that the industrial training at all interfered with the collegiate training proper, for the training of the muscles could go on at the same time as the training of the mind in such a way that the one would in no way retard the other. Anyone who had had long experience in educating young children had not failed to notice how utterly impossible it was for many of them to keep still. They would squirm and twist restlessly in their seats. This was not perversity nor natural unruliness, but simply the demand of nature for the exercise of their muscles. To such children a very moderate amount of industrial training was a positive luxury, a rest and relaxation, and he had always found that they took kindly to it. If their industrial training continued to be neglected, they would in time become less impatient of restraint. This did not mean that they were becoming more obedient and tractable, but only that their muscles had begun to be vitiated in quality through disuse, a condition that was in all respects highly undesirable.

"Upon the whole, President Hill was unqualifiedly opposed to the curtailing of the curriculum for colored students, whom he considered quite as likely to be benefited by a higher education as white students could be.

"R. L. DESDUNES.

"R. L. Desdunes said: 'While the right of acquiring education of any sort or degree is not to be denied, yet that subject, like others, may properly divide the opinions of mankind. I regard as education the use we make of our sense to accomplish the ends of our existence. This definition leads me to consider availing education as the best to be desired. I mean that training of our faculties best calculated to promote our own happiness and the happiness of others. Parents should consult surroundings, and from the inexorable logic of those surroundings pluck the rule of their conduct in what concerns the welfare of their children.

"'The colored man of to-day may or may not be the colored man of to-morrow, and for that reason he should live for the all-absorbing present. If he teaches his child how to work in skilled labor, he places in the possession of that child the key to self-support, self-reliance, and dutifulness. As all philosophy may be resumed into what man owes to his God, to his family, to himself, to his neighbor, and humanity, it is therefore wise in him to pursue such a course in life as will more easily and more successfully help him to come up to the requirements of his manifest destiny. The past has proven that an elementary education, coupled with the manual training I advocate by preference, has secured for some colored people in the United States most satisfactory results. Before the war it was the custom among the free colored families to send their children to school up to the age of 14, in some cases 15. After that time they were apprenticed up to 20 and 21 years. This rule applied to girls and boys. That sort of education furnished to this city some of its best mechanics and seamstresses, and developed a population which, in point of intelligence, respectability, and industrious habits, could compare without disadvantage with any other of the same size and opportunities. It was a working population, yet it produced its poets, musicians, painters, etc. The book known as "Les Cenelles" is the fruit of their leisure. Lanusse and Questy were carpenters, Dede was a cigar maker, Populus a bricklayer, and Hewlett could turn his hand at almost any trade.

"'The colored man of to-day should not seek after higher education, not because he deserves it less than his more fortunate fellow-man, but because it is not profitable once in a thousand times. The average colored classic with his high Latin and Greek in this country is a literary Tantalus, only allowed to see, but without power to conquer. Let us have the skilled workman and the needlewoman; they will do more good for the present than this multitude of collegiates who for the want of opportunity lapse into servility or rascality.'

"BISHOP W. B. DERRICK.

"Bishop W. B. Derrick, of New York, said that so far as the present generation of the colored race is concerned he favored educating the youth in the industrial and mechanical branches, without so much attention being paid to their scientific and professional education.

"'I think it will be better,' he said, 'for these girls and boys to have a thorough education in the common-school branches, with special training in mechanics and agriculture, than to pursue the higher or classical education.

"'It is for this reason that I am opposed to the so-called higher education of the present generation of the colored youth; that the race has not yet amassed sufficient wealth to enable these higher educated youths to take their place in their professions where, of necessity, they must be supported until they obtain a start. In other words, the boys' parents are not rich enough to both educate them and support them while they make a start in the professions. And the time has not yet come when the negro can successfully pose as an ornament to society with advantage to his race. No; I think that the negro will advance more surely and rapidly by educating them gradually. Teach this generation how to work and manufacture or conduct business enterprises. When they have amassed the wealth, then let their children be educated for whatever anybody else is educated--the professions and all branches of knowledge and culture.'

"OSCAR ATWOOD.

"President Oscar Atwood, A. M., of Straight University, while deprecating any reduction or curtailment of the college curriculum, entertained very pronounced views as to the great value of an industrial training, which, in his opinion, ought always to be constantly associated with the education of the young people of both sexes. The institution over which he presided took the youngest pupils into the kindergarten department and undertook to train them up to final graduation, although there was only a small proportion of the pupils whom they advised to undertake the full course. They usually had about 600 pupils of all grades in the institution, and the average number graduated annually from the highest grade did not exceed 15. It was their practice to encourage none but the brightest students to take the full course, although those who contemplated entering the Christian ministry were encouraged to reach as high attainments as their circumstances would permit. He conducted the interviewer over the premises, taking particular pains to point out the completeness of the industrial department, which is thoroughly equipped and well appointed for the purpose it is intended to serve. The boys show admirable proficiency in cabinetmaking and joiner work, printing, and other occupations, while the mechanical drawings were excellent. The female students are all taught plain sewing, dressmaking, needle and fancy work, and the product of these industrial classes was found in all instances to be extremely creditable.

"As to the benefit to be given to the young people of the colored race through a careful college training, President Atwood entertained much the same views as those expressed by the other college presidents interviewed on the subject, although he laid rather more stress upon the value and importance of an industrial training than any of the others.

"BISHOP J. C. EMBRY.

"Bishop J. C. Embry said the tendency of the day was unquestionably toward mechanical and industrial education in both colored and white educational institutions. The changed and changing conditions of this country made the enlargement of this system of education absolutely necessary if the greatest good and best results were to be obtained for the youth of the country. On the one hand the apprentice system that once obtained had practically passed away, while on the other hand the skilled mechanics and artisans of Europe were pouring into this country year after year and driving out such American labor as was not fitted to meet it. The effects of this immigration were being seriously felt, and the necessity of meeting it is fully realized in the East by both white and colored educators. The African-American colored colleges and institutions, Bishop Embry said, were reaching out and adding mechanical instruction whenever the opportunity offered.

"BISHOPS ARNETT AND SALTER.

"Bishop B. W. Arnett, of Ohio, said that he thought it was for the best advantage of the negro race to get all the education he could, both common-school and in the higher branches. 'It is shown by the records,' he said, 'that even when all the youth are offered the advantages of higher education, not more than one-fifth are able from one reason or another to avail themselves of it. The proportion of one-fifth I do not regard as too high for the number of those in the professions, and, therefore, I see no good reason for confining the education of the negro strictly to the industrial and mechanical branches.'

"Bishop M. B. Salter, of South Carolina, said: 'Let the negro get all the education he can, both with their hands and in their heads.'

"BISHOP H. M. TURNER.

"Bishop H. M. Turner said that during the present generation, at least, the greatest efforts of the educators should be directed to the industrial and mechanical training of negro children. In this field there was a much wider range for work and development, and it was much easier to succeed under the conditions that prevail and were likely to continue in a large degree for years to come than in the arts and professions. Bishop Turner said he had many scholars educated in the higher branches for whom he could find no employment.

"BISHOP B. F. LEE.

"Bishop B. F. Lee said he favored following the same educational system that had made the white man strong and great and independent; without properly training the hand, all intellectual development is useless. 'Simply elevating the intellect,' said the Bishop, 'only makes man vicious. The educational system should be blended. Some should be trained as thinkers, while others should be educated in mechanical and industrial callings.'

"COL. JAMES LEWIS.

"Col. James Lewis said while colleges were essential for the higher attainments of the race, the inclination for usefulness of a child could best be ascertained at home and in the schoolroom. Those children showing aptness for the professions or mathematics or mechanics should then be trained according to the bent of their mind. Colonel Lewis said the race was sadly in need of more normal, mechanical, and industrial schools.

"BISHOP A. GRANT.

"Bishop A. Grant said: 'In the first place, I think that the negro should not be educated as a race, but as anybody else. Why make any distinction? Secondly, whatever has served to educate and cultivate other races I think should also be taught to the negro. In other words, I think the negro should be educated just like anybody else, without regard to his color or race.'"

TABLE 9.—*Schools for the education of the colored*

	State and post-office.	Name of school.	Religious denomination.	Teachers. White. Male.	Teachers. White. Female.	Teachers. Colored. Male.	Teachers. Colored. Female.	Teachers. Total.	Pupils enrolled. Total. Male.	Pupils enrolled. Total. Female.	Pupils enrolled. Elementary grades. Male.	Pupils enrolled. Elementary grades. Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Athens	Trinity Normal School *a*	Cong	0	0	2	3	5	50	118	36	102
2	Calhoun	Calhoun Colored School	Nonsect	1	11	2	2	16	132	164	132	164
3	Huntsville	Central Alabama Academy.		0	0	4	2	6	44	102	40	72
4	Marion	Lincoln Normal School	Cong	0	7	---	---	7	40	80	----	----
5	Montgomery	State Normal School for Colored Students. *a*		----	---	12	8	20	420	439	293	294
6	Normal	State Normal and Industrial School.		----	---	11	9	20	177	181	88	82
7	Selma	Burrell School	Cong	1	5	1	1	8	137	150	90	88
8	do	Alabama Baptist University.	Bapt	0	2	5	4	11	124	133	43	45
9	Talladega	Talladega College	Cong	8	15	0	1	24	244	333	193	295
10	Tuscaloosa	Stillman Institute	Presb	3	---	---	---	3	30	1	3	2
11	Tuskegee	Tuskegee Normal and Industrial Institute.	Nonsect	0	0	41	25	66	658	358	200	150
	ARKANSAS.											
12	Arkadelphia	Shorter University	A. M. E	0	0	1	2	3	30	41	30	41
13	do	Arkadelphia Academy	Bapt	0	0	1	3	4	36	61	25	40
14	Little Rock	Arkansas Baptist College	Bapt	0	0	2	2	4	83	59	78	57
15	do	Philander Smith College	Meth	3	4	3	2	12	158	114	----	----
16	do	Union High School	Nonsect	0	0	2	7	9	300	462	273	405
17	Pine Bluff	Arkansas Normal College	Nonsect	2	0	3	1	6	106	53	88	41
18	Southland	Southland College and Normal Institute.	Friends	2	4	1	2	9	109	124	76	83
	DELAWARE.											
19	Dover	State College for Colored Students.	Nonsect	----	---	3	0	3	42	12	----	----
	DISTRICT OF COLUMBIA.											
20	Washington	High School, 7th and 8th divisions.	Nonsect	0	0	16	8	24	200	475	0	0
21	do	Howard University	Nonsect	38	0	12	7	57	425	159	0	0
22	do	Normal School, 7th and 8th divisions.	Nonsect	0	0	2	5	7	127	175	120	152
23	do	Wayland Seminary *	Bapt	2	4	2	1	9	98	63	89	61
	FLORIDA.											
24	Fernandina	Graded School No. 1	Nonsect	0	0	2	4	6	128	150	90	29
25	Jacksonville	Cookman Institute *	M. E	0	6	3	0	9	103	144	75	111
26	do	Edward Walters College *a*	A. M. E	----	---	3	3	6	96	63	74	44
27	Live Oak	Florida Institute	Bapt	----	---	2	3	5	44	64	20	32
28	Ocala	Emerson Home and School.	Meth	----	2	---	---	2	0	40	0	0
29	Orange Park	Normal and Manual Training School.	Cong	3	5	---	---	8	46	45	32	39
30	Tallahassee	State Normal and Industrial College for Colored Students.	Nonsect	1	---	5	4	10	21	47	16	40
	GEORGIA.											
31	Albany	Albany Normal School	Nonsect	----	---	2	4	6	80	123	80	119
32	Americus	McKay High School	Nonsect	----	---	1	12	13	341	411	339	396
33	Athens	Jerual Academy	Bapt	----	---	1	3	4	73	95	43	55
34	do	Knox Institute	Cong	----	---	1	3	4	108	170	104	161
35	do	West Broad Street School	Nonsect	----	---	1	1	2	15	14	----	----
36	Atlanta	Atlanta Baptist Seminary	Bapt	3	3	6	0	12	151	0	89	0
37	do	Atlanta University	Nonsect	7	13	1	1	22	110	155	24	36
38	do	Morris Brown College	A. M. E	----	---	4	7	11	165	236	134	212
39	do	Spelman Seminary	Bapt	0	35	2	2	39	0	548	0	445
40	do	Storrs School	Cong	0	7	0	0	7	70	150	70	150
41	Augusta	Haines Normal and Industrial School.	Presb	----	---	3	11	14	193	246	168	201

* Statistics for 1894-95. *a* Statistics for 1893-94.

race—teachers, students, and courses of study.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
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	
14	16	----	----	----	----	----	----			----	----	----	----	----	----	----	----	----	----	1
----	----	----	----	----	----	----	----	132	164	----	----	----	----	----	----	----	----	----	----	2
5	19	2	8	----	----	----	----	----	----	5	19	----	----	----	----	----	----	----	----	3
40	80	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	4
127	145	----	----	----	----	----	----	----	----	127	145	----	----	----	----	9	10	----	----	5
89	99	----	----	----	----	----	----	177	181	89	99	6	6	----	----	13	18	----	----	6
52	57	0	0	2	0	9	11	126	139	17	40	4	2	2	3	1	3	----	----	7
78	85	3	3	3	3	----	----	37	34	----	----	----	----	3	4	----	----	0	1	8
35	48	6	0	12	1	3	1	----	----	6	12	----	----	6	3	47	43	----	----	9
----	----	25	1	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	10
420	246	0	0	----	----	----	----	----	----	----	----	----	----	----	----	133	87	----	----	11
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	12
12	20	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	13
5	2	----	----	----	----	2	0	20	5	5	2	8	4	1	0	----	----	----	----	14
146	114	12	0	14	1	4	0	109	60	1	1	----	----	2	2	1	1	1	0	15
27	57	----	----	11	22	11	22	12	35	0	0	0	0	1	0	0	0	0	0	16
23	12	----	----	2	0	----	----	83	41	23	12	----	----	3	3	3	3	0	0	17
33	37	1	3	1	1	----	----	----	----	----	----	----	----	1	0	3	1	1	0	18
32	6	10	6	0	1	10	5	32	6	----	----	----	----	----	----	----	----	----	----	19
200	475	0	0	82	232	53	192	----	----	----	----	65	51	18	28	0	0	0	0	20
161	134	264	25	18	3	3	2	56	75	12	35	----	----	0	0	4	0	1	7	21
7	23	0	0	0	0	0	0	0	0	7	23	0	0	0	0	7	23	0	0	22
9	2	----	----	----	----	----	----	----	----	----	----	----	----	----	----	14	7	----	----	23
95	64	0	0	0	0	0	0	128	150	0	0	0	0	0	0	0	0	0	0	24
28	33	----	----	----	----	----	----	84	129	----	----	----	----	----	----	----	----	----	----	25
22	19	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	26
24	32	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	27
0	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	28
14	6	----	----	----	----	----	----	----	----	46	45	----	----	0	0	1	0	----	----	29
5	7	----	----	----	----	----	----	18	42	3	5	----	----	----	----	1	3	----	----	30
1	3	----	----	----	----	----	----	----	----	1	6	----	----	0	0	0	0	----	----	31
2	15	----	----	----	----	----	----	----	----	----	----	----	----	0	10	0	0	0	0	32
29	41	----	----	----	----	----	----	----	----	----	----	----	----	1	2	----	----	----	----	33
4	9	----	----	----	----	----	----	104	161	----	----	----	----	1	0	----	----	----	----	34
15	14	0	0	15	14	----	----	----	----	----	----	----	----	1	2	----	----	----	----	35
30	0	23	0	7	0	----	----	----	----	----	----	----	----	3	0	----	----	0	0	36
67	110	19	9	19	9	----	----	----	----	0	105	----	----	----	----	0	16	3	2	37
16	81	8	0	8	0	16	0	134	212	0	31	0	0	----	----	0	4	----	----	38
0	64	0	39	0	0	0	6	0	56	0	15	0	0	0	5	0	3	----	----	39
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
25	45	----	----	----	----	----	----	15	45	0	8	----	----	12	40	0	0	0	0	41

TABLE 9.—*Schools for the education of the colored race*—

	State and post-office.	Name of school.	Religious denomination.	Teachers. White. Male.	Teachers. White. Female.	Teachers. Colored. Male.	Teachers. Colored. Female.	Teachers. Total.	Pupils enrolled. Total. Male.	Pupils enrolled. Total. Female.	Pupils enrolled. Elementary grades. Male.	Pupils enrolled. Elementary grades. Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	GEORGIA—cont'd.											
42	Augusta	The Paine Institute	M. E	2	1	2	1	6	107	96	43	30
43	do	Walker Baptist Institute	Bapt	0	0	2	1	3	27	72	----	----
44	College	Georgia State Industrial College.	Nonsect	----	----	12	0	12	148	45	40	36
45	La Grange	La Grange Baptist Academy.	Bapt	0	0	1	2	3	71	122	50	81
46	McIntosh	Dorchester Academy	Cong	2	8	----	----	10	193	240	178	226
47	Macon	Ballard Normal School	Cong	2	10	0	1	13	115	275	115	235
48	Roswell	Roswell Public School *a*	Nonsect	----	----	----	----	----	143	146	111	109
49	Savannah	Beach Institute	Cong	0	8	0	0	8	78	201	66	165
50	South Atlanta	Clark University	M. E	4	4	2	3	13	145	187	109	144
51	do	Gammon Theological Seminary.	M. E	3	0	1	0	4	93	0	----	----
52	Thomasville	Allen Normal and Industrial School.	Cong	0	6	0	0	6	33	100	29	33
53	Waynesboro	Haven Normal Academy *a*	----	----	----	2	4	6	105	167	50	67
	ILLINOIS.											
54	Cairo	Sumner High School	Nonsect	0	0	1	1	2	11	23	0	0
	INDIANA.											
55	Evansville	Governor High School	Nonsect	0	0	2	2	4	302	364	275	316
56	New Albany	Scribner High School	Nonsect	----	----	1	1	2	39	44	21	22
	KENTUCKY.											
57	Berea	Berea College	Nonsect	18	13	0	0	31	87	70	----	----
58	Frankfort	State Normal School for Colored Persons.	Nonsect	0	0	3	3	6	59	63	19	26
59	Lebanon	St. Augustine's Academy	R. C	0	8	0	0	8	40	60	20	27
60	Lexington	Chandler Normal School	Cong	0	6	0	2	8	60	95	62	70
61	Louisville	Christian Bible School	Christian	1	0	1	0	2	19	0	----	----
62	do	Central High School	Nonsect	0	0	6	10	16	319	606	269	436
63	Paris	Paris High School	Nonsect	0	0	1	6	7	200	196	196	185
	LOUISIANA.											
64	Alexandria	Alexandria Academy *b*	----	----	----	----	----	----	----	----	----	----
65	Baldwin	Gilbert Academy and Industrial College.	M. E	0	0	5	6	11	85	89	69	73
66	New Iberia	Mount Carmel Convent *b*	----	----	----	----	----	----	----	----	----	----
67	New Orleans	Leland University	Bapt	3	4	4	0	11	42	39	16	23
68	do	New Orleans University	M. E	3	6	9	4	22	211	342	199	276
69	do	Southern University	Nonsect	5	2	1	5	13	138	196	115	168
70	do	Straight University	Cong	0	0	2	11	13	59	73	12	0
	MARYLAND.											
71	Baltimore	Baltimore City Colored High School.	Nonsect	1	4	0	0	5	35	105	----	----
72	do	Morgan College	M. E	3	3	2	1	9	78	46	39	34
73	Hebbville	Baltimore Normal School for Training of Colored Teachers. *a*	----	----	----	1	----	1	7	10	----	----
74	Melvale	The Industrial Home for Colored Girls.	Nonsect	0	6	0	1	7	0	157	0	80
75	Princess Anne	Princess Anne Academy	----	2	0	4	3	9	56	54	19	20
	MISSISSIPPI.											
76	Clinton	Mount Hermon Female Seminary.	Nonsect	0	4	0	4	8	7	58	0	0
77	Edwards	Southern Christian Institute.	Christian	2	3	0	0	5	40	63	7	9
78	Holly Springs	Rust University	M. E	2	3	3	2	11	98	129	----	----

*Statistics of 1894-95. *a* Statistics of 1893-94. *b* No report.

teachers, students, and courses of study—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
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	
61	63	6	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	4	9	1	0	4	9	42
27	72	-----	-----	-----	-----	-----	-----	-----	-----	10	35	-----	-----	-----	-----	-----	-----	-----	-----	43
102	0	15	0	15	0	-----	-----	87	0	6	0	-----	-----	-----	-----	5	0	12	0	44
10	52	0	0	0	0	0	0	71	122	0	0	0	0	5	7	0	0	0	0	45
15	14	-----	-----	-----	-----	5	2	10	12	3	1	-----	-----	1	1	-----	-----	-----	-----	46
6	34	0	0	-----	-----	-----	-----	-----	-----	6	34	-----	-----	0	0	0	3	-----	-----	47
32	37	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	48
12	36	0	0	5	26	0	0	11	37	4	14	0	0	4	13	-----	-----	0	0	49
32	44	3	0	17	5	-----	-----	-----	-----	11	30	-----	-----	6	3	-----	-----	0	6	50
-----	-----	93	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	51
8	63	0	0	0	0	-----	-----	-----	-----	-----	-----	-----	-----	0	0	1	5	0	0	52
55	100	-----	-----	-----	-----	-----	-----	-----	-----	55	100	-----	-----	-----	-----	-----	-----	-----	-----	53
11	23	0	0	0	0	0	0	11	23	0	0	0	0	0	2	0	0	0	0	54
27	48	-----	-----	27	48	0	0	0	0	0	0	0	0	19	28	-----	-----	-----	-----	55
18	22	0	0	18	22	-----	-----	-----	-----	-----	-----	-----	-----	4	12	0	0	0	0	56
74	68	13	2	7	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	3	0	57
40	37	-----	-----	-----	-----	-----	-----	-----	-----	53	63	-----	-----	-----	-----	3	1	-----	-----	58
20	33	-----	-----	-----	-----	-----	-----	40	60	-----	-----	0	15	-----	-----	-----	-----	-----	-----	59
12	11	0	0	0	0	0	0	12	11	12	11	0	0	0	0	1	0	0	0	60
-----	-----	19	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	61
50	170	-----	-----	-----	-----	-----	-----	50	170	2	19	-----	-----	2	19	-----	-----	-----	-----	62
4	11	0	0	-----	-----	-----	-----	11	4	-----	-----	-----	-----	2	0	0	0	0	0	63
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	64
9	12	9	2	9	2	-----	-----	69	73	1	2	4	2	6	13	-----	-----	-----	-----	65
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	66
22	11	4	2	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	3	2	0	0	67
22	46	8	2	8	2	0	0	0	0	1	41	0	0	6	3	1	13	1	0	68
19	26	4	2	15	12	-----	-----	138	196	0	0	0	0	3	3	12	14	0	0	69
34	53	13	20	-----	-----	12	0	-----	-----	8	12	16	8	-----	-----	-----	-----	-----	-----	70
35	105	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	2	11	-----	-----	-----	-----	71
7	3	34	7	34	7	0	0	46	37	-----	-----	0	0	-----	-----	2	4	2	0	72
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	7	10	-----	-----	-----	-----	-----	-----	-----	-----	73
0	77	-----	-----	-----	-----	-----	-----	0	157	-----	-----	-----	-----	0	0	0	0	0	0	74
37	34	-----	-----	-----	-----	-----	-----	56	54	37	34	-----	-----	-----	-----	10	6	-----	-----	75
5	31	2	27	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	0	2	-----	-----	0	0	76
31	49	3	4	2	0	1	4	0	0	0	0	0	0	0	0	-----	-----	0	0	77
75	118	23	11	23	11	-----	-----	59	93	-----	-----	-----	-----	-----	-----	17	30	23	6	78

TABLE 9.—*Schools for the education of the colored race*—

	State and post-office.	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
	MISSISSIPPI—continued.											
79	Holly Springs	Mississippi State Colored Normal School.	Nonsect	1	0	3	2	6	107	106	30	40
80	Jackson	Jackson College	Bapt	2	3	1	2	8	74	99	----	----
81	Meridian	Lincoln School	Cong	0	6	0	1	7	104	128	45	60
82	do	Meridian Academy*	M. E	----	---	2	1	3	57	112	40	86
83	Natchez	Natchez College *a*		----	---	1	1	2	50	86	24	58
84	Tongaloo	Tongaloo University	Cong	5	16	0	1	22	177	183	152	161
85	Westside	Alcorn Agricultural and Mechanical College.	Nonsect	0	0	16	0	16	319	8	232	7
	MISSOURI.											
86	Boonville	Sumner High School		0	0	1	4	5	125	141	113	126
87	Hannibal	Douglass High School	Nonsect	0	0	1	1	2	18	24	----	----
88	Jefferson City	Lincoln Institute*		2	0	6	3	11	111	94	64	67
89	Kansas City	Lincoln High School	Nonsect	0	0	3	1	4	38	91	0	0
90	Mill Spring	Hale's College*	Nonsect	4	7	0	0	11	48	25	5	5
91	Sedalia	George R. Smith College	M. E	1	4	2	4	11	51	51	31	35
	NEW JERSEY.											
92	Bordentown	Manual Training and Industrial School.	Nonsect	----	---	2	4	6	35	40	24	25
	NORTH CAROLINA.											
93	Ashboro	Ashboro Normal School*		1	3	---	---	4	100	90	25	20
94	Beaufort	Washburn Seminary	Nonsect	2	4	0	0	6	55	50	40	41
95	Charlotte	Biddle University	Presb	1	0	11	0	12	249	0	63	0
96	Clinton	Clinton Colored Graded School.	Nonsect	0	0	1	1	2	40	44	20	30
97	Concord	Scotia Seminary	Presb	1	9	0	6	16	0	287	0	274
98	Elizabeth City	State Colored Normal School.	Nonsect	0	0	3	1	4	42	131	10	44
99	Fayetteville	do	Nonsect	----	---	2	2	4	100	169	17	33
100	Franklinton	Albion Academy Normal and Industrial School*	Presb	----	---	5	4	9	104	131	15	18
101	do	Franklinton Christian College.	Christian	1	3	1	0	5	72	79	38	47
102	do	State Colored Normal School.*	Nonsect	----	---	4	4	8	140	116	19	26
103	Goldsboro	do	Nonsect	0	1	2	0	3	45	127	13	45
104	Greensboro	Agricultural and Mechanical College for the Colored Race.	Nonsect	2	0	4	1	7	45	15	0	0
105	do	Bennett College *a*	Meth	----	---	5	5	10	97	106	5	0
106	High Point	High Point Normal and Industrial School.	Friends	1	1	0	2	4	94	117	94	117
107	Kings Mountain	Lincoln Academy	Cong	0	6	0	0	6	69	145	67	131
108	Lumberton	Whitin Normal School*	Nonsect	0	0	1	1	2	38	43	12	19
109	Peedee	Barrett Collegiate and Industrial Institute.	Nonsect	0	0	1	1	2	142	0	----	----
110	Plymouth	Plymouth Normal School	Nonsect	0	0	3	1	4	52	132	17	56
111	Raleigh	St. Augustine's School	P. E	1	1	5	5	12	91	137	63	112
112	do	Shaw University	Bapt	10	5	8	1	24	158	169	40	51
113	Reidsville	Graded School (colored)	Nonsect	0	0	2	4	6	156	240	153	237
114	Salisbury	Livingston College	A. M. E. Z.	0	0	6	5	11	88	70	27	43
115	do	State Colored Normal School.	Nonsect	0	0	3	1	4	43	70	36	52
116	Warrenton	Shiloh Institute*	Bapt	----	---	2	2	4	40	55	15	26
117	Wilmington	Gregory Normal Institute	Nonsect	1	9	0	0	10	80	190	67	134
118	Windsor	Rankin-Richards Institute.	Nonsect	0	0	2	1	3	42	84	28	56
119	Winton	Waters Normal Institute	Bapt	0	0	2	3	5	92	96	43	62
	OHIO.											
120	Wilberforce	Wilberforce University*	A. M. E	1	3	9	5	18	175	130	77	63
121	Xenia	Colored High School	Nonsect	----	---	1	2	3	27	30	----	----

*Statistics of 1894-95.

a Statistics of 1893-94.

teachers, students, and courses of study—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
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	
31	35	44	33	7	5	44	33	----	----	44	33	0	0	0	0	1	5	0	0	79
74	99	----	----	12	1	----	----	62	98	----	----	----	----	----	----	----	----	----	----	80
50	77	----	----	12	16	12	16	100	104	24	20	----	----	12	1	14	8	----	----	81
17	26	----	----	----	----	----	----	30	52	----	----	----	----	10	15	8	10	----	----	82
26	28	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	83
25	22	----	----	14	3	----	----	----	----	25	22	----	----	----	----	4	2	----	----	84
41	0	46	1	----	----	----	----	----	----	----	----	----	----	7	0	----	----	6	0	85
12	15	----	----	1	5	0	0	11	10	----	----	----	----	3	4	----	----	----	----	86
18	24	----	----	5	3	7	16	3	10	----	----	18	24	2	1	----	----	----	----	87
41	26	7	0	9	0	----	----	----	----	39	26	----	----	----	----	7	2	1	0	88
38	91	----	----	----	----	38	91	----	----	----	----	----	----	0	8	----	----	0	0	89
43	20	0	0	0	0	0	0	0	0	25	10	4	0	0	0	0	0	0	0	90
8	28	0	0	0	1	2	1	31	35	2	4	6	9	----	----	----	----	----	----	91
8	18	----	----	10	12	8	10	10	14	3	5	----	----	----	----	----	----	----	----	92
75	70	----	----	----	----	----	----	18	9	----	----	----	----	----	----	----	----	----	----	93
15	9	0	0	0	0	0	0	15	9	----	----	----	----	0	0	0	0	0	0	94
124	0	62	0	56	0	6	0	----	----	----	----	----	----	28	0	----	----	12	0	95
15	19	----	----	----	----	----	----	----	----	----	----	----	----	1	1	----	----	----	----	96
0	13	----	----	----	----	0	11	----	----	0	13	----	----	0	0	----	----	----	----	97
28	49	15	27	----	----	----	----	----	----	43	76	----	----	----	----	5	1	----	----	98
83	136	----	----	----	----	17	33	83	136	100	169	----	----	----	----	7	8	----	----	99
91	111	----	----	----	----	----	----	----	----	----	----	----	----	6	4	----	----	----	----	100
27	22	7	10	0	0	7	10	0	0	7	6	0	0	0	0	0	0	0	0	101
121	90	----	----	11	6	21	7	96	79	71	80	----	----	3	3	5	17	----	----	102
32	82	----	----	----	----	----	----	----	----	----	----	----	----	----	0	2	2	0	0	103
30	15	15	0	0	0	0	0	45	15	0	0	15	0	0	0	0	0	0	0	104
92	106	----	----	----	----	----	----	----	----	3	12	----	----	----	----	----	----	----	----	105
0	0	0	0	0	0	0	0	94	117	0	0	0	0	0	0	0	0	0	0	106
2	14	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	107
24	26	0	0	0	0	0	0	----	----	24	26	----	----	0	0	0	0	0	0	108
142	0	----	----	----	----	----	----	0	10	6	8	----	----	----	----	----	----	----	----	109
35	76	----	----	----	----	----	----	52	132	32	73	----	----	----	----	15	5	----	----	110
18	15	10	10	----	----	----	----	----	----	----	----	----	----	----	----	2	6	----	----	111
58	118	87	23	6	6	----	----	----	----	----	----	----	----	----	----	0	4	1	5	112
3	3	0	0	0	0	20	40	----	----	----	----	----	----	----	----	----	----	----	----	113
44	25	17	2	----	----	----	----	----	----	----	----	----	----	11	5	----	----	----	----	114
7	18	----	----	----	----	4	16	39	54	1	5	----	----	----	----	----	----	----	----	115
25	29	----	----	5	8	5	8	5	8	2	2	----	----	3	5	8	5	----	----	116
14	55	0	0	0	0	0	0	----	----	6	14	6	14	2	4	----	----	0	0	117
14	28	----	----	----	----	----	----	42	84	6	8	----	----	----	----	----	----	----	----	118
40	48	----	----	----	----	----	----	----	----	----	----	----	----	1	0	----	----	----	----	119
37	77	48	8	22	4	15	7	77	02	50	57	9	6	5	9	7	8	4	0	120
27	30	0	0	0	0	----	----	----	----	----	----	----	----	6	5	----	----	----	----	121

TABLE 9.—*Schools for the education of the colored race*—

	State and post-office.	Name of school.	Religious denomination.	Teachers. White. Male.	Teachers. White. Female.	Teachers. Colored. Male.	Teachers. Colored. Female.	Teachers. Total.	Pupils enrolled. Total. Male.	Pupils enrolled. Total. Female.	Pupils enrolled. Elementary grades. Male.	Pupils enrolled. Elementary grades. Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	PENNSYLVANIA.											
122	Carlisle	High School (North Pitt st.).	Nonsect			1	0	1	12	15		
123	Lincoln University.	Lincoln University	Presb	10	0	1	0	11	170	0	0	0
124	Philadelphia	Institute for Colored Youth.	Friends			3	7	10	109	174	47	64
	SOUTH CAROLINA.											
125	Aiken	Schofield Normal and Industrial School.	Nonsect	2	4	1	1	8	170	178	140	150
126	Beaufort	Beaufort Academy	Nonsect	0	0	1	4	5	122	164	115	142
127	do	Harbison Institute	Presb			2	2	4	70	83	25	35
128	Camden	Browning Industrial Home and School.*	M. E		4			4	55	95	40	30
129	Charleston	Avery Normal Institute	Cong	1	4	1	2	8	135	265	87	144
130	do	Wallingford Academy *a*				1	5	6	73	148	60	112
131	Chester	Brainerd Institute	Presb	1	4	1	2	8	85	92	77	87
132	Columbia	Allen University	A. M. E	0	0	4	2	6	131	122	122	119
133	do	Benedict College	Bapt	4	5	3	1	13	131	125	0	0
134	Frogmore	Penn Industrial and Normal School.	Nonsect	0	3	2	7	12	150	146	132	130
135	Greenwood	Brewer Normal School	Cong	1	6	0	0	7	161	165	135	136
136	Orangeburg	Claflin University and Agricultural College, and Mechanics' Institute.	Nonsect	9	3	7	12	31	313	276	245	207
	TENNESSEE.											
137	Chattanooga	Howard High School	Nonsect	0	0	1	1	2	11	17		
138	Columbia	Maury County Turner Normal and Industrial School.	Nonsect	0	0	0	3	3	18	58	18	58
139	Dickson	Wayman Academy				2	2	4	85	98	81	91
140	Jonesboro	Warner Institute	Cong	0	3	0	1	4	45	59	41	50
141	Knoxville	Austin High School		0	0	6	4	10	225	300	215	288
142	do	Knoxville College	U. Presb	7	15	0	0	22	156	174	93	110
143	Maryville	Freedmen's Normal Institute.	Friends	2	1	1	1	5	121	122	84	85
144	Memphis	Hannibal Medical College							8	0		
145	do	Le Moyne Normal Institute.	Cong	2	10	1	4	17	297	406	199	284
146	Morristown	Morristown Normal Academy.	M. E	1	11	1	1	14	136	187	39	40
147	Murfreesboro	Bradley Academy	Nonsect			2	4	6	77	93	11	18
148	Nashville	Central Tennessee College.	M. E	2	6	2	2	12	145	165	103	126
149	do	Fisk University	Cong	7	22	1	0	30	188	231	126	127
150	do	Meigs High School	Nonsect	0	0	4	7	11	76	154		
151	do	Roger Williams University.	Bapt	4	5	2	1	12	127	100	48	65
	TEXAS.											
152	Austin	High School*	Nonsect			2	4	6	70	140		
153	do	Tillotson Collegiate and Normal Institute.	Cong	3	10	0	0	13	71	102	17	33
154	Brenham	East End High School *a*				1	1	2	203	245	185	216
155	Crockett	Mary Allen Seminary	Presb	1	13	0	1	15	0	225	0	225
156	Galveston	Central High School	Nonsect	0	0	3	2	5	90	128	67	97
157	Hearne	Hearne Academy Normal and Industrial Institute.	Bapt	0	0	2	2	4	24	18	16	13
158	Marshall	Bishop College	Bapt	3	8	7	2	20	165	163	109	137
159	do	Wiley University	M. E	0	2	7	3	12	162	140	128	132
160	Palestine	Colored High School	Nonsect			1	1	2	20	24	14	16
161	Prairie View	Prairie View State Normal School.	Nonsect	0	0	7	4	11	77	74		
162	Waco	Paul Quinn College	A. M. E			3	2	5	66	42		

* Statistics of 1894-95.

a Statistics of 1893-94.

teachers, students, and courses of study—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
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	
12	15	0	0	-----	-----	-----	-----	12	15	-----	-----	-----	-----	0	1	-----	-----	-----	-----	122
0	0	170	0	115	0	-----	-----	7	0	-----	-----	-----	-----	-----	-----	-----	-----	21	0	123
62	110	-----	-----	-----	-----	-----	-----	-----	-----	42	72	6	8	-----	-----	-----	-----	-----	-----	124
28	30	0	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	0	0	0	0	-----	-----	125
9	20	0	0	0	0	0	0	0	0	7	20	0	0	4	6	0	4	0	0	126
30	63	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	3	3	-----	-----	127
25	55	-----	-----	-----	-----	-----	-----	65	85	5	20	-----	-----	1	2	1	2	-----	-----	128
50	119	0	0	3	5	10	22	122	238	48	119	0	0	-----	-----	7	13	0	0	129
13	36	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	130
8	5	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	131
3	3	6	0	1	0	3	0	-----	-----	10	13	-----	-----	-----	-----	-----	-----	-----	-----	132
131	125	0	0	9	8	0	0	112	108	0	0	0	0	9	12	0	0	0	0	133
18	16	0	0	0	0	0	0	18	16	18	16	18	16	-----	-----	5	4	-----	-----	134
26	29	0	0	0	0	0	0	0	0	0	0	0	0	-----	-----	2	2	0	0	135
61	65	7	4	27	4	8	2	-----	-----	13	34	13	25	11	13	2	10	1	1	136
11	17	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1	3	-----	-----	-----	-----	137
0	2	-----	-----	-----	-----	-----	-----	13	47	-----	-----	-----	-----	0	16	-----	-----	-----	-----	138
5	8	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	139
4	9	0	0	0	0	0	0	41	50	4	9	-----	-----	1	2	-----	-----	0	0	140
10	12	-----	-----	-----	-----	10	12	-----	-----	-----	-----	-----	-----	3	3	-----	-----	-----	-----	141
43	59	22	9	2	0	3	0	43	53	-----	-----	-----	-----	6	7	-----	-----	-----	-----	142
31	33	6	4	6	3	-----	-----	0	1	54	50	-----	-----	0	0	4	4	0	0	143
-----	-----	8	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	144
98	122	0	0	0	0	0	0	0	0	98	122	0	0	-----	-----	4	12	0	0	145
95	98	15	36	15	36	-----	-----	70	78	37	62	-----	-----	4	8	1	1	-----	-----	146
66	75	-----	-----	-----	-----	-----	-----	77	98	-----	-----	-----	-----	3	3	-----	-----	-----	-----	147
6	21	39	15	23	7	11	7	103	126	3	21	-----	-----	1	5	-----	-----	2	1	148
57	83	51	5	43	5	8	0	-----	-----	-----	-----	-----	-----	-----	-----	0	13	14	1	149
76	154	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	150
46	43	23	2	50	16	3	0	48	65	16	22	-----	-----	5	8	2	7	6	0	151
70	140	-----	-----	-----	-----	70	140	-----	-----	-----	-----	-----	-----	6	5	-----	-----	-----	-----	152
55	68	-----	-----	-----	-----	-----	-----	13	10	17	13	-----	-----	-----	-----	1	1	-----	-----	153
18	29	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	154
-----	-----	-----	-----	-----	-----	-----	-----	0	125	0	100	-----	-----	0	5	-----	-----	-----	-----	155
23	31	0	0	-----	-----	23	31	-----	-----	0	0	0	0	2	4	0	0	0	0	156
8	5	0	0	0	0	0	0	24	18	0	0	0	0	0	0	0	0	0	0	157
56	19	6	1	-----	-----	6	1	25	9	-----	-----	-----	-----	3	0	-----	-----	-----	-----	158
13	27	2	0	2	0	-----	-----	-----	-----	11	22	[illegible]	6	-----	-----	0	5	-----	-----	159
6	8	-----	-----	-----	-----	-----	-----	20	24	-----	-----	-----	-----	1	[illegible]	-----	-----	-----	-----	160
77	74	-----	-----	-----	-----	-----	-----	-----	-----	77	74	-----	-----	-----	-----	-----	-----	-----	-----	161
51	26	15	16	-----	-----	-----	-----	-----	-----	1	1	-----	-----	-----	-----	-----	-----	-----	-----	162

TABLE 9.—*Schools for the education of the colored race—*

	State and post-office.	Name of school.	Religious denomination.	Teachers. White. Male.	Teachers. White. Female.	Teachers. Colored. Male.	Teachers. Colored. Female.	Teachers. Total.	Pupils enrolled. Total. Male.	Pupils enrolled. Total. Female.	Pupils enrolled. Elementary grades. Male.	Pupils enrolled. Elementary grades. Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	VIRGINIA.											
163	Burkeville	Ingleside Seminary*	Presb	....	8	....	....	8	0	111	0	56
164	Cappahosic	Gloucester Agricultural and Industrial School.	Nonsect	0	0	4	5	9	44	54	37	49
165	Danville	Colored Graded School	Nonsect	0	0	1	8	9	214	261	210	255
166	Hampton	Hampton Normal and Agricultural Institute.	Nonsect	23	42	9	6	80	458	384	351	395
167	Lawrenceville	St. Paul Normal and Industrial School.	Epis	0	0	12	9	21	150	170	30	40
168	Manassas	Manassas Industrial School for Colored Youth.	Nonsect	0	0	3	2	5	50	42	50	42
169	Manchester	Public High School	Nonsect	0	0	4	4	8	47	83	31	61
170	Norfolk	Norfolk Mission College	U. Presb.	4	7	0	3	14	269	413	248	372
171	Petersburg	Bishop Payne Divinity and Industrial School.	Epis	1	0	2	0	3	9	0	2	0
172	....do	Peabody High School	Nonsect	0	0	1	1	2	19	54	0	0
173	....do	Virginia Normal and Collegiate Institute.	....	0	0	7	5	12	149	161	....	....
174	Richmond	Hartshorn Memorial College.	Bapt	1	6	0	2	9	2	104	0	17
175	....do	Richmond Theological Seminary.	Bapt	2	0	2	0	4	58	0	0	0
	WEST VIRGINIA.											
176	Farm	West Virginia Colored Institute.	Nonsect	0	0	4	2	6	43	67	....	....
177	Harpers Ferry	Storer College	Free Bapt	2	4	2	1	9	72	70	22	21
178	Parkersburg	High School	Nonsect	0	0	2	2	4	47	104	....	....

* Statistics of 1894–95.

teachers, students, and courses of study—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
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	55	-----	-----	-----	-----	-----	-----	0	111	0	26	-----	-----	0	26	-----	-----	-----	-----	163
7	5	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	5	5	-----	-----	-----	-----	164
4	6	0	0	0	0	4	6	4	6	0	0	0	0	19	38	-----	-----	0	0	165
57	39	0	0	0	0	0	0	250	151	57	39	0	0	-----	-----	11	18	-----	-----	166
120	130	-----	-----	-----	-----	-----	-----	-----	-----	120	130	-----	-----	-----	-----	2	8	-----	-----	167
0	0	0	0	0	0	0	0	50	42	0	0	0	0	0	0	0	0	0	0	168
16	22	-----	-----	-----	-----	4	14	43	69	-----	-----	-----	-----	6	2	-----	-----	-----	-----	169
21	41	0	0	-----	-----	21	41	-----	-----	10	28	-----	-----	3	11	-----	-----	-----	-----	170
-----	-----	7	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	171
19	54	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	172
149	161	-----	-----	19	0	-----	-----	-----	-----	12	32	-----	-----	-----	-----	10	31	3	0	173
2	82	0	5	-----	-----	1	5	-----	-----	2	82	-----	-----	0	14	-----	-----	-----	-----	174
0	0	58	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	175
43	67	0	0	0	0	0	0	32	42	10	15	0	0	-----	-----	6	8	-----	-----	176
50	49	-----	-----	12	14	-----	-----	-----	-----	50	49	-----	-----	-----	-----	2	1	-----	-----	177
47	104	-----	-----	6	30	-----	-----	-----	-----	-----	-----	-----	-----	5	14	-----	-----	-----	-----	178

TABLE 10.—*Schools for the education of the colored race*—

	Name of school.	Students in professional courses. Male.	Female.	Total.	Pupils receiving industrial training. Male.	Female.	Total.	Students trained in industrial branches. 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.																			
1	Trinity Normal School *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	Calhoun Colored School	...	...	...	65	105	170	55	...	...	...	...	...	...	...	1	...	48	2	55
3	Central Alabama Academy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	Lincoln Normal School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	State Normal School for Colored Students. *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6	State Normal and Industrial School.	...	...	...	121	145	266	27	41	...	...	...	...	27	...	28	38	93	60	77
7	Burrell School	...	...	...	72	79	151	...	62	...	...	6	...	4	...	...	...	79	...	...
8	Alabama Baptist University.	23	0	23	14	82	96	...	...	...	...	...	...	...	...	...	3	82	...	11
9	Talladega College	12	0	12	110	250	360	30	75	...	...	...	...	...	...	...	4	171	6	82
10	Stillman Institute	8	0	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	Tuskegee Normal and Industrial Institute.	...	...	...	133	87	220	64	...	...	...	...	...	...	...	...	...	...	...	156
	ARKANSAS.																			
12	Shorter University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	Arkadelphia Academy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
14	Arkansas Baptist College	12	0	12	8	4	12	2	...	...	...	...	...	...	...	...	12	...	...	...
15	Philander Smith College	...	...	...	7	5	12	...	...	...	...	...	...	...	...	...	12	...	...	...
16	Union High School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	Arkansas Normal College	40	0	40	40	30	70	11	40	...	...	...	40	40	40	...	3	...	...	...
18	Southland College and Normal Institute.	...	...	...	8	10	18	6	2	...	...	...	...	...	...	2	5	18	7	...
	DELAWARE.																			
19	State College for Colored Students.	...	...	...	23	2	25	...	17	...	...	...	...	5	1	...	2	...	...	...
	DISTRICT OF COLUMBIA.																			
20	High School, 7th and 8th divisions.	...	...	...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	Howard University	280	33	313	103	50	153	...	48	...	...	...	10	...	...	...	41	48	...	6
22	Normal School, 7th and 8th divisions.	...	...	...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	Wayland Seminary *	34	0	34	0	23	23	...	...	...	...	...	...	...	...	...	...	23	...	...
	FLORIDA.																			
24	Graded School, No. 1	...	...	...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	Cookman Institute *	4	0	4	0	30	30	...	...	...	...	...	...	...	...	...	...	15	15	...
26	Edward Walters College *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27	Florida Institute	...	...	...	8	0	8	...	...	...	...	...	...	...	...	...	8	...	...	...
28	Emerson Home and School	...	...	...	0	40	40	0	0	0	0	0	0	0	0	0	0	40	14	0
29	Normal and Manual Training School.	...	...	...	43	44	87	20	43	...	...	...	...	...	...	...	...	...	...	24
30	State Normal and Industrial College for Colored Students.	...	...	...	21	47	68	21	21	...	...	...	...	...	...	...	...	47	47	...
	GEORGIA.																			
31	Albany Normal School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
32	McCay High School	...	...	...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33	Jerual Academy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
34	Knox Institute	...	...	...	0	107	107	...	...	...	...	...	...	...	...	...	...	107	...	...
35	West Broad Street School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
36	Atlanta Baptist Seminary	19	0	19	10	0	10	...	...	...	...	...	...	...	...	...	10	...	...	...
37	Atlanta University	...	...	...	67	110	177	...	55	...	...	...	...	12	...	...	15	105	16	...

* Statistics of 1894-95.

a Statistics of 1893-94.

professional and industrial training—equipment and income.

Chief sources of support.	Value of benefactions or bequests in 1895-96.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1895-96.	
21	22	23	24	25	26	27	28	29	
									1
	$17,459	450	$20,432	0	$584	$263	$288	$1,135	2
									3
									4
									5
State and United States	1,000	2,800	50,000	$4,000			11,000	15,000	6
Amer. Miss. Assn		700	7,000						7
Amer. Bapt. H. M. S	3,462	1,000	30,000	0	755		2,469	3,224	8
	10,749	6,000	126,618	0	1,568	6,044	4,500	12,112	9
Presbyterian Church		2,000							10
			150,732	3,000	9,724	172	84,889	97,785	11
			10,000				1,227	1,227	12
		150	12,000		256	30	1,080	1,366	13
Amer. Bapt. Home Miss. Society		100	10,000		500		1,486	1,986	14
Freedmen's Aid and S. Ed. So	2,500	600	30,000						15
	0	0	20,000	4,500	0	0	0	4,500	16
State		3,500	50,000	4,950	384			5,334	17
Tuition and benevolence	247	1,200	35,000		4,797	2,035	585	7,417	18
State and United States	200	450	15,800	4,200	61			4,261	19
United States	0	1,200	125,000	0	0	0	0	0	20
do	4,000	13,000	700,000	34,500	6,683	8,500	7,000	56,683	21
do		350		0	0	0	0	0	22
Am. Bapt. H. M. S		3,000	70,000						23
County		0	2,875		0	0	0	0	24
Freedmen's Aid S. M. E. Ch		1,000	30,000		461		1,800	2,261	25
									26
Home Society N. Y. and Bethlehem Assn.		1,200	7,000						27
W. H. M. S. M. E. Ch		100	5,000	0	39	0	465	504	28
Amer. Miss. Assn		500	30,000	0		0			29
State and United States		516	25,000	2,800			10,500	13,300	30
Amer. Miss. Assn	25	100	4,000		800			800	31
City and State	0	72	5,000	16,400	310			16,710	32
A. B. H. M. S. Jerual Assn	500		6,175		438		1,616	2,054	33
Amer. Miss. Assn		150	6,000						34
		350	4,000		23		30	53	35
A. B. H. M. S	700	3,000	50,000		500	1,200	3,970	5,670	36
Tuition and benevolence	27,566	9,400	252,000	0	1,920	580	196	2,696	37

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
	GEORGIA—continued.																			
38	Morris Brown College	8	0	8	6	26	32	3	0	0	0	0	0	0	0	0	3	26	26	0
39	Spelman Seminary	0	7	7	0	240	240	---	---	---	---	---	---	---	---	---	34	152	136	73
40	Storrs School	---	---	---	0	128	128	0	0	0	0	0	0	0	0	0	0	128	0	0
41	Haines Normal and Industrial School.	0	5	5	16	145	161	5	0	0	0	0	0	0	0	4	20	150	6	0
42	The Paine Institute	43	0	43	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
43	Walker Baptist Institute	8	0	8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
44	Georgia State Industrial College.	---	---	---	45	0	45	38	10	13	5	5	---	---	---	---	---	---	---	---
45	La Grange Baptist Academy.	---	---	---	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Dorchester Academy	---	---	---	18	116	134	2	4	---	---	4	---	---	---	---	---	116	2	---
47	Ballard Normal School	---	---	---	60	240	300	0	50	0	0	0	0	0	0	0	0	240	8	2
48	Roswell Public School *a*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
49	Beach Institute	---	---	---	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
50	Clark University	---	---	---	0	140	140	---	---	---	---	---	---	---	---	---	---	64	37	42
51	Gammon Theological Seminary.	93	0	93	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
52	Allen Normal and Industrial School.	---	---	---	12	50	62	---	---	---	---	---	---	---	---	---	---	---	---	62
53	Haven Normal Academy *a*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	ILLINOIS.																			
54	Sumner High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	INDIANA.																			
55	Governor High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
56	Scribner High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	KENTUCKY.																			
57	Berea College	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
58	State Normal School for Colored Persons.	---	---	---	6	63	69	---	6	---	---	---	---	---	---	---	---	63	63	---
59	St. Augustine's Academy	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
60	Chandler Normal School	0	0	0	0	80	80	0	0	0	0	0	0	0	0	0	0	0	0	80
61	Christian Bible School	19	0	19	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
62	Central High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
63	Paris High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	LOUISIANA.																			
64	Alexandria Academy *b*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
65	Gilbert Academy and Industrial College.	---	---	---	40	22	62	15	6	---	---	---	---	---	---	---	---	8	18	15
66	Mount Carmel Convent *b*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
67	Leland University	0	0	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
68	New Orleans University	0	0	0	45	66	111	0	27	0	0	0	0	0	0	0	21	58	12	0
69	Southern University	0	0	0	86	61	147	47	39	0	0	---	66	0	37	0	0	61	0	0
70	Straight University	12	0	12	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	MARYLAND.																			
71	Baltimore City Colored High School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
72	Morgan College	6	0	6	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
73	Baltimore Normal School for Training of Colored Teachers. *a*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
74	The Industrial Home for Colored Girls.	---	---	---	0	157	157	---	---	---	---	---	---	---	---	---	---	75	157	---
75	Princess Anne Academy	---	---	---	37	34	71	37	15	0	0	0	0	7	0	7	12	30	30	---

* Statistics of 1894-95. *a* Statistics of 1893-94. *b* No report.

professional and industrial training—equipment and income—Continued.

Chief sources of support.	Value of benefactions or bequests in 1895–96.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1895–96.	
21	22	23	24	25	26	27	28	29	
A. M. E. Ch.	0	--------	$78,000	0	$1,190	0	$4,310	$5,500	38
W. A. H. M. S. Slater Fund	--------	3,000	150,000	--------	2,206	--------	20,174	22,380	39
Tuition and benevolence	--------	200	20,000	0	1,340	--------	0	1,310	40
Presb. Board Miss. for Freedmen.	$250	300	25,000	0	300	0	3,200	3,500	41
S. Col. M. E. Ch.	--------	400	14,484	--------	264	$1,905	5,648	7,817	42
--------	--------	--------	--------	--------	405	--------	708	1,113	43
State and United States	--------	100	25,000	0	0	--------	15,000	15,000	44
Western Union Bapt. Assn.	23	0	600	$360	25	0	23	408	45
Benevolence and tuition	--------	850	11,000	--------	625	672	4,135	5,432	46
Am. M. Assn. and tuition	140	3,000	30,550	0	1,800	225	3,675	5,700	47
--------	--------	--------	--------	--------	--------	--------	--------	--------	48
Am. M. Assn. and benevolence.	280	797	12,250	0	1,278	0	280	1,558	49
F. A. and S. Ed. S. M. E. Ch.	5,800	1,550	400,000	--------	1,550	--------	423	1,973	50
Endowment	--------	11,000	100,000	--------	--------	--------	--------	--------	51
Am. M. Assn. and tuitions	--------	200	8,570	0	390	540	0	930	52
--------	--------	--------	--------	--------	--------	--------	--------	--------	53
State	--------	50	2,500	1,300	0	0	0	1,300	54
--------	--------	--------	--------	--------	--------	--------	--------	--------	55
--------	0	400	3,000	--------	--------	--------	--------	--------	56
--------	23,543	8,500	113,450	0	3,500	3,200	0	6,700	57
State and United States	--------	631	20,564	5,900	--------	75	61	6,036	58
Tuition	--------	--------	--------	--------	1,000	--------	300	1,300	59
A. M. Assn	75	300	15,000	0	680	--------	--------	680	60
Am. Christian Miss. Soc.	0	450	0	0	0	175	4,000	4,175	61
State	--------	170	25,850	--------	--------	--------	--------	--------	62
City	0	250	8,000	4,000	50	0	0	4,050	63
--------	--------	--------	--------	--------	--------	--------	--------	--------	64
Endowment	--------	1,000	40,000	--------	--------	2,400	--------	2,400	65
--------	--------	--------	--------	--------	--------	--------	--------	--------	66
--------	500	1,000	175,000	0	0	3,500	500	4,000	67
F. A. S. Ed. Soc. M. E. Ch. and S. F.	0	5,000	100,000	0	3,281	400	4,600	8,281	68
United States and State	0	1,169	59,821	7,500	0	0	14,006	21,506	69
Am. Miss. Assn	625	2,600	125,000	--------	2,000	600	1,000	3,600	70
City	--------	250	--------	--------	--------	--------	--------	--------	71
M. E. Ch.	--------	2,000	45,000	--------	1,252	584	13,964	15,800	72
--------	--------	--------	--------	--------	--------	--------	--------	--------	73
State and city	--------	200	35,000	6,500	--------	--------	5,614	12,114	74
United States and State	--------	0	15,000	2,500	1,114	--------	--------	3,614	75

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
	MISSISSIPPI.																			
76	Mount Hermon Female Seminary.	...	...	...	7	58	65	...	...	...	...	...	...	...	...	...	...	58	58	...
77	Southern Christian Institute.	...	...	...	6	3	9	4	1	0	0	0	0	0	0	0	2	2	4	2
78	Rust University	0	34	34	0	81	81	...	...	...	...	...	...	...	...	...	...	81	30	...
79	Mississippi State Colored Normal School.	...	...	...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
80	Jackson College	11	0	11	0	99	99	...	...	...	...	...	...	...	...	...	...	99	...	...
81	Lincoln School	0	20	20	12	20	32	20	...	...	...	...	...	...	...	...	...	20	16	...
82	Meridian Academy *	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
83	Natchez College *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
84	Tongaloo University	3	0	3	104	103	207	35	104	...	...	...	...	...	...	...	...	103	83	...
85	Alcorn Agricultural and Mechanical College.	...	...	...	284	0	284	52	71	...	...	...	...	59	...	61	41	...	...	3
	MISSOURI.																			
86	Sumner High School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
87	Douglass High School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
88	Lincoln Institute *	...	...	...	85	80	165	0	40	...	...	...	...	20	25	...	...	80	...	...
89	Lincoln High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
90	Hale's College *	5	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
91	George R. Smith College	4	0	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	NEW JERSEY.																			
92	Manual Training and Industrial School.	...	...	...	18	25	43	...	18	...	...	...	...	...	...	...	18	25	...	...
	NORTH CAROLINA.																			
93	Ashboro Normal School *	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
94	Washburn Seminary	...	...	...	26	41	67	0	26	0	0	0	0	26	...	0	0	41	0	0
95	Biddle University	21	0	21	165	0	165	...	37	22	7	...	...	...	...	16	46	21	...	...
96	Clinton Colored Graded School.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
97	Scotia Seminary	...	...	...	0	287	287	...	...	...	...	...	...	...	...	...	...	287	287	...
98	State Colored Normal School (Elizabeth City).	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
99	State Colored Normal School.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
100	Albion Academy, Normal and Industrial School.*	5	2	7	80	29	109	50	46	25	10	2	1	...	...	...	...	...	18	...
101	Franklinton Christian College.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
102	State Colored Normal School.*	...	...	...	0	75	75	...	...	...	...	...	...	...	...	...	...	...	75	...
103	State Colored Normal School.	...	...	...	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
104	Agricultural and Mechanical College for the Colored Race.	...	...	...	45	15	60	45	45	45	0	0	0	30	45	0	0	15	15	0
105	Bennett College *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
106	High Point Normal and Industrial School.	...	...	...	0	117	117	0	0	0	0	0	0	0	0	0	0	117	0	0
107	Lincoln Academy	0	10	10	20	120	140	4	3	...	...	2	...	...	...	...	...	120	55	...
108	Whitin Normal School *	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
109	Barrett Collegiate and Industrial Institute.	5	0	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
110	Plymouth Normal School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
111	St. Augustine's School	...	...	...	91	137	228	...	12	5	5	...	2	...	...	...	...	91	91	...
112	Shaw University	85	0	85	120	80	200	...	120	...	...	120	...	...	...	...	...	80	80	...
113	Graded School (colored)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
114	Livingstone College	19	0	19	80	40	120	16	10	...	...	...	...	...	...	...	...	30	50	...

* Statistics of 1894-95.

a Statistics of 1893-94.

professional and industrial training—equipment and income—Continued.

Chief sources of support.	Value of benefactions or bequests in 1895-96.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1895-96.	
21	22	23	24	25	26	27	28	29	
Tuition and contributions	......	......	$25,000	0	......	......	......	......	76
Am. M. Soc. and tuition	$1,000	1,000	30,000	0	$400	0	$2,600	$3,000	77
F. A., S. Ed. Soc. M. E. Ch	......	2,000	100,000	......	1,739	......	3,709	5,448	78
State	0	3,000	12,000	0	0	0	2,435	2,435	79
Am. Bapt. H. M. S	316	200	35,000	......	989	......	4,234	5,223	80
Am. Miss. Assn	50	100	2,500	......	600	......	......	600	81
M. E. Ch	......	25	2,500	......	600	......	300	900	82
......	......	......	......	......	......	......	......	......	83
Am. Miss. Assn	......	4,000	80,000	......	1,000	......	13,000	14,000	84
United States and State	......	2,880	102,500	$13,368	......	......	1,539	19,907	85
State	......	200	8,000	3,000	175	......	......	3,175	86
....do	......	500	14,000	......	......	......	......	......	87
......	......	31	81,625	65,000	167	$1,084	......	66,251	88
City	......	......	18,000	......	......	......	......	......	89
Students	0	......	2,500	0	0	......	......	......	90
F. A., S. Ed. S. M. E. Ch	500	800	60,000	......	1,800	200	......	2,000	91
State and private subscription	26,000	1,000	2,500	3,000	......	100	3,900	7,000	92
......	......	......	......	......	......	......	......	......	93
Am. Miss. Assn	0	0	7,000	......	95	0	2,660	2,755	94
Presb. Ch	......	8,500	130,000	......	......	......	......	......	95
City	......	......	......	350	35	......	200	585	96
Freedman's N. Presb. Ch	10,000	1,000	65,000	0	0	0	......	......	97
State	0	50	1,000	1,166	0	0	730	1,896	98
....do	0	331	3,000	1,666	......	......	190	1,856	99
Presb. Br. and State	5,000	1,100	15,000	1,500	......	......	......	1,500	100
State and benevolence	0	1,500	6,000	128	0	348	1,221	1,697	101
State	......	1,500	10,000	2,000	240	......	......	2,240	102
State and Peabody Fund	290	200	......	1,566	0	......	......	1,566	103
United States and State	0	200	60,000	7,500	95	0	7,500	15,095	104
				......	......	......	......	......	105
F. A. and E. S	......	......	......	547	......	......	......	547	106
State	......	......	4,816	122	241	......	......	363	107
Am. Miss. Assn	10	150	1,000	0	180	0	15	195	108
Tuition	......	......	......	......	......	......	......	......	109
......	......	......	......						
State	290	300	1,500	1,666	......	......	290	1,958	110
Endowment	9,000	......	......	0	3,000	......	......	3,000	111
Tuition and benevolence	12,000	1,500	175,000	......	2,500	175	8,508	11,183	112
State and city	......	0	2,000	1,100	0	0	60	1,160	113
A. M. E. Z. Ch	3,000	3,200	127,151	0	438	200	9,640	10,278	114

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	21	13	14	15	16	17	18	19	20
	NORTH CAROLINA—cont'd.																			
115	State Colored Normal School.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
116	Shiloh Institute *	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
117	Gregory Normal Institute	---	---	---	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
118	Rankin-Richards Institute	---	---	---	14	21	35	---	---	---	---	---	---	---	---	---	---	35	---	---
119	Waters Normal Institute	1	0	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	OHIO.																			
120	Wilberforce University *	10	15	25	50	57	107	---	43	---	---	---	---	---	---	---	24	53	44	180
121	Colored High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	PENNSYLVANIA.																			
122	High School (North Pitt st.).	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
123	Lincoln University	48	0	48	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
124	Institution for Colored Youth.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	SOUTH CAROLINA.																			
125	Schofield Normal and Industrial School.	0	0	0	170	178	348	118	38	0	0	10	0	0	0	7	7	178	71	28
126	Beaufort Academy	0	0	0	0	10	10	0	0	0	0	0	0	0	0	0	0	0	6	4
127	Harbison Institute	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
128	Browning Industrial Home and School.*	---	---	---	0	75	75	---	---	---	---	---	---	---	---	---	---	75	25	---
129	Avery Normal Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
130	Wallingford Academy *a*	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
131	Brainerd Institute	---	---	---	20	40	60	---	20	---	---	6	---	---	---	10	6	40	45	---
132	Allen University	6	0	6	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
133	Benedict College	37	0	37	131	125	256	99	8	4	0	10	0	0	0	8	8	125	25	---
134	Penn Industrial and Normal School.	0	0	0	99	91	190	0	94	0	0	0	0	0	0	0	5	91	0	0
135	Brewer Normal School	0	0	0	0	136	136	---	---	---	---	---	---	---	---	---	---	136	---	---
136	Claflin University and Agricultural College and Mechanics' Institute.	---	---	---	313	276	589	50	94	131	131	87	[illegible]	63	63	---	6	116	17	---
	TENNESSEE.																			
137	Howard High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
138	Maury County Turner Normal and Industrial School.	1	0	1	8	55	63	---	8	---	---	---	---	---	---	---	---	55	9	---
139	Wayman Academy	2	0	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
140	Warner Institute	---	---	---	20	21	41	---	---	---	---	---	---	---	---	---	---	41	10	---
141	Austin High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
142	Knoxville College	10	0	10	119	193	312	5	17	0	0	0	0	0	0	0	24	212	54	0
143	Freedmen's Normal Institute.	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
144	Hannibal Medical College	8	0	8	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
145	Le Moyne Normal Institute.	0	0	0	122	275	397	0	86	0	0	0	0	0	0	0	26	160	45	25
146	Morristown Normal Academy.	---	---	---	0	187	187	---	---	---	---	---	---	---	---	---	---	187	75	---
147	Bradley Academy	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
148	Central Tennessee College	184	0	184	47	9	56	---	17	---	---	---	7	---	---	---	26	---	---	6
149	Fisk University	8	0	8	35	108	143	0	35	0	0	0	0	0	0	0	0	98	10	1
150	Meigs High School	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
151	Roger Williams University	9	0	9	20	77	97	0	14	0	0	0	0	0	0	0	0	55	0	8

* Statistics of 1894-95.

a Statistics of 1893-94.

professional and industrial training—equipment and income—Continued.

Chief sources of support.	Value of benefactions or bequests in 1895–96.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1895–96.	
21	22	23	24	25	26	27	28	29	
State				1,650			$219	$1,869	115
Shiloh Bapt. Assn	$180	100	$6,135		$250	$50	210	510	116
Am. Miss. Assn. and tuition	375	300	25,000	0	1,400	0	3,000	4,400	117
State and benevolence	800	700	5,000	116			800	916	118
Am. Bapt. H. M. S		52	12,000		226		1,589	1,815	119
A. M. E. Ch. and State	8,000	5,000	200,000	12,500	3,500	2,300	8,700	27,000	120
			5,000						121
		0							122
Endowment		14,000	212,000	0		25,000	10,000	35,000	123
									124
Contributions	0	1,000	80,000	150	241	1,300	5,000	6,700	125
U. S., State	0	250	3,500	690	0	0	540	1,230	126
Presb. Ch			5,000		300			300	127
M. E. Ch		300			400			400	128
Am. Miss. Assn. and tuition		600	25,000		2,800		2,500	5,300	129
		500	1,300	0	336	0	1,464	1,800	130
Presb. Ch			10,000						131
A. M. E. Church		200	80,000		1,000		4,000	5,000	132
Am. Bapt. H. M. S	7,552	2,000	70,000	0					133
Contributions	1,000	300	4,000	0	296	0	1,000	1,296	134
Am. Miss. Assn		250	12,000	0	700			700	135
U. S. Slater, and Peabody State, funds, F. A. and S. E. So.	0	1,800	150,000	17,000	4,000		5,500	26,500	136
									137
Tuition	0	500		0	225	0	0	225	138
do	0	18	1,500	0		0	0		139
Am. Miss. Assn	23	150	11,000	300	70		347	717	140
City		307							141
Church and Miss. Society		1,905	100,000	1,000	300		13,000	14,300	142
New Eng. Y. M					428		686	1,114	143
Donations and tuition									144
Am. Miss. Assn. and tuition		412		0	4,120	0	600	4,720	145
F. A. S. M. E. Ch	5,000	2,200	45,000		1,000		8,837	9,837	146
State and county		1,000	50,000					1,550	147
F. A. and S. Ed. S. M. E. Ch			2,100	1,550	3,971	300	6,600	10,821	148
	140	3,984	100,000	0	5,282	1,310	42,258	48,861	149
City	5,000	6,000	350,000	0					150
Am. Bapt. H. M. S		18	6,000		1,117	60	482	1,659	151
	0	4,000	100,000	0					

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
	TEXAS.																			
152	High School*																			
153	Tillotson Collegiate and Normal Institute.				54	75	129		54									75		
154	East End High School *a*																			
155	Mary Allen Seminary	0	0	0	0	225	225											225	100	
156	Central High School				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
157	Hearne Academy Normal and Industrial Institute.	0	0	0	15	16	31	19	0	0	0	0	0	0	0	0	9	0	1	2
158	Bishop College	19	0	19	154	145	299		22					15	1		30	125	40	66
159	Wiley University				5	150	155									5		150	31	
160	Colored High School																			
161	Prairie View State Normal School.				77	74	151	35	39									66		
162	Paul Quinn College																			
	VIRGINIA.																			
163	Ingleside Seminary*				0	111	111											111	111	
164	Gloucester Agricultural and Industrial School.				44	54	98	40	2							2		54	54	
165	Colored Graded School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
166	Hampton Normal and Agricultural Institute.				307	190	497	60	23	2		3		17	11	5	8			368
167	St. Paul Normal and Industrial School.				150	170	320	12	10	7	7					10	11	14	6	244
168	Manassas Industrial School for Colored Youth.	0	0	0	50	42	92	50	50	0	0	0	0	0	0	0	0	73	73	48
169	Public High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
170	Norfolk Mission College				18	202	220										20	200		
171	Bishop Payne Divinity and Industrial School.	7	0	7																
172	Peabody High School				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
173	Virginia Normal and Collegiate Institute.				0	130	130											130	32	
174	Hartshorn Memorial College.																			
175	Richmond Theological Seminary.	58	0	58																
	WEST VIRGINIA.																			
176	West Virginia Colored Institute.				43	67	110	1	32	0	0	2	0	2	0	0	0	60	4	7
177	Storer College				24	52	76		21								5	50	40	
178	High School																			

* Statistics of 1894-95.

professional and industrial training—equipment and income—Continued.

Chief sources of support.	Value of benefactions or bequests in 1895-96.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1895-96.	
21	22	23	24	25	26	27	28	29	
......	......	600	......	$6,000	$100	......	......	$6,100	152
Am. Miss. Assn	$115	1,700	$60,000	0	526	......	$3,613	4,139	153
......	......	......	......	......	......	......	......	......	154
Donations	5,500	400	50,000	......	522	......	5,740	6,262	155
State	......	65	......	......	......	......	......	......	156
Bapt. H. M. S	......	......	......	0	......	......	......	......	157
Am. Bapt. H. M. S	......	900	90,000	......	1,354	......	8,614	9,968	158
Freedmen's Aid Society	......	2,000	25,000	......	880	......	7,681	8,561	159
......	......	......	2,550	3,200	......	......	......	3,200	160
State	......	300	......	16,600	12,000	$300	5,000	33,900	161
A. M. E. Ch	4,232	400	70,000	......	1,358	......	......	1,358	162
Presb. Church	5,000	400	3,000	......	......	......	......	......	163
Benevolent contributions	......	500	14,000	......	125	......	2,775	2,900	164
......	0	0	3,500	......	......	......	......	......	165
United States	108,736	8,484	572,000	0	0	24,860	134,636	159,496	166
Contributions	......	......	......	......	......	......	......	......	167
....do	0	......	10,000	0	......	0	4,891	4,891	168
......	......	84	5,000	......	......	......	......	......	169
United Presb. Ch	......	1,200	60,000	......	1,900	......	7,100	9,000	170
Contributions	1,200	400	4,000	......	......	400	800	1,200	171
State and city	0	0	......	......	......	......	......	......	172
State	......	......	157,000	15,000	3,718	......	600	19,318	173
Am. Bapt. H. M. S	......	......	45,000	......	844	......	5,176	6,020	174
....do	1,285	5,000	30,000	0	385	0	3,817	4,202	175
United States and State	0	600	40,000	3,000	0	0	5,000	8,000	176
Contributions	2,500	5,000	60,000	0	450	1,250	708	2,408	177
......	......	400	......	......	......	......	......	......	178

CHAPTER XLIII.

SCHOOLS FOR THE DEFECTIVE CLASSES.

Summary of statistics of State public schools for the blind, 1895–96.

Division and State.	Number of institutions.	Instructors.					Pupils.								Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Kindergarten.	Vocal music.	Instrumental music.	Graduates in 1895–96.	Industrial department.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
United States	37	149	242	391	129	106	1,923	1,707	3,630	490	1,532	1,610	139	2,386	77,667	$19,325	$6,250,894	$811,874	$980,786
North Atlantic Division	5	29	76	105	43	26	478	409	887	145	439	440	49	799	29,607	4,000	1,664,635	162,199	222,831
South Atlantic Division	8	43	35	78	21	26	330	293	623	61	207	193	16	303	8,402	360	695,000	157,882	195,025
South Central Division	9	20	33	53	16	21	284	282	566	105	356	264	11	200	8,630	4,100	537,000	120,960	133,594
North Central Division	10	51	84	135	41	28	754	655	1,409	167	442	617	59	1,013	27,658	10,405	2,492,259	331,545	387,275
Western Division	5	6	14	20	8	5	77	68	145	12	88	96	4	71	3,370	460	862,000	39,288	42,061
North Atlantic Division:																			
Massachusetts	1	12	34	46	18	8	127	101	228	66	81	99	9	182	14,810	--------	487,372	30,000	30,000
New York	2	11	24	35	13	7	209	178	387	25	232	215	8	377	7,150	2,000	759,957	94,964	117,500
Pennsylvania	2	6	18	24	12	11	142	130	272	54	126	126	32	240	7,647	2,000	417,306	37,235	75,331
South Atlantic Division:																			
Maryland	2	11	7	18	4	6	76	48	124	11	69	61	3	101	2,805	160	350,000	32,575	84,721
Virginia	1	5	3	8	3	6	26	22	48	0	27	40	0	36	1,700	200	80,000	15,000	15,000
West Virginia	1	2	3	5	2	3	22	34	56	0	34	33	2	56	569	0	85,000	15,667	15,667
North Carolina	1	12	8	20	6	5	91	82	173	50	77	51	11	107	1,938	--------	100,000	49,000	33,680
South Carolina	1	3	2	5	2	2	24	19	43	-----	------	------	-----	------	1,375	--------	55,000	17,000	17,317
Georgia	1	8	8	16	3	2	68	58	126	-----	------	------	-----	------	-------	--------	---------	17,833	17,833
Florida	1	2	4	6	1	2	23	30	53	0	------	8	0	3	15	--------	25,000	10,807	10,807

Summary of statistics of State public schools for the blind, 1895-96—Continued.

Division and State.	Number of institutions.	Instructors.					Pupils.								Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Music.	Industrial department.	Male.	Female.	Total.	Kindergarten.	Vocal music.	Instrumental music.	Graduates in 1895-96.	Industrial department.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
South Central Division:																			
Kentucky	1	4	6	10	2	2	69	64	133	25	133	48	2	25	2,000	$1,500	$100,000	$27,590	$24,274
Tennessee	1	4	7	11	2	5	45	60	105	40	105	95	3	92	------	------	100,000	19,500	19,500
Alabama *a*	2	5	3	8	2	2	38	28	68	0	45	32	0	54	720	------	35,000	12,420	12,420
Mississippi	1	1	4	5	1	2	16	17	33	------	16	------	------	29	1,500	------	75,000	2,500	16,000
Louisiana	1	2	6	8	2	6	17	16	33	10	23	29	0	------	750	------	40,000	10,750	10,750
Texas	2	4	7	11	7	4	99	97	196	30	34	60	6	------	3,660	2,600	187,000	48,200	50,650
Arkansas (no report)	1	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
North Central Division:																			
Ohio	1	8	12	20	8	3	177	119	296	50	103	111	5	231	3,678	------	700,000	------	61,342
Indiana	1	6	7	13	3	3	73	63	139	15	15	51	10	129	2,500	4,100	550,000	31,000	31,000
Illinois	1	9	13	22	6	4	126	94	220	27	125	90	7	155	4,500	100	224,259	62,000	62,900
Michigan	1	4	7	11	3	4	57	48	105	11	------	------	2	88	2,275	130	143,000	22,000	25,849
Wisconsin	1	2	12	14	4	4	60	56	116	9	------	64	7	90	6,500	500	195,000	67,500	61,000
Minnesota	1	4	5	9	4	2	44	29	73	15	52	53	2	68	1,450	4,000	80,000	27,475	27,475
Iowa	1	6	7	13	4	2	89	109	198	18	75	150	6	110	1,000	500	250,000	35,000	35,000
Missouri	1	6	8	14	4	2	53	60	113	22	31	89	2	84	4,000	1,000	200,000	29,500	29,500
Nebraska	1	5	6	11	4	2	31	33	64	0	31	59	9	14	1,155	75	50,000	36,500	36,500
Kansas	1	1	7	8	1	2	44	41	85	0	10	50	9	44	600	0	100,000	20,570	16,709
Western Division:																			
Montana	1	0	1	1	1	0	4	2	6	------	1	6	------	------	------	------	------	1,800	1,800
Colorado	1	3	5	8	2	2	25	23	48	2	10	32	3	38	750	150	220,000	16,264	17,217
Washington	1	------	1	1	1	2	7	9	16	0	13	16	0	11	145	160	110,000	------	2,500
Oregon	1	1	4	5	2	1	11	16	27	5	16	13	------	22	225	150	17,000	8,600	7,920
California	1	2	3	5	2	------	30	18	48	5	48	29	1	0	2,250	------	515,000	12,624	12,624

a One school not reporting.

Statistics of State public schools for the blind, 1895–96.

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.							Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
				Male.	Female.	Music.	Industrial department.	Male.	Female.	Vocal music.	Instrumental music.	Kindergarten.	Graduates in 1895–96.	Industrial department.					State, county, or municipal appropriations.	From State, county, or city for building.	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	5	4	2	2	37	40	65	63	0	0	77	1,441	$230	$500	$50,000	$15,000			$15,000
2	do	Alabama School for Negro Deaf-Mutes and Blind.	No report																			
3	Little Rock, Ark	Arkansas School for the Blind.	do																			
4	Berkeley, Cal	California Institution for the Education of the Deaf, Dumb and the Blind.	Warring Wilkinson	2	3	2		30	18	46	29	5	1	0	2,250	263		515,000	12,624			12,624
5	Colorado Springs, Colo.	Colorado School for the Deaf and the Blind.	D. C. Dudley, A. M.	3	5	2	2	25	23	10	32	2	3	38	750	344	150	220,000	16,264			17,217
6	St. Augustine, Fla	Florida Institution for the Blind, Deaf and Dumb.	Henry E. Felkel	2	4	1	2	23	30		8	0	0	3	15	161		25,000	8,507	$2,300	$2,300	8,507
7	Macon, Ga	Georgia Academy for the Blind. *a*	W. D. Williams, A. B.	8	8	3	2	68	58										16,909	924	924	16,909
8	Jacksonville, Ill	Illinois Institution for the Education of the Blind.	W. F. Short, D. D.	9	13	6	4	126	94	125	90	27	7	155	4,500	306	100	224,259	52,000	10,000	10,960	52,000
9	Indianapolis, Ind	Indiana Institute for the Education of the Blind.	W. H. Glascock	6	7	3	3	73	66	15	51	15	10	129	600	216	4,100	550,000	27,000	4,000	4,000	27,000
10	Vinton, Iowa	Iowa College for the Blind.	T. F. McCune	6	7	4	2	89	109	75	150	18	6	110	1,000		500	250,000	35,000			35,000
11	Kansas City, Kans	Kansas Institution for the Education of the Blind.*	W. G. Todd	1	7	1	2	44	41	10	50	0	9	44	600	204	0	100,000	20,570			16,709
12	Louisville, Ky	Kentucky Institute for the Education of the Blind.	Benjamin B. Huntoon.	4	6	2	2	69	64	133	48	25	2	25	2,000	184	1,500	100,000	27,590		1,428	22,846
13	Baton Rouge, La	Louisiana Institution for the Education of the Blind.	W. H. N. Magruder	2	6	2	6	17	16	23	29	10	0		750			40,000	10,000	750	750	10,000
14	Baltimore, Md	Maryland School for the Colored Blind and Deaf.	Frederick D. Morrison.	4	1	1	2	17	9	26	15		1	26	375	242		35,000	7,000	0	3,080	9,752

* From 1894–95.

a Includes 23 colored students, which are in a separate school.

Statistics of State public schools for the blind, 1895-96—Continued.

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.							Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
				Male.	Female.	Music.	Industrial department.	Male.	Female.	Vocal music.	Instrumental music.	Kindergarten.	Graduates in 1895-96.	Industrial department.					State, county, or municipal appropriations.	From State, county, or city for building.	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
15	Baltimore, Md	School for the Blind	Frederick D. Morrison.	7	6	3	4	59	39	43	46	11	2	75	2,430	$285	$160	$315,000	$25,575	------	$45,000	$26,899
16	South Boston, Mass.	Perkins Institution and Massachusetts School for the Blind.	M. Anagnos	12	34	18	8	127	101	81	99	66	9	182	14,810	----	------	487,372	30,000	------	------	30,000
17	Lansing, Mich	Michigan School for the Blind.	E. P. Church	4	7	3	4	57	48	---	---	11	2	88	2,275	267	130	143,000	22,000	0	1,700	24,149
18	Faribault, Minn	Minnesota School for the Blind.	James J. Dow	4	5	4	2	44	29	52	53	15	2	68	1,450	279	4,000	80,000	18,960	$8,455	8,455	18,960
19	Jackson, Miss	Institution for Blind of Mississippi.	Dr. P. Fairly	1	4	1	2	16	17	16	---	---	----	29	1,500	----	------	75,000	------	1,500	1,000	16,000
20	St. Louis, Mo	Missouri School for the Blind.	Jno. T. Sibley	6	8	4	2	53	60	31	89	22	2	84	4,000	230	1,000	200,000	29,500	------	------	29,500
21	Boulder, Mont	Montana Deaf and Blind School.	J. A. Tillinghast	0	1	1	0	4	2	1	6	---	----	----	------	----	------	-------	1,800	------	------	1,800
22	Nebraska City, Nebr	Nebraska Institution for the Blind.	Wm. A. Jones	5	6	4	2	31	33	31	59	0	9	14	1,155	371	75	50,000	23,000	13,500	13,500	23,000
23	Batavia, N. Y	New York State School for the Blind.	Gardner Fuller	6	8	6	2	96	64	87	75	25	8	150	2,150	350	2,000	375,000	42,000	------	------	41,500
24	New York, N. Y	New York Institution for the Blind.	William B. Wait	5	16	7	5	113	114	145	140	---	----	227	5,000	289	------	384,957	52,964	------	------	76,001
25	Raleigh, N. C	North Carolina Institution for the Deaf and Dumb and the Blind.	Frederick R. Place	12	8	6	5	91	82	77	51	50	11	107	1,938	160	------	100,000	40,000	9,000	6,000	27,680
26	Columbus, Ohio	Ohio Institution for the Education of the Blind.	Sylvester S. Burrows, M.D.	8	12	8	3	177	119	103	111	50	5	231	3,678	172	------	700,000	------	------	8,119	53,223
27	Salem, Oreg	Oregon Institution for the Blind.	J. L. Carter	1	4	2	1	11	16	13	22	5	----	22	225	267	150	17,000	7,600	1,000	700	7,220

28	Philadelphia, Pa	Pennsylvania Institution for the Instruction of the Blind.	Edward E. Allen	3	12	9	7	106	98	60	93	14	32	190	7,237	355	2,000	157,306	20,563	......	......	58,604
29	Pittsburg, Pa	Western Pennsylvania Institution for the Blind.	H. B. Jacobs	3	6	3	4	36	32	66	33	40	0	50	410	252	0	260,000	15,172	1,500	1,500	15,226
30	Cedar Spring, S. C	South Carolina Institution for the Education of the Deaf and the Blind.	N. F. Walker	3	2	2	2	24	19	...	...	...	...	...	1,375	131	......	55,000	17,000	......	......	17,317
31	Nashville, Tenn	Tennessee School for the Blind.	David Lipscomb	4	7	2	5	45	60	105	95	40	3	92	......	200	......	100,000	19,500	......	......	19,500
32	Austin, Tex	Deaf, Dumb, and Blind Institute for Colored Youth.	H. H. Holland	1	2	1	1	17	22	24	14	0	0	0	260	210	100	37,000	8,200	......	......	8,200
33	do	Institution for the Blind	E. P. Becton*	3	5	6	3	82	75	10	46	30	6	....	3,400	....	2,500	150,000	40,000	......	2,450	40,000
34	Staunton, Va	Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	Wm. A. Bowles	5	3	3	6	26	22	27	40	0	0	36	1,700	290	200	80,000	15,000	......	......	15,000
35	Vancouver, Wash	Washington School for Defective Youth.	James Walton	...	1	1	2	7	9	13	6	0	0	11	145	....	160	110,000	......	......	2,500	......
36	Romney, W. Va	West Virginia Schools for the Deaf and the Blind.	C. H. Hill	2	3	2	3	22	34	34	33	0	2	56	569	201	0	85,000	11,260	1,407	1,407	11,260
37	Janesville, Wis	Wisconsin School for the Blind.	H. F. Bliss	2	12	4	4	60	56	...	64	9	7	90	6,500	300	500	195,000	36,500	31,000	31,000	30,000

*From 1894-95.

ED 96——67*

Summary of statistics of public day schools for the deaf, 1895–96.

State and division.	Number of institutions.	Instructors.						Pupils.									Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by the pure oral method.	Kindergarten.	Graduates in 1895–96.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
United States	20	10	67	77	56	6	9	344	271	615	182	205	9	1	32	39	1,976	$200	$202,900	$99,224	$103,161
North Atlantic Division	3	2	27	29	27	0	7	137	120	257	74	65	0	1	10	16	1,657	0	194,000	81,635	81,328
Maine	1	0	8	8	8	......	1	46	30	76	74	2	0	......	9	12	600	0	30,000	32,680	32,680
Massachusetts	1	0	12	12	13	0	3	57	61	118	0	......	0	1	0	4	855	......	98,000	18,955	18,955
Rhode Island	1	2	7	9	7	......	3	34	29	63	......	63	......	......	1	......	202	......	66,000	30,000	29,693
North Central Division	17	8	40	48	29	6	2	207	151	358	108	140	9	0	22	23	319	200	8,900	17,589	21,833
Ohio	3	2	9	11	7	0	0	48	36	84	39	7	0	0	22	0	95	100	......	6,545	6,545
Indiana	1	1	0	1	......	......	......	6	3	9	......	......	9	......	......	......	......	100	......	......	......
Illinois	1	3	8	11	2	4	1	41	29	70	20	......	......	......	......	......	......	......	......	......	......
Michigan	1	0	1	1	1	......	......	7	6	13	......	......	......	......	......	......	......	......	......	......	......
Minnesota	1	......	2	2	2	......	......	17	10	27	11	16	0	......	......	......	......	......	......	......	......
Missouri	1	1	3	4	1	0	0	19	19	38	38	0	......	......	0	13	......	......	......	......	2,620
Wisconsin	9	1	17	18	16	2	1	69	48	117	0	117	0	0	......	10	224	......	8,900	11,044	12,668

Statistics of public day schools for the deaf, 1895–96.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.								Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by pure oral method.	Kindergarten.	Graduates in 1895–96.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	Chicago (Schiller Building), Ill.	Chicago Day Schools for the Deaf.	Mary McCowan	3	8	2	4	1	41	29	20	----	----	----	----	----	----	----	----	----	----	----
2	Evansville, Ind	Day School for the Deaf	Paul Lange	1	0	----	----	----	6	3		----	9	----	----	----	----	$100	----	----	----	----
3	Portland, Me	Portland School for the Deaf	Elizabeth R. Taylor	0	8	6	----	1	46	30	74	2	0	----	9	12	600	200	0	$30,000	$32,680	$32,680
4	Boston (178 Newbury st.), Mass.	The Horace Mann School for the Deaf.	Miss Sarah Fuller	0	12	12	0	3	57	61	0	----	0	1	0	4	885	169	----	98,000	18,955	18,955
5	Detroit, Mich	Detroit Day School for the Deaf.	Miss M. Lizzie Donohoe.	0	1	1	----	----	5	2	----	7	----	----	----	----	----	----	----	----	----	----
6	Minneapolis, Minn	Minneapolis Day School for the Deaf.	----	----	2	2	----	----	17	10	11	16	----	----	----	----	----	----	----	----	----	----
7	St. Louis (9th and Washington sts.), Mo.	St. Louis Day School for the Deaf.	James H. Cloud	1	3	1	0	0	19	19	38	0	0	----	0	13	0	69	----	----	----	2,620
8	Cincinnati (431 West 9th st.), Ohio.	Oral School for the Deaf	Miss Virginia A. Osborn.	1	6	5	----	2	20	14	----	34	----	0	7	0	75	100	----	----	4,045	4,045
9	Cincinnati, Ohio	Public School for the Deaf *	Caroline Fesenbeck	0	1	0	0	0	4	4	----	----	----	----	0	0	----	----	----	----	----	----
10	Cleveland, Ohio	The Cleveland Day School for the Deaf.	John H. Geary	1	2	2	0	0	24	18	39	3	0	----	15	0	20	43	$100	----	2,500	2,500
11	Providence, R. I	Rhode Island Institute for the Deaf.	Laura De L. Richards.	2	7	7	----	3	34	29	----	63	----	----	1	----	202	241	----	66,000	30,000	29,693
12	Eau Claire (1234 South River st.), Wis.	Eau Claire Day School for the Deaf.	Prof. J. K. McGregor.	0	1	1	0	0	0	5	0	5	0	0	0	0	----	125	----	----	----	604
13	Fond du Lac, Wis	School for the Deaf	Anna Sullivan	0	1	1	0	0	3	4	0	7	0	0	0	0	----	125	----	----	----	630
14	La Crosse, Wis	La Crosse Oral School for the Deaf.	Albert Hardy	0	2	1	0	1	2	6	0	8	0	0	2	0	40	121	----	----	850	850
15	Manitowoc, Wis	Manitowoc Day School for the Deaf.	G. G. Sedgewick	0	1	1	----	----	7	2	0	9	0	0	----	0	----	----	----	----	1,019	1,019

* From 1894–95.

Statistics of public day schools for the deaf, 1895-96—Continued.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.								Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by pure oral method.	Kindergarten.	Graduates in 1895-96.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
16	Marinette, Wis.	Marinette Day School for the Deaf.	Frances O. Ellis	0	1	1	1	0	4	1	0	5	0	0	0	0	0	125	----	----	500	400
17	Milwaukee (7th and Prairie sts.), Wis.	Milwaukee Day School for the Deaf.	C. W. Taylor	1	7	8	---	0	35	21	0	56	0	0	0	10	170	112	0	8,900	5,500	5,700
18	Oshkosh, Wis.	Oshkosh Day School for the Deaf.	Jennie Bright Holden.	0	1	1	1	0	7	4	0	11	0	0	----	----	----	----	----	----	1,375	1,375
19	Sheboygan, Wis.	Sheboygan Day School for the Deaf.	H. Ray Kribs	0	1	0	0	0	5	2	0	7	0	0	----	0	----	----	----	----	875	875
20	Wausau, Wis.	Wausau Oral Day School for the Deaf.	Wm. R. Moss	0	2	2	0	0	6	3	0	9	0	0	----	----	14	125	----	----	925	1,215

Summary of statistics of private schools for the deaf, 1895–96.

State and division.	Number of institutions.	Instructors.						Pupils.								
		Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by pure oral method.	Kindergarten.	Graduates in 1895–96.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
United States	16	18	70	88	65	28	23	310	284	594	233	251	73	109	40	41
North Atlantic Division	6	8	33	41	35	20	6	139	109	248	16	189	23	1	26	25
Massachusetts	3	1	25	26	20	18	5	110	80	190	16	151	23	0	10	21
Connecticut	1	4	0	4	4	0	1	10	12	22	0	22	0	1	6	0
New York	2	3	8	11	11	2	......	19	17	36	......	16	......	......	10	4
South Atlantic Division	1	2	2	4	2	......	......	15	10	25	......	25	......	......	......	......
Maryland	1	2	2	4	2	......	......	15	10	25	......	25	......	......	......	......
South Central Division	1	0	4	4	......	......	6	31	21	52	29	0	25	33	......	0
Louisiana	1	0	4	4	......	......	6	31	21	52	29	0	25	33	......	0
North Central Division	8	8	31	39	28	8	11	125	144	269	188	37	25	75	14	16
Ohio	1	0	3	3	3	0	0	5	5	10	8	2	0	8	......	3
Illinois	2	0	16	16	15	6	2	74	63	137	103	34	......	19	14	7
Michigan	1	3	1	4	3	......	0	14	20	34	34	0	0	0	0	6
Wisconsin	1	4	2	6	2	0	5	15	14	29	22	1	0	1	0	......
Iowa	1	1	0	1	0	0	0	2	3	5	0	0	5	......	0	0
Missouri	2	0	9	9	5	2	4	15	39	54	21	0	20	47	0	0

Statistics of private schools for the deaf, 1895-96.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.							
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by pure oral method.	Kindergarten.	Graduates in 1895-96.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Mystic, Conn	Mystic Oral School	Mrs. Clara M. H. McGuigan.	0	4	4	0	1	10	12	0	22	0	1	6	0
2	Chicago (409 South May st.), Ill.	Ephpheta School for the Deaf	Mary C. Hendrick	....	10	9	....	1	51	52	103	....	....	19	....	2
3	Chicago (6550 Yale ave.), Ill.	The McCowan Oral School for Young Deaf Children.	Louise Morgan	0	6	6	6	1	23	11	0	34	0	0	14	7
4	Dubuque, Iowa	Eastern Iowa School for the Deaf	De Coursey French	1	0	0	0	0	2	3	0	0	5	....	0	0
5	Chinchuba, La	Charitable Deaf-Mute Institution of the Holy Rosary.	Very Rev. Canon H. C. Mignot.	0	4	....	....	6	31	21	29	0	25	33	....	0
6	Baltimore, Md	F. Knapp's Institute	William A. Knapp	2	2	2	....	....	15	10	....	25	....	....	....	....
7	Beverly (113 Elliot st.), Mass.	New England Industrial School for Deaf-Mutes	Nellie H. Swett	0	3	1	....	2	14	10	16	1	23	....	....	1
8	Northampton, Mass	Clark School for the Deaf	Caroline A. Yale	1	18	18	18	3	78	68	0	140	0	0	0	19
9	West Medford, Mass	The Sarah Fuller Home for Little Children who Cannot Hear.	Eliza L. Clark	0	4	1	0	0	8	2	0	10	0	0	10	1
10	North Detroit, Mich	German Evangelical Lutheran Deaf and Dumb Asylum.	Hermann Uhlig	3	1	3	....	0	14	20	34	0	0	0	0	6
11	St. Louis (1849 Cass ave.), Mo.	Maria Consilia Deaf-Mute Institute	Sister M. Adele	....	7	3	2	3	4	37	21	0	20	35	0	0
12	South St. Louis (Longwood place), Mo.	St. Joseph Deaf-Mute Institute	Sister M. Adelena	....	2	2	....	1	11	2	0	0	0	12	0	0
13	Albany (North Pine ave.), N. Y.	Albany Home School for the Oral Instruction of the Deaf.	Anna M. Black	....	4	4	....	....	12	8	....	....	....	....	10	4
14	New York (42 West 76th st.), N. Y.	The Wright-Humason School	J. D. Wright, M. A., Thos. A. Humason, Ph. D.	3	4	7	2	....	7	9	....	16	....	....	....	....
15	Cincinnati (6th st.), Ohio.	Convent of Notre Dame	Sister Mary of the Sacred Heart.	0	3	3	0	0	5	5	8	2	0	8	....	3
16	St. Francis, Wis	St. John's Catholic Deaf-Mute Institute	Rev. M. A. Gerend	4	2	2	0	5	15	14	22	1	0	1	0	....

Summary of statistics of State public institutions for the deaf, 1895–96.

Division and State.	Number of institutions.	Instructors. Male.	Instructors. Female.	Instructors. Total.	Instructors. Articulation.	Instructors. Auricular perception.	Instructors. Industrial department.	Pupils. Male.	Pupils. Female.	Pupils. Total.	Pupils. Taught by combined system.	Pupils. Taught by pure oral method.	Pupils. Taught by manual method.	Pupils. Can not be taught by the pure oral method.	Pupils. Kindergarten.	Pupils. Graduates in 1895–96.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
United States	51	298	474	772	265	24	193	4,948	4,089	9,037	4,306	1,523	2,316	a627	398	475	91,271	$12,604	$10,704,700	$1,630,050	$2,090,778
North Atlantic Division	13	71	199	270	162	8	49	1,479	1,254	2,733	1,562	719	667	114	260	164	34,026	7,799	3,496,866	299,878	670,755
Connecticut	1	6	11	17	4	0	4	96	69	165	114	0	51	......	0	......	2,000	......	250,000	33,000	33,000
New York	7	35	109	144	91	3	22	846	674	1,520	1,074	447	214	73	216	77	21,861	7,749	1,695,550	184,633	356,312
New Jersey	1	4	10	14	5	......	4	68	66	134	85	49	......	......	44	......	1,000	......	100,000	......	38,415
Pennsylvania	4	20	60	95	62	5	19	469	445	914	289	223	402	41	0	87	9,165	50	1,451,316	82,245	243,028
South Atlantic Division	10	61	47	108	25	1	36	574	467	1,041	310	115	398	115	18	70	11,744	1,480	1,557,000	294,175	287,955
Maryland	2	10	12	22	4	0	8	77	52	129	99	30	......	......	18	2	2,765	780	290,000	32,000	37,670
District of Columbia	1	18	6	24	9	1	3	101	58	159	159	0	0	......	0	44	4,000	......	700,000	94,000	98,872
Virginia	1	8	3	11	0	0	6	53	52	105	......	......	105	......	0	11	500	200	80,000	20,000	21,200
West Virginia	1	5	3	8	1	0	6	65	63	128	10	12	106	104	0	8	829	0	85,000	27,207	27,207
North Carolina	2	10	10	20	5	0	7	124	111	235	0	51	174	11	0	4	1,650	0	235,000	71,680	53,680
South Carolina	1	2	5	7	2	......	3	56	40	96	......	22	......	......	......	......	800	......	55,000	17,288	17,288
Georgia	1	6	4	10	2	0	1	80	67	147	......	......	......	......	......	......	1,200	500	80,000	20,000	21,231
Florida	1	2	4	6	2	0	2	18	24	42	42	......	18	0	0	1	......	......	25,000	12,000	10,807
South Central Division	9	50	58	108	21	8	36	687	615	1,302	538	257	150	237	10	45	5,050	1,300	862,000	184,314	230,644
Kentucky	1	11	14	25	5	2	4	162	147	309	204	100	0	204	0	2	1,500	500	145,000	......	53,500
Tennessee	1	6	8	14	3	3	4	105	88	193	130	43	150	......	......	38	850	......	150,000	31,300	30,133
Alabama b	2	7	5	12	3	1	5	63	57	120	......	......	......	......	......	......	300	......	125,000	26,100	26,100
Mississippi	1	4	4	8	2	1	5	49	57	106	96	10	......	......	......	......	500	......	75,000	15,280	15,280
Louisiana	1	3	4	7	2	0	3	50	46	96	75	21	......	......	10	......	400	0	30,000	16,500	17,000

a Only 9 schools replied to question 15.

b One school not reporting.

Summary of statistics of State public institutions for the deaf, 1895-96—Continued.

Division and State.	Number of institutions.	Instructors.						Pupils.									Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by the pure oral method.	Kindergarten.	Graduates in 1895-96.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
South Central Division—Continued.																					
Texas	2	12	14	26	5	0	7	164	124	288	33	83	0	33	0	5	900	$200	$262,000	$59,134	$60,631
Arkansas	1	7	9	16	1	1	8	94	96	190							600	600	75,000	36,000	28,000
North Central Division	12	93	152	245	51	6	55	1,939	1,558	3,497	1,586	414	955	120	110	156	37,451	1,850	3,807,334	646,270	705,931
Ohio	1	9	18	27	6	1	5	219	226	445	112	51	347			39	3,000	300	750,000	103,000	85,000
Indiana	1	16	13	29	4	4	5	169	136	305	247	58	0		19	29	3,208	500	527,160	65,000	66,001
Illinois	1	9	27	36	7	1	8	487	299	786		125			31	15	14,175	250	420,000	135,000	135,000
Michigan	1	6	20	26	8	0	6	199	182	381	381	0	0		0	34	4,098	300	421,000	57,150	59,448
Wisconsin	1	11	9	20	8		5	102	90	192		82	110		24	15	2,400	100	110,000	41,250	39,000
Minnesota	1	10	12	22	4	0	4	123	92	215	104	20	111		14		1,400		271,625		37,000
Iowa	1	8	11	19	3			163	138	301	301						2,500		525,000	64,000	64,630
Missouri	1	12	19	31	2		7	235	171	406	56	24	326			21	1,800	200	350,549	116,700	116,700
North Dakota	1	1	2	3	1		2	17	14	31	31				0	1	300		22,000	8,250	7,600
South Dakota	1	2	1	3	1		2	22	18	40	40						170		60,000	12,500	12,500
Nebraska	1	4	7	11	5		3	83	72	155	94	35	61	120		2	1,400	200	100,000	43,420	45,772
Kansas	1	5	13	18	2		8	120	120	240	220	19			22		3,000		250,000		37,280
Western Division	7	23	18	41	6	1	17	269	195	464	310	18	146	41	0	40	3,000	175	988,500	205,420	195,493
Montana	1	2	1	3	0	0	1	7	6	13			13			2			2,500	56,300	56,300
Colorado	1	3	3	6	1		5	42	36	78	19	18	41	41	0	0	600	0	220,000	22,770	24,090
New Mexico	1	1	0	1	0	0	0	9	1	10	10	0	10	0	0	1	250		6,000	2,200	2,200
Utah	1	4	3	7	1		4	36	19	55	55					5	50	25	100,000	17,000	17,000
Washington	1	2	3	5	1	1	3	36	36	72	72	0	0		0	8		150	110,000	29,000	31,500
Oregon	1	2	2	4	1		2	35	30	65	65						100		35,000	18,500	19,480
California	1	9	6	15	2		2	104	67	171	89	0	82		0	24	2,000		515,000	59,650	44,973

Statistics of State public institutions for the deaf, 1895–96.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.									Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by the pure oral method.	Kindergarten.	Graduates in 1895–96.					State, county, or municipal appropriations.	State, county, or city for buildings.	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	24
1	Talladega, Ala	Alabama Institute for the Deaf.*	J. H. Johnson	7	5	3	1	5	63	57							300	$218		$125,000	$26,100			$26,100
2	do	Alabama School for Negro Deaf-Mutes and Blind.	No report																					
3	Little Rock, Ark	Arkansas Deaf-Mute Institution.	Frank Bell Yates	7	9	1	1	8	94	96							600	180	$600	75,000	36,000			28,000
4	Berkeley, Cal	California Institution for the Education of the Deaf and Dumb and the Blind.	Warring Wilkinson.	9	6	2		2	104	67	89	0	82		0	24	2,000	263		515,000	59,650			44,973
5	Colorado Springs, Colo.	Colorado School for the Deaf and the Blind.	D. C. Dudley, A.M.	3	3	1		5	42	36	19	18	41	41	0	0	600	344	0	220,000	22,770			24,090
6	Hartford, Conn	The American School at Hartford for the Deaf.	Job Williams	6	11	4	0	4	96	69	114	0	51		0		2,000	200		250,000	33,000			33,000
7	Washington, D. C.	The Columbia Institution for the Deaf and Dumb.	Edward M. Gallaudet.	18	6	9	1	3	101	58	159	0	0		0	44	4,000			700,000	63,000	$31,000	$27,000	71,872
8	St. Augustine, Fla.	The Florida Institute for the Blind, Deaf, and Dumb.	Henry N. Felkel	2	4	2	0	2	18	24	42		13	0	0	1		161		25,000	12,000		2,300	8,507
9	Cave Spring, Ga	Georgia School for the Deaf.	Wesley O. Connor	6	4	2	0	1	80	67							1,200	225	500	80,000	20,000			21,231

* From 1894–95.

Statistics of State public institutions for the deaf, 1895-96—Continued.

	Post-office.	Name.	Executive officer.	Instructors. Male.	Instructors. Female.	Instructors. Articulation.	Instructors. Aural development.	Instructors. Industrial department.	Pupils. Male.	Pupils. Female.	Pupils. Taught by combined system.	Pupils. Taught by pure oral method.	Pupils. Taught by manual method.	Pupils. Can not be taught by the pure oral method.	Pupils. Kindergarten.	Pupils. Graduates in 1895-96.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts. State, county, or municipal appropriations.	Receipts. State, county, or city for buildings.	Expenditures. Buildings and improvements.	Expenditures. 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	24
10	Jacksonville, Ill	Illinois Institution for the Education of the Deaf and Dumb.	S. T. Walker	9	27	7	1	8	487	299	....	125	....	....	31	15	14,175	$200	$250	$420,000	$100000	$35,000	$40,000	$95,000
11	Indianapolis, Ind.	Indiana Institution for the Education of the Deaf and Dumb.	Richard O. Johnson.	16	13	4	4	5	169	136	247	58	0	....	19	29	3,208	218	500	527,160	60,000	5,000	4,995	61,006
12	Council Bluffs, Iowa.	Iowa School for the Deaf.	Henry W. Rothert	8	11	3	....	....	163	138	301	....	....	....	....	....	2,500	....	....	525,000	64,000	....	....	64,630
13	Olathe, Kans	Kansas Institution for the Education of the Deaf and Dumb.	H. C. Hammond	5	13	2	....	8	120	120	220	19	....	....	22	....	3,000	167	....	250,000	....	....	....	37,280
14	Danville, Ky	Kentucky Institution for the Education of Deaf-Mutes.	John E. Ray	11	14	5	2	4	162	147	204	100	0	204	0	2	1,500	140	500	145,000	....	....	3,500	50,000
15	Baton Rouge, La	Louisiana Institution for the Deaf and Dumb.	John Jastremiski.	3	4	2	0	3	50	46	75	21	....	....	10	....	400	200	0	30,000	16,500	....	800	16,200
16	Baltimore, Md	Maryland School for Colored Blind and Deaf.	Frederick D. Morrison.	4	2	1	0	3	21	15	36	....	....	....	....	2	175	242	....	35,000	7,000	....	3,080	9,752
17	Frederick, Md	Maryland School for the Deaf and Dumb.	Charles W. Ely	6	10	3	0	5	56	37	63	30	....	....	18	....	2,590	267	780	255,000	25,000	0	0	24,838

18	Flint, Mich	Michigan School for the Deaf.	Francis D. Clark	6	20	8	6	6	199	182	381	0	0	----	0	34	4,098	165	300	421,000	57,150	----	----	59,448
19	Faribault, Minn	Minnesota School for the Deaf.	J. L. Noyes	10	12	4	0	4	128	64	104	20	111	----	14	----	1,400	----	----	271,625	----	----	2,000	35,000
20	Jackson, Miss	Institution for the Education of the Deaf and Dumb.	J. R. Dobyers	4	4	2	1	5	49	57	96	10	----	----	----	----	500	----	----	75,000	14,530	750	750	14,530
21	Fulton, Mo	School for the Deaf and Dumb.	Noble B. McKee, M. A.	12	19	2	----	7	235	171	56	24	326	----	----	21	1,800	184	200	350,549	111,200	5,500	5,500	111,200
22	Boulder, Mont	Montana Deaf and Blind School.	J. A. Tillinghast	2	1	0	0	1	7	6	----	----	13	----	----	2	----	300	----	2,500	6,300	50,000	50,000	6,300
23	Omaha, Nebr	Nebraska Institute for the Deaf and Dumb.	J. A. Gillespie, M. A.	4	7	5	----	3	83	72	94	35	61	120	----	2	1,400	209	200	100,000	29,620	13,800	13,799	31,073
24	Trenton, N. J	New Jersey School for Deaf-Mutes.	Weston Jenkins	4	10	5	----	4	68	66	85	49	----	----	44	----	1,000	304	----	100,000	----	----	2,665	35,750
25	Santa Fe, N. Mex	New Mexico Asylum for the Deaf, Dumb, and the Blind.	Lars M. Larson	1	0	0	0	0	9	1	10	0	10	0	0	1	250	----	0	6,000	2,200	0	0	2,200
26	Buffalo, N. Y	Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	Sister Mary Anne Burke.	3	16	11	2	6	82	73	155	18	12	12	66	22	700	262	----	154,560	26,813	0	1,587	30,590
27	Fordham, N. Y	St. Joseph's Institution for the Improved Instruction of Deaf-Mutes.	Madam Celestine Schottmuller.	1	31	31	----	----	181	167	348	----	----	----	----	----	1,400	----	----	268,904	30,791	1,577	1,577	30,791
28	Malone, N. Y	Northern New York Institution for Deaf-Mutes.	Edward C. Rider.	6	7	6	1	5	55	35	51	22	17	61	19	7	275	301	249	70,586	25,737	----	800	23,008
29	New York (904-922 Lexington ave.), N. Y.	Institution for the Improved Instruction of Deaf-Mutes.	D. Greene	8	14	17	----	5	120	102	6	222	0	0	57	33	5,000	304	5,000	400,000	52,846	----	7,563	49,944
30	New York (Station M), N. Y.	New York Institution for the Instruction of the Deaf and Dumb.	Enoch Henry Currier, A. M.	7	19	19	----	----	249	137	386	----	----	----	----	----	7,386	----	----	535,000	----	----	6,942	108,524
31	Rochester, N. Y	Western New York Institution for Deaf-Mutes.	Zenas F. Westervelt.	5	17	5	----	6	90	95	0	185	185	0	74	18	6,500	333	2,500	130,000	48,869	----	9,617	49,738
32	Rome, N. Y	Central New York Institution for Deaf-Mutes.	Edward Beverly Nelson.	6	5	2	----	----	69	65	134	----	----	----	----	----	600	----	----	137,500	----	----	1,000	40,631
33	Morganton, N. C	North Carolina School for Deaf and Dumb.	E. Mc. Goodwin	6	7	4	0	5	89	80	0	51	119	----	0	0	1,200	150	----	160,000	35,000	9,000	3,000	23,000

Statistics of State public institutions for the deaf, 1895–96—Continued.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.												Receipts.		Expenditures.	
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by pure oral method.	Taught by manual method.	Can not be taught by the pure oral method.	Kindergarten.	Graduates in 1895–96.	Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	State, county, or municipal appropriations.	State, county, or city for buildings.	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	24
34	Raleigh, N. C.	North Carolina Institution for the Deaf, Dumb, and Blind.	John E. Ray	4	3	1	----	2	35	31	----	----	55	11	----	4	450	$160	0	$75,000	$27,680	----	----	$27,680
35	Devils Lake, N. Dak.	North Dakota School for the Deaf and Dumb.	D. F. Bangs	1	2	1	----	2	17	14	31	----	----	----	0	1	300	----	----	22,000	8,250	----	$600	7,000
36	Columbus, Ohio	Ohio Institution for the Education of the Deaf and Dumb.	J. W. Jones	9	18	6	1	5	219	226	112	51	347	----	----	39	3,000	227	$300	750,000	97,000	$6,000	----	85,000
37	Salem, Oreg	Oregon School for Deaf-Mutes.	P. S. Knight	2	2	1	----	2	35	30	65	----	----	----	----	----	100	202	----	35,000	12,500	6,000	6,000	13,430
38	Edgewood Park, Pa.	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.	William N. Burt	5	11	4	0	4	117	118	194	41	0	41	0	21	2,585	243	50	246,316	40,475	----	10,544	49,053
39	Philadelphia, Pa	Pennsylvania Institution for the Deaf and Dumb.	A. L. E. Crouter, LL. D.	19	46	47	----	12	304	268	95	75	402	----	----	61	6,500	272	----	1,000,000	----	----	6,000	130,000
40	Philadelphia (Belmont and Monument ave.), Pa.	Home for the Training in Speech of Deaf Children before they are of School Age.	Mary S. Ganett	----	5	5	5	----	23	20	----	43	----	0	----	----	----	----	----	50,000	10,400	15,000	17,124	12,488

41	Scranton, Pa	Pennsylvania Oral School for the Deaf.	Mary B. C. Brown	2	7	6	0	3	25	39	0	64	0	0	....	5	80	255	....	155,000	14,954	1,816	2,786	15,033
42	Cedar Springs, S. C	South Carolina Institution for the Education of the Deaf and the Blind.	N. F. Walker	2	5	2	....	3	56	40	....	22	....	....	....	....	800	131	....	55,000	17,288	....	....	17,288
43	Sioux Falls, S. Dak	South Dakota School for Deaf Mutes.	James Simpson	2	1	1	....	2	22	18	40	....	....	....	....	....	170	....	....	60,000	12,500	....	....	12,500
44	Knoxville, Tenn	Tennessee Deaf and Dumb School	Thomas L. Moses	6	8	3	3	4	105	88	130	43	150	....	....	38	850	155	....	150,000	29,500	1,800	1,633	28,500
45	Austin, Tex	Deaf, Dumb, and Blind Institute for Colored Youth.	W. H. Holland	0	2	1	0	2	20	14	33	2	0	33	0	0	100	234	100	37,000	8,200	0	0	8,200
46	do	Texas Deaf and Dumb Asylum.	A. T. Rose	12	12	4	0	5	144	110	....	81	0	0	0	5	800	206	100	225,000	50,934	....	4,961	47,470
47	Salt Lake City, Utah.	Utah School for the Deaf.	Frank W. Metcalf	4	3	1	....	4	36	19	55	....	....	....	....	5	50	245	25	100,000	13,500	3,500	3,500	13,500
48	Staunton, Va	Virginia Institution for the Education of the Deaf and Dumb and of the Blind.	William A. Bowles	8	3	0	0	6	53	52	....	....	105	....	0	11	500	201	200	80,000	20,000	....	200	21,000
49	Vancouver, Wash	Washington School for Defective Youth.	James Watson	2	3	1	1	3	36	36	72	0	0	....	0	8	....	....	150	110,000	29,000	....	2,500	29,000
50	Romney, W. Va	West Virginia Schools for the Deaf and the Blind.	C. H. Hill	5	3	1	0	6	65	63	10	12	106	104	0	8	829	201	0	85,000	25,737	1,470	1,407	25,737
51	Delevan, Wis	Wisconsin School for the Deaf.	John W. Swiler	11	9	8	....	5	102	90	....	82	110	....	24	15	2,400	196	100	110,000	41,250	....	1,000	38,000

Summary of statistics of State public institutions for the feeble-minded, 1895–96.

State and division.	Number of institutions.	Instructors.					Pupils.					Value of grounds and buildings.	Receipts.	Expenditures.
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States	18	37	168	205	207	416	3,974	3,678	7,652	590	1,007	$4,258,436	$1,289,267	$1,380,513
North Atlantic Division	7	11	72	83	151	200	1,475	1,652	3,127	340	356	1,528,811	568,951	542,979
Massachusetts	1	3	9	12	6	64	269	182	451	152	98	259,884	73,266	70,013
New York	3	5	19	24	19	78	453	898	1,351	80	51	573,332	170,092	168,499
New Jersey	2	2	23	25	5	40	167	162	329	36	82	140,000	106,098	84,972
Pennsylvania	1	1	21	22	121	18	586	410	996	72	125	555,595	219,495	219,495
South Central Division	1	0	4	4	2	5	65	55	120	0	0	15,000	....	21,000
Kentucky	1	0	4	4	2	5	65	55	120	0	0	15,000	....	21,000
North Central Division	8	23	85	108	51	183	2,167	1,739	3,906	224	573	2,256,231	626,621	718,754
Ohio	1	2	23	25	8	50	619	412	1,031	....	178	698,831	200,448	140,263
Indiana	1	12	11	23	15	24	294	269	563	25	190	325,000	76,800	77,600
Illinois	1	6	13	19	7	12	338	273	611	50	70	314,500	113,477	113,417
Michigan	1	....	6	6	4	10	112	108	220	28	8	67,000	35,000	35,000
Minnesota	1	2	10	12	2	29	246	227	473	51	62	325,000	142,500	142,500
Iowa	1	....	14	14	13	29	398	291	689	40	65	350,000	....	156,170
Nebraska	1	1	5	6	2	10	111	98	209	....	....	120,000	36,038	36,038
Kansas	1	0	3	3	0	19	49	61	110	32	0	55,900	22,358	17,766
Western Division	2	3	7	10	3	28	267	232	499	26	78	458,394	93,695	97,780
Washington	1	1	1	2	1	5	32	24	56	26	56	25,000	29,300	29,300
California	1	2	6	8	2	23	235	208	443	....	22	433,394	64,395	68,480

Statistics of State public institutions for the feeble-minded, 1895–96.

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
				Male.	Female.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Kindergarten.	Music.				State, county, or municipal appropriations.	From State, county, or city for buildings.	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	The California Home for the Care and Training of Feeble-Minded Children.	Austin Edgar Osborne, M. D.	2	6	2	23	235	208	....	22	.....	$350	$433,394	$64,395	0	0	$68,480
2	Lincoln, Ill	Illinois Asylum for Feeble-Minded Children.	J. Whitfield Smith	6	13	7	12	338	273	50	70	700	500	314,500	103,477	$10,000	$12,000	101,417
3	Fort Wayne, Ind	Indiana School for Feeble-Minded Youth.	Alexander Johnson	12	11	15	24	294	269	25	190	400	400	325,000	76,800	....	1,800	75,800
4	Glenwood, Iowa	Iowa Institution for Feeble-Minded Children.	F. M. Powell, M. D.	....	14	13	29	398	291	40	[illegible]	400	200	350,000	....	....	65,800	90,370
5	Winfield, Kans	Kansas State Asylum for Idiotic and Imbecile Youth.	C. S. Newlon, M. D.	0	3	0	19	49	61	32	0	94	100	55,900	17,988	4,370	1,366	16,400
6	Frankfort, Ky	Feeble-Minded Institute	J. P. Huff	0	4	2	5	65	55	0	0	0	0	15,000			1,000	20,000
7	Waverley, Mass	Massachusetts School for the Feeble-Minded.	Walter E. Fernald	3	9	6	64	269	182	152	98	662	860	259,884	73,266	....	8,839	61,174
8	Lapeer, Mich	The Michigan Home for the Feeble-Minded and Epileptic.	W. A. Polglase	....	6	4	10	112	108	26	8	25	......	67,000	35,000	....	7,000	28,000
9	Faribault, Minn	Minnesota School for the Feeble-Minded.	Arthur C. Rogers, M. D.	2	10	2	29	246	227	51	62	100	998	325,000	85,500	57,000	57,000	35,500
10	Beatrice, Nebr	Nebraska Institution for Feeble-Minded Youth.*	J. T. Armstrong	1	5	2	10	111	98	....	....	100	200	120,000	36,038	....	....	33,038
11	Vineland, N. J	The New Jersey Training Schoool for Feeble-Minded Children.	S. Olin Garrison, M. A.	2	11	5	40	167	68	20	....	500	......	100,000	69,590	16,498	16,498	48,474
12	....do	New Jersey State Institution for Feeble-Minded Women	Mary J. Dunlap, M. D.	....	12	....	....	.....	94	16	82	500	1,000	40,000	20,000	....	....	20,000
13	Newark, N. Y.	New York State Custodial Asylum for Feeble-Minded Women.	C. W. Winspear	0	2	3	31	0	399	60	24	195	0	152,052	48,300	19,177	18,358	48,401
14	New York, N. Y	School for Feeble-Minded	M. C. Dunphy	4	5	6	9	142	203	20	0	.....	......	....	....	....	....	....

*From 1894–95.

Statistics of State public institutions for the feeble-minded, 1895-96—Continued.

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Receipts.		Expenditures.	
				Male.	Female.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Kindergarten.	Music.				State, county, or municipal appropriations.	From State, county, or city for buildings.	Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
15	Syracuse, N. Y	Syracuse State Institution for Feeble-Minded Children.	James C. Carson	1	12	10	38	311	296	----	27	----	----	$421,331	$97,280	$5,335	$8,497	$93,243
16	Columbus, Ohio	The Ohio Institution for the Education of Feeble-Minded Youth.	G. A. Doren	2	23	8	50	619	412	----	178	2,101	----	698,831	198,509	11,939	249	140,014
17	Elwyn, Pa	The Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr	1	21	121	18	586	410	72	125	----	----	555,595	219,495	----	----	219,495
18	Vancouver, Wash	Washington School for Defective Youth.	James Watson	1	1	1	5	32	24	26	56	----	----	25,000	29,000	300	300	29,000

Summary of statistics of private schools for the feeble-minded, 1895–96.

Division and State.	Number of schools.	Instructors.					Pupils.				
		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
United States	10	9	40	49	47	54	237	165	402	105	157
North Atlantic Division	8	5	33	38	37	46	201	144	345	63	122
Massachusetts	3	1	9	10	23	23	55	21	76	13	24
Connecticut	1	2	3	5	4	10	98	61	159	30	41
New York	1	0	1	1	1	3	21	23	44	0	44
New Jersey	3	2	20	22	9	10	27	39	66	20	13
South Atlantic Division	1	2	3	5	4	1	21	6	27	12	12
Maryland	1	2	3	5	4	1	21	6	27	12	12
North Central Division	1	2	4	6	6	7	15	15	30	30	30
Michigan	1	2	4	6	6	7	15	15	30	30	30

Statistics of private schools for the feeble-minded, 1895–96.

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.			
				Male.	Female.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Kindergarten.	Music.
	1	2	3	4	5	6	7	8	9	10	11
1	Lakeville, Conn	Connecticut School for Imbeciles.	Geo. W. Knight, M. D.	2	3	4	10	98	61	30	41
2	Ellicott City, Md.	Font Hill Institution for Feeble-Minded and Epileptic Children.	Sam'l J. Fort, M. D.	2	3	4	1	21	6	12	12
3	Amherst, Mass	Home School Nervous and Delicate Children.	Mrs. W. D. Herrick	1	2	2	3	9	1	....	...
4	Barre, Mass	Private Institution for the Education of Feeble-Minded Youth.	G. A. Brown, Mrs. C. D. Brown.	...	5	16	20	43	17	7	21
5	Fayville, Mass	Hillside School for Feeble and Backward Children.	Mrs. Mary A. F. D. Green.	...	2	5	0	3	3	6	3
6	Kalamazoo, Mich	Wilbur School and Home for the Feeble-Minded.	C. T. Wilbur, M. D.	2	4	6	7	15	15	30	30
7	Cranbury, N. J.	Private Home and School for Enfeebled and Undeveloped Minds.	C. F. Garrison	1	2	2	1	7	10	6	2
8	Haddonfield, N. J.	Haddonfield Training School.	M. Bancroft, J. W. Cox.	1	7	5	7	9	15	....	7
9	Orange, N. J.	The Seguin School for Children of Arrested Development.	Elsie M. Seguin	0	11	2	2	11	14	14	4
10	Amityville, N. Y.	Brunswick Home School.	S. R. Williams	...	1	1	3	21	23	0	44

CHAPTER XLIV.

REFORM SCHOOLS.

Summary of statistics of reform schools, 1895-96.

State and division.	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 support.
1	2	3	4	5	6	7	8	9	10	11
United States	86	450	19,327	11,798	16,961	4,117	21,078	$16,125,292	$509,666	$3,439,618
North Atlantic Division	34	208	9,101	5,635	8,223	1,426	9,649	8,704,951	189,777	990,982
Maine	2	6	221	94	151	70	221	135,000	....	40,639
New Hampshire	1	....	....	130	115	24	139	40,000	3,000	9,000
Vermont	1	3	110	30	93	16	109	10,000	1,000	6,000
Massachusetts *a*	10	26	640	592	921	119	1,040	603,516	20,953	174,609
Rhode Island	2	8	302	106	265	37	302	400,000	294	59,159
Connecticut	2	15	713	289	469	244	713	750,000	5,545	112,955
New York *b*	9	107	4,332	3,215	3,906	436	4,342	3,752,922	104,295	176,255
New Jersey	3	12	765	265	598	167	765	455,872	19,520	125,276
Pennsylvania	4	31	2,018	914	1,705	313	2,018	2,557,641	35,170	287,089
South Atlantic Division	11	48	1,674	1,188	1,527	152	1,679	1,162,900	28,977	167,472
Delaware	2	4	83	54	69	14	83	40,400	....	14,558
Maryland *a*	5	28	1,090	837	957	138	1,095	835,000	26,977	74,650
District of Columbia	1	8	220	94	220	0	220	250,000	2,000	29,000
Virginia	1	4	157	157	157	0	157	12,500	0	13,264
West Virginia	1	4	124	46	124	0	124	25,000	....	36,000
Georgia (no report)	1	....	......	......	......	......	......	....	....	....
South Central Division	5	11	423	0	506	180	686	245,000	0	36,801
Kentucky *a*	2	8	......	......	0	180	180	....	....	....
Tennessee (no report)	1	....	......	......	......	......	......	....	....	....
Louisiana	1	1	333	0	333	0	333	200,000	....	8,801
Texas	1	2	90	......	173	0	173	45,000	0	28,000
North Central Division	30	165	7,213	4,281	5,735	2,246	7,981	5,347,172	278,658	1,015,875
Ohio	3	33	1,457	417	1,009	448	1,457	1,219,552	47,605	184,252
Indiana	2	17	691	413	495	281	776	375,000	11,413	98,587
Illinois *b*	5	15	1,217	1,172	1,372	96	1,468	876,000	119,466	180,729
Michigan	4	21	907	932	699	608	1,307	800,155	7,000	120,867
Wisconsin	3	22	847	30	567	288	855	414,777	10,700	104,652
Minnesota *a*	3	16	491	137	455	47	502	575,538	22,674	92,554
Iowa	2	18	588	588	444	144	588	323,150	10,000	81,637
Missouri	3	12	515	382	384	144	528	375,000	49,800	63,282
South Dakota	1	3	99	99	78	21	99	75,000	....	16,000
Nebraska *a*	2	2	75	67	0	75	75	55,000	....	16,595
Kansas	2	6	326	94	232	94	326	255,000	....	58,720
Western Division	6	18	916	694	970	113	1,083	665,269	12,254	228,488
Montana	1	2	60	27	77	16	93	55,000	....	16,595
Colorado	1	3	109	80	109	0	109	50,000	3,200	30,000
Utah (no report)	1	....	......	......	......	......	......	....	....	....
Washington	1	3	135	87	104	31	135	78,000	4,000	19,000
Oregon (no report)	....	....	......	......	......	......	......	....	....	....
California	2	10	162	500	680	66	746	482,269	5,054	162,893

a One school not reporting.

b Two schools not reporting.

Summary of statistics of reform schools, 1895–96.

State and division.	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	1,610	15,823	2,658	6,912	4,561	3,254	2,110	10,057	8,670
North Atlantic Division	784	7,298	779	1,876	2,625	1,648	1,101	4,582	3,574
South Atlantic Division	89	1,076	589	1,187	155	704	341	763	648
South Central Division	29	381	305	171	22	19	11	308	252
North Central Division	565	6,035	935	3,136	1,425	752	632	3,944	3,893
Western Division	143	1,033	50	542	334	131	25	460	303
North Atlantic Division:									
Maine	6	346	2					57	46
New Hampshire	10	138	1			100	25		
Vermont	16	107	2	60	49	90	19	42	38
Massachusetts *a*	119	651	23	98	223	61	40	470	127
Rhode Island	38	242	23	68	98	227	43	221	175
Connecticut	81	622	91	259	175	213	31	244	339
New York *b*	270	3,047	238	869	1,673	631	581	2,226	2,059
New Jersey	74	677	88			213	54	251	165
Pennsylvania	170	1,468	311	522	407	113	308	1,071	625
South Atlantic Division:									
Delaware	11	39	30	10	4	4	0	24	4
Maryland *a*	59	672	423	935	146	640	244	530	514
District of Columbia		100	120					112	92
Virginia	9	157	0	152	5	60	97	88	88
West Virginia	10	108	16						
Georgia (no report)									
South Central Division:									
Kentucky *a*	22	180	0	10	10			16	6
Tennessee (no report)									
Louisiana	6	116	217					248	246
Texas	1	85	88	161	12	19	11	44	
North Central Division:									
Ohio	75	552	145	960	257	97	110	903	901
Indiana	56	695	81	245	25	472	61	154	341
Illinois	37	1,164	303	835	422	100	106	1,077	850
Michigan	69	1,243	64	275	184	27	83	426	377
Wisconsin	121	834	26	42	14			498	658
Minnesota *a*	67	477	25	153	349	24	31	240	151
Iowa	36	390	54	204			205	123	96
Missouri	38	244	84	285	143	15	10	277	292
South Dakota	11	93	6				10	28	32
Nebraska *a*	11	65	10	56	18		3	31	32
Kansas	44	278	137	81	13	17	13	187	163
Western Division:									
Montana	12	92	1			2	7	28	5
Wyoming									
Colorado	20	96	13	68	41	103	6	64	21
Utah (no report)									
Washington	12	134	1	123	12	14	7	157	183
Oregon (no report)									
California	99	711	35	351	281	12	5	211	94

a One school not reporting.
b Three schools not reporting.

Statistics of reform

	* Post-office.	Name.	Executive officer.	Number of assistants.
	1	2	3	4
1	Waterman, Cal	Preston School of Industry	E. Carl Bank	35
2	Whittier, Cal	Whittier State School	John E. Coffin	64
3	Golden, Colo	State Industrial School	Robert G. Smith	20
4	Meriden, Conn	Connecticut School for Boys	Rev. Geo. L. Coburn	49
5	Middletown, Conn	Connecticut Industrial School for Girls*	W. G. Fairbank	32
6	Marshallton, Del	Ferris Industrial School	H. E. Haines	9
7	Wilmington, Del	Delaware Industrial School for Girls	Mrs. L. E. Brown	2
8	Washington, D. C	Reform School of the District of Columbia.	George A. Shallenberger.	......
9	Chicago, Ill	Erring Woman's Refuge for Reform	Mrs. Helen M. Woods	7
10	do	House of Correction	No report	......
11	Glenwood, Ill	Illinois School of Agriculture and Manual Training.	Mrs. N. L. Harrison	30
12	Pontiac, Ill	Illinois State Reformatory	R. W. McClaughry	......
13	South Evanston, Ill	Illinois Industrial School for Girls	No report	......
14	Indianapolis, Ind	Reform School for Girls and Woman's Prison.	Miss Sarah F. Keely	16
15	Plainfield, Ind	Indiana Reform School for Boys	T. J. Charlton	40
16	Eldora, Iowa	Iowa Industrial School, Boys' Department.	B. J. Miller	36
17	Mitchellville, Iowa	Industrial School, Girls' Department	C. C. Cory	......
18	Beloit, Kans	Industrial School for Girls	Mrs. S. V. Leeper	12
19	North Topeka, Kans	The State Reform School	W. H. Howell	32
20	Louisville, Ky	Industrial School of Reform	No report	......
21	Newport, Ky	Convent of the Good Shepherd	Mother M. of St. Scholastic.	22
22	New Orleans, La	Boys' House of Refuge	W. C. Staunton	6
23	Hallowell, Me	Maine Industrial School for Girls	E. Rowell	6
24	Portland, Me	State Reform School	J. R. Farrington	......
25	Baltimore, Md	House of Refuge	R. J. Kirkwood	21
26	do	Female House of Refuge	No report	......
27	Baltimore (Station D), Md.	St. Mary's Industrial School for Boys	Brother Dominic	16
28	Cheltenham, Md	House of Reformation	John W. Horn	16
29	Melvale, Md	The Industrial Home for Colored Girls	Mrs. Hannah T. Whittemore.	6
30	Rainsford Island, Boston, Mass.	House of Reformation	Lorenzo D. Perkins	10
31	Lancaster, Mass	State Industrial School for Girls	Mrs. L. L. Brackett	18
32	Lawrence, Mass	Essex County Truant School	Henry E. Swan	7
33	North Chelmsford, Mass.	Middlesex County Truant School	M. A. Warren	......
34	Oakdale, Mass	County Truant School	No report	......
35	Salem, Mass	Plummer Farm School	Charles A. Johnson	4
36	Springfield, Mass	Hampden County Truant School	F. H. King	5
37	Walpole, Mass	Norfolk, Bristol, and Plymouth Union Truant School.	Geo. H. Mason	8
38	Westboro, Mass	Lyman School for Boys	Theodore F. Chapin	48
39	West Roxbury, Mass	Parental School	Moses J. Perkins	10
40	Adrian, Mich	State Industrial Home for Girls	Lucy M. Sickels	28
41	Detroit, Mich	House of the Good Shepherd	Mother St. Stanislaus	29
42	Ionia, Mich	State House of Correction and Reformatory School.	J. L. Fuller	12
43	Lansing, Mich	Industrial School for Boys	J. E. St. John	......
44	Red Wing, Minn	Minnesota State Training School	J. W. Brown	38
45	St. Cloud, Minn	Minnesota State Reformatory	W. H. Houlton	29
46	St. Paul, Minn	Minnesota State Reform School	No report	......
47	Boonville, Mo	Missouri State Reform School for Boys*	L. D. Drake	1
48	Chillicothe, Mo	State Industrial Home for Girls	Emma M. Gilbert	7
49	St. Louis, Mo	St. Louis House of Refuge	Isaac S. Bristol	30
50	Miles City, Mont	Montana State Reform School	A. J. Hylton	12
51	Geneva, Nebr	Girls' Industrial School for Juvenile Delinquents.	J. W. Seabrook	11
52	Kearney, Nebr	State Industrial School for Juvenile Delinquents.	No report	......

* From 1894-95.

schools, 1895–96.

Pupils.													Number taught mechanical trade.	Value of grounds and buildings.	Expenditures.		
Sex.		Race.		Nativity.		Illiteracy.		During year.		School.							
Male.	Female.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Can neither read nor write.	Committed.	Discharged.	Number of teachers.	Number of pupils.	Hours of daily sessions.			Buildings and improvements.	For support.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
211	0	204	7	97	98	12	5	59	13	3	206	3½	125	$193,082	$5,054	$49,909	1
469	66	507	28	254	183	.....	.....	152	81	7	406	8	875	289,187	.....	112,984	2
109	0	96	13	68	41	103	6	64	21	3	109	3½	80	50,000	3,200	30,000	3
469	0	417	52	78	112	0	0	190	231	8	469	3	45	500,000	5,545	72,301	4
0	244	205	30	181	63	213	81	54	108	7	244	4	244	200,000	.....	40,648	5
69	0	89	30	.....	.....	.....	.....	17	.....	1	69	3	40	40,400	.....	12,758	6
0	14	.....	.....	10	4	4	0	7	4	3	14	4½	14	.....	.....	1,800	7
220	0	100	120	.....	.....	.....	.....	112	92	8	220	4	94	250,000	2,000	29,000	8
3	96	99	0	.....	.....	.....	.....	101	102	2	82	4	82	85,000	.....	14,215	9
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
255	0	245	10	100	155	100	50	236	233	4	255	4	255	200,000	13,000	31,182	11
1114	0	820	293	735	267	.....	56	740	515	9	880	2-5	835	591,497	106,466	135,332	12
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13
0	281	270	11	245	25	2	36	20	14	3	196	3½	196	175,000	7,484	42,516	14
495	0	425	70	.....	.....	470	25	134	227	14	495	4-8	217	200,000	3,929	56,071	15
444	0	390	54	240	204	.....	205	123	96	12	444	4	444	250,000	10,000	42,000	16
0	144	.....	.....	.....	.....	.....	.....	.....	.....	6	144	3½	144	76,150	.....	39,637	17
0	94	83	11	81	13	15	11	37	38	2	94	4½	94	80,000	.....	25,000	18
232	0	174	56	.....	.....	2	2	150	135	4	232	4	0	175,000	.....	31,720	19
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20
0	180	180	0	10	10	.....	.....	16	6	8	.....	6	.....	.....	.....	.....	21
333	0	116	217	.....	.....	.....	.....	248	246	1	333	1	0	200,000	.....	8,801	22
0	70	70	0	.....	.....	.....	.....	.....	.....	2	70	3	70	35,000	.....	10,187	23
151	0	149	2	.....	.....	.....	.....	57	46	4	151	4	24	100,000	.....	30,452	24
197	0	197	0	133	70	60	39	141	140	7	197	4	147	250,000	5,000	34,000	25
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	26
475	0	475	0	379	76	457	18	181	167	9	470	3½	332	350,000	4,478	13,197	27
285	0	0	285	285	0	13	159	173	165	6	285	4½	283	200,000	12,703	19,457	28
0	138	138	0	138	0	110	28	44	42	6	138	5	75	35,000	4,798	7,996	29
112	0	110	2	27	85	11	8	100	50	2	112	4	76	65,000	.....	.....	30
0	114	99	15	44	70	1	11	59	58	5	114	3	114	97,490	.....	28,802	31
40	0	37	3	.....	.....	28	4	24	16	1	40	4	40	19,476	.....	10,018	32
80	0	79	1	17	63	16	4	67	24	2	80	4	.....	80,000	10,076	9,358	33
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34
29	0	29	0	10	5	2	0	15	15	1	29	4	12	20,000	300	5,600	35
30	0	30	0	.....	.....	3	13	13	17	1	30	4½	.....	155,000	577	5,505	36
74	2	76	0	.....	.....	.....	.....	37	.....	1	42	5	0	20.000	.....	8,093	37
366	0	.....	.....	.....	.....	.....	.....	.....	.....	12	.....	4½	350	146,050	10,000	57,238	38
190	3	191	2	.....	.....	0	0	193	48	1	193	5	0	140,000	.....	50,000	39
0	308	293	15	.....	.....	.....	36	84	56	7	308	5	308	190,757	.....	35,367	40
0	300	300	0	60	60	20	30	.....	.....	3	60	.....	300	50,000	1,000	11,500	41
160	0	146	14	75	25	7	14	.....	.....	.....	.....	2	.....	333,343	.....	18,000	42
539	0	504	35	140	99	.....	3	342	321	11	539	4½	324	226,055	6,000	56,000	43
324	46	356	14	92	278	10	22	136	137	8	370	4	137	321,014	2,500	45,687	44
131	1	121	11	61	71	14	9	104	14	8	121	2	.....	254,524	20,174	46,877	45
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	46
185	0	155	30	139	46	15	10	101	96	4	185	6	140	75,000	19,800	12,500	47
0	78	74	4	76	2	.....	.....	.....	.....	2	78	4	66	100,000	30,000	8,182	48
199	66	215	50	170	95	.....	.....	176	196	6	252	5	126	200,000	.....	42,600	49
77	16	92	1	.....	.....	2	7	28	5	2	60	4	27	50,000	15,000	20,000	50
0	75	65	10	56	18	.....	3	31	82	2	75	4	67	55,000	.....	16,595	51
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	52

Statistics of reform

	Post-office.	Name.	Executive officer.	Number of assistants.
	1	2	3	4
53	Manchester, N. H	State Industrial School	J. C. Ray	10
54	Jamesburg, N. J	State Reform School for Juvenile Delinquents.	Ira Otterson	44
55	Trenton, N. J	State Industrial School	Mrs. M. A. McFadden	10
56	Verona, N. J	Newark City Home	C. M. Harrison	20
57	Brooklyn, N. Y	Brooklyn Truant School	No report	------
58	Canaan Four Corners, N. Y.	The Berkshire Industrial Farm	David M. Jones	18
59	Elmira, N. Y	New York State Reformatory	Z. R. Brockway	------
60	Hudson, N. Y	Female Reformatory	No report	------
61	New York (Station M), N. Y.	New York Juvenile Asylum	Aaron P. Garrabrant	73
62	New York (Station L), N. Y.	New York House of Refuge	E. M. Carpenter	2
63	Rochester, N. Y	State Industrial School	Franklin H. Briggs	124
64	Utica, N. Y	St. Vincent Industrial School	Bro. Julian	10
65	Westchester, N. Y	New York Catholic Protectory	No report	------
66	Cincinnati, Ohio	Cincinnati House of Refuge	James Allison	43
67	Delaware, Ohio	Girls' Industrial Home	A. W. Stiles	32
68	Lancaster, Ohio	Boys' Industrial School	David M. Barrett	------
69	Salem, Oreg	Reform School	No report	------
70	Glen Mills, Pa	Philadelphia House of Refuge (Boys' Department).*	F. H. Nibecker	1
71	Huntington, Pa	Pennsylvania Industrial Reformatory	T. B. Patton	90
72	Morganza, Pa	Morganza Reform School	J. A. Quay	67
73	Philadelphia, Pa	The House of Refuge	Mary A. Campbell	12
74	Howard, R. I	Oak Lawn School for Girls	Mrs. M. F. Hopkins	3
75	do	Sockanosset School for Boys	James H. Eastman	35
76	Plankinton, S. Dak	State Reform School of South Dakota.	C. W. Ainsworth	11
77	Nashville, Tenn	Industrial School	No report	------
78	Galesburg, Tex	House of Correction and Reformatory.	J. F. McGuire	1
79	Ogden, Utah	Reform School	No report	------
80	Vergennes, Vt	Vermont Industrial School	S. A. Andrews	16
81	Glen Allen, Va	Laurel Industrial School	Wm. C. Sampson	9
82	Chehalis, Wash	The Washington State Reform School.	Thos. P. Westendorf.	12
83	Pruntytown, W. Va	The West Virginia Reform School	D. W. Shaw	10
84	Sparta, Wis	State Public School for Dependent and Neglected Children.	S. S. Landt	50
85	Milwaukee, Wis	Wisconsin Industrial School for Girls	S. E. Pierce	24
86	Waukesha, Wis	Wisconsin Industrial School for Boys	J. G. Hart	47

* From 1894-95.

schools, 1895-96—Continued.

Pupils. Sex. Male.	Pupils. Sex. Female.	Pupils. Race. White.	Pupils. Race. Colored.	Pupils. Nativity. Native parents.	Pupils. Nativity. Foreign-born parents.	Pupils. Illiteracy. Could only read.	Pupils. Illiteracy. Can neither read nor write.	Pupils. During year. Committed.	Pupils. During year. Discharged.	Pupils. School. Number of teachers.	Pupils. School. Number of pupils.	Pupils. School. Hours of daily sessions.	Number taught mechanical trade.	Value of grounds and buildings.	Expenditures. Buildings and improvements.	Expenditures. For support.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
115	24	138	1	.....	.....	100	25	.....	.....	.....	.....	6	130	$40,000	$3,000	$9,000	53
376	0	321	55	.....	.....	.....	.....	117	161	8	376	3½	213	180,000	5,267	76,661	54
0	123	98	25	.....	.....	.....	1	.....	.....	.....	123	3	.....	87,277	7,540	15,726	55
222	44	258	8	.....	.....	213	53	134	91	4	266	3	52	188,595	6,713	32,889	56
																	57
44	0	43	1	27	17	38	3	29	29	1	44	3	44	85,000	3,000	16,000	58
1384	0	1315	69	539	845	567	249	539	454	32	1384	2	1334	1,488,554	4,418	177,049	59
																	60
756	185	867	77	.....	.....	16	131	541	633	20	941	5	525	1,000,000	.....	120,651	61
640	83	636	87	108	615	.....	198	577	499	19	723	4½	305	535,000	24,104	161,619	62
670	124	.....	.....	195	196	10	.....	475	404	26	784	4½	789	529,308	61,679	176,105	63
190	0	186	4	.....	.....	.....	.....	65	40	5	190	5	166	65,000	4,321	21,831	64
																	65
249	106	270	85	247	210	97	110	457	511	8	355	3	199	400,000	6,293	53,707	66
0	342	282	60	.....	.....	.....	.....	.....	.....	9	342	5	.....	419,552	6,539	38,318	67
760	0	.....	.....	713	47	.....	.....	446	390	16	760	4	220	400,000	34,773	92,227	68
																	69
656	0	516	140	430	226	107	160	280	355	11	656	4	.....	750,000	.....	137,000	70
547	0	270	38	.....	.....	6	53	308	102	6	547	1	400	1,000,000	18,305	120,008	71
502	161	578	85	190	147	.....	95	337	347	10	663	5	362	607,641	10,645	95,213	72
0	152	104	48	73	34	.....	.....	71	65	4	152	4	152	200,000	6,220	26,081	73
0	87	.....	.....	.....	.....	8	2	25	2	3	87	3	.....	200,000	294	7,626	74
265	0	242	23	68	98	224	41	196	173	5	265	5	106	200,000	.....	51,532	75
78	21	93	6	.....	.....	.....	10	28	32	3	99	4	99	75,000	.....	16,000	76
																	77
173	0	85	88	161	12	19	11	44	.....	2	90	8	.....	45,000	0	28,000	78
																	79
93	16	107	2	60	49	90	19	42	38	3	110	4½	30	10,000	1,000	6,000	80
157	0	157	0	152	5	60	97	88	38	4	157	4	157	12,500	0	13,264	81
104	31	134	1	123	12	14	7	157	183	3	135	3	87	78,000	4,000	19,000	82
124	0	108	16	.....	.....	.....	.....	.....	.....	4	124	3½	46	25,000	.....	36,000	83
181	56	229	13	.....	.....	.....	.....	190	250	6	237	6	.....	107,697	10,700	41,652	84
22	232	247	7	.....	.....	.....	.....	122	198	7	254	4½	.....	68,380	.....	.....	85
364	0	358	6	42	144	.....	.....	186	210	9	356	4	30	238,700	.....	63,000	86

Statistics of elementary edu

	Countries.	Date of reports.	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
1	Austria-Hungary	1893	3,058,005	2,833,162	5,892,167	14.2	----------	87.5	81,560	12,299	92,859
2	Austria	1893	1,689,287	1,605,272	3,294,559	13.8	----------	90	59,642	8,712	67,354
3	Hungary	1892	1,368,718	1,228,890	2,597,608	15	----------	85	26,466	5,587	32,053
4	Belgium	1894	370,775	324,436	695,211	11	----------	------	7,245	6,324	13,569
5	Bulgaria	1890-91	196,615	72,659	269,374	8.14	----------	------	------	------	------
6	Denmark	1893	----------	----------	231,940	10.61	----------	------	------	------	------
7	France	1895	2,700,710	2,749,385	5,540,095	14.54	----------	------	(1,076) 66,931	89,906	157,913
8	Germany	1895	----------	----------	----------	17.5	----------	90	------	------	------
9	Alsace-Lorraine	1891	----------	----------	229,628	14	----------	90	2,703	2,303	5,006
10	Anhalt	1891	22,673	22,549	45,222	16.6	----------	90	897	93	980
11	Baden	1894	160,222	160,422	320,644	19.2	----------	90	------	------	5,503
12	Bavaria	1895	541,782	546,010	1,087,792	20	----------	90	17,953	6,299	24,252
13	Bremen	1895	14,322	15,220	29,542	16	----------	90	560	240	800
14	Brunswick	1891	34,671	34,329	69,000	17	----------	90	1,049	------	1,049
15	Hamburg	1895	42,641	48,523	91,164	14	----------	90	1,580	1,301	2,881
16	Hessia	1891	94,572	98,240	192,812	19.4	----------	90	2,467	324	2,791
17	Lippe	1891	12,061	11,474	23,535	18.3	----------	90	------	------	473
18	Lübeck	1895	7,512	6,922	14,434	17	----------	90	236	136	372
19	Mecklenburg-Schwerin.	1891	43,692	41,142	84,834	14.6	----------	90	1,912	145	2,057
20	Mecklenburg-Strelitz.	1891	7,726	7,583	15,309	16	----------	90	355	------	355
21	Oldenburg	1891	30,556	29,851	60,407	17	----------	90	960	------	960
22	Prussia	1891	2,900,311	2,700,310	5,600,621	18.8	----------	90	70,334	10,342	80,676
23	Reuss, Jr. Line	1891	9,702	9,801	19,503	17	----------	90	290	18	308
24	Reuss, Sr. Line	1891	5,417	5,571	10,988	17.5	----------	90	215	7	222
25	Saxe-Altenburg	1891	14,439	15,186	29,625	17.3	----------	90	500	------	500
26	Saxe-Coburg Gotha.	1891	16,581	16,922	33,503	16.2	----------	90	------	------	580
27	Saxe-Meiningen	1891	----------	----------	39,592	17.7	----------	90	589	------	589
28	Saxe-Weimar	1891	29,464	29,463	58,927	18.4	----------	90	863	9	872
20	Saxony	1891	361,614	299,988	661,600	19	----------	90	7,689	2,413	10,102
30	Schaumburg-Lippe.	1891	3,389	3,369	6,758	17.3	----------	90	------	------	126
31	Schwarzburg-Rudolstadt.	1891	7,380	7,187	14,579	17	----------	90	------	------	263
32	Schwarzburg-Sondershausen.	1891	6,479	6,484	12,963	17.1	----------	90	------	------	264
33	Waldeck	1891	5,625	4,815	10,440	18.2	----------	90	------	------	247

a 1893, includes primary and normal schools.

b 1894, public schools only.

cation in foreign countries.

Current expenditures.					Population.	Date of census.	Names and titles of chief officers of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
$14,988,889	$7,097,691	$22,086,580	$4.00	$0.53	41,358,886	1890	No imperial office	1
10,931,026	5,758,795	16,689,821	5.00	.58	23,895,413	1890	Dr. Baron Gautsch von Frankenthurn, minister of worship and public instruction.	2
4,057,863	1,338,896	5,396,759	2.48	.45	17,463,473	1890	J. von Wlassics, minister of worship and public instruction.	3
....	....	*a* 6,052,706	8.70	.95	6,341,958	1894	M. F. Schollaert, minister of the interior and of public instruction.	4
....	....	....	......	.....	3,305,458	1893	C. Velitchkow, minister of public instruction and ecclesiastical affairs.	5
....	....	....	......	.....	2,185,335	1890	V. de Bardenfleth, minister of worship and public instruction.	6
....	....	*b* 37,048,012	6.68	.97	38,095,156	1891	M. Rambaud, 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	Dr. Walther, director 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 de Wisbeck, minister of public instruction.	12
....	....	280,500	9.50	1.43	196,278	1895	Dr. D. Ehmek, senator, commissioner of worship and public instruction.	13
....	....	294,690	4.27	.73	433,986	1895	Herr G. Spies, councilor of state.	14
....	....	1,114,270	12.22	1.63	681,632	1895	Dr. J. O. Stammann, senator, commissioner of public instruction.	15
....	....	1,940,826	10.06	1.95	1,039,388	1895	Dr. H. Knorr von Rosenroth, president department of schools.	16
....	....	*c* 68,640	2.91	.54	134,617	1895	Herr von Oertzen, councilor of state.	17
169,208	50,810	220,018	15.24	2.64	83,324	1895	Dr. Brehmer, senator, president of school council.	18
....	....	....	......	.....	596,883	1895	Herr von Amsberg, councilor of state.	19
....	....	....	......	.....	101,513	1895	Herr von Dewitz, minister of state.	20
....	....	496,423	8.20	1.46	373,739	1895	Herr G. F. H. A. Flor, minister of justice, worship, and instruction.	21
....	....	37,966,067	7.32	1.27	31,849,795	1895	Dr. Bosse, minister of worship, public instruction, and medical affairs.	22
....	....	*c* 68,497	2.91	.57	131,469	1895	Herr Graesel, councilor of state.	23
....	....	72,000	6.55	1.15	67,454	1895	Herr Schulze, councilor of state.	24
....	....	....	......	.....	180,012	1895	Herr von Helldorf, minister of state.	25
....	....	208,724	6.27	1.01	216,624	1895	Herr Grosch, president department of worship and public instruction.	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 von Pawel, minister of worship and public instruction.	28
3,326,531	1,080,538	4,357,069	6.59	1.24	3,783,014	1895	Dr. K. von Seydewitz, minister of worship and public instruction.	29
....	....	*c* 29,640	4.37	.78	41,224	1895	Herr Bömers, president of consistory.	30
....	....	*c* 71,584	4.91	.83	88,590	1895	Herr Hauthal, minister of worship and public instruction.	31
60,864	2,496	*c* 63,360	4.90	.84	78,248	1895	Herr H. Petersen, minister of state.	32
....	....	*c* 55,794	5.34	.98	57,782	1895	Herr von Saldern, director of public affairs.	33

c From State only.

Statistics of elementary education

	Countries.	Date of reports.	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
	Germany—Cont'd.										
34	Würtemberg	1895	180,618	174,018	355,636	17.1	....	90	......	......	5,921
	Great Britain:										
35	England and Wales.	1895	....	....	5,325,858	17.71	4,725,030	88.71	28,917	72,324	121,244
36	Scotland	1895	....	....	692,202	16.65	571,305	82.53	4,989	10,034	15,023
37	Ireland	1895	....	....	*b* 826,046	17.55	....	......	......	......	11,793
38	Greece	1889	78,815	18,986	97,801	4.47	....	......	......	......	1,641
39	Italy	1893-94	1,267,546	1,059,319	2,326,865	7.57	....	......	......	......	49,705
40	Netherlands	1895	*d* 358,989	*d* 331,577	*d* 690,566	14.81	....	......	12,373	5,040	17,413
41	Norway	1892	....	....	303,074	15.01	....	......	4,320	1,770	6,090
42	Portugal	1890	123,693	58,045	181,738	3.85	....	......	......	......	......
43	Roumania	1893	....	....	221,000	3.97	....	......	......	......	......
44	Russia	1887	(408,721) 1,451,609	383,236	2,243,566	1.94	....	......	......	......	......
45	Finland	1896	36,802	31,375	*d*177,886 68,177	7.24 2.93	....	......	837	1,013	1,850
46	Servia	1893-94	65,846	11,329	77,175	2.95	....	......	929	576	1,505
47	Spain	1895	....	....	1,356,136	7.67	....	......	......	......	......
48	Sweden	1893	....	....	705,905	14.63	....	......	......	......	14,923
49	Switzerland	1894	305,251	295,823	601,074	19.9	....	88.6	8,160	4,692	12,852
	British India:										
50	Bengal	1888-89	....	....	1,156,327	3.03	....	......	......	......	......
51	Bombay	1895-96	500,122	70,530	570,652	3.01	....	......	......	......	......
52	Burmah (upper and lower).	1895-96	116,225	7,458	123,683	1.61	....	......	......	......	......
53	Mysore	1894-95	49,595	7,151	56,746	1.14	38,213	67.34	......	......	......
54	Japan	1894	2,340,975	1,160,096	3,501,071	8.52	2,689,084	76.81	58,357	4,678	63,035
55	Cape of Good Hope	1895	....	....	108,947	7.19	80,208	73.62	......	......	*h* 4,134
56	Egypt	1894	....	....	179,783	2.63	....	......	......	......	11,938
57	Natal	1895	9,280	8,037	17,317	3.18	....	......	......	......	......
58	British Columbia	1895-96	....	....	14,460	14.72	9,254	64	149	186	335
59	New Brunswick	1896	....	....	62,918	19.55	....	......	......	......	1,829
60	Manitoba	1895	....	....	35,371	23.19	19,516	55.17	570	523	1,093
61	Nova Scotia	1895	....	....	100,555	22.32	....	......	......	......	......
62	Ontario	1895	253,108	231,443	484,551	23	271,549	56.04	2,843	6,070	8,913
63	Prince Edward Island.	1896	12,145	9,993	22,138	20.29	13,412	60.58	324	245	569
64	Quebec	1895-96	....	....	*f*201,587	13.54	144,734	71.79	116	5,162	5,270
65	Newfoundland	1894	....	....	35,501	17.3	....	......	......	......	......
66	Mexico	1894	361,201	195,505	556,706	4.61	....	......	......	......	......

a From State only. *b* Average enrollment. *c* In 1892. *d* Includes private and nonsubsidized schools. *e* Excludes Finland. *f* In ambulatory schools. *g* For public elementary and normal schools.

in foreign countries—Continued.

Current expenditures.								
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.	Population.	Date of census.	Names and titles of chief officers of education.	
12	13	14	15	16	17	18	19	
----------	----------	a $831,045	$2.33	$0.40	2,080,898	1895	Dr. von Sarwey, minister of worship and public instruction.	34
----------	----------	47,054,658	8.83	1.56	30,060,763	1894	Committee of council on education: Vice-president for England, Sir John Gorst; vice-president for Scotland, Lord Balfour of Burleigh.	35
----------	----------	7,098,350	10.25	1.70	4,156,022	1895		36
----------	----------	6,456,811	7.81	1.37	4,704,750	1891	Commissioners of national education in Ireland.	37
----------	----------	c 653,274	6.46	.29	2,187,208	1889	M. Demetrius Petrides, minister of public instruction.	38
----------	----------	12,186,847	5.23	.38	30,724,897	1893	Signor E. Gianturco, minister of public instruction.	39
----------	----------	5,339,337	7.73	1.15	4,669,576	1892	Dr. S. Van Houten, minister of the interior.	40
----------	----------	1,625,600	5.39	.81	2,000,917	1891	J. L. R. Sverdrup, minister of ecclesiastical affairs and public instruction.	41
----------	----------	----------	------	-----	4,708,178	1881	Sr. Franco Pinto Castello Branco, minister of interior.	42
----------	----------	----------	------	-----	5,800,000	1893	P. Poni, minister of public instruction and ecclesiastical affairs.	43
----------	----------	----------	------	-----	e 115,181,734	1893	M. Delianov, minister of public instruction.	44
----------	----------	g 351,754	5.15	.14	2,454,262	1893	Dr. L. Lindelöf, director-general in charge of schools.	45
----------	----------	532,553	6.90	.23	2,288,259	1895	L. Kowatschevitch, minister of public instruction and ecclesiastical affairs.	46
----------	----------	----------	------	-----	17,667,256	-----	Señor F. Cos-Gayon, minister of interior.	47
----------	----------	3,947,207	5.58	.82	4,824,150	1893	Dr. G. F. Gilljam, minister of education and ecclesiastical affairs.	48
$5,693,880	$1,897,960	8,485,839	14	2.80	3,034,464	1894	No federal office ----------	49
----------	----------	733,140	.68	.02	38,114,280	1891	----------	50
----------	----------	h 758,818	1.32	.04	18,901,123	1891	Mr. K. M. Chatfield, director of public instruction.	51
----------	----------	84,816	.68	.01	7,605,560	1891	Mr. John Vansomeren Pope, director of public instruction.	52
----------	----------	97,323	1.70	.02	4,943,604	1891	H. J. Bhabha, esq., inspector-general of education.	53
6,545,128	3,163,272	9,708,400	2.77	.23	40,718,677	1891	Marquis Hachisuka Mochiaki -----	54
----------	----------	837,023	7.68	.55	1,527,224	1891	Mr. Thomas Muir, superintendent-general of education.	55
----------	----------	----------	------	-----	6,817,265	1882	Hussein Pacha Fakhry, minister of public instruction.	56
----------	----------	198,744	11.47	.36	543,913	1891	Mr. Robert Russell, superintendent inspector of schools.	57
138,125	----------	204,930	14.17	2.08	98,173	1891	Hon. S. D. Pope, LL. D., superintendent of education.	58
----------	----------	436,617	6.94	1.35	321,263	1891	Hon. J. R. Inch, chief superintendent of education.	59
----------	----------	647,139	18.29	4.24	152,506	1891	Hon. J. D. Cameron, minister of education.	60
----------	----------	811,804	8.06	1.80	450,396	1891	Hon. A. H. Mackay, superintendent of education.	61
----------	----------	3,776,494	7.79	1.78	2,114,321	1891	Hon. George W. Ross, minister of education.	62
----------	----------	j 153,316	6.92	1.40	109,078	1891	Hon. Donald J. McLeod, superintendent of education.	63
----------	----------	2,577,633	12.78	1.73	1,488,535	1891	M. Boucher de la Bruère, superintendent.	64
----------	----------	147,544	4.15	.73	202,040	1891	----------	65
----------	----------	----------	------	-----	12,056,046	1893	J. Baranda, minister of justice and public instruction.	66

h The corresponding expenditure for 1894 was $735,191. Total expenditure for 1895–96, $1,707,825; for 1894–95, $1,626,268.

i Includes Prince of Wales College and Normal School.

j Also 91,997 in model schools and academies; for some years not separated from elementary.

Statistics of elementary education

	Countries.	Date of reports.	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
67	Bermuda	1895			1,195	7.56	776	64.93			
68	Jamaica	1895-96			100,352	14.91	59,617	59.40			*a* 932
69	Trinidad	1894			20,621	9.36	13,297	64.48			
70	Cuba	1889-90			30,994	2.02					
71	Costa Rica	1895			18,768	7.71					718
72	Guatemala	1893			43,789	2.99			907	613	1,829
73	Nicaragua	1894			20,000	5.26					
74	Salvador	1893	16,663	12,764	29,427	3.77			453	340	793
75	Argentina	1894	128,034	120,121	248,155	5.59			2,591	4,928	7,519
76	Bolivia	1894			25,000	1.23					710
77	Brazil	1889			300,000	2.13					
78	Chile	1895	56,395	58,170	114,565	3.86	71,901	62.07			
79	Colombia	1894			89,000	2.29					
80	Ecuador	1890			52,830	4.07					1,137
81	Paraguay	1891			18,944	3.94					448
82	Peru	1889-90			53,276	2.03			552	258	810
83	Uruguay	1895	27,024	22,988	50,012	6.45			258	755	1,013
84	Venezuela	1890			100,026	4.39					
85	Hawaii	1896			12,616	4.65			177	246	423
86	Mauritius	1895			18,279	4.91	5,777	31.60			
87	New South Wales	1895			216,396	17.11	137,798	63.63			4,477
88	Queensland	1895			74,542	16.96	48,270	64.75	729	779	1,528
89	South Australia	1895			59,003	16.97	39,324	66.64	414	782	1,196
90	Victoria	1895			204,950	17.38			1,751	2,732	4,483
91	West Australia	1895			8,744	10.65	6,393	73.11			
92	New Zealand	1895	67,309	62,547	129,856	18.92	107,222	82.56			3,576
93	Tasmania	1894			19,907	13.57	10,655	53.52			

a Also pupil teachers; number not given.

in foreign countries—Continued.

Current expenditures.								
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.	Population.	Date of census.	Names and titles of chief officers of education.	
12	13	14	15	16	17	18	19	
----------	---------	$8,904	$5.77	$0.43	15,794	1895	Mr. George Simpson, clerk to board of education.	67
----------	---------	232,823	2.32	.34	672,762	1894	Mr. T. Capper, superintending inspector of schools.	68
----------	---------	113,078	5.48	.51	220,285	1891	K. Gervase Bushe, inspector of schools.	69
----------	---------	553,335	17.85	.36	1,531,684	1877	----------	70
----------	---------	248,500	13.24	1.21	243,205	1892	Sr. Ricardo Montealegre, minister of foreign affairs, worship, public instruction, charities, and justice.	71
----------	---------	----------	-----	-----	1,460,017	1890	Sr. Cabral, minister of public instruction.	72
----------	---------	----------	-----	-----	380,000	1895	Dr. M. C. Matus, minister of foreign affairs and public instruction.	73
----------	---------	----------	-----	-----	780,426	1892	Dr. Jacinto Castellanos, minister of foreign affairs, justice, and public instruction.	74
----------	---------	11,763,297	47.40	2.76	4,257,000	1892	Dr. A. Bermejo, minister of justice, ecclesiastical affairs, and public instruction.	75
----------	---------	----------	-----	-----	2,019,549	1893	M. D. Medina, minister of interior.	76
----------	---------	----------	-----	-----	14,068,268	1890	Dr. Alb. de Seixas Martins Torres, minister of interior and justice.	77
----------	---------	*b* 1,336,806	16.68	4.51	2,963,687	1894	Sr. Ad. Ibanez, minister of justice and public instruction.	78
----------	---------	----------	-----	-----	3,878,600	1881	J. M. Carrasquilla, minister of instruction.	79
----------	---------	176,325	3.33	.13	1,271,861	-----	V. Govgotena, minister of public instruction.	80
----------	---------	----------	-----	-----	480,000	1893	R. Mazó, minister of justice, worship, and public instruction.	81
----------	---------	----------	-----	-----	2,621,844	1876	Lor. Arrieta, minister of interior.	82
----------	---------	650,000	12.99	.83	776,314	1894	J. J. Castro, minister of agriculture, industry, instruction, and public works.	83
----------	---------	----------	-----	-----	2,323,527	1891	Dr. Federico R. Chirinos, minister of public instruction.	84
----------	---------	270,856	21.46	2.69	*c* 100,374	1894	Mr. William D. Alexander, president board of education.	85
----------	---------	83,587	4.57	.22	371,655	1891	Mr. D. J. Anderson, superintendent of schools.	86
----------	---------	2,708,827	12.51	2.14	1,264,660	1895	Hon. M. J. Garrard, minister of public instruction.	87
----------	---------	926,518	12.42	2.08	445,155	1895	Mr. D. H. Dalrymple, secretary for public instruction.	88
----------	---------	637,756	10.80	1.83	347,720	1894	Hon. John A. Cockburn, minister controlling education.	89
----------	---------	2,934,255	14.31	2.48	1,179,029	1895	Hon. A. J. Peacock, minister of public instruction.	90
----------	---------	120,344	13.76	1.46	82,072	1894	Hon. E. H. Wittenoom, M. L. C., minister of education.	91
----------	---------	2,059,244	15.85	3.00	686,128	1895	Hon. W. C. Walker, minister of education.	92
----------	---------	160,244	8.14	1.09	146,667	1891	Mr. J. Rule, director of education.	93

b In 1892.

c Estimated.

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