

# Department of the Interior,

BUREAU OF EDUCATION,

Washington, D. C., *May*....., 1882.

Dear Sir:

The Report of the Commissioner of Education for 1881, now in preparation, will present a comprehensive review of the condition of the various grades of education in the several States and Territories, together with detailed statistics of the following classes of educational institutions:

1. Elementary education, including Kindergärten and all public and private schools below the classical or scientific academies and high schools.

2. Secondary education, including high schools, the classical and scientific academies, and other institutions preparatory to college, public or private, business institutes, &c.

3. Training of teachers in normal schools and teachers' institutes.

4. Superior instruction, including colleges and universities both for men and women, regularly authorized to confer degrees.

5. Professional education, including schools of theology, medicine, law, science, technology, and colleges of agriculture and the mechanic arts.

6. Special education, including schools of art, education of the deaf and dumb, blind, orphaned, &c.

7. Education through historical and scientific societies or associations.

8. Education through libraries.

9. Education through museums, as of anatomy, geology, zoology, archæology, art, &c.

The Commissioner hopes for the continuance by educators and school officers of the cooperation hitherto so generously extended, and that replies to the accompanying inquiries respecting the institutions or systems of schools under their supervision may be sent in as early as possible. A prompt return will greatly further the work of the Office and insure the early completion of the report, a copy of which will be sent you when ready for distribution.

Catalogues or registers, programmes of study, examination papers, reports, financial statements, and other documents relating to schools, colleges, &c., are also solicited, for which postage is inclosed.

The Report for 1880, now in the hands of the Public Printer, will be sent you as soon as the supply for this Office ordered by Congress shall have been received.

Very respectfully, your obedient servant,

JOHN EATON,  
Commissioner.



Department of the Interior,

BUREAU OF EDUCATION,

Washington, D. C. *October 4* 188*2*

DEAR SIR:

The latest catalogue of your institution which is possessed by the library of this Office is that for the year 1878-'79.

If you will be good enough to supply the deficiency indicated you will very much oblige

Your obedient servant,

*Wm. H. Gardiner*  
Acting Commissioner.

*Pres. of Ag. and Mech. Coll. of Ky  
Lexington, Ky.*



Department of the Interior,

BUREAU OF EDUCATION,

Washington, D. C., Oct-10", 1882

I have the honor to acknowledge the receipt of the following-named publications:

Regulations of the Agricultural  
& Mechanical College of Kentucky  
Adopted June 30" 1882; also Annual  
Register of the State College -

presented by You

to the Library of the Bureau of Education.

Very respectfully,

JOHN EATON,

Commissioner of Education.

To James K. Patterson, Ph. D., F.R.S.D., F.S.A.,  
President,  
Lexington,  
Ky.



*W. G. B.*

Department of the Interior,

Washington October 14<sup>th</sup> 1882.

Sir:

I have the honor to send to your address, by registered mail, this day, the following-named documents:

- Report of the 8<sup>th</sup> census 1860. Vol. 2. (Agriculture)
- " " " " " " 3. (Manufactures)
- " " " " " " 4. (Mortality) & Mis. Statistics
- " " " 9<sup>th</sup> " 1870 " 3. (Health) & Industry
- Compendium " " "
- Statistics of Population "
- " " Agriculture "

Very respectfully,

*W. M. Felt*

Secretary.

The Librarian of the  
Agricultural & Mechanical College,  
Lexington Ky.



M. F.

(1-439.)

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Department of the Interior,

Washington Oct. 14<sup>th</sup> 1882

Sir:

I have the honor to send to your address, by mail, this day, the following-named document

Bulletin Volume 24. Hayden.

Please inform this Department what number of students attend your college, and what number of volumes are contained in its library.

Very respectfully,

W. M. Fell

Secretary.

Agl. & Mech. College Library.  
Lexington  
Kentucky



Department of the Interior,

BUREAU OF EDUCATION,

Washington, D. C., October 18<sup>th</sup>, 1882.

James K. Patterson, Ph. D.  
Pres. Agr. & Mech. College of Ky.  
Lexington, Ky.

Dear Sir:-

A copy of a statement respecting your College was sent you some time since for revision, As no response has been received to my request for its revision it may never have reached you. If this is the case please inform me immediately, that another copy may be forwarded you. It is a matter of haste and importance.

Very respectfully,

John Eaton  
Commissioner.



4698  
H. F. U.

Department of the Interior,

BUREAU OF EDUCATION,

Washington, D. C., Oct 23, 1872.

J. K. Patterson Ph. D.  
State College of Ky.  
Lexington, Ky.

Dear Sir:

I am greatly obliged for the corrected  
statement of the work done by your ins-  
titution accompanying your letter of  
the 21<sup>st</sup> inst.

Very truly yours  
John Eaton  
Commissioner



No. P. H.

11.11.82

Department of the Interior.

Washington October 31<sup>st</sup> 1882.

The State College.

C/o Mr. James R. Patterson, President.

Lexington, Ky.

Sir:

Acknowledging the receipt of your communication of the 21<sup>st</sup> instant. I have the honor to request information as to the relation of the State College of Kentucky to the Agricultural & Mechanical College at Lexington; are these one and the same Institutions? If not, information as to their relative standing, and the number of students in attendance, and the number of Volumes in the Library of the latter Institution, is de.



sired; also, information as to whether the set of Congressional documents forwarded to the State University is received by the State College, and if not, to what Institution it is delivered.

Very respectfully,

W. F. J. J. J.  
Acting Secretary.



OFFICE OF  
**The Miami Commercial College.**

Dayton, Ohio, October, 1882.

DEAR SIR:

There is a large and growing demand for educated young men and young women who are thoroughly qualified for the most difficult and highest paid work, as reporters, and law and business amanuenses. To acquire the necessary training for this takes from six to nine months of the most systematic and severe drill. The opportunities for getting this in this country are so limited that, as compared with the places to fill, there are but few qualified Phonographers, and these are sought for at high prices, in many cases earning salaries of \$2,000 to \$3,000 per year.

As the inclosed circular states, I have just established a **Department of Phonography** in the **Miami Commercial College**, in which to give this training. And being fully aware that the permanent success of such a school must come only after a body of its students have proven the adequacy of its course by holding places which will show their ability, I am seeking a class of twenty-five intelligent and ambitious young men and young women, from seventeen to thirty-five years of age, who will place themselves in my care for such training as will enable me to place them with the best railroad companies and other business corporations in the country.

To the class of twenty-five so selected, I will give from six to nine months' instruction, and take my pay only after they have earned it after completing the course. They to pay me \$10 cash at the beginning for text books and stationery, and \$100 when earned as stated; giving me a written guarantee to stay the required time, and place themselves at my disposal for situations when through.

**Dr. Clifton**, the instructor in charge, is one of the best Phonographers in the United States. He is a graduate of Oxford University, England, and in addition to his eminent ability as a scholar, is a most accomplished instructor.

Although the first outlay for such a department will be considerable, I am induced to undertake it with the hope of building up an institution of the highest class, which the business men of the United States will look to to supply them a large part of the skilled assistants they may need, and also believing that the opportunity it will afford for entering a career of usefulness and profit will be appreciated by a large class of educated persons who do not care to enter the professions.

If you know of any ambitious college or high-school graduates, or other educated persons, whom you think would be interested in such an offer, I will be obliged if you will call their attention to this circular, and will give me their names and addresses.

The necessary outlay for board in excellent private families, for nine months, together with the necessary outlay for washing, etc., and including everything but tuition, need not be over \$200.

Believing that such an enterprise is of more than individual interest, I take the liberty of addressing those having a general interest in educational matters.

Respectfully yours,

**A. D. WILT, Principal.**



[Oct, 1882]

# THE PHONOGRAPHIC DEPARTMENT

OF THE

## MIAMI

# COMMERCIAL COLLEGE,

## DAYTON, OHIO,

HAS JUST BEEN ESTABLISHED, AND PLACED IN CHARGE OF

### DR. L. B. CLIFTON,

One of the ablest Reporters, and one of the most Experienced and Successful  
Instructors in Phonography and Phonetics in the United States.



*The attention of every Clergyman, Lawyer, Physician, Merchant, Manufacturer, Teacher, and Student, is earnestly invited to the following considerations, as it is believed that much misapprehension exists concerning the art and its capabilities, and its very general usefulness, and easiness of acquirement.*

Phonography is the art of writing by sound. It is based on the most philosophical classification of the sounds made by the organs of speech, and is a highly scientific mode of representing those sounds. It was invented by Isaac Pitman, of Bath, England, and was first published by him in 1837. It has stood the test of the scrutiny, investigation, and criticism of the ablest philologists and scholars of the day, and they have unhesitatingly awarded it their unre-served praise for its simplicity, utility, and philosophical beauty. Over a million copies of a single one of Mr. Pitman's text books have been issued, and many thousands in England and America daily practice the art. Nearly every rail-way company in the two countries employ phonographic amanuenses and clerks, and a great and increasing demand for them has arisen from the manufacturers and business men. A number are so employed in this city. Also, official reporters are appointed in hundreds of courts in counties in all parts of the country, by authorization of the State legislatures, and hundreds of lawyers and law students use it in their daily work. The proceedings of Parliament, Congress, and all other deliberative bodies are reported in Phonography, and newspapers universally depend on it. Clergymen use it in writing their sermons, Physicians in recording their cases, and pupils in the schools in writing their exercises. In all of these cases a saving of one-half to three-fourths of the labor of doing the same work in longhand being effected. Its importance as a labor-saver can hardly be overestimated, and the great demand for experts, both men and women, makes it a highly desirable avocation.

IT IS EASILY LEARNED. It can be acquired by any child who can read common print, and to write sixty to eighty words a minute requires but a few weeks study of several hours a day.

Horace Mann, one of the most eminent educators of our times, says: "The study of Phonography should precede all other elementary branches in our schools, for a proper understanding of the enunciation of the elements of speech will promote a proper enunciation of words that make up those elements. The insufficient training on these elements in our educational institutions is the principal cause of so many palpable defects in speech."

Coleridge, the great English poet and philosopher, said: "My father taught me at an early age the use of short-hand characters, and I hardly know any species of instruction that in after life has stood me in greater stead."

Most of the leading educators of the country have given equally strong indorsements.

Dr. John Hancock, Superintendent of Dayton Schools, said recently at a National convention, "That Phonography is one of the things that should be taught to young men," and predicted that the time is coming when it will supercede the cumbrous longhand.

Hon. Leonard Sweet, a leading lawyer of Chicago, and an accomplished classical scholar, in a recent address said: "A boy applies to me for a place. He is bright, sharp, smart, and fresh from school. I ask, 'what can you do?' He replies, 'I can read Homer, Hesiod, the Greek tragedies, scan Virgil, am well up in mythology, chemistry, botany, and geology.' I say, 'could you keep the books of my office?' 'No,' he says, 'I thought it best to stick strictly to my college course, and common things, like book-keeping, I could learn afterward.' I say, 'can you take letters in shorthand, from my dictation, and then print them on the type-writer?' He says he never thought of learning shorthand or type-writing, and I am compelled to tell him he can not help us."



## WHO CAN MAKE DAILY USE OF PHONOGRAPHY.

**Every Lawyer**, in noting down his references, in making his first drafts of legal papers, and in recording testimony.

W. W. Jones, Esq., a prominent Lawyer of Kentucky, recently writes to Dr. Clifton, from Columbia, Ky., that he now writes ninety words a minute with ease, and greatly to his advantage in his professional work. And yet he took but six weeks' instruction from the Doctor the past summer, and this while attending to his professional duties.

**Every Doctor**, in making records of his cases, and in the preparation of monographs, and other literary work of his profession.

**Every Minister**, in the preparation of his sermons.

"I can write in four hours a discourse that would otherwise occupy the whole working day, and I can then read and memorize it in less time, and with far more ease than if it was written in the ordinary way. I love it for its beauty, its philosophy, and its eminent practical utility. It has given me a clearer insight into the structure of the English language, and made me more exact in my pronunciation."—*Rev. T. H. Beverage, Philadelphia.*

"I know more than one minister who is able to write a sermon about as quickly as a sermon is delivered, and is then able to read it just as easily as from equally good longhand."—*Rev. D. D. Wheeden, D. D., Editor of the Methodist Quarterly.*

**Every Business Man, Book-keeper, and Office Man**, in doing a large part of the written work of his business. Very few large establishments are without at least one professional Phonographer, and it can be used by the managers of every business, however small.

**Ladies** will find it to be a delightful accomplishment, and a great advantage in private correspondence. Thousands of ladies in this country are already accomplished Phonographers.

S. A. C. Everett Esq., a prominent citizen of Macon, Georgia, writes: "Dr. Clifton has been here for several months, giving lessons in Phonography, and my wife and I have taken lessons from him with great satisfaction to ourselves, being able to report one hundred words per minute."

**Dr. W. Gregory**, late Professor of Chemistry in Edinburgh University, Scotland, some years ago said:

"I began to learn Phonography exactly four months ago; and I have written it with comfort and pleasure for about three months. Phonographic writing is perfectly legible at any distance of time."

Pages of equally emphatic commendation could be added, showing conclusively that *Phonography is a thoroughly scientific method of writing the language in the briefest possible way; that it is applicable in all departments of labor, and that it is one of the necessities of the times, which no practical person can neglect.* It will be taught in the

## PHONOGRAPHIC DEPARTMENT

OF THE

## Miami Commercial College,

IN THE MOST THOROUGH MANNER, AND FULLY QUALIFIED REPORTERS WILL BE PRODUCED.

Dr. L. B. Clifton, the instructor, is one of the most accomplished reporters in the United States, and has given great attention to acquiring the most systematic and complete methods of instruction.

Elias Longley, Esq., for the last twenty-five years one of the leading authors and publishers in this country of Phonographic books and other publications, in a letter to the Principal, a short time since, says that "the Doctor is the most successful teacher of Phonography in the country;" and scores of testimonials from his former pupils, and similar to those of Mr. W. W. Jones, of Kentucky, and Mr. Everett, of Georgia, given above, could be adduced to attest his skill. He is a graduate of Oxford University, England, and brings to the work an unusual degree of scholarship and an extensive acquaintance with philology.

The following letter to Prof. Mayhew, of Detroit, is from the attorney of the great C. B. & Q. R. R. A most competent authority.

Chicago, Burlington & Quincy Railroad Company,  
Law Department, Chicago, June 20, 1881.

Hon. Ira Mayhew, Detroit, Mich.:

*My Dear Sir*—It gives me pleasure in replying to yours of the 14th inst., to say that I consider the knowledge of shorthand writing quite essential now-a-days to the success of a young man seeking employment in a business, professional or railroad office. In railroad offices particularly, shorthand writers are in greater demand than ever before for the reason that heads of departments, having large daily correspondence, find it a much more economical use of time to dictate in a few minutes to an amanuensis the necessary answers, and employ the balance of their time in other and more important duties. A knowledge, too, of Commercial Arithmetic and Book-keeping will be of great advantage to one working out the transportation problem, for the foundation of the railroad system rests upon business principles. Graduates of prominent and reputable Business Colleges, where Phonography is taught, will find it easy to obtain permanent employment in railroad and business offices at wages above that of the average business clerk.

Respectfully yours,  
L. O. GODDARD, Att'y C. B. & Q. R. R.

As a profession for intelligent and active young men and young women, it offers splendid opportunities for profitable employment.

**Students in Colleges and Pupils in the Public Schools** will find it of the greatest possible advantage throughout their course.

"It is one of the best possible ends in obtaining a subsequent education."—*Thos. Hill, Ex-President of Harvard University.*

Prof. Agassiz said that Phonography had enabled him to do more in one year, than he could have done in three without it.

Extract from a Report of a Committee appointed by the Board of Controllers of the Public Schools of Philadelphia, to examine into the principles of the art, and its capacity for usefulness. The Committee, after styling it "a simple, beautiful and labor-saving art," proceed to say "they are satisfied of the practical value of Phonography, not only as applicable to verbatim reporting, and of its practical utility, and admirable adaptation to the purposes of business and professional life, but of its great importance as a branch of popular education."

**Hon. John Bright**, the distinguished English statesman, says:

"Phonography is so clear as to be easily learned by every one of ordinary capacity, and the public benefits to be derived from it are entirely incalculable."





# TWO COURSES OF INSTRUCTION WILL BE GIVEN.

One course is arranged to qualify students for professional reporting, as law and newspaper reporters, and in all other capacities, demanding from one hundred and fifty to two hundred words a minute. This course will take from six to nine months of study, from four to six hours a day, and will include instructions on the Typewriter. The most thorough training will be given in all the details necessary for the highest and best paid class of work. Dr. Clifton's long experience as a professional reporter, and the special attention he has given to the best methods of instruction, will insure the best results. Special training will be given in Law, Railroad, and other departments of reporting.

## THE TERMS FOR THIS COURSE,

Including all the Books and Stationery necessary, payable in two equal installments of \$50.00 each, will be

 \$100.00. 

**A More Limited Course** will be given, which will be arranged to qualify students for writing seventy to eighty words a minute, which is the rate necessary to do amanuensis work, and for all the purposes of the lawyers, doctors, and other professional men, and of ladies, students, and pupils in the public schools. It will be given in three sections: first, an introductory course of twelve lessons; second, a course to reach a speed of forty to fifty words a minute; and third, a course to reach seventy to eighty words a minute.

*For the First Section, \$5 will be charged, and for the Second, \$15, and the Third, \$20; or for the three sections, requiring three to four months, a charge of \$40 in all.*

The lessons may be taken at the rate of two, three or four each week, as may be desired.

The class hours for this section will be as follows, viz: 9 a. m. to 10 a. m., 2 p. m. to 3 p. m., and 7:30 p. m. to 9 p. m., daily, excepting Saturday.

Arrangements have been made to provide excellent board in private families at four dollars per week, for those desiring it.

A careful inquiry into the present condition of phonographic instruction in the United States, shows that while there is a great and growing demand from Railroad companies, and large businesses in all parts of the country for amanuenses who can write eighty to one hundred and fifty words a minute accurately, and who can readily transcribe them in grammatical well constructed longhand, the supply of such is quite limited.

Hundreds have taken up the study, expecting to reach the necessary grade of efficiency in a few weeks of unsystematic study, who have failed to hold their places, and have brought reproach upon the profession by undertaking work they could not perform. The business community is now looking to thoroughly managed training schools to furnish fully qualified writers. The high reputation the

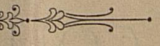
## MIAMI COMMERCIAL COLLEGE

has sustained the past twenty years as a training school for the highest class of Book Keepers, and the fact that hundreds of the graduates are now holding positions of the highest trust and responsibility in all parts of the country as Cashiers, Secretaries, Book Keepers, &c., is the best guarantee that the best training will be given here, and that our graduates will be sought for by the leading Railway Companies and Business Men everywhere.

For further information, all interested are invited to call at the college, or address,

A. D. WILT, Principal.




**M I A M I**


**COMMERCIAL COLLEGE,**  
*FIREMENS INSURANCE BUILDING,*  
 CORNER SECOND AND MAIN STREETS,  
**DAYTON, OHIO.**

A. D. WILT, Principal.

W. H. SUNDERLAND, Associate Principal.

With a Corps of Competent Instructors.

The college is now in the twenty-first year of a prosperous existence. It has educated for the practical duties of a business life, thousands of young men who are now engaged in all parts of the country as Cashiers of Banks, Secretaries of Insurance and Manufacturing Companies, and as Accountants for extensive Mercantile, Commission, and other houses. About three hundred are employed in this city alone.

It is one of the oldest institutions in the country, and ranks among the best in all particulars. The Principal has had continuous charge for over twenty years, and the Associate Principal has been his efficient assistant the past twelve years.

The handsome apartments in the new building of the Firemens Insurance Company, reached by means of the elevator, are not surpassed by those of any other college in the country; and the facilities in all particulars are of the first order. A most systematic and comprehensive course of business practice follows a broad course of theory instruction.

The recent appointment of Principal Wilt as Postmaster of the city will in no way deprive the college of his services, or lessen the efficiency of the instruction. He has ample time to actively and constantly co-operate with the corps of assistants in the work of teaching, and the well-earned reputation of the institution—gained the past twenty-one years—will be most carefully maintained.

A business education, such as is here given, is as much a necessity to every young person, about to enter business, as is preliminary training to a lawyer, doctor, or any other professional man.

The course of instruction is available in all departments of business, and not only affords its possessor protection from fraud and loss, but puts him in possession of hundreds of opportunities for profitable employment and promotion which would otherwise be closed to him.

The demand is rapidly increasing for trained young persons, and graduates—both young men and young women—are constantly being placed in excellent positions.

Inquirers are referred to the leading Banks and Business Houses of Dayton for information as to the standing of the College, and as to the practical character of its instruction. Circulars giving full information as to terms, time, etc., may be had on application.

There are no vacations, and students can enter at any time. Four months is the usual time required to complete the course of study, and the charges are very moderate.

*Business Men in need of competent Book-keepers, Cashiers, or Office Men, are invited to apply. Our graduates comprise the best class of young men, and our selection of a competent and reliable person may be relied on. Hundreds of such have been furnished merchants here and elsewhere at short notice.*



# U. S. Department of Agriculture,

WASHINGTON, D. C., November 17, 1882.

SIR:

It is my desire to call together in convention, to be held in this Department during the coming winter, representatives of the various agricultural colleges and associations in this country for conference and discussion. I wish to meet those who are interested in the animal industry; those having charge of the agricultural colleges, agricultural societies, and the educational agricultural institutions of the country; and those engaged in the culture of cotton, for the purpose of considering the general welfare of agriculture and the various divisions of the industry to which I have alluded.

I shall feel under great obligations to your college or association if it will send representatives to these conventions who are qualified to take part in the proposed deliberations.

The first of this series of conventions will be held on Tuesday, January 23d, 1883, and will be devoted to the colleges and agricultural societies for the discussion of the general principles of farming, and of those questions which belong to agricultural education and the organization of schools, colleges, and associations, and will continue two days.

The second of the series will meet Thursday, the 25th of January, and will be devoted to the discussion of the animal industries of the country, and the various modes of breeding, feeding, and dealing in horses, cattle, sheep, and swine. This convention will continue two days.

The third of these conventions will be held on Monday, January 29th, and will be devoted to the discussion of the cotton crop, its cultivation, sale, and relation to agriculture in the cotton States, and will continue two days.

I would request your college or association to send representatives to as many of these conventions as possible.

Will you be kind enough to designate some officer or representative of your college or society who will be willing to read a paper before the convention which he is elected to attend, and notify me of your selection? Please send to this Department a list of the representatives as soon as chosen.

For the guidance of those who will take part in these conventions I would suggest the following topics for discussion and written essays. To those representing the agricultural colleges and societies I would refer:

1. Standard of admission to colleges.
2. Manual labor as part of a system of education.
3. The demand for educated technologists and specialists in the practical affairs of the industries of our country, and the best methods of educating them for agricultural and other industrial work.
4. The necessity for agricultural education.
5. Literary culture as an accompaniment of scientific training.

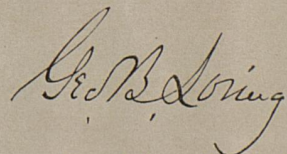
To those representing the animal industries I would refer:

6. The breed, shape, size, and temper of the horse best adapted to the United States.
7. The breeding and feeding of beef, and the supply of the market therewith.
8. Sheep best adapted to American agriculture, and the profit of wool-growing in various sections of the country.
9. Swine best adapted to Western farms and the market.
10. The question of an American representative to the international exhibition of animals at Hamburg in July, 1883, which has been referred to this Department, will be discussed.
11. The transportation of cattle to home and foreign markets.

To those representing the cotton industry I would refer:

All questions affecting the general interests of the industry.

Very respectfully, yours, &c.,



Commissioner of Agriculture.



# BUREAU OF EDUCATION.

Return for the year ending \_\_\_\_\_, 1882.

## INQUIRIES RESPECTING SCHOOLS OF SCIENCE, (MINING, ENGINEERING, AGRICULTURE, ETC.)

- 1. Name of institution, .....
- 2. P. O. address: { Town or city, .....  
State, .....
- 3. Date of charter, .....
- 4. Date of organization, (*i. e.*, year in which institution was first opened for instruction,) .....
- 5. Name of president, .....

### PREPARATORY DEPARTMENT.

- 6. Number of instructors, exclusive of those in the scientific department, .....
- 7. Number of preparatory students: { Male, .....  
Female, .....

### SCIENTIFIC DEPARTMENT.

- 8. Number of resident professors and instructors, .....
- 9. Number of non-resident professors and lecturers, .....
- 10. Number of students {
 

in first year of course:	{ Male, ..... Female, .....	}	Total, .....
in second year of course:	{ Male, ..... Female, .....		
in third year of course:	{ Male, ..... Female, .....		
in fourth year of course:	{ Male, ..... Female, .....		

- 11. Number of students in partial course, .....
- 12. Number of graduate students in institution,\* .....
- 13. Number of State scholarships, .....
- 14. Number of other free scholarships, .....
- 15. Number of years in full course of study, .....
- 16. Number of weeks in scholastic year, .....
- 17. Annual charge to each student for tuition, .....

- 18.† {
 

Number of bound volumes in library, .....	}		
Number of unbound pamphlets in library, .....			
Increase of library in the last school year in { <table style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding-right: 10px;">books, .....</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle; padding: 0 5px;">}</td> </tr> <tr> <td>pamphlets, .....</td> </tr> </table>		books, .....	}
books, .....	}		
pamphlets, .....			

\* Graduates remaining at the institution to pursue studies additional to the regular course.  
 † Where the school of science, agriculture, &c., forms a department of a university or college, these questions are intended to apply to such department only.



19. Number of volumes in students' society libraries,\* .....

20. Value of grounds, buildings, and apparatus,\* .....

21. Amount of productive funds,\* .....

22. Income from productive funds,\* .....

23. Amount of State appropriation for the last year,† .....

24. Receipts for the last year from tuition fees,\* .....

25. Date of next commencement, .....

26. { Name and number of each kind of degree conferred at last commencement on young men, .....  
Name and number of each kind of degree conferred at last commencement on young women, .....

27. Number and kind of honorary degrees conferred at last commencement, .....

28.\* { Total of the gifts and bequests to the school in the last year, exclusive of State appropriation, .....  
Name and residence of benefactor or benefactors, .....  
Amount and kind of gift or bequest in each case, .....  
Purpose of gift or bequest, .....  
Conditions of gift or bequest, .....

(Date:) .....

Please sign legibly: .....  
(Signature of President or Secretary.)

Please send your last annual catalogue, for which postage is inclosed.

\* Where the school of science, agriculture, &c., forms a department of a university or college, these questions are intended to apply to such department only.  
† Please distinguish between annual appropriations from the State and the income from permanent State funds.



# Department of the Interior,

BUREAU OF EDUCATION,

Washington, D. C., *March*, 1883.

Dear Sir:

The Report of the Commissioner of Education for 1882, now in preparation, will present a comprehensive review of the condition of the various grades of education in the several States and Territories, together with detailed statistics of the following classes of educational institutions:

1. Elementary education, including Kindergärten and all public and private schools below the classical or scientific academies and high schools.
2. Secondary education, including high schools, the classical and scientific academies, and other institutions preparatory to college, public or private, business institutes, &c.
3. Training of teachers in normal schools and teachers' institutes.
4. Superior instruction, including colleges and universities both for men and women, regularly authorized to confer degrees.
5. Professional education, including schools of theology, medicine, law, science, technology, and colleges of agriculture and the mechanic arts.
6. Special education, including schools of art, education of the deaf and dumb, blind, orphaned, &c.
7. Education through historical and scientific societies or associations.
8. Education through libraries.
9. Education through museums, as of anatomy, geology, zoölogy, archæology, art, &c.

The Commissioner hopes for the continuance by educators and school officers of the coöperation hitherto so generously extended, and that replies to the accompanying inquiries respecting the institutions or systems of schools under their supervision may be sent in as early as possible. A prompt return will greatly further the work of the Office and insure the early completion of the report, a copy of which will be sent you when ready for distribution.

Catalogues or registers, programmes of study, examination papers, reports, financial statements, and other documents relating to schools, colleges, &c., are also solicited, for which postage is inclosed.

The Report for 1881, now in the hands of the Public Printer, will be sent you as soon as the supply for this Office ordered by Congress shall have been received.

Very respectfully, your obedient servant,

JOHN EATON,

Commissioner.



[1883]

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION.

It is desired that returns for the present and future reports of the Commissioner of Education may be for the scholastic rather than for the calendar year, to which preference has heretofore been given.

This change has been deemed advisable because of the increasing disposition of educational institutions throughout the country to close their financial when they close their scholastic year, and also because it is desired to make the report of this Office conform to the Government fiscal year, which ends June 30.

The figures, therefore, respectfully requested at this time are those for the school year 1883-'84, when the fiscal and school years end at the same date. When this is not the case the finances should be reported for the financial year ending *within* the school year, that is, at any date between July 1, 1883, and July 1, 1884.



CIRCULARS OF INFORMATION

OF THE

BUREAU OF EDUCATION.

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No. 2-1883.

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COEDUCATION OF THE SEXES IN THE PUBLIC SCHOOLS  
OF THE UNITED STATES.

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WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
1883.



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## LETTER.

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DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
*Washington, D. C., May 24, 1883.*

SIR: The manuscript accompanying this letter is an analysis of recent facts and opinions respecting coeducation of the sexes in three hundred and forty towns and cities of the United States. The material employed has been contributed by the school officers and superintendents charged with the management of public instruction in those places; and the variety of the opinions expressed is a faithful reflection of the differing conditions and circumstances. I believe that the newness of the testimony, its great variety of origin, the careful presentment of its characteristics, and the systematic formulation of its results render this paper of peculiar interest to the teaching profession and the public, and therefore recommend its publication as a circular of information.

Very respectfully, your obedient servant,

JOHN EATON,  
*Commissioner.*

The Hon. SECRETARY OF THE INTERIOR.

Publication approved.

M. L. JOSLYN,  
*Acting Secretary.*

51-52



## COEDUCATION OF THE SEXES IN THE PUBLIC SCHOOLS.

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Some esteemed correspondents of the United States Bureau of Education in other countries have made inquiries almost at the same time respecting coeducation of the sexes in American schools. One of these inquiries was specially as to the extent to which coeducation is adopted and practised in public school systems and another referred particularly to the prevalence of coeducation in schools for secondary and superior instruction, public and corporate. In order that these and other inquiries might be answered as clearly and concisely as possible, it was thought best to issue a circular of inquiry to the school officers of such cities and towns as were known or supposed to have graded public schools. This inquiry comprehended substantially (1) the name of the city; (2) its school age; (3) enrolment of different scholars in October, 1882, male, female, and total; (4) the number of said scholars in schools for both sexes, male, female, and total; (5) the number of years in which coeducation is practised; (6) the reasons for adopting or preferring the practice in vogue; (7) how long the present practice has been in vogue; and (8) what change, if any, is proposed and the reasons for it.

It is obvious that the object of this inquiry was to obtain fresh and numerous opinions as much as it was to collect statistics. The progress of time, growth in density of population, the displacement of older by younger superintendents and school officers, and change in other circumstances might have produced in a few years much more extensive changes of thought and opinion than might appear in published reports, and more general change of practice than had been noticed or described by any one. To the many gentlemen who kindly replied to these questions, the Office is indebted for its ability to present the material of this paper.

To the foreign friends and students of American education, a word of caution before reading this article is proffered. No careful person will advise any people to adopt laws and to develop its life and customs in a special direction, although another people has benefited by those laws and customs: the moral conditions and tendencies of the communities must be similar in most respects in order to make the result of such a change really beneficial. Therefore much caution should be exercised by communities existing under different conditions in adopting the American custom of educating the sexes together, because co-



education is only a part of our developed life and body of customs, and if separated from the rest of our laws and customs might produce quite different and even injurious results.

A suggestion may not be out of place also to the many foreign critics of our schools and methods, who, accustomed to the laws and customs of other countries, are good enough to prophesy evil and only evil of ours. It might be better for their accuracy if they understood the subject of their criticism before talking about it. They are particularly fond of criticising coeducation, of which at home they can know little or nothing.

The recital of the many customs, habits, and circumstances environing coeducation of the sexes in this country would be tedious; only a few of the most important will receive a simple mention here. These are the freedom from State control of the ethical and religious relations of persons to each other, the preponderance of the male sex in the greater number of our communities, the survival or revival of the old Teutonic reverence for women, and the universal familiarity of the practice of coeducation for many generations.

The "common school" in the United States is and has been a "mixed" school, which boys and girls attend together, and it is the only school that three-fourths of the people ever enter. In rural communities the weeks between the latest harvest and the earliest ploughing time are occupied by the common school, supported partly by a local tax and partly by a share of the State-tax or appropriation. The pupils are brothers, sisters, cousins, and neighbors to each other; the kindly influences of the family continue beneficially during school hours; the stronger and older pupils protect and advise those who are younger and weaker; the State does not require that the children shall be taught any special form of religious belief or that they shall wear any uniform or other sign of dependence or obligation. As neither the law nor the structure of society recognizes any gradation of rank or station among the people by the bestowal of hereditary honors, rewards, or titles, all the children of the vicinity attend the same school, and the child of the tailor, blacksmith, or carpenter is free to surpass in study and recitation the child of the richest farmer, the ablest lawyer, or the wisest physician in the neighborhood. Under this simple and wholesome regimen the boys are observed to become somewhat less rude and boisterous than when taught separately, while the girls display more courage and candor than is usual in other circumstances. The young people attend school from the age of five or six till they are sixteen or older, when the active duties of life generally begin. Thus, simply and naturally, the rural children of this country grow up into men and women who understand one another better and respect one another more than the people of other lands appear to do. The sexual and social morality of the rural districts and small towns of the United States is very high.

Of these interesting and most numerous communities the statistics



presented in this article say nothing. Their schools are everywhere schools for both sexes. In this respect the graded schools of the villages, towns, and smaller cities are like those of the rural districts.

The following statistics are presented from 144 such towns and smaller cities having less than 7,500 inhabitants according to the census of 1880:

*Towns practising coeducation of the sexes, 1882.*

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Birmingham .....	Alabama .....	3,086	7-21	201	175	376
Central City .....	Colorado .....	2,626	6-21	226	201	427
Golden .....	do .....	2,730	6-21	233	279	512
Altamont .....	Illinois .....	3,065	6-21	51	69	120
Amboy .....	do .....	2,448	6-21	251	336	587
Belvidere .....	do .....	2,951	6-21	176	180	356
Edwardsville .....	do .....	2,887	6-21	324	293	617
Geneseo .....	do .....	3,518	6-21	302	416	718
Kinmundy .....	do .....	1,096	6-21	100	120	220
Mattoon .....	do .....	5,737	6-21	213	260	473
Morrison .....	do .....	1,981	6-21	236	239	475
Paris .....	do .....	4,373	6-21	460	476	936
Peru .....	do .....	4,632	6-21	409	445	854
Princeton .....	do .....	3,439	6-21	379	470	849
Rochelle .....	do .....	1,893	6-21	212	231	443
Sandwich .....	do .....	2,352	6-21	228	268	496
Sparta .....	do .....	1,754	6-21	268	325	593
Urbana .....	do .....	2,942	6-21	306	350	656
Attica .....	Indiana .....	2,150	6-21	240	260	500
Cannelton .....	do .....	1,834	6-21	180	181	361
Crawfordsville .....	do .....	5,251	6-21	517	512	1,029
Franklin .....	do .....	3,116	6-21	300	320	620
Greencastle .....	do .....	3,644	6-21	373	411	784
Mishawaka .....	do .....	2,640	6-21	220	280	500
Orleans .....	do .....	812	6-21	120	113	233
Princeton .....	do .....	2,566	6-21	360	403	763
Rising Sun .....	do .....	1,806	6-21	210	189	399
Rushville .....	do .....	2,515	6-21	247	268	515
Seymour .....	do .....	4,250	6-21	407	443	850
Spencer .....	do .....	1,655	6-21	183	214	397
Union City .....	do .....	3,705	6-21	348	395	743
Washington .....	do .....	4,323	6-21	360	398	758
Bloomfield .....	Iowa .....	1,531	5-21	297	230	527
Durant .....	do .....	475	5-21	59	62	121
Fort Madison .....	do .....	4,679	5-21	186	280	466
Independence .....	do .....	3,128	5-18	278	306	584
Knoxville .....	do .....	2,577	5-21	341	358	699
Lemars .....	do .....	1,895	5-21	203	251	454
McGregor .....	do .....	1,602	5-21	140	199	339
Marengo .....	do .....	1,738	5-21	213	267	480
Marion .....	do .....	1,939	5-21	276	263	539
Marshalltown .....	do .....	6,240	5-21	689	745	1,434
Mason City .....	do .....	2,510	5-21	300	400	700
Newton .....	do .....	2,607	5-21	256	326	582



## Towns practising coeducation of the sexes, 1882—Continued.

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Oskaloosa.....	Iowa.....	4,598	5-21	526	668	1,194
Shenandoah.....	do.....	1,387	5-21	201	208	409
Abilene.....	Kansas.....	2,360	5-21	254	292	546
Beloit.....	do.....	1,835	6-21	184	206	390
Holton.....	do.....	1,500	5-21	209	218	427
Humboldt.....	do.....	1,542	5-21	159	195	354
Independence.....	do.....	2,915	6-21	387	403	790
Olathe.....	do.....	2,285	6-21	212	228	440
Ottawa.....	do.....	4,032	5-21	453	507	960
Salina.....	do.....	3,111	5-21	332	369	701
Sedan.....	do.....	665	5-21	140	173	313
Wichita.....	do.....	3,911	5-21	399	440	839
Algonac.....	Michigan.....	712	5-20	207	134	341
Allegan.....	do.....	2,305	5-20	235	263	498
Brighton.....	do.....	803	5-20	102	107	209
Douglas.....	do.....	522	5-20	73	95	168
East Tawas.....	do.....	1,086	5-20	106	133	239
Eaton Rapids.....	do.....	1,785	5-20	165	256	421
Flushing.....	do.....	690	5-20	131	120	251
Goodrich.....	do.....	235	5-20	56	53	109
Grand Haven.....	do.....	4,862	5-20	546	534	1,080
Hanover.....	do.....	300	5-20	97	100	197
Houghton.....	do.....	1,700	5-20	359	322	681
Lapeer.....	do.....	2,911	5-20	291	316	607
Ludington.....	do.....	4,190	5-20	416	410	826
Mason.....	do.....	1,809	5-20	168	209	377
Middleville.....	do.....	712	5-20	104	109	213
Negaunee.....	do.....	3,931	5-20	219	213	432
Paw Paw.....	do.....	1,482	5-20	200	112	312
Pontiac.....	do.....	4,509	5-20	390	493	883
Traverse City.....	do.....	1,897	5-20	199	261	460
Wayne.....	do.....	919	5-20	139	152	291
West Bay City.....	do.....	6,397	5-20	630	643	1,273
Wyandotte.....	do.....	3,631	5-20	381	326	707
Ypsilanti.....	do.....	4,984	5-20	445	456	901
Appleton.....	Minnesota.....	400	5-21	35	56	91
Blue Earth City.....	do.....	1,066	6-21	125	142	267
Cannon Falls.....	do.....	942	5-21	83	116	199
Duluth.....	do.....	2,645	5-21	422	456	878
Lake City.....	do.....	2,596	5-21	247	246	493
Montevideo.....	do.....	862	5-21	101	149	250
Northfield.....	do.....	2,296	5-21	212	286	498
Rochester.....	do.....	5,103	5-21	346	424	770
Waseca.....	do.....	1,708	5-21	200	225	425
Boonville.....	Missouri.....	3,854	6-21	250	309	559
Glasgow.....	do.....	1,841	6-21	230	225	455
Louisiana.....	do.....	4,325	6-20	260	363	623
Marshall.....	do.....	2,701	6-21	360	370	730
Springfield.....	do.....	6,522	6-20	730	846	1,576
Beatrice.....	Nebraska.....	2,447	5-21	246	272	518
Fremont.....	do.....	3,013	5-21	441	479	920



## COEDUCATION IN THE PUBLIC SCHOOLS.

11

*Towns practising coeducation of the sexes, 1882—Continued.*

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Nebraska City .....	Nebraska .....	4,183	5-21	310	420	730
Kingston .....	New Hampshire ..	1,080	5-14	70	100	170
Morristown .....	New Jersey .....	5,418	5-18	338	382	720
Phillipsburg .....	do .....	7,181	5-18	766	706	1,472
Rahway .....	do .....	6,455	5-15			1,226
Salem .....	do .....	5,056	5-18	300	399	699
Carthage .....	New York .....	1,912	5-21	200	235	435
Green Island .....	do .....	4,160	5-21	341	365	706
Little Falls .....	do .....	6,910	5-21	400	450	850
Norwich .....	do .....	5,756	5-21	386	419	805
Sing Sing .....	do .....	6,578	5-21	425	470	895
Whitehall .....	do .....	4,270	5-21	278	410	688
Greensboro' .....	North Carolina ...	2,105	6-21	120	125	245
Ashtabula .....	Ohio .....	4,445	6-21	356	323	679
Circleville .....	do .....	6,046	6-21	502	627	1,129
Defiance .....	do .....	5,907	6-18	516	524	1,040
Gallipolis .....	do .....	4,400	6-21	543	391	934
Lancaster .....	do .....	6,803	6-21	543	525	1,068
Marietta .....	do .....	5,444	6-21	508	649	1,157
Mount Vernon .....	do .....	5,249	6-21	416	434	850
Piqua .....	do .....	6,031	6-21	491	551	1,042
Washington C. H. ....	do .....	3,798	6-21	346	369	715
Wooster .....	do .....	5,840	6-21	541	563	1,104
Xenia .....	do .....	7,026	6-21	548	533	1,081
North East .....	Pennsylvania .....	1,396	6-21	127	150	277
Oil City .....	do .....	7,315	6-21	800	700	1,500
Towanda .....	do .....	3,814	6-21	256	267	523
Watsonstown .....	do .....	1,481	6-21	195	203	398
Barrington .....	Rhode Island .....	1,359	5-	77	68	145
Exeter .....	do .....	1,310	5-15	93	95	188
Johnston .....	do .....	5,765	5-15	480	419	899
North Providence .....	do .....	1,467	5-16	113	105	218
Smithfield .....	do .....	*1,800	5-15	164	173	337
Westerly .....	do .....	6,104	4-	301	308	609
Huntington .....	Tennessee .....	646	6-21	125	175	300
Union City .....	do .....	1,879	6-21	198	210	408
Brenham .....	Texas .....	4,101	6-16	287	327	614
Bryan .....	do .....	*1,500	8-14	93	120	213
Corsicana .....	do .....	3,373	7-16	270	280	550
Mineola .....	do .....	1,175	6-18	100	110	210
Navasota .....	do .....	1,611	5-20	210	238	448
Palestine .....	do .....	2,997	8-14	126	118	244
Staunton .....	Virginia .....	6,664	5-21	472	421	893
Parkersburg .....	West Virginia ...	6,582	6-21	706	801	1,507
Alma .....	Wisconsin .....	731	4-20	132	128	260
Black River Falls .....	do .....	1,427	4-20	120	145	265
Hudson .....	do .....	665	4-20	212	280	492
Menomonee .....	do .....	2,258	4-20	354	414	768
New Holstein .....	do .....	2,059	4-20	152	124	276

\* Estimated.



In most of the larger towns and cities coeducation of the sexes is the rule, separation the exception. Recent replies have been received from 196 such places, 177 of which coeducate and 19 separate the sexes for at least a part of the school course. The statistics respecting the coeducating cities and towns are now presented:

*Cities practising coeducation of the sexes, 1882.*

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Little Rock .....	Arkansas .....	13, 185	6-21	957	1, 312	2, 269
Los Angeles .....	California .....	11, 180	6-21	1, 013	1, 023	2, 036
Oakland .....	do .....	34, 556	6-21	3, 050	3, 117	6, 167
Sacramento .....	do .....	21, 420	6-21	1, 723	1, 893	3, 616
San Francisco .....	do .....	233, 953	6-17	15, 615	13, 936	29, 551
Stockton .....	do .....	10, 287	6-17	880	973	1, 853
Denver .....	Colorado .....	35, 629	6-21	1, 960	2, 128	4, 088
Bridgeport .....	Connecticut .....	29, 148	5-16	2, 349	2, 266	4, 615
Danbury .....	do .....	11, 669	5-21	600	608	1, 208
Greenwich .....	do .....	7, 892	4-16	725	712	1, 437
Meriden .....	do .....	18, 340	5-16	1, 450	1, 530	2, 980
New Britain .....	do .....	13, 978	4-16	747	812	1, 559
Norwich .....	do .....	21, 141	4-16	*1, 066	*1, 018	*2, 084
Waterbury .....	do .....	20, 269	4-16			4, 200
Key West .....	Florida .....	9, 890	6-21	455	508	963
Columbus .....	Georgia .....	10, 123	7-16	363	443	806
Alton .....	Illinois .....	8, 975	6-21	525	666	1, 191
Aurora .....	do .....	11, 873	6-21	1, 073	1, 116	2, 189
Chicago .....	do .....	503, 305	6-21	30, 318	31, 279	61, 597
Danville .....	do .....	7, 735	6-21	892	911	1, 803
Decatur .....	do .....	9, 548	6-21	949	913	1, 862
Elgin .....	do .....	8, 789	6-21	739	696	1, 435
Freeport .....	do .....	8, 516	5-21	675	618	1, 293
Galesburg .....	do .....	11, 446	6-21	819	881	1, 700
Joliet .....	do .....	11, 659	6-21	1, 129	1, 154	2, 283
Ottawa .....	do .....	7, 834	6-21	746	737	1, 483
Quincy .....	do .....	27, 275	6-21	1, 338	1, 509	2, 847
Rockford .....	do .....	13, 136	6-21	1, 009	1, 157	2, 166
Rock Island .....	do .....	11, 661	6-21	901	941	1, 842
Springfield .....	do .....	19, 746	6-21	1, 269	1, 279	2, 548
Fort Wayne .....	Indiana .....	26, 880	6-21	1, 337	1, 540	2, 877
Indianapolis .....	do .....	75, 074	6-21	5, 695	6, 389	12, 084
La Fayette .....	do .....	14, 860	6-21	1, 301	1, 340	2, 641
Logansport .....	do .....	11, 198	6-21	790	892	1, 682
New Albany .....	do .....	16, 423	6-21	1, 315	1, 331	2, 646
Richmond .....	do .....	12, 743	6-21	958	1, 058	2, 016
South Bend .....	do .....	13, 279	6-21	913	949	1, 862
Terre Haute .....	do .....	26, 040	6-21	1, 900	2, 000	3, 900
Vincennes .....	do .....	7, 680	6-21	395	388	783
Burlington .....	Iowa .....	19, 450	5-21	1, 460	1, 650	3, 110
Clinton .....	do .....	9, 052	5-21	701	800	1, 501
Council Bluffs .....	do .....	18, 059	5-21	930	1, 019	1, 949

\* Estimated.



*Cities practising coeducation of the sexes, 1882—Continued.*

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Davenport.....	Iowa.....	21,834	5-21	1,972	2,160	4,132
Des Moines.....	do.....	22,408	5-21	1,186	1,298	2,484
Dubuque.....	do.....	22,254	5-21	1,598	1,494	3,092
Keokuk.....	do.....	12,117	5-21	970	1,146	2,116
Ottumwa.....	do.....	9,004	5-21	694	807	1,501
Atchison.....	Kansas.....	15,105	5-21	1,030	1,281	2,311
Lawrence.....	do.....	8,511	5-21	789	874	1,663
Leavenworth.....	do.....	16,550	5-21	1,572	1,677	3,249
Topeka.....	do.....	15,451	7-21	1,471	1,673	3,144
Lexington.....	Kentucky.....	16,656	6-20	966	909	1,875
Newport.....	do.....	20,433	6-20	1,125	1,212	2,337
Auburn.....	Maine.....	9,556	4-21	.....	.....	1,600
Lewiston.....	do.....	19,083	4-21	.....	.....	2,256
Portland.....	do.....	33,810	5-21	2,900	2,336	5,236
Rockland.....	do.....	7,599	4-21	.....	.....	1,450
Brookline.....	Massachusetts.....	8,053	5-16	659	687	1,346
Cambridge.....	do.....	52,740	5-15	4,228	4,389	8,617
Chelsea.....	do.....	21,782	5-15	.....	.....	3,653
Chicopee.....	do.....	11,325	5-15	528	566	1,094
Fitchburg.....	do.....	12,405	5-15	.....	.....	2,200
Gloucester.....	do.....	19,329	5-15	2,007	2,032	4,039
Lowell.....	do.....	59,485	5-15	4,250	3,750	8,000
Lynn.....	do.....	38,284	5-15	2,876	2,815	5,691
Malden.....	do.....	12,017	5-15	878	902	1,780
Marlborough.....	do.....	10,126	5-15	1,032	980	2,012
Milford.....	do.....	9,310	5-21	814	655	1,469
Newton.....	do.....	16,995	5-15	1,657	1,783	3,440
Pittsfield.....	do.....	13,367	5-15	1,261	1,201	2,462
Somerville.....	do.....	24,985	5-15	2,457	1,930	4,387
Springfield.....	do.....	33,340	5-15	2,851	2,369	5,220
Taunton.....	do.....	21,213	5-15	2,153	1,932	4,085
Weymouth.....	do.....	10,571	5-15	940	935	1,875
Woburn.....	do.....	10,938	5-18	1,100	1,200	2,300
Worcester.....	do.....	58,295	5-18	5,200	4,400	9,600
Adrian.....	Michigan.....	7,849	5-20	621	675	1,296
Ann Arbor.....	do.....	8,061	5-20	904	749	1,653
Bay City.....	do.....	20,693	5-20	1,240	1,343	2,583
Detroit.....	do.....	116,342	5-20	6,443	6,917	13,360
East Saginaw.....	do.....	19,016	5-20	1,403	1,521	2,924
Flint.....	do.....	8,410	5-20	688	767	1,455
Grand Rapids.....	do.....	32,015	5-20	2,492	2,579	5,071
Kalamazoo.....	do.....	*11,500	5-20	952	1,077	2,029
Muskegon.....	do.....	11,262	5-20	910	1,018	1,928
Saginaw.....	do.....	10,525	5-20	937	925	1,862
Minneapolis.....	Minnesota.....	46,887	6-21	3,352	3,440	6,792
St. Paul.....	do.....	41,498	6-21	2,878	2,616	5,494
Stillwater.....	do.....	9,054	6-21	625	605	1,230
Winona.....	do.....	10,208	5-21	662	678	1,340
St. Joseph.....	Missouri.....	32,461	6-20	1,884	2,037	3,921
St. Louis.....	do.....	350,522	6-20	22,966	24,755	47,721
Sedalia.....	do.....	9,561	6-20	985	1,154	2,139

\* Estimated.



*Cities practising coeducation of the sexes, 1882 — Continued.*

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Lincoln .....	Nebraska .....	13,003	5-21	869	862	1,731
Omaha .....	do .....	30,518	5-21	2,017	2,069	4,086
Virginia City .....	Nevada .....	10,917	6-18	684	629	1,313
Manchester .....	New Hampshire ..	32,630	5-21	1,527	1,495	3,022
Nashua .....	do .....	13,397	5-15	1,233	1,198	2,431
Portsmouth .....	do .....	9,690	5-15	762	676	1,438
Elizabeth .....	New Jersey .....	28,229	5-18	1,317	1,447	2,764
Jersey City .....	do .....	120,722	5-18	7,390	7,859	15,249
Newark .....	do .....	136,508	5-18	7,351	8,167	15,518
Paterson .....	do .....	51,031	5-18	.....	.....	5,920
Albany .....	New York .....	90,903	5-21	5,613	5,768	11,381
Auburn .....	do .....	21,924	6-21	1,366	1,419	2,785
Binghamton .....	do .....	17,315	5-21	1,352	1,440	2,792
Buffalo .....	do .....	155,137	5-21	7,850	9,140	16,990
Elmira .....	do .....	20,541	5-21	1,617	1,599	3,216
Hornellsville .....	do .....	8,195	5-21	600	674	1,274
Hudson .....	do .....	8,670	5-21	579	511	1,090
Ithaca .....	do .....	9,105	5-21	774	1,025	1,799
Jamestown .....	do .....	9,357	5-21	880	960	1,840
Kingston .....	do .....	8,780	5-21	626	659	1,285
Lockport .....	do .....	13,522	5-21	1,354	1,311	2,665
Long Island City .....	do .....	17,129	4-21	1,344	1,383	2,727
Newburgh .....	do .....	18,049	5-21	1,347	1,250	2,597
Port Jervis .....	do .....	8,678	5-21	811	906	1,717
Rochester .....	do .....	89,363	5-21	5,230	5,041	10,271
Rome .....	do .....	12,194	5-21	895	941	1,836
Poughkeepsie .....	do .....	20,207	5-21	909	973	1,882
Saratoga Springs .....	do .....	10,820	5-21	700	878	1,578
Schenectady .....	do .....	13,655	6-21	875	950	1,825
Syracuse .....	do .....	51,791	5-21	3,797	4,158	7,955
Troy .....	do .....	56,748	5-21	3,420	3,917	7,337
Utica .....	do .....	33,913	5-21	2,798	2,780	5,578
Watertown .....	do .....	10,697	5-21	917	972	1,889
Wilmington .....	North Carolina ..	17,350	6-21	468	461	929
Akron .....	Ohio .....	16,512	6-21	1,489	1,579	3,068
Chillicothe .....	do .....	10,938	6-21	882	870	1,752
Cincinnati .....	do .....	255,130	6-21	15,659	15,191	30,850
Columbus .....	do .....	51,665	6-21	3,811	4,143	7,954
Dayton .....	do .....	38,677	6-21	2,772	2,891	5,663
Fremont .....	do .....	8,451	6-21	421	478	899
Hamilton .....	do .....	12,122	6-21	920	932	1,852
Ironton .....	do .....	8,857	6-21	848	845	1,693
Lima .....	do .....	7,567	6-21	684	691	1,375
Newark .....	do .....	9,602	6-21	892	890	1,782
Sandusky .....	do .....	15,838	6-21	1,109	1,228	2,337
Stuebenville .....	do .....	12,093	6-21	1,019	1,071	2,090
Tiffin .....	do .....	7,879	6-21	575	578	1,153
Toledo .....	do .....	59,143	6-21	3,177	3,496	6,673
Portland .....	Oregon .....	17,578	6-21	1,354	1,461	2,815
Allegheny .....	Pennsylvania .....	78,681	6-15	5,169	5,424	10,593
Altoona .....	do .....	19,716	6-21	1,551	1,685	3,236



*Cities practising coeducation of the sexes, 1882—Continued.*

Town.	State.	Population, 1880.	School age.	Enrolled in public schools October, 1882.		
				Male.	Female.	Total.
Bradford .....	Pennsylvania.....	9,197	6-21	605	630	1,235
Chester .....	do .....	14,996	6-21	1,061	1,156	2,217
Danville .....	do .....	8,346	6-21	709	825	1,534
Erie .....	do .....	27,730	6-21	1,993	2,007	4,000
Lebanon .....	do .....	8,778	6-21	648	759	1,407
New Castle .....	do .....	8,418	6-20	768	854	1,622
Norristown .....	do .....	13,063	6-21	919	918	1,837
Pittsburgh .....	do .....	156,381	6-21	10,622	10,970	21,592
Pottsville.....	do .....	13,253	6-21	1,047	1,042	2,089
Scranton.....	do .....	45,850	6-21	3,035	4,140	7,175
Shenandoah .....	do .....	10,148	6-21	626	1,004	1,630
Titusville.....	do .....	9,046	6-16	696	761	1,457
Williamsport .....	do .....	18,934	6-21	987	1,164	2,151
Wilkes-Barre .....	do .....	23,339	6-21	790	795	1,585
Newport.....	Rhode Island .....	15,693	5-	947	886	1,833
Pawtucket.....	do .....	19,030	5-21	1,867	1,757	3,624
Providence .....	do .....	104,852	5-	6,507	6,367	12,874
Memphis .....	Tennessee .....	33,593	6-21	1,305	1,665	2,970
Nashville .....	do .....	43,350	7-21	2,495	2,985	5,480
Galveston .....	Texas .....	22,248	6-18	1,033	1,142	2,175
Houston .....	do .....	16,513	8-18	657	807	1,464
San Antonio.....	do .....	20,561	6-18	895	995	1,890
Burlington .....	Vermont.....	11,364	5-20	500	490	990
Rutland .....	do .....	12,149	5-20	482	388	870
Lynchburg .....	Virginia .....	15,959	5-21	833	1,011	1,844
Norfolk .....	do .....	21,966	5-21	620	584	1,204
Richmond .....	do .....	63,550	5-21	3,020	4,059	7,079
Fond du Lac .....	Wisconsin .....	13,091	4-20	800	836	1,636
Janesville .....	do .....	9,018	4-20	640	772	1,412
La Crosse.....	do .....	14,505	4-20	1,008	1,030	2,038
Madison .....	do .....	10,325	5-20	612	700	1,312
Milwaukee .....	do .....	115,578	4-20	7,897	7,603	15,500
Racine .....	do .....	16,031	4-20	1,140	1,161	2,301

It is proper here to state that a few of the superintendents who have kindly supplied the statistics forming the two tables given have misunderstood the intention of this Office as to the wording of the third question in the circular of inquiry. These gentlemen have treated "enrolment of different scholars" as synonymous with "enumeration of school population," and in several instances have substituted "enumeration" for "enrolment" with their pens. These and a few other clerical errors have been corrected, so that the tables as published are believed to be correct summaries of the replies received as to the first five questions of the schedule from the 321 villages, towns, and cities mentioned. It is more convenient to treat the replies to the sixth, seventh, and eighth questions in another way.



## REASONS FOR ADOPTING OR PREFERRING COEDUCATION.

The sixth question is obviously the most important of the three; the replies to it have, therefore, been carefully analyzed and grouped in such a way as to bring out clearly the reasons given and to evolve from these the arguments for coeducation as stated by the officials and school principals who are charged with the administrations of the graded systems in which it forms such a conspicuous part. Of course the men who have furnished these replies vary much in their mental characteristics, experience, points of view, and other circumstances. It is not strange, therefore, that some of them should have answered the question indefinitely or not at all, and that none of them should have included all the reasons that can be extracted from their replies when compared with one another.

## REPLIES IN GENERAL TERMS.

Thirty-six of these gentlemen, then, answer indefinitely, or do not answer, the sixth question. A few of these answers are quoted here:

*Syracuse, N. Y.*: "It was thought to be the true way when the schools were organized."—EDWARD SMITH.

*Central City, Colo.*: "Common sense. I have been a teacher for more than 30 years. There is not a single tenable argument for separation of the sexes in education."—H. M. HALE.

*Lewiston, Me.*: "All things considered, the coeducation of our school children is regarded as less objectionable than to have them educated otherwise."—ABNER J. PHIPPS.

*Grand Rapids, Mich.*: "The subject is never discussed among us. No objections have been advanced."—A. J. DANIELS.

Replies like the foregoing or less definite were sent from Birmingham, Ala.; Denver, Colo.; Alton, Galesburg, and Geneseo, Ill.; Marshalltown, Iowa; Woburn, Mass.; Algonac and Grand Haven, Mich.; Glasgow, Mo.; Green Island, Port Jervis, and Schenectady, N. Y.; Lebanon and Wilkes-Barre, Pa.; and Burlington, Vt. No replies to the question were made by Bloomfield, Iowa; St. Paul, Minn.; St. Louis, Mo.; Kingston, N. H.; Elizabeth, N. J.; Buffalo, Norwich, and Whitehall, N. Y.; Cincinnati, Wooster, and Xenia, Ohio; Danville and Shenandoah, Pa.; Exeter and Newport, R. I.; and Madison, Wis.

Thirty-two of these thirty-six towns and cities answer the seventh question substantially as Bloomfield, Iowa, does, viz, that "the practice is as old as the school system." Buffalo and Whitehall, N. Y., and Exeter, R. I., do not reply. Thirty of the thirty-six answer, substantially, that no change is looked for, in reply to the eighth question, Geneseo, Ill., Green Island and Buffalo, N. Y., Shenandoah, Pa., and Exeter, R. I., not answering. The following sentence closes the reply from Glasgow, Mo.:

Our schools are doing very well, but I think coeducation of the sexes is not best for our public schools.—G. W. JONES.



## FORMULATION OF THE OTHER REPLIES.

The answers of the other cities and towns that practice coeducation throughout their public school course give one reason or more for their practice. These, when analyzed and arranged in an orderly way, can be formulated as follows. Coeducation of the sexes is preferred, because it is—

- (1) NATURAL, following the ordinary structure of the family and of society;
- (2) CUSTOMARY, being in harmony with the habits and sentiments of every-day life and the laws of the State;
- (3) IMPARTIAL, affording one sex the same opportunity for culture that the other enjoys;
- (4) ECONOMICAL, using the school funds to the best advantage;
- (5) CONVENIENT, both to superintendent and teachers, in assigning, grading, teaching, and discipline; and
- (6) BENEFICIAL to the minds, morals, habits, and development of the pupils.

## COEDUCATION THE NATURAL METHOD.

Twenty-five cities prefer and practise coeducation for the first of these reasons:

*New Britain, Conn.*: "It is the natural arrangement that boys and girls should be together in school as they are in the family."—HENRY E. SAWYER.

*Pittsburgh, Pa.*: "It is natural; we find boys and girls together in families and we infer that their Creator favors their coeducation."—GEORGE J. LUCKEY.

*Pawtucket, R. I.*: "We are created male and female; all the impulses and activities of nature enforce coexistence; if we must live together, we must be educated to that end; to educate separately is an attempt to change the natural order of human economy."—ANDREW JENCKS.

*Cambridge, Mass.*: "Probably it was thought that God's plan in instituting the human family was a good one to follow."—FRANCIS COGSWELL.

Replies like the foregoing were received from Meriden, Conn.; Greencastle, Ind.; Holton, Kans.; Chelsea, Lowell, Newton, and Worcester, Mass.; Bay City, East Saginaw, Paw Paw, and Ypsilanti, Mich.; Minneapolis, Minn.; Nashua, N. H.; Phillipsburg, N. J.; Lockport and Rochester, N. Y.; Akron, Chillicothe, and Toledo, Ohio; Chester and Erie, Pa. The seventh question is answered by all substantially as by those previously mentioned. Lowell, Mass., and Paw Paw, Mich., do not answer the eighth question; the rest say that "no change" is the proper reply. The following is the last phrase of the return from Erie, Pa.:

In higher studies *more* girls than boys excel, though the *very best* students are more likely to come from the male side.—H. S. JONES.

## COEDUCATION THE CUSTOMARY OR LEGAL METHOD.

Forty-five answers are to the general effect that coeducation is the customary and legal method in the community. The following are quoted as examples:

*South Bend, Ind.*: "We never knew any other way; it grew up naturally as the city schools developed from the township schools."—JAMES DU SHANE.

*Chicopee, Mass.*: "Our schools have always been mixed."—J. T. CLARKE.



*Virginia City, Nev.*: "It is the law of the State."—W. W. BOOHER.

*Milwaukee, Wis.*: "All our schools are mixed; the question has never been raised here."—JAS. MACALLISTER.

In like manner answer Danbury and Waterbury, Conn.; Altamont, Aurora, Decatur, Elgin, and Rock Island, Ill.; Clinton, Marion, Mason City, and Newton, Iowa; Beloit, Olathe, and Ottawa, Kans.; Brookline, Fitchburg, Milford, Pittsfield, Somerville, and Weymouth, Mass.; Kalamazoo, Middleville, Negaunee, and Saginaw, Mich.; Cannon Falls, Minn.; Lincoln, Nebr.; Binghamton, Jamestown, Rome, and Watertown, N. Y.; Portland, Oreg.; Oil City, Titusville, and Williamsport, Pa.; Smithfield, R. I.; Alma, Hudson, Janesville, and Racine, Wis.

The authorities of the 43 places just named answer the seventh and eighth inquiries in the same way as the groups previously considered. The two following adduce custom as the principal reason for coeducation like the others, and report that it has existed from the first organization of their affairs; they answer the eighth question as follows:

*Manchester, N. H.*: "The question of separating the sexes above the primary grades has been discussed recently by a member of the committee, but no action has been taken as yet to effect any change."—WM. E. BUCK.

*Traverse City, Mich.*: "As our schools grow and we have to subdivide our grades, we may, as a matter of experiment and convenience, assign the boys to one teacher and the girls to another."—S. G. BURKHEAD.

#### COEDUCATION AN IMPARTIAL METHOD.

Only five answers to the sixth question give justice to both sexes as the reason for coeducation:

*Fond du Lac, Wis.*: "There is no appreciable difference in the mental capacity of boys and girls during public school life."—C. A. HUTCHINS.

The other replies classified under this head were from San Francisco, Cal.; Humboldt, Kans.; Hanover and Lapeer, Mich.

#### COEDUCATION THE MOST ECONOMICAL WAY.

*Houghton, Mich.*: "Economy is the chief reason. To obtain the same excellence in grading and instruction would require a much larger teaching force were the sexes separated."—H. B. SLAUSON.

*Memphis, Tenn.*: "The high school and seventh year grades were 'separate' prior to 1874; since then coeducation has been the rule in all grades, because less expensive."—CHARLES H. COLLIER.

*Galveston, Tex.*: "Lack of means to provide teachers and accommodations for separate instruction." (7) "Since October, 1881." (8) "No change thought of at present; coeducation works well, and has an elevating and refining influence on both sexes, with better results."—H. B. GWYNN.

Similar answers were made by La Fayette, Ind.; Wayne and West Bay City, Mich.; and Beatrice, Nebr.

#### COEDUCATION A CONVENIENT METHOD.

*Detroit, Mich.*: "Separation of the sexes greatly complicates the grading of a school, especially when the number of each sex in a grade is not large enough to form two full classes."—J. M. B. SILL.

*Rahway, N. J.*: "Convenience in grading and facility in discipline."—JOHN H. SHOTWELL.



Los Angeles and Sacramento, Cal.; Key West, Fla.; Lynn, Mass.; and Norfolk, Va., sent similar replies.

## COEDUCATION BENEFICIAL TO THE PUPILS OF BOTH SEXES.

Fifty cities specify the beneficial results of coeducation as their reason for preferring it. Among these are the following:

*Little Rock, Ark.*: "It is mutually beneficial; it cultivates a respect and esteem in each sex for the other which is necessary in later years."—J. M. FISH.

*Ottawa, Ill.*: "Both sexes need the same training; as growth proceeds, each sex has a good influence on the other. Under proper control, neither sex demoralizes the other. In the past ten years I have not heard a syllable about separating the sexes in school except at the convent; the Sisters find it difficult to control bad boys, and they soon will have men in charge of the parish school for boys."—D. R. A. THORP.

*Shenandoah, Iowa*: "Meeting each other daily and working together promote a healthy and generous rivalry in studies, while improving the manners: boys become more gentlemanly and girls more lady-like."—C. H. GURNEY.

*Independence, Kans.*: "It affords a sort of culture that is not acquired when the sexes are educated separately."—C. W. CONWAY.

*Lexington, Ky.*: "It refines the boys and gives confidence and self-reliance to the girls; excites emulation; and has resulted in good, so far as we know."—JNO. O. HODGES, Jr.<sup>1</sup>

*Fremont, Nebr.*: "The result is a more harmonious development of both sexes."—A. E. CLARENDON.

*Little Falls, N. Y.*: "Better results can be attained; the influence of each sex upon the other is healthful."—C. T. BARNES.

*Wilmington, N. C.*: "Better results can be secured with coeducation than could be without it."—M. C. S. NOBLE.

*Mineola, Tex.*: "It is regarded as conducive to the highest order of development."—W. M. CROW.

*Rutland, Vt.*: "Association of the pupils as they grow up is thought to be better, intellectually and morally, than separation."—J. J. R. RANDALL.

Similar answers were received from Bridgeport, Conn.; Amboy, Paris, Princeton, Rockford, and Sparta, Ill.; Richmond, Ind.; Burlington, Fort Madison, and Independence, Iowa; Atchison, Leavenworth, and Wichita, Kans.; Rockland, Me.; Malden and Springfield, Mass.; Douglas, Flint, and Flushing, Mich.; Blue Earth City and Waseca, Minn.; St. Joseph, Mo.; Nebraska City, Nebr.; Portsmouth, N. H.; Salem, N. J.; Albany, Kingston, Poughkeepsie, Saratoga Springs, and Utica, N. Y.; Columbus, Fremont, Gallipolis, Mount Vernon, Piqua, and Tiffin, Ohio; New Castle and Scranton, Pa.; Johnston, R. I.; and Black River Falls, Wis.

Bearing in mind, then, that coeducation has been adopted or is preferred by twenty-five places because it is "natural," forty-five places because it is "customary," five places because it is "impartial," seven

<sup>1</sup>This gentleman, in another part of his letter, says: "I graduated at Centre College in 1855, where President Young's four daughters were the first women in the State to attend a college for men. There are no better or more successful women than these in this State to-day. From that time to the present I have made this matter a study, and do not hesitate to say that the results of coeducation, so far as I have been able to see them, are good and only good."



places because it is "economical," seven places because it is "convenient," and fifty places because it is "beneficial," let us examine the replies that contain two or more of these reasons.

#### ECONOMY AND BENEFIT OF COEDUCATION.

Twenty-two towns and cities prefer coeducation as both economical and beneficial, as, for example:

*Pontiac, Mich.*: "The economic good of the community and the moral good of the pupils."—FERRIS S. FITCH.

*Stockton, Cal.*: "Less expensive, and a means of refinement and restraint."—S. P. CRAWFORD.

*Salina, Kans.*: "(1) We could not grade our school in any other way, on account of expense. (2) It is better for both sexes, because it restrains the boys and incites the girls to study."—T. D. FITZPATRICK.

*Auburn, Me.*: "(1) Economy of room; with a scattered population it would be impossible to sustain schools enough, most of them necessarily small, for separate instruction. (2) It is our belief that coeducation is the best for both sexes."—G. T. FLETCHER.

*Lake City, Minn.*: "It is more economical; and better results in school are attained without any moral or physical detriment."—WILLIAM MOORE.

Like replies, in substance, were received from Oakland, Cal.; Mattoon, Morrison, and Quincy, Ill.; Princeton and Rushville, Ind.; Marengo, Iowa; Topeka, Kans.; Taunton, Mass.; Goodrich, Mich.; Montevideo, Minn.; Marshall, Sedalia, and Springfield, Mo.; Lancaster, Ohio; North East, Pa.; and Houston, Tex.

#### CONVENIENCE AND BENEFIT OF COEDUCATION.

The convenience and beneficial character of coeducation are asserted by the superintendents of Golden, Colo.; Norwich, Conn.; Peru, Ill.; Union City, Ind.; Davenport and Lemars, Iowa; Adrian and Eaton Rapids, Mich.; Hudson, N. Y.; Circleville, Newark, and Washington Court House, Ohio; Altoona and Norristown, Pa.; and by the following:

*Joliet, Ill.*: "Convenience; the influence of each sex upon the other. We have had coeducation forty years. I do not know that any change is in view, but I am convinced by twenty years' experience in public schools that from 9 to 14 years of age, inclusive, boys and girls should be educated separately; before and after that time of life I favor coeducation."—D. H. DARLING.

*Morristown, N. J.*: "We see no good reason why the sexes should be separated in educational pursuits more than in others. The present arrangement is much more satisfactory than the former one of separating the sexes. We secure better discipline and better work. Coeducation has been used for ten years. We see no reason for change."—W. L. R. HAVEN.

*Ithaca, N. Y.*: "For the sake of better grading and because it is believed to have a good influence on both sexes."—L. C. FOSTER.

*Pottsville, Pa.*: "It is much more convenient to grade the schools; both sexes do better work and behave better."—B. F. PATTERSON.

*San Antonio, Tex.*: "Because it affects favorably the gradation, discipline, and morals."—W. C. ROTE.



Mr. Darling's personal opinion as to the advisability of separate training between the ages of nine and fifteen is in singular contrast to the emphatic opinion of Mr. Haven and to the following addendum taken from another of these nineteen replies: "We never intercept a 'smutty' note in mixed schools; in girls' schools we used to do so."

## ECONOMY AND CONVENIENCE OF COEDUCATION.

Eighteen replies are to the effect that coeducation is preferred because it is economical and convenient.

*Columbus, Ga.*: "It is cheaper and makes a better gradation."—GEORGE M. DEWS.

*Marietta, Ohio*: "Economy and convenience of the pupils."—C. K. WELLS.

*Union City, Tenn.*: "No other practice is convenient. It would cost too much to teach the sexes separately."—T. C. KARNS.

*Richmond, Va.*: "It is thought to be the most economical and convenient plan."—E. M. GARNETT.

The other replies were received from Greenwich, Conn.; Mishawaka, New Albany, Rising Sun, and Vincennes, Ind.; Dubuque, Iowa; Newark, N. J.; Hornellsville, N. Y.; Sandusky, Ohio; Barrington, R. I.; Huntingdon, Tenn.; Corsicana, Tex.; Lynchburg and Staunton, Va.

## NATURAL CHARACTER AND BENEFICIAL EFFECT OF COEDUCATION.

Twelve replies assert that coeducation is the natural method of teaching the young and that its effects are good:

*Fort Wayne, Ind.*: "It seems to us most natural; it produces good effects upon the conduct of both boys and girls and acts as a healthy incentive to good work."—JOHN S. IRWIN.

*Portland, Me.*: "It is nature's 'family' plan. We find it to be altogether the better way to secure effective study, good order, and good morals. Coeducation has been practised partially for a long time, wholly for five years past. No change proposed."—THOMAS TASH.

*Allegheny City, Pa.*: "It is the natural plan. The boys are not separated from their sisters in home work and amusements and there is no good reason why they should be separated at school. We have had boys and girls reciting together in school for more than twenty years; before my knowledge of the schools I am told that in some the sexes were taught separately, but now in all they study, recite, and play together, and we have not discovered any bad results from the plan."—JOHN MORROW.

The nine other replies of similar import were received from Ottumwa, Iowa; Gloucester and Marlborough, Mass.; Mason and Muskegon, Mich.; Boonville, Mo.; Long Island City, N. Y.; Ashtabula, Ohio; and Watontown, Pa.

## COEDUCATION ECONOMICAL AND CUSTOMARY.

*Edwardsville, Ill.*: "Economy and custom."—ISAAC H. BROWN.

So answer Sandwich, Ill.; Franklin, Ind.; Sedan, Kans.; La Crosse and New Holstein, Wis. The reply from Hamilton, Ohio, gives the same reasons, and concludes as follows:

"No change has been mentioned in the school board. I am in favor of teaching domestic economy to girls and political economy to boys, and I would separate the sexes in the intermediate grades (for this purpose and for physiological and other reasons)."—L. D. BROWN.



## COEDUCATION CUSTOMARY AND BENEFICIAL.

*Providence, R. I.:* "The practice was deemed the best by experienced educators, and is entirely satisfactory. It was adopted more than forty years ago. No change is proposed."—DANIEL LEACH.

Attica, Ind.; McGregor, Iowa; Abilene, Kans.; Rochester, Minn.; Ironton and Lima, Ohio, concur.

## ECONOMY, CONVENIENCE, AND BENEFITS OF COEDUCATION.

Fifteen towns and cities prefer coeducation to separation, as more economical, convenient, and beneficial.

*Parkersburg, W. Va.:* "Economy, convenience, and ease of discipline; emulation and mutual good influence of the sexes in every phase of school work."—A. L. PURINGTON.

The substance of this reply is repeated in other words by Seymour, Ind.; Des Moines, Iowa; Newport, Ky.; Allegan and East Tawas, Mich.; Stillwater and Winona, Minn.; Louisiana, Mo.; Auburn and Carthage, N. Y.; Dayton, Ohio; Westerly, R. I.; Nashville, Tenn.; and Navasota, Tex.

## COEDUCATION NATURAL, CHEAP, AND BENEFICIAL.

*Jersey City, N. J.:* "It is natural and economical; it is favorable to morality, good manners, progress in studies, true manliness, and true womanhood."—WM. L. DICKINSON.

Similar reasons are given by Rochelle, Ill.; Logansport, Ind.; Omaha, Nebr.; Greensborough, N. C.; Brenham and Bryan, Tex.

## IT IS CUSTOMARY, CHEAP, CONVENIENT, AND BENEFICIAL.

*Newburgh, N. Y.:* "It has been the practice since the schools were organized; motives of economy and convenience; and a belief that at least as good results can be obtained."—R. V. K. MONTFORT.

Lawrence, Kans.; Ann Arbor, Mich.; Duluth, Minn.; and Towanda, Pa., reply in like manner.

## IT IS CUSTOMARY, ECONOMICAL, AND BENEFICIAL.

*Troy, N. Y.:* "It has been the practice from the earliest period of our schools; is most economical; seems entirely unobjectionable."—DAVID BEATTIE.

So answer Wyandotte, Mich.; Belvidere, Ill.; Appleton, Minn.; and Orleans, Ind.

## IT IS NATURAL, CONVENIENT, AND BENEFICIAL.

*Chicago, Ill.:* "Society includes both sexes. Discipline is easier, scholarship is better, and the sexes exercise a healthful influence over each other morally."—GEORGE HOWLAND.

In like manner are the answers from Danville, Ill.; Washington, Ind.; Oskaloosa, Iowa; and Sing Sing, N. Y.



## WHY SOME OTHER PLACES PREFER COEDUCATION.

Indianapolis, Ind., North Providence, R. I., and Palestine, Tex., prefer it as *customary, economical, and convenient*; Paterson, N. J., and Steubenville, Ohio, as *natural, economical, convenient, and beneficial*; Freeport, Ill., and Northfield, Minn., as being *natural, impartial, cheap, and beneficial*; Brighton, Mich., and Durant, Iowa, as *impartial, cheap, and beneficial*; Kinmundy, Ill., and Cannelton, Ind., because it seems *natural, customary, and economical*; Knoxville, Iowa, and Menomonee, Wis., as being *natural and lawful*; Council Bluffs, Iowa, and Defiance, Ohio, as *customary, convenient, and beneficial*; Spencer, Ind., and Keokuk, Iowa, prefer it as being *impartial and economical*; Elmira, N. Y., as *customary and convenient*; Urbana, Ill., as *customary, impartial, and beneficial*; Bradford, Pa., as *customary, convenient, and beneficial*; Crawfordsville, Ind., as *natural, impartial, and beneficial*; Ludington, Mich., as *customary, impartial, and economical*; and Springfield, Ill., as *natural, impartial, convenient, and beneficial*. The most comprehensive answer of the series is that from Terre Haute, Ind.:

"Boys and girls play together and work together both before going to school and after leaving school. Coeducation has always been practised here. It is less expensive. Pupils can be accommodated with schools nearer their homes. They are more easily controlled by the teacher. They have a good influence on each other."—WM. H. WILEY.

Mr. W. W. Jamieson, of Keokuk, Iowa, while reporting for his city as he believes to be true, personally prefers "that from the beginning of the fourth grade the sexes should be separated."

The 146 towns and cities that give two or more reasons for preferring and practising coeducation may be said to divide their opinions as follows: 34 because it is "natural," 36 because it is "customary," 9 because it is "impartial," 94 because it is "economical," 71 because it is "convenient," and 108 because it is "beneficial." Combining these opinions with those of the 139 towns and cities that gave only one reason, we may see that, of 285 cities and towns practising coeducation, 158 favor it as "beneficial," 101 as "economical," 81 as "customary," 78 as "convenient," 59 as "natural," and 14 as "impartial."

## TOWNS AND CITIES NOT PRACTISING COEDUCATION.

Nineteen cities and towns reported that they practised partial or entire separation of the sexes in their public schools. The following tables give statistical items as to the population, school age, enrolment, and the age and number of pupils coeducated in these places, so far as reported to the Bureau of Education:



Towns and cities practising partial or entire separation of the sexes in their public schools,  
1882-'83.

Place.	State.	Popu- lation, 1880.	School age.	Enrolled October, 1882.		
				Male.	Female.	Total.
Mobile.....	Alabama.....	29, 132	6-21	1, 392	1, 547	2, 939
Wilmington.....	Delaware.....	42, 499	6-21	.....	.....	6, 239
Macon.....	Georgia.....	12, 749	6-18	722	743	1, 465
Belleville.....	Illinois.....	10, 683	6-21	1, 047	966	2, 013
New Orleans.....	Louisiana.....	216, 140	6-18	8, 413	9, 269	17, 682
Baltimore.....	Maryland.....	332, 190	6-21	17, 173	17, 517	34, 690
Marblehead.....	Massachusetts.....	7, 467	6-16	575	611	1, 186
Newburyport.....	do.....	13, 538	5-17	1, 100	1, 200	2, 300
Vicksburg.....	Mississippi.....	11, 814	5-21	350	600	950
New Brunswick.....	New Jersey.....	17, 166	5-18	1, 074	1, 002	2, 076
Brooklyn.....	New York.....	566, 689	5-21	31, 958	32, 675	64, 633
Allentown.....	Pennsylvania.....	18, 063	6-21	1, 594	1, 484	3, 078
Easton.....	do.....	11, 924	6-21	971	1, 077	2, 048
Harrisburg.....	do.....	30, 762	6-21	2, 456	2, 656	5, 112
York.....	do.....	13, 940	6-21	1, 136	1, 065	2, 201
Charleston.....	South Carolina.....	49, 999	6-16	1, 429	1, 849	3, 278
Knoxville.....	Tennessee.....	9, 693	6-21	904	1, 104	2, 008
Austin.....	Texas.....	10, 960	7-21	473	590	1, 063
Alexandria.....	Virginia.....	13, 659	5-21	.....	.....	*1, 100

\*Estimated.

Place.	State.	Coeducation practised.			
		Between ages of—	Number of pupils coeducated.		
			Male.	Female.	Total.
Mobile.....	Alabama.....	6-9	322	313	635
Wilmington.....	Delaware.....	6-12	.....	.....	4, 907
Macon.....	Georgia.....	6-13	656	649	1, 305
Belleville.....	Illinois.....	6-13	1, 020	932	1, 952
New Orleans.....	Louisiana.....	6-14	1, 159	1, 280	2, 439
Baltimore.....	Maryland.....	6-13	2, 708	2, 229	4, 937
Marblehead.....	Massachusetts.....	6-8, 14-16	268	290	558
Newburyport.....	do.....	5-17	236	291	527
Vicksburg.....	Mississippi.....	5-21	259	409	668
New Brunswick.....	New Jersey.....	5-10, 13-18	196	216	412
Brooklyn.....	New York.....	.....	3, 891	4, 518	8, 409
Allentown.....	Pennsylvania.....	.....	15	38	53
Easton.....	do.....	6-10	368	401	769
Harrisburg.....	do.....	6-14	872	903	1, 775
York.....	do.....	14-18	153	150	303
Charleston.....	South Carolina.....	6-11, 6-16	1, 047	1, 201	2, 248
Knoxville.....	Tennessee.....	10-12	565	609	1, 174
Austin.....	Texas.....	.....	.....	.....	.....
Alexandria.....	Virginia.....	.....	.....	.....	.....



## REASONS AGAINST COEDUCATION.

Twelve of the nineteen towns and cities under consideration appear to have a decided aversion to coeducation. Their replies to the sixth, seventh, and eighth questions follow their names:

*Mobile, Ala.:* "(6) Necessity, from want of means to erect buildings for each sex in all cases. (7) Thirty years. (8) All schools eventually will be separated into male and female departments, because the plan is conservative. I have often changed my mind on this subject, but long experience has taught me that separation is the safer plan of education, especially in cities."—E. R. DICKSON.

*Wilmington, Del.:* "(6) The opinion held by a very large majority of our people that it is better that the sexes should be separate after the age of twelve. (7) More than fifteen years. (8) No change. Two years ago coeducation in the grammar and high schools was urged by some members of the school board, but the opposition to it was found to be quite general."—DAVID W. HARLAN.

*Belleverille, Ill.:* "(6) Better discipline; proper attention can be paid to the physical requirements of girls at the critical period—maturity. (8) No change at present; as soon as possible, the practice will be extended to the twelfth year."—HENRY RAAB.

*New Orleans, La.:* "(6) Our 'mixed' schools are nearly all ungraded, and are found in outlying districts, depending also upon size of building, number of pupils, and convenience of parents. Separate schools for each sex are preferred when means will allow. (7) Thirty years to a limited extent. (8) No change."—WM. O. ROGERS.

*Baltimore, Md.:* "(6) The schools formerly called English-German schools are attended by pupils of both sexes. This is not the case in any other school, unless, as in these, there is not a sufficient number of pupils to organize male and female departments. (7) Since the organization of the schools. I am not aware of any proposed change. I think popular sentiment here is in favor, decidedly, of separate schools for the sexes."—HENRY A. WISE.

*Vicksburg, Miss.:* "(6) In the schools for whites, except the primaries, the sexes have been separated in accordance with public sentiment. In the colored schools the sexes are educated together and the experiment is working well. (8) No change."—H. T. MASON.

*Brooklyn, N. Y.:* "(6) The rule is separation of the sexes, unless the exigencies of the school require a different course. The reason is that teachers capable of instructing girls often fail in managing boys, and vice versa. (8) The only change in view is one in the direction of a more complete separation of the sexes for the reason given above."—C. PATTERSON.

*Allentown, Pa.:* "(6) Coeducation here is a temporary necessity for 53 pupils. We never had it in the public schools of this city, and, probably for that reason only, the sentiment of the community is strongly opposed to it. (8) No change."—L. B. LANDIS.

*Easton, Pa.:* "(6) Convenience and economy are the only apparent reasons. (7) Thirty-two years. (8) The question of 'change' in this respect has not been discussed as yet, although I have decided convictions relative thereto."—WM. W. COTTINGHAM.

*York, Pa.:* "(6) Special objections to coeducation held by a majority of the school board. (7) During the past year. (8) The tendency is to entire separation of the sexes. This will change more or less from year to year as the board changes."—W. H. SHELLEY.

*Charleston, S. C.:* "(6) Custom, economy, convenience. The custom has prevailed here for years. It is found more convenient for management. Up to the present, the primary and intermediate schools for whites have been 'mixed;' the latter are now separate. We have now, in each white school, a girls' grammar and a boys' grammar



department. The colored schools are all mixed. (7) For whites, recently; for colored children, for several years."—WILLIAM SIMONS.

*Alexandria, Va.*: "There is not, and there never has been, coeducation of the sexes in the public schools here."—WM. F. CARNE.

#### SOME MILDER COMMENTS.

The seven replies remaining for consideration show a less decided attitude or indicate practical reasons for only partial separation. They are as follows:

*Macon, Ga.*: "(6) Such was the custom in vogue when public schools were introduced; it was considered economical, and the schools are more efficient; it secures a separate teacher for every class. (7) Coeducation has existed to some extent since the beginning of the town; it became more general in 1872, when the public school system was adopted. (8) No change. The plan has worked with entire satisfaction in the primary and grammar schools; its immediate effect is to secure better (kinder) treatment for boys, and affords girls a protection against undue stimulation; the boys cannot keep up if the girls are required to do their best."—B. M. ZETTLER.

*Marblehead, Mass.*: "(6) There is no evidence on this point; the plan for the grammar schools, male and female, was adopted before the Revolutionary War; about 1665 the boys' grammar school was established and a girls' grammar school about 1765. Our schools are graded on a standard of qualification, not of age; in the primary grades we have coeducation; in grammar schools, separation; and in the high school (established 1835), coeducation, on the score of economy, there being only 73 pupils in attendance on it, most of whom are over fifteen years old."—N. P. SANBORN.

*Newburyport, Mass.*: "(7) Ten years. We have but three schools for both sexes: a high school, one grammar school, and one primary school. (8) No change."—J. A. MERRILL.

*New Brunswick, N. J.*: "(6) We have coeducation in some primary schools for convenience of grading, and in the high school on account of convenience in grading, economy, and better results. In most of the primary and grammar schools the sexes are separate, because the buildings, yards, &c., were arranged with that purpose. (8) No change is proposed. I do not think any objection would be made to coeducation provided our buildings were suitably constructed."—HENRY B. PIERCE.

*Harrisburg, Pa.*: "(6) Convenience, to secure better grading in suburbs, to locate pupils near their homes; economy, in reducing the number of schools. (7) To some extent, for thirty years. (8) A few mixed schools are opened yearly; more are proposed, partly as convenience, partly for economy, by limiting the number of schools, and partly for the mutual restraint and beneficial effects that the sexes exert on each other."—L. O. FOOSE.

*Knoxville, Tenn.*: "(6) Because our grades are so arranged that all the girls from 12 to 18 can be best taught by themselves. (7) Two years. (8) No change."—ALBERT RUTH.

*Austin, Tex.*: "(6) In primary and grammar schools coeducation is practised; the mutual influence of the sexes during this period is found valuable. In the high school the sexes prepare their lessons separately. (7) One year. (8) No change."—J. B. WINN.

#### CONCLUDING REMARKS.

The mass of new material is now before the reader as compactly and systematically arranged as the importance of the subject and the ability of the editor would permit. It only remains to remind the reader that



both the general instruction of girls and the common employment of women as public school teachers depend, to a very great degree, on the prevalence of coeducation, and that a general discontinuance of it would entail either much increased expense for additional buildings and teachers or a withdrawal of educational privileges from the future women and mothers of the nation.



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47-M-64



# Department of the Interior,

Washington, March 13, 1884.

Sir:

Your attention is called to the fact that the law authorizing the publication of the Final Reports of the Tenth Census provides for their distribution by members of the 47th Congress.

If, therefore, you desire for your library a set of these reports, which will, when completed, contain 15 or more large quarto volumes, you are respectfully referred to some Representative in that Congress or U. S. Senator whose quota is not exhausted, upon whose order it will be furnished you.

Very respectfully,

W. L. Gresham

Asst. Secretary.



DEPARTMENT OF THE INTERIOR,

Bureau of Education,

Washington, D. C., June 4, 1884.

SIR: A widespread interest in the operations of colleges of agriculture and the mechanic arts has been specially brought into notice as a result of the publication by this Office of a report on industrial education in the United States. This interest is such as to make desirable further reports of the work of these institutions. The best time for presenting a résumé of operations and results would seem to be the close of the school year, which occurs usually in June. Would you not at that time, or by the 10th of July at the latest, forward to me a statement for the past year covering the inquiries mentioned in the accompanying blanks and other subjects which may occur to you as the result of the year's experience? I would also request that documents and papers containing correct information of your institution be supplied me as far as possible before the above mentioned date. An effort will be made to have the statements edited and published immediately after their receipt. This collection of information may also enter into the presentation of this class of institutions at the World's Industrial and Cotton Centennial Exposition at New Orleans the coming winter.

Very respectfully yours,

JOHN EATON,

Commissioner.







19. Increase of library and principal objects sought by its extension: .....

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20. Outline of preparatory study, with remarks: .....

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21. New courses of study or modifications in former ones: .....

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22. Studies pursued by graduate students: .....

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23. Recent changes in the methods of instruction: .....

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24. New means of instruction, (as apparatus, laboratories, shops, &c.): .....

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25. New buildings or improvements in them or in their surroundings: .....

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26. Experiments undertaken and their results (in brief:) .....

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27. New regulations or by-laws producing marked results: .....

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28. Recent changes in the faculty, with notices of deceased members: .....

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29. Proposed changes in any direction: .....

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30. Remarks: .....

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Signed: .....



DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION.

It is desired that returns for the present and future reports of the Commissioner of Education may be for the scholastic rather than for the calendar year, to which preference has heretofore been given.

This change has been deemed advisable because of the increasing disposition of educational institutions throughout the country to close their financial when they close their scholastic year, and also because it is desired to make the report of this Office conform to the Government fiscal year, which ends June 30.

The figures, therefore, respectfully requested at this time are those for the school year 1883-'84, when the fiscal and school years end at the same date. When this is not the case the finances should be reported for the financial year ending *within* the school year, that is, at any date between July 1, 1883, and July 1, 1884.



# Department of the Interior,

BUREAU OF EDUCATION,

Washington, D. C., *June*, 1884.

Dear Sir:

The Report of the Commissioner of Education for 1884, now in preparation, will present a comprehensive review of the condition of the various grades of education in the several States and Territories, together with detailed statistics of the following classes of educational institutions:

1. Elementary education, including Kindergärten and all public and private schools below the classical or scientific academies and high schools.
2. Secondary education, including high schools, the classical and scientific academies, and other institutions preparatory to college, public or private, business institutes, &c.
3. Training of teachers in normal schools and teachers' institutes.
4. Superior instruction, including colleges and universities both for men and women, regularly authorized to confer degrees.
5. Professional education, including schools of theology, medicine, law, science, technology, and colleges of agriculture and the mechanic arts.
6. Special education, including schools of art, education of the deaf and dumb, blind, orphaned, &c.
7. Education through historical and scientific societies or associations.
8. Education through libraries.
9. Education through museums, as of anatomy, geology, zoölogy, archæology, art, &c.

The Commissioner hopes for the continuance by educators and school officers of the coöperation hitherto so generously extended, and that replies to the accompanying inquiries respecting the institutions or systems of schools under their supervision may be sent in as early as possible. A prompt return will greatly further the work of the Office and insure the early completion of the report, a copy of which will be sent you when ready for distribution.

Catalogues or registers, programmes of study, examination papers, reports, financial statements, and other documents relating to schools, colleges, &c., are also solicited, for which postage is inclosed.

The Report for 1883, now in the hands of the Public Printer, will be sent you as soon as the supply for this Office ordered by Congress shall have been received.

Very respectfully, your obedient servant,

JOHN EATON,

Commissioner.



Department of the Interior,

BUREAU OF EDUCATION,

Washington, D. C., July 16, 1884

I have the honor to acknowledge the receipt of the following-named publications:

Annual Register of the State  
College of Ky. 1883-4.

presented by you

to the Library of the Bureau of Education.

Very respectfully,

JOHN EATON,

Commissioner of Education.

To State College of Ky.,  
Lexington,  
Ky.



July, 1884

# BUREAU OF EDUCATION.

Return for the year ending....., 1884.

## INQUIRIES CONCERNING BUSINESS COLLEGES.

1. Name of business college, .....

2. P. O. address: { Town or city, .....  
State, .....

3. Date of charter, .....

4. Date of organization, (i. e., year in which institution was first opened for instruction), .....

5. Name of principal, .....

6. Number of instructors: { Male, .....  
Female, .....

7. Total number of day and evening students, (counting none twice), .....

8. Number of students in day school: { Male, .....  
Female, .....  
Total, .....

9. Number of students in evening school: { Male, .....  
Female, .....  
Total, .....

10. Number of students in phonography, .....

11. Number of students in telegraphy, .....

12. Number of students in German, .....

13. Number of students in French, .....

14. Number of students in Spanish, .....

15. Average age of students, .....



16. Branches taught: English? .....; Penmanship?.....; Drawing?.....;  
 Book-keeping?.....; Higher Mathematics?.....; Surveying?.....;  
 Banking? .....; Commercial Law? .....; Political Economy? .....  
 Life Insurance? .....; Phonography? .....; Telegraphy?.....

17. Number of volumes in library,.....

18. Increase of library in the last school year,.....

19. Number of months in full course of study,.....

20. Number of weeks in scholastic year,.....

21. Number of months of evening school,.....

22. Annual charge to each student for tuition,.....

(Date: ).....

Please sign legibly:.....

(Signature of Principal.)

Please send a copy of your last annual catalogue, for which postage is inclosed.



# Department of the Interior,

BUREAU OF EDUCATION,

Washington, D. C., ..... July, 1884.

Dear Sir:

The Report of the Commissioner of Education for 1884, now in preparation, will present a comprehensive review of the condition of the various grades of education in the several States and Territories, together with detailed statistics of the following classes of educational institutions:

1. Elementary education, including Kindergärten and all public and private schools below the classical or scientific academies and high schools.
2. Secondary education, including high schools, the classical and scientific academies, and other institutions preparatory to college, public or private, business institutes, &c.
3. Training of teachers in normal schools and teachers' institutes.
4. Superior instruction, including colleges and universities both for men and women, regularly authorized to confer degrees.
5. Professional education, including schools of theology, medicine, law, science, technology, and colleges of agriculture and the mechanic arts.
6. Special education, including schools of art, education of the deaf and dumb, blind, orphaned, &c.
7. Education through historical and scientific societies or associations.
8. Education through libraries.
9. Education through museums, as of anatomy, geology, zoölogy, archæology, art, &c.

The Commissioner hopes for the continuance by educators and school officers of the coöperation hitherto so generously extended, and that replies to the accompanying inquiries respecting the institutions or systems of schools under their supervision may be sent in as early as possible. A prompt return will greatly further the work of the Office and insure the early completion of the report, a copy of which will be sent you when ready for distribution.

Catalogues or registers, programmes of study, examination papers, reports, financial statements, and other documents relating to schools, colleges, &c., are also solicited, for which postage is inclosed.

The Report for 1882-3 now in the hands of the Public Printer, will be sent you as soon as the supply for this Office ordered by Congress shall have been received.

Very respectfully, your obedient servant,

JOHN EATON,  
Commissioner.



47-N-64

National Educational Association.  
Preliminary Program of the  
**INTERNATIONAL CONGRESS OF EDUCATORS**  
AT  
The New Orleans Exposition,  
February 23-28, 1885.

**HONORARY PRESIDENT.**

His Excellency CHESTER A. ARTHUR,  
*President of the United States.*

**PRESIDENT.**

Hon. JOHN EATON,  
*United States Commissioner of Education.*

**VICE PRESIDENTS.**

LORD REAY, *England.*

CHARLES WILLIAM ELIOT, LL. D., *President Harvard University.*

J. L. M. CURRY, LL. D., *Agent of the Trustees of the Peabody Education Fund.*

The Hon. HUGH S. THOMPSON, *Governor of South Carolina.*

JOHN D. PHILBRICK, LL. D., *Ex-Superintendent of Boston (Mass.) Schools.*

JAMES B. ANGELL, LL. D., *President University of Michigan.*

Hon. HENRY BARBARID, LL. D., *former U. S. Comm'r of Education, Hartford, Conn.*

Hon. ANDREW D. WHITE, LL. D., *President Cornell University.*

Hon. WILLIAM H. RUFFNER, D. D., *Ex-State Superintendent of Public Instruction, Va.*

Hon. CHAS. S. YOUNG, *State Superintendent of Public Instruction, Nevada.*

**HONORARY SECRETARY.**

The Hon. J. GEO. HODGINS, *Vice Minister of Education, Ontario.*

**SECRETARIES.**

The Hon. B. L. BUTCHER, *of West Virginia.*

The Hon. AARON GOVE, *of Denver, Colorado.*

DEAN JESSE, *of Tulane University.*

L. A. SMITH, *of Washington, D. C.*



## SECTION A, Elementary Education.

**Honorary Chairman.**  
F. BUISSON,  
*Inspector-General of Elementary Instruction,  
Paris, France.*

**Honorary Secretary.**  
J. G. FITCH,  
*H. M. Senior Inspector of Schools,  
London, England.*

**Chairman.**  
Hon. JOHN HANCOCK,  
*Late Superintendent of Schools, Dayton, O.*

**Secretary.**  
The Hon. W. O. ROGERS,  
*New Orleans.*

**Vice Chairman.**  
Brother NOAH,  
*Of the Christian Brothers.*

**Assistant Secretary.**  
The Hon. A. P. MARBLE, PH. D.,  
*Worcester, Mass.*

## B, Secondary Instruction.

*Lower Collegiate, Lower Technical, and Trade Schools.*

**Honorary Chairman.**  
PHILIP MAGNUS, M. A.,  
*President London City Guild Schools,  
London.*

**Honorary Secretary.**  
Rev. Dr. A. G. HAYGOOD,  
*Secretary John F. Slater Fund,  
Emory, Ga.*

**Chairman.**  
Gen. FRANCIS A. WALKER, LL. D.,  
*Prest. Mass. Institute of Technology, Boston, Mass.*

**Secretary.**  
C. O. THOMSON, PH. D.,  
*Prest. Rose Polytechnic Institution,  
Terre Haute.*

**Assistant Secretary.**  
PRINCIPAL MOSES MERRILL,  
*High School,  
Boston.*

**Vice Chairman.**  
C. A. WOODWARD, PH. D.,  
*Dean Manual Training School,  
St. Louis, Mo.*

## C, Superior Instruction.

*Universities, Professional Schools, Higher Collegiate and Higher Technical Instruction.*

**Honorary Chairman.**  
H. E. YUSHŪ KUKI RIUCHI, JAPANESE MINISTER,  
*Washington, D. C.*

**Honorary Secretary.**  
D. C. GILMAN, LL. D.,  
*Prest. Johns Hopkins University,  
Baltimore.*

**Chairman.**  
Prest. NOAH PORTER,  
*of Yale College.*

**Secretary.**  
Prest. W. P. JOHNSON,  
*Tulane University.*

**Assistant Secretary.**  
Prest. GEO. W. ATHERTON,  
*Pennsylvania State College,  
Penna.*

**Vice Chairman.**  
The Hon. GUSTAVUS J. ORR, LL. D.,  
*State Supl. Public Instruction,  
Georgia.*

## D, Instruction of the Defective, Dependent, and Delinquent Classes.

**Honorary Chairman.**  
Prof. A. GRAHAM BELL,  
*Washington, D. C.*

**Honorary Secretary.**  
PRINCIPAL CAMPBELL,  
*Royal School for the Blind,  
London.*

**Chairman.**  
Rev. F. S. WINES, M. A.,  
*Springfield, Ill.*

**Secretary.**  
E. M. GALLAUDET, LL. D.,  
*National Deaf-Mute College,  
D. C.*

**Assistant Secretary.**  
SUPT. GEORGE A. HOWE,  
*State Reform School,  
Meriden, Ct.*

**Vice Chairman.**  
Prof. F. B. SANBORN,  
*Concord, Mass.*

## E, Architecture and Hygiene of Buildings for Instruction, Libraries, and Museums.

**Honorary Chairman.**  
EDWARD A. BOND, Esq.,  
*Chief Librarian, British Museum,  
London.*

**Honorary Secretary.**  
AINSWORTH R. SPOFFORD, Esq.,  
*Librarian of Congress,  
Washington, D. C.*

**Chairman.**  
J. S. BILLINGS, M. D., LL. D.,  
*Surgeon U. S. Army, Washington, D. C.*

**Secretary.**  
Dr. LEWIS H. STEINER,  
*Enoch Pratt Library,  
Baltimore.*

**Assistant Secretary.**  
T. M. CLARK, Esq.,  
*Of the "American Architect,"  
Boston.*

**Vice Chairman.**  
JOHN H. RAUCH, M. D.,  
*Secretary Illinois Board of Health, Chicago.*



## SECTION A, Elementary Education.

*Honorary Chairman*, Mr. F. BUISSON.  
*Honorary Secretary*, J. G. FITCH.

*Chairman*, Hon. JOHN HANCOCK. *Vice Chairman*, BROTHER NOAH.  
*Secretary*, Hon. W. O. ROGERS. *Assistant Secretary*, Hon. A. P. MARBLE.

1. Inherited Aptitudes, Disabilities and Tastes; their influence; how far they can be controlled or developed; the means of regulating them; the influence of pre-natal conditions; the influence of forces surrounding the child in the first three years; the ideal and the actual nursery compared.
2. The Kindergarten; its principle and methods. The Kindergarten as an appendage of the Church. The Kindergarten as preparatory to the Common School and a branch of the Common School system. Charity Kindergarten. How can the place of the Kindergarten be filled in rural districts? To what extent can Kindergarten methods be applied or adapted to Common Schools and to Secondary Education?
3. The Common School; the transition from child-life to student-life; from unconscious education to involuntary training; the needed helps; the dangers of either extreme; the effect of examinations for promotion.
4. Training of the Hand and Eye, Ear and Voice: manual training; the kind and amount best suited to elementary schools; elementary instruction in graphic and plastic art—its relations to development as well as to art and industries. Singing; how best taught; relation of vocal and particularly choral music to the healthful development of the people.
5. Moral training; means adopted for imparting it in various national and other systems succinctly compared; how the moral standards of nations may be elevated by the co-operation of the secular schools.
6. Coeducation of the sexes in common schools; advantages and disadvantages.

## SECTION B, Secondary Instruction.

*Honorary Chairman*, PHILIP MAGNUS.  
*Honorary Secretary*, Rev. Dr. A. G. HAYGOOD.

*Chairman*, Gen. FRANCIS A. WALKER. *Vice Chairman*, C. A. WOODWARD.  
*Secretary*, C. O. THOMPSON. *Assistant Secretary*, MOSES MERRILL.

1. The Public High and Grammar Schools of the United States, compared with schools of similar grade in England, Scotland, and other countries.
2. How shall the two objects of Secondary Instruction—preparing some pupils for further study in higher schools and other pupils for active life—be attained most efficiently and economically?

3. Methods for imparting secondary instruction in thinly settled countries or districts thereof.
4. The proper function and true place of trade-schools, (Gewerbeschulen) in a school system; the need of such schools in modern life.
5. Preparatory technical and preparatory classical study compared as instrumentalities for mental culture; practical results in various countries.
6. Practical management of large secondary schools in different countries compared; methods of lodging, supervising, instructing, recreating, etc.
7. Statistics of secondary instruction in different countries; the proportion of the school population handled in secondary schools and the proportion of these prepared for superior instruction.

## SECTION C, Superior Instruction.

*Honorary Chairman*, THE JAPANESE MINISTER.  
*Honorary Secretary*, PREST. D. C. GILMAN.

*Chairman*, PREST. NOAH PORTER. *Vice Chairman*, Hon. GUSTAVUS J. ORR.  
*Secretary*, PREST. W. T. JOHNSON. *Asst. Sec'y*, PREST. GEO. W. ATHERTON.

1. Statistical and comparative summary of Higher Classical, Mathematical, Physical, Polytechnic, and Professional Education in the Civilized World.
2. The actual relation of the State to Superior Instruction in different countries.
3. The actual relation of ecclesiastical bodies to Superior Instruction in various countries.
4. The real objects for which Superior Instruction is fostered or encouraged in various countries.
5. Regulations in force in various countries respecting entrance into the professions, such as Theology, Law, Medicine, War, Administration, Public Works, Authorship, Teaching, Agriculture, Mining, etc.
6. The Endowment of Research (a) by the State and (b) by Private Beneficence; the right relations of Research and Higher Instruction.
7. Is the present system of competitive study, with resultant prizes, etc., fitted to produce higher culture and the best learning?

## SECTION D, Instruction of the Defective, Dependent, and Delinquent Classes.

*Honorary Chairman*, Prof. A. GRAHAM BELL.  
*Honorary Secretary*, PRINCIPAL CAMPBELL.

*Chairman*, F. S. WINES. *Vice Chairman*, F. B. SANBORN.  
*Secretary*, E. M. GALLAUDET. *Assistant Secretary*, SUPERINTENDENT HOWE.

1. Summary of provisions for the instruction of the Blind, the Deaf-Mute, and other defective classes in various countries.



2. Is the increase or decrease of the defective classes, when compared with the population of a country, apparent or real; and, if the increase is real, is there any educational remedy?

3. How various countries provide for the instruction of orphans, foundlings, and other innocent dependent youth.

4. The problem of Juvenile Crime, and its treatment in various countries compared.

5. Vicious cheap literature.

6. The Education of the Indians.

**SECTION E, The Architecture and Hygiene of Schools,  
Libraries, and Museums.**

*Honorary Chairman*, EDWARD A. BOND.

*Honorary Secretary*, AINSWORTH R. SPOFFORD.

*Chairman*, DR. J. S. BILLINGS.      *Vice Chairman*, DR. JOHN H. RAUCH.

*Secretary*, DR. LEWIS H. STEINER.      *Assistant Secretary*, T. M. CLARK.

1. General laws regulating the construction of school buildings in various countries; city regulations respecting the same.

2. The sanitary school-house; what science and experience show to be requisite.

3. Practical remedies for existing common defects in ventilation, lighting, etc.

4. Professional and frequent inspection of school buildings as to drainage, heat, etc.

5. Medical Inspection of schools for the prevention of contagious diseases, spinal disorders, impaired vision, etc.

6. The proper construction of buildings for Public Libraries and collections, as (a) safe, convenient, and extendable receptacles, for their proposed contents, (b) agreeable or noble external structures.



July, 1885

Mr Patterson: I think that as an auxiliary to the end in view

that the necessary bond of sympathy could very well be created between the Agricultural Colleges and the common schools by introducing the elements of natural science into the latter. That has been done in every school abroad. I was introduced into the common schools in some of the European cities where were taught the elements of Botany, of Zoology etc., and where the endeavor was made to bring the people in sympathy with natural processes. I would teach the student, and he is teachable at that period to a very remarkable degree, the elementary principles of plant and animal life. I would bring him into sympathy with everything that would illustrate and develop an interest in all the great forces and processes of nature around him, so that he would be in harmony with them. He would then be able to look upon a flower, or an animal intelligently, and to comprehend, in some degree, the relation which exists between the lower and the higher forms of development. Thus you would put him on the direct road to make a farmer and bring him into intelligent relationship to agriculture and all its varied relations. Another means I might suggest which we have adopted in our State (Kentucky) we have



had exceptional difficulties in the situation of our agricultural college which it is unnecessary to recite here. It has been with us, for years, a struggle for existence. We were, at one time, unfortunately, attached to an educational college. The Legislature finally severed the connection and since that time, I am sorry to say, it has been a struggle for existence, but still, we believe that we are on rising ground. The plan to which I referred is this: There is appointed a corps of examiners commonly known as the County Corps. It meets at stated periods. This corps shall appoint an examining board for the county: this board will invite each school, within the county, to send its honored pupils, its best prepared pupils as competitors for scholarship in the State College. It provides that a competitive examination shall be held, and the successful applicant shall be sent to the college for 4 years. The object of this is to foster and develop the State College. This enables the college to strike deep at the roots of the common school system, and thus would a bond of union develop between the two institutes.



July, 1885

(FORM X.)

[6-043.]

# BUREAU OF EDUCATION.

Return for the year ending \_\_\_\_\_, 1885.

## INQUIRIES RESPECTING SCHOOLS OF SCIENCE (MINING, ENGINEERING, AGRICULTURE, ETC.).

1. Name of institution, .....
2. P. O. address: { Town or city, .....  
State, .....
3. Date of charter, .....
4. Date of organization (*i. e.*, year in which institution was first opened for instruction), .....
5. Name of president, .....

### PREPARATORY DEPARTMENT.

6. Number of instructors, exclusive of those in the scientific department, .....
7. Number of preparatory students: { Male, .....  
Female, .....

### SCIENTIFIC DEPARTMENT.

8. Number of resident professors and instructors, .....
9. Number of non-resident professors and lecturers, .....

10. Number of students {
 

in first year of course:	{ Male, ..... Female, .....	}	Total, .....
in second year of course:	{ Male, ..... Female, .....		
in third year of course:	{ Male, ..... Female, .....		
in fourth year of course:	{ Male, ..... Female, .....		

11. Number of students in partial course, .....
12. Number of graduate students in institution,\* .....
13. Number of State scholarships, .....
14. Number of other free scholarships, .....
15. Number of years in full course of study, .....
16. Number of weeks in scholastic year, .....
17. Annual charge to each student for tuition, .....

- 18.† {
 

Number of bound volumes in library,	.....
Number of unbound pamphlets in library,	.....
Increase of library in the last school year in {	books, ..... pamphlets, .....

\* Graduates remaining at the institution to pursue studies additional to the regular course.

† Where the school of science, agriculture, &c., forms a department of a university or college, these questions are intended to apply to such department only.



19. Number of volumes in students' society libraries,\* .....

20. Value of grounds, buildings, and apparatus,\* .....

21. Amount of productive funds,\* .....

22. Income from productive funds,\* .....

23. Amount of State appropriation for the last year,† .....

24. Receipts for the last year from tuition fees,\* .....

25. Date of next commencement, .....

26. { Name and number of each kind of degree conferred at last commencement on young men, .....  
Name and number of each kind of degree conferred at last commencement on young women, .....

27. Number and kind of honorary degrees conferred at last commencement, .....

28.\* { Total of the gifts and bequests to the school in the last year, exclusive of State appropriation, .....  
Name and residence of benefactor or benefactors, .....  
Amount and kind of gift or bequest in each case, .....  
Purpose of gift or bequest, .....  
Conditions of gift or bequest, .....

(Date:) .....

Please sign legibly: .....

(Signature of President or Secretary.)

Please send your last annual catalogue, for which a return penalty wrapper is inclosed, the wrapper to be used without postage.

\* Where the school of science, agriculture, &c., forms a department of a university or college, these questions are intended to apply to such department only.  
† Please distinguish between annual appropriations from the State and the income from permanent State funds.



1885

No. 7.

The Honorable  
THE SECRETARY OF THE INTERIOR.

SIR:

I return this list, having checked thus ..... the volumes still lacking in this library, and thus ..... the volumes which it has in duplicate and will forward to the Department on receipt of labels supplied for the purpose.

Very respectfully,

Librarian of *St. Coll. of Ky.  
Lexington, Ky.*

ANNUAL REPORTS OF THE COMMISSIONER OF EDUCATION.

1870	1873	1876	1879	1882-'3
1871	1874	1877	1880	1883-'4
1872	1875	1878	1881	1884-5

The Bureau of Education was established by act of Congress approved March 2, 1867. Its publications comprise Annual Reports, Circulars of Information, (pamphlets), and miscellaneous papers. The first report was issued in 1868. A special report on Education in the District of Columbia was published in 1871. Its regular series of Annual Reports begins with that of 1870. These reports are included in the leather-bound series of Congressional documents, forming one volume each year of the Report of the Secretary of the Interior. They are also issued in cloth.



Department of the Interior.  
Bureau of Education.  
April 15<sup>th</sup> 1886.

Dear Sir:

In closing the table of degrees conferred at the commencements of 1885, it is found that we have no report on this subject from your institution.

I should regret the omission from the list of any institutions conferring degrees, and therefore write to ask if you will kindly supply the information necessary to entitle the one under your care to admission to such a list - viz. the number and kind of degrees conferred at the commencement in 1885.

Your early attention to this matter will greatly oblige

Very truly yours,

Wm. H. Gardiner,  
Acting Commissioner.

Genl  
Dr Rood  
Gordon



Gazette Rooms.  
All communications should be addressed to  
"The Commissioner of Patents,  
Washington, D. C."

DEPARTMENT OF THE INTERIOR,

United States Patent Office,

Washington, D. C., Apr. 16 1886.

Sir:

Under the provisions of an Act of Congress approved May 18, 1872, (U. S. S., Vol. 17, page 131,) THE OFFICIAL GAZETTE of the United States Patent Office is supplied to eight such public libraries as may be named by each Senator, Representative, and Delegate in Congress, that it may be generally placed within the reach of persons interested in the progress of the useful arts and industries.

Your Library has been designated by Hon. W. C. Breckinridge to receive it for the year 1886, and it will be regularly mailed to you as issued, until otherwise ordered.

To carry out the purposes of the law, the copies should be so kept as to be easy of access, for reference purposes, to all persons who may desire to examine them.

Believing that you will cheerfully aid the Government in its efforts to bring the information contained in this publication to the notice of the business energies of the country, the Office takes great pleasure in placing the name of your library upon its lists.

Very respectfully,

*W. M. Montgomery*

To the Librarian of

Commissioner of Patents.

A. S. M. Coll Lib of Ky.  
Lexington  
Ky.



Department of the Interior,

Washington, D. C., Nov. 9<sup>th</sup> 1886

The Librarian of

State College of Kentucky,  
Lexington, Ky.

SIR:

The supply of deficiencies in sets of the CONGRESSIONAL GLOBE and RECORD in our public libraries by exchanges effected through this Department having proved so satisfactory, it is proposed, at the suggestion and request of a number of said libraries, to make a similar effort with reference to several other public documents that are issued in successive volumes, such as the Patent Office Reports, Reports of the Smithsonian Institution, Reports of the Commissioner of Agriculture and certain of the scientific publications of the Government, with a view solely to the benefit of libraries, by thus enabling them to secure volumes still needed to complete their sets.

Lists of some of these documents are inclosed herewith which you are requested to return, either together or in the order named, at your earliest convenience, having checked those in which your library is deficient, and also, in *another manner*, those which it has in duplicate and is willing to turn over to this Department to be used for the purpose above indicated.

It is believed that if there be anything like general cöoperation in this work on the part of the libraries of the country, the effort will redound very largely to their advantage.

Very respectfully,

H. H. Muldrow

First Assistant Secretary.



[Nov. 9, 1886]

No. 2.

*The Honorable*  
*The Secretary of the Interior.*

SIR:

I return this list having checked thus.....the volumes still lacking in this library, and thus.....  
the volumes which it has in duplicate and will forward to the Department on receipt of labels supplied  
for the purpose.

Very respectfully,

Librarian of *State Coll. of Ky.*  
*Lexington, Ky.*

ANNUAL REPORTS OF THE DEPARTMENT OF AGRICULTURE.

1862.	1868.	1874.	1880.
1863.	1869.	1875.	1881 and 1882.
1864.	1870.	1876.	1883.
1865.	1871.	1877.	1884.
1866.	1872.	1878.	
1867.	1873.	1879.	

The Department of Agriculture was organized in 1862 and its first report was issued January 1, 1863.  
Prior to 1862 the Commissioner of Patents issued an Annual Report on Agriculture forming from  
1849 to 1861 a volume by itself (see list of Patent Office Reports). Previous to 1849 the Report on Agri-  
culture was incorporated in the single volume of Patent Office Reports published annually.

Some of these volumes are included in the leather bound edition of Congressional documents. All of  
them have been issued in cloth binding.



Nov. 9, 1886

No. 3.

*The Honorable  
The Secretary of the Interior.*

SIR:

I return this list having checked thus ..... the volumes still lacking in this library, and thus ..... the volumes which it has in duplicate and will forward to the Department on receipt of labels supplied for the purpose.

Very respectfully,

Librarian of *State Coll. of Ky.  
Lexington - Ky.*

ANNUAL REPORTS OF THE SMITHSONIAN INSTITUTION.

1853.	1861.	1869.	1877.
1854.	1862.	1870.	1878.
1855.	1863.	1871.	1879.
1856.	1864.	1872.	1880.
1857.	1865.	1873.	1881.
1858.	1866.	1874.	1882.
1859.	1867.	1875.	1883.
1860.	1868.	1876.	

The first report was issued in 1847 and an annual report thereafter. The volume, however, containing the report for 1853 embraces the essential portions of preceding reports and is now considered the first of the set.

Many of these volumes are included in the leather bound edition of Congressional documents. All of them have been issued in cloth binding.



[ Nov. 9, 1886 ]

No. 5.

*The Honorable*

*The Secretary of the Interior.*

SIR:

I return this list having checked thus ..... the volumes still lacking in this library, and thus ..... the volumes which it has in duplicate and will forward to the Department on receipt of labels supplied for the purpose.

Very respectfully,

Librarian of

*State Coll. of Ky.  
Lexington, Ky.*

AMERICAN ARCHIVES.

- Fourth Series, volumes 1, 2, 3, 4, 5, 6.
- Fifth Series, volumes 1, 2, 3.
- (The other series proposed have never been printed.)*

AMERICAN STATE PAPERS.

- Foreign Relations, vols. 1, 2, 3, 4, 5, 6.
- Indian Affairs, vols. 1, 2.
- Finances, vols. 1, 2, 3, 4, 5.
- Commerce and Navigation, vols. 1, 2.
- Military Affairs, vols. 1, 2, 3, 4, 5, 6, 7.
- Naval Affairs, vols. 1, 2, 3, 4.
- Post Office Department, 1 vol.
- Public Lands, vols. 1, 2, 3, 4, 5, 6, 7, 8.
- Claims, 1 vol.
- Miscellaneous, vols. 1, 2.

ANNALS OF CONGRESS.

- Vol. 1. First Congress, 1st session.
- 2. First Congress, 2d and 3d sessions.
- 3. Second Congress, 1st and 2d sessions.
- 4. Third Congress, 1st and 2d sessions.
- 5. Fourth Congress, 1st session.
- 6. Fourth Congress, 2d session.
- 7. Fifth Congress, 1st and 2d sessions.
- 8. Fifth Congress, 2d and 3d sessions.
- 9. Fifth Congress, 3d session.
- 10. Sixth Congress, 1st and 2d sessions.
- 11. Seventh Congress, 1st session.
- 12. Seventh Congress, 2d session.
- 13. Eighth Congress, 1st session.
- 14. Eighth Congress, 2d session.



2 Dec. 1, 1886

(6-070.)

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,

*Washington, D. C., 1886.*

Having assumed charge of this Office, I desire to increase the usefulness of its Annual Report by prompt preparation, printing, and distribution, so far as lies in my power.

For this purpose I earnestly request the cordial co-operation of all persons who receive this letter and the inquiries accompanying it, in order that replies thereto may be filled and returned to this Office by the 31st of January next.

I desire, if it is possible, to have the Report for 1885-'86 complete in the printers' hands by the first of May, 1887, and shall print what material I have at that date, leaving the responsibility for omissions upon those who fail to reply.

Simplicity of form in the inquiry has been sought as the chief aid toward prompt use.

This letter and its enclosure are respectfully submitted to the correspondents of this Office.

N. H. R. DAWSON,  
*Commissioner.*

(7814-8 M.)



(FORM X.)

# BUREAU OF EDUCATION.

Return for the year ending \_\_\_\_\_, 1886.

## INQUIRIES RESPECTING SCHOOLS OF SCIENCE (MINING, ENGINEERING, AGRICULTURE, ETC.)

1. Name of institution, \_\_\_\_\_
2. P. O. address: { Town or city, \_\_\_\_\_  
State, \_\_\_\_\_
3. Date of charter, \_\_\_\_\_
4. Date of organization, (*i. e.*, year in which institution was first opened for instruction,) \_\_\_\_\_
5. Name of president, \_\_\_\_\_

### PREPARATORY DEPARTMENT.

6. Number of instructors, exclusive of those in the scientific department, \_\_\_\_\_
7. Number of preparatory students: { Male, \_\_\_\_\_  
Female, \_\_\_\_\_

### SCIENTIFIC DEPARTMENT.

8. Number of resident professors and instructors, \_\_\_\_\_
9. Number of non-resident professors and lecturers, \_\_\_\_\_
10. Number of students {
 

in first year of course:	{ Male, _____ Female, _____	}	Total, _____
in second year of course:	{ Male, _____ Female, _____		
in third year of course:	{ Male, _____ Female, _____		
in fourth year of course:	{ Male, _____ Female, _____		
11. Number of students in partial course, \_\_\_\_\_
12. Number of graduate students in institution,\* \_\_\_\_\_
13. Number of State scholarships, \_\_\_\_\_
14. Number of other free scholarships, \_\_\_\_\_
15. Number of years in full course of study, \_\_\_\_\_
16. Number of weeks in scholastic year, \_\_\_\_\_
17. Annual charge to each student for tuition, \_\_\_\_\_
- 18.† {
 

Number of bound volumes in library,	_____
Number of unbound pamphlets in library,	_____
Increase of library in the last school year in {	books, _____ pamphlets, _____

\* Graduates remaining at the institution to pursue studies additional to the regular course.

† Where the school of science, agriculture, &c., forms a department of a university or college, these questions are intended to apply to such department only.



19. Number of volumes in students' society libraries,\* .....

20. Value of grounds, buildings, and apparatus,\* .....

21. Amount of productive funds,\* .....

22. Income from productive funds,\* .....

23. Amount of State appropriation for the last year,† .....

24. Receipts for the last year from tuition fees,\* .....

25. Date of next commencement, .....

26. { Name and number of each kind of degree conferred at last commencement on young men, .....  
Name and number of each kind of degree conferred at last commencement on young women, .....

27. Number and kind of honorary degrees conferred at last commencement, .....

28.\* { Total of the gifts and bequests to the school in the last year, exclusive of State appropriation, .....  
Name and residence of benefactor or benefactors, .....  
Amount and kind of gift or bequest in each case, .....  
Purpose of gift or bequest, .....  
Conditions of gift or bequest, .....

(Date:) .....

Please sign legibly: .....

(Signature of President or Secretary.)

Please send your last annual catalogue, for which a return penalty wrapper is inclosed, the wrapper to be used without postage.

\* Where the school of science, agriculture, &c., forms a department of a university or college, these questions are intended to apply to such department only.

† Please distinguish between annual appropriations from the State and the income from permanent State funds.



No. 6.

*The Honorable*

**THE SECRETARY OF THE INTERIOR.**

SIR:

I return this list, having checked thus ..... the volumes still lacking in this library, and thus ..... the volumes which it has in duplicate and will forward to the Department on receipt of labels supplied for the purpose.

Very respectfully,

Librarian of

*St. Coll. of Ky.  
Lexington, Va.*

PUBLICATIONS OF THE U. S. COMMISSION OF FISH AND FISHERIES.

[This Commission was established by joint resolution of Congress, approved Feb. 9, 1871, and its first report is that of 1871-'2.]

REPORTS 8°.

Part I, 1871-'2.

" II, 1872-'3.

" III, 1873-'5.

" IV, 1875-'6.

Part V, 1877.

" VI, 1878.

" VII, 1879.

" VIII, 1880.

Part IX, 1881.

" X, 1882.

" XI, 1883.

" XII, 1884, *in press.*

These reports are issued in cloth binding, and also as Congressional documents, in leather, being included in Senate Miscellaneous Documents.

BULLETINS 8°.

Vol. I, 1881.

Vol. II, 1882.

Vol. III, 1883.

Vol. IV, 1884.

Vol. V, 1885.

*Vol. VI, 1886*

The bulletins are issued annually in cloth binding, and are also included in House Miscellaneous Documents.

THE FISHERIES AND FISHING INDUSTRY OF THE U. S., 4°.

Sec. 1, Natural History of Useful Aquatic Animals:

Part 1, text.

Part 2, plates.

This work is to embrace a series of volumes, of which this is the first. This is bound in leather in one volume, being Senate Misc. Doc. No. 124, parts 1 and 2, 47th Congress, 1st session, and also in cloth in two volumes, as above noted.



No. 9.

The Honorable

THE SECRETARY OF THE INTERIOR.

SIR:

I return this list, having checked thus ..... the volumes still lacking in this library, and thus ..... the volumes which it has in duplicate and will forward to the Department on receipt of labels supplied for the purpose.

Very respectfully,

Librarian of

*St. Coll. of Ky.  
Lexington, Ky.*

ANNUAL REPORTS OF THE U. S. COAST SURVEY.

1851.	Senate	Ex. Docs.,	Vol. 5, No. 3,	32d Congress,	1st session.
"	House	"	Vol. 4, No. 26,	"	1st "
1852.	Senate	"	Vol. 11, No. 58,	"	2d "
"	House	"	Vol. 8, No. 64,	"	2d "
1853.	Senate	"	Vol. 13, No. 14,	33d Congress,	1st "
"	House	"	Vol. 4, No. 12,	"	1st "
1854.	Senate	"	Vol. 12, No. 10,	"	2d "
"	House	"	Vol. 6, No. 20,	"	2d "
1855.	Senate	"	Vol. 17, No. 22,	34th Congress,	1st and 2d sessions.
"	House	"	Vol. 3, No. 6,	"	1st " 2d "
1856.	Senate	"	Vol. 15, No. 12,	"	3d session.
"	House	"	Vol. 4, No. 18,	"	3d "
1857.	Senate	"	Vol. 15, No. 33,	35th Congress,	1st "
"	House	"	Vol. 6, No. 21,	"	1st "
1858.	Senate	"	Vol. 16, No. 14,	"	2d "
"	House	"	Vol. 6, No. 33,	"	2d "
1859.	House	"	Vol. 7, No. 41,	36th Congress,	1st "
1860.	"	"	Vol. 7, No. 14,	"	2d "
1861.	"	"	Vol. 6, No. 70,	37th Congress,	2d "
1862.	"	"	Vol. 9, No. 22,	"	3d "
1863.	"	"	Vol. 8, No. 11,	38th Congress,	1st "
1864.	"	"	Vol. 9, No. 15,	"	2d "
1865.	"	"	Vol. 13, No. 75,	39th Congress,	1st "
1866.	"	"	Vol. 14, No. 87,	"	2d "
1867.	"	"	Vol. 18, No. 275,	40th Congress,	2d "
1868.	"	"	Vol. 11, No. 71,	"	3d "
1869.	"	"	Vol. 8, No. 206,	41st Congress,	2d "
1870.	"	"	Vol. 11, No. 112,	"	3d "

[OVER]



47-11-64

1871.	House Ex. Docs.,	Vol. 11, No. 121,	42d Congress,	2d session.
1872.	"	" Vol. 12, No. 240,	"	3d "
1873.	"	" Vol. 11, No. 133,	43d Congress,	1st "
1874.	"	" Vol. 14, No. 100,	"	2d "
1875.	"	" Vol. 11, No. 81,	44th Congress,	1st "
1876.	Senate	" Vol. 4, No. 37,	"	2d "
1877.	"	" Vol. 4, No. 12,	45th Congress,	2d "
1878.	"	" Vol. 2, No. 13,	"	3d "
1879.	"	" Vol. 2, No. 17,	46th Congress,	2d "
1880.	"	" Vol. 2, No. 12,	"	3d "
1881.	"	" Vol. 3, No. 49,	47th Congress,	1st "
1882.	"	" Vol. 4, No. 77,	"	1st "

\*

These Reports were issued in cloth binding, and also as Congressional documents in leather, and from 1851 to 1858, inclusive, as both Senate and House documents, as above noted.

The Coast Survey was established by an act of Congress, approved Feb. 10, 1807, and reorganized under the provisions of an act approved July 10, 1832. Reports of progress were made in 1816 and 1818, when the work of the Survey was suspended until 1832, since which date an annual report has been issued. Those prior to 1851 do not, in the series of Congressional documents, form a separate volume, but may be found as follows:

1834.	Senate Docs.,	Vol. 1, No. 1,	pp. 344 to 361,	23d Congress,	2d session.
"	House	" Vol. 1, No. 2,	" 364 " 381,	"	2d "
1835.	Senate	" Vol. 1, No. 1,	" 380 " 385,	24th Congress,	1st "
"	House	" Vol. 1, No. 2,	" 381 " 386,	"	1st "
1836.	House	" Vol. 1, No. 13,	24th Congress,	2d session.	
1837.	Senate	" Vol. 1, No. 79,	25th Congress,	2d	"
"	House	" Vol. 2, No. 14,	"	2d	"
1838.	Senate	" Vol. 1, No. 4,	"	3d	"
1839.	Senate	" Vol. 2, No. 15,	26th Congress,	1st	"
"	House	" Vol. 2, No. 20,	"	1st	"
1840.	Senate	" Vol. 2, No. 20,	"	2d	"
"	House	" Vol. 1, No. 14,	"	2d	"
1841.	House	" Vol. 2, No. 28,	27th Congress,	2d	"
1842.	Senate	" Vol. 2, No. 11,	"	3d	"
"	House	" Vol. 2, No. 23,	"	3d	"
1843.	House	" Vol. 4, No. 97,	28th Congress,	1st	"
1844.	Senate	" Vol. 2, No. 16,	"	2d	"
"	House	" Vol. 2, No. 25,	"	2d	"
1845.	Senate	" Vol. 3, No. 13,	29th Congress,	1st	"
"	House	" Vol. 3, No. 38,	"	1st	"
1846.	Senate	" Vol. 2, No. 6,	"	2d	"
"	House	" Vol. 2, No. 6,	"	2d	"
1847.	Senate Ex. Docs.,	Vol. 3, No. 6,	30th Congress,	1st session.	
1848.	Senate	" Vol. 1, No. 1,	"	2d	"
"	House	" Vol. 4, No. 13,	"	2d	"
1849.	Senate	" Vol. 5, No. 5,	31st Congress,	1st	"
"	House	" Vol. 4, No. 14,	"	1st	"
1850.	Senate	" Vol. 2, No. 7,	"	2d	"
"	House	" Vol. 4, No. 12,	"	2d	"

(7595-600.)  
 \* 1883. Sen. Ex. Docs. - Vol. 3 - Tr. 29 - 48<sup>th</sup> Cong. 1<sup>st</sup> Sess.  
 1884 - House " " - " 22 - " 43 - " 2<sup>d</sup> "



The Honorable

THE SECRETARY OF THE INTERIOR.

SIR:

I return this list having checked thus ..... the volumes still lacking in this library, and thus ..... the volumes which it has in duplicate and will forward to the Department on receipt of labels supplied for the purpose.

Very respectfully,

Librarian of *St. Coll. P. Ky.*  
*Lexington*

REPORT ON THE COMMERCE AND NAVIGATION OF THE UNITED STATES.

1821	1830	1838	1846	1854	1862	1870	1878. Parts 1, 2.
1822	1831	1839	1847	1855	1863	1871	1879
1823	1832	1840	1848	1856	1864	1872	1880
1824	1833	1841	1849	1857	1865	1873	1881
1825	1834	1842	1850	1858	1866	1874	1882
1826	1835	1843	1851	1859	1867	1875	1883
1827	1836	1844	1852	1860	1868	1876	1884
1828	1837	1845	1853	1861	1869	1877	1885
1829							1886

This report was prepared by the Register of the Treasury in accordance with an act of Congress approved February 10, 1820, until the establishment of the Bureau of Statistics in 1866, since which date it has been prepared by the Chief of said Bureau.

It is included in the leather-bound set of Congressional documents, prior to 1851 bound in the same volume with other documents, since 1851 in a volume by itself, and from 1851 to 1859, inclusive, it is included among the documents both of the Senate and House of Representatives. An edition in cloth has also been issued annually.

REPORT ON THE COMMERCIAL RELATIONS OF THE UNITED STATES.

1855. Parts 1, 2, 3, 4.	1860	1865	1870	1875	1880 and 1881
1856	1861	1866	1871	1876	1882 and 1883
1857	1862	1867	1872	1877	1884 and 1885
1858	1863	1868	1873	1878	
1859	1864	1869	1874	1879. Parts 1, 2.	

This report is prepared under the supervision of the Secretary of State in accordance with the provisions of a resolution of the House of Representatives of December 14, 1853, and of an act of Congress approved August 18, 1856. It is included in the leather-bound set of Congressional documents, from 1855 to 1859, inclusive, among those both of the Senate and House of Representatives, and from 1859 among the Executive Documents of the House. An edition in cloth has also been issued annually.

Reports relating to this subject were issued prior to 1855 as follows: December 16, 1793; December 18, 1839, being Senate Doc. No. 80, 26th Congress, 1st session; March 29, 1842, being House Doc. No. 163, 27th Congress, 2d session; December 23, 1842, being House Doc. No. 29, 27th Congress, 3d session. A "Commercial Digest" was transmitted to the Senate December 7, 1819; a "Digest of Commercial Regulations" to the House January 30, 1824, and in 1833 Vol. 1, and in 1836 Vols. 2 and 3 of "Digest of Commercial Regulations" were printed in compliance with a resolution of the House of March 3, 1831.



Department of the Interior.

Washington June 4, 1887

Sir:

I have the honor to inform you that the following documents have been sent to the State College, Lexington, Ky., care of Prof. J. R. Patterson, accompanied by a letter stating that they were forwarded at your request, viz: The Official Register of the United States, 1883 vols 1 and 2, and 1885, vols.

1 and 2.

Very respectfully,

H. H. Muller  
Acting Secretary.

Hon. Jas. B. Beck,  
Lexington,  
Ky.



47-M-64

I only got two of them  
I hope they may reach  
you  
Yours  
G. Peck



[Feb 2, 1887]

S

Department of the Interior.

You are hereby notified that a copy of Volume Eighteen of the Final Reports of the Tenth Census has been mailed to your address at the request of the Hon.

J. C. S. Blackburn

Immediately upon its receipt please date, sign, and return this card.

Date: \_\_\_\_\_, 1886.

The receipt from the Secretary of the Interior of one copy of Report on the Social Statistics of Cities, Part I, the New England and the Middle States, is hereby acknowledged.

Name: \_\_\_\_\_

Residence: { Town: \_\_\_\_\_ State: \_\_\_\_\_

NOTE.—Volumes 12, 15, and 17 have not yet been published.

(6910—7000.)



47-M-64

Agricultural Mechanical

1.28.84



(1-439.)

Department of the Interior,

Washington Sept. 1, 1887

Sir:

I have the honor to send to your address, by registered mail, this day, the following-named documents:

The  
U. S. Official Register, Vols. 1+2, and  
1881 vols 1+2.

Very respectfully,

H. H. Mulron

Acting Secretary.

The Librarian of  
The State College  
Lexington, Ky.



96. 8. 71.

J. S. A.

DEPARTMENT OF THE INTERIOR,

WASHINGTON,

September 14, 1887.

The Librarian of  
The State College of Kentucky,  
Lexington, Ky.,

Sir: -

An effort is now being made by this Department, to complete in our principal public libraries, sets of various series of public documents, chiefly by means of exchanges, effected through the office of the Superintendent of Documents.

Several lists of valuable series of documents, embracing Patent Office Reports, Agricultural Reports, Reports of the Smithsonian Institute &c., were some time ago sent you, with the request that you check those in which your library is still deficient, and also those of which you have duplicate copies that you are willing to forward to this Department, to be used in supplying deficiencies in other libraries. These lists have however, never been returned.

As the largest results in this effort can only be realized through the general co-operation of our libraries, your attention is again called to the subject, in the hope that you will aid it, as far as you can, by turning over to the

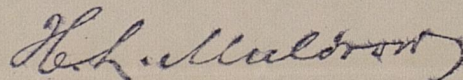


Department, your duplicates, and receiving from it such volumes required to supply your own deficiencies, as can be furnished.

Over 30,000 volumes of duplicates have already been received, and most of them re-distributed. It is not probable that another similar opportunity to secure missing volumes of public documents will ever be offered. The effort is made solely for the benefit of our public libraries, to which these documents will be of increasing value as the years pass, and as it becomes more difficult to secure them.

Should you be disposed in the interest of your own library or of the cause in general, to aid this effort, please return the lists referred to, at your earliest convenience.

Very respectfully,

A handwritten signature in cursive script, appearing to read "H. H. Mulford".

Acting Secretary.



N. H. R. Dawson,  
Commissioner.

DEPARTMENT OF THE INTERIOR,  
Bureau of Education.

WASHINGTON D.C., Jan 5, 1888.

Dear Sir:-

This Bureau proposes to issue a "Circular of Information" on Industrial Education in the South, at an early date. The text of this monograph has been prepared by the Rev. A. D. Mayo, whose labors in the cause of Education, through all the Southern States, during the past eight years, are probably well known to yourself, and whose opportunities for information and general appreciation of Educational affairs, in this portion of the country, would seem to give him an especial fitness for this work.

I also wish to give, in the same circular, a series of brief statements, by the representative leading schools of the South which have tested the various departments of industrial training, with a view to the direction of this important movement.

You would confer a favor, by sending to this office at your earliest convenience, such a statement, including your course of Industrial training, with its relations to the general curriculum of your Institution; and stating briefly the most important conclusions at which you have arrived as a result of experience in the special class of Industrial Education included therein.

Very respectfully,  
Your obedient servant,

N. H. R. Dawson  
Commissioner.

Jas. K. Patterson Ph. D.,  
Agr. & Mech. College,  
Lexington  
Ky



Department of the Interior,

Washington, 6 22, 1889

SIR:

The four volumes of the Tenth Census this day forwarded to your address complete the series, which embraces the Compendium, two volumes (octavo), and the final reports, twenty-two volumes (quarto), a copy of each of which has been sent you.

If for any reason your set is not now complete, missing volumes will be supplied on the receipt of the cost price of the same, information regarding which will be given, should you wish to purchase, a few copies being reserved for sale under a general provision of law authorizing the sale of public documents by this Office.

Duplicate copies cannot be furnished gratuitously from the departmental quota.

Very respectfully,

*H. H. Muldrow*

*First Assistant Secretary.*

*Agri. & Mechanical bell.*

*% Jas K Patterson esq*

*Lexington, Va.*



S

9.

11-12-95-  
CENSUS 1890.

Department of the Interior.

You are hereby notified that a copy  
of the Report on

Wealth, Debt, and Taxation at the  
Eleventh Census—Part 2—

has been sent to your address at the  
request of the

Hon. J. C. S. Blackburn

Immediately upon its receipt please  
date, sign, and return this card.

Date, \_\_\_\_\_, 189\_\_\_\_\_

The receipt from the Secretary of  
the Interior of one copy of the above-  
named Report is hereby acknowl-  
edged.

Name, \_\_\_\_\_

Residence: { Town, \_\_\_\_\_  
State, \_\_\_\_\_

Wm. St. Call.

[OVER.]




Department of the Interior,  
OFFICE OF THE SECRETARY.

OFFICIAL BUSINESS.

Penalty for private use, \$300.

**The SECRETARY OF THE INTERIOR,**

**Washington, D. C.**

 Mail this card without postage or envelope.

0-9

47-M-64





9.

11-12-95  
CENSUS 1890.

# Department of the Interior.

You are hereby notified that a copy  
of the Report on

**Wealth, Debt, and Taxation at the  
Eleventh Census—Part 2—**

has been sent to your address at the  
request of the

Hon. *W. Lindsay*

Immediately upon its receipt please  
date, sign, and return this card.

*a. + m. Call.*

Date, \_\_\_\_\_, 189\_\_\_\_\_

The receipt from the Secretary of  
the Interior of one copy of the above-  
named Report is hereby acknowl-  
edged.

Name, \_\_\_\_\_

Residence: { Town, \_\_\_\_\_  
State, \_\_\_\_\_

[OVER.]




Department of the Interior,  
OFFICE OF THE SECRETARY.

OFFICIAL BUSINESS.

Penalty for private use, \$300.

**The SECRETARY OF THE INTERIOR,**

**Washington, D. C.**

417 - M-64  Mail this card without postage or envelope.

0-9



5

25.

*State Coll. N.Y.*

CENSUS 1890.

Department of the Interior.

*11-30-96*

*You are hereby notified that a copy of the Report on*

**Farms and Homes: Proprietorship and Indebtedness at the Eleventh Census**

*has been sent to your address at the request of the*

Hon. *J. C. S. Blackburn*

*Immediately upon its receipt please date, sign, and return this card*

Date, \_\_\_\_\_, 189\_\_

*The receipt from the Secretary of the Interior of one copy of the above-named Report is hereby acknowledged.*

Name, \_\_\_\_\_

Residence: { Town, \_\_\_\_\_  
State, \_\_\_\_\_

[OVER.]




Department of the Interior,  
OFFICE OF THE SECRETARY.

OFFICIAL BUSINESS.

Penalty for private use, \$300.

**The SECRETARY OF THE INTERIOR,**

**Washington, D. C.**

 Mail this card without postage or envelope.

47-M-64



3

25.

*A. & M. Coll.*

CENSUS 1890.

Department of the Interior.

*11-30-96*

*You are hereby notified that a copy  
of the Report on*

**Farms and Homes: Proprietorship and  
Indebtedness at the Eleventh Census**

*has been sent to your address at the  
request of the*

Hon. *W. Lindsay*

*Immediately upon its receipt please  
date, sign, and return this card*

Date, \_\_\_\_\_, 189\_\_\_\_\_

*The receipt from the Secretary of  
the Interior of one copy of the above-  
named Report is hereby acknowl-  
edged.*

Name, \_\_\_\_\_

Residence: { Town, \_\_\_\_\_  
State, \_\_\_\_\_

[OVER.]



Department of the Interior,


OFFICE OF THE SECRETARY.

OFFICIAL BUSINESS.

Penalty for private use, \$300.

**The SECRETARY OF THE INTERIOR,**

**Washington, D. C.**

 Mail this card without postage or envelope.

47-M-64



Department of the Interior,  
**Bureau of Education,**

*Washington, D. C.,*

January 8, 1897.

My dear sir:-

Enclosed is an Executive Document, which explains itself. It affords a good opportunity to advance the interests of the Bureau. It is therefore desired that the Presidents of the leading Universities and Colleges, and other well known Educators write as soon as possible to the Senators and Representatives from their respective states in behalf of the Bureau.

Should you desire to make use of any more copies of this document, kindly let me know.

Thanking you in advance for anything you can do, I am

Very faithfully,

*Arthur Mac Donald*

Specialist in Education as a  
Preventive of Pauperism and Crime.



# Department of the Interior,

Washington, D. C., March 31, 1899

The O. & M. College -  
Lexington,  
Kentucky.

SIR :

A copy of the *Statistical Atlas of the United States based upon the results of the Eleventh Census* is this day mailed to your address at the request of the Hon. William Windray

This is the last of the publications covered by said request.

The following volumes have already been sent you :

The Abstract ;  
The Compendium, Parts 1, 2, 3 ;  
Report on Mineral Industries ;  
Report on Wealth, Debt and Taxation, Parts 1 and 2 ;  
Report on Population and Resources of Alaska ;  
Report on Indians Taxed and Not Taxed ;  
Report on Churches ;  
Report on Population, Parts 1 and 2 ;  
Report on Insurance, Parts 1 and 2 ;  
Report on Manufactures, Parts 1, 2 and 3 ;  
Report on Transportation, Parts 1 and 2 ;  
Report on Agriculture, Irrigation and Fisheries ;  
Report on Vital and Social Statistics, Parts 1, 2, 3 and 4 ;  
Report on Insane, Feeble-Minded, Deaf, Dumb and Blind ;  
Report on Crime, Pauperism and Benevolence, Parts 1 and 2 ;  
Report on Real Estate Mortgages ;  
Report on Farms and Homes: Proprietorship and Indebtedness.

As soon as the Atlas comes to hand please oblige the Department by signing the receipt below and promptly returning this entire sheet in the envelope herewith inclosed. If any of the volumes have failed to reach you, please note the exceptions.

Very respectfully,

E. A. Hitchcock.

Secretary.

The receipt from the Department of the Interior of the Statistical Atlas of the Eleventh Census and of each of the other volumes above enumerated, is hereby acknowledged.



# Department of the Interior,

Washington, D. C., *March 31*, 189*9*

*State College of Kentucky -  
Lexington -  
Kentucky.*

SIR :

A copy of the *Statistical Atlas of the United States based upon the results of the Eleventh Census* is this day mailed to your address at the request of the Hon. *J. C. S. Blackburn*

This is the last of the publications covered by said request.

The following volumes have already been sent you :

The Abstract ;  
The Compendium, Parts 1, 2, 3 ;  
Report on Mineral Industries ;  
Report on Wealth, Debt and Taxation, Parts 1 and 2 ;  
Report on Population and Resources of Alaska ;  
Report on Indians Taxed and Not Taxed ;  
Report on Churches ;  
Report on Population, Parts 1 and 2 ;  
Report on Insurance, Parts 1 and 2 ;  
Report on Manufactures, Parts 1, 2 and 3 ;  
Report on Transportation, Parts 1 and 2 ;  
Report on Agriculture, Irrigation and Fisheries ;  
Report on Vital and Social Statistics, Parts 1, 2, 3 and 4 ;  
Report on Insane, Feeble-Minded, Deaf, Dumb and Blind ;  
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As soon as the Atlas comes to hand please oblige the Department by signing the receipt below and promptly returning this entire sheet in the envelope herewith inclosed. If any of the volumes have failed to reach you, please note the exceptions.

Very respectfully,

*E. A. Hitchcock.*

Secretary.

The receipt from the Department of the Interior of the *Statistical Atlas of the Eleventh Census* and of each of the other volumes above enumerated, is hereby acknowledged.



[Aug. 13, 1882]

THE KENTUCKY HISTORICAL SOCIETY.

The executive committee of the Kentucky Historical Society had its regular meeting on Tuesday, at 4 P. M., at the rooms of the Society. There were present, Col. J. Stoddard Johnston, chairman, Prof. J. Desha Pickett, Gen. Fayette Hewitt, and Hon. John Andrew Steele. Hon. Thos. L. Jones, the remaining member, was prevented from attending by an appointment to speak at Lexington. There were also present, Mrs. Thos. L. Jones, President of the Ladies' Branch of the Society, Mrs. Bush, Librarian, and a number of the lady members as well as several gentlemen, also members of the Society. The chairman laid before the meeting the invitation from the Blue Licks Monument Association to the Society to participate in the Centennial of the Battle of Blue Licks, and the laying of the corner stone of the monument on the 19th inst.

On motion, the invitation was accepted, and the chairman was appointed to confer with the Monumental Committee as to the part to be taken by the Society, and to make all necessary arrangements therefor.

On further motion it was resolved that the Society attend as a body, and that for the purpose of defraying expenses for badges, &c., the members be requested to forward to Mrs. Cornelia Bush, Librarian, Frankfort, a contribution of one dollar each; also that as many as can attend, and that all who intend to be present notify Mrs. Bush of the fact in order that they may have the advantage of any arrangement for reduced fare.

The Kentucky Historical Society were among the first to suggest the celebration of the Blue Licks Centennial, and take a great interest in the proposed meeting, the indications being that there will be a general attendance of the members, and that their presence will contribute materially to the interest of the occasion.



J. C.B.

Department of the Interior,  
**Bureau of Education,**

E.M.

Washington, D. C., December 8, 1898.

James K. Patterson,  
President Kentucky Agr'l and Mechanical College,  
Lexington, Kentucky.

Dear Sir:

I have returned to you by mail the photographs you kindly furnished for the exhibit of this Bureau at the Exposition at Omaha. I thank you heartily for their use.

The collection of which your contribution formed a part was an important feature of the exhibit and attracted a satisfactory share of attention - much more than such things usually do. Upon this I congratulate you.

Very respectfully,

*Lorick Pierce*

Acting Commissioner.



# Department of the Interior,

## BUREAU OF EDUCATION,

*Washington, D. C., November 26, 1900.*

*To Presidents, Treasurers, and Boards of Control  
of State Colleges of Agriculture and Mechanic Arts,  
and of Institutions of like Character  
for the Education of Colored Students.*

GENTLEMEN: Your attention is respectfully called to the requirements of the act of Congress, approved August 30, 1890, in aid of the land-grant colleges of agriculture and the mechanic arts, respecting the annual reports of the presidents and treasurers of said institutions to the Secretary of Agriculture and the Secretary of the Interior, and to certain decisions respecting the disbursement of the funds authorized by the said act.

1. The annual reports of treasurers are required to be made on or before September 1st of each year (section 2).
2. The reports of presidents must be received before the States can be certified for the annual installments of this fund, and it is respectfully requested that they be forwarded to this office not later than September 1st of each year.
3. The funds annually appropriated by the act of August 30, 1890, must be expended during the year for which they are appropriated and for the purposes specified in the said act, and can not be allowed to accumulate in the form of an unexpended balance or be invested as a permanent interest-bearing fund (decision of the Assistant Attorney-General, June 20, 1899). The Department will insist on the expenditure annually of substantially the entire amount appropriated by the act of August 30, 1890, and boards of control of agricultural and mechanical colleges are requested to make provision for such expenditures. It is understood, of course, that contracts may be entered into for machinery or other educational material which, for good reasons, may not be ready and paid for until the following year. In such cases it is sufficient to explain, by a note in the report, that the balance is held for the purpose of liquidating bills already incurred, and stating the nature of the outstanding contracts.
4. The funds are "to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life, and to the facilities for such instruction." It is held that this language authorizes the purchase from this money of apparatus, machinery, text-books, reference books, stock and material used in instruction, or for the purposes of illustration in connection with any of the branches enumerated, and the payment of salaries of instructors in said branches only.
5. The expenditure of any portion of these funds for the purchase, erection, preservation or repair of any building or buildings under any pretense whatever is specifically prohibited by the act (section 3), and the purchase of land is not allowable (decision of Assistant Attorney-General, March, 1891).
6. The salaries of purely administrative officers, such as presidents, treasurers, secretaries, book-keepers, janitors, watchmen, etc., can not be charged to this fund (decision of Assistant Attorney-General, March 7, 1894), nor can it be expended for heating or lighting buildings, musical instruments, furniture, cases, shelving, desks, lockers, salaries of instructors in philosophy, psychology, ethics, logic, history, political science, civics, pedagogy, and in ancient and modern languages (except English). When an administrative officer also gives instruction in any of the branches of study mentioned in the act of August 30, 1890, or when an instructor gives such instruction and also devotes part of his time to giving instruction in branches of study not mentioned in the said act, only a part of such person's salary proportionate to the time devoted to giving instruction in the branches of study mentioned in the said act of August 30, 1890, can be charged to these funds.

[OVER.]



7. In order that greater uniformity in the reports of treasurers may be obtained in the future, the following classification of subjects that may be included under the several schedules has been prepared, such classification to be adhered to by the treasurers of the various institutions in the preparation of their annual reports:

SCHEDULE A.—*Instruction in Agriculture.*

- |                      |                        |
|----------------------|------------------------|
| 1. Agriculture.      | 6. Dairying.           |
| 2. Horticulture.     | 7. Veterinary science. |
| 3. Forestry.         | 8. Poultry industry.   |
| 4. Agronomy.         | 9. Apiculture.         |
| 5. Animal husbandry. |                        |

SCHEDULE B.—*Instruction in Mechanic Arts.*

- |                              |                         |
|------------------------------|-------------------------|
| 1. Mechanical engineering.   | 10. Architecture.       |
| 2. Civil engineering.        | 11. Machine design.     |
| 3. Electrical engineering.   | 12. Mechanical drawing. |
| 4. Irrigation engineering.   | 13. Ceramics.           |
| 5. Mining engineering.       | 14. Stenography.        |
| 6. Marine engineering.       | 15. Typewriting.        |
| 7. Railway engineering.      | 16. Telegraphy.         |
| 8. Experimental engineering. | 17. Printing.           |
| 9. Textile industry.         | 18. Shop work.          |

SCHEDULE C.—*Instruction in English Language.*

- |                        |              |
|------------------------|--------------|
| 1. English language.   | 4. Rhetoric. |
| 2. English literature. | 5. Oratory.  |
| 3. Composition.        |              |

SCHEDULE D.—*Instruction in Mathematical Sciences.*

- |                 |               |
|-----------------|---------------|
| 1. Mathematics. | 3. Astronomy. |
| 2. Bookkeeping. |               |

SCHEDULE E.—*Instruction in Natural and Physical Sciences.*

- |                |                         |
|----------------|-------------------------|
| 1. Chemistry.  | 8. Metallurgy.          |
| 2. Physics.    | 9. Entomology.          |
| 3. Biology.    | 10. Physiology.         |
| 4. Botany.     | 11. Bacteriology.       |
| 5. Zoology.    | 12. Pharmacy.           |
| 6. Geology.    | 13. Physical geography. |
| 7. Mineralogy. | 14. Meteorology.        |

SCHEDULE F.—*Instruction in Economic Sciences.*

- |                       |                          |
|-----------------------|--------------------------|
| 1. Political economy. | 3. Commercial geography. |
| 2. Domestic economy.  |                          |

Very respectfully,

*W. L. Harris*

Commissioner.

Approved, December 7, 1900.

E. A. HITCHCOCK,

Secretary.

167005500-12-1900



Address all official communications to  
"Commissioner of Education."

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,  
WASHINGTON, D. C.

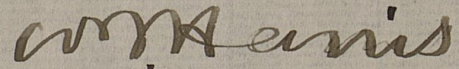
December 10, 1904.

W.F.P.

Dear Sir:

I am informed by cablegram from Dr. Parkin that  
the examinations for the Rhodes Scholarships will be held on January  
17th and 18th, 1905.

Very respectfully,



Commissioner.

President J. K. Patterson, Ph. D.

of Committee of Selection, Rhodes Scholarships,  
State College,  
Lexington, Kentucky.

POSTSCRIPT,

LATER - Printed documents are on the way to you from London.



Department of the Interior,

GENERAL LAND OFFICE,

Big Bug, Arizona, Aug. 11, 1905.

Pres. Jas. K. Patterson,  
Ky. State College,  
Lexington, Ky.

Dear President:-

I am seeking capital to develop the body of ore which I discovered last November, and which you got assayed for me there at the college. I am confident it will make a bonanza. It has great merit, and will stand close investigation.

It will take much more money than I have to develop this property sufficiently to market the ore, or to prove the amount of ore so as to sell for a mine at \$50,000<sup>00</sup> or \$100,000<sup>00</sup>.

It is easy enough to sell a mining claim at a handsome figure when the ore is "in sight". For example, ore on the surface for 400 ft and 2 ft wide, and on which a shaft is sunk 100 ft. at the center; it is said to contain 40,000 cubic feet in sight. If such a body of ore could be handled at a profit of \$25<sup>00</sup> per ton, it would be a splendid investment at \$75,000<sup>00</sup>.

I wish you would give me the names of some men with capital who might become interested with what I have. I will give a one-half interest for the necessary capital to develop the mine. I will let the man or men come out and see what I have, and from time to time see what development shows. \$500<sup>00</sup> or \$1000<sup>00</sup> is all I ask to start with. When this amount is expended no more need be expended if the man (or men) is not satisfied with the showing made. I shall give any such person or persons a "square deal." I shall not misrepresent the property and I shall gladly give full information concerning it.

Hoping to hear from you soon I am  
Most cordially  
J. S. Roach.



DEPARTMENT OF THE INTERIOR,  
**Bureau of Education,**

*Washington, D. C., September 19, 1884.*

*DEAR SIR:*

*What would you like to exhibit in the educational department of the New Orleans Exposition?*

*What exhibit can you make without assistance?*

*What aid will be absolutely necessary to enable you to present the full exhibit you would prefer to make?*

*Application to this Office for information will receive prompt attention.*

*Very respectfully,*

JOHN EATON,  
*Commissioner.*