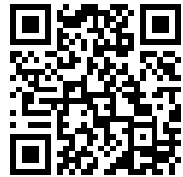

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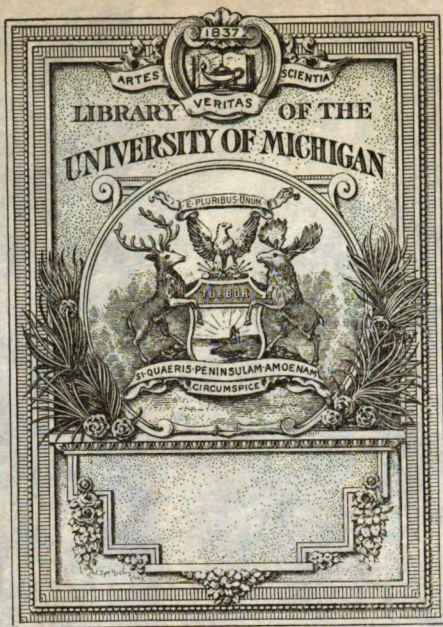




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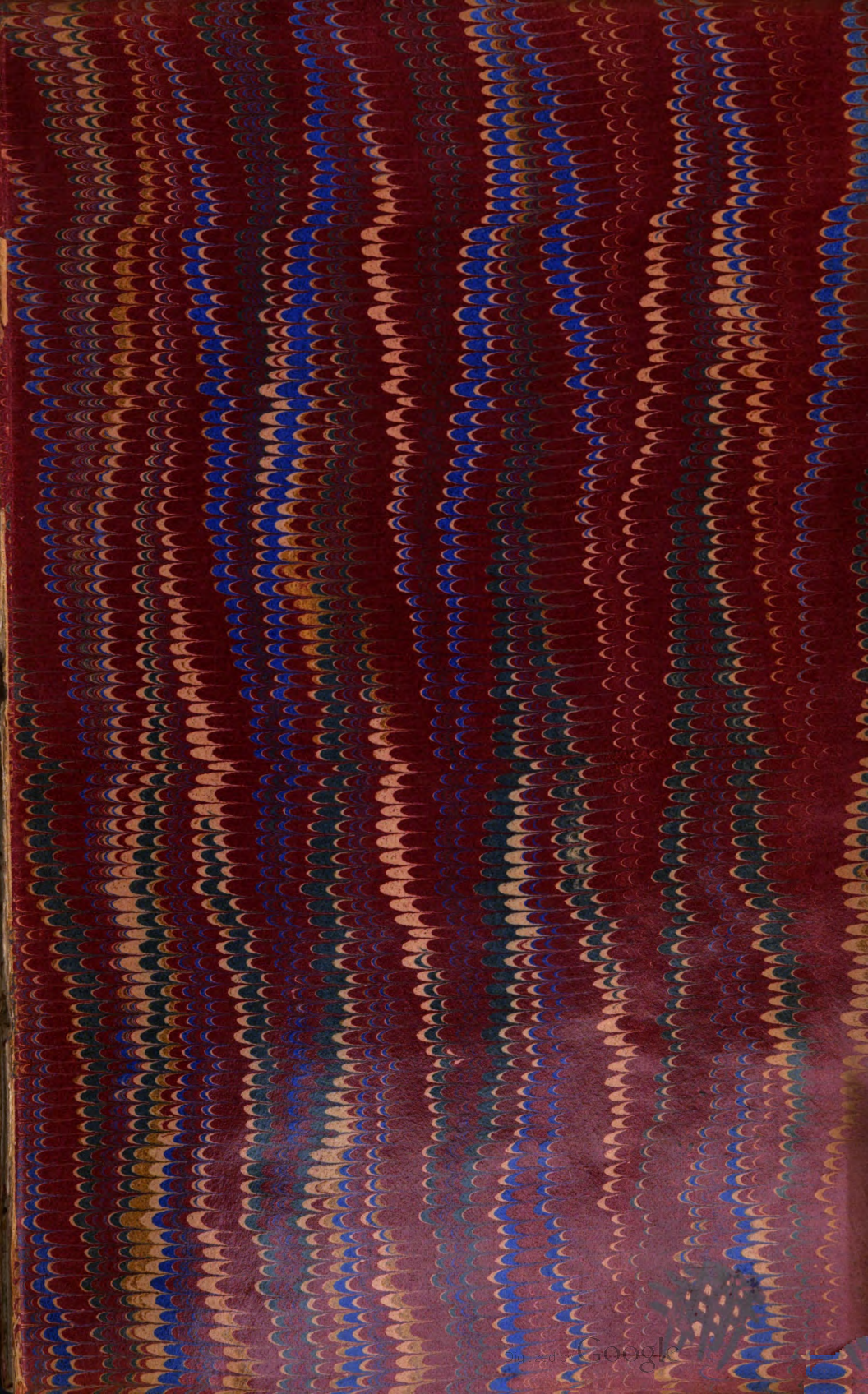


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UNITED STATES OF AMERICA.



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SECOND ANNUAL REPORT
OF THE
Superintendent of Public Instruction,
OF VIRGINIA,
1872.
PART I.—STATISTICAL.

VIRGINIA SCHOOL REPORT,

1872.

SECOND ANNUAL REPORT

OF THE

Superintendent of Public Instruction,

FOR THE YEAR ENDING AUGUST 31, 1872.

FIRST REPORT OF THE BOARD OF VISITORS

OF

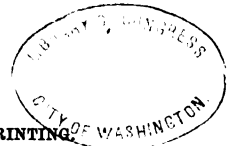
The Agricultural and Mechanical College.

RICHMOND:

R. F. WALKER, SUPERINTENDENT PUBLIC PRINTING

1872.

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1872-07



COMMONWEALTH OF VIRGINIA,
OFFICE OF THE BOARD OF EDUCATION,
Richmond, December 1, 1872.

To the General Assembly of Virginia :

The Board of Education has the honor to transmit herewith the Second Annual Report of the Superintendent of Public Instruction, together with the accompanying documents.

Respectfully,

GILBERT C. WALKER,
President Board of Education.

166003

COMMONWEALTH OF VIRGINIA,
OFFICE SUPERINTENDENT OF PUBLIC INSTRUCTION,
Richmond, November 1, 1872.

To his Excellency GILBERT C. WALKER,
Governor of Virginia, and ex officio
President of the Board of Education :

MR. PRESIDENT,—

I respectfully submit herewith my Second Annual Report; which shows, as you will be pleased to observe, a gratifying advance in our Educational work.

The Report is prepared in two parts: the first, Statistical; the second, Expository. The second part is an exposition of the general principles and methods of the school system, rather than of the particular statistics of the year, which are sufficiently explained in part first. The two parts may be printed as independent pamphlets, and be circulated separately, or under one cover, as may be preferred in particular cases. This, I think, is a more economical and effective arrangement than the usual one of inserting general discussions into the midst of the record of current facts.

I have the honor to be

Your ob't serv't,

W. H. RUFFNER,
Supt. Public Instruction.

SECOND ANNUAL REPORT

OF THE

Superintendent of Public Instruction,

FOR THE YEAR ENDING AUGUST 31, 1872.

PART I---STATISTICAL.

The following statements exhibit the educational results for the last year in a summary way, and show a decided gain, as compared with the previous year :

Number of counties in the State.....	99
" cities of first class.....	6
" county and city superintendents.....	91
" school districts in cities and counties.....	454
" school trustees in cities and counties.....	1,362
" public schools* in cities and counties.....	3,695
" graded schools.....	107
" teachers in public schools.....	3,853
Average monthly salaries.....	\$29 81
Average number of months schools were taught.....	5.72
Number of pupils attending public schools.....	166,377
Number of pupils in average daily attendance.....	95,488
Per centage of school population enrolled.....	40.5
Per centage of school population in average attendance.....	23.2
Per centage of those enrolled in average attendance.....	57.4
Average cost of tuition per month in public schools per pupil enrolled....	.70
Average cost of tuition per pupil in average attendance.....	\$1 22
Number of school houses owned by districts.....	504
Value of public school property.....	\$387,672

COUNTY SUPERINTENDENTS.

Average number of visits to schools.....	78
" " teachers examined.....	48
" " official letters written.....	245
" " miles traveled on official business.....	828
" " days employed.....	138

*Counting each grade of one teacher in a graded school as one school.

Average amount of incidental expenses†.....	\$92 51
Average salary from the State.....	\$310 95
Average salary from the State, less incidentals.....	218 44
Average salary from the county.....	186 80
Average salary from the State and county.....	497 75
Average salary from State and county, less incidentals.....	405 24

PRIVATE SCHOOLS.

Number of primary schools.....	648
Number of high schools.....	187
Number of colleges and technical schools.....	21
Total number of private schools.....	856
Number of pupils attending primary schools.....	10,182
Number of pupils attending high schools.....	7,742
Number of pupils attending colleges and technical schools.....	2,573
Total number attending private schools.....	20,497
Cost of tuition per month in primary schools.....	\$1 90
Cost of tuition per month in high schools.....	4 91
Cost of tuition per month in colleges and technical schools.....	7 00
Average number of months taught in primary schools.....	6.75
Average number of months taught in high schools.....	8.33
Average number of months taught in colleges and technical schools.....	9.00

†Not paid out of public funds.

A TABLE

*Showing the whole Cost of Public Education for the year ending August 31, 1872
(including unpaid balances).*

	To State Funds.	To County Funds.	To District Funds.	To other sources.	Total.
For pay of teachers and treasurers.....	\$387,815 22	\$202,865 48	.....	\$52,384 98	\$643,065 68
For pay of county superintendents.....	28,296 88	16,998 15	.....	.....	45,295 03
For expenses of central office.....	*6,490 33	.....	.....	.....	6,490 33
For district expenses.....	.....	.....	249,104 33	49,363 22	298,467 55
Total	\$422,602 43	\$219,863 63	\$249,104 33	\$101,748 20	\$993,318 59

*Two thousand dollars of this amount is paid out of State Treasury.

Deduct \$176,506 56, the excess of the value of public school property in 1872 over that in 1871, and we have as the total cost for current expenses, \$816,812 03.

NOTE.—The total cost of public education in the State for the year is less than the amount reported, because it appeared evident, in analyzing the reports of county superintendents, that some of them had charged to the current year's account the liabilities for the year previous which were paid during the current year. This discovery was made too late to return the reports for correction.

A STATEMENT

Showing the condition of the system for the school year ending August 31, 1872, in comparison with its condition for the year ending August 31, 1871.

	1871.	1872.
Whole number of public schools.....	3,047	3,695
Increase in 1872.....	648	
Whole number of pupils enrolled.....	131,088	166,377
Increase in 1872.....	35,289	
Whole number attending private schools.....	25,948	20,497
Decrease in 1872.....	5,451	
Total number pupils in public and private schools.	157,036	186,874
Increase in 1872.....	29,838	
Number of pupils in average daily attendance....	75,722	95,488
Increase in 1872.....	19,766	
Percentage of school population enrolled.....	31.8	40.5
Increase in 1872.....	8.7	
Percentage of school population in average attendance.....	18.8	23.2
Increase in 1872.....	4.4	
Whole number of teachers in public schools.....	3,084	3,853
Increase in 1872.....	769	
Estimated value of public school property.....	\$211,166	\$387,672
Increase in 1872.....	\$176,506	
Number of school houses owned by districts.....	190	504
Increase in 1872.....	414	
Average number months schools were taught.. ...	4.66	5.72
Increase in 1872.....	1.06	

REMARKS ON THE STATISTICS.

The details on which these summaries are based will be found among the documents forming a part of this Report, particularly in ten tables compiled from the reports of the county superintendents, in the tables giving the statistics of private schools, and in the Second Auditor's Report.

Considering the embarrassments under which the mighty work of universal education was begun and has been continued, we have reason to thank God and take courage. The hostile and the feeble-hearted expected that in a year or two our public school system would end its existence; but it was born a giant, and has grown with giant vigor. Strong as it was in its first year, it was greatly stronger in the second, and

at this present writing (November 1) it has entered healthfully upon its third year of active life.

The addition in the second year of 648 schools and 769 teachers, with an addition of more than a month in the average length of the school session, was a most gratifying increase of school privileges over those of the first year; and the happy effects were simultaneously exhibited by the addition of 35,289 pupils to the enrollment in the schools.

The increased liberality of the people is also worthy of note, especially in view of the fact that in the counties and districts the money was voted by the people at the polls, and came in most opportunely to supplement the waning income from the State. The demonstrated practicability of educating the children at seventy cents per month per pupil, confirms what has been asserted with regard to the economy of the public system of education.

DIMINUTION IN THE PROCEEDS OF STATE SCHOOL TAX.

The amount received from that source during the year 1870-71 was \$362,000; received during 1871-72, \$315,428; diminution, \$46,572. After the expiration of the scholastic year 1870-71, additional funds pertaining to that year were received to the amount of \$73,182, which raised the total to \$435,182. Even this sum, however, fell short of the First Auditor's estimate (which was \$490,343) by more than \$55,000; although some important sources of revenue were left out of his calculation.

On the 1st September, 1872, the school revenue from the State tax was nearly \$175,000 short of the First Auditor's estimate for last year. Part of this will no doubt yet come in. But still we cannot expect to receive within \$100,000 of the amount of funds which the facts led us to expect. This is a serious matter. The disastrous results were mitigated by the interest received from the vested Literay Fund. But liabilities must be paid in the districts out of money belonging to the now current year. This, with the danger of still further diminution from reduced assessments, must tell badly on the schools during the year upon which they have entered.

THE LITERARY FUND.

As shown by the Second Auditor in his report which is given in the Appendix to my *last year's* Report, on the 1st of May, 1871, consisted of \$1,596,069 in solvent securities, on which the unpaid interest would on the 1st July, 1871, amount to \$566,616. The investments were:

In Virginia State stocks.....	\$1,543,669 00
In Richmond City stocks.....	400 00
In loan to Washington college.....	2,000 00
In Fairmount (West Virginia) Bank stock.....	50,000 00

It will be seen by the present report of the Second Auditor that the interest on the debts due from Richmond city and from Washington College have been paid, and a portion of the interest due on the State stocks. Inasmuch as the Constitution (Art. VIII., Sections 7 and 8), and also the School Law (section 56) set apart this Fund, and require its annual interest to be used for the support of the public free schools, it is to be hoped that the General Assembly will provide for the payment of full interest on the Fund. Unless some special effort be made to prevent it, our school revenues for the current year will be seriously curtailed.

AID FROM PEABODY FUND.

It will be seen from the statement of the General Agent given below that \$28,900 of the proceeds of the Peabody Education Fund were appropriated to the Virginia schools during the past scholastic year. The bulk of this was given in aid of graded schools; and was highly influential in promoting the formation of this class of schools, and in the prolonging of their sessions; both of which were objects of the first importance. Aid was also rendered to teachers' institutes, and to the support of the *Educational Journal*. Doctor Sears has continued to contribute his much coveted personal services in aid of our work by travelling extensively, delivering addresses, and rendering counsel.

LIST OF APPROPRIATIONS.

Richmond, Public Schools.....	\$1,500 00
" , Normal School	1,500 00
" , Colored Normal School.....	800 00
Petersburg, Public Schools.....	2,000 00
Norfolk, " "	1,500 00
Winchester, " "	1,500 00
Staunton, " "	1,500 00
Lynchburg, " "	2,000 00
Alexandria, " "	1,000 00
Portsmouth, " "	1,000 00
Manchester, " "	1,000 00
Wytheville, " "	900 00
Harrisonburg " "	800 00
Lexington, " "	750 00
Danville, " "	600 00
Floyd Courthouse, Public Schools.....	450 00
Teachers' Institutes	1,000 00
Journal of Education.....	200 00
Woodstock, Public School.....	300 00
Edinburg, " "	300 00
Strasburg, " "	300 00
Palmyra, " "	300 00
Marion, " "	300 00
Buchanan, " "	300 00
Matoaca, " "	300 00
Fincastle, " "	300 00
Culpeper Courthouse.....	300 00
Leesburg.....	300 00
Wythe county, Public School.....	300 00
Bristol, " "	300 00
Independence, " "	300 00
Charlottesville, " "	300 00
Fredericksburg, Public Schools.....	300 00
Calliopean, Grayson county.....	300 00
Abingdon, Public Schools.....	300 00
Bruce town, " "	300 00
Bridgewater, " "	300 00
Clover Hill, " "	300 00
Lincoln, Hampton, (colored).....	300 00
Midlothian, Public School, (colored).....	200 00
Louisa Courthouse, (colored).....	200 00
Butler School, near Hampton, (colored).....	200 00
Buckingham, Courthouse, (colored).....	200 00
Hampton Normal School.....	800 00
Hollins' Institute.....	500 00
Salem, Public Schools.....	500 00
	<hr/>
	\$28,900 00

THE STATISTICS OF PRIVATE AND INCORPORATED SCHOOLS

Given in the appropriate tables are very valuable, and probably form the most complete and reliable collection ever made in the State. It is evident from the diminution of pupils in the lower grades of private schools, taken in connection with the large increase in the corresponding public schools, that the latter are rapidly absorbing the former. Under special circumstances there ought to be, and always will be, private schools for the primary branches; but as will be fully shown in Part II, it is by far the best plan for the community generally to unite upon the public schools in elementary education. It may thus have a better quality of schools for less expense than upon the private, or the ecclesiastical, plan. As we ascend the scale of education, all systems may wisely be supported, for reasons which will be given in the sequel.

It is a highly gratifying fact that last year we had in the State 187 high schools, or academies, (as perhaps they had better be styled, in contradistinction from secondary public schools, which are universally denominated "high schools"). These academies contained 7,701 pupils, a large portion of whom will shortly enter the colleges.

The statistics of our colleges for the past year are highly encouraging. The aggregate of students was probably greater than at any previous period in the history of the State. In the matter of superior education Virginia is the acknowledged leader among the Southern States.

Our colleges are very ably manned, and lack nothing but larger endowments. Our two universities, representing respectively the ideas of private enterprize and public munificence, are worthy of their fame, and should not be allowed to languish for want of means.

Theological seminaries being designed to prepare students for a special vocation, are herein classed among technical schools. It is gratifying to observe the disposition to diversify our forms of education, and to establish those special schools, which are so potent in forwarding their respective interests. Last year there were ten technical schools, representing at least six vocations. To these have since been added the Agricultural

and Mechanical college. A discussion of the value and proper organization of technical schools may be found in the report of that college hereunto appended.

A comprehensive statement of my views in regard to schools of all sorts will appear in Part II. It will there be seen that the friend of public education is not of necessity an iconoclast.

Some interesting tables concerning the distribution of colleges and college students in the United States, are copied in the Appendix from one of the valuable documents issued by Gen. Eaton, of the National Bureau of Education. The commanding influence of Virginia in the higher grades of education will there be observed.

PROGRESS OF PUBLIC SENTIMENT.

Abundant evidence is herein adduced to show that the public school system is growing in favor with all classes of our people. There are some counties in which many of the landholders have as yet strangely failed to recognize the advantages of popular education to the owners of the soil. But everything being considered, the advance in public sentiment has been far more rapid than could have been anticipated. Many of our leading men who are still theoretically opposed to public education are coöperating in the effort to make the system a good one, and are really bolder in devising liberal measures than some who claim to have been lifelong friends. This is fortunate. The existence of public schools being thoroughly assured, we now specially need proper sentiments as to the character and efficiency of the schools. In this aspect of the work, men of all theories and prejudices may coöperate.

LAW-ABIDING CHARACTER OF OUR PEOPLE.

The following section in our constitution discloses on the part of its framers some apprehension of violent resistance to the working of the public free school system in Virginia :

Constitution, Article viii., Section 11.—" Each city and county shall be held accountable for the destruction of school property that may take place within its limits by incendiaries or open violence."

I never had the slightest apprehension of any form of violent resistance to the operation of the school law; but, in order to show how superfluous was this provision, I have required reports on the subject from the local officers for both of the past two years; and it may be seen that not a single case has occurred of the destruction of school property by incendiaries or open violence, except in one, or possibly two, instances, which was of a kind not referred to in the constitution. Some school-houses have been burned, but the fires are believed to have been accidental, with the exception above alluded to, which was a case in which persons living at a distance from the school house were suspected of having committed the arson in order to secure a change of location.

In regard to the honorable course pursued by our Legislature and people generally in respect to the school system, I am glad to be able to quote the public testimony of so well-informed and competent a witness as Dr. Sears. In his report to the Board of Trustees of the Peabody Education Fund, which met in Boston during last August, he uses the following language :

"The introduction of a system of public schools in this State (Virginia) has a remarkable history. Acting under a constitution whose provisions for education they did not fully approve, her legislators, at their first meeting, enacted laws in strict conformity with its requirements. Entertaining in their own minds serious doubts of the undertaking, and meeting with opposition from others, they nevertheless determined not merely to comply with the constitution as a matter of form, but to make the experiment in good faith. They elected March 20th, 1870, for superintendent * * * a man who was a believer in the system. It was made his duty to prepare and submit a plan of public instruction for their consideration at an early day, and the outline of a plan was immediately drawn up and presented, and it became a law *July* 11 of the same year. Before the end of the year the State and county organizations were complete, and fourteen hundred school officers were appointed and commissioned. The number of schools amounted to more than twenty-nine hundred, with about one hundred and thirty thousand pupils, and more than three thousand teachers. The county superintendents, on whom devolved the responsibility and labor of organizing schools and putting them in operation were selected with great care, and for the most part showed themselves eminently worthy of their trust. Their doubts of the practicability of free schools at the public expense soon vanished, and from the earnestness of their character, and the thoroughness and freshness of their convictions, they were able to carry the majority of the people with them in the measures they proposed. It is the more creditable to the State that all this has been accomplished at a time of great financial embarrassment."

It is worthy of remark also, that although the mode of raising local school taxes first adopted was unpopular, and practically subject to a variety of flaws and mishaps, there was a disposition manifested in only two or three counties, and these on the part of a very few individuals, to throw obstacles in the way of collecting the school taxes. Taken altogether, probably no new scheme of legislation ever operated more smoothly.

IMPROVEMENT IN SCHOOL-HOUSES.

The funds applicable to District purposes were so small that but little improvement could have been expected in school accommodations, and but little has been made in comparison with what is needed; yet there has been some advance. In many counties several new houses have been built and others projected, whilst a large majority of the superintendents report much done in the way of refitting. Many Districts would now gladly multiply and improve their school accommodations, if they were allowed to raise the necessary means for so doing.

IMPROVEMENT IN THE QUALITY OF SCHOOLS.

Improved school-houses and apparatus would of themselves tend strongly to improve the schools. An important item of improvement is the approach which has been made to uniformity of text-books. The want of this essential requisite to success in teaching has been sorely felt by private teachers, who have not commonly been able to control their schools sufficiently to secure uniformity. The public system is attended with great advantages in this respect.

There has also been improvement in the teachers. The examination by the County Superintendent has proved to be a powerful stimulus here, as it has elsewhere; and the reëxamination which was required before the beginning of the second year enabled the officers to drop such teachers as had not met expectation. The effect of these examinations, the general influence of Superintendents, the holding of teachers' institutes, and the reading of professional literature, have conspired to elevate the average tone of the profession. But there is still great room for improvement. In some places the mode of

teaching is the same that was practised half a century ago, and the improved methods of organization, discipline and instruction are almost unknown. The teachers cannot be induced to read or inquire, but are content to plod their dull rounds in self-satisfied ignorance. There are many most encouraging exceptions to this. Under the influence of Superintendents, who have become thoroughly imbued with the spirit of their offices, the teachers in quite a number of our cities and counties have progressed rapidly in professional intelligence and skill. But we cannot hope to bring our schools abreast of the educational advance of the times until we engage earnestly and liberally in the work of giving a systematic training.

The graded system of school organization, which is fully discussed in Part II. of this report, has been introduced to a considerable extent in our larger centres of population, and is destined to confer vast benefits upon the people. All our cities of the first class afford the opportunity of operating the system to its full capacity, and their authorities are doing what they can to organize their schools on a comprehensive and thorough basis. All these cities have able and zealous Superintendents, but of course for a variety of reasons, their degrees of success have been various. All, however, are moving in the right direction.

The cities of Richmond and Lynchburg have made the greatest advance toward complete organization, systematic visitation of schools, instruction of teachers, and commodious school accommodations. The authorities of those cities embraced the cardinal doctrine that a Superintendent of Schools sufficiently paid to enable him to give his whole time to his official duties, was the only guarantee of complete success. I have appended to the second part of this report the schemes of organization and instruction now in operation in those cities, and feel prepared to commend them highly. Experience will of course suggest improvements, but considering how short a time has elapsed since the establishment of the system in those cities, the maturity and efficiency of their plans of instruction and management are really surprising. This is especially true of Richmond, where the school officers have been greatly strength-

ened by the liberality of the city council, and the important aid of the enlightened mayor. Already families are moving into the city in order to obtain for their children the fine educational advantages here presented. This happy state of things will continue, if a spirit of justice and liberality be manifested toward all faiths, races and parties.

THE COLORED PEOPLE

Continue to manifest a desire for education, as will be seen by reference to the written reports and the statistical tables, the latter showing in many counties a somewhat better average of school attendance for the blacks than for the whites, and a general average nearly as good. The number of colored schools is not as large as of white, in proportion to population. It is possible that in rare cases an unjust discrimination was made against the colored people, and yet I have no sufficient proof that such was the fact in any case. I feel satisfied that the prevailing disposition among school officers was to discharge their duties without partiality and without hypocrisy. The relative disparity in the number of schools may, I think, be ascribed mainly to the want of a sufficient number of teachers and of school houses for colored schools. Incompetent teachers can always be had; but such teachers are worse than none, and the officers are forbidden to waste the public money on worthless schools. The average ability of the teachers of colored schools has been rising, partly because of the improved feeling on the subject, and partly as a consequence of the educational work which has for seven years been going on among the colored people.

Educated colored teachers are becoming somewhat numerous, and more intelligent views are spreading among the masses of that race. The Hampton Institute, and the Colored Normal School and the Colver Institute in Richmond are doing a most valuable work in giving to colored youth of both sexes a really sound education, both general and special, and sending them out into all parts of the State to become instructors and leaders of their race. Some account of each of these schools is given

in the Appendix. But there must for a time continue to be a deficiency of really competent teachers for colored schools.

The difficulty of procuring suitable school houses is another serious hindrance to the progress of education among the blacks. The district money bearing so small a proportion to the public necessities, school accommodations are largely obtained by the use of old school houses, or by private subscriptions; and hence circumstances often give advantages to the whites when no injustice is designed. The only remedy for this is an adequate public provision.

It is pleasant to observe that our intelligent citizens are becoming more and more favorable to the education of the Negro. Had our people larger pecuniary ability, I am persuaded that it would afford them only pleasure to furnish the means of education to this class of our population. As it is, the property holders feel oppressed by the burden of taxation, and many of them naturally feel exasperated that the Congress of the United States should so long have failed to grant aid in the heavy work of educating the children of the freedmen. But the failure in us to educate them would be far worse than all the burdens we have to bear, and help will come sooner or later. Apart from outside relief, the great educational work now going on in the State will soon render a large return.

Last year I called attention to the deposits of the freedmen in their savings banks as affording an evidence of thrift. As my statements had reference chiefly to the financial exhibit of the Freedmen's Savings and Trust Company for the month of August, 1871, I obtained its statement for August, 1872, and find in it so much that is encouraging concerning this large class of our population, that I have inserted it entire in the Appendix. It will be seen that there are thirty-four of these banks, of which four are in Virginia—in Richmond, Lynchburg, Norfolk and Alexandria respectively. In August, 1871, the deposits in the Richmond branch were \$17,790, and in August, 1872, \$64,112, showing an increase of \$46,322. The deposits in the four Virginia branches for August, 1872, amounted \$86,916; their total deposits from opening, \$2,181,885. The deposits in August, 1872, in all the branches footed

up \$1,461,207. Total from the beginning, \$38,245,163. Balance due depositors August 31, \$4,244,478. Balances draw 6 per cent. interest. This money of the freedmen is gained by productive labor, and is commonly employed by them for business or for buying homes.

COUNTY SUPERINTENDENTS OF SCHOOLS.

A comparison of the labors and the pay of these officers will, I hope, satisfy every one of their faithfulness, of the importance of their duties, and the inadequacy of their compensation. Their labors are so quietly performed that only the record can reveal their extent; whilst tongues of complaint are always blatant. Their record is impressively given by the figures of table No. 8. The average summary gives it in brief: 138 days of actual work, comprising 48 teachers examined, 78 visits paid to schools, 245 letters written, 828 miles travelled, and \$92 51 of incidental expenses paid out of their own pockets; whilst their average pay from all sources was \$497 75 gross, or \$405 24 above official expenses. This was equivalent to a *per diem* of \$2 93. But it should be observed that the State gave them only \$310 95 of this, which, when reduced by the amount of official expenses, leaves \$218 44 as the net salary, or a *per diem* of \$1 58. The additional \$186 80 was voted to them by the people of their counties. By the present law they must run the gauntlet of school trustees, supervisors and county judges before they can get anything beyond the \$1 58.

In order, if possible, to give these officers their proper position in the public estimation, I will in Part II. demonstrate systematically their vital importance in the school system. I will here only add my emphatic testimony to the ability and faithfulness of our county and city superintendents. I do not mean to say that there have been no exceptions; but with the means of forming an intelligent judgment possessed by no one else in the State to the same extent, I am satisfied that the testimony which I give applies justly to the large majority of these officers. And, after scanning the evidence from other States, I

feel safe in saying that our superintendents stand in the front rank of their class in point of ability and efficiency, and at the fag end in pay. Comparing them with other public servants in our own State, which is probably as well officered in every department as any State in the Union, any one may see that whilst county superintendents stand high in the scale of personal merit and official importance, they are near the bottom in remuneration.

THE SCHOOL TRUSTEES

Have, in most cases, discharged their duties with a reasonable degree of attention: in individual cases, with devoted zeal. The local school records are, with some exceptions, reported to have been kept in a neat and systematic manner, and proper vouchers taken for payments. The County School Board is a most valuable organization. Its proceedings in each county will be specially reported on next year. The duties devolving upon school trustees will rarely be discharged properly, until each trustee receives some remuneration. Many of the townships are of such unusually large size that it is very inconvenient to secure regular meetings of the School Boards; and, in attending the meetings of both District and County Boards, trustees are sometimes of necessity subjected to personal expense, which ought to be paid out of the local school funds; but as the law now stands, I have felt compelled to forbid all appropriations for this purpose. The acts of Assembly which were intended to remedy the evils resulting in particular cases from the injudicious running of township lines, and from the excessive size of some districts, will no doubt have a good effect; but as the modified arrangements are only just forming, no report can be made in regard to them until next year. If counties continue to reduce the number, and consequently to enlarge the size, of the townships, some changes will have still to be made in reference to districts. Either trustees must be paid, or the districts must be made smaller. The former alternative is greatly preferable. It is equally cheap and far better to pay three men to serve one large district than to sub-divide the district and pay three clerks.

LOCAL SCHOOL TAXES.

It will be seen by reference to the letters of County Superintendents that the present law regulating the raising of local school taxes is almost universally regarded as an improvement on the former law. But still it will be observed that objection is made to the power given to the supervisors and the county judge to curtail and damage, if not to destroy, the means of education in any county. These evil results have not occurred generally, the supervisors and the county judge having in most cases passed the estimates as furnished them by the school authorities; but there were a number of exceptions to this, and some very damaging ones. Our supervisors and county judges seem generally to be as worthy and judicious a class of men as any who hold office in the State; but attention to school interests is quite out of their line of duty, and they cannot be expected to form an intelligent judgment as to the educational wants of the people. Moreover, their thoughts being more engaged with other objects of public interest, they might be expected often from mere want of consideration to reduce the school appropriation in order to give preference to some very inferior interest; and as to forming an estimate of the value of the labors of a Superintendent of Schools, scarcely anything could be more outside of their sphere of observation. No doubt our worthy county judges and supervisors would much prefer that such questions should be left to the only class of citizens who can be supposed to have the proper information on the subject—a class of citizens who are in every respect worthy to be trusted, viz: The school trustees.

A serious objection to placing the decision as to school estimates in the hands of supervisors is that the interests of education will thus be dragged into every local contest, the school tax will be made a shibboleth, and men will go into office simply on that question. The working of this, although occasioning present irregularities, will unquestionably strengthen the school system in the long run; but it would be attended by certain ill-favored effects of a more remote character, which will occur to the thoughtful mind. The intelligent observer of the indications of the times must see the impolicy of unnecessarily

mixing up with popular elections matters which involve the large property interests of the country.

The severe limitations placed by the present law upon the raising of means for the support of schools will, I fear, have a bad effect in many ways. School privileges will be reduced in so many counties this current year that I dread the exhibit which I must make in my next report. Bitter complaints will abound when the result is seen and felt. No doubt strong efforts will be made to supplement the public funds from private sources; and so far as these efforts are successful, the statistical exhibit will be improved. But the people grow more reluctant to draw on their private means for public purposes, and the operation of the plan of private additions is unequal and unsatisfactory.

As intimated when speaking of the colored people, the supplemental plan gives an undue advantage to those who are well supplied with private means. The neighborhoods which are able to do this practically monopolize the funds. There are many exceptions, produced by the generosity of those who thus supplement the public provision. But this large-heartedness should not be calculated upon in framing a policy. As long as the public provision is insufficient, a strictly impartial administration is impossible. Those who have the least need will get the largest share of the public money. And this would have been the unfortunate result in a multitude of cases if the 44th sec. of school law had been repealed. But more on this point hereafter.

PROPOSED CHANGE IN THE TAX LAW.

The school system being now in the third year of actual operation, being manifestly established in the convictions and plans of the people, surely the time has come for giving it regularity, if not fullness, of operation. As already said, as the law now stands, it is possible for the supervisors to cut the people off from all school privileges, or by failing to make appropriations, leave the State money to be absorbed by the wealthy neighborhoods. Is this wise? Is it just to the people?

I venture to suggest the following plan for the consideration

of the General Assembly, as a compromise : Allow the several School Boards to fix absolutely the rate of taxation up to the present maximum of the law, leaving the option that far only to them. Then legalize a certain higher maximum, and put the increase at the discretion of the supervisors. So that a part will be sure, and part contingent. One hundred and fifty to one hundred and seventy-five thousand dollars more than was expended last year would pay teachers for a full supply of primary schools for the State.

All the other departments of the State government are fully provided for by law. Why should this one be left in uncertainty? Who would think of leaving the necessary expenses of the legislative, executive or judiciary departments to the discretion of any set of outside officers whatever! Very properly the law requires that all necessary expenses incurred in the operation of those departments shall be paid; and the only thing left to be ascertained is, what are the expenses. But when it comes to the department of public instruction, necessary and vital appropriations are placed at the option of men outside of the system, who, up to the maximum fixed by the law, are left to be governed by any notions or fancies that may happen to be uppermost. Supposing it should be proposed to leave the fees and incidental expenses of courts of justice to the discretion of the county school board, and the pay of the county judge to the discretion of the county superintendent, what would be thought of the scheme! Not much, I fear. But if public education may be managed in this style, why not public justice? Is public education a matter of so little consequence as not to deserve a place among other great interests; are its officers of such inferior grade that they must not be trusted to administer the system with the usual powers of executive officers? I cannot think that such disparagement was designed, and yet, in fact, the position of our school officers is one of humiliation, from which they naturally desire to be relieved.

CENSUS OF SCHOOL POPULATION.

The change made in the law concerning the taking of the census of school population proves to have been an unfortunate

one. There is no economy in it, and there was scarcely a county in the State in which the assessors performed the duty satisfactorily. In some counties they neglected it wholly, and where they pretended to do it, the lists returned often fell so far short in number of the previous census as to be regarded by school officers as unreliable and worthless. These complaints are so general that I feel it to be my duty to use the census of the previous year as the basis for apportioning money until more accurate lists can be obtained. The subject is one of importance, and of some practical difficulty. The assessor being paid by the hundred for names, is tempted to confine his labors to the profitable neighborhoods, and to neglect those where there is no property to be listed. On the other hand, the district clerks, who previously took the census, being paid by the day, might in some cases have been tempted to prolong the work more than necessary; or in others, not relishing the service, they might have employed unsuitable persons to take the census.

Inasmuch as a fair and lawful distribution of the school money is possible only on the basis of accurate lists, it is hoped the General Assembly will give attention to the matter. It is not necessary to take this census every year. Could we obtain one that might be relied upon, it would furnish a sufficiently accurate basis for say five years.

The responsibility of taking this census ought, in my opinion, to be left where it properly belongs, with the school officers. They alone appreciate the matter, and they alone can be subjected to a proper supervision. Accuracy is more important than cheapness, and this leads me to remark generally on the evil of the

UNDUE COMPLICATION OF SCHOOL AFFAIRS

With other departments of the public service. This is one of the dangers incident to newly established systems, and may become one of their greatest drawbacks. We have erred somewhat in this respect, as has already been intimated, and by way of throwing out a caution, I here introduce an extract from Dr. Sears' report on the progress of educational affairs in

the Southern States during the last year. The summary which he gives has reference to the whole field, and not to any particular State :

“ The general aspect of education in the south has undergone no material change during the past year. Great progress has indeed been made in the public mind on this subject; but various causes have been in operation in several of the States to hinder a corresponding progress in action. The experiment of free schools, which has now been made in every part of the country, has not yet entirely cleared away the doubts and removed the opposition that have existed; but the principal agents in carrying into effect this great public measure have had a sufficient degree of success in extending, improving, and cheapening education, and thus awakening a general interest and winning popular favor, to strengthen their confidence, and place them and their enterprise beyond the fear of failure. On the other hand, the hindrances to complete success, which have been serious in some of the more southerly States, are not insurmountable; but only such as are incident to the introduction of a new order of things among a people of far different traditions and usages.

“ While therefore the principle of general education by public authority may be considered as pretty well settled, the practical application of it, and the adjustment of plans of operation to the condition and wants of the people of each State, are susceptible of great improvement, and require much consideration. Legislation, though well intended, having been undertaken with little preparation, and completed in haste, by those who had no experience to guide them, has sometimes been unfortunate, and almost always defective. Not unfrequently have offices been needlessly multiplied and injudiciously distributed, overloading the organization with supernumerary incumbents, embarrassing its action by divided responsibilities, diminishing the chances of co-operation, and thus enfeebling if not obstructing its whole operation. A system composed of so many parts, all mutually dependent on each other, is easily thrown into disorder by the failure of some one of them to perform its functions. The law authorizing a local tax may be vague and uncertain, and those who are opposed to paying it may resort to litigation, and thus intimidate the school officers and dishearten the teachers. County courts, or the constituted authorities for organizing county boards of education, may have no interest in schools, and therefore may fail to act. Trustees of districts may not be seasonably appointed or elected. He whose duty it is to take the census of the children of a district or county may neglect that duty, and thus prevent or delay the distribution of the public money. The remuneration of such officer may not be sufficient to secure prompt service, and there may be no penalty to enforce it. The local school tax, if there be provision for any, may not be levied or collected in time. The State tax may not be paid into the treasury. The law requiring the school fund to be kept distinct from other funds may not be observed, and unscrupulous men in office may use it for other purposes. The public lands appropriated for schools may be at the disposal of parties indifferent to education, and the revenues may fail to come in. Thus the public schools may languish, or be suspended for want of proper administration, even where the law had made ample provision

for them. Every one of the disorders here named, and others of like character, have occurred during the year just closed."

"In respect to the management of schools there is great diversity in the different States. Some have been judicious; others more or less injudicious in their legislation. Some have been fortunate in their selection of men for office, and in a corresponding degree successful in their measures; others have been disappointed and discouraged. This diversity has rendered it impracticable to distribute the income of the fund intrusted to your care according to any exact proportion. In some of the States remarkable opportunities for conferring lasting benefits upon the people have been offered us; in others, the inducements have been such as to warrant only the usual amount of appropriations; in others still, though the number is happily small, discouragements exist for the present. Governed by these considerations, I have deemed it best to scatter the seed with a liberal hand where the soil was well prepared for it; in less favorable circumstances to distribute it more sparingly, and in extreme cases to withhold it till a more auspicious time shall arrive, which cannot be far distant. Permanent results have been steadily kept in view, rather than inadequate temporary relief, or fruitless charity."

AGRICULTURAL AND MECHANICAL COLLEGE.

Having with the other members of the Board of Education been honored by the Legislature with ex-officio membership of the Board of Visitors of the proposed special institution, and having been appointed by that Board chairman of a committee to prepare a plan of organization and instruction for the college, I thought it my duty to devote to that important work whatever time might be demanded for its proper performance, especially as the public officers throughout the State were entrusted with the nomination of a large number of students.

My own views as to the proper use of the land scrip had for years been settled. Whilst the matter was under discussion in the Legislature of 1866-'67, I addressed to the committee of Schools and Colleges a long communication designed to show that the fund should not be bestowed upon any literary institution, but should be employed to create a technical school. Subsequent reflection settled my mind more and more firmly in that doctrine. I did not believe that there was an existing popular demand for such a school, but I did believe that there was a great popular want, or need of it, and that its creation would gradually develop a consciousness of want succeeded by an active patronage. Private schools generally being dependent upon an immediate and profitable patronage, are compelled to

shape their courses to suit the existing popular taste, and hence can advance only as they can carry public sentiment with them. But the theory of public education is that the State should go ahead of the public taste, and by providing suitable schools, and by other instrumentalities, should seek to enlighten the mass of the people in the knowledge of their own deficiencies, and thus induce them to improve the opportunities offered.

That technical schools of agricultural and mechanical arts are exceedingly useful, and may be made popular, is abundantly proved in the report of the committee. That such a school is greatly needed in Virginia must be perfectly evident to everybody. Really, the only question properly calling for decision by the Legislature was, shall the State give this fund to a literary institution, because our people do not yet feel their need of a technical school, or shall it use the fund according to the spirit of the grant in creating the proper sort of school, and trust to the good sense of the people to see its advantages sooner or later?

I understood the Legislature to choose the latter, and as I think, the wiser alternative. Year after year did that body refuse the importunities of our literary institutions. Nothing could ever be agreed upon in either house until in the winter of 1870-'71, the Senate passed a bill requiring that any institution which might receive the fund should give up its name and distinctive character, and be fully merged into a new agricultural and mechanical college. Then in the winter of '71-'2, after a long struggle, the General Assembly by a large majority, besides giving a third to Hampton Institute, which was a technical colored school already established, set apart the remaining two-thirds to the establishment of a special school for the whites. It accepted the offered property of Preston and Olin Institute, swept away all its previous character and history, and ordered the creation of a new institution, not for the special benefit of any local or denominational, still less for any private or individual interest, but for the benefit of the agricultural and mechanical people of Virginia.

In view of all these considerations, the Board of Visitors could not with propriety have created a tenth college in Vir-

ginia out of the land scrip, or have done anything very different from what they did. The report of that board, hereunto appended, gives a full account of what was done, and the reasoning on which action was based.

The prime difficulty which every technical school must contend with, is the *a priori* distrust of the practical classes. To an average farmer or mechanic, it seems absurd that a set of college-bred gentlemen can teach practical occupations; and his confidence will not be gained until he sees the working and the results of such an institution. And the more distinctive and consistent the character of the school, the more rapidly will the skepticism of the practical classes be removed. It is the law of organic life, that its first period is the most perilous in its history. It is so with every college, particularly with one like this. Its chief peril lies in the temptation to sacrifice its peculiar character for the sake of present popularity; and when this character is once gone, it is gone forever. It is a curious fact about schools that they never seek strength by pruning, but always by grafting. The weaker they get, the wider they spread themselves. This is wretched policy in the long run. A distinctive life, vigorously supported, is surest to win, and now that institutions of liberal learning are so numerous, the material of education has become so vast, and its methods so diversified, the newly created school which adopts some really sound and useful specialty, and adheres to it, has the best chances for ultimate success. There must be a division of work in education as in commerce and manufactures. The tendency in our higher institutions to conform to one model is unfortunate. Where there is uniformity in means, there will be uniformity in results. The graduates of similar institutions crowd each other through life, just as their alma maters do. Without technical schools, a few learned professions are overstocked, and brain power wasted, whilst at the same time the cardinal pursuits on which all our prosperity is based are avoided by educated men. The liberally-cultured landholder belongs to the past rather than to the future. The soil owners will be practical farmers, who, like mechanics, as a class, have never patronized gymnastic colleges in any age or country, and they

never can or will ; and if their faculties are not quickened and guided by some system of education that will take effect upon them, and will put into their hands the systematized results of experience and of scientific discovery, they will remain comparatively unenlightened, and the Commonwealth will lag miserably in the rear of those States and countries which are, and have been, rapidly multiplying such schools with results so marked as to astonish the world.

The question is not as to the relative merits of different forms and methods of education, not as to whether colleges do not develop the faculties better than technical schools, but whether, in our schemes of education, we ought not to have a variety of schools, to suit the variety of minds, means and objects among the people, and whether this ought not to be done systematically, and with more reference to the future than to the present. One generation goeth and another cometh. Schools brought into being, or forced into shape, under some passing impulse of feeling, some accidental pressure, or some narrow view of public need, are apt to have a mushroom existence, or must be doctored and nursed all their lives ; whilst schools wisely formed and planted grow like oaks, slowly, perhaps, very slowly at first ; yet strongly and permanently. Young as America is, it is strewn over with innumerable ruins of badly-planned and badly-located schools of learning. In our impoverished state, we cannot afford such blundering. Institutions should be located and framed with prudence, and according to some comprehensive scheme. To do this properly, not only requires study and foresight, but it requires firmness on the part of those who manage such schools. But the reward of patience comes sooner or later, and the true patriot, rather than yield the *right*, will submit his conduct to the decision of posterity, as did Thomas Jefferson, when engaged in founding our State University. When his motives were misconstrued, and his actions unkindly criticized in the foundation and early management of the University, grieved and heartsick, he wrote to his friend, Mr. Cabell : " It is from posterity we are to expect remuneration for the sacrifices which we are making for this service of time, quiet and good will ;

and I fear not the appeal. The multitude of fine young men whom we shall redeem from ignorance, and who will feel that they owe to us the elevation of mind, of character and station, they will be able to obtain from the result of our efforts, will insure their remembering us with gratitude. We will not then be weary in well doing."

How fully posterity has vindicated the motives, and sanctioned the doings of the noble old patriot, all know very well.

The place of technical schools in a system of education will be farther considered in Part II.

THE HAMPTON NORMAL AND AGRICULTURAL INSTITUTE,

to whose Board of Visitors the members of the Board of Education were attached, is a technical school of great value and interest. I was prevented by the grounding of the steamer on which I was travelling from attending the only meeting of its Board of Visitors which has been held since my connection with it; but I was enabled to spend a day at the institution in May, and was exceedingly gratified with all that I saw and heard. At my request the Principal has furnished a statement, which is printed in the Appendix to this report, and which is worthy of careful perusal.

VISITATION OF SCHOOLS.

This important part of my official duties has of necessity been slighted, though not wholly neglected. Apart from extra services, my governmental, expository and literary duties demand the great bulk of my time. In no other State that I know of has the Superintendent of Public Instruction as many duties as in ours. Circumstances seemed to render this proper; but as matters now stand, two men are needed for the full discharge of the duties of the office. My visits to our cities and towns have only deepened my convictions as to the importance of this branch of service.

FREE TICKETS.

I have been honored with free tickets on our four principal

lines of railway, the Chesapeake and Ohio, General W. C. Wickham; the Atlantic, Mississippi and Ohio, General Wm. Mahone; the Orange, Alexandria and Manassas, J. S. Barbour, Esq.; and the Washington and Ohio, Hon. Lewis McKenzie.

These passes have many times saved me personal expense, and more frequently the school funds of the State. I have accepted the favor from these honorable corporations in the spirit in which they were offered—as a tribute to my official character, and as a contribution in aid of the great cause of popular education.

W. H. RUFFNER,

Superintendent Public Instruction.

DOCUMENTS

FORMING A PART OF THE REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

COUNTY AND CITY SUPERINTENDENT OF SCHOOLS.

COUNTY OR CITY.	SUPERINTENDENT.	POST OFFICE.
Accomac	James C. Weaver	Onancock.
Albemarle.....	D. P. Powers.....	Scottsville.
Alexandria county and city.....	Richard L. Carne.....	Alexandria.
Alleghany and Craig.....	Robert L. Parrish.....	Covington.
Amelia.....	M. F. T. Evans.....	Paineville.
Amherst	W. B. Henley	Amherst C. H.
Appomattox.....	Chapman H. Chilton.....	Spout Spring.
Augusta.....	J. E. Guy.....	Staunton.
Bath and Highland.....	J. Kenney Campbell	Spruce Hill, Highland Co.
Bedford.....	Sidney L. Dunton.....	Liberty.
Bland.....	William Hicks.....	Bland C. H.
Botetourt.....	G. Gray.....	Fincastle.
Brunswick.....	B. B. Wilkes.....	Charlie Hope.
Buchanan.....	Jacob Baldwin.....	Grundy.
Buckingham.....	Wm. Merry Perkins	Buckingham C. H.
Campbell.....	R. T. Lemmon.....	Castle Craig.
Caroline.....	Thomas R. Dew.....	Rappahannock Academy.
Carroll	D. B. Brown.....	Hillsville.
Charles City and New Kent.....	James A. Waddell	Providence Forge, N. Kent.
Charlotte	William W. Read.....	Charlotte C. H.
Chesterfield.....	B. A. Hancock.....	Black Heath.
Clarke	Jarvis Jennings.....	White Post.
Culpeper	Robert E. Utterback	Jeffersonton.
Cumberland	Richard P. Walton.....	Cartersville.
Dinwiddie.....	Roger P. Atkinson.....	Dinwiddie C. H.
Elizabeth City & Warwick.....	George M. Peek	Hampton, Elizabeth City.
Essex	J. G. Cannon.....	Tappahannock.
Fairfax	D. McC. Chichester	Fairfax C. H.
Fauquier	William A. Cave.....	Salem, Fauquier county.
Floyd.....	C. M. Stigleman.....	Floyd C. H.
Fluvanna	James O. Shepherd	Palmyra.
Franklin.....	Wm. A. Griffith.....	Gogginville.
Frederick.....	W. H. Gold	Winchester.

Giles	James B. Peck.....	Pearisburg.
Gloucester	William E. Wiatt.....	Gloucester C. H.
Goochland.....	O. W. Kean.....	Northside.
Grayson.....	Fielding R. Cornett.....	Elk Creek.
Greene and Madison.....	William A. Hill.....	Rapidan Station, Culpeper.
Greensville and Sussex.....	John K. Mason.....	Hicksford, Greensville.
Halifax.....	Henry E. Coleman..	South Boston.
Hanover	J. B. Brown.....	Negrofoot.
Henrico.....	J. N. Powell.....	Richmond.
Henry.....	G. T. Griggs.....	Martinsville.
Isle of Wight.....	E. M. Morrison.....	Smithfield.
James City and York.....	James H. Allen.....	Burnt Ordinary.
King & Queen & Middlesex.....	J. Mason Evans.....	Church View, Middlesex.
King George and Stafford.....	Addison Borst.....	Fredericksburg.
King William.....	John Lewis.....	King William C. H.
Lancaster and Northum- berland.....	A. T. Cralle.....	Heathsville, Northumber- land county.
Lee	William A. Taylor.....	Jonesville.
Loudoun	John W. Wildman.....	Leesburg.
Louisa.....	L. J. Haley.....	Harris's.
Lunenburg.....	Robert M. Williams.....	Lunenburg C. H.
Lynchburg.....	A. F. Biggers.....	Lynchburg.
Mathews.....	G. Taylor Garnett.....	Mathews C. H.
Mecklenburg	Edward L. Baptist.....	Boydton.
Montgomery	George G. Junkin.....	Christiansburg.
Nansemond	R. L. Brewer.....	Churchland, Norfolk Co.
Nelson	Patrick H. Cabell.....	Variety Mills.
Norfolk county.....	John T. West.....	Lake Drummond.
Norfolk city.....	W. W. Lamb.....	Norfolk.
Northampton	John S. Parker.....	Eastville.
Nottoway	Thomas W. Sydnor.....	Blacks and Whites.
Orange.....	Jaq. P. Taliaferro..	Orange C. H.
Page and Warren	Martin P. Marshall.....	Front Royal, Warren Co.
Patrick.....	A. Staples.....	Patrick C. H.
Petersburg.....	Sidney H. Owens.....	Petersburg.
Pittsylvania	George W. Dame.....	Danville.
Portsmouth	James F. Crocker.....	Portsmouth.
Powhatan	P. S. Dance.....	Powhatan C. H.
Prince Edward.....	B. M. Smith.....	Hampden Sidney.
Prince George and Surry.....	M. W. Raney.....	Prince George C. H.
Princess Anne.....	Edgar B. Macon.....	London Bridge.
Prince William.....	W. W. Thornton.....	Brentsville.
Pulaski	J. G. Cecil.....	Newbern.
Rappahannock	Henry Turner.....	Woodville.
Richmond and Westmore- land.....	W. W. Walker.....	Oldham's Cross Roads, Westmoreland Co.
Richmond city.....	James H. Binford.....	Richmond.
Roanoke	L. R. Holland.....	Salem.

Rockbridge	J. L. Campbell	Lexington.
Rockingham	George W. Holland.....	Harrisonburg.
Russell	E. D. Miller	New Garden.
Scott.....	George H. Kendrick.....	Point Truth.
Shenandoah.....	John H. Grabill	Woodstock.
Smyth	D. C. Miller	Seven Mile Ford.
Southampton.....	James F. Bryant.....	Franklin Depot.
Spotsylvania.....	John Howison.....	Fredericksburg.
Tazewell	Jonathan Lyons.....	Tazewell C. H.
Washington.....	A. L. Hogshead	Osceola.
Wise	Wm. Wolfe.	Big Stone Gap.
Wythe	James D. Thomas.....	Wytheville.

WRITTEN REPORTS OF COUNTY AND CITY SUPERINTENDENTS OF SCHOOLS.

In connection with their annual statistical reports, Superintendents were requested to make written statements on eleven points, which are distinguished by italics on the following pages. The responses are embraced in the abstracts and quotations given below, under their appropriate heads :

1. *History of public sentiment concerning public schools.*

ACCOMAC.—“Though considerable opposition has been manifested in some sections to the schools, yet I think there is a steady improvement among the masses in their favor, and this will grow in proportion as the wants of the different neighborhoods can be supplied. We sadly need houses in suitable localities, and are without means to build. This is our greatest drawback, and affords the most effective weapon to our foes. They dare not attack the schools outright, but endeavor to sow discord and jealousy, by charging partiality upon school officers.”

ALBEMARLE.—“Public sentiment concerning public schools in this county during the year has undergone a very great change in favor of the system. We hardly ever hear anything said against the system now, and almost all persons are willing now to patronize it.”

ALEXANDRIA CITY.—“Public sentiment is strongly in favor of the schools. The finance committee of the city council having been instructed to set apart \$600 a month for school purposes, failed to do so on account of the embarrassed condition of the city finances. On my report of the matter, council took it out of the hands of the committee, and confided it to the treasurer, paying up the quota already due, in advance of all other claims.”

ALEXANDRIA COUNTY.—“Everybody professes to be in favor of pub-

lic schools, but there are some secret enemies, and some dissensions about teachers, &c."

ALLEGHANY AND CRAIG.—“During the past year our schools have gained rapidly in public favor. At first the system was received with distrust, and the people were indisposed to yield a voluntary support; but now all are anxious to have a public school in the neighborhood, and there are many complaints from those who cannot have them.”

AMELIA.—“Opposition of the whites manifestly abating. A few prominent men still affect dislike, but the masses are calling for more schools. Notice the increase of white enrollment and average attendance, notwithstanding the decline in school population.”

AMHERST.—“Public sentiment concerning public schools has, so far as I have been able to observe, undergone no material change during the last scholastic year. It still meets with a few open opposers, and has some warm advocates; but a large majority of the people are willing to accept and give the system a fair trial. If there were sufficient means, there would be no difficulty in making it a success.”

APPOMATTOX.—“We believe that the sentiment of the people is largely in favor of public schools; for the cry everywhere is, give us a school.”

AUGUSTA.—“At the beginning of the scholastic year, the people generally took hold of the public schools with a good deal of energy, and wherever necessary to secure the services of competent teachers, supplemented their salaries. In most instances the schools gave satisfaction, consequently public sentiment became more favorable to the public school system, and individuals who had formerly held off came in and patronized the schools. There are still, however, many persons of property and influence who, from principle or interest, oppose the whole system, while others are traditionally prejudiced against it, and both classes accept it as a necessary evil imposed by the present constitution, to be borne only so long as good faith requires. Both classes are becoming less numerous, and if the system were rendered self-supporting, objectors would become less common.”

BATH AND HIGHLAND.—“It is pleasing to announce that the public sentiment of Bath and Highland concerning public free schools is gradually and perceptibly changing and becoming more favorable to a full and fair trial of the system as the people see more of its good results, and become more familiar with its workings. Two years ago, it must be confessed, a very large element of our population had prejudged and decided against the system upon not the very best grounds, and without even a fair investigation of the claims of the system to our support and favor. But this sentiment of hostility is gradually giving way to the advancement of more enlightened views of the subject, and a disposition to give it a fair trial, I believe, now actuates a large mass of the people. It is only a question of time when the present system of public schools shall become *the* system in the popular mind, and even in these sparsely settled and mountainous counties command and receive

the hearty and unqualified approval of the intelligent masses of the people. Each succeeding year will find the popular mind better prepared to receive and encourage the schools, and will bring with it less of hostility from the opponents of the system."

BEDFORD.—"The progress of public sentiment in regard to public schools is encouraging to the friends of the system. True, there are many objectors who are determined in their opposition, and earnest in denunciation; but the masses are manifestly arriving at a true appreciation of the advantages of the system, and would do all that the law allows them to do to sustain it."

BLAND.—"The year opened with great promise of success, which has, in a great measure, been realized. Owing to a heavier tax than usual (being an average of about four mills in the dollar) for school purposes, and the great scarcity of money, at a time when our people are paying for public buildings, a good many complaints have been made, not so much against the school system as against its claims for means to operate it. The comparative inexperience of many of our teachers has not been favorable to our public schools; but we are seeking to remove this cause of complaint by a vigorous training of our young teachers, and by setting aside the most incompetent. The lack of competency in our teachers is mostly in the matter of government. Our people feel that sparsely settled and poor counties, such as ours, have not been sufficiently cared for in the legislation had concerning public instruction. This, together with mistakes made concerning the dog tax, the rescinding action of our Board of Supervisors, and the elation of the few who oppose the school system, have somewhat discouraged the friends of the system. But, still, the faith of our people in the adaptation of the system to the condition and wants of the masses is unshaken."

BOTETOURT.—"I can truly say that the public sentiment in this county is altogether favorable to the public school system. I do not know of a leading man opposed to it."

BRUNSWICK.—"There is a considerable change in the public sentiment of the county in relation to the present free school system. It was at first looked upon with great disfavor, but is now regarded with a more favorable eye."

BUCHANAN.—"The people are in favor of free schools, but generally opposed to the present system." [The latter clause is probably explained in fourth answer.—S. P. J.]

BUCKINGHAM.—"Public sentiment has continued to increase in favor of the public free school system, there being very few avowed opponents, and no active ones. Owing to a temporary high rate of county taxes, caused by building a courthouse, &c., the Board of Supervisors failed to meet the wishes of the County School Board in levying a sufficient school tax for the year 1872-73, which it is thought the people would cheerfully have paid. The school authorities hope that such will not be the case hereafter. It is estimated that at least five-sixths of the voters of Buckingham are advocates of the present free school system."

CAMPBELL.—"I commenced my official duties as superintendent of schools on the 2d of October, 1871. At that time the fierce opposition which the policy of public education encountered when first introduced had abated, and its friends were being cheered with the gratifying prospect of fully realizing their anticipations of its ultimate success. Some hostility still exists, but in rather a latent form, and only recognized occasionally when an opportunity offers to throw obstacles in the way of school officials when attempting to secure the necessary funds. The judicious administration of the district trustees, and the courteous conduct of the former superintendent disarmed many of its enemies, some of whom are now enrolled amongst its most zealous advocates."

CAROLINE.—"The public school system has increased in popular favor during the year, a good many having become its friends and patrons who were at first very hostile to it. If its benefits could be made universal, there would be but little opposition to it."

CARROLL.—"Public sentiment is largely in favor of the system. The opposition is most generally found in those neighborhoods where schools have not been established."

CHARLES CITY AND NEW KENT.—"I regret that no favorable statement can be made of the progress of public sentiment concerning schools in either of the two counties under my supervision. The opposition of a certain class has been manifested in many ways, whilst those who have hitherto professed themselves friendly to the institution have given way to discouragement and apathy. Several causes have contributed to this result, among which I may mention as conspicuous the indifferent qualifications of most of our teachers, the uncertain and uncomfortable character of many of the school-houses, and the inability of school officers to give satisfactory assurances for the future. There is much complaint among the people, and to some extent well-founded, of the want of interest in the success of the schools manifested by the trustees."

CHARLOTTE.—"We think that during the year there has been some change in public sentiment in favor of the public schools—particularly amongst the more intelligent and reflecting, the class who chiefly pay the taxes, and whose opposition would be most formidable."

CHESTERFIELD.—"Public sentiment has very greatly improved in favor of public schools."

CLARKE.—"Two years ago there existed in this county a very decided hostility to any system of public education, and I believe, had the question been voted on by the white citizens, it would have been defeated by a considerable majority. It has been steadily growing in public favor, and especially during the past year. Now there is no serious opposition, and the coming year, for the first time, I think all classes in all parts of the county will patronize the public schools. The school officers have not always been able to give full satisfaction in locating school-houses and employing teachers, but have come as near to it as could have been expected. We occasionally hear of complaints against the system, chiefly on the ground that a large portion of the money raised

in this county by the State school tax is expended elsewhere. We receive less than half of the sum paid. Our supervisors are all from the class originally opposed to public schools, and yet they levied the full amount allowed by law. I think it can truthfully be said that the public school system is firmly established in this county."

CULPEPER.—"Favorable. If each neighborhood had a school, there would be very little opposition or dissatisfaction."

CUMBERLAND.—"The open opposition to this system of public schools, which manifested itself as soon as the voting commenced in the spring of 1871, continued in this county during a part of the scholastic year just closed. This opposition, I have reason to believe, was not general, and never would have been manifested but for the voting; and I affirm it as my belief that there was no point in any opposition except this; and though this was manifested by many in each of the districts of the county, yet in each one, so far as I could judge, it was awakened by a few, very few men, who held out the idea that this tax might be avoided and ought. As a consequence of this, the trustees in one district were presented by the grand jury, and in another an injunction was obtained restraining the district collector from collecting the district tax. This suit was prosecuted with much apparent zeal and earnestness, until the injunction bill was fully answered, and then dismissed at the cost of the prosecutors. I think this was a real good to the cause, because it was then seen to be futile and useless, if not really hurtful to the parties engaged, in money and character. There were then, as now, very many strong friends to this system of education, but many of them did not and could not withstand the cry against 'increased taxation.' Notwithstanding this opposition the schools steadily increased in numbers and usefulness; and I believe now, as before, that if we had full means to establish a sufficient number of schools with good teachers, and no vote on anything by people, supervisors, or judges, the system would be as popular and useful as it could be made among a sparsely settled people. I believe there would be community of feeling and purpose, as there is of interest. Indeed, although we have had these drawbacks (and they have been considerable and much to be deplored), the system is becoming more and more in favor with all classes, and I am constantly urged to use all the means at my command to increase the amount of funds for this purpose, so that the number of schools may be increased to a full supply for all parts of the county. It is very common to hear taxpayers say, 'I had rather pay double, or more than double, so I can get the benefit of what I do pay.' One thing is certain, the schools have progressed well, and without a well-sustained objection to them, so that at the present writing (August 31st, 1872) they are on a firmer basis than ever they have been, and firmer and more productive of good than even their warmest friends supposed. They are doing great good, or education of mind and morals is without good results. Our trustees have been faithful and efficient, and that too in the face of the fact that they are not only without pay, but are constantly held liable to annoyances and probable personal pecuniary loss. They ought to be paid, and I hope will be. One considerable hindrance to our progress and safe steerage is the

doubt and uncertainty as to what amount we will realize from 'State fund' every year. I hope there is some remedy for this, and suggest that the Second Auditor be required to advertise a certain amount for each person between the ages of five and twenty-one years at the beginning of each scholastic year. Let this amount be fully within bounds for the first year or two, and then we can see and know what we are doing; and he will have such an increase from the amount left over for this time as to insure to us within that time more than we now get. My own report shows that during the year I have travelled about fifteen hundred miles in the interest of this cause; have been obliged to draw upon my salary for the sum of \$83, and have been occupied about 160 days in the work—with what result, a personal enquiry and inspection of the work alone can tell."

DINWIDDIE.—"Favorable."

ELIZABETH CITY AND WARWICK.—"Public sentiment in the two counties under my supervision has from the beginning been decidedly in favor of public free schools. The people have, with few exceptions, manifested a marked interest in the success of the public school system, and have very generally given them the aid of their influence and patronage. Considerable dissatisfaction, however, exists because of the short term for which the schools are maintained, the people preferring to be taxed heavier in order to receive the benefit of a longer term. In order to meet this objection, during the last school year I sought to prolong the session of the public schools in the county of Elizabeth City to the full term of nine months, by changing to some extent their public character, and by appealing to the people to sustain them by private subscription, and am glad to say that success was attained in every instance but one. The printed circular accompanying this report will explain the manner and the terms on which the schools were continued for a session of ten instead of nine months."

ESSEX.—"The financial condition of our people caused them willingly and gladly to accept a uniform system of public instruction. A large majority have from the beginning given it their hearty support. A factious minority has always interposed, but has grown less and less, until now it may justly be considered a nonentity as to influence and intelligence."

FAIRFAX.—"If there has been any change in public sentiment, it has grown more favorable to the system."

FAUQUIER.—"Ignorance of the public school system and prejudice against it were the leading obstacles to overcome. It is gratifying to state that ignorance is becoming enlightened and prejudice, to a great extent, removed. The cultivated, liberal-minded men of the county comprehend the fact that education is cheaper than crime and pauperism. Public sentiment, therefore, is daily becoming more favorable. It is healthy and progressive. The masses look upon the public school system as their hope of elevation and prosperity."

FLOYD.—"There being no election for the school system, the few

noisy anti-school men we had last year have ceased their opposition, and among them may be found some of its warmest advocates. Public sentiment, when we can supply the want of suitable school houses, will be firmly established in its favor. The Legislature must do something to supply this want."

FLUVANNA.—"With the exception of a few localities where we have been unfortunate in the appointment of teachers, or that have not had schools located near them, the public schools have gained in public favor *very decidedly*. In the aggregate, they are regarded with more and more favor."

FRANKLIN.—"I think public sentiment is almost entirely in favor of the system. Persons heretofore holding strong prejudices against it are now among its warmest friends."

FREDERICK.—"The circumstances which gave birth to the public school system were such as to repress whatever disposition to favor general education might have existed on the part of the great mass of our most intelligent and best citizens. During the two years it has been in operation, there has been some change of sentiment *both ways*. Judging of its *possibilities*, with sufficient resources to make it fully effective, and trusting that some mode of raising and apportioning these resources more just and equable may be devised, many are prepared to give it their support: whilst others looking only to actual results (so far short of our educational necessities) express their doubts as to its *ever* working. Taking into consideration some peculiar disadvantages our county has labored under, it is satisfactory that we are entering upon the present year with confidence that we will make an advance."

GILES.—"At the beginning of the year the public sentiment of this county was manifestly opposed to the present system of free schools. The most violent opponents of the system were to be found among the wealthier classes and heavy tax-payers of the county, and their sentiments, being diffused among their tenants, created a good deal of dissatisfaction among the poorer classes, whose opinions on questions relating to political economy are made to conform to the wishes of those upon whom they are dependent for their bread. This opposition has, during the past year, undergone a very great change; public sentiment has been revolutionized, and if the expenses of the system could be curtailed, I think that our people would cheerfully support the system."

GLOUCESTER.—"Public sentiment is more favorable to the public school system. The mass of the people appreciates its necessity."

GOOCHLAND.—"There is but little to be said in regard to the state of public sentiment concerning public schools. While no very marked change is observable, I think, on the whole, the system is growing in favor, and believe that this favor will increase in a progressive ratio."

GRAYSON.—"There has been some strong opposition to the system, and no small amount of difficulty for school officers to overcome; yet the work is going on well, and gaining general favor, and the system

only needs means to enable the officers to move forward to become permanent in this county."

GREENE AND MADISON.—"In proportion to the development and diffusion of the plans and workings of public schools, our people become interested in them. True, we have not been without our troubles; and it may be said of us, as of others, now as well as heretofore, of this scheme of philanthropy, as of its predecessors, it has brought forth its own carpers. It has reared up its own blind or interested opponents, who are ever ready to retard that in which they refuse to participate, not because it is bad, but because it is good, and they are too ignorant or too selfish to lend a helping hand. Still, we have much to encourage us. Difficulties, apparently insurmountable, are no longer in the way. Men who did not see, because, as they admit, they would not, are now co-workers in the common cause, and seem willing to make haste in putting up what their own blindness attempted to pull down."

GREENSVILLE AND SUSSEX.—"Whilst there are still some who oppose the school system, a large majority, however, have come over to us, and are working earnestly for the advancement and prosperity of the cause."

HALIFAX.—"In the report of last year it was stated that the sentiment of the county was more favorable to public schools, at the close, than at the beginning of the year. The same statement is true as to this year; yet there has been dissatisfaction and complaint in several localities; but these seem to have been attributable more to alleged local mismanagement than to any opposition to the schools. This county, one of the most wealthy and populous in the State, and at the same time one of the most intelligent and refined, was particularly opposed to the public school system. This public sentiment, founded upon prejudice, was strengthened and nourished by the expression of opinion on the part of prominent and influential individuals, and became deep-rooted, and almost universal. The constitution, with the public school system engrafted upon it, was accepted only as the best which, under the circumstances, could be done. The school system was still unpopular and distasteful. When under the constitution it was introduced and practically commenced, people began to think and talk about it; and the fact that they had to be taxed for its support operated no little upon their minds through their pockets. And the thinking and talking about it naturally induced them to seek for information. This somewhat removed their prejudices and preconceived opinions; and the system has continued to grow in public favor. This growth has been gradual, but steady, and with an increasing ratio. It has been principally among the middle class. But even among the more intelligent and wealthy it has been increasing in favor."

HANOVER.—"I am confident that prejudice and opposition are gradually, but surely, giving away before the light and practical experience of the day. The only opposition I ever had to contend against proceeded from the disappointed, and a few educated and well-disposed, who contended that education created hopes and aspirations that could never be realized by the laboring classes. This class of objectors is very

small, and claims to be as exclusive as small. A large majority of the educated and Christian portion of our people earnestly advocate popular education. Give us money, and all trouble will be removed."

HENRICO.—"Public sentiment is no less in favor of public free schools than when I submitted my annual report for the year 1871. If there be any difference, perhaps, they are growing in favor; but the people are much disposed to grumble, because the schools are sometimes discontinued before the close of the session for the want of funds, and also because every man cannot have a school at his own door."

HENRY.—"Public sentiment concerning public schools in this county has undergone no susceptible change during the year. The people are generally clamorous for more schools: all seeming anxious to have at least one 5-months' session taught during a year in their respective neighborhoods."

ISLE OF WIGHT.—"The public schools are popular with the great majority of the people of my county, and the only opposition advanced against the system is the method of raising the funds by which they are principally carried on, viz: the tax on property, and not by capitation tax. Of course the State constitution has settled that question."

JAMES CITY AND YORK.—"Public sentiment most favorable. If the continuance of the present system were put to the vote, I do not think that James City, York and Williamsburg would poll 50 votes against it."

KING GEORGE AND STAFFORD.—"While there are still a few turbulent spirits among us, I have to report a considerable abatement of hostility to the school system. Many who complained that the voting system was extremely offensive, have given in their adhesion, now that it has been abolished. Many have been made to realize the exalted purpose of the school system, and the earnest, unselfish zeal of many of its officers, while there are others willing, but afraid to oppose us. They are of that class who

'Damn with faint praise, assent with civil leer;
And, without sneering, teach the rest to sneer:
Willing to wound, and yet afraid to strike,
Just hint a fault, and hesitate dislike.'

KING & QUEEN AND MIDDLESEX.—"Public sentiment is generally favorable, and if the funds justified an extension of the terms, I believe it would soon become universally so. What opposition exists constitutes but little hindrance to the work."

KING WILLIAM.—"A large majority take little or no interest in public education, and give no thought to the matter, except as regards taxes for its support; others avail themselves of the privilege, but look to Hercules to do everything, and do not appreciate the favor. There are exceptions to these sentiments."

LANCASTER AND NORTHUMBERLAND.—"There has not been any very marked change in public sentiment; a few are more vehement in their denunciations."

LEE.—“I think I can truly say that the public free school system has been growing steadily in favor with the people during the year. If demagogues would only let us alone, we would soon all be fast friends of the system.”

LOUDOUN.—“The present system of public instruction, on its introduction in this county, encountered the most determined opposition by the educated and refined portion of the community, who regarded it as an organization to promote the interests and elevate the condition of the negroes and lower classes of whites at the expense of the property holders. They considered themselves excluded from all participation in the benefits of a system in which the character of the instructors and accommodations would not meet their wants and expectations. Consequently, the public schools were attended by those only whose parents were unable to make any better provision for the education of their children. The very limited amount of funds in the control of the trustees prevented the employment by them of thoroughly competent and experienced teachers, whose attainments would secure them positions where their talents could be profitably employed and their labors rewarded. In fixing the standard of qualifications, we were therefore necessarily compelled to be satisfied with a very low grade. This was much regretted, as none but efficient and approved teachers should ever have been permitted to direct the studies of our children. During the first year the subject was agitated and discussed very freely, and through the influence and co-operation of the friends of education in various sections of the county, a more favorable disposition was produced. The people began to lay aside prejudice, and take a sober and impartial view of the subject. The opening of the graded school in Leesburg, conducted by teachers of reputation, and patronized by all classes of the community, induced persons in other parts of the county to unite in the effort to elevate the character of their schools. The people in each township began to manifest a general disposition to assist by liberal contributions in devising plans for the promotion of school interests. A short time since I published a call for meetings of the villages of Waterford and Lovettsville, and after presenting the claims of the cause in the strongest possible light, and appealing in behalf of the children to the liberality of the patrons, I secured a supplementary fund in the former village of \$550, and in the latter of \$450. Our schools are now in a fair way to succeed.”

LOUISA.—“I think I may say, with entire truthfulness, that public sentiment in our county has become, and is becoming, much more liberal and co-operative with the public school system. The public mind is set in that direction, and in the future we shall be concerned only in the improvement and perfection of the system. It is to this, I think, the minds of our public men, in the legislative halls especially, should be directed.”

LUNENBURG.—“The public sentiment in the county is largely in favor of the public free schools. The name of nearly every family in the county is on the school rolls. But there is shown some little opposition to raising funds for their support about the time of election.”

LYNCHBURG.—“Public sentiment has steadily undergone a change in our favor during the year, until now few have the temerity to avow themselves opposers. Every appeal to the Council for pecuniary assistance has been responded to with cheerfulness and alacrity. The high schools have made very rapid progress, as well as the schools of lower grade. Our attendance is large and increasing. As an evidence of popular confidence and approval, I may mention that the number of advanced girls in attendance is increasing in the greatest ratio.”

MECKLENBURG.—“I believe that opposition to the public school system has almost ceased, and feel sure this is the case with the intelligent, thinking portion of our people. In South Hill township, where the opposition was greatest, the people are looking upon the system with some degree of favor. I do not know half a dozen citizens of influence in the county who do not express themselves as friendly to the system.”

MONTGOMERY.—“The public free school system, during the past year, has been steadily growing in favor with the people: a fact which is proven by a general awakening on the subject of education. The trustees are beset with applications for the establishment of schools for the coming year, and liberal efforts are making all over the county for the erection of school-houses. In most instances land is granted for sites, and the public appear willing to co-operate cordially with the school authorities. One district, which in '71 defeated the district tax, in '72 carried it by an almost unanimous vote. Yet, there are a number of Bourbons, who are anxiously awaiting an opportunity to pronounce the system a failure, and would strike it down, if possible. Many, however, who have heretofore occupied that position, are now co-operating with us; and if the Commonwealth will but display a moiety of the liberality of those States which have well-established public school systems, in furnishing the necessary funds, the numbers of this opposition will reduce to insignificance.”

NANSEMOND.—“There has been a more liberal feeling prevailing in this county in regard to public schools this year than last. This is evidenced from the fact that for the present scholastic year we have both a county and dog tax to add to the State fund to pay teachers. Last year we had neither. It is true the tax is small, but it shows progress in the right direction. From my personal intercourse with the people, I am fully satisfied that the system is gradually growing in favor with the public.”

NELSON.—“The sentiment of this county is decidedly favorable to the public school system, and there is a growing interest in the cause of education. Persons who were two years ago openly hostile to the system are now clamorous for schools. There is now no opposition to the system, but a constant complaint that it fails to offer accommodation to all. A very large majority of our tax-payers would cheerfully acquiesce in raising any amount necessary to put the system on a firm footing, and to employ teachers of such grade as would meet the demands of all classes.”

NORFOLK CITY.—"There has been for many years a strong popular current in favor of public schools in this city. In fact, at one time their establishment was made an issue in our local elections. When the schools were first opened by the city, there was a general rush of applicants from all classes, seeking admission. After a while, however, there seemed to arise a prejudice against these schools on the part of many of our citizens, from an impression that health and morals would be endangered, from a too promiscuous mingling of all elements of society. The introduction of thorough sanitary regulations, and the uniformly correct deportment of the children attending these schools, soon attracted universal attention, and has had a most happy effect in removing this prejudice. We can now congratulate ourselves that this interest is fully reviving among our citizens, and especially during the past session was it manifested, so much so that we have every reason to expect that the day is not far distant when the public voice will compel our City Board to provide, what is now a felt need, a high school, under the thorough regulations and discipline of our public school system."

NORFOLK COUNTY.—"The schools are growing daily more popular, and should the State provide funds sufficient to run them ten instead of five months we would find but few enemies."

NORTHAMPTON.—"Public sentiment is gradually becoming more favorable."

NOTTOWAY.—"Public sentiment is increasing in regard to the efficiency of public schools. The large majority approve of, and the most influential patronize, while only a small minority cavil and condemn, and even these are found chiefly among those who have no children to educate, or whose peculiar location deprives them of its benefits."

ORANGE.—"I have commenced a series of addresses on the public schools, and will continue them in every part of the county. I am pleased to report decided evidences of a change in public sentiment favorable to the schools."

PATRICK.—"Public sentiment is decidedly in favor of free schools in this county. Quite a change has taken place in behalf of education. Our best men—those who at first were indifferent; among them our county Delegate—have decided to give the cause their influence. The latter gentleman is working for us like a man."

PETERSBURG.—"The history of public sentiment is very similar to that in cities generally. The inauguration of the public school system finds a portion of citizens opposed and the rest either friendly or indifferent. The enemies of education, finding themselves in an unpopular minority, gradually abandon their professed hostility, and try either to make the public schools virtually church schools, or urge the establishment of parish or church schools, wherein (since public sentiment has decreed that the children must be educated) the children may be biased in favor of some particular church. The last stage of hostility to public education is that well illustrated in the history of the last twelve months, detailed in the following pages. The position is assumed

(tacitly, often) that public schools, while tolerated, must not be good enough to rival private schools; that they must not be allowed to attain such efficiency as will gain the favor of parents able to pay the private school teacher; that, especially, such discipline as makes it apparent that public schools are not objectionable to the careful parent on account of the morals and manners of the pupils must be prevented or thwarted. In the character of our teachers, the morality of our pupils, and the thoroughness of instruction shown in the examinations, parents came to see that no expense would secure them greater advantages than were offered them in the free schools, and the exodus from private schools began. The enemies of public education became alarmed. [Some difficulties of a personal character are next detailed.]

PITTSYLVANIA.—“Public sentiment has been rapidly growing in favor of the free schools; and its growth has been and will be in proportion to the higher qualifications of the teachers, and the increased and improved arrangements for teaching. Two things only are required to make the free schools a decided success in favor and in operation—viz., neat, commodious and well-furnished school-houses, and a higher grade of scholarship.”

PORTSMOUTH.—“There is a strong general public sentiment in favor of public schools; yet there are a few who object to public schools on principle, or a larger number who object to being taxed to educate the blacks.”

POWHATAN.—“More favorable.”

PRINCE EDWARD.—“No marked change in opposition and apathy on part of whites, other than those interested. Great difficulty in procuring trustees of any value, due to this cause. The system, like many other changes of the time, submitted to in sullen reluctance.”

PRINCESS ANNE.—“Since voting on the school tax by the people has been abolished the school system has become more popular, and, with a few exceptions, all are anxious to have schools.”

PRINCE GEORGE AND SURRY.—“’Tis difficult to ascertain what is public sentiment concerning public schools. It is believed that the white tax-payers are not generally more favorably disposed than formerly, but they make fewer public complaints. A majority of the voters favor the system.”

PRINCE WILLIAM.—“The location of school-houses excited some little feeling of opposition, which I think will soon die away, and it will continue to grow popular.”

PULASKI.—“There has existed, and still exists with the wealthy class, a negative hostility to the public free school system. Very few heavy tax-payers are in sympathy with the institution. This opposition, or rather want of sympathy, has undergone to some extent a favorable change during the past year. The masses of the people are evidently in favor of the system, but many of them entertain very impracticable views as to its application.”

RAPPAHANNOCK.—“Public sentiment in this county is in the main favorable to public schools now; and although some complain of the injustice, as they call it, of being taxed to educate other people's children, I think our citizens would be very unwilling to give up the system. I have to regret that some parents cannot be awakened to the importance of sending their children to school regularly.”

RICHMOND CITY.—“It affords me great gratification to inform you that public sentiment has continued to grow more and more healthy in reference to our public school system. During the past session a large number of our prominent citizens sent their children to our schools, and I am daily receiving applications from others who desire to avail themselves of what they are pleased to call “the superior advantages offered in the public schools.”

RICHMOND AND WESTMORELAND.—“Public sentiment is, I think, becoming more favorable. The greatest trouble is that this clamor of the people compels the multiplication of the schools to an extent that the funds at command will not justify, and in consequence the character of them cannot be made as high as it ought to be.”

ROANOKE.—“Public sentiment concerning public schools has greatly improved during the year. In fact, they may now be said to be popular, the little opposition manifested being confined almost exclusively to that class of persons who are not directly benefitted, and who have not sufficient cultivation to appreciate the advantages of a general diffusion of knowledge. The schools have been liberally patronized by our very best and most influential citizens, and throughout the county have been pronounced far superior to those in existence before the introduction of the present system. The number of pupils enrolled exceeds that of last year by nearly 65 per cent. The supervisors promptly and unanimously levied the maximum rate of taxation, and expressed a regret that they were not permitted to do more.”

ROCKBRIDGE.—“During the past year public sentiment has been gradually becoming more favorable to public schools in most parts of the county; though with some persons there is still strong opposition, chiefly however among those who pay large amounts of tax, and who either have no children to educate, or, if they have, prefer to send them to private schools.”

ROCKINGHAM.—“The public schools are gradually growing in favor with the masses.”

RUSSELL.—“I am highly gratified to report that public sentiment, which was almost entirely against us last year, was considerably in our favor this year, though we have some few noisy opponents, yet but few compared with last year.”

SCOTT.—“There is still some prejudice against the system; but, as a general thing, I think it is confined to those who do not fully understand it; however, I am assured that the public sentiment is more favorable to it than it was when first put into operation.”

SHENANDOAH.—"Public sentiment has been favorable. The people have manifested considerable interest in the subject."

SMYTH.—"The people of this county are, for the most part, in favor of public schools, and are in advance of the officials and legislators, who have the tax to lay."

SOUTHAMPTON.—"Public sentiment is gradually growing in favor of the public school system, under the settled conviction that it is now a permanently-established institution. Public expressions of opposition to the system have ceased, and those who were loudest in opposition two years ago, are now quiet on the subject, though some of them have not yet changed their views. This is due chiefly to the abolition of the voting system."

SPOTSYLVANIA.—"Public sentiment is not favorable to the system of public free schools in the county of Spotsylvania. Most of the people are land holders, and they think their interest unjustly dealt with, and their prejudice against colored schools is very strong. Nevertheless, the colored vote, together with that of the white non-property holders, gives a preponderance in favor of the schools."

TAZEWELL.—"As to the history of the views and opinions of our people in regard to the public school system, I may say there is still considerable diversity. However, the opponents are *few* and the advocates are *many*. Nearly all our best citizens now say, 'let us give it a fair trial.' If it can be extended so as to meet the wants of all classes, both for lower and higher common education, it will become in the end exceedingly popular in our rural districts. I may safely say that its history presents a brighter and more interesting page than that of the first year, although then it was a great success, considering the many difficulties connected with its introduction. The popular favor in regard to our schools is manifest from the readiness with which our Supervisors this year granted all that the school officers asked of them, and that to the extent of the law, as well as from the fact that the attendance upon our schools during the last year shows an increase of over twenty per cent. on the first year. There is at present a general demand for *better* teachers, which I consider also a very decisive proof of a healthy development of the system."

WASHINGTON.—"Public sentiment is growing somewhat more favorable towards the public schools. The opposition is not so violent. There is still some dissatisfaction, growing out of the inadequacy of the funds, and the consequent imperfect working of the system. The maximum of the county tax ought to be raised to at least ten cents; or, what would be more satisfactory to the people, let the Legislature put on five or ten cents more State tax, and leave the county maximum as at present."

WISE.—"The people generally seem to have manifested an increasing interest in the public free schools in this county during the last scholastic year."

WYTHE.—“Public sentiment is increasing in favor as school operations are understood.”

2. *Have the colored people continued to manifest a great desire for education.*

ACCOMAC.—“The colored people manifest the same desire for their schools as formerly. It is very much to be regretted that teachers can not be had for them in sufficient numbers. I am making arrangements to increase their schools as rapidly as teachers can be supplied.”

ALBEMARLE.—“The colored people have continued to manifest a very great desire for education, attending the schools in larger numbers and more regularly than the whites.”

ALEXANDRIA CITY.—“I think the colored people show decidedly less desire for education than they did when the schools were first opened.”

ALEXANDRIA COUNTY.—“The interest of the colored people in education seems to be increasing.”

ALLEGHANY AND CRAIG.—“The colored people have continued to manifest a wholesome desire for mental training.”

AMELIA.—“The colored people still express satisfaction in the system; but their enrollment and average attendance have markedly declined with the school population. The special interest arising from novelty is no doubt wearing off; but my impression is that the want of increased attendance is due to the pressure of poverty. Their children are kept at home to work.”

AMHERST.—“The colored people, as a general thing, desire to be educated.”

APPOMATTOX.—“We have seen no abatement of desire among the colored people for education.”

AUGUSTA.—“I observe no special diminution in the desire manifested by the colored people for education. On the contrary, though generally poor, they have in many instances shown a liberality of labor and means in building houses and supplementing salaries worthy of imitation by the whites, while the children have sometimes walked from four to five miles in attending school, and have progressed satisfactorily in their studies.”

BATH AND HIGHLAND.—“The colored people have in some localities manifested a desire for education, especially in those neighborhoods affording a sufficient number of children to form a school; though but one colored school was opened during the year, and that one in Highland. After a trial of two months, it was found impossible to keep up the average to twenty, and the trustees discontinued the school. In two other neighborhoods, destitute of school-houses, the colored people have commenced the erection and nearly completed two new log houses entirely at their own expense, and will no doubt try to get teachers this winter. The trustees are disposed to promise them a fair share of pub-

lic funds. But this class of our population in these two counties is so widely dispersed, and such the extreme poverty generally, that four-fifths of the children must grow up in ignorance even of the simplest elements of an education, unless the influence of the church, through the Sabbath schools, is brought to bear."

BEDFORD.—"I have not observed any extraordinary interest on the part of colored people for the education of their children. I have, so far as consistent, adapted myself to their preferences in the selection of teachers, and have in every instance given them teachers of the highest character for morality; yet several colored schools in populous neighborhoods have been closed on account of failure to make the minimum average."

BLAND.—"We have but few colored people in Bland, and they are so scattered that we can do very little for them. The few we have appear to be anxious to avail themselves of the advantages offered in our school system, and we are looking to some plan to meet their desires."

BOTETOURT.—"The colored people continue to manifest a great desire for education. We very much regret our inability thus far to provide suitable school-houses for them."

BRUNSWICK.—"Colored people continue to manifest much interest in the education of their children, and in some localities seem to appreciate their privileges in that respect much more highly than do their white neighbors."

BUCHANAN.—"There are no colored people of consequence in this county."

BUCKINGHAM.—"The colored people have continued to manifest a great desire for education."

CAMPBELL.—"The colored people eagerly avail themselves of the advantages of public education, furnishing their children (with few exceptions), the necessary books and appliances with ready promptitude."

CAROLINE.—"The colored people have shown no abatement in their desire for education."

CARROLL.—"They have."

CHARLES CITY.—"The colored people, on the whole, continue to exhibit a commendable zeal in behalf of the educational interests of their race; and one of our most painful experiences is produced by the difficulty of obtaining teachers for this class of the population. Few of the whites seem willing to accept such appointments, and colored teachers are not sufficiently numerous to meet the demand."

CHARLOTTE.—"They have."

CHESTERFIELD.—"The colored people have manifested an increasing interest."

CLARKE.—"They have. No schools have been better attended, none have made more rapid progress, and none have been better taught."

They have everywhere shown a willingness to provide books and other necessaries."

CULPEPER.—"The colored people still manifest much desire for education."

CUMBERLAND.—"The adult colored people from the first manifested a great desire for the education of their children, and the children have been much more regularly at school and studious than I supposed. This desire has not abated under any circumstance observable to the County Superintendent. There was some opposition to the 'dog tax;' but in most instances, when properly informed that this was intended exclusively for schools, the opposition died out, and we now seldom hear any objection to it. I enquired of the County Treasurer if any objection to paying this tax had been urged, and he informed me there had been none so far."

DINWIDDIE.—"Yes."

ELIZABETH CITY AND WARWICK.—"I am not prepared to say that the colored people of these counties have ever manifested a great desire for education. In some localities, in the county of Warwick especially, it is difficult to maintain schools in the midst of this class of people. They seem to manifest a desire for education, yet fail for the most part to avail themselves of the advantages offered."

ESSEX.—"The colored people, to a degree that is truly surprising, have manifested an increasing desire to have their children educated. Even the poorest and most ignorant of them have in many instances been known to make sacrifices and extra exertions, in order that their children might be kept regularly at school."

FAIRFAX.—"They have not, except in isolated cases."

FAUQUIER.—"At first, it was thought that the colored people looked upon schools as a great novelty, and therefore they flocked to them. But experience proves that it is not mere idle curiosity with them. They earnestly desire to learn; to be educated; to elevate themselves morally, socially and intellectually. I find no abatement of interest with that class, in regard to a desire for education."

FLOYD.—"Colored people manifest the same desire for education, but will not voluntarily build their school-houses; but this in a great measure is owing to their poverty. The whites have manifested a laudable disposition to assist them."

FLOVANNA.—"I think they have. From the report you will find that the average attendance compares very favorably with that of the white. From examination of answer to question ninth, the same inference would be drawn."

FRANKLIN.—"The colored people throughout the county have manifested a lively interest in education."

FREDERICK.—"Yes, without emphasizing the word 'great.'"

GILES.—“The colored people manifest a great desire for education, although they are not very prompt to send their children to school when an opportunity is afforded them.”

GLOUCESTER.—“The colored people continue to manifest much interest in the public school system.”

GOOCHLAND.—“The colored people still manifest a considerable desire for what *they* call education, but find great fault, and express great disappointment that it is not accomplished in a term or two. They are easily discouraged, and little inclined to steady and continuous application.”

GRAYSON.—“Tolerably much so. Appear willing to send, but are negligent in complying with legal requirements.”

GREEN AND MADISON.—“The colored people ‘continue to manifest a great desire for education.’ When undisturbed by ‘busy bodies,’ they wait with becoming patience the move of the wheel that brings them their turn, embrace it eagerly, generally learn rapidly, and readily detect the difference between those who teach them *for the pay* and those who love to give them intellectual food.”

GREENSVILLE AND SUSSEX.—“Most of the colored people still continue to manifest a great desire for education.”

HALIFAX.—“I think they have. Either the novelty has not worn off, or they have more perseverance in that direction than they generally have credit for.”

HANOVER.—“I think they have. They have built several houses at their own cost, and placed them under the control of the local Boards. Irregularity in attendance has thus far proven a serious hindrance to the establishment of colored schools save in great colored centres.”

HENRICO.—“I do not think the colored people manifest quite as great a desire for the education of their children as they did at first, though the difference is hardly perceptible.”

HENRY.—“The colored people continue to manifest an earnest desire for education. The average attendance of colored pupils exceeds that of the white.”

ISLE OF WIGHT.—“They have.”

JAMES CITY AND YORK.—“Yes. Their desire for education is manifested by their great willingness to sacrifice the labor of their children.”

KING GEORGE AND STAFFORD.—“The interest heretofore displayed by the colored people in the cause of education remains undiminished, but there is one great difficulty in the way. Very nearly all of them are tenants at will, or, from year to year. The restless nature of the race leads to frequent changes among them, and it often happens that the landlord is constrained, from various causes, to abandon the tenant system altogether. You will readily understand the difficulty attending our efforts to make provisions that unite permanence and availa-

bility for a race that is virtually nomadic. We can only provide for them by establishing leading schools where we can find sufficient material, and smaller schools in other localities."

KING & QUEEN AND MIDDLESEX.—"An increasing desire."

KING WILLIAM.—"Their ardor has somewhat abated."

LANCASTER AND NORTHUMBERLAND.—"There is a very decided indifference manifested by them."

LEE.—"The desire is rather increasing, if possible."

LOUDOUN.—"They have. They are much more liberal in proportion to their means than the whites, and are willing to submit to sacrifices to accomplish their object."

LOUISA.—"The colored people have continued to manifest great desire for the education of the youth of their race. The schools established for them have generally been well attended, and the children of the colored race have made in many cases most commendable progress in their studies."

LUNENBURG.—"The colored people still manifest a desire for education."

LYNCHBURG CITY.—"The colored people still manifest a fair degree of appreciation of education. The pecuniary condition of the race, however, militates greatly against regular attendance. I think I may say that, under the circumstances, they do continue to manifest a considerable desire for learning."

MECKLENBURG.—"I think the colored people manifest great interest in the schools, as much probably as they did last year."

MONTGOMERY.—"Colored people still display a commendable desire for education. They make a higher per cent. of number enrolled in average attendance than the whites."

NANSEMOND.—"The colored people seem to manifest much interest in the education of their children."

NELSON.—"I have seen no diminution in the desire of the colored people for education. Their idea of an education is to be able to read and write, and in their sacrifices in order to send their children to school, they set an example most worthy to be imitated by many of our white population. I have been able to detect no material difference in the capacity of the two classes to learn. The teachers say that the colored children, as a class, have better memories than the white, but that their reasoning powers are not so good. My observation has not satisfied me of the truth of this assertion. The colored people show a most commendable spirit in their desire for proper deportment in their schools, and many are, I fear, cruel in punishing their children for misbehavior at school."

NORFOLK CITY.—"The interest of the colored people in the subject of education seems to be fully aroused, and has as yet manifested no

evidence of decline. Every well-disposed individual of that population appears to be actuated by two most excellent motives to secure an education for their children: to keep them from idleness, which begets vice and misery, and to save them from the mortification which his own ignorance so often entails."

NORFOLK COUNTY.—"The colored people manifest a greater desire than the whites."

NORTHAMPTON.—"The colored people continue to manifest a great desire for education."

NOTTOWAY.—"They have, and still do, even in their poverty."

ORANGE.—"There has not been manifested by them any great interest, except in a few neighborhoods."

PATRICK.—"Our colored people are still earnest and anxious to have their children educated. In every instance have taken our advice, and when required, and can get the land, go to work with a will, and build good and comfortable houses. In this respect they deserve much."

PETERSBURG.—"Considering their poverty, the colored people have continued to manifest a great desire for education. The necessity that the parents are under of putting their children to work, has, to a very large extent, kept our schools smaller than they would have been, the boys being in factories, aiding their parents by their meagre earnings, instead of in school, where their parents could not provide them with food and clothing. The idea of education generally entertained by the colored people is, however, a very limited conception. It can scarcely be said to be expansion of mind, or development of one's whole nature, but rather, how to read, write, cypher and speak. To know how to get a living without manual labor is the chief end of education, or, if it be more, then to know how to preach or speak in public."

PITTSYLVANIA.—"There is no increased interest on the part of the colored people in the education of their children. They are too ignorant to know that education is a valuable possession, and will repay them for the sacrifice of money which they must make to secure it. For they must build their own school-houses, or they can have no schools. The white people have theirs to build on the same terms. If, however, taxation was sufficient for the trustees to build good school-houses for them, and put good teachers in them, the number of colored children at school would rapidly increase."

PORTSMOUTH.—"Yes."

POWHATAN.—"Yes."

PRINCE EDWARD.—"Have manifested desire for education, but mainly to participate in the privileges of the system as evidence of the *equality* which they are flattered they possess, and in an ignorant and stupid notion that "going to school" is getting an education. Seem rather mystified they do not at once equal or exceed the inferior (white) race. In neighborhoods in which the greatest clamor to have a school has been made, it is usually hardest to keep up the average."

PRINCESS ANNE.—“ Yes.”

PRINCE GEORGE.—“ They have, but they do not furnish their children with suitable books, or sufficient clothing, in some cases.”

PRINCE WILLIAM.—“ Not quite so great.”

PULASKI.—“ The colored people manifest a marked concern in that direction ; make more inquiries than the white people.”

RAPPAHANNOCK.—“ They have.”

RICHMOND CITY.—“ The colored people continue to manifest an earnest desire to avail themselves of the benefits of public education. Many of them send their children a portion of the year, and retain them at home for the remaining part of the session to assist them in earning a livelihood. Most of the parents express great regret at this, and say that nothing but *absolute necessity* could induce them to retain the children at home for a single day.”

RICHMOND AND WESTMORELAND.—“ There has been no marked change in the sentiments of the colored people.”

ROANOKE.—“ The colored people continue to manifest a great desire for education. In several cases they have organized schools for those of their race over 21 years of age.”

ROCKBRIDGE.—“ The desire for education among the colored people seems to have increased in some sections of the county, while in other places it seems rather to have declined. As a general rule, however, it has continued. Table No. 2 of my report shows that the ‘ per centage of those enrolled in average attendance ’ among the colored children was 64, while that of the white children was only 58. If these figures be taken as a criterion by which to judge of the interest taken in education by the two classes respectively, the colored people have the advantage in the comparison. But the difference is to be attributed more, I think, to the fact that schools are still a novelty with the colored population, than to any abiding interest felt in having their children taught the rudiments of learning.”

ROCKINGHAM.—“ The desire of the colored people for schools is greater than we can gratify, because of the scarcity of suitable teachers.”

RUSSELL.—“ The colored people of this county have manifested a greater desire for education than the white people.”

SCOTT.—“ The colored people are still manifesting a great desire for education.”

SHENANDOAH.—“ They have.”

SMYTH.—“ The colored people are clamorous for schools, but are not willing to pay anything as a supplement.”

SOUTHAMPTON.—“ The colored people generally manifest an increased desire for education, as this report will show.”

SPOTSYLVANIA.—“ The colored people are still very anxious to have their children educated.”

TAZEWELL.—“The colored people still manifest an eager desire to enjoy benefits of the public schools. This is evident from the large per cent. of children enrolled.”

WASHINGTON.—“The colored people do not manifest quite as much zeal for education as they did the first year. The children did not attend quite as well the last year as the first, and consequently the schools were not quite as large.”

WISE.—“There are few colored persons in this county, so few indeed that it is impossible to establish a colored school; hence but little desire is manifested by them for an education.”

WYTHE.—“Yes.”

3. *Views as to the probable working of the present mode of raising local school funds.*

ACCOMAC.—“The Legislature has taken *one* step in the right direction. Removing the question of the schools from the direct popular vote has accomplished something, but still the work is only half done. Let that body meet the question fairly and squarely, impose a tax sufficient to meet the urgent demands of the people, and all, or nearly all, opposition will cease. I have been told by some of the most intelligent opponents of the schools that they would cheerfully acquiesce in such action. This would give the system stability, and bring to its aid hosts of friends.”

ALBEMARLE.—“I think the present mode of raising local school funds better and more popular than the mode used last year.”

ALEXANDRIA CITY.—“The method of raising funds provided in the city school law works well, but I think a separate levy by the city council, to be paid directly into the school treasury, would work better.”

ALEXANDRIA COUNTY.—“My opinion, expressed last year, as to the inexpediency of taking the question of raising funds from the people, has been fully sustained in this county at least. A great deal of dissatisfaction has arisen from it. The raising of all the funds directly by the State would be the best plan; but if the counties and districts are to raise money, it should be by popular vote. The change in the law has enabled designing men to poison the public mind on the subject.”

ALLEGHANY AND CRAIG.—“The present method of raising local school funds is a decided improvement upon the plan of submitting the question to popular vote, and has been much more satisfactory; but it is still my opinion that the law should fix a minimum as well as a maximum tax. A certain tax imposed upon the people, to be expended in their own improvement, is a healthy reminder of the high estimate placed upon public education by the lawful authorities.”

AMELIA.—“The plan would be good if the levies were made by the County School Board, instead of the Supervisors. The school officers are not only necessarily better prepared to estimate needs, but are not

the creatures usually resulting from popular voting. They are far more likely to be good and true men."

AMHERST.—"The present mode of raising local school funds is a much better mode than submitting it to the vote of the people; but I am still of the opinion that, instead of the Supervisors levying taxes for county funds, it would be much better if the Legislature would levy a sufficient State tax to pay the salaries of teachers and county superintendents."

APPOMATTOX.—"The present mode of raising school funds may do as far as it goes; for the present, it is entirely experimental; but our objection to the whole matter is, that it can never do enough under its present form. It will be just a name and a nuisance as it now is, with very little good to follow."

AUGUSTA.—"Last year the people of the county voted a county tax of 6½ cents on the \$100, and in most of the districts a tax of half cent on \$100. The County School Board last spring requested the Supervisors to levy a county and district tax of 7½ cents each on the \$100, besides imposing a dog tax. The Supervisors levied only five cents district and county tax each. I have very little doubt, from the desire expressed by so many that the schools be made entirely free, that, had the question been submitted to vote, the people of the county would have voted the maximum county tax at least. That plan was liable to serious objection, and perhaps, when the Supervisors are elected with reference to their opinions on the public school question, and reflect the sentiments of their constituents, the present plan will be preferable."

BATH AND HIGHLAND.—"The present mode of raising local funds, while certainly a decided improvement on the old method, is, nevertheless, open to grave and serious objections. The raising of school funds should be entirely beyond the reach of the caprice of the popular mind. This cannot be the case as long as the Supervisors have the levying of the taxes. The views of candidates for that office upon the school question will, after a while, be made a test of party strength, and when this becomes the case, the certainty of raising local funds will be greatly impaired, and but little better than submitting the question of taxation to a direct vote of the people, as under the former law. Either the Legislature should require the Board of Supervisors to levy a designated amount, or the whole matter should be placed in the hands and under the control of the County School Board, whose complexion is always presumed to be favorable to the subject of public free schools. I cannot withhold the expression of my strong conviction, that, as the law now stands, school officers will soon be met with Supervisors hostile to taxation for free school purposes, and the system, in consequence, will be left to drag a miserable existence, while ignorance and vice will increase with strides proportionate to the parsimony with which funds have been doled out to a hungry and starving people. The Supervisors of Bath and Highland acted with more liberality than was expected in the matter of levying taxes for school purposes last May, when it is remembered that the Boards, as then constituted, were unfriendly to tax-

ation for free school purposes. With one single exception, Blue Grass, they levied the full amount asked for by the County Board for district purposes, but *did not* add anything to the County Superintendent's salary in the only county—Highland—where anything was asked for him. The law places the County Superintendent in the indelicate position of beggar for money, when it *compels* him to ask the Board of Supervisors to levy a tax for his support. Though the appropriation asked for is morally and legally due him, and in many cases, no doubt, entirely inadequate to a just compensation for services rendered, yet few men like to appear before the Supervisors in the light of pensioners. It might be replied that no one, upon any principle of ethics, need hesitate to ask for that which is justly due him, and yet it is a difficult matter to make the Supervisors, or the people, whose servants they are, understand that the duties of County Superintendent are arduous and responsible, and merit, really, a much larger salary than the law allows. The action of the Legislature with reference to the salaries of these officers, to say the least of it, is unjust."

BEDFORD.—"So far as Bedford is concerned, all questions relating to local school funds might safely be referred to the discretion of the County Board of school officers. The gentlemen composing our local Boards are, without exception, men of accredited intelligence and worth, and, from their position, must be presumed to have better opportunities than others for arriving at an intelligent understanding of the necessities arising out of the interests they respectively represent."

BLAND.—"The plan, *itself*, meets my views, as to its mandatory feature; but it allows too large a discretion to Supervisors, and fails to meet the wants of our people in such counties as Bland, where the greatest abundance of children are found, but the source of local funds, by taxation, very limited and inadequate. Better by far have no tax at all, for raising local funds, than to have one so far from meeting our demands. I would rather risk the support of our schools (outside of State funds) by private subscriptions, than to furnish an excuse for withholding such private aid, by imposing a tax that fails to yield us one-fourth of what our local funds should be to meet our wants. After a careful calculation, I find that the maximum tax allowed us on property would not pay two dollars per month to each teacher in our county, if we open the number of schools demanded, and run them five months. Though this is true, it is next to impossible to explain it satisfactorily to the masses, so as to impress them with the indispensable duty of supplementing by private subscription; whereas, if you tell them you have no local funds at all, they will understand you, and individual subscriptions are not so difficult to obtain. The case will never be met till Supervisors are required to raise by taxation an amount equal to what the State pays. It would be better to require said tax to be such as would yield about one-third more than the State pays. It will take this to meet our wants in Bland. That clause in school law, requiring the County Court's approval of the action of the County School Board, in supplementing the Superintendent's salary, is too objectionable to meet with any favor outside of a confused legislature."

BOTETOURT.—"The present mode of raising local school funds, in the judgment of many here, will work badly. The people very much object to this matter of raising funds being left in the hands of the Supervisors. It was an unfortunate step by our Legislature."

BRUNSWICK.—"I favor the present mode of raising local school funds, and think it will prove a success in the county."

BUCHANAN.—"We can never get funds enough under the present mode of raising school funds to carry on the schools properly, unless the Legislature would place the power in the hands of the County School Board, instead of the Board of Supervisors."

BUCKINGHAM.—"I am opposed to Boards of Supervisors having anything to do with school funds. The members of the Boards of Supervisors will not inform themselves of the necessities of the schools, nor will they be informed by the school authorities. They are the *sole* guardians of all the other county matters, about which they do inform themselves, and in which they take a deep interest, and consequently appropriate the levy to them, and give the remnants to the schools. School matters should in no way become political, and they must become so, if the Supervisors, who are elected, remain "masters of the situation," and control the "sinews" of the schools. The County School Board in each county should have full and final power, within prescribed bounds drawn by the Legislature, in all school matters. This Board has to bear the responsibility; give it the authority; otherwise, let the people vote upon the levy annually, as formerly."

CAMPBELL.—"The present system of raising funds seems to be generally approved. Those with whom I have conversed on the subject agree with me in thinking it would be better if the County School Board should alone decide on the amount necessary, as a county supplement, for the pay of teachers."

CAROLINE.—"The only difficulty in the present mode of raising local school taxes, is the impracticability of collecting from each district, separately, the small amount required for district school purposes each year. This difficulty might be obviated by so amending the law as to raise an aggregate amount by a tax on all the property of the county, as in the case of the county school fund, and then dividing this amount among all the districts, in proportion to the property of each, thus satisfying the reason of the law, which forbids the money raised in one district to be used in another."

CARROLL.—"While the Supervisors are allowed to levy any amount, however small, we can expect to receive but little benefit from a county tax."

CHARLES CITY AND NEW KENT.—"My limited experience with Boards of Supervisors is very far from encouraging. They are generally white men and property-holders, and, as such, very averse to an increase of taxation for any purpose. At the same time, they hold office by the suffrages of the colored people, who are largely in excess in both counties. Hence they are reluctant to increase the burthens of

any class of the people. The discretion lodged in their hands by the Legislature is apt to be interpreted in a manner unfavorable to the public schools, the benefit of which they have not yet discovered. The law ought to be positive and peremptory for taxation within certain limits."

CHARLOTTE.—"Our short experience leads us to prefer the present mode of raising local school funds to the one adopted last year."

CHESTERFIELD.—"Is decidedly preferable to the old method."

CLARKE.—"I consider the present plan an improvement upon that which required the question of taxation to be voted on annually by the people; but I think it would be still better to leave the whole matter at the disposal of the County School Board, requiring the Supervisors to include in their levy the amount estimated. The present plan allows a body, which is elected with no reference to schools, and probably but little acquainted with their needs, to revise and even to defeat the plans of another body, their peers, who are perfectly familiar with their wants, and who make the subject a special study. It is no easy task to convince a Board of Supervisors, whose one idea is to reduce taxation in general, that the very highest tax the law allows is the one their duty requires them to levy. The County Superintendent's salary is also subject to many vicissitudes. Why should officers, who are poorly paid at best, be compelled to run the gauntlet of two or three bodies before being sure of the pittance permitted by law. No sensitive man can attend to this matter of salary without a sense of humiliation; and no man can afford to faithfully fill the office without full salary. Could not it be so arranged that the salary would be increased in proportion to the increase of the school fund from the county tax. When there is no county school tax have no increase of salary, and when the county tax is maximum, let the salary be so too. If possible, do not let this question be worked over every year."

CULPEPER.—"No opinion to give at this time."

CUMBERLAND.—"If it is necessary to have a 'county fund,' as distinct from the 'State fund,' I see no reason why the question as to how much ought to be left to the Board of Supervisors or any one else, nor do I see any very just reason for assuming that they can any better judge of the wants and wishes of the people than can the Legislature. There is one, and only one, reason why this 'county fund' method should be considered better, and that is, we know a year before hand (almost) what we are to get from this source. If we could know of all our year's supply of funds beforehand, we could work much better and more efficiently. In reference to 'district tax,' as it is impossible for the Legislature to know exactly, or even more than generally, the peculiar wants of each district; and as it is eminently proper that the trustees, who are not only the guardians of property acquired, but being by law a body corporate, to judge of particular circumstances and wants, as well as to hold and manage the property acquired, they should be able, under restriction and within due bounds, to levy, or cause to be levied, any amount, within a certain compass, they may from year to year deem necessary, proper and expedient, so that, how-

ever, they shall not be made at any time, or under any circumstances, the servants of, or mendicants to, the Board of Supervisors or any other Board, except in a special responsibility to a higher body or court, as justice and propriety may demand, and the safety of the public interest requires. If, therefore, the present law between them and the Board of Supervisors was made mandatory on the latter, upon a full exposition of facts and figures by the former, it would, I think, meet the case."

DINWIDDIE.—"I think it will work well."

ELIZABETH CITY AND WARWICK.—"I regard the present mode of raising local school funds as much preferable to the former mode. There was too much expense, uncertainty and trouble attending the former mode of raising funds, which do not attach to the present mode. I see no reason why it should not work well."

ESSEX.—"The present mode of raising local school funds has no advantages over that first inaugurated. In fact, the majority were more likely to get the amount of funds needed for county and district purposes, by popular vote, than they are now through Boards of Supervisors, which, owing to their hostility to the public school system, may play false to the very people who elect them to office. The County School Board ought to be clothed with the authority of saying what amount is needed for school purposes, and the Supervisors ought to be required by law to levy the amount asked for by the County School Board. As the law now stands, the Supervisors can paralyze the whole system of schools in any county."

FAIRFAX.—"The present system will do, but if it could be left entirely to the local school officers it would probably be better."

FAUQUIER.—"The present mode of raising local school funds is decidedly preferable to the former. The trustees of this county are intelligent, educated, liberal gentlemen, who have the confidence of the people, and their recommendations are considered as judicious and proper. What I have stated in regard to the School Trustees will apply to the Board of Supervisors. Where the two Boards are composed of good men, there is no trouble in the present mode of raising local funds."

FLOYD.—"The present mode of raising local school funds is preferable to that by election; but there should not have been so narrow a limit. Would prefer the whole matter to rest with the County Board. With the present law no houses can be built, unless in very wealthy districts."

FLUVANNA.—"The *mode* has operated very well, so far, in this county, and may do so generally; but the maximum allowed by law will prove quite disastrous to the school interest. The expenses, for instance, of the first district in this county will be from three to four hundred dollars (without contemplating building), while, by reference to my report, you will discover that the estimated yield is only \$151 under the re-assessment. It seems to me, that it would be by far more

desirable to have no *separate* school fund, with all the additional expense covering the special duties of assessors, &c., but to consider the expense of operating the schools as one of the essential government expenses. The amount allowed the assessors *this year* is \$240. Let it be merged into the regular taxes for support of government, and we will hear of gradually less and less complaint. The great mass of the people will scarcely realize any difference in taxation, at any rate, will not necessarily ascribe it to the school system. So long as it remains a separate tax, it will be the hobby of grumblers."

FRANKLIN.—"The present mode of raising local school funds is manifestly an improvement on the voting system of last year; but I am inclined to think it would give more general satisfaction if the Legislature would do all the taxing themselves. The people—the masses—are willing to give the public schools a cordial support, and they *expect* and *desire* the Legislature to tax them for that purpose."

FREDERICK.—"The only difficulty I apprehend is as to the failure to appreciate the use or need of a County Superintendent. I believe it *right*, however, that there should be some check to an unpopular appointment."

GILES.—"There is one feature in the present mode of raising local school funds that is, in my opinion, objectionable, and that is the power vested in the Board of Supervisors to curtail assessments made by the County School Board."

GLOUCESTER.—"It is impossible to tell what will be raised from the dog tax. If we can realize *one half*, we will do well. This, together with the 7½ cents on the \$100, will afford some \$3,500 or upwards."

GOOCHLAND.—"Very far superior to the former mode of raising them by a vote of the people, and, perhaps, the best method to be devised, unless the Legislature could be induced to enact a law requiring the counties to levy an amount bearing a due proportion to the State fund. It would be of little moment what that proportion was, so it was large enough to be useful. The object to be desired is, to have the school fund placed beyond the power of fluctuations in popular opinion."

GRAYSON.—"Fear it will not succeed well. All depends on the Supervisors. I succeeded much better with the people. Capitation tax is manifestly the thing. The burden is light, equally borne, all interested, and the fund ample for the demand, and a considerable amount saved. District tax should be *ad valorem*."

GREENE AND MADISON.—"A little more assumption of responsibility on the part of our law makers in Richmond, less manifestation of the spirit of democracy run mad, and less disposition to have each district make laws for itself, at every cross-roads, would tend to equalize the burdens of our people, and give less chance to arouse passions and prejudices, based upon ignorance, and fed by the constant appeal of the demagogue in his search for office. Until something in this direction is accomplished, I don't know what to suggest 'better than the present mode of raising local school funds.'"

GREENSVILLE AND SUSSEX.—“The present mode of raising local school funds is a decided improvement on the old plan, and would be all that could be desired, if the right men could always be secured as Supervisors. If possible, the trustees should be allowed to vote with them. This would, I think, be a considerable improvement.”

HALIFAX.—“It is much easier to find fault than to say what would be a better mode; and, though it would seem to be the simpler plan that the county school tax should be recommended by the County School Board, and acted upon by the Board of Supervisors, and that the district tax should be recommended by the District Board of Trustees, and acted upon by the Township Board, yet the present plan is a decided improvement upon the popular vote plan, and I think it would be better to let the matter rest where it is. It has not yet had a fair trial, and it may work better than might be anticipated.”

HANOVER.—“It would do, if made obligatory on the Supervisors to levy the amount asked for by the School Boards. This should by all means be done. As the law now stands, the question wears too much of a political complexion. Some better method might be devised.”

HENRICO.—“The present mode of raising local school funds is deemed better than by a vote of the people; but it would be better still, in my judgment, for the Legislature to fix the tax.”

HENRY.—“I approve of the present mode of raising local school funds. It is, in my opinion, proper that the people should have some voice in the matter, and I know of no better way than through their boards of supervisors.”

ISLE OF WIGHT.—“I don't like the present mode of raising local school funds. By taking power out of the hands of the people and giving it to the board of supervisors, nothing was gained as to promoting the system, save trouble and expense of annual elections. The people, in electing the supervisors, take no account of their friendship or hostility to the public school system, for it is an office not generally sought by any one, requiring no explanation of views on any public matter, and the people are only too glad to get any good, honest man to agree to accept it. The General Assembly ought, in my opinion, to modify the present school law, and take the responsibility of raising funds for all school purposes.”

JAMES CITY AND YORK.—“Good; better than last year's.”

KING GEORGE AND STAFFORD.—“The present mode of raising local school funds is good, in the abstract, though bad as to some of its details. The constitution fixed the local school tax limit. None of the school officers asked for an oppressive tax; indeed, out of tender consideration for the tax-payer, they asked for less than the school interest demanded, and hence it was a work of supererogation to prescribe a limit within a limit, as if the tax-payer needed an additional safeguard to protect him, as the act implies, from the rapacity of irresponsible men. In addition, I consider it ‘a violation of the eternal fitness of things’ to authorize a board of supervisors to revise and reduce estimates made

by school officers for school purposes. Both county boards voted a suitable allowance to the county superintendent without a dissenting voice, but the supervisors (without authority to control this matter, as I view it) made objection. To be brief, I do not think the present plan will work well, unless amended so as to remove the limit of three-fourths of a mill, and so as to require the supervisors to levy the amount asked for by the county board of trustees."

KING & QUEEN AND MIDDLESEX.—"There is no particular objection to the mode, but serious objection to the legal restrictions upon the amounts to be raised. I believe my people would vote me a much larger amount for county and district purposes."

KING WILLIAM.—"It is evident the present mode of raising funds creates all, or nearly all the dissatisfaction on the subject of public education. Let the Legislature, in its wisdom, do what it thinks best—make judicious laws, have the proper officers to enforce them, remove legislation on the subject as far as possible from the people and their immediate officers, and the whole subject will work well. Let taxation for its support be imposed and collected like other taxes, and it will be borne as cheerfully."

LANCASTER AND NORTHUMBERLAND.—"The present mode continued will ruin the school system. Every individual in the State should pay *pro rata* to support the schools. The fund thus collected should be put in the Educational Fund and divided among the counties, the law requiring that the assessment be sufficient to provide a certain number of good schools in each county. Then all local petty disputes and jealousies will be avoided."

LEE.—"If the present system is let alone, it would be efficient and satisfactory to the people in a little time. Constant change is highly detrimental."

LOUDOUN.—"The will of the people, as expressed by their votes on several occasions, indicates very clearly their purpose that the public schools shall be maintained by taxation, but it is evidently impolitic to require the question be kept before them by appeals each year for a separate and special school tax. The action of the County Board, as the representatives of the people, will afford ample satisfaction to the public, in whose confidence they are firmly established. They are the only persons prepared to form a correct estimate of the amount needed for the support of the public schools, and by requiring the board of supervisors to adopt the estimates of the County Board, the interests of the schools and people will be more equitably and judiciously served than by investing the supervisors with power to curtail or cancel the proposed levy."

LOUISA.—"I greatly prefer the present mode of raising local school funds over the plan of submitting the question to the vote of the people. In the present way the same result is reached without the agitation and irritations consequent upon submitting the question to the decisions of the ballot-box. In the case of county superintendents' salary, I think the Legislature should vote those officers a fair compensation for their

work and responsibilities, and there let the matter end. They certainly do themselves no credit in referring matters on which there ought to be general and uniform legislation to mere local authorities."

LUNENBURG.—"I think the present mode of raising local school funds is advisable, if the supervisors would reflect the wishes of the people."

LYNCHBURG CITY.—"The present mode of raising local funds is working unexceptionably well here. It would not be altogether prudent or economical at present to lay a separate tax for schools."

MECKLENBURG.—"The present mode of raising taxes has, so far, worked well. The board of supervisors levied all that was asked for; indeed, all that the law permitted us to raise. It is proper to state here that we could have done more for the schools had the law which was passed by the Legislature permitted us. The amount which one mill on the dollar will raise in some of the townships is so small that it is entirely inadequate to meet the wants of the districts. Had not the Legislature prevented it, we could have secured a larger amount than was levied by the supervisors. I intend to get an expression of opinion by the people in reference to this matter."

MONTGOMERY.—"While the present mode of raising funds is preferable to the method first adopted, yet it is open to several objections. The power vested in the board of supervisors of levying or not levying county and district funds, certainly places those funds on a very precarious foundation. Supervisors are elected generally without reference to their sentiments on school questions. They do not understand the working of the schools and the necessity for money, and always approach the subject with a bias against taxation and in favor of curtailing the estimates. Hence it takes a good deal of effort on the part of county superintendents to carry their necessary county and district levies. In my county, had the board of supervisors been of opinion that they could refuse to levy a county fund, they would have refused it, and we would have been most seriously crippled. If school officers in performance of their duty may have offended a supervisor or two by locating a school, employing a teacher, or refusing to pay an account, the whole county suffers. Especially in the matter of building school-houses is it necessary to have the fund of the district placed on a sure and steady basis; for with the 7½ cent tax we must go in debt to some extent. The true plan would seem to be to include all school funds in the regular tax bill of the State; levy it as a State tax, apportion it to the counties and districts, and let it be managed by the boards as one fund—who might be restricted to a certain per cent. of expenditure for all purposes except payment of teachers. The present system of taxation is open to the objection that it is not uniform. By judiciously delaying the apportionment of State funds until those counties which have county school funds may have exhausted them in paying teachers, the Superintendent of Public Instruction can effect a saving in the State funds apportioned to those counties, which will be returned to the Treasury and reapportioned, and thus those counties which refused to levy county funds indirectly

reap the advantages of the county funds of their more liberal neighbors. The people would cheerfully pay double the amount heretofore levied for all purposes, if it was levied by the Legislature and fairly apportioned. In fact, few would know or care what proportion of their tax was school tax."

NANSEMOND.—"The taxes as levied by the board of supervisors will be more or less fluctuating from year to year. The constant changes in the boards by new members being elected will naturally produce this state of things. The ignorant masses of the people entertain a great dislike for local or county taxes, and the supervisors being elected in a measure by this class of people, will to some extent carry out the wishes of this class of their constituents. There is not much said about State or General Government taxes, but the whole hubbub is about county taxes. My impression is that the State should levy a tax sufficient to carry on the schools successfully, and require the school districts to raise enough for local purposes. There are so many tax bills presented during the course of a year, that the people never know when they are through paying up."

NELSON.—"The present mode of raising local school funds is perhaps an improvement on that of submitting the question to a vote of the people; still it has its objections. It is an uncertain way of raising funds. The board of supervisors changing annually, we can make no definite calculation as to district funds; and hence our trustees can begin no improvement in furniture, school apparatus, &c., &c., that the funds of that year will not complete. For the supervisors may any year refuse to make a levy, or so cut it down that the work commenced may go for nothing. It is an expensive mode of collecting funds. Two levies have to be extended and collected, when both might most properly be merged in and collected with the State tax. To meet the demands of our system with certainty and regularity, a tax sufficient for all purposes should be laid by the Legislature, allowing the trustees to use a certain per cent. annually for district purposes, with the right to appeal to the people or to the supervisors to raise additional means for any extraordinary demand that might arise. Should this be done, and a tax levied sufficient to meet the reasonable demands of the people for schools, opposition to the system would entirely disappear. I have yet to find a man expressing opposition to the system whose children were attending a good public school. We must have funds to establish schools wherever the number of children will justify it, and to continue them at least nine months in the year. I regard a continuous session of ten months worth at least three terms of five months each, with an intermission of seven months between the terms. We cannot employ good, competent teachers for only five months in the year. Precious time is wasted, the benefits of our work lost, on account of the shortness of our terms. While the school system should at all times invite the fullest scrutiny in regard to its operations; still the constantly recurring question of local school taxation offers a field for demagogues to raise a clamor unjust and injurious to the cause, often defeating the subject at times when means are of vital importance. I can only hope that our

next Legislature will rise to the importance of this subject, and levy a tax sufficient to give all our people what they demand—an opportunity to educate their children, and to fit them for the duties of life."

NORFOLK COUNTY.—"I find no objection to the mode, but do protest against the shackles put upon the school and county officers as regards the amounts to be levied. I believe that the County School Board of Norfolk county, composed of nineteen influential citizens, who pay at least one-twentieth of all the county taxes, are better judges of the amount of taxes the people are willing and able to pay than the members of the Legislature. Coming from the people, they know their condition and necessities. Identified with the school system in its details, they are supposed also to know its condition and necessity. They see clearly that no system of public schools operated for five months only, with poorly paid teachers, can meet the wants and demands of the people; but on the contrary, such a system invites opposition by its power to disintegrate and break down the private schools already existing. And so great has been this power during the year just closed, that only two well-regulated private schools in a population of five thousand five hundred have been able to withstand it, and these are negotiating a surrender. This fact alone, I contend, is an argument sufficient for giving to these two representative bodies—viz., the county school board and board of supervisors, the power to levy such a tax as will at least make the public schools as efficient as those which they have supplanted. There can be no fear of oppressive taxation from these two bodies. The correct result, I think, will be the groans of the grumblers. These gentlemen have discovered that it is popular to make a great noise about taxation, and they will continue to make it, whether taxes are light or heavy."

NORFOLK CITY.—"The experience in our city management of its public schools proved the failure of a direct tax for their support. Both a head tax on every male citizen and on each pupil not indigent was at first levied, but proved inadequate to meet the expenses of the schools. For months at a time the pay of the teachers and other bills against the schools remained unpaid until special appropriations could be obtained from our city councils. Under our present system an appropriation is made at once by the councils, which, with the State appropriation, fully meets all demands, and the school board is now at all times promptly provided with funds, and general satisfaction is now given to all who have dealings with the schools."

NORTHAMPTON.—"I prefer the present mode of raising school funds to voting on the subject."

NOTTOWAY.—"It is one of the very best that wisdom could devise to cripple and ultimately kill public schools, so far as local funds are concerned. It is made a political question, and the ignorant and the vicious who are candidates for office oppose the plan simply as a means to gratify and obtain their personal ends. The Legislature ought either squarely and manfully to meet the responsibility, or say we will not have public schools."

ORANGE.—“I think, with care in the selection of trustees, the present mode of raising local school funds will be effective.”

PAGE AND WARREN.—1. “A majority of the people favor the system.”

2. “The colored people still manifest a great desire for education, as is manifested by a fuller attendance in all seasons of the year.”

3. “The present mode of raising local school funds is preferable to voting.” [Answers to 1, 2, and 3 questions. Report not received in time for proper arrangement.—S. P. I.]

PATRICK.—“I am no advocate of the present mode of raising funds for our schools. In my humble opinion, it is entirely deficient. The county officials will not give the proper attention to this matter. Our school operations should be entirely separate from other civil affairs. Let our district clerks take the census; make our county board clerk our treasurer; require him to file a good bond, approved by our county board; and either let our county board make out a statement of the amount we need for school purposes, and require by law that the supervisors should levy it; or, a better plan would be to let the board have the power to make the levy and furnish the treasurer with the amount. If they (the school officials) are capable of controlling the thousands furnished by the State, certainly they might have entire control of the small amount we ask from the county. Besides, the school men who have all the work to do certainly ought to have all the pay. If we had an arrangement something similar to the plan indicated, we would at once command the services of the best men in the county.”

PITTSYLVANIA.—“The present mode of raising local school funds is fully approved; but the low limit of taxation fixed by the Legislature worries the trustees, who are by law required to have good and comfortable school-houses, and yet not allowed the money with which to build them; and worries the people, who complain that they are taxed to build houses, and yet have to build them independent of the tax. The mode is good enough, but under the present limit it is a Tantalus.”

PORTSMOUTH.—“The best mode for raising the city school fund is by levying a tax for school purposes, separate and distinct from the tax levied for city purposes.”

POWHATAN.—“Much better than by popular election.”

PRINCE EDWARD.—“Greatly superior to the former, still the local tax is regarded as an abomination, and I am more than ever convinced it ought to be a voter's tax and no other. Other funds to be raised by a pupil's tax, not for the year of the pupil's attendance, but the fund so obtained to be used for the following year.”

PRINCESS ANNE.—“An excellent method, if the amount was not so limited.”

PRINCE GEORGE AND SURRY.—“The present mode of raising county and district school funds is much preferable to raising them by a resort

to a popular vote ; but the maximum rate of taxation, as fixed by law for both county and district purposes, is very far below the wants of the schools and the wishes of a majority of the friends of popular education."

PRINCE WILLIAM.—"I think the present mode a decided improvement upon the former."

PULASKI.—"Unsatisfactory and unreliable, for reasons so obvious that it is unnecessary to refer to them."

RAPPAHANNOCK.—"I do not like the present mode. I think it would be much better to leave the matter with the county school boards, retaining the present limitations, if thought best."

RICHMOND AND WESTMORELAND.—"It would be better for the Legislature to provide at once the means necessary to maintain the schools. The effect of submitting the question of taxation either to the people or the Supervisors is, first, to invite agitation which is not favorable, and, second, to cause uncertainty, which seriously embarrasses the calculations and management of the school officers."

ROANOKE.—"The present mode of raising local school funds is decidedly preferable to the old method."

ROCKBRIDGE.—"I think the present mode of raising local school funds is as good as can be devised in the present state of public sentiment on the subject, and is at least worthy of a fair trial. Attempts to change modes and amounts of taxation are fruitful sources of discontent among the people, and result in useless expenditures of time and money by our law makers. The eighth article of the Constitution, I feel sure, ought to be revised and amended, but it may be too soon yet to make any movement in that direction."

ROCKINGHAM.—"The present mode is probably the safest."

RUSSELL.—"I am of the opinion that the present mode of raising local school funds is as good as could be well adopted."

SCOTT.—"In the depressed condition of the people, I have some doubts as to the working of the present mode of raising local school funds. Supervisors seem fearful of incurring ill will, and therefore fail to do their duty."

SHENANDOAH.—"The present mode of raising local school funds is good. Our Board of Supervisors levied the maximum amount allowed by law. The sum realized was not sufficient to meet the expenses of the county. School furniture and houses cannot be prepared and kept in proper condition without more money."

SMYTH.—"I am opposed to the working of the present mode of raising local school funds. It, in too many instances, gives Supervisors an opportunity to vent their spleen upon their offenders. More than this, it causes the schools to be increased or diminished, just as the funds are increased or diminished, from year to year, by said officials. Besides, it is not uniform all over the State."

SOUTHAMPTON.—“No objection, if the officers can be made to do their duty. It is a hard matter to get a competent man to take a township office in this county.”

SPOTSYLVANIA.—“Much the best system for raising funds to defray the expense of the school system, would be to have one school tax laid by the Legislature for all purposes.”

TAZEWELL.—“I consider the present mode much better than the former. I hear of no objections to it from the people. When the supervisors are friends to the schools it works well; but still they are by law too much restricted. Fifteen cents on the hundred dollars will never expand the system so that all can enjoy its benefits, unless the State school funds are in some way greatly increased.”

WASHINGTON.—“The present plan of raising local school funds has worked satisfactorily so far. It is much preferable to submitting the question to a vote of the people.”

WISE.—“The present mode of raising local school funds is objectionable. Had the Legislature passed an act to tax the people a per cent. equal to supply the deficit of the State funds, it would have been less objectionable.”

WYTHE.—“Town system right, under section 20. For county and district operations, a uniform State law would be better. The present system is better, however, than the former.”

4. *Is it desirable that the required minimum of school attendance should be reduced? If so, to what number?*

ACCOMAC.—“The minimum is sufficiently low; rather increase it than otherwise. There is but one point in this county where it can be said to work even a seeming hardship, and that is on Chingoteague Island, where a colored school of fifteen might be obtained, but not twenty, owing to the fewness of that race there.”

ALBEMARLE.—“I do not think it desirable to reduce the required minimum of school attendance, provided some schools, as at present, be allowed with a reduced number.”

ALEXANDRIA CITY.—“No.”

ALEXANDRIA COUNTY.—“No.”

ALLEGHANY AND CRAIG.—“I think that the minimum of school attendance should be reduced to fifteen. It cannot affect thickly settled neighborhoods in any way, and would be of advantage in all mountainous districts.”

AMELIA.—“So far as this county is concerned, the present minimum (20) is about right. As population and attendance increase, it should be raised within certain limits. The true minimum is a nice point, being the adjusting balance between diffusion and concentration.”

AMHERST.—“Perhaps twenty average attendance is a little too high

for sparsely settled counties. There is a good deal to be said on both sides of the question. I hardly know what is right. Perhaps a compromise on seventeen or eighteen would be better."

APPOMATTOX.—"Never reduce the minimum of attendance with the present scanty funds. The numbers must be kept up, or the life of the schools will die."

AUGUSTA.—"It is not desirable as a general thing that the required minimum should be reduced, but a discretion might be allowed the county board in special cases, making the limit of that discretion, say fifteen."

BATH AND HIGHLAND.—"I do not think it desirable that the required minimum of school attendance should be decreased. As the regulations now stand, I think every neighborhood is as fairly provided for as can be done by any general regulation."

BEDFORD.—"I do not favor the reduction of the 'minimum of school attendance.' In most neighborhoods the minimum of twenty can be easily maintained, provided the people are united. The Board of Education has already made ample provision for exceptional cases. One certain result of reducing the minimum would subject school officers to great annoyance, arising from importunities to multiply schools. We have already quite as many schools as we have the means to supply with competent teachers."

BLAND.—"A reduction is desirable in Bland—say, where we have been restricted (by special provision) to 15, it shall be 12; and instead of 20 as the minimum in other cases, say 17 or 18. This is needed in several places in this county."

BOTETOURT.—"My opinion is that the required minimum of school attendance should not be reduced."

BRUNSWICK.—"It is very desirable that the required minimum of school attendance should be brought down from twenty to fifteen, and more particularly so as one of the school districts in the county has adopted that minimum."

BUCHANAN.—"It is desirable that the minimum of school attendance be reduced to fifteen."

BUCKINGHAM.—"It is not thought desirable that the minimum of school attendance should be reduced, except in special cases, as is now provided."

CAMPBELL.—"I see no good reason for changing the law regulating school attendance."

CAROLINE.—"It is not desirable that the minimum attendance should be reduced below fifteen."

CARROLL.—"I do not consider it advisable at present."

CHARLES CITY AND NEW KENT.—"I think the required minimum of school attendance is too large for our region of the State, not for want

of sufficient population, but on account of peculiar difficulties in continuing children at school. In summer and autumn agricultural occupation, and the prevalence of malarious disease, combine to prevent the desired regularity, and in winter and spring the wet condition of the roads interposes another formidable obstacle; for, it should be remembered, that much of the country is for several months under water, whereas in more northern latitudes the frost and snow make walking to and from school easy and agreeable. The average attendance ought, in my judgment, to be reduced to *fifteen*, if not lower."

CHARLOTTE.—"For rural districts such as ours, with *no centres* of population, the required minimum for school attendance should, I think, not be higher than fifteen."

CHESTERFIELD.—"We have difficulty in keeping up schools in some parts of the county with an average of twenty pupils, and would suggest that the County School Board be empowered to legalize schools of fifteen when necessary."

CLARKE.—"I should say no. We sometimes find it hard to keep the number up to twenty, but the requirement has a stimulating effect on teachers and parents, giving all an interest in securing a regular attendance."

CULPEPER.—"I think not."

CUMBERLAND.—"In this county the whites are sparsely settled in nearly all parts of the county, whilst we can't go amiss for a full school under the required minimum of twenty daily average for the colored. So that in the first case circumstances demand a reduction, and in the other there is no cause for it. My own opinion is that, with a uniform series of text-books as good as and such as we have, any teacher who ought to be licensed can teach and will teach the number required to make the average until the higher branches are introduced. I therefore think the present plan of leaving it to the Board of Education is a good one; or perhaps it would be better to leave it to the county school boards to decide upon the merits of each case, and be permitted to reduce to fifteen daily average, or even in a few, very few rare cases, below that number."

DINWIDDIE.—"No."

ELIZABETH CITY AND WARWICK.—"It is not desirable that the required minimum of school attendance should be reduced."

ESSEX.—"The most difficult task that trustees now have is to locate the schools most advantageously. The limited amount of funds necessitates fewer schools than are needed, consequently there is no locality in this county where the required average attendance cannot be had by any teacher worthy of his vocation. Should the average attendance be fixed at less than twenty, without a larger yield of local fund, it might result in the multiplication of schools to a degree that would be destructive to the economic feature of the public school system."

FAIRFAX.—“I think not, except as already provided for by regulations.”

FAUQUIER.—“The required minimum of school attendance is low enough. My impression is that it should not be reduced, unless in cases of extreme necessity. The regulation of the Board of Education of July 10, 1871, covers the whole ground.”

FLOYD.—“It is not. It had better remain as it is; but, rather than reduce it, increase it to twenty-five. The reason is plain.”

FLUVANNA.—“I scarcely think it is, provided limited schools are granted.”

FRANKLIN.—“I do not think the required minimum of school attendance should be reduced until we are able to establish more schools.”

FREDERICK.—“No, not as a general rule. Exceptional cases might be provided for.”

GILES.—“I think it would be well to reduce the minimum average attendance to fifteen, especially in thinly settled neighborhoods, where an average attendance of twenty cannot be maintained.”

GLOUCESTER.—“I do not think so. Let teachers with smaller averages be paid less.”

GOOCHLAND.—“It is. Twenty is a minimum not easily obtained in the sparsely populated districts, and it would be well to authorize the trustees, in their discretion, to reduce it to fifteen.”

GRAYSON.—“It is not; should rather be raised—say 25.”

GREENE AND MADISON.—“We think it is desirable that the required minimum of school attendance should be reduced. Experience has demonstrated that in order to insure the keeping up of a school with a minimum of twenty pupils, it becomes necessary to have enrolled thirty-five; and in some instances, forty scholars. At some period during the session, when home-duties require less attention, all, it may be, will attend school; and with that number, and one teacher, the child is fortunate who has *justice* done him or her. On the other hand, in very busy seasons, the minimum is scarcely reached, and a good teacher living by his or her profession, must suspend the school, and seek employment of those more ready to do equal justice. Besides this, where the population is sparse, it is by no means an easy matter to concentrate so many pupils at any one point, within convenient distance. We would respectfully suggest fifteen as the minimum.”

GREENSVILLE AND SUSSEX.—“The minimum of school attendance was by request reduced in Greensville and Sussex to 15; it is desirable, however, that it be reduced still lower, for the benefit of the whites. The country with us is thinly settled, and during the past school year, even with the minimum of 15, some of our schools had to be closed on this account. I would propose that the minimum for these two counties be 13.”

HALIFAX.—“It is my decided opinion that it should not be reduced.”

HANOVER.—“I am decidedly opposed to any reduction. It would operate to multiply schools and introduce a class of teachers utterly destructive to the success of the system. It works well now. I think it best to let well enough alone.”

HENRICO.—“I think it desirable that the required minimum of school attendance should be slightly reduced, say to the number 15. Often they have 30 or 40 on the roll, when the average attendance does not reach 20.”

HENRY.—“It is *not* desirable that the required minimum of school attendance be reduced at present. The present system has a tendency to stimulate the patrons of the schools to see that their children attend regularly, as also to induce their neighbor, who might be a little lukewarm, to send punctually, in order that the school may be maintained.”

ISLE OF WIGHT.—“The minimum of attendance in the county schools might be reduced to fifteen during certain months of the year (say May, June, July, and perhaps August), with the consent of the trustees, provided the children are known to remain at home to work.”

JAMES CITY AND YORK.—“It is. Fifteen.”

KING GEORGE AND STAFFORD.—“There are but few densely populated localities in Stafford and King George. However great the care in locating school-houses, it is necessary to reach out two and a-half to three miles in every direction to get a sufficient number of pupils. It is often impossible to walk that distance in winter. At other times the parents (chiefly of the poorest class) must have the services of some of their children or starve. Above all, it must not be forgotten that this is a fever and ague country. Some of the children ‘shake’ three or four months in the year, and some all the year. I would respectfully suggest the propriety of reducing the minimum average to sixteen.”

KING & QUEEN AND MIDDLESEX.—“In some localities it will be absolutely necessary to reduce the minimum to not less than fifteen.”

KING WILLIAM.—“It is necessary in some cases, but would not advise it as a general rule.”

LANCASTER AND NORTHUMBERLAND.—“I think not, except in localities such as we have in this county and Lancaster, where, in consequence of positive isolation, no school could be had, if the maximum average be required.”

LEE.—“The minimum for colored schools should be reduced to fifteen. No other change is desirable.”

LOUDOUN.—“It is not desirable that the public funds shall be used in the employment of teachers with an average attendance of less than twenty. I would carefully avoid increasing the number of teachers at reduced pay, which would necessarily exclude from our list our most

efficient teachers, whose services should command higher wages than our present limited means permit us to pay."

LOUISA.—"I favor the present provision of requiring the minimum of average attendance to be twenty. I see no reason for a change."

LUNENBURG.—"Let the minimum of school attendance stand at twenty."

Lynchburg City.—"As this question concerns counties rather than cities, I pass it by."

MECKLENBURG.—"It may be best to reduce the average of attendance to sixteen or eighteen. We find it somewhat difficult to secure an average of twenty. Many parents are compelled to have the assistance of their children during the farming season, and this in some neighborhoods renders it very difficult to keep up an average of twenty."

MONTGOMERY.—"I do not think it desirable to reduce the minimum of school attendance, at least until our funds are materially increased. If we are to be kept in poverty, the movement should be in the other direction, so as to reduce the number of schools and secure better teachers and buildings. At the same time schools should be sustained in thin, isolated neighborhoods where the average cannot be made, by proportioning the appropriation to the average."

NANSEMOND.—"I consider that the required minimum of school attendance is sufficiently low. If the minimum is reduced, schools will increase, and teachers' salaries be cut down in proportion to the increase of schools. Their salaries are now small enough, and in many places too small."

NELSON.—"I see no good reason for reducing the minimum of school attendance. The regulations at present in force seem to meet all the requirements of the case."

NORFOLK COUNTY.—"I think it desirable that the minimum be reduced to fifteen."

NORFOLK CITY.—"There is no such necessity in the case of our schools."

NORTHAMPTON.—"The required minimum of school attendance in the Eastville and Franktown districts has been reduced to fifteen. I think it would be well to reduce it to that number also in the Capeville district. It ought not to be less than fifteen in any district."

NOTTOWAY.—"In the *majority of cases*, no reduction is necessary. But it is *extremely desirable* that trustees have the privilege of contracting for schools with average attendance of *fifteen and ten scholars*, without the restriction of *private supplement*; otherwise some of our largest tax-payers are so located that they will not in a generation derive any benefit from public schools."

ORANGE.—"Only in special cases, to be recommended by trustees, and approved by County Superintendent. In very peculiar cases this

discretion might well be extended to schools of only ten pupils, salary of teacher to be reduced somewhat in proportion."

PAGE AND WARREN.—"In most cases the present minimum of attendance should be maintained, but in some localities it should be relaxed."

PATRICK.—"In our county the minimum attendance is small enough."

PETERSBURG.—"By no means, in our city. Centralization and consolidation is what we are now aiming to accomplish."

PITTSYLVANIA.—"The minimum of school attendance should not be reduced in the least. It is full low. The present law is sufficient for exceptional cases. I would rather raise than lower."

PORTSMOUTH.—"No."

POWHATAN.—"Not lower than its present number, 15."

PRINCE EDWARD.—"For the whites in the rural districts, if schools sufficient are provided, sixteen is the highest minimum attainable in ordinary cases."

PRINCESS ANNE.—"Yes, to 15."

PRINCE GEORGE AND SURRY.—"No. The present minimum can be maintained, in a number of schools, greater than the money subject to school purposes is sufficient to support."

PRINCE WILLIAM.—"I think not."

PULASKI.—"It is not."

RAPPAHANNOCK.—"I think not, until we have money to establish more schools."

RICHMOND AND WESTMORELAND.—"It is not desirable until the means at command are sufficient to maintain all the schools that might be established under the present arrangement."

ROANOKE.—"I do not think it desirable to diminish the minimum of school attendance."

ROCKBRIDGE.—"The present minimum (twenty) is low enough for the white population in the greater part of Rockbridge, but there are a few neighborhoods in which schools with an average attendance of more than twelve or fifteen could not be kept up for five months of the year; but, to reach a majority of the colored children, a much larger proportion of the smaller schools would be required than is needed for white children. I would, therefore, suggest that the present minimum of twenty be allowed to stand, provided that schools having a minimum average attendance of not less than twelve be allowed only at such points as may be approved by the County School Board. It seems to me that the County School Board could decide such questions more intelligently than the State Board, because of their better acquaintance with the wants of their own county. If schools of fifteen were generally allowed, there would be great danger of having neighborhoods too

much sub-divided. Every man, you know, wants a school at his own door, if he has children to send."

ROCKINGHAM.—"It is *not* desirable that the minimum (twenty) be reduced."

RUSSELL.—"I do not think it desirable that the required minimum of school attendance should be reduced."

SCOTT.—"In special cases it might, perhaps, be desirable to reduce the required minimum of school attendance, say to fifteen, if power could safely be conferred upon county boards; colored people might then, in places where they are sparsely settled, get the benefit of schools, as a general thing. I believe the minimum, as fixed, should be continued."

SHENANDOAH.—"It is not."

SMYTH.—"It is not."

SOUTHAMPTON.—"The minimum attendance should be reduced to fifteen, at the discretion of the trustees."

SPOTSYLVANIA.—"The minimum number of pupils should be reduced to ten, in connection with a great multiplication of the schools, at small prices for teachers (very capable of teaching branches required by law), is the best plan for the people of Virginia, in their present condition of no *money and great ignorance*."

TAZEWELL.—"I do not think it desirable. I believe it would be an injury. Exceptional cases will arise, but they are provided for."

WASHINGTON.—"It is not desirable that the required minimum of school attendance be reduced, as a rule. The District Boards should have discretionary power to lower it in exceptional cases."

WISE.—"It is not desirable that the required minimum of school attendance should be reduced."

WYTHE.—"No."

5. *Has any improvement been observed in the qualifications of teachers?*

ACCOMAC.—"Our teachers are very perceptibly improving. We generally retain our old ones, most of whom were acceptable to the private schools prior to the adoption of the present system."

ALBEMARLE.—"There has been an improvement in the qualification of teachers."

ALEXANDRIA CITY.—"Yes; decidedly."

ALEXANDRIA COUNTY.—"No."

ALLEGHANY AND CRAIG.—"But little improvement has been observed in the qualification of teachers, owing to the fact that we have no organized corps of teachers. Those who have been teaching several years, have improved. Terms have been short, and many taught to accommodate, and not with a view of making teaching a profession. And hence

our failure to get a teachers' institute, although the day was appointed, and notice given."

AMELIA.—"None yet; but our teachers' institute, although held but a day, evidently had a good admonishing effect. Our teachers will now improve."

AMHERST.—"We have endeavored to improve the qualifications of our teachers every year, by leaving out the most inferior. Good teachers are scarce; and unless we had more means to pay better salaries, we will have to employ many that we would not do under other circumstances."

APPOMATTOX.—"We trust that we can see an improvement in the qualification of teachers. It has been our constant aim to impress them with the importance of this. First, that they may be worthy of the name of teachers, and secondly, that they may be able to hold the places which they now fill."

AUGUSTA.—"I am sorry to be able to report no marked improvement in the qualifications of teachers; and so long as the pay is so limited, and the terms so short, we can't expect any great improvement. Nevertheless, there are some worthy exceptions."

BATH AND HIGHLAND.—"A majority of last year's teachers were licensed to teach this year, and I believe, with marked improvement in their qualifications. A teacher who does not manifest evidences of improvement from a five or ten months' experience in the school-room, would hardly be fit for the work of teaching, or indeed of anything else demanding clearness of perception and facility of expression. Of thirty-three teachers examined, eleven had received a collegiate education."

BEDFORD.—"There has been a very manifest improvement in the qualifications of teachers, both as regards attainments and style of work."

BLAND.—"An improvement, as to literary qualifications, is observable in our teachers; but there has been no marked improvement in ability to govern a school."

BOTETOURT.—"There has been a manifest improvement in the qualifications of teachers."

BRUNSWICK.—"There has been but a very little change in the teachers since the first opening of the schools. Many of them are highly educated gentlemen and ladies, and all are qualified to instruct the children committed to their charge."

BUCHANAN.—"There has."

BUCKINGHAM.—"Great improvement has been observed in the qualifications of teachers."

CAMPBELL.—"Some improvement in the qualifications of teachers. A few of last year's teachers have been refused license, and better qualified persons substituted."

CAROLINE.—“The present corps of teachers is the best we have had at all; most of the teachers of white schools being competent to teach schools of a high grade.”

CARROLL.—“There has been a decided improvement in our teachers.”

CHARLES CITY AND NEW KENT.—“I am sorry to say that our teachers have given little evidence of actual improvement.”

CHARLOTTE.—“There has been some; not so much as I had hoped.”

CHESTERFIELD.—“There has been much improvement in the qualifications of teachers.”

CLARKE.—“There has been considerable improvement. The number of teachers offering for next year is much larger than before, which of itself allows of more strict examinations. The increased popularity of the schools, with some slight improvement in wages, attracts better teachers. The fact that they are to be subjected to an examination leads many to study, especially, when having once had a thorough testing, they are admonished to be better prepared next time. I think much good is accomplished in this way, even when certificates are not withheld, which we are not always able to do without leaving our schools destitute.”

CULPEPER.—“Very considerable.”

CUMBERLAND.—“I am not mistaken when I say that I have observed a very decided and rapid improvement in the qualifications of teachers in all the elements constituting a good teacher—thorough acquaintance with the various subjects taught, aptness of imparting what they know, diligence in their work, zeal in the cause, a laudable emulation for excellence—and above all, and overshadowing all, a high sense of responsibility as to their duty in inculcating good manners and good morals, by precept and example, in those entrusted to their care. This applies to teachers of both white and colored schools; and this improvement has been manifest in character and advancement of the children to a vast extent.

“In our corps of teachers for colored schools we have several who are classical and mathematical scholars, and whose social standing is, and ever has been, among the Virginia gentry of the old school. There is no lack of good teachers among us.”

DINWIDDIE.—“Very slight.”

ELIZABETH CITY AND WARWICK.—“I have observed marked improvement in the qualifications of teachers, a large majority of whom in my counties have been retained, and are doing excellent service. They have the confidence of the officers of the public schools, and of the people at large.”

ESSEX.—“The test of qualification of teachers, with the beginning of this scholastic year, was considerably raised; the teachers throughout the county were apprised of this fact. The result was, that several who

taught last year did not put in for re-examination. Still, I experienced no difficulty in enrolling double the number of applicants needed."

FAIRFAX.—"The general tendency is toward improvement, but in many instances the qualifications are not such as I would desire."

FAUQUIER.—"Teachers are becoming more fully impressed with the importance of their calling, and most of them exhibit decided improvement."

FLOYD.—"There has been some improvement, and this would be more manifest, if all the teachers were required to submit a written examination."

FLUVANNA.—"Quite marked."

FRANKLIN.—"I am sorry to report that very little improvement has been observed in the qualifications of teachers. I think, however, that by means of teachers' institutes and rigid examinations we will be able to rouse them from their lethargy."

FREDEBRICK.—"No. We have generally had competent, and some superior teachers."

GILES.—"A decided improvement has been observed in the qualifications of teachers, both in their ideas of school discipline and government and in their literary attainments."

GLOUCESTER.—"I think so."

GOOCHLAND.—"Yes. But this will be greater and more rapid when we shall be able to pay better salaries and give employment for the whole year. At present too many of our teachers take schools as a temporary occupation, with no idea of making teaching a vocation, but to last only till they can obtain some other employment."

GRAYSON.—"Decided."

GREENE AND MADISON.—"The improvement in teachers consists chiefly in a separation of the bad from the good. The effort to teach has on the part of some developed a want of capacity for the work, of which they were ignorant without a trial. There is a growing demand for good teachers."

GREENSVILLE AND SUSSEX.—"There has been considerable improvement in the qualifications of our teachers for white schools, but very little in those for colored schools."

HALIFAX.—"I think there has been. The boards of trustees seem determined to select the best qualified teachers they can get, and in order to do so, are inclined to raise their pay."

HANOVER.—"Many teachers have given more attention to the textbooks, and I think I have seen many evidences of improvement in the method of teaching. Much is still to be expected."

HENRICO.—"There is no very perceptible improvement as yet in the

qualifications of the teachers, but they do very well, and are suited to the positions they hold."

HENRY.—"I cannot say that any decided improvement in the qualifications of teachers has been observed. The teachers' institute, and the general manner in which education is beginning to be discussed, must very reasonably do much towards securing better talent and stimulating all to greater efforts towards proficiency."

ISLE OF WIGHT.—"Possibly I notice a slight improvement in their method of teaching."

JAMES CITY AND YORK.—"Very great. The teachers are the hardest students in school. The annual examination is a great stimulus in this respect."

KING GEORGE AND STAFFORD.—"There has been considerable improvement in many of the teachers. The essays read at teachers' meetings, and the views expressed at other times upon various subjects connected with their profession, discover clearness of apprehension and fitness of adaptation that untrained teachers can only acquire by devoted zeal. Another cheering evidence of increasing interest is to be observed in the eagerness of many teachers to procure school-room appliances, some of them having used their private means for that purpose rather than be denied the advantages arising from their use."

KING & QUEEN AND MIDDLESEX.—"In many cases very decided improvement, particularly with those who have been induced to study 'Page on Teaching.'"

KING WILLIAM.—"There has."

LANCASTER AND NORTHUMBERLAND.—"All my teachers have studied whilst teaching."

LEE.—"Very great desire for further improvement."

LOUDOUN.—"At the commencement of each scholastic year I have elevated the standard of qualifications, so as to retain only our best teachers, and employ such others to fill vacancies as can come up to our advanced standard."

LOUISA.—"This question, so far as our county is concerned, I think may be answered in the affirmative."

LUNENBURG.—"The teachers of white schools show an improvement in qualifications."

LYNCHBURG CITY.—"Some little. The lack of specially educated and normally trained teachers is still to be noticed as a great evil. We have a normal department in our high schools, and expect to supply our own teachers in future years, specially trained; and consider that no system is complete that has not within itself some source of supply of this sort."

MECKLENBURG.—"We have better teachers this year than were employed during 1870-71, though many of them are still really incompe-

tent. This is especially true of teachers having charge of colored schools. We find it impossible to obtain a supply of teachers. Please permit me to say that it was on account of this fact that we had no colored school in Bluestone township this year."

MONTGOMERY.—"Yes."

NANSEMOND.—"In this county the qualifications of teachers are about the same as those of the first year. Many of them taught private schools in this county, with much acceptability and success, before the public schools went into operation; many are regular graduates of schools of high grade, and all persons of the highest respectability, honor, and integrity of character. This applies to the white teachers. There is some improvement in the colored teachers. We are gradually introducing graduates from Hampton, and hope in a few years that all the colored schools will be taught by them."

NELSON.—"The improvement in our teachers has not been what I could desire. The difficulty with us is to find competent teachers who are willing to engage for only five months in the year at the reduced wages our trustees are forced to pay, in order, as far as possible, to meet the demand for schools."

NORFOLK COUNTY.—"Increased interest in their schools, as well as improved qualifications, has been observed."

NORFOLK CITY.—"No changes among the teachers in our white schools have been made, and but few found necessary in the colored ones. A natural capacity, aided by growing experience, cannot fail to show itself in a decided improvement; and such a result has been obtained in our schools."

NORTHAMPTON.—"The white teachers, I think, are qualified and faithful."

NOTTOWAY.—"There has been *general improvement*, and in special cases, *decided improvement*."

ORANGE.—"Am sorry to say there is very little. One great aim in my addresses to the people is to satisfy them that they can have good teachers, and can have them only by procuring a county tax sufficient to maintain the schools the whole term."

PAGE AND WARREN.—"I cannot say that much improvement has been observed in the qualifications of teachers."

PATRICK.—"We have been much more strict this year in our examination of teachers, and, as a whole, we have improved considerably upon last year."

PETERSBURG.—"The teachers generally have improved wonderfully. School government is now understood and enforced."

PITTSYLVANIA.—"There is considerable improvement in qualification of teachers, and it will increase in future."

PORTSMOUTH.—“Some.”

POWHATAN.—“Very little.”

PRINCE EDWARD.—“Several have manifested marked, and all encouraging improvement. As a whole, the character of the teachers is the most, nearly only, auspicious sign of future success for the scheme.

PRINCESS ANNE.—“Yes.”

PRINCE GEORGE AND SURRY.—“None worthy of remark.”

PRINCE WILLIAM.—“Very decided.”

PULASKI.—“Improvement noted, and tendency in that direction good.”

RAPPAHANNOCK.—“Yes, in the qualifications of the younger teachers.”

RICHMOND CITY.—“Our schools are gradually absorbing the best of the teaching material of the private schools. Our teachers are zealous, earnest and faithful in the discharge of their duties, and are generally being better qualified as teachers by adopting more advanced plans and methods of instruction. The very general desire to read educational periodicals and professional works on teaching encourages the hope that they are beginning to appreciate the necessity for thorough training in order to succeed in the profession.”

RICHMOND AND WESTMORELAND.—“I think there is some improvement in the qualifications of teachers. My policy is to make the examination more rigid each time, for the purpose of compelling improvement in those who have taught before.”

ROANOKE.—“Much improvement has been observed in the qualifications of teachers.”

ROCKBRIDGE.—“Under the powerful stimulus of the annual examinations, teachers of this county have generally made decided improvement in their qualifications. Those who have heretofore stood well as to scholarship are now examined chiefly on their modes of teaching.”

ROCKINGHAM.—“A very decided improvement is manifest, and universally acknowledged.”

RUSSELL.—“The majority of teachers in this county have made considerable improvement in qualifications. I advise them to take the *Educational Journal*, Page's Theory of Teaching, &c.”

SCOTT.—“Some little improvement has been observed in the qualifications of teachers, but many seem quite careless of improvement.”

SHENANDOAH.—“Yes.”

SMYTH.—“A marked improvement observable.”

SPOTSYLVANIA.—“The most of the teachers in our county are capable. I have not seen much improvement yet. They have not had sufficient experience.”

SOUTHAMPTON.—“A noted improvement in the qualifications of teachers has been observed.”

TAZEWELL.—“Some improvement has been made, and I am inclined to believe there will be more from year to year.”

WASHINGTON.—“We are improving our teachers. But the want of sufficient funds to increase the salaries is a great impediment.”

WISE.—“Much improvement has been observed in the qualifications of teachers.”

WYTHE.—“Yes, considerable.”

6. *Brief account of teachers' institutes or other educational meetings held during the year.*

ACCOMAC.—“Two teachers' institutes have been held in this county, with good results. Another was appointed to be held in August, but the teachers being scattered so much during vacation I found it necessary to postpone it.”

ALBEMARLE.—“The institute of the teachers was held in Charlottesville on the 17th and 18th of July. The attendance of teachers was not as large as it ought to have been; but the meeting was an interesting and profitable one.”

ALEXANDRIA CITY.—“A teachers' institute was held in the common council chamber, on the 26th, 27th and 28th days of August. The attendance of teachers was excellent, only one being absent, and many private teachers and others being in attendance. Lectures were delivered by Benjamin Hallowell, of Montgomery county, Md., who taught here forty years, on “The method of teaching arithmetic,” “The method of teaching grammar,” “School management” and “Self-improvement;” by the Hon. J. Ormond Wilson, Superintendent of Schools in the District of Columbia, on general topics; by Wm. F. Carnes, one of our trustees, on “Phonetics,” two lectures; by Henry C. Spencer, President of the Washington Business College, on “Spencerian Penmanship;” by Francis Miller, of Montgomery county, Md., on “School studies,” &c.; and by myself, on “The metric system of weights and measures.” The meeting was a delightful one.”

ALEXANDRIA COUNTY.—“Noticed in city report. Few country teachers were present.”

ALLEGHANY AND CRAIG.—“But little improvement has been observed in the qualification of teachers, owing to the fact that we have no organized corps of teachers. Those who have been teaching several years have improved. Terms have been short, and many taught to accommodate, and not with a view of making teaching a profession. And hence our failure to get a teachers' institute, although the day was appointed and notice given.”

AMELIA.—“Our institute (August 19) had a very small attendance

(7), owing to the great prevalence of malarious fevers, and was therefore open only one day. Questions of school organization, discipline, and methods of teaching were discussed by the teachers. Teachers' district associations were earnestly recommended. I am sure that the effect will be most salutary. I will hold the next during the winter, and require the attendance of all. Special subjects will be assigned to each teacher some months previously."

AMHERST.—"A teachers' institute was held at the Courthouse on the 1st of August. It was meagerly attended. Mr. P. H. Cabell, the county superintendent of Nelson, was present, and addressed the meeting on the advantages of the teachers' institute. Several questions were discussed by the teachers that were present, Mr. Cabell participating in the debate; among which were: 'How many hours per day should children be confined to the school-room?' 'To what extent should corporeal punishment be used?' 'What is the best mode of teaching children the alphabet?' &c., &c."

APPOMATTOX.—"We held a teachers' institute of two days' continuance, in August, at Appomattox Courthouse. This was attended by most of the teachers. The teachers were requested by the superintendent before the meeting to write essays upon a set of subjects furnished by him—educational in nature and kindred to interests of the schools. This request was generally complied with. The first day was occupied in reading essays, and interchanging views on essays and portions treated of. The essays were generally very entertaining, and so were the interchanging of views. The second day was occupied in interchanging views as to the proper mode of teaching each study prescribed for the schools, and kindred matters. We think that these meetings entirely waked up those that were present. The teachers, upon suggestion of the superintendent, appointed a meeting to organize a teachers' association in this county during this month, from which we hope that good will follow."

AUGUSTA.—"There was no teachers' institute held during the year, but one was held the middle of August, 1871, just preceding the beginning of the scholastic year. But for my absence I should have invited the teachers to attend the meeting of the State Educational Convention, which met in Staunton in July last. In Middle River district several teachers met occasionally and discussed, with interest, modes of teaching."

BATH AND HIGHLAND.—"One teachers' institute only was held during the year, and that one in Monterey, Highland county; though an institute was advertised for Bath, but failed for want of attendance on the part of the teachers—only one teacher and the county superintendent being present. The institute at Monterey commenced on Monday, August 26, and continued till Tuesday night, the 27th, with two sessions a day. A programme of exercises had been arranged some time before the meeting, and distributed to some extent among the teachers of the county, indicating the presence and assistance of the Rev. C. S. M. Lee, Judge Sieg, and Wm. W. Fleming, Esq., who kindly

promised the influence of their names and presence for the occasion; and the zeal and fidelity with which these gentlemen discharged the duties assigned them in the published programme cannot be too highly commended. More than one-half of the teachers were absent, but their loss was in some measure compensated for by the presence of a goodly number of the citizens of the county, who paid a respectful and constant attendance upon the sittings of the institute. The discussions assumed a varied and wholly practical range, and I cannot but think those teachers present went away feeling that it was not in vain they had come out and met together. I am strongly inclined to the opinion that the attendance upon these institutes by the teachers of the county should be made in some manner or degree obligatory. A regulation requiring their attendance, without some good excuse, or a forfeiture of their license, might have the desired effect of securing fuller meetings."

BEDFORD.—"During vacation I attempted a teachers' institute, and gave ten days' notice through the local boards and a local newspaper, but I am sorry to report the project a mortifying failure. I propose during the present term to organize teachers' institutes in the several districts, with the hope of better success."

BLAND.—"A teachers' institute was held at Seddon, February last, the 8th, 9th and 10th. Twenty-six teachers of the twenty-nine were present most of the time. A number of the school trustees attended likewise, and a house full of interested spectators. There were lectures delivered on nearly all the branches taught in our public schools; on the qualifications and duties of teachers; in the defense of our school system; on the importance of building and furnishing good school-houses; on the relation of school officers, parents and teachers to the work of education, &c., &c. It was an interesting and profitable institute."

BOTETOURT.—"Our teachers' institutes have been well attended, and they have proved a great blessing to teachers. We have held three such meetings during the past year."

BRUNSWICK.—"There have been no meetings of the kind herein mentioned."

BUCHANAN.—"There were two teachers' institutes held in this county, which were well attended."

BUCKINGHAM.—"A teachers' institute was held at Buckingham C. H. on the 21st August, 1872, which was tolerably well attended. Dr. Richard Walton, the county superintendent of schools for Cumberland, was present, and rendered valuable service, as did other gentlemen. The institute was a decided success, and of great benefit to the cause of education in this county. (See account of it forwarded to the office of the Superintendent Public Instruction at the time, giving subjects discussed, speakers, &c.)"

CAMPBELL.—"The first effort to convene the teachers of the county failed. Another appointment for the first Monday in August was more successful. There were fifteen teachers present. The superintendent,

after lecturing for an hour, entered into an examination of their respective methods of conducting their schools, eliciting some discussion. Appointments were made for the next session, to deliver a lecture in each of the districts, and one for the county at large."

CAROLINE.—"We held a teachers' institute on July 12th, 1872. Addresses were delivered by the county superintendent and three of the teachers, and then we had a very interesting discussion, participated in by quite a number of the teachers and several trustees, and the county superintendent, as to the best methods of discipline, the best kinds of punishment, the advantages of classification, the best arrangement of school furniture, school yards, &c., concluding with an animated discussion as to the best expedients for awakening the minds of the pupils and imparting instruction in all the different studies embraced in the public school curriculum."

CARROLL.—"A county teachers' institute was held at Hillsville on the 3rd and 4th of November. Forty-two teachers were in attendance. Addresses were delivered by the superintendent, Rev. T. J. Stone, and R. M. Brown, Esq., of this county, and G. H. Sutherland, Esq., of St. Joseph, Mo. Great interest was manifested. Three district institutes were held—one in Pine Creek on the 1st of January; one in Piper Gap on the 16th and 17th of February; the other in Laurel Fork on the 15th and 16th of March. All were well attended."

CHARLES CITY AND NEW KENT.—"A teachers' institute was held in each county during the year. The number attending was very small, but those present exhibited a commendable desire to acquire information upon educational questions. Methods of instruction and discipline were discussed, and the merits of text-books canvassed with freedom, and I hope the next appointment will be more fully and profitably attended."

CHARLOTTE.—"We held three teachers' institutes during the year. At one of them, which was pretty well attended, there was a teachers' association organized, and steps were taken to collect a teachers' library. The salaries offered for teaching are so small that but few, if any, look to it as a profession; hence the difficulty of creating anything like an *esprit du corps* amongst them, or of infusing any strong desire for improvement in their calling."

CHESTERFIELD.—"There have been several institutes held. The lectures of Professors Hotchkiss and Winston at our meeting in September were of great value as a means of instructing teachers and arousing the people on the subject of education."

CLARKE.—"An educational meeting (teachers' institute we called it) was held in the Presbyterian Church at Berryville, on April 17th. It was well attended by teachers, school officers, and the community generally. Addresses were delivered, by Maj. Jed. Hotchkiss on the subject of teaching geography, and by Dr. B. Sears on public education. The effect of the meeting, on public opinion was excellent. I believe that on no other day within the history of the public schools of this

county has so much been done to strengthen the cause. The meeting was a decided success."

CULPEPER.—"No institutes during last year, from the fact of my inability to attend to them. We, this year, intend holding district teachers' meetings, and teachers' institutes in June next."

CUMBERLAND.—"We have held only one teachers' institute during the year, and no educational meeting strictly so-called, except, and constantly as occasion presented, meetings of the several boards of trustees at the school-houses in their districts. Our institute was well attended by teachers, and tolerably well by others, and although I think great good was done by the several speakers (among them teachers in our public schools), I do not think as much good was done or could be done in this or any other way as by making these meetings 'temporary normal schools.'"

DINWIDDIE.—"Held 22d August. Interesting, and hope profitable."

ELIZABETH CITY AND WARWICK.—"During the year one teachers' meeting was held, at which the county superintendent presided, and addresses were made by several gentlemen interested in but not connected with the public schools. A teachers' institute was formed. Several interesting questions were discussed by the teachers, and the chairman was directed to appoint members to compose essays to be read before the next meeting, on the following subjects: 'The best mode of governing a school'; 'The best system of rewards and punishments'; 'In what particulars, if any, the school law should be altered,' and other subjects of interest. It was resolved by the institute to meet quarterly in Hampton."

ESSEX.—As requested by published notice, the teachers of the county assembled at the Courthouse, June 26th and 27th, in attendance upon the institute. It was duly organized, a constitution and by-laws adopted, officers elected, and the appropriate committees appointed. An address was delivered by the superintendent on the 'Objects and advantages of institutes'; also, a lecture on the 'Use and manner of teaching geography, illustrated with the globe.' John T. Hundley, teacher in Rappahannock district, delivered an address on the benefits of regular meetings of teachers, and a free interchange of opinions as to the best modes of imparting instruction in primary schools. A committee on business was appointed, and empowered to make all necessary arrangements for the institutes to be held during the fourth week in June, 1873."

FAIRFAX.—"No institutes, for want of means and material."

FAUQUIER.—"A teachers' institute was held on the 22d, 23d and 24th days of August. Considering the fact that the county is very large, and many of the teachers residing at remote distances from Warrenton, the institute was well attended and much interest manifested."

FLOYD.—"There were two institutes held during the year. At both there was a tolerably full attendance of teachers. Instruction in gram-

mar, arithmetic and object-teaching were given. Teachers and some invited parties held a lively debate on corporeal punishment at one of these meetings. Several appropriate addresses were delivered at each of these meetings. It is the desire of the teachers to protract these meetings. As teachers will be required hereafter to make up Christmas holidays, would it not be a good thing to hold the week for teachers' institutes? While the pupils are at play the teachers will be in school."

FLUVANNA.—"No meetings except a picnic by one of the graded schools, which was quite largely attended and very successfully conducted."

FRANKLIN.—"A teachers' institute was held on the 21st and 22d days of August. About twenty teachers attended. It was the first meeting of the kind ever held in the county, and very few persons understood the true object of it, or it would doubtless have been more fully attended. There were no lecturers or instructors present; several were invited to attend. But the teachers very freely discussed a great many questions pertaining to school government, and the best methods of instruction. The institute was regularly organized, and adopted a constitution, by-laws and rules of order. The constitution provides that the institute shall be held twice a year, at such times and places as a committee appointed for the purpose shall fix."

FREDERICK.—"Only one 'educational meeting' held; attended by Dr. Sears and Maj. Hotchkiss; only a few hours' notice."

GILES.—"Two teachers' institutes have been held within the county, as well as a number of informal teachers' meetings, all of which contributed to excite a spirit of emulation among the teachers, and to inspire them with a determination not to be excelled. Lectures were delivered on various subjects connected with education and school government by the teachers of the county, and the debates that ensued were particularly interesting and improving."

GLOUCESTER.—"We had no teachers' institute. We had an educational meeting, in which we considered the erecting of an academy, or suitable building for a graded school, near the Courthouse. A generous-hearted gentleman promised us \$750, if we would raise \$500. We have nearly half subscribed."

GOOCHLAND.—"None have been held in this county this year."

GRAYSON.—"One institute, and two educational meetings. Small attendance. Discussions lively, and very interesting. Teachers and people appeared edified, and the educational spirit strengthened."

GREENE AND MADISON.—"We had two meetings of 'teachers' institutes' in this district during the session; one in each county. They were occasions of deep interest to the school officers and teachers in attendance. Many distinguished gentlemen, divines, honorables, senators, judges and professors, honored us with their presence, and listened with apparently deep interest to the exercises of the meeting. These consisted in suggestions as to the object of the meetings, the reading of essays

written by the teachers, and able and eloquent lectures, by Professor Curry of Richmond College."

GREENSVILLE AND SUSSEX.—"Our teachers' institute was held in Sussex, near Jarratt's Depot, August 8th. The teachers who attended, about one-half, seemed much interested, and I think that the effects of the meeting will be felt in carrying on the system during the coming year."

HALIFAX.—"I called a meeting of the teachers of Red Bank district on November 18th. Only one teacher present. Therefore there was no meeting.

"I appointed the 21st of March for a meeting of the teachers of Staunton district at Republican Grove. All the teachers present but two. The meeting was rather interesting. The subject of school discipline was discussed. The meeting adjourned late in the afternoon; said they would arrange to meet once a month.

"I appointed a meeting of teachers in Meadville district, April 20th. Three teachers present. Discussed the question what is the best method of teaching the letters and spelling? I suggested to them to arrange with the other teachers a monthly meeting; they acknowledged such an arrangement promised good results, and said they would do so.

"There were meetings appointed in other districts, which failed from bad weather and other causes.

"I called a meeting of all the teachers of the county to meet at the courthouse August 15th. There were fifteen teachers present, and some of the trustees and other gentlemen attended the meeting. Mr. Anderson, principal of a public school in Lynchburg, was present, and gave an interesting account of the 'Lynchburg teachers' institute,' and read to the meeting its constitution and by-laws. P. H. Carpenter, Esq. delivered an instructive and interesting address upon the study of the English language. Some discussion followed upon his address. Mr. John J. Powell also delivered an address. Twenty-one put their names down as members of the institute. Upon motion, a committee of five was appointed to report a constitution and by-laws to a future meeting; and on motion, it was determined that a meeting should be held on the 14th of September. The institute did meet again on the 14th of September. The committee reported a constitution and by-laws, which were adopted, and a very interesting essay was read by Mr. Thomas E. Barksdale. Some eight or ten others joined the institute. It is called the 'Halifax teachers' institute,' and will hold monthly meetings. Its next meeting will be on Saturday, the 12th of October, at which meeting is to be discussed the question 'what is the best method of teaching Arithmetic?'"

HANOVER.—"We held on the 23rd of August, in the upper end of the county, a teachers' institute, which was attended by many teachers. Mr. Alfred Duke read an essay, setting forth the advantages of a well-regulated system of public free schools. His views were eminently practical, and produced a fine impression upon the audience. Mr. B. K. Cocks gave his views upon the proper method of teaching arithmetic.

He favored mental arithmetic, combined with free use of the blackboard. He contended that teachers should not servilely follow the text, but seek examples and illustrations suited to the wants and capacities of their pupils. Messrs. T. C. Brown and E. Taylor gave very interesting accounts of their manner of teaching colored schools. The Superintendent then explained fully the law, and stated the wants and difficulties with which school officers had to contend, the importance of the institute in promoting uniformity in the method of teaching throughout the county, and urged teachers to allow no mere question of convenience to prevent their attendance. I think the impression on teachers and audience was a good one, and we hope much good was effected. We expect to meet often the next session. The County Board will make an appropriation for us at its next meeting."

HENRICO.—"By consultation with the trustees, it was not deemed practicable or desirable to hold a teachers' institute during the past year, and consequently none has been held; but we indulge the hope of holding one or more during the next scholastic term."

HENEY.—"The organization of the teachers' institute for this county took place at Martinsville on the 26th day of August, at which a large number of teachers, several eminent clergymen and members of the legal profession, were present as active participants. The various branches of education were discussed, and a lively interest manifested by all present, and an adjournment to meet on the 8th November next."

ISLE OF WIGHT.—"A teachers' institute was held at the courthouse August 19th. Very slim attendance of teachers and trustees, and a few of the people. The orator for the occasion being unavoidably absent, the meeting was conducted by a familiar and informal conversation between the County Superintendent and the teachers as to the proper method of teaching certain branches."

JAMES CITY AND YORK.—"One held in Williamsburg. The unexampled cold weather made it a failure in numbers. 'The apparatus necessary for a public school, and the uses of such apparatus,' 'The best method of teaching spelling, grammar, geography, arithmetic, &c.,' and 'The use of the rod,' were discussed in a free and easy style, but with marked ability, by Col. R. E. Withers, Mr. Phelps, agent for Brown and Tilton, Boston, the Faculty of William and Mary College, and several of the teachers."

KING GEORGE AND STAFFORD.—"A teachers' institute was held at King George Courthouse on the 8th August. Fourteen of the teachers were present, several of the trustees, and others. There was a full and free interchange of views concerning the best plan to prevent irregular attendance, and to constrain parents to visit the schools which their children attend. The discussions of the day elicited some intelligent and well-considered views as to the best aids in teaching various branches, and the daily course of preparation necessary to qualify the teacher for the exercises of each day. The same occurred at Stafford Courthouse at a later period."

KING & QUEEN AND MIDDLESEX.—"The annual institute last year was well attended and interesting, and, I trust, profitable. It seemed to produce a favorable impression upon the masses of both races."

KING WILLIAM.—"Nothing of the kind held."

LANCASTER AND NORTHUMBERLAND.—"I appointed a teachers' institute for the two counties, to be held at Lancaster Courthouse, but deferred it, upon application of teachers and trustees, until this fall."

LEE.—"Had two institutes of three days each. Drilled the teachers on 'The Nature and Power of Letters,' 'English grammar,' &c., &c. Addressed the people on the last day of each meeting with manifest profit to all. Teachers are studying 'Page's Theory and Practice of Teaching.'"

LOUDOUN.—"Our first institute was held in August, 1872. Much information was gained by an interchange of views and opinions among ourselves. We propose holding another in January, 1873, when a full attendance of teachers will be required. Speakers from abroad are expected. A report of proceedings will be furnished you at the time."

LOUISA.—"Our teachers' institute, held at Louisa Courthouse in the early part of July, was very interesting, and, I have no doubt, very profitable. Col. Withers, of Virginia, Prof. Kemper, of Louisa, Judge Lane, of Louisa, and other distinguished gentlemen interested in the work of education, were present, and took a most active part in the proceedings of the institute. Essays were read and speeches delivered upon many subjects connected with education, and a fine and liberal spirit prevailed. All seemed to be enthusiastically in favor of such meetings for the county at least for once a year. Monthly district meetings were resolved on, and other resolutions, expressive of liberal views upon the subject of general education, were adopted."

LUNENBURG.—"We had an appointment for a teachers' meeting, but owing to some misunderstanding as to the day of meeting it failed in its object."

LYNCHBURG.—"We hold monthly teachers' institutes, confined to the public school teachers of the city. Much interest is taken by the teachers, and considerable benefit has accrued therefrom to teachers, schools, and superintendent."

MECKLENBURG.—"We had two appointments for a teachers' institute, one in Clarksville, the other in Flat Creek township. The day appointed for the meeting in Clarksville was such as to prevent our meeting, though the attendance would have been small had the day been favorable. The meeting in Flat Creek township was small also, the weather being very unfavorable. Those present, however, seemed to take an interest in the meeting, and I think it was very beneficial."

MONTGOMERY.—"Owing to want of a suitable room at a central point of the county, no teachers' institute was held during the year. An institute was held September 9th, 10th and 11th, which was attended by about twenty teachers, and the time very profitably spent in exchanging

views as to the best methods of teaching. Different teachers were called upon to conduct recitations, the others composing the class, and the method of conducting the recitation was then opened to criticism. Several less important school meetings were held in the county during the year."

NANSEMOND.—"In August I made five appointments to meet the teachers, one for each school district, at its most central point, with an eye both to examine and drill the teachers at the same time. Two days were allotted to each meeting. But few teachers responded to my call, owing in a measure to absence, sickness, and not seeing the advertisement, as I afterwards learned."

NELSON.—"The teachers' institute for this county was held on the 26th day of August. We did not have as large a turn out of teachers as we could desire. It was well attended by the public, and much good was done by awakening a more general interest on the subject. Addresses were delivered by Dr. B. M. Smith, superintendent of schools for Prince Edward; Wm. M. Perkins, superintendent of schools for Buckingham; Rev. B. M. Wailes, and Dr. Fitzpatrick. Dr. Smith's address was a masterly effort, defining 'What is education, who ought to be educated, and how they ought to be educated.'"

NORFOLK COUNTY.—"We organized a teachers' institute on the 17th July. Remained in session two days, and were entertained with several lectures and addresses. It was a successful beginning, out of which we expect good results."

NORFOLK CITY.—"The first teachers' institute was held Friday, July 5, 1872, the superintendent in the chair. The question of graded schools was discussed ably and at length, when, after a postponement to a future meeting of further consideration of the subject, the institute adjourned."

NORTHAMPTON.—"No meetings of teachers' institutes have been held. No educational meetings have been held, with the exception of the board of trustees of school examinations."

NOTTOWAY.—"We held two teachers' meetings at the most prominent points in the county during the month of August. The attendance of teachers was fair, and various matters of interest pertaining to teachers and teaching were discussed with profit. A more thorough organization of teachers, and a liberal provision for the entire State as regards money and trained talent, would be highly profitable to public education."

ORANGE.—"I have not succeeded in having a teachers' institute; but after repeated effort, have assurance of one this fall."

PAGE AND WARREN.—"We have held no teachers' institute as yet, but I intend trying to make arrangements for one in each county."

PATRICK.—"Our teachers' institutes, I cannot claim to be a success. We had one for each district, and one for the county, and did all we could to get the people to attend them. It was a point gained with us

to have them organized, and we expect much better success in the future. Several of our prominent men have promised me their influence and personal assistance in behalf of our next meeting. I have had many meetings of the people during the last year upon the subject of education, and I had nearly all the speaking to do myself."

PETERSBURG CITY.—"We have held numerous meetings of the teachers of our corps, and have succeeded in correcting many evil habits of the school-room."

PITTSYLVANIA.—"We held one teachers' institute during the year, which continued in session for two days, was attended by thirty-eight of our teachers, and gave much instruction and general satisfaction. A second meeting will be held in December. I anticipate much improvement from these meetings."

PORTSMOUTH.—"We failed to hold teachers' institutes. We have substituted for them monthly teachers' meetings, which we find very profitable, contributing directly to the efficiency of the schools and the improvement of the teachers. We consider them of more advantage than the public teachers' institutes."

POWHATAN.—"Institutes, two in number; interesting, and, I think, beneficial."

PRINCE EDWARD.—"For various causes, I cannot yet gather a full county institute. I have held three district meetings; one for Leigh and Lockett, attended by five out of six teachers in Leigh and one out of three in Lockett; one for Hampden and Farmville, attended by seven out of ten in Hampden and none in Farmville districts; and one for Buffalo, attended by five out of twelve teachers; and I held a county meeting, necessarily placed at an unfavorable point, attended by eleven out of thirty-three then in the county. The exercises at all were very interesting and improving. I do not despair of better success."

PRINCESS ANNE.—"A teachers' institute was held on the 28th and 29th of August; but few attended, as a protracted meeting was going on in the neighborhood. Little was done besides organizing."

PRINCE GEORGE AND SURRY.—"Teachers' institute held at Bishop's, C. H., July 4th, 1872; rather thinly attended. Teachers, male and female, and other school officers present; took much interest in the exercises. Several short addresses were made by the county school superintendent and other friends of the system."

PRINCE WILLIAM.—"Held a teachers' institute, but few attended. I think they should be required to do so. Those in attendance manifested an appreciation of the exercises. The advantages to be derived therefrom are very evident."

PULASKI.—"There have been five institutes or teachers' meetings held during the year, to which all the teachers in the county were invited. Much interest prevailed, and decided advantages secured."

RAPPAHANNOCK.—"We held a teachers' institute in August. I went

through the county to all the teachers and urged upon them the necessity of attending, but the most of them failed to do so. In candor, I must say that I regard it as a failure, and can only hope for more success in future."

RICHMOND CITY.—"We have continued our weekly meetings of the teachers. In these meetings we have discussed, in detail, and endeavored to apply the remedies for the various difficulties met with in the practical duties of the school-room. The arousing of a generous spirit of emulation among the teachers, general uniformity of instruction, and the awakening of a desire to become thoroughly informed in the theory and practice of the profession, are some of the results of our weekly talks."

RICHMOND AND WESTMORELAND.—"A teachers' institute was held at Warsaw in May, which continued two days, and was a very interesting and profitable meeting. An organization was effected, which promises future usefulness."

ROANOKE.—"I regret the necessity of reporting that no teachers' institute has been held during the year. The teachers, however, have been regularly visited in their schools, and faithfully instructed as to the best methods of teaching."

ROCKBRIDGE.—"A 'teachers' institute' was held in Lexington in October last, an account of which was published, and a copy forwarded to the State Superintendent soon after it closed. Another institute has been appointed by the County Board, to commence on the 19th of November next. Local meetings in behalf of schools have been held in several neighborhoods with good results. The County Board has had four meetings up to this date, at all of which important business was transacted."

ROCKINGHAM.—"Teachers' institute was held in April; 101 teachers present; continued two days. Addresses by Rev. Dr. Sears, Maj. Jed. Hotchkiss and others."

RUSSELL.—"We held a teachers' institute on the 27th of August, in which some twelve or fifteen teachers participated. I first explained the object of the meeting, after which we had devotional exercises by the Rev. J. H. Torbett. We then proceeded to elect a secretary. We then had regular speeches from the Rev. T. P. Thomas, Rev. J. H. Torbett, Capt. McBrown and S. C. M. Alderson, upon the importance of general education and in favor of public schools. We then had a general discussion on the duty of teachers, discipline, &c., in which most of the teachers present heartily participated. We then proceeded to select questions and speakers for the next meeting, which is to be at Lebanon on the 19th of October, at which time and place we would be glad to see a representative from the Board of Education."

SCOTT.—"An institute was held during the last year by my predecessor. I intend to hold one as soon as practicable."

SHENANDOAH.—"A teachers' institute was held at Woodstock, 23d and

24th of August. The teachers present manifested a commendable degree of interest in their profession. The modes of teaching geography, spelling and reading were discussed with much spirit. Dr. W. H. Ruffner, Superintendent of Public Instruction, was present, and favored the institute with several interesting lectures."

SMYTH.—"I held two teachers' institutes that were largely attended by teachers and citizens."

SPOTSYLVANIA.—"I have not been able to hold a teachers' institute. I cannot get the teachers together; shall endeavor to get them together this year."

SOUTHAMPTON.—"An account has already been furnished of the teachers' institute held in this county."

TAZEWELL.—"I held our teachers' institute on the 7th, 8th and 9th days of August in the Presbyterian Church of this place. We had a goodly number of teachers present from the first, but not as many as we hoped would have attended. The audience was large from the beginning; the citizens of our town and vicinity showing great interest in the exercises. Indeed, the meeting throughout, was one of marked interest and profit on account of the presence and addresses of several gentlemen of distinction in the cause of public education. On the 7th the exercises were opened with prayer, and a short address by the County Superintendent. The choir then sung one of their select pieces of music; after which, the audience were much pleased and edified in listening to a very lucid and forcible address from Professor D. C. Miller, Superintendent of Smyth county, on the question, 'What is the teacher's and parent's place in the work of education?' Other exercises followed. On the 8th we had a general educational meeting in a grove in the vicinity of town, at which time our ladies furnished a picnic, and our Saxhorn band entertained us with choice music. The assembly was large, gathered from nearly every part of our county. All were highly entertained and instructed during the day by able and eloquent addresses on various subjects connected with education and teaching delivered by Rev. B. Sears, D. D., General Agent Peabody Education Fund, Col. R. E. Withers, of Richmond, Rev. E. H. McDonald, of Wytheville, and Professor D. C. Miller. In the afternoon the large Methodist Church of our town was crowded by our people to hear a very humorous, characteristic and suggestive address from Rev. E. H. McDonald on the question, 'What should constitute a common education?' The day closed most agreeably and profitably to all present. On the 9th Dr. Sears delivered what every one pronounced a most admirable lecture on the general subject of education. He and Colonel Withers rendered us most valuable service in the cause of public education, which will tell upon all our schools, and their presence among us will long be remembered with pleasure. Indeed, the institute and meeting were considered by all a complete success."

WASHINGTON.—"We arranged to hold a teachers' institute last winter. Dr. Sears and others promised to attend, but Dr. Sears could not come, and the arrangement failed. Without some such distinguished

man, whose views would command attention and respect, an attempt to hold an institute would have been the subject of ridicule. There is but little sympathy with the public schools in Abingdon. The expectation of holding an institute, besides several difficulties in the way, caused this delay of district teachers meeting till it was too late. I expect to hold district teachers meetings this year, and, if possible, an institute.

WISE.—“A teachers' institute was held in this county on the first week in August, 1871, which continued one week. Much of the improvement made by teachers during the past year is almost wholly owing to lessons taught in the institute, and influences growing therefrom.”

WYTHE.—“Held in each district with some advantage. Constant instruction of teachers kept up from month to month in County Superintendent's office.”

7. *To what extent has uniformity of text books been secured?*

ACCOMAC.—“The adopted series of school books has been universally introduced, and at this time very few, if any, others are used in our schools.”

ALBEMARLE.—“Entire uniformity of text-books has been secured throughout the county.”

ALEXANDRIA CITY.—“Absolute uniformity has always prevailed.”

ALEXANDRIA COUNTY.—“Perfect conformity has now been secured.”

ALLEGHANY AND CRAIG.—“The adopted text-books have been in almost exclusive use.”

AMELIA.—“Well carried out generally.”

AMHERST.—“The University series of text-books was almost universally used in the public schools.”

APPOMATTOX.—“The prescribed text-books were used in this county with scarcely an exception.”

AUGUSTA.—“Uniformity of text-books was secured almost universally. There were more exceptions in the use of grammars. Some continued to study Mitchell's geography. Difficulty was found in introducing the Spencerian writing series, owing to the teachers' ignorance of the law requiring its use, or their ignorance of the system itself, and the difficulty in getting the right numbers at the bookstores, together with the prejudice of the people in favor of written copies.”

BATH AND HIGHLAND.—“Entire uniformity of text-books has been secured in Bath. In Highland some of the schools used books other than those adopted by the Board of Trustees. But this occurred only in a small number of cases.”

BEDFORD.—“Uniformity of text-books has been rigidly insisted upon, and, so far as I am advised, has been attained in all the public schools in the county.”

BLAND.—“Almost entirely; only a few exceptions.”

BOTETOURT.—“We have not as yet secured entire uniformity in text-books, but will during the coming year.”

BRUNSWICK.—“The text-books are uniform.”

BUCHANAN.—“Text-books are very nearly uniform.”

BUCKINGHAM.—“Uniformity in text-books was only partially secured, though such a beginning was made in that direction as to render the task easy hereafter.”

CAMPBELL.—“General uniformity of text-books observed.”

CAROLINE.—“We have complied as far as practicable with the law about text-books. I suppose at least five-sixths of the books used are those adopted by the county board, and most of the other sixth are of the eclectic series, also adopted by the State Board.”

CARROLL.—“The prescribed text-books are almost exclusively in use.”

CHARLES CITY AND NEW KENT.—“The text-books are uniform in only a small number of the schools. The people refuse generally to make new purchases, so long as the old books hold together. Teachers have been instructed not to allow new copies of unauthorized books to be introduced. Further stringency has proved absolutely impracticable. The trustees have paid little attention to this requirement of the law.”

CHARLOTTE.—“Almost entire uniformity of text-books has been secured in our schools.”

CHESTERFIELD.—“There has been a uniformity of text-books, which has added much to the success of the schools.”

CLARKE.—“Almost absolute uniformity has been secured. Upon the re-opening of the schools it will be perfect.”

CULPEPER.—“With few exceptions, entire uniformity has been secured.”

CUMBERLAND.—“With few, very few exceptions, our text-books were uniform during the year just closed.”

DINWIDDIE.—“Text-books are uniform throughout the county.”

ELIZABETH CITY AND WARWICK.—“The University series has been adopted by the county of Elizabeth City, and in the white schools uniformly used; but the uniformity is not so complete in the colored schools. The books adopted by the county of Warwick are exclusively used in that county.”

ESSEX.—“The University series of text-books have been adopted in every district in this county, and are now exclusively used in every school, to the entire satisfaction of both teachers and parents.”

FAIRFAX.—“Almost without exception.”

FAUQUIER.—“The prescribed text-books are in general use in all the schools of this county.”

FLOYD.—“The adopted text-books are used in all the schools.”

FLUVANNA.—“Entire uniformity.”

FRANKLIN.—“About three-fourths of the pupils attending the schools were supplied with the proper text-books.”

FREDERICK.—“Very limited, from want of any special effort thereto.”

GILES.—“Nearly all of the schools of the county have secured the text-books adopted by the County Board. There are still some old books in the hands of pupils in the county, but I hope to be able to substitute the regular series for them during the present year.”

GLOUCESTER.—“The University series is generally used. There is still a variety of books, though. We did not have the means to buy many books, and very many of the parents are quite poor, too poor, they say, to buy books.”

GOOCHLAND.—“In most of the schools entire uniformity has been secured, and I think another term will do it in all.”

GRAYSON.—“The adopted books are used, with few exceptions, and will this year become universal in my county.”

GREENE AND MADISON.—“Except in a few instances we had but little trouble in securing uniformity of text-books.”

GREENSVILLE AND SUSSEX.—“With but few exceptions our schools use the text books adopted by the school officers.”

HALIFAX.—“Greater uniformity than was at first anticipated. A majority of teachers report text-books used other than those selected by the county trustees. In most of the other schools none used except those prescribed by the Board of Education. Some few other books used in the remaining schools.”

HANOVER.—“Few books not allowed by law were used the last session, and teachers were instructed to teach with a view to the entire exclusion of such books the coming session.”

HENRICO.—“There are few exceptions where the uniformity of text-books has been varied, and then on the score of necessity and economy, and not of choice.”

HENRY.—“We have in most instances succeeded in getting a uniformity of text-books in this county, so much so, that but little difficulty is apprehended during the next scholastic year. The late order in the August number of the *Educational Journal* will set at rest all difficulties on that subject.”

ISLE OF WIGHT.—“Very little. All sorts of books are used. Whenever they buy new ones, they are required to conform to the series.”

JAMES CITY AND YORK.—“The prescribed text-books are in all of the schools, and only a few of the schools have any other.”

KING GEORGE AND STAFFORD.—“We have almost entire uniformity of text-books.”

KING & QUEEN AND MIDDLESEX.—“If there is not entire uniformity in text-books, there have been but few exceptions, which exceptions will not be allowed this year.”

KING WILLIAM.—“To small extent.”

LANCASTER AND NORTHUMBERLAND.—“To a very considerable extent.”

LEE.—“To an almost universal extent.”

LOUDOUN.—“None but the prescribed books are used in our schools.”

LOUISA.—“Uniformity of text books has been pretty generally secured.”

LUNENBURG.—“The books adopted by the board have been in use in all the schools.”

LYNCHBURG CITY.—“Complete uniformity.”

MECKLENBURG.—“The books prescribed have been introduced into most of the schools, though uniformity has not been secured.

MONTGOMERY.—“The use of text books prescribed by the Board of Education has been rigidly enforced, and the text books are uniformly used in the schools of this county.”

NANSEMOND.—“I have used every exertion in my power to secure a uniformity of text-books. All the schools, I think, without exception, have introduced the series adopted by law.”

NELSON.—“The books adopted by the County School Board were generally used during the last year, and hereafter we will allow no others to be used, unless under very peculiar circumstances.

NORFOLK COUNTY.—“The text-books adopted by the Board are used, with rare exceptions, in all the schools. The exceptions embrace a few advanced classes, which were allowed to continue in the books already in use.

NORFOLK CITY.—“Entire uniformity has been secured.”

NORTHAMPTON.—“Uniformity of text-books has been almost entirely secured; in the white schools, entirely.”

NOTTOWAY.—“There has been a general conformity. Exceptions very few.”

ORANGE.—“Decided progress made; but far from complete uniformity.”

PAGE AND WARREN.—“The law in regard to text-books has not been as fully observed as I wished. Many parents having old books on hand, refused to get any others. Teachers have been instructed to be more particular in regard to this subject next year.”

PATRICK.—“I have had great difficulty in procuring text-books. Our merchants will not purchase and advance the money unless we can pay for them as we buy them. They had rather buy cheaper northern books,

for which they charge and receive a good profit. I wish very much some arrangement could be made by which our books could be deposited in this county; we are so remote from Lynchburg and Wytheville, and sixty miles from the railroad."

PETERSBURG CITY.—"Our text-books are uniform. A few copies of Quackenbos' History are yet in the hands of children, but will not be seen after this session."

PITTSYLVANIA.—"At the close of the scholastic year only three books were used in our schools which were not on the list selected, except in the colored school in Danville. We were so closely pressed for money, that we declined to require that school to use the new books—as the change would have cost us about two hundred dollars, and we did not have the money."

PORTSMOUTH.—"Entire."

POWHATAN.—"Perfect."

PRINCE EDWARD.—"Moderately. The perverse obstinacy of the negroes subjects teachers to great trouble in procuring books. Among the whites the old notion that 'any book will do' prevails, and when they have books, though used a fraction less than a century ago, they insist on its use. Suppose children without the required books are debarred school; then the school will be broken up by loss of average, and the teacher be the sufferer."

PRINCESS ANNE.—"To a great extent."

PRINCE GEORGE AND SURRY.—"Teachers' monthly reports fail to give satisfactory information on this point. They have been notified that hereafter a receipt will not be issued for a monthly report which is unsatisfactory on the subject of text-books or vaccination."

PRINCE WILLIAM.—"All the schools in the county, except one, are using them."

PULASKI.—"Entirely secured in orthography and reading; partially secured in higher branches."

RAPPAHANNOCK.—"About one-half of the pupils are supplied with the adopted series for this county."

RICHMOND CITY.—"There is entire uniformity of text-books in our schools."

RICHMOND AND WESTMORELAND.—"The obstruction in the way of securing uniformity of text-books is due to the fact that there is no depository of the books adopted in my counties. The margin for profits is so small that the merchants cannot be induced to keep them, and they cannot be conveniently had. It is proposed to be more rigid in requiring conformity to the law, and there would be no difficulty in enforcing it if the books were within reach of the people."

ROANOKE.—"A complete uniformity of text-books has been secured."

ROCKBRIDGE.—"Arrangements have been made by which entire uni-

formity of text-books will be secured during the current year. The chief obstacle in the way hitherto has been the want of a regular agency in the county, but this will be obviated very soon.

ROCKINGHAM.—“The uniform series has been so far introduced that there will be little or no difficulty in securing the thorough introduction the ensuing year.”

RUSSELL.—“This county is tolerably well supplied with uniformity of text-books.”

SCOTT.—“The prescribed text-books were used in all of the schools in this county.”

SHENANDOAH.—“Uniformity of text-books was secured in all the schools, except that in some schools teachers did not insist upon using the copy-books adopted.”

SMYTH.—“The University series of text-books, together with Harvey's grammars, were almost universally adopted in all the schools last year.”

SOUTHAMPTON.—“Pretty general uniformity of text-books has been secured.”

SPOTSYLVANIA.—“We have not reached uniformity of text-books, but are improving.”

TAZEWELL.—“Some few old books were used last year. I think this year uniformity will be secured.”

WASHINGTON.—“We are making progress in uniformity of text-books; hope to attain to a good degree of uniformity this year.”

WISE.—“Uniformity of text-books is about secured.”

WYTHE.—“Absolute.”

8. *Are the records of the District and County School Boards properly kept?*

ACCOMAC.—“The records of the district and county school boards are generally very properly kept.”

ALBEMARLE.—“The records of the district and county school boards are kept in most excellent manner.”

ALEXANDRIA CITY.—“The records of the city school board are admirably kept.”

ALEXANDRIA COUNTY.—“The county records are admirably kept; those of the districts not so well. Those of Washington district were not presented for examination.”

ALLEGHANY AND CRAIG.—“The records have been fairly kept, and in some cases are in excellent condition.”

AMELIA.—“Rather loosely in the cases of two of the district boards, but the overhauling by the county school board on the 4th of Septem-

ber had a most wholesome effect. I think that the next year will show marked improvement."

AMHERST.—"The records are properly kept in two districts."

APPOMATTOX.—"The records of the county school board are tolerably well kept, but I am forced to say that the records of the districts are not all well kept."

AUGUSTA.—"The records have been properly kept in most instances, but some of the clerks have been culpably negligent in the matter. I trust there will be a change for the better during the present year."

BATH AND HIGHLAND.—"The records of district and county school boards are properly kept in Highland, and in Bath correct as to the county board, and the two districts of Williamsville and Millboro'. In the two other districts, Warm Springs and Cedar Creek, the respective clerks failed to produce and lay before the county board their books and papers, as required by law, and a minute of the facts was entered upon the records of the county board. With reference to these two boards the following special report is submitted. Immediately after the adjournment of the annual meeting of the county school board of Bath, on September 1st, 1872, I called on the clerks of Warm Springs and Cedar Creek boards, and found that records, upon loose pieces of paper, have been kept of every meeting of their boards, and that no irregularity exists, except that they have not provided themselves with the 'bound volumes,' such as are prescribed by law, in which to keep the records; and that these have not been procured, is owing to the fact that no district fund has been heretofore provided in either of these districts; but now, as there will soon be funds to meet district expenses, the clerks assure me the necessary books will be procured, and the minutes and records of every meeting properly transcribed. But little business has been transacted by either of these boards, and their records are not at all voluminous."

BEDFORD.—"Except in one instance the records of the district and county school boards have been properly kept, and were approved by the several committees appointed to examine them at the annual meeting of the county board. The boards have been involved in some entanglements arising from complications growing out of border schools. Their accounts, however, I believe to be satisfactorily adjusted."

BLAND.—"We have just had a thorough examination of records. The clerk of the Sharon school board, who is also clerk of the county board, has kept his records very correctly in every particular. All the other clerks presented records that were defective; some in not showing that accounts of teachers were presented, orders duly made, warrants issued pursuant to orders, &c. In some instances no account is given of the issue of warrants; some are defective as to contracts with teachers; some have not kept such a cash-book and record as the law directs; dates are not given. In some instances no notice is taken of the receipt of official documents from this office, or from Richmond; but all will be better kept in the future."

BOTETOURT.—“The records of district and county school boards are not kept as well as they should be. I have great difficulty to get together a county board. Men living twenty miles from the courthouse are asked to come here to attend to public business at their own expense. Some members of my county board have to pay from \$2 50 to \$3 out of their funds every time we meet. Is not this wrong? Ought not some way be provided for the expenses of the board while in session? Ought not their tavern bills be paid? It is hard to get men to work at any business for nothing and board themselves.”

BRUNSWICK.—“I have not had an opportunity of examining the district and county records, but presume that they are well kept.”

BUCHANAN.—“The records are all kept satisfactorily.”

BUCKINGHAM.—“The records of the district and county school boards were not in every instance properly kept, though they show that every cent was properly expended. Hereafter it is hoped that all of them will be kept upon the *strict principles of book-keeping*, so as to show *at a glance* the condition of the funds.”

CAMPBELL.—“The records of the different boards are kept with accuracy.”

CAROLINE.—“The records of the county and district boards are kept according to law.”

CARBOLL.—“They are.”

CHARLES CITY AND NEW KENT.—“The records of some of the districts and of the two county boards are kept in a creditable style. Others are indifferently attended to, for want of clerical habits. The difficulty experienced in making out the annual reports betrayed great ignorance or carelessness on the part of some of the clerks. In some cases competent men cannot be found in or out of the boards. I apprehend much difficulty hereafter in securing the gratuitous services of suitable officers.”

CHARLOTTE.—“They are.”

CHESTERFIELD.—“The records of district and county boards have been well kept.”

CLARKE.—“They are.”

CULPEPER.—“Well, with one or two exceptions.”

CUMBERLAND.—“I think them remarkably well kept.”

DINWIDDIE.—“I fear not very well.”

ELIZABETH CITY AND WARWICK.—“Many irregularities exist in keeping the records of district boards. The records of the county school boards are properly kept.”

ESSEX.—“The books of the different boards of trustees have been systematically kept. But the books in which the proceedings were entered were of too cheap a kind. This fault, however, will be corrected

at an early date. The books of the county school board are of the most substantial kind, and all the proceedings have been kept systematically and with marked neatness."

FAIRFAX.—"They are, generally."

FAUQUIER.—"The records of the district and county boards are regularly and properly kept."

FLOYD.—"I have examined the records of the clerks of all the districts. Some of them are very nicely and properly kept, while others show a little want of training."

FLUVANNA.—"They are, with one very slight exception, which will be rectified, and the case will not be in future. All the books were examined by the county board and pronounced correct."

FRANKLIN.—"The records of the county school board have been well kept. Five of the clerks of district boards have kept their books properly. The other four kept their accounts correctly, but did not keep a full record of their meetings, &c. Upon the whole, the books were tolerably well kept."

FREDERICK.—"In some, they are. In others, improvement is desirable, and will be secured."

GILES.—"The records of the district and county school board were very well kept, their balances agreeing with the entries on the treasurer's books."

GLOUCESTER.—"Well kept."

GOOCHLAND.—"They are."

GRAYSON.—"They appear to be."

GREENE AND MADISON.—"The records of the district and county school boards have, in the main, been properly kept."

GREENSVILLE AND SUSSEX.—"With some trifling informalities, the records of the district and county school boards are properly kept."

HALIFAX.—"The records of the county school board are properly kept. The record and account books of the several boards of trustees are kept with no uniformity. Some of them properly and clerklike; some of them so defectively (particularly the account books) as scarcely to be understood. There needs reform in this respect, and I hope during the year it may be effected."

HANOVER.—"The records of the county board, have; those of the districts, as a general rule, have not been properly kept. In some instances the minutes were correct; in others the account books corresponded with the treasurer's, but no records of the meeting have been written. For further information, see report on delinquent clerks accompanying this."

HENRICO.—"The records of the district and county school boards have been kept with as much accuracy as possible, with the exception of

the record of the Varina district board, and it is hoped that this may be yet rectified, and turn up all right."

HENRY.—"In most instances the records of the district and county school boards have been properly kept. They were all so reported by the county school board."

ISLE OF WIGHT.—"Very improperly kept. The clerks have never been paid anything for their services. This fall we'll have a district fund, and when they are paid I hope they will be more zealous in the performance of their duties."

JAMES CITY AND YORK.—"With a few exceptions."

KING GEORGE AND STAFFORD.—"They are all properly kept, save in two cases. As these failures relate chiefly to form, it is in my power to amend their past record, and to give them proper instructions in future."

KING & QUEEN AND MIDDLESEX.—"The records were satisfactory to the county board, and seemed to furnish accurate information of what had been done."

KING WILLIAM.—"So far as known, they are."

LANCASTER AND NORTHUMBERLAND.—"They have, with one exception, and I had that properly arranged."

LEE.—"Not as correctly as they should and must be."

LOUDOUN.—"They are."

LOUISA.—"This question I answer in the affirmative."

LUNENBURG.—"The records of the district boards have not been kept in the latest style of the art."

LYNCHBURG CITY.—"I think so."

MECKLENBURG.—"The records of the county school board are properly kept by our efficient clerk. The records of the district boards are not kept as we desire. Some of the clerks are unskilled; but there has been an improvement with them. The records are in better order than at the close of last year."

MONTGOMERY.—"In three districts, yes. In one, no. The irregularity has been rectified, and, I think, will not again occur."

NANSEMOND.—"All the clerks of the different boards of trustees have books of record, and from examination, seem to be properly kept. The clerk of the county school board is an old, experienced book-keeper. His records bear the impress of neatness and accuracy."

NELSON.—"The records of the county board are properly kept, as are also those of Lovington and Massie's Mills districts. I found those of the Greenfield district informal and unsatisfactory, insofar as the proceedings of the district board were concerned, and no regular book of accounts and expenses kept. I, however, found proper vouchers for

all expenditures; and the chairman of the board promises that every thing shall be put in order by the clerk immediately."

NORFOLK COUNTY.—"The books of the county and most of the district clerks are well kept. There has been a want of carefulness on the part of two of the district clerks, which I hope will not again occur."

NORFOLK CITY.—"Our worthy and intelligent clerk has proved himself an efficient officer, and has in every way faithfully discharged the duties of his office."

NORTHAMPTON.—"The records of the district and county are very imperfect, but I hope all defects will be remedied in the future."

NOTTOWAY.—"The records of the county school board are properly kept. There has not been that accurate and careful attention bestowed on the records of the district school boards that is necessary, and on which we have insisted, and do still insist."

ORANGE.—"The recent settlement of the clerks with the county board shows they have not. I will give special attention to this hereafter."

PAGE AND WARREN.—"There has been some carelessness."

PATRICK.—"Our clerks are good and faithful men, and have kept our records properly."

PETERSBURG CITY.—"The records are well kept, and no fault can be found in this particular."

PITTSYLVANIA.—"Almost entirely."

PORTSMOUTH.—"Yes."

POWHATAN.—"Not as well as they might be."

PRINCESS ANNE.—"Yes."

PRINCE EDWARD.—"Decidedly improved as to district boards. Those of county boards well done. Heretofore have had but one clerk deserving the name. (See under No. 1.) I had much rather keep the books of treasurer and clerks than to be subjected to the wrong and annoyance of the last two years."

PRINCE GEORGE AND SURRY.—"They are not. This failure produces much disorder in this business."

PRINCE WILLIAM.—"As well as could be expected; yet room for improvement, which will be made."

PULASKI.—"Yes." •

RAPPAHANNOCK.—"The records of some of the district boards have been kept rather carelessly; those of the county school boards properly."

RICHMOND CITY.—"The records of the proceedings of the city school board are kept in a book set apart for that purpose and properly indexed, with marginal notes. There is also kept a set of books with classified and detailed accounts of expenditures and receipts. In the

office of the secretary proper vouchers are neatly filed for reference. The secretary has the custody of the books and papers, and is responsible for their safe-keeping.

RICHMOND AND WESTMORELAND.—“There is great difficulty in having the records of the district board properly kept. They were all, as far as the finances are concerned, carefully examined and compared with the books of the county treasurers before the county board, and found to be correct as far as results are concerned, but the methods of keeping them are such as to make it very difficult to put the parts in such shape in the annual reports as to enable a clear exhibition to be made. It must be remembered that it is not expedient to attempt to *compel* school officers to do more than substantially obey the laws, when the consequences would probably be to make them resign and leave their places vacant; places which cannot easily be filled with proper persons.”

ROANOKE.—“The records of district and county boards have been properly kept.”

ROCKBRIDGE.—“At the annual meeting of the county board, held on the 7th instant, committees were appointed to examine carefully and in detail the records, accounts and papers of each of the clerks of the district boards, and to report the result to the county board, business being suspended long enough for these committees to make thorough examinations. The reports showed that all were kept in a very satisfactory manner, except the accounts of the Natural Bridge district, which were accurate in results, but deficient in system and order; and the records and accounts of the Buffalo district, which were so defective that they were returned to the board of that district with instructions to revise and complete them as far as possible, and report again to the county board at a meeting to be held in November.”

ROCKINGHAM.—“They are.”

RUSSELL.—“They are.”

SCOTT.—“The records of the districts and county school boards have been properly kept as far as examined. One district clerk failed to bring his records up at the meeting of the county board. I will go and examine his, soon, and report.”

SHENANDOAH.—“The records of the district and county school boards have been kept in some districts very well; in others tolerably well.”

SMYTH.—“The records of the clerks are kept in good style.”

SOUTHAMPTON.—“The records of the district boards are not kept in as satisfactory a manner as I should desire them, but it seems almost impossible to get them to do better.”

SPOTSYLVANIA.—“The records of the clerks of the district boards are very inaccurate. The clerks seem not heretofore to have known the importance of accurate records and accounts. The county board clerk does better.”

TAZEWELL.—“All properly kept, so far as discovered.”

WASHINGTON.—“The records of our district and county boards have been well kept, with one exception the first year, which has been remedied.”

WISE.—“Some of the district clerks keep their records very improperly, which is owing more to incompetency than to dereliction.”

WYTHE.—“Better than last year, but not satisfactory.”

9. *Any improvement, or prospect of improvement, in school houses ?*

ACCOMAC.—“The school houses are improving, quite a number of them have been repaired, and all are being supplied with the most necessary furniture as rapidly as funds can be obtained. Two new houses have been built in Lee the past year for the use of our schools, though they are yet private property. The trustees are preparing, and in a few weeks will commence, to build a new and commodious house on Chingoteague island for their school. I hope soon to see a graded school there. Very much interest is taken by the people in that hitherto much neglected portion of the county.”

ALBEMARLE.—“There has been improvement in the school houses, and we hope to continue this improvement until we get good houses throughout the county.”

ALEXANDRIA CITY.—“I think we shall secure the old courthouse, a building of the most substantial character, for a school house. It will accommodate, when properly altered, from four to six hundred pupils.”

ALEXANDRIA COUNTY.—“Two school houses are in process of erection.”

ALLEGHANY AND CRAIG.—“There is a good prospect of improvement in school houses. Several houses will be built during the coming year.”

AMELIA.—“The district tax fund is too small to permit building, and generally only indifferent houses can be rented.”

AMHERST.—“There is some improvement in school houses. Some new ones have been erected ; several old ones repaired.”

APPOMATTOX.—“We expect to commence, this year, the erection of school houses, but this must necessarily be a matter of slow growth.”

AUGUSTA.—“Many of the old school houses have been repaired and supplied with more comfortable furniture, a few good new ones were built, and with the fund raised by the district tax, three or four more new ones will probably be built this year in every district.”

BATH AND HIGHLAND.—“The improvement in school-houses has not been such as I should have been pleased to report, only one new frame school house having been erected in Bath at district expense, and one large and commodious frame building, seating fifty-six pupils and furnished with cast-iron folding-seat desks, in Blue Grass district, Highland, entirely at private expense. The trustees of this district expect

to purchase this house, the people building it proposing to donate about one-half the cost of building. The entire cost of this house and its furniture is about \$800. I have been promised the donation of three suitable lots to the districts of Highland by various parties for school house purposes, and as soon as the deeds to these can be secured, the erection of as many new school houses will be commenced. I have failed to notice any marked improvement in school houses not belonging to the districts in which schools were taught, and account for it partly from the fact that, with one single exception, every board of trustees of the two counties determined to expend no public money upon old houses, but to expend every dollar in the erection of new ones in those localities where school houses are most needed."

BEDFORD.—"There has been a marked improvement in school houses in almost all the districts, especially in regard to furniture. Trustees are appropriating district funds with liberality and discretion, yet not much can be accomplished in that direction with our present paucity of means."

BLAND.—"Some of our school houses were repaired last fall. Others will be repaired shortly. Three new school houses have been erected this year, all log buildings. We have subscriptions out for building ten others; but in some cases we will not succeed this fall. We hope to build some."

BOTETOURT.—"I am glad to say to you that there is a fine prospect for improvement in school houses. Many persons are building them at their own expense, with the understanding that we pay for them by degrees as we get the money."

BRUNSWICK.—"There is a fair prospect of a gradual improvement in the school houses of this county."

BUCHANAN.—"But little prospect, under the present mode of raising funds."

BUCKINGHAM.—"There has been considerable improvement in school houses. During next session we expect to have good ones, and to build a large number, as public property."

CAMPBELL.—"No change in the school houses, except in Brookville district. Land has been given, and two comfortable houses with all necessary appliances will be erected there in the course of the year."

CAROLINE.—"There have been built four or five houses during the year, costing from \$100 to \$160 each. These belong to the system, and are better than any houses we have yet had."

CARROLL.—"But little prospect of improvement at this time."

CHARLES CITY AND NEW KENT.—"Several school houses have been built during the year in each county. They are great improvements upon the school houses of former times, but in some cases put up without consulting me, and with less regard to taste, comfort or convenience than I would have insisted upon. I now interpose authoritatively, and have had the gratification of seeing some very good buildings erected."

CHARLOTTE.—“There has been a gradual and progressive improvement in our school houses, those last built being more attractive in appearance and comfortable than the first. The hideous looking old-field school house is becoming unlovely, even in the eyes of an average school trustee.

CHESTERFIELD.—“Our school houses are not as comfortable as we desire, but in many portions of the county there is a prospect of great improvement during the coming year.”

CLARKE.—“Very decided improvement. The district boards are building as fast as the proceeds of the district school tax will allow. Eight new houses, commodious, comfortable, neat and tasteful in design and construction and well furnished, are about ready for occupancy. In two years more our county will be fully provided with as good a set of school houses as is to be seen in any country district in any State. On this question there is but one opinion, and that is, to have good houses, and to have them speedily. In one district it will be completed this year, next year will do it in another.

CULPEPER.—“There is prospect of improvement. Some houses are being built at this time.

CUMBERLAND.—“Some of our school houses are very good; others very bad—only sufficient to come within the requirements of law. The furniture is generally good; but no apparatus of any kind and no prospect of it unless our local funds are greatly increased, so as to supply this and other things equally necessary. The prospect depends entirely on the amount of money supplied.”

DINWIDDIE.—“Yes.”

ELIZABETH CITY AND WARWICK.—“The trustees of the county of Elizabeth City are contemplating the erection of a high school in the town of Hampton. The lot is secured, and though no steps have as yet been taken, I hope to see it completed before the end of this school year.”

ESSEX.—“The assessed value of lands here being very low, the yield of local tax (though the maximum) will not permit of even the hope of model school houses and appliances until the law is repealed, which allows but three quarters of one mill taxation on the value of property for district purposes. The houses we build are perfectly comfortable, though very plain.”

FAIRFAX.—“School houses have been improved, and in some instances new ones erected. The trustees will build where it is necessary as rapidly as they can raise the means.”

FAUQUIER.—“A very considerable improvement in regard to school houses, and the prospect for future improvement is flattering.”

FLOYD.—“Considerable improvement in the school houses in two of the districts, and all voluntarily. Taxation for this purpose would hurry up the matter in all of the districts.”

FLUVANNA.—“ Eight plain but comfortable school houses have been built by patrons, and three are in process of building. Five of those completed were built by the colored people.”

FRANKLIN.—“ We have but few *good school houses*, and there seems to be but little prospect of any improvement.”

FREDERICK.—“ Yes, decided improvement.”

GILES.—“ We have no school houses belonging to the county board, and our means at present are too limited to justify the boards to attempt their erection.”

GLOUCESTER.—“ A good prospect for improvement. We desire to have three houses added to the one now owned by us. In some parts of the county there is quite a spirit among the people to erect buildings by private subscription.”

GOOCHLAND.—“ There is, and prospect of much greater in future.”

GRAYSON.—“ There is.”

GREENE AND MADISON.—“ There is a gradual improvement in school houses. Much remains to be done; but, in some instances, old and dilapidated *log huts* have given place to neat framed and well ventilated buildings.”

GREENSVILLE AND SUSSEX.—“ There has been a decided improvement in school houses.”

HALIFAX.—“ This question must be answered almost in the negative. There have been a few school houses put up, but they are common log houses, some of them neat and well-built, others common and put up as mere makeshifts. The trustees, though, seem to be getting alive to the expediency and even necessity of good, neat and convenient school houses. It is hoped, therefore, that there is some prospect of improvement.”

HANOVER.—“ We have now several good houses owned by the districts, and hope to add many more the next year. There is still much need of improvement, and many houses used last year will not be received the next. I have to note greater improvement in the houses, however, than furniture and appliances.”

HENRICO.—“ There has been a school house built in Brookland township, with modern improvements and conveniences, and the same would have been done in the other districts and neighborhoods but for the want of funds.”

HENRY.—“ In one district several new houses are in course of construction; in the others but little advance has been made.”

ISLE OF WIGHT.—“ Very slight, if any.”

JAMES CITY AND YORK.—“ Some districts fully supplied with good houses; others have none, but have always been able to rent.”

KING GEORGE AND STAFFORD.—“ The improvement in King George

has been and is still progressing steadily. In Stafford there has been no district fund, save a trifle in two districts."

KING & QUEEN AND MIDDLESEX.—"Improvements will be made just in proportion to the funds for that purpose. (See annual report)."

KING WILLIAM.—"There is."

LANCASTER AND NORTHUMBERLAND.—"I think there will be a marked improvement the ensuing session. The failure to fill the office of collector left the trustees without funds."

LEE.—"Very decided. Still great room for further improvement."

LOUDOUN.—"We are repairing, improving and building as rapidly as our funds will allow. We hope in the course of two or three years to have new houses throughout the county."

LOUISA.—"Our policy looks forward to the improvement of school houses and furniture, and the gradual enlargement of school accommodations."

LUNENBURG.—"Some two or three districts have built comfortable school houses. The others will build after awhile."

LYNCHBURG CITY.—"Three elegant brick school buildings erected during the year; aggregate cost about \$30,000."

MECKLENBURG.—"We have built six school houses, which are comfortable, and altogether the houses in use not owned by the districts are better than they were last year, though many of them are far from being good."

MONTGOMERY.—"There is a prospect of considerable improvement in school houses. The people are displaying just now very considerable interest in this matter, and we expect shortly to have some good houses built, mainly by private enterprise, but to be the property of the districts."

NANSEMOND.—"On account of the small amount of the district taxes, the prospect of improving the school houses is not encouraging at present. With the present rate of taxes for district purposes, the work of improvement must be slow. I will remark here that the citizens have this year erected two new school houses, and furnished the same with suitable furniture. Mr. Cowling, the clerk in Chuckatuck, informs me that the Board, of which he is a member, will erect a new school house this year out of the district funds."

NELSON.—"The prospects for improvement in school houses are good. Several neighborhoods have already built good houses at their own expense, and others are now making arrangements to do so. They have an elegant country school house at Arrington, for which our Senator, Captain Thomas P. Fitzpatrick, contributed the land and all the timber. They are also building a school house in the Greenfield district, at a cost of about six hundred dollars, raised entirely by private subscription."

NORFOLK.—"Most of the old houses belonging to the county have

been repaired, twelve new ones completed and four under contract. Several have been neatly finished, painted and furnished with improved furniture."

NORFOLK CITY.—"Our comfortable and spacious school houses for the white children are scarcely susceptible of much improvement. For the colored children, two houses, with four rooms each, which are much more comfortable and otherwise better adapted for schools than the former buildings, have been procured at more moderate rents.

NORTHAMPTON.—"We have a prospect of building two or three school houses during the present scholastic year."

NOTTOWAY.—"Some improvement, and at the centre of influence there are prospects of decided improvement."

ORANGE.—"Not a great improvement, but a better prospect ahead. I have directed the trustees to give their attention now to the permanent location of schools, and securing title to ground for this purpose."

PAGE AND WARREN.—"Some of the school houses are new and comfortable. Many are not well supplied with furniture. District funds too small for much improvement to be made."

PATRICK.—"Our people are alive to the importance of having good houses, and are doing all they can to make them comfortable. They are cheap in nearly every instance, and answer our purpose."

PETERSBURG CITY.—"School houses have been improved in new furniture, methods of heating, paint, &c. But our school houses are what I am most ashamed of. We have only one that meets the requirements of its district. The rest were not built for the purpose they are now used for, and in most cases the location is undesirable."

PITTSYLVANIA.—"There is a good deal of improvement on school houses. In District No. 1 the trustees have bought one nice log house, built a neat frame house, and have contracted for another. In No. 6, the trustees have built a neat log house. In No. 7, one neat log house is built and another under contract; and a frame house has been given to the trustees, which will be nicely fixed up."

PORTSMOUTH.—"There is a prospect of making some improvement in one of our school houses, which is needed."

POWHATAN.—"Yes."

PRINCE EDWARD.—"Hardly any. Voluntary effort by the people is out of the question, as 'we pay taxes;' and thus far the money raised has not sufficed for more than current expenses. Only now are we hoping to supply partially the urgent necessity for the most indispensable furniture."

PRINCESS ANNE.—"Yes."

PRINCE GEORGE AND SURRY.—"It is expected that the district tax, soon to be collected, will be spent chiefly in building new school houses and repairing those now in use."

PRINCE WILLIAM.—“General improvement throughout the county.”

PULASKI.—“There has been decided improvement, and prospects are favorable.”

RAPPAHANNOCK.—“Yes, very decided. Within the last year several have been built, and during the present year I think several more will be built.”

RICHMOND CITY.—“The brick buildings spoken of in my last report were completed and occupied January 1st, 1872. An additional brick building to accommodate eight schools is in process of erection. The city council has appropriated \$40,000 in eight per cent. bonds for the erection of additional school buildings, and also for a high and normal school, which we hope to have completed during the next year.”

RICHMOND AND WESTMORELAND.—“School houses are being improved; and it is in contemplation to build several good ones the present year—1872-3.”

ROANOKE.—“There has been great improvement in school houses, and the prospect of continued improvement is very encouraging. In Big Lick district especially is this advance observed, several roomy and comfortable buildings having been recently erected. Four excellent houses have been erected in the county for colored schools.”

ROCKBRIDGE.—“Nearly all the school houses in the county have been repaired, and some of them very much improved. Improvements will be more extensive this year, with our increased district funds.”

ROCKINGHAM.—“About twenty good houses have been built by private subscription during the year; a large number have been supplied with good furniture, and some are now in course of erection.”

RUSSELL.—“Great improvement. The trustees are, as a general thing, abandoning the old log hut and erecting neat frame houses.”

SCOTT.—“There is some prospect of improvement in school houses. Several are in progress of construction.”

SHENANDOAH.—“There has been considerable improvement in school houses. A number of new ones will be built during the present year.”

SMYTH.—“Great improvement in school houses in two of the districts. Houses will be built in the other during the present school year.”

SOUTHAMPTON.—“In Jerusalem and Berlin districts considerable improvements have already been made in school houses, and others are still going on. There are prospects of early improvement in all the other districts.”

SPOTSYLVANIA.—“We endeavor to erect a new and comfortable school house in each district every year, and in this way the school houses are gradually improving.”

TAZEWELL.—“Some little improvement; and we look for more, as there is great need of it.”

WASHINGTON.—“Some improvement in school houses, and a prospect of more improvement this year.”

WISE.—“Much improvement in school houses.”

WYTHE.—“Some improvement, and some prospect of more.”

10. *Any litigation grown out of taxation for school purposes?*

ACCOMAC.—“The only litigation that we have had yet to encounter is the injunction sued out last year by certain parties in Lee. This has never yet been met, for the want of authority and funds.

ALBEMARLE.—“There has been no litigation on account of taxation for school purposes.”

ALEXANDRIA CITY.—“None.”

ALEXANDRIA COUNTY.—“An injunction is threatened to prevent the collection of the district tax in Washington district.”

ALLEGHANY AND CRAIG.—“No litigation.”

AMELIA.—“None.”

AMHERST.—“No litigation.”

APPOMATTOX.—“No litigation has grown out of taxation for schools.”

AUGUSTA.—“No litigation has grown out of taxation for school purposes.”

BATH AND HIGHLAND.—“No litigation growing out of taxation for school purposes in either county.”

BEDFORD.—“No litigation has grown out of taxation for school purposes.”

BLAND.—“None, except that the collector and his securities in Mechanicsburg district, No. 1, were sued on their bond for not collecting and paying over funds. This case has been pretty satisfactorily arranged. It is thought we will suffer no loss.”

BOTETOURT.—“No litigation grown out of taxation for school purposes.”

BRUNSWICK.—“There has been no litigation.”

BUCHANAN.—“None.”

BUCKINGHAM.—“There was no litigation whatever about schools.”

CAMPBELL.—“No litigation.”

CAROLINE.—“There has been no litigation on account of school taxes.”

CARROLL.—“No litigation.”

CHARLES CITY AND NEW KENT.—“No litigation growing out of taxation for school purposes has come to my knowledge. Such litigation is threatened against the dog tax in Charles City, but the collection has not yet been made.”

CHARLOTTE.—“None.”

CHESTERFIELD.—“None.”

CLARKE.—“None.”

CULPEPER.—“None.”

CUMBERLAND.—“Yes. An account is given in the answer to the first question.”

DINWIDDIE.—“No.”

ELIZABETH CITY AND WARWICK.—“No litigation has grown out of taxation for school purposes.”

ESSEX.—“No litigation has ever grown out of taxation for school purposes in this county.”

FAIRFAX.—“None.”

FAUQUIER.—“No litigation has grown out of taxation for school purposes.”

FLOYD.—“None.”

FLUVANNA.—“None.”

FRANKLIN.—“No litigation has grown out of taxation for school purposes.”

FREDERICK.—“None.”

GILES.—“No litigation has grown out of taxation for school purposes.”

GLOUCESTER.—“None.”

GOOCHLAND.—“None.”

GRAYSON.—“None as yet.”

GREENE AND MADISON.—“We have had no litigation growing out of taxation for school purposes. The nearest approach to it was a threatened refusal on the part of some people to pay a dog tax, on the ground of its unconstitutionality. To avoid this trouble, the supervisors repealed this dog tax, and in its stead levied an additional tax of two and a-half per cent. on property.”

GREENSVILLE AND SUSSEX.—“No litigation.”

HALIFAX.—“No other, except the one mentioned in my report last year. That, as was stated, was compromised; but I am sorry to say that that compromise has not yet been satisfactorily adjusted.”

HANOVER.—“None.”

HENRICO.—“No litigation has grown out of taxation for school purposes.”

HENRY.—“No litigation on account of taxation for school purposes.”

ISLE OF WIGHT.—“None.”

JAMES CITY AND YORK.—“No.”

KING GEORGE AND STAFFORD.—“The injunction case, with which you are familiar.”

KING & QUEEN AND MIDDLESEX.—“None.”

KING WILLIAM.—“It is feared there will be on the dog tax.”

LANCASTER AND NORTHUMBERLAND.—“None.”

LEE.—“None.”

LOUDOUN.—“None.”

LOUISA.—“None.”

LUNENBURG.—“No litigation has grown out of taxation for school purposes.”

LYNCHBURG CITY.—“None.”

MECKLENBURG.—“No litigation has grown out of taxation for school purposes.”

MONTGOMERY.—“No litigation has grown out of taxation for school purposes.”

NANSEMOND.—“None.”

NELSON.—“We have had no litigation.”

NORFOLK COUNTY.—“None.”

NORFOLK CITY.—“None.”

NORTHAMPTON.—“No litigation, as yet, grown out of taxation for school purposes. The collectors have been negligent, and nearly all of the tax for the last year is still due. Litigation, so far as process against the delinquent collectors, may arise.”

NOTTOWAY.—“No litigation, or even threatened litigation, so far as known.”

ORANGE.—“None as yet, though threatened in the case of dog tax.”

PAGE.—“No litigation has grown out of taxation for school purposes.”

PATRICK.—“We had no litigation about our taxation. Perhaps I might add that we had to move in court against one of our township collectors. However, that has all been arranged, and we have adjusted all of our matters with township clerks, and anticipate no further difficulty.”

PETERSBURG.—“None that I know of.”

PITTSYLVANIA.—“None.”

PORTSMOUTH.—“No.”

POWHATAN.—“None.”

PRINCE EDWARD.—“No.”

- PRINCESS ANNE.—“No.”
- PRINCE GEORGE AND SURRY.—“None.”
- PRINCE WILLIAM.—“None.”
- PULASKI.—“None.”
- RAPPAHANNOCK.—“None.”
- RICHMOND CITY.—“None.”
- RICHMOND AND WESTMORELAND.—“There has been no litigation about school matters.”
- ROANOKE.—“No litigation has grown out of taxation for school purposes.”
- ROCKBRIDGE.—“No litigation has grown out of taxation for school purposes.”
- ROCKINGHAM.—“None.”
- RUSSELL.—“None.”
- SCOTT.—“No litigation on account of taxation for school purposes.”
- SHENANDOAH.—“None.”
- SMYTH.—“No litigation.”
- SOUTHAMPTON.—“No litigation has grown out of taxation for school purposes.”
- SPOTSYLVANIA.—“No litigation in any case.”
- TAZEWELL.—“No litigation.”
- WASHINGTON.—“No litigation growing out of taxation.”
- WISE.—“No litigation.”
- WYTHE.—“None.”
11. *Any public school property destroyed by violence?*
- ACCOMAC.—“No public school property has been destroyed.”
- ALBEMARLE.—“No public school property has been destroyed by violence.”
- ALEXANDRIA CITY.—“If anybody should wilfully destroy school property here, he would scarcely be safe from violence himself.”
- ALEXANDRIA COUNTY.—“No.”
- ALLEGHANY AND CRAIG.—“No property destroyed.”
- AMELIA.—“None.”
- AMHERST.—“No property destroyed by violence.”
- APPOMATTOX.—“No public school property destroyed by violence.”
- AUGUSTA.—“In one district a school house was burnt by an incendiary. Supposed to have been the work of patrons who were at an in-

convenient distance from the place where the house was located. There being no evidence accessible in the matter, no legal proceedings were instituted."

BATH AND HIGHLAND.—"No public school property destroyed by violence in either county."

BEDFORD.—"Two school houses have been destroyed by fire; but there is no evidence that it was the work of the incendiary."

BLAND.—"It is believed that we lost one house by an incendiary—not certain."

BOTETOURT.—"No report."

BRUNSWICK.—"No destruction of public school property."

BUCHANAN.—"None."

BUCKINGHAM.—"There was no school property destroyed by violence or otherwise."

CAMPBELL.—"No property destroyed by violence."

CAROLINE.—"No school furniture or property has been destroyed by violence."

CARROLL.—"None destroyed."

CHARLES CITY.—"No destruction of school property has occurred in this district. The class of persons most bitterly opposed to the system is too high to be tempted to such acts."

CHARLOTTE.—"None."

CHESTERFIELD.—"None."

CLARKE.—"None."

CULPEPER.—"None, that I am aware of."

CUMBERLAND.—"None."

DINWIDDIE.—"No."

ELIZABETH CITY AND WARWICK.—"No public school property has been destroyed by violence."

ESSEX.—"No school property was ever damaged or destroyed."

FAIRFAX.—"None."

FAUQUIER.—"No public school property destroyed by violence."

FLOYD.—"Glass out of one of the buildings was completely broken (seventy panes in all). A family of negro children living in fifty paces of the building pretend to know nothing of the guilty ones, hence they are the supposed depredators. With this exception, the property generally is well cared for."

FLUVANNA.—"One colored school house in the Third district, which belonged to a colored man, but was supplied with desks by the district, was burned down at night during the session of the school. Diligent

inquiry has not developed whether it was an accident or the work of an incendiary. It occurred in the winter, and there had been fire in the house the previous day. It occurred in one of the neighborhoods where the school system is most popular."

FRANKLIN.—"No public school property destroyed by violence."

FREDERICK.—"Of course not."

GILES.—"One school house was destroyed by fire, but it did not belong to the county board."

GLOUCESTER.—"None."

GOOCHLAND.—"None."

GRAYSON.—"None. No danger in this county."

GREENE AND MADISON.—"We have had no public school property destroyed by violence."

GREENSVILLE AND SUSSEX.—"No public school property destroyed by violence."

HALIFAX.—"None."

HANOVER.—"None. A colored school house, I am convinced, was burnt by the carelessness of the teacher. It was rumored that suspicion was directed to some one as the incendiary. I carefully and fully investigated the whole subject, and was confirmed in the opinion that it was the result of carelessness only, and entirely free from any criminal intent. This also is the opinion of the trustees. The house was owned by the colored folks, and the teacher also was a colored person."

HENRICO.—"No public school property has been destroyed by violence. A church used for a school house was burned down; it is not known whether accidentally or otherwise."

HENRY.—"No public school property has been destroyed by violence."

ISLE OF WIGHT.—"None."

JAMES CITY AND YORK.—"One house in James City was burnt at night; but there is no reason to believe it was the act of malice."

KING GEORGE AND STAFFORD.—"None."

KING & QUEEN AND MIDDLESEX.—"None."

KING WILLIAM.—"None."

LANCASTER AND NORTHUMBERLAND.—"None."

LEE.—"None."

LOUDOUN.—"None."

LOUISA.—"None."

LUNENBURG.—"No public school property has been destroyed by violence."

LYNCHBURG CITY.—“None.”

MECKLENBURG.—“No public school property has in any manner been interfered with.”

MONTGOMERY.—“No public school property has been destroyed by violence.”

NANSEMOND.—“None.”

NELSON.—“We have had no school property destroyed by violence.”

NORFOLK COUNTY.—“None.”

NORFOLK CITY.—“None.”

NORTHAMPTON.—“No public school property destroyed by violence.”

NOTTOWAY.—“No destruction of property by violence or otherwise.”

ORANGE.—“None.”

PAGE AND WARREN.—“No school property has been destroyed.”

PATRICK.—“We have had none of our school property destroyed.”

PETERSBURG.—“None that I have heard of.”

PITTSYLVANIA.—“None.”

PORTSMOUTH.—“No.”⁶

POWHATAN.—“None.”

PRINCE EDWARD.—“No. One house was burned, but evidently by carelessness or accident.”

PRINCESS ANNE.—“No.”

PRINCE GEORGE AND SURRY.—“None.”

PRINCE WILLIAM.—“None.”

PULASKI.—“None.”

RAPPAHANNOCK.—“None.”

RICHMOND CITY.—“None.”

RICHMOND AND WESTMORELAND.—“None.”

ROANOKE.—“No public school property has been destroyed by violence.”

ROCKBRIDGE.—“No public school property has been destroyed by violence in Rockbridge, and only one house by accident.”

ROCKINGHAM.—“None.”

RUSSELL.—“None.”

SCOTT.—“No public school property has been destroyed by violence.”

SHENANDOAH.—“None.”

SMYTH.—“No public school property destroyed by violence.”

SOUTHAMPTON.—“No public school property has ever been destroyed by violence in this county.”

SPOTSYLVANIA.—“No public school property destroyed.”

TAZEWELL.—“No destruction of school property.”

WASHINGTON.—“No school property destroyed by violence.”

WISE.—“None.”

WYTHE.—“None.”

SUMMARY OF WRITTEN REPORTS.

- (1.) *History of public sentiment concerning public schools in the county during the year.*

93 counties and cities report a gain in public sentiment.

6 report no change.

5 report unfavorably.

1 not heard from.

- (2.) *Have the colored people continued to manifest a great desire for education?*

89 counties and cities answer this question affirmatively.

15 report that they do not manifest so much interest as at first.

1 makes no report.

- (3.) *Views as to the probable working of the present mode of raising local school funds.*

It appears from the reports that nearly all the superintendents prefer the present to the previous law in regard to taxation, and that the great majority of them would prefer the rate of taxation to be fixed by the Legislature or by the School Board.

- (4.) *Is it desirable that the required minimum of school attendance should be reduced?*

72 counties and cities report that no change in the present regulations concerning this subject is desirable.

32 represent that a reduction is necessary.

1 not heard from.

- (5.) *Has any improvement been observed in the qualifications of teachers?*

86 counties and cities report improvement.

(6.) *Brief account of teachers' institutes.*

Institutes were held in 77 counties and cities.

(7.) *To what extent has uniformity of text-books been secured?*

31 counties and cities report that complete uniformity has been secured.

56 have nearly succeeded.

(8.) *Are the records of the District and County School Boards properly kept?*

A large majority report that the records have been properly kept.

A few complain of great irregularity on the part of district clerks.

(9.) *Any improvement, or prospect of improvement, in school houses?*

87 counties report improvement.

(10.) *Any litigation grown out of taxation for school purposes?*

There was no trouble from this source, except in four counties an effort was made to stay the collection of taxes.

(11.) *Any public school property destroyed by violence?*

Two houses were destroyed; supposed to have been the work of incendiaries.

Table No. 1.

DISTRICTS.	SCHOOL POPULATION— between 5 and 21 years old.						SCHOOLS.			TEACHERS.												
	WHITE.			COLORED.			Total white and colored.	White.	COLORED.		Total white and colored.	AVERAGE MONTHLY SALARIES.										
	Male.	Female.	Total white.	Male.	Female.	Total colored.			Male.	Female.		Total.	Total white and colored.	Of males.	Of females.	Total.						
							Total from public funds															
Accomac county—	425	316	741	324	252	576	1317	9	2	11	7.38	1	2	9	1	1	2	11	\$29 21	\$29 21	\$29 21	
Pungoteague.....	691	689	1380	356	313	669	2049	6	1	7	8.71	4	2	6	7	1	1	7	15	35 00	35 00	35 00
Lee.....	511	470	981	171	140	311	1292	6	1	7	8.94	3	3	6	1	1	1	7	30 00	30 00	30 00	
Metompkin.....	453	376	829	275	180	455	1284	8	2	10	6.85	2	6	8	2	2	2	10	30 00	30 00	30 00	
Atlantic.....	152	189	371	16	15	31	402	1	.....	1	10.00	1	1	2	.....	.....	.....	2	30 00	30 00	30 00
Islands.....	2262	2040	4302	1142	900	2042	6344	30	6	36	7.81	17	14	31	4	2	6	37	41 66	23 12	32 39	
County.....	384	370	754	508	480	988	1742	12	6	18	6.16	10	8	18	.....	.....	.....	18	32 77	28 83	30 94
Rivanna.....	404	394	798	365	316	681	1479	14	2	16	5.50	4	12	16	.....	.....	.....	16	29 80	29 82	29 81
White Hall.....	456	431	887	581	598	1179	2066	13	8	21	6.50	14	7	21	.....	.....	.....	21	29 28	23 36	25 22
Scottsville.....	540	469	1009	425	424	849	1868	14	8	22	5.33	12	10	22	.....	.....	.....	22	32 70	30 83	31 65
Samuel Miller.....	409	347	756	604	636	1240	1906	6	7	13	6.66	6	3	9	.....	.....	.....	9	33 72	29 69	31 56
Charlottesville.....	2193	2011	4204	2483	2454	4937	9141	59	31	90	5.96	46	46	86	.....	.....	.....	86	30 74	28 46	29 66
County.....	41	57	98	100	82	182	280	2	1	3	10.	3	28 10	28 10	28 10
Jefferson.....	59	66	125	93	96	189	314	2	1	3	6.	1	1	2	.....	.....	.....	2	40 00	49 80	45 70
Arlington.....	43	54	97	36	34	70	167	1	1	2	9.5	.....	.....	.....	.....	.....	.....	2	50 00	25 00	38 16
Washington.....	143	177	320	229	212	441	761	5	3	8	8.	2	3	5	.....	.....	.....	5	46 25	33 00	36 00
County.....	1283	1318	2601	772	835	1607	4208	4	2	6	10.	3	7	10	.....	.....	.....	6	56 43	42 60	43 44
Alexandria city.....	143	148	291	28	35	63	354	4.33	37 50	37 50
Alleghany county—	180	174	354	52	62	114	468	3	1	4	5.	3	.....	.....	.....	.....	.....	.....	35 00	25 00	27 50
Clifton.....	272	285	557	21	18	39	596	5	.....	.....	4.80	4	1	5	.....	.....	.....	.....	31 50	35 00	31 66
Covington.....	595	607	1202	101	115	216	1418*	11	1	12	4.46	8	3	11	.....	.....	.....	.....	34 19	28 33	31 73
Bolling Spring.....	161	165	326	390	378	768	1094	6	6	12	5.	7	4	11	.....	.....	.....	.....	25 75	24 65	25 42
Amelia county—	145	143	300	482	395	827	1127	5	3	8	6.	4	3	7	.....	.....	.....	.....	50 40	19 16	35 10
Leigh.....	145	122	267	342	292	634	901	3	3	6	6.8	2	1	3	.....	.....	.....	.....	30 00	30 00	30 00
Giles.....	463	430	893	1164	1065	2229	3122	14	12	26	5.8	13	6	21	.....	.....	.....	.....	32 25	23 12	23 12
Jackson.....
County.....

Amherst county—	317	226	543	304	270	574	1117	8	1	9	4	9	1	2	3	9	25 79	25 79
Blount.....	277	253	530	243	295	478	1008	5	2	12	4	9	1	2	3	12	28 23	25 66
Courthouse.....	310	282	592	251	212	463	1055	6	2	8	5	8	1	2	3	8	32 72	30 50
Temperance.....	485	421	906	250	213	463	1369	9	2	11	14	10	1	2	4	11	32 00	30 87
Pedlar.....	1389	1182	2571	1048	980	1978	4549	30	10	40	22	36	2	2	4	40	28 42	26 21
Appomattox county—	220	191	420	178	193	371	791	3	2	5	4	5	2	2	3	5	30 00	30 00
Stonewall.....	224	193	517	189	177	395	783	4	3	4	1	7	2	2	3	7	25 81	25 69
South Side.....	318	302	620	311	351	662	1282	5	4	4	6	7	3	3	9	26 61	27 50	
Clover Hill.....	771	686	1457	678	721	1399	2856	12	9	21	17	21	4	4	21	27 16	27 50	
Augusta county—	383	325	708	162	156	318	1026	11	3	14	8	14	2	1	3	14	36 88	30 00
Severly Manor.....	470	442	912	78	73	151	1063	13	1	18	4	14	1	1	3	14	31 57	31 14
The Pastures.....	563	515	1075	1075	119	289	1367	17	1	18	13	6	1	1	3	20	34 96	31 42
Riverviews.....	513	452	965	262	298	500	1443	13	3	16	4	18	2	1	3	21	36 63	31 94
South River.....	617	646	1263	75	102	127	1390	18	1	19	4	22	1	1	3	31 82	29 50	
North River.....	692	656	1243	155	108	264	1612	25	5	30	4	23	3	1	4	30	32 68	30 28
Middle River.....	884	773	1151	192	208	400	1557	5	1	6	5	4	9	2	3	12	60 82	35 31
Stanton.....	3622	3809	7431	1094	955	2049	9480	102	15	117	88	31	119	10	15	134	60 82	48 08
Bath county—	90	106	196	39	27	65	262	.....	.....	.....	.....	.....	.....	.....	.....	.....	36 54	32 90
Warm Springs.....	106	69	202	41	28	69	271	.....	.....	.....	.....	.....	.....	.....	.....	.....	30 00	30 00
Cedar Creek.....	146	145	207	26	31	57	348	3	.....	3	2	1	3	.....	.....	35 00	30 00	
Williamsville.....	147	139	270	27	16	43	319*	3	.....	3	4	3	3	.....	.....	35 00	30 00	
Milboro.....	489	476	965	133	102	235	1230	6	.....	6	4	2	6	.....	.....	35 00	30 00	
Bedford county—	554	541	1095	612	592	1204	2290	12	3	15	8	18	.....	.....	.....	18	36 53	32 73
Liberty.....	416	292	708	154	138	292	1000	9	3	12	8	3	11	1	1	12	34 55	30 00
Lisbon.....	530	521	1050	216	177	393	1443	14	2	16	5	16	.....	.....	.....	16	30 00	30 00
Chamblissburg.....	421	421	842	172	145	317	1169	9	3	12	5	9	.....	.....	.....	12	31 33	23 33
Stanton.....	830	379	660	242	297	552	1212	11	3	14	5	14	.....	.....	.....	14	32 11	30 00
Other.....	221	273	564	248	218	466	1030	6	2	8	6	1	7	.....	.....	8	34 17	31 43
Charlottesville.....	225	225	460	338	298	624	1094	6	.....	6	8	7	.....	.....	.....	6	42 79	42 79
Forest.....	2767	2512	5379	1395	1363	3358	9237	66	17	83	70	13	83	1	3	86	33 67	29 95
Bland county—	230	216	446	14	95	39	485	9	.....	9	.....	.....	.....	.....	.....	9	28 13	28 13
Mechanicsburg.....	198	147	305	13	12	26	330	5	.....	5	4	5	.....	.....	.....	5	25 98	25 00
Seidon.....	160	163	323	10	13	22	349	6	.....	6	4	6	.....	.....	.....	6	23 77	20 00
Sharon.....	200	196	396	10	13	23	413	9	.....	9	4	2	9	.....	.....	9	25 00	25 00
Rocky Gap.....	748	722	1470	41	62	93	1563	29	.....	29	3	29	.....	.....	.....	29	26 02	21 66
Botetourt county—	444	443	887	176	511	887	1274	16	2	18	5	16	1	1	2	18	24 30	24 40
Fincastle.....	443	470	913	127	125	252	1166	18	3	21	9	21	2	1	2	24	24 10	10 08
Amherst.....	555	546	1081	248	250	498	1319*	14	3	11	6	17	3	.....	.....	14	24 71	26 79
Buchanan.....	1422	1459	2881	551	586	1157	4018	48	8	56	5	54	6	2	8	62	28 92	25 96

* Census of 1870.

TABLE No. 1—(Continued.)

DISTRICTS.	SCHOOL POPULATION— SCHOOL 5 and 21 years old.										SCHOOLS.						TEACHERS.			
	WHITE.					COLORED.					Total white and colored.	Total.	White.	Colored.	Total white and colored.	AVERAGE MONTHLY SALARIES.			Total from public funds.	
	Male.	Female.	Total white.	Male.	Female.	Total colored.	Male.	Female.	Total white and colored.	Total.						White.	Colored.	Total white and colored.		Of males.	Of females.	Total.
											Male.	Female.	Total.	Average number months taught.						
Cumberland (cont'd)— Randolph County.....	130	114	244	308	272	580	824	3	5	8	4.20	6	6	6	29	29	58	30 00		
Durham county— Darville.....	154	165	319	246	188	434	623	5	4	9	5.83	8	1	9	9	25	25	50 00		
Seppony.....	118	106	224	186	167	353	517	3	2	5	5.	3	2	5	5	22	22	50 00		
Rowanty.....	198	156	354	338	302	640	944	5	4	9	6.05	8	1	9	9	27	27	69 00		
Nomezing.....	221	214	435	425	379	804	1289	5	4	9	7.17	6	3	9	9	25	25	50 00		
Elizabeth City county— Chesapeake.....	173	158	331	350	293	643	974	3	1	4	7.25	4	1	5	2	32	32	60 00		
Wythe.....	165	154	319	392	410	802	1121	4	3	7	6.3	3	2	5	3	31	31	30 00		
Southfield.....	40	58	98	175	189	364	462	1	1	2	7.	1	1	2	1	32	32	15 00		
Essex county— Central.....	378	370	748	917	892	1809	2557	8	4	12	6.91	7	4	11	5	20	20	24 00		
Rappahannock.....	172	161	333	346	363	709	1042	5	3	8	5.62	4	3	7	1	31	31	15 00		
Oceon.....	208	186	394	282	279	561	955	5	3	8	5.62	5	2	7	1	28	28	37 00		
Fairfax county— Centreville.....	109	104	213	486	447	933	1146	3	4	7	5.14	5	1	6	1	27	27	80 00		
Lees.....	489	461	940	1114	1089	2203	3143	13	10	23	5.47	14	6	20	1	26	26	53 00		
Mount Vernon.....	200	189	399	92	69	161	560	5	2	7	5.28	4	1	5	2	25	25	00 00		
Falls Church.....	189	165	354	366	326	690	1016	3	1	4	7.28	2	1	3	1	30	30	00 00		
Providence.....	187	180	367	425	391	816	1207	4	2	6	5.28	1	0	1	1	25	25	00 00		
Dranesville.....	201	207	407	145	137	282	689	4	2	6	6.66	1	0	1	1	46	46	87 00		
Fauquier county— Centre.....	318	297	615	583	531	1114	1644	9	4	13	6.	8	4	12	1	31	31	10 00		
Scott.....	218	204	422	483	441	924	1365	7	1	8	5.66	20	21	41	4	25	25	99 00		
Marshall.....	1363	1341	2704	663	611	1274	2038	33	12	45	5.66	20	21	41	4	31	31	92 00		
Stafford.....	458	364	822	988	979	1967	2946	8	5	13	5.23	6	5	11	2	30	30	50 00		
Warrenton.....	514	492	1006	1298	1216	2514	3734	9	4	13	4.66	9	2	11	3	26	26	00 00		
Washington.....	553	458	1011	352	316	668	1079	4	4	8	4.76	7	3	10	3	32	32	42 00		

Rappahannock	276	274	550	187	142	329	879	8	3	11	4	2	11	1	11	26 20	25 07	25 07	
Cedar Run	1854	1638	3622	1297	1030	2327	6949	40	17	57	4	12	46	1	28 04	26 78	26 78	27 98	
Floyd county—																			
Locust Grove	344	305	649	44	34	78	727	7	1	8	4	9	9	1	25 00	25 00	25 00	25 00	
Little River	319	317	636	43	61	104	740	8	1	9	4	3	8	1	25 00	25 00	25 00	25 00	
Jacksonville	409	408	817	55	46	101	918	6	6	6	6	4	4	1	25 00	25 00	25 00	25 00	
Alum Ridge	217	175	392	5	5	10	402	5	5	5	5	5	5	1	25 00	25 00	25 00	25 00	
Indian Valley	278	299	577	27	22	49	625	0	1	7	4	1	6	1	25 00	25 00	25 00	25 00	
Burr's Fork	155	150	305	8	9	17	322	4	4	4	4	3	4	1	25 00	25 00	25 00	25 00	
Floyd county—																			
Palmyra	223	203	426	128	126	254	680	4	3	7	5	5	10	1	30 00	29 41	29 41	29 41	
Columbia	202	183	356	191	201	392	777	5	2	7	5	6	7	1	33 83	32 00	32 00	32 00	
For K Union	151	174	325	358	342	700	1025	5	4	9	6	3	9	1	28 77	28 71	28 63	27 25	
Cunningham	283	290	573	202	148	350	923	6	3	9	5	4	9	1	30 36	28 71	30 61	28 46	
Franklin county—																			
Rocky Mount	219	215	434	111	140	251	685	5	2	7	4	7	7	1	33 68	30 86	30 19	29 86	
Snow Creek	198	184	382	94	105	199	581	5	1	6	4	2	6	1	31 84	40 00	31 65	34 65	
Union Hall	290	256	546	211	217	428	974	5	2	7	5	7	7	1	31 81	31 81	31 81	30 71	
Gill's Creek	397	330	727	182	171	353	1080	8	2	10	4	10	10	1	31 92	31 92	31 02	30 00	
Bonbrook	329	318	647	65	61	126	773	6	2	8	5	8	8	1	32 25	32 25	32 25	30 00	
Magdoe	291	220	481	71	91	162	643	4	1	5	4	5	5	1	30 00	30 00	30 00	30 00	
Blackwater	232	206	438	146	159	305	743	4	2	6	4	2	6	1	30 00	30 00	30 00	30 00	
Long Branch	327	276	603	56	61	117	720	5	1	6	4	6	6	1	30 00	30 00	30 00	30 00	
Brown Hill	199	194	393	67	79	146	539	5	1	6	5	4	2	1	31 25	30 00	30 83	23 65	
Frederick county—																			
Winchester	401	420	821	163	185	348	1169	2	2	4	9	2	4	2	43 52	27 50	35 41	16 42	
Stonewall	546	414	960	98	83	181	1141	9	2	11	4	7	12	1	22 75	19 29	26 86	18 36	
Gainesboro	443	398	811	26	10	36	847	12	12	12	4	7	12	1	27 75	21 46	26 97	17 16	
Back Creek	393	351	744	15	9	24	768	10	10	10	3	3	10	1	30 00	28 00	30 57	22 30	
Opoeun	606	559	1225	107	69	176	1401	16	2	18	3	14	2	1	25 11	20 73	24 57	29 47	
Giles county—																			
Pearisburg	2449	2112	4561	409	356	765	5326	49	6	55	5	36	20	5	30 14	24 50	27 30	19 80	
Walker's Creek	309	291	600	82	99	141	741	9	1	10	5	7	2	9	25 50	25 50	25 50	15 50	
Pembroke	223	197	420	25	13	38	458	6	2	8	4	5	1	1	25 83	20 00	25 83	15 83	
Newport	179	169	348	15	11	26	374	5	5	5	4	5	5	1	30 00	20 00	30 00	20 00	
Gloucester county—																			
Petersworth	219	154	373	258	243	501	874	6	2	8	8	2	4	1	28 63	29 13	28 01	29 01	
Ware	400	310	353	663	1063	663	1063	6	4	10	8	2	5	3	23 86	22 16	22 86	22 86	
Abington	465	470	875	359	342	701	1576	9	3	12	8	4	12	1	28 77	22 51	26 66	26 66	
County—																			
	895	750	1648	927	938	1865	*3513	21	9	30	8	13	25	1	27 31	24 74	26 08	26 08	

* Census of 1870.

TABLE No. 1—(Continued.)

DISTRICTS.	SCHOOL POPULATION— Between 5 and 21 years old.										SCHOOLS.				TEACHERS.				Total from public funds							
	WHITE.					COLORED.					Total White and colored.	Total.	Average months taught.	WHITE.			COLORED.			FROM ALL SOURCES.						
	Male.	Female.	Total	Male.	Female.	Total	Male.	Female.	Total	White.				Colored.	Total.	Male.	Female.	Total		Male.	Female.	Total.	Of males.	Of females.	Total.	
Goochland county—																										
Dover.....	250	263	513	248	240	488	1000	6	2	8	6	4	10	4	3	7	1	2	3	10	3	10	\$30 70	\$24 43	\$28 39	\$28 39
Lickinghole.....	193	162	355	250	263	513	928	6	4	10	6	4	10	4	3	7	1	2	3	10	3	10	28 55	24 50	26 86	26 86
Byrd.....	178	179	357	260	269	529	886	5	5	10	5	6	11	8	2	10	1	2	3	10	3	10	30 39	30 00	30 31	30 31
County.....	621	624	1255	788	772	1560	2315	17	11	28	17	11	28	18	9	27	1	2	3	30	30	30	29 85	25 62	28 46	28 46
Grayson county—																										
Mountain.....	555	480	1035	38	85	73	1108	11	12	5	11	11	12	11	11	11	1	1	1	12	1	12	18 75	18 75	18 75
Clark.....	789	745	1529	97	83	180	1709	15	1	16	6	5	17	2	19	1	1	1	1	20	1	20	23 85	17 50	23 36	14 13
Clark Creek.....	623	588	1211	32	27	59	1270	18	18	4	4	7	18	4	18	1	1	1	18	1	18	17 82	17 82	17 82
Wilson.....	1962	1813	3775	167	145	312	4087	44	2	46	2	46	5	46	2	48	2	2	50	2	50	20 76	17 50	20 64	16 28
County.....																										
Greene county—																										
Stonardsville.....	183	214	397	85	96	181	578	4	.....	4	3	7	5	4	3	7	4	.....	4	4	4	25 00	25 00	25 00	25 00
Rockersville.....	152	137	289	123	114	237	526	4	1	5	4	3	8	2	3	5	.....	.....	5	5	5	20 00	20 00	20 00	20 00
Rockersville.....	196	201	397	16	48	104	501	5	.....	5	4	5	4	8	3	2	5	.....	5	5	5	25 00	25 00	25 00	25 00
Mourne.....	531	552	1083	254	258	512	1605	13	1	14	4	5	6	8	6	14	.....	.....	14	14	14	23 00	23 00	23 00	23 00
County.....																										
Greensville county—																										
Belfield.....	108	92	200	293	254	547	747	3	2	5	6	6	1	4	.....	4	1	.....	5	5	5	43 04	.....	43 04	34 85
Bickford.....	111	118	229	158	163	321	550	4	3	7	3	3	6	5	1	6	1	.....	7	7	7	28 05	30 00	28 29	28 29
Zion.....	72	53	125	52	61	113	238	2	1	3	2	3	3	3	3	3	.....	.....	3	3	3	.....	30 00	30 00	30 00
County.....	291	263	554	503	478	981	1535	9	6	15	5	6	15	5	10	13	2	.....	15	15	15	35 08	30 00	34 09	31 06
Halifax county—																										
Bannister.....	284	262	546	420	390	810	1356	3	4	7	3	4	7	4	3	7	.....	.....	7	7	7	35 39	26 96	31 54	31 54
Roanoke.....	411	335	746	600	400	1000	1746	7	4	11	4	36	6	12	6	12	.....	.....	12	12	12	18 79	18 67	26 34	26 34
Stantton.....	326	320	646	313	256	569	1215	5	4	9	4	6	5	10	.....	10	.....	.....	10	10	10	30 00	29 00	29 69	29 55
Meadsville.....	149	133	282	281	263	544	826	3	3	6	4	6	5	2	6	.....	.....	.....	6	6	6	37 50	39 00	35 35	35 35
Birch Creek.....	309	223	532	502	303	805	1337	4	2	6	4	8	4	3	2	1	.....	.....	3	3	3	33 20	27 50	32 96	32 96
Mt. Carmel.....	161	135	296	213	199	412	708	3	2	5	3	4	3	1	4	1	.....	.....	5	5	5	38 65	39 00	36 50	36 50
Black Walnut.....	199	204	403	501	458	959	1362	4	2	6	5	4	5	4	3	1	.....	.....	1	1	1	31 00	25 00	30 63	28 76
Red Bank.....	197	202	399	57	63	120	519	5	2	7	4	7	4	5	4	1	.....	.....	7	7	7	27 82	13 00	26 70	23 86
County.....	2036	1814	3850	2887	2332	5219	9069	34	27	61	4	27	4	39	22	58	5	1	.....	64	64	53 55	24 10	31 15	31 15

Hanover county—	265	511	323	317	640	1151	5	3	8	4	3	7	1	8	29 17	26 17	27 71	27 71
Beaver Dam	213	426	288	236	474	900	2	7	4,67	4	3	7	1	7	27 73	27 38	27 65	27 65
Allen's Creek	304	266	570	277	275	1122	6	3	9	4,67	4	8	1	9	29 44	28 48	28 69	28 69
Ashtland	235	246	481	247	559	1020	4	4	8	4,75	3	4	1	8	29 29	29 38	29 34	29 34
Chay	296	308	604	244	219	463	5	3	8	4,75	7	1	3	8	30 00	30 00	30 00	30 00
Henry	1313	1279	2592	1379	1289	5260*	25	15	40	4,64	20	17	3	40	29 18	28 22	28 72	28 56
Henrico county—	294	200	494	156	306	800	6	2	8	5,5	4	3	1	8	21 30	27 62	24 32	24 32
Tuckahoe	247	282	529	192	342	871	5	3	8	6,16	2	6	8	8	35 00	34 17	34 33	34 33
Brookland	215	215	215	215	215	215	8	3	11	5,18	3	4	2	4	29 00	27 54	27 64	27 64
Fairfield	148	364	269	148	357	721	6	4	10	6,5	2	5	7	3	30 00	30 00	30 00	30 00
Varina	717	630	1387	567	448	1005	25	12	37	5,83	11	18	2	37	28 82	29 84	29 07	29 07
Henry County	306	261	597	261	529	1136	4	3	7	4,85	7	7	7	7	34 44	34 44	34 44	34 44
Martinsville	247	189	436	166	326	762	5	4	9	5,	7	1	8	9	33 75	17 50	31 94	31 94
Leatherwood	170	210	380	180	335	715	5	2	7	5,	6	1	7	8	37 07	30 00	31 78	31 78
Irishburg	250	250	500	165	315	815	4	4	8	5,	6	2	8	8	30 00	30 00	30 00	30 00
Ridgeway	389	380	779	298	527	1306	5	4	8	5,	6	2	8	8	32 63	26 87	31 94	31 94
Horse Pasture	1372	1320	2692	1025	1017	2042	18	13	31	4,96	26	4	30	1	31	32 63	26 87	31 94
Highland county—	215	184	399	9	12	21	429	4	4	4,50	1	3	4	4	37 50	21 92	26 25	24 03
Blue Grass	182	187	360	12	6	18	387	5	5	5,	4	1	5	5	34 50	20 00	31 60	16 00
Monterey	244	185	429	30	42	72	301	9	10	4,23	9	1	10	10	35 00	20 00	33 93	14 28
Stonewall	641	535	1197	51	60	111	1308	18	1	19	4,47	14	5	19	35 04	21 19	31 62	16 63
Isle of Wight county—	244	241	485	139	157	316	801	7	2	9	8,66	3	4	7	2	27 46	28 28	28 28
Newport	345	285	630	320	270	580	1290	6	1	7	5,	2	4	6	30 00	23 33	31 19	31 19
Hardy	261	235	496	160	136	292	5	1	6	4,83	1	4	5	1	27 22	35 00	32 59	32 59
Windsor	860	761	1611	555	487	1042	2653	18	4	22	6,43	6	12	18	28 53	24 99	26 45	26 45
James City county—	44	87	81	74	78	152	293	2	1	7	2	1	3	3	25 00	28 57	26 10	25 00
Stone House	61	54	118	136	153	285	407	2	4	7,50	3	1	4	4	20 66	20 66	20 66	20 66
Lowhitan	81	73	151	162	112	255	409	2	2	4,88	3	1	3	3	30 00	30 00	30 00	30 00
Williamsburg	77	116	193	62	57	119	312	2	1	8,67	2	2	1	1	17 46	19 82	19 82	19 82
Williamsburg	266	280	546	414	401	815	1361	5	6	7,18	8	4	12	2	25 49	22 80	24 72	23 18
King George county—	185	179	364	178	180	358	722	4	1	6,6	5	5	5	5	29 69	29 69	29 69	29 69
Shiloh	247	283	530	320	310	630	1160	5	2	7	4	1	5	2	28 60	30 00	28 81	28 81
Chatham	192	165	927	97	88	185	412	3	1	5,7	4	4	4	4	25 00	30 00	25 00	25 00
Passapatanz	554	567	1121	595	578	1173	2394	12	4	16	6,4	13	1	14	28 11	30 00	28 24	28 24
King & Queen county—	171	182	353	266	191	457	810	3	2	5	5	7	1	8	39 00	30 00	39 00	39 00
Newtown	254	263	547	475	484	959	1505	5	3	8	6,12	7	1	8	30 00	30 00	34 79	34 79
Stevensville	258	273	531	318	325	643	1174	5	3	8	5,62	5	2	5	26 47	30 00	27 71	27 71
Buena Vista	713	718	1431	1059	1000	2059	3490	13	8	21	5,66	15	3	18	34 78	30 00	32 62	32 62

* Census of 1870. † New.

TABLE No. 1—(Continued.)

DISTRICTS.	SCHOOL POPULATION— Between 5 and 21 years old.						SCHOOLS.				TEACHERS.									
	WHITE.			COLORED.			Total.	Colored.	White.	WHITE.		COLORED.		Total white and colored.	AVERAGE MONTHLY SALARIES.					
	Male.	Female.	Total white.	Male.	Female.	Total colored.				Male.	Female.	Total white.	Male.		Female.	Total.	Of males.	Of females.	Total.	Total from public funds.
							Average number months taught.													
King William county—																				
West Point.....	159	172	331	238	223	461	792	3	6	5.	2	2	4	2	4	6	6	\$22 50	\$22 50	\$22 50
Acquinton.....	137	116	253	327	313	640	893	4	8	5.	1	4	5	2	1	3	8	20 00	20 00	20 00
Mangobic.....	162	161	324	220	213	433	757	4	3	5.	6	6	12	1	7	8	7	30 00	30 00	30 00
County.....	469	449	918	785	749	1534	2442	11	21	5.	6	6	12	6	15	21	21	24 13	24 13	24 13
Lancaster county—																				
White Chapel.....	117	88	205	207	145	352	557	2	4	5.10	2	1	3	2	3	5	3	25 00	25 00	25 00
Mantua.....	127	120	247	190	180	370	617	4	6	6.	5	1	6	2	6	8	6	25 00	25 00	25 00
White Stone.....	184	163	347	259	219	478	825	4	2	6.83	2	2	4	2	4	6	6	39 44	29 16	45 00
County.....	428	371	799	656	544	1200	1969	10	16	5.33	9	4	13	2	13	15	15	30 25	27 08	33 00
Lee county—																				
Rose Hill.....	562	571	1133	73	90	163	1286	12	12	4.75	12	12	24	12	12	24	12	25 00	25 00	25 00
White Shoals.....	466	534	1000	68	62	130	1130	15	1	4.5	14	1	15	1	15	16	16	25 00	25 00	25 00
Jonesville.....	654	640	1294	47	34	81	1375	20	11	4.37	19	2	21	2	21	23	21	25 79	25 00	25 71
Rocky Station.....	504	464	968	28	25	53	1021	11	11	4.54	10	1	11	11	11	22	11	20 00	20 00	20 00
Yokum Station.....	368	374	742	33	16	49	786	11	11	4.54	8	3	11	11	11	22	11	25 00	25 00	25 00
County.....	2542	2583	5125	249	227	476	5601	69	70	4.6	63	7	70	1	70	71	71	24 16	23 75	24 14
Loudoun county—																				
Leesburg.....	505	510	1015	192	180	372	1387	7	8	6.12	4	5	9	2	9	11	11	39 49	34 17	36 93
Mt. Gilead.....	391	413	804	263	235	498	1302	9	13	5.96	7	2	9	2	9	11	13	31 19	29 30	30 63
Mercer.....	357	400	757	229	223	452	1239	6	3	9.06	5	2	7	1	7	8	9	33 22	29 34	31 91
Lovettsville.....	479	468	947	41	34	75	1022	10	10	7.20	9	1	10	10	10	20	10	30 00	30 00	30 00
Jefferson.....	382	361	743	139	129	268	1021	6	1	6.57	5	4	9	9	9	18	9	37 65	25 92	32 46
Broad Run.....	380	315	695	108	105	213	906	8	8	7.25	5	3	8	8	8	16	8	31 31	28 00	29 65
County.....	2534	2465	4999	972	906	1878	6877	48	55	6.98	35	17	52	5	53	58	58	33 29	28 18	33 45
Louisiana county—																				
Jackson.....	237	232	469	330	342	672	1141	5	4	9.	7	2	9	9	9	18	9	25 00	25 00	25 00
Cuckoo.....	236	250	486	448	413	861	1347	7	5	12.	5	7	12	1	13	14	13	25 00	25 00	25 00
Court House.....	348	328	676	576	542	1118	1794	9	4	13.	5	7	12	6	13	19	13	25 00	25 00	25 00
Green Spring.....	237	226	463	368	372	740	1223	7	2	9.	5	4	9	1	10	11	10	28 33	26 25	27 60
County.....	1036	1036	2114	1722	1669	3391	5505	23	16	10.	28	15	43	2	43	45	45	26 95	25 64	26 94

Lansburg county—																			
Lewisburg	117	256	204	480	675	4	2	6	4.33	2	4	6	.....	.....	.....	.....	27 18	28 28	28 28
.....	151	301	179	300	391	4	2	6	4.00	3	3	6	.....	.....	.....	.....	20 00	20 83	20 83
.....	141	261	197	388	603	4	0	4	4.4	1	1	6	.....	.....	.....	.....	26 00	24 40	24 40
.....	146	183	172	385	598	2	2	4	4.4	2	4	4	.....	.....	.....	.....	25 00	25 00	25 00
.....	149	248	164	301	549	2	2	4	4.5	2	2	4	.....	.....	.....	.....	30 00	30 00	30 00
.....	149	184	157	321	491	2	2	4	4	4	4	4	.....	.....	.....	.....	21 25	21 25	21 25
.....	168	1452	1139	1056	3647	17	12	29	4.7	18	12	30	.....	.....	.....	.....	21 36	29 95	29 95
Lynchburg city—																			
.....	795	863	595	1019	1314	3272	10	7	17	5.59	11	12	23	.....	.....	.....	40 88	51 87	.....
Madison county—																			
Roberson	343	705	167	148	315	1020	9	4	13	4.9	9	10	3	.....	.....	.....	21 69	21 69	21 69
.....	279	279	269	329	1107	9	3	12	5.0	6	6	1	3	.....	.....	.....	14 39	19 23	19 23
.....	210	294	444	420	870	7	1	6	6.12	2	1	1	1	.....	.....	.....	24 44	23 78	23 78
.....	802	875	643	1270	2897	25	8	33	5.3	17	11	28	5	.....	.....	.....	20 18	21 58	21 58
Mathews county—																			
Mecklenburg county—																			
.....	184	376	487	976	1352	5	4	9	4.55	2	4	6	1	2	3	9	25 79	25 53	25 53
.....	125	255	310	620	875	3	3	6	5.66	5	2	4	6	1	2	6	30 00	30 00	30 00
.....	108	188	216	485	623	4	...	4	4.50	2	2	4	3	3	7	4	33 83	29 58	31 47
.....	103	194	203	382	786	3	2	5	5.60	3	3	5	3	3	7	4	25 88	25 41	25 65
.....	183	118	144	122	266	3	2	5	5.20	3	2	3	3	3	7	4	22 05	27 72	24 43
.....	146	130	176	334	610	2	2	4	6	3	1	4	.....	.....	.....	.....	30 58	30 58	30 58
.....	67	48	115	247	409	2	2	4	6	4	4	4	.....	.....	.....	.....	21 15	21 15	21 15
.....	318	321	639	387	791	3	2	5	5	4	4	7	1	2	9	4	38 25	31 00	35 55
.....	1234	1110	2332	2171	4423	25	17	42	5.23	25	15	40	2	6	8	48	29 98	29 15	27 32
Middlesex county—																			
.....	97	175	183	159	312	487	2	2	4	5	2	1	3	1	1	4	25 00	25 00	25 00
.....	133	123	256	163	325	681	3	2	5	5.55	1	5	4	1	2	6	32 50	30 00	31 25
.....	216	197	413	183	350	783	4	3	5.33	5	2	7	1	1	1	8	25 00	28 43	28 43
.....	446	398	844	489	987	1831	9	7	16	5.32	6	14	1	3	4	18	25 55	29 77	28 61
Montgomery county—																			
.....	476	408	291	268	489	1383	10	2	12	6.77	7	6	13	.....	.....	.....	31 39	33 89	32 67
.....	303	449	952	114	116	230	11	3	14	5.08	12	1	2	2	2	13	30 43	25 00	30 00
.....	860	372	732	98	94	192	9	...	9	5.18	8	3	11	.....	.....	.....	32 63	29 33	31 85
.....	418	341	759	116	125	241	10	5	10	4.65	10	15	15	1	16	27	27 78	24 16	26 33
.....	1787	1370	3327	569	603	1162	44	6	51	5.38	37	15	52	1	3	55	30 51	28 59	30 23
Manassas county—																			
.....	112	236	166	158	324	560	3	2	5	4.8	1	2	3	2	5	5	30 35	35 79	32 62
.....	92	187	85	144	331	4	1	5	3.8	1	4	5	.....	.....	.....	.....	17 76	25 40	22 54
.....	272	228	509	179	186	365	8	1	9	4.78	1	7	8	1	9	2	25 25	25 95	25 95
.....	425	227	512	189	140	289	11	2	3	4.61	4	4	8	1	9	9	25 09	30 93	28 30
.....	202	240	462	160	120	280	7	3	13	4.84	4	6	10	2	1	3	18 70	21 85	20 36
.....	1023	874	1897	723	689	1412	39	41	4.61	11	23	34	6	7	41	41	24 28	26 00	26 98
Madison county—																			
.....	460	860	354	707	1567	12	5	17	5	12	4	16	1	1	17	1	23 73	24 00	23 79
.....	510	479	959	622	1611	10	5	15	5	12	3	15	.....	.....	.....	.....	27 41	22 66	22 66

TABLE No. 1—(Continued.)

DISTRICTS.	SCHOOL POPULATION— between 5 and 21 years old.						SCHOOLS.						TEACHERS.							
	WHITE.			COLORED.			Total white and colored.	Total.	Colored.	White.	COLORED.		WHITE.		Total white and colored.	AVERAGE MONTHLY SALARIES.				
	Male.	Female.	Total white.	Male.	Female.	Total colord.					Male.	Female.	Total white.	Male.		Female.	Total colord.	Total.	Of males.	Of females.	Total.	Total from public funds
							White.	Colored.	Total.	Average number.					months taught.								Of males.	Of females.	Total.
Nelson—(continued)—																				
Greenfield County.....	887	295	682	983	543	1225	9	4	13	4	69	7	6	13	13	\$24 48	\$25 85	\$24 88	\$21 55	
New Kent county—	1357	1174	2531	915	1872	4403	31	14	45	4	452	31	13	44	1	25 29	24 76	25 17	22 14	
Ware Creek.....	106	96	202	98	101	401	2	1	3	3	4.96	.....	1	2	1	17 00	17 00	17 00	17 00
Cumberland.....	109	184	293	141	130	271	2	1	3	3	4.66	.....	1	2	1	18 00	18 00	18 00	18 00
St. Peter's.....	67	60	127	111	110	221	2	1	3	2	3	.....	1	2	1	18 66	18 66	18 66	18 66
Black Creek.....	87	94	175	104	83	187	2	1	3	2	4.85	.....	1	2	1	21 25	21 25	21 25	21 25
County.....	863	384	747	464	434	888	8	4	12	4	4.89	.....	3	10	1	18 73	18 73	18 73	18 73
Norfolk city.....	1632	1830	3462	1157	1563	2720	6	2	8	4	10.	.....	4	12	16	100 00	43 00	52 50	50 42
Norfolk county—																				
Western Branch.....	307	278	585	497	489	986	4	2	6	6	6.86	.....	4	2	6	51 65	38 70	48 63	42 53
Deep Creek.....	129	109	238	216	203	449	2	2	4	4	4.83	.....	1	1	2	59 00	30 25	38 79	33 62
Pleasant Grove.....	295	225	520	378	398	776	4	2	6	5	5.30	.....	3	4	7	27 67	23 03	25 13	24 55
Batts Road.....	175	132	307	182	182	364	2	2	4	2	5.41	.....	4	4	8	30 00	22 50	27 69	27 69
Washington.....	354	212	406	303	278	581	3	2	5	2	5.30	.....	3	3	6	2 00	28 83	28 30	28 30
Tanner's Creek.....	1310	1075	2385	1612	1304	3116	21	11	32	5	5.62	.....	14	12	26	33 79	33 79	33 79	33 79
County.....	187	172	359	220	172	392	3	2	5	7.	.....	.....	1	2	3	39 36	27 99	34 42	32 00
Northampton county—																				
Capeville.....	130	147	277	215	300	615	3	2	5	6.	.....	.....	1	3	4	20 83	17 83	23 20	23 20
Eastville.....	166	137	303	214	290	504	4	1	5	7.	.....	.....	2	1	3	30 00	25 70	27 60	27 60
Franktown.....	473	566	939	749	762	1511	10	5	15	6.66	.....	.....	3	4	7	26 60	23 00	32 71	32 71
County.....	180	177	357	64	84	148	2	1	3	4.66	.....	.....	2	.....	.....	25 00	25 00	25 00	25 00
Northumberland county—																				
Lottsburg.....	175	152	327	102	115	217	4	1	5	4.5	.....	.....	1	6	7	25 00	25 00	25 00	25 00
Heathsville.....	145	127	272	73	79	152	4	2	6	4.5	.....	.....	1	6	7	25 00	15 00	22 03	22 03
Fairfields.....	80	61	141	102	121	223	2	.....	.....	2	5.51	.....	2	.....	.....	41 24	41 24	41 24	41 24
Wilconico.....	580	617	1097	341	339	740	13	4	17	4.7	.....	.....	8	5	13	29 06	22 50	26 10	26 10
County.....																				

Nottoway county—	110	215	442	418	860	1075	5	4	9	5	4	9	84	26	30	30	23
Blendon.....	146	250	254	211	715	465	8	4	8	4.75	5	6	26	25	27	28	29
Bellefonte.....	144	257	304	312	730	1023	7	4	7	4.54	4	2	35	27	33	33	35
Haytollah.....	400	732	1080	971	2061	2813	12	12	24	4.78	17	8	32	26	30	30	32
Orange county—	152	276	189	189	349	695	2	2	5	7.40	5	5	30	30	30	30	33
Barbour.....	226	485	296	272	558	1043	8	12	11	4.63	4	8	18	18	22	22	24
Madison.....	285	479	415	42	757	1226	7	5	12	5.10	2	12	35	25	26	26	28
Taylor.....	166	183	349	101	86	187	6	2	6	6.16	4	2	6	20	29	29	31
Gordon.....	789	1679	991	860	1851	8430	22	12	34	5.79	23	12	37	24	25	25	26
Page county—	331	657	37	24	61	718	7	...	7	5	2	2	33	30	31	31	35
Shen. Iron Works.....	355	537	730	32	54	768	10	10	10	5.5	7	3	10	26	26	26	28
Markville.....	282	44	32	32	64	590	7	1	8	5.5	2	2	8	33	33	33	36
Luray.....	273	565	19	26	45	603	9	1	9	5.7	2	9	24	22	22	22	25
Springfield.....	1239	2431	114	114	228	2979	33	1	34	5.5	24	9	29	28	29	29	30
Patrick county—	414	814	216	198	414	1228	11	2	13	4.23	9	3	27	30	28	28	28
Mayo.....	522	929	52	44	96	1025	11	11	11	4.36	11	...	11	30	26	26	26
Dan.....	527	584	103	94	199	1310	9	2	11	4.27	12	...	12	20	20	20	20
Smith.....	1563	2854	371	333	799	3563	30	5	35	4.29	32	3	35	30	24	24	24
Petersburg city—	.....	.....	.....	.....	.....	6272	4	4	8	10.	2	24	125	43	49	49	41
Pittsylvania county—	279	488	122	169	291	779	9	1	10	5.60	7	3	40	35	38	38	36
Chatham.....	259	456	217	176	393	898	7	4	11	5.54	5	6	30	30	30	30	30
Staunton River.....	420	689	369	408	777	1768	10	0	10	7.20	7	3	39	33	37	37	34
Dan.....	192	354	277	204	481	833	7	2	9	5.20	5	4	9	37	37	37	35
Banister.....	320	660	212	198	410	1070	6	2	8	5.81	4	4	8	30	30	30	30
Figg.....	320	366	239	195	424	1020	6	0	6	7.58	3	3	6	44	44	44	40
Callands.....	320	628	559	1185	2328	9	1	10	5.80	2	5	5	10	35	37	37	36
Tunstall.....	970	245	314	345	659	1186	1	1	2	7.14	2	5	7	45	48	48	46
Daunville.....	2782	5252	2376	2254	4630	9882	55	11	66	6.20	35	33	71	35	37	37	33
Portsmouth city—	1165	1231	436	516	962	3349	3	2	5	10.	4	9	67	38	47	47	38
Powhatan county—	144	295	282	293	575	840	4	3	7	8.5	6	...	25	.....	.....	.....	25
Spencer.....	172	162	212	174	386	710	4	3	7	7.5	6	...	1	.....	.....	.....	24
Huguenot.....	161	316	319	296	615	931	4	3	6	8.5	5	...	1	.....	.....	.....	22
Mason.....	477	428	813	763	1576	2481	12	8	20	5.84	17	...	3	.....	.....	.....	23
Prince Edward county—	227	213	370	350	720	1170	8	4	12	5.83	6	6	26	26	26	26	26
Budalo.....	119	165	229	223	462	736	6	4	10	4.70	6	1	1	.....	.....	.....	26
Hampden.....	130	115	219	191	410	655	2	2	4	5.5	3	4	10	30	30	30	38
Farmville.....	62	72	116	140	256	390	2	1	3	5.	2	...	1	.....	.....	.....	38
Lockett.....	83	88	170	175	345	516	2	1	6	6.50	5	1	6	30	30	30	36
Leigh.....	631	1274	1104	1089	2193	3467	22	13	35	5.11	22	13	31	16	18	18	35
County—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE No. 1—(Continued.)

DISTRICTS.	SCHOOL POPULATION— between 5 and 21 years old.								SCHOOLS.				TEACHERS.																			
	WHITE.				COLORED.				Total white and colored.	Total.	Average number months taught.	WHITE.			COLORED.		Total white and colored.	AVERAGE MONTHLY SALARIES.														
	Male.	Female.	Total white.	Total colored.	Male.	Female.	Total colored.	Total white and colored.				Male.	Female.	Total white.	Male.	Female.		Total.	Of males.	Of females.	Total.	Total from public funds										
									Male.	Female.	Total.						Male.						Female.	Total.	Of males.	Of females.	Total.					
Prince George county—	109	90	199	139	154	293	492	3	2	5	5.80	4	2	4	1	5	3	3	3	3	32	58	25	50	25	00	30	00	30	00		
Templeton.....	67	82	149	103	166	359	508	2	2	4	7.25	2	2	4	1	5	4	4	4	4	4	25	00	25	00	25	00	25	00	25	00	
Rives.....	100	75	175	224	227	451	626	3	4	7	7.25	3	2	5	1	8	4	4	4	4	4	25	00	25	00	25	00	25	00	25	00	
Bland.....	63	39	102	72	69	141	243	2	2	4	4.90	2	2	4	1	3	2	2	2	2	2	30	00	30	00	30	00	30	00	30	00	
Blackwater.....	103	84	187	168	146	314	501	2	2	4	6.	3	1	4	1	4	1	4	4	4	4	30	00	30	00	30	00	30	00	30	00	
Brandon.....	442	370	812	796	762	1558	2370	12	10	22	6.40	14	8	22	1	22	1	22	22	22	22	28	74	27	34	27	93	27	93	27	93	
Princess Anne county—	286	266	552	84	70	154	706	7	1	8	4.75	4	3	7	1	8	4	3	7	1	8	48	04	35	00	42	61	42	61	42	61	
Pungo.....	357	308	665	220	149	369	1034	7	1	8	4.75	4	3	7	1	8	4	3	7	1	8	48	04	35	00	42	61	42	61	42	61	
Seaboard.....	191	181	372	382	391	773	1145	3	3	6	6.6	4	3	7	1	8	4	3	7	1	8	48	04	35	00	42	61	42	61	42	61	
Kempsville.....	834	755	1589	686	610	1296	2885	10	3	13	5.46	8	3	11	2	13	3	13	3	13	11	48	06	35	00	45	63	45	63	45	63	
Prince William county—	111	96	207	43	28	71	278	2	1	3	5.	3	2	5	2	7	2	5	7	2	7	32	33	27	37	28	00	24	00	24	00	
Dumfries.....	144	145	289	29	10	36	325	3	3	6	5.	3	2	5	2	7	2	5	7	2	7	32	33	27	37	28	00	24	00	24	00	
Ocoquan.....	200	180	380	23	21	44	424	5	1	6	4.	3	2	5	1	6	4	3	5	1	6	24	32	25	78	24	83	24	83	24	83	
Coles.....	136	118	254	52	47	99	353	3	3	6	6.	3	3	6	1	6	4	3	6	1	6	28	19	15	00	24	72	23	89	23	89	
Brentsville.....	207	171	378	107	104	211	589	4	2	6	5.	2	3	5	3	8	2	8	2	8	28	08	28	58	30	38	25	13	25	13		
Manassas.....	217	238	455	138	108	246	701	4	2	6	7.	3	3	6	2	9	3	6	2	9	25	08	25	00	25	00	25	00	25	00		
Gainesville.....	1015	948	1963	389	318	707	2670	21	7	28	5.36	14	9	23	5	31	2	27	24	26	26	88	26	66	26	66	24	44	24	44		
Palaski county—	261	257	518	115	120	235	753	6	1	7	5.24	7	6	13	7	20	6	18	6	18	58	01	58	01	58	01	58	01	58	01		
Newbern.....	328	322	650	171	179	350	1000	15	3	18	5.17	12	12	24	8	32	7	30	7	30	41	16	21	32	34	59	24	40	24	40		
Dublin.....	307	285	592	62	56	118	710	8	4	12	4.85	7	7	14	8	22	8	20	8	20	43	53	28	00	41	63	33	20	33	20		
Hiwasee.....	896	864	1760	348	355	703	2463	28	4	33	5.11	26	7	33	1	34	7	35	1	36	46	46	22	36	41	29	30	67	30	67		
Rappahannock county—	162	138	300	146	160	306	606	1	1	2	6.40	3	1	4	1	5	3	4	1	5	27	50	30	00	30	12	28	12	28	12		
Hampton.....	97	87	184	78	60	138	322	2	2	4	8.	2	2	4	2	6	2	4	2	6	28	12	28	12	28	12	28	12	28	12	28	
Wakefield.....	194	141	335	123	118	241	576	4	2	6	5.50	5	1	6	1	7	5	6	1	7	23	96	30	00	30	00	30	00	30	00	30	00
Jackson.....	210	181	391	80	59	139	530	4	1	5	7.	4	4	8	1	9	4	8	1	9	23	96	23	96	23	96	23	96	23	96	23	96
Friedmont.....																																

TABLE No. 1—(Continued.)

DISTRICTS.	SCHOOL POPULATION— Between 5 and 21 years old.										SCHOOLS.					TEACHERS.				
	WHITE.					COLORED.					Total white and colored.	White.	COLORED.		Total white and colored.	AVERAGE MONTHLY SALARIES.			Total from public funds.	
	Male.	Female.	Total white.	Total colored.	Total white and colored.	Male.	Female.	Total colored.	Male.	Female.			Male.	Female.		Total.	Of males.	Of females.		Total.
Scott (continued)	365	377	742	14	756	9	4.41	8	1	9	9	4	23 84	\$24 40	\$20 00	\$23 84	\$23 84			
Johnson.....	228	212	440	10	455	4	4.15	4	4	8	4	4	25 00	25 00	25 00	25 00	25 00			
Floyd.....	396	347	743	12	767	10	4.02	9	1	10	10	7	21 50	21 33	23 00	21 50	21 50			
De Kalb.....	344	354	698	9	716	7	4.07	5	2	7	7	8	26 36	25 50	28 75	26 36	26 36			
Taylor.....	523	445	968	4	976	8	4.25	8	4	12	8	8	27 13	25 87	27 13	27 13	27 13			
Powell.....	2582	2450	5032	99	5218	54	4.24	60	4	64	64	54	24 70	24 70	24 68	24 70	24 70			
County.....																				
Shenandoah county—	453	452	905	66	971	13	5.	10	3	13	14	14	36 35	38 20	31 75	36 35	36 35			
Lee.....	227	300	527	18	545	11	4.2	9	1	10	11	11	41 97	43 92	32 50	41 97	41 97			
Ashby.....	495	503	998	2	1005	8	5.9	10	10	20	8	8	30 00	46 10	30 00	46 10	38 47			
Madison.....	282	281	563	10	591	9	4.1	8	8	16	8	8	30 00	30 00	30 00	30 00	30 00			
Johnson.....	511	503	1014	18	1048	11	6.	11	3	14	14	14	23 98	40 83	28 43	37 78	23 98			
Stonewall.....	366	337	703	13	729	9	5.5	9	2	11	9	9	30 00	36 84	30 00	35 26	24 71			
Davis.....	2494	2376	4870	90	5011	60	5.16	67	9	66	63	69	30 88	40 47	26 25	33 59	30 88			
County.....																				
Smyth county—	586	523	1109	73	1226	14	5.78	12	4	16	13	13	19 09	47 66	30 00	42 13	19 09			
Marion.....	608	547	1155	108	1346	16	4.94	15	2	17	17	17	28 16	37 43	25 62	34 98	28 16			
Rich Valley.....	286	277	563	25	591	7	4.62	6	1	7	7	7	25 00	25 00	25 00	25 00	25 00			
St. Clair.....	1480	1347	2827	206	3186	37	5.04	33	7	40	41	44	23 44	31 08	26 62	37 08	23 44			
County.....																				
Southampton county—	156	148	304	171	321	625	6.	1	3	3	5	5	30 60	31 50	30 00	30 60	30 60			
Franklin.....	185	153	338	191	319	657	5.83	3	2	4	3	3	36 80	36 80	30 00	33 85	30 60			
Jerusalem.....	249	276	525	283	259	542	5.55	5	2	7	4	4	25 00	26 25	26 25	25 00	25 00			
Berlin.....	100	80	180	190	140	333	4.25	2	2	4	2	2	26 76	26 28	25 00	26 76	26 76			
Dewrysville.....	166	114	270	122	162	386	5.	1	2	3	2	2	21 00	18 33	25 00	21 00	21 00			
Boykin's.....	158	143	301	184	164	396	5.20	3	3	6	3	3	29 63	30 95	25 00	29 63	29 63			
Newsom's.....	1004	914	1918	1241	996	2237	5.26	13	9	22	8	4	25 60	29 67	26 23	28 51	25 60			
County.....																				
Spotsylvania county—	243	227	470	240	461	991	7.	2	4	6	4	4	15 00	15 00	15 00	15 00	15 00			
Livingston.....	104	179	373	88	90	178	7.20	4	8	12	6	6	15 00	15 00	15 00	15 00	15 00			
Chancellor's.....	193	183	376	251	225	476	8.	4	5	9	3	1	15 00	18 18	15 00	16 66	15 00			
Courtland.....																				

TABLE No. 1—(Continued.)

DISTRICTS.	SCHOOLS.										TEACHERS.					
	SCHOOL POPULATION— Between 5 and 21 years old.					SCHOOLS.					AVERAGE MONTHLY SALARIES.					
	WHITE.		COLORED.		Total white and colored.	White.	Colored.	Total.	Average number months taught.	White.	Colored.	Total white and colored.	FROM ALL SOURCES.		Total from public funds.	
Male.	Female.	Male.	Female.	Total white and colored.	Male.	Female.	Total white.	Male.	Female.	Total white.	Male.	Female.	Of males.	Of females.	Total.	
Westmoreland (cont'd)—																
Montross.....	182	157	339	665	3	2	5	7.50	5	5	10	5	\$ 15 12	\$	\$ 15 12	
Washington.....	202	198	400	803	5	2	7	4.64	6	1	7	7	18 53	18 78	18 78	
County.....	636	563	1199	2664	12	7	19	6.46	16	3	19	19	17 47	18 76	18 11	
Wise county—																
Richmond.....	178	163	341	4	4	4	4	5.	4	4	4	4	26 87	.....	26 87
Gladeville.....	300	288	588	588	6	6	12	5.	5	1	6	6	24 00	24 00	24 00	
Robertson.....	228	220	448	451	6	6	12	5.	6	6	12	6	25 15	25 15	25 15	
Walker.....	297	283	580	580	6	6	12	5.	6	6	12	6	25 00	25 00	25 00	
Lippe.....	189	188	377	391	3	3	6	1.66	3	3	6	3	21 47	21 47	21 47	
County.....	1192	1142	2334	2357	25	25	50	4.5	24	1	25	25	24 57	24 00	24 57	
Wythe county—																
Fort Chiswell.....	259	225	484	707	6	1	7	5.	4	2	6	6	32 50	28 73	29 61	
Wytheville.....	187	163	350	486	5	5	10	6.	4	4	8	5	30 00	30 00	30 00	
Evansham.....	181	177	358	509	1	1	2	7.25	3	3	6	1	52 41	35 52	33 96	
Black Lick.....	414	373	787	862	10	11	21	4.63	9	1	10	1	28 85	20 00	28 33	
Speedwell.....	618	526	1144	1354	17	3	20	5.40	15	5	21	2	23 25	21 84	23 16	
County.....	1659	1464	3123	3848	39	6	45	5.46	36	12	48	4	34 40	27 24	31 71	
York county—																
Brunton.....	41	40	81	375	2	2	4	5.63	2	2	4	4	25 00	23 16	25 33	
Nelson.....	43	39	82	303	664*	1	1	2	7.	1	2	3	33 57	24 87	30 71	
Grafton.....	172	167	339	562	4	2	6	4.50	4	2	6	6	30 88	19 09	27 59	
Poquoson.....	190	214	404	272	8	1	9	5.25	3	1	4	1	32 20	30 00	31 70	
County.....	446	460	906	1472	10	7	17	5.38	10	5	15	1	30 63	26 44	29 09	

* Census 1870.

Table No. 2.

DISTRICTS.	School population, between 5 and 21 years old.	No. of Schools.	No. of Teachers.	PUPILS.						Per cent. of those enrolled in average attendance.		Per cent. of school population in average attendance.		Average number of pupils to teacher.		Cost of initiation per month per pupil.						
				Enrolled.		Average attendance.		Per cent. of school population enrolled.		White.		Colored.		Enrolled.		Average attendance.						
				White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	Enrolled.	Average attendance.	Enrolled.	Average attendance.			
Accomac county—																						
Fungoteague	1317	11	11	308	92	485	202	84	286	53.04	15.97	36.83	27.28	14.60	21.72	51.44	91.41	58.99	44	26	66	\$1.12
Lee	2049	7	7	429	70	499	176	27	203	31.09	10.46	24.35	12.73	41.44	9.92	40.96	39.60	40.78	71	29	49	1.22
Maryland	1282	7	7	466	63	529	213	21	234	47.50	20.26	40.04	21.75	68.58	18.17	45.79	33.86	44.37	76	34	40	.89
Atlantic	1284	10	10	455	126	581	263	49	312	54.89	27.69	45.25	31.73	10.97	24.38	57.81	39.63	53.87	68	31	52	.95
Islands	402	1	2	155	155	59	59	59	59	42.05	17.19	35.45	15.64	.....	15.64	38.09	.....	38.09	77	30	42	1.00
<i>County</i>	6344	36	37	1898	351	2249	913	181	1094	44.12	17.19	35.45	21.23	8.86	17.23	48.12	40.76	48.75	61	30	49	1.09
Albemarle county—																						
Rivanna	1742	18	18	353	246	599	223	171	404	47	25	34	31	17	23	66	69	67	33	22	94	1.41
White Hall	1479	16	16	429	92	521	287	53	349	54	14	35	36	8	23	67	58	65	32	21	93	1.42
Scottsville	2066	21	21	412	277	689	263	185	448	46	23	33	30	16	22	64	66	65	33	21	76	1.20
Samuel Miller	1858	22	22	434	266	700	307	192	499	43	31	38	30	23	27	71	72	71	32	23	99	1.38
Charlottesville	1996	15	15	285	330	615	213	259	472	38	27	31	28	21	24	75	78	77	41	31	77	1.02
<i>County</i>	9141	92	92	1913	1211	3124	1303	860	2163	46	25	34	31	19	24	68	71	69	34	24	87	1.24
Alexandria county—																						
Jefferson	280	3	3	74	75	149	41	72	76	41	63	42	17	26	55	41	48	50	24	24	56	1.19
Washington	314	3	4	72	154	226	56	62	118	58	81	72	45	34	38	78	40	52	56	29	82	1.58
Washington	167	2	2	51	37	88	29	21	50	53	53	30	30	30	30	57	57	57	43	25	89	1.53
<i>County</i>	761	8	9	197	266	463	126	114	240	61	60	61	39	26	32	65	43	52	52	27	69	1.33
Alexandria city—																						
Alleghany county	4208	6	16	612	371	983	386	160	546	23.53	23.08	23.36	14.83	9.87	10.59	63.01	43.47	56.83	61	34	71	1.29
Clifton	354	3	3	93	93	186	66	62	129	32	26	26	23	23	18	71	75	71	31	23	1	1.63
Covington	468	4	4	102	44	146	77	33	110	29	38	31	22	29	23	75	74	75	36	27	76	1.02
Boiling Spring	596	5	5	157	157	314	84	84	168	15	15	15	15	15	15	53	53	53	35	17	90	1.88
<i>County</i>	1418	12	12	352	44	396	227	33	260	29	20	28	18	13	18	64	74	66	33	22	97	1.43
Amelia county—																						
Leigh	1094	12	12	190	217	407	115	130	245	58	28	37	35	17	22	60	60	60	34	20	75	1.27
Giles	1127	8	8	177	192	369	113	103	216	60	24	34	37	12	19	63	53	58	46	27	76	1.30

TABLE No. 2—(Continued.)

DISTRICTS.	School population, between 5 and 21 years old.	No. of Schools.	No. of Teachers.	PUPILS.																			
				Enrolled.			Average attendance.			Per cent. of school population enrolled.			Per cent. of school population in average attendance.			Per cent. of those enrolled in average attendance.			Average number of pupils to teacher.		Cost of tuition per month per pupil.		
				White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	Enrolled.	Average attendance.	Enrolled.	Average attendance.	
Amelia (continued)—	901	6	6	117	140	257	72	85	157	44	22	28	27	13	17	61	60	61	43	26	70	81	15
Jackson County.....	3122	26	26	484	549	1033	300	318	618	54	24	33	33	14	19	62	57	59	39	24	74	1	22
Amherst county—	1107	9	9	256	25	281	179	20	199	43	5	25	31	4	18	70	80	71	31	22	83	1	17
Elon.....	1160	12	12	185	208	393	128	124	252	34	33	34	24	20	22	69	60	64	33	21	77	1	21
Conrhouse.....	748	8	8	247	99	346	138	71	209	48	42	46	27	30	28	56	79	60	43	26	70	1	16
Temperance.....	1429	11	11	310	93	403	181	58	239	35	19	28	20	11	16	58	61	59	37	22	83	1	40
Pedlar.....	*4444	40	40	998	425	1423	625	273	899	39	22	25	25	14	20	63	64	63	36	22	76	1	25
Appomattox county—	791	5	5	147	98	245	79	52	131	35	26	41	30	97	18	93	54	50	49	26	61	1	14
Stonewall.....	783	7	7	217	136	353	120	77	197	52	37	15	45	08	28	67	21	02	50	28	51	1	91
South Side.....	1282	9	9	180	205	385	126	112	238	29	33	30	30	03	16	95	18	57	43	26	63	1	01
Clover Hill.....	2856	21	21	544	459	983	325	241	566	37	33	31	37	34	17	25	19	83	47	27	58	1	01
Augusta county—	1026	14	14	482	112	574	276	69	346	65	35	22	55	95	39	02	59	80	41	25	86	1	41
Beverly Manor.....	1063	14	14	468	42	510	298	21	319	61	31	27	81	47	37	32	70	13	35	22	86	1	42
The Pastures.....	1367	18	20	727	38	765	467	24	491	67	44	13	15	55	96	43	28	8	30	23	89	1	41
Riverheads.....	1465	16	21	572	203	775	386	105	491	59	27	40	06	52	90	40	21	20	33	24	93	1	52
South River.....	1390	19	23	873	43	916	569	22	531	69	12	33	85	65	90	40	32	17	40	22	93	1	43
North River.....	1612	30	30	583	165	1048	567	116	683	65	50	62	50	44	38	55	64	17	38	22	83	1	41
Middle River.....	1557	6	6	346	112	458	226	69	295	29	28	29	42	16	50	17	36	18	29	25	1	66	1
Stanton.....	9480	117	134	4331	715	5046	2729	426	3155	58	28	34	89	33	23	36	85	20	33	24	93	1	47
Bath county—	262	3	3	101	66	167	66	35	101	66	35	29	23	19	65	65	65	34	22	22	97	1	05
Warm Springs.....	271	3	3	101	66	167	66	35	101	66	35	29	23	19	65	65	65	34	22	22	97	1	05
Cedar Creek.....	348	3	3	177	64	241	130	64	177	64	111	55	23	20	36	36	36	59	21	21	56	1	57
Williamsville.....	319	3	3	177	64	241	130	64	177	64	111	55	23	20	36	36	36	59	21	21	56	1	57
Millboro'.....	1200	6	6	278	178	456	130	64	278	178	130	23	13	11	47	47	47	40	22	22	72	1	58

Bedford county—	2269	15	18	538	248	786	355	107	462	49	21	34	33	9	21	66	43	60	43	26	81	1 34
Liberty.....	1000	12	370	137	507	218	218	73	291	52	58	51	31	15	29	59	53	57	42	43	24	80
Lisbon.....	1443	16	16	788	96	884	394	54	448	75	24	61	37	24	31	50	56	51	55	27	55	1 11
Chamblissburg.....	1159	12	14	466	133	569	233	70	303	55	41	52	28	22	25	50	52	51	48	25	65	1 22
Staunton.....	1212	14	14	520	156	676	270	82	352	77	28	56	40	15	29	52	52	48	25	48	65	1 30
Otter.....	1030	8	8	305	119	424	137	57	194	56	23	41	25	13	19	45	48	46	53	24	87	1 40
Charlottesville.....	1094	6	6	224	70	294	111	27	132	49	11	27	24	4	13	49	31	46	49	21	87	2 04
Forest.....	9237	83	86	3211	959	4170	1717	465	2182	61	24	45	32	11	24	55	45	52	48	25	71	1 41
Bland county—	472	9	9	411	.....	245	.....	245	9236	.....	87	08	55	10	.....	59	66	.....	46	27	62	1 03
Mechanicsburg.....	328	5	5	208	.....	208	.....	125	6910	.....	63	41	41	.....	38	26	60	.....	30	32	25	62
Seddon.....	309	6	6	271	.....	271	.....	140	8856	.....	88	00	45	.....	45	51	51	.....	45	23	49	84
Sharon.....	416	9	9	345	.....	345	.....	205	8779	.....	82	94	62	.....	49	42	59	.....	38	23	59	1 09
Rocky Gap.....	1525	29	29	1235	.....	1235	.....	716	82	.....	82	.....	49	.....	47	58	05	.....	42	24	60	1 03
Botetourt county—	1274	18	18	544	80	624	423	59	482	60	21	49	47	18	38	77	71	77	34	26	74	93
Fincastle.....	1165	21	24	624	98	722	551	65	616	68	39	62	60	22	53	74	73	72	30	25	69	83
Amsterdam.....	1579	17	20	580	118	698	488	85	573	53	24	45	41	18	36	71	74	71	28	24	96	1 13
Buchanan.....	4028	56	62	1748	296	2044	1462	209	1671	60	26	50	50	18	36	41	71	72	29	24	84	94
Brunswick county—	1724	15	15	273	509	782	158	170	328	45	45	45	36	26	53	15	12	33	52	22	46	1 10
Totara.....	1881	12	12	181	251	432	105	154	259	29	29	22	27	17	02	13	80	61	36	22	67	1 10
Meherrin.....	1112	8	8	116	155	271	77	96	173	35	58	19	72	24	37	15	58	66	34	22	69	1 10
Red Oak.....	4717	35	35	570	915	1485	340	420	760	36	96	31	48	22	12	16	07	45	42	22	57	1 10
Buchanan county—	500	10	10	305	.....	305	.....	193	61	.....	61	38	38	.....	38	63	.....	63	30	19	81	1 29
Grundy.....	452	8	8	294	.....	294	.....	173	65	.....	65	38	38	.....	38	58	.....	58	36	21	68	1 13
Garden.....	652	9	9	296	.....	296	.....	189	45	.....	45	29	29	.....	29	63	.....	63	32	21	60	93
Sand Lick.....	1604	27	27	895	.....	895	.....	555	55	.....	55	58	34	.....	62	.....	.....	62	33	20	70	1 13
Buckingham county—	657	6	6	131	115	246	71	75	146	51	28	44	27	17	18	22	28	54	41	24	61	1 02
Maysville.....	580	7	7	92	126	218	61	63	124	41	35	39	37	21	17	21	41	66	31	18	61	1 07
Francisco.....	748	9	9	116	210	326	65	115	180	52	39	70	43	58	29	66	21	77	36	20	46	83
Curtisville.....	854	12	14	202	259	461	116	129	245	49	88	47	18	48	32	28	54	25	33	17	47	89
Marshall.....	654	7	7	100	222	322	43	90	133	30	67	18	31	27	39	20	37	43	46	19	53	1 28
Slate River.....	1118	9	9	246	53	299	141	25	166	45	63	9	19	26	73	4	24	14	33	18	71	1 28
James River.....	4709	50	52	887	985	1872	497	497	994	45	05	35	35	18	15	21	12	56	36	19	55	1 04
Campbell county—	1400	16	17	593	134	727	349	73	422	70	5	51	41	13	30	1	58	68	43	25	82	1 41
Rustburg.....	746	5	5	163	51	214	83	20	103	35	17	26	18	7	13	8	50	89	43	21	94	1 96
Brookville.....	957	10	10	237	158	395	130	73	203	55	21	35	1	8	21	54	48	46	39	20	65	1 22
Otter River.....	1037	9	9	205	159	364	130	87	217	44	1	35	1	28	15	9	63	54	24	89	1 50	
Seneca.....	999	10	10	347	86	433	178	55	223	60	1	43	3	13	20	51	3	68	43	23	87	1 24
Falling River.....	*5139	50	51	1545	558	2133	810	308	1178	55	24	41	7	13	22	9	52	52	42	23	78	1 41

* Census 1870.

TABLE No. 2.—(Continued.)

DISTRICTS.	School population, between 5 and 15 years old.	No. of Schools.	No. of Teachers.	PUPILS.																		
				Enrolled.		Average attendance.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Per cent. of those enrolled in average attendance.		Average number of pupils to teacher.		Cost of tuition per month per pupil.						
				White.	Colored.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	Enrolled.	Average attendance.	Enrolled.	Average attendance.				
Caroline county—																						
Reedy Church.....	1298	8	8	109	163	272	67	127	194	50	64	16	13	21	19	62	77	71	34	24	88	\$1.25
Meads.....	1128	9	9	152	279	431	74	77	151	30	45	38	15	11	13	49	25	37	48	17	52	\$1.47
Port Roy.....	1010	10	10	182	267	449	116	104	220	40	42	45	34	16	22	64	39	49	45	22	56	\$1.14
Bowling Green.....	1730	14	14	283	388	671	154	132	286	32	46	33	17	16	17	54	34	43	48	20	52	\$1.25
Carroll county—	3858	41	41	726	1097	1823	411	440	851	33	43	38	19	17	18	56	40	47	44	21	59	\$1.25
Pine Oak.....	703	11	11	546	.....	546	273	.....	273	70	.....	65	35	.....	34	50	.....	50	49	24	40	\$3.83
Laird Fork.....	883	11	11	605	.....	605	298	.....	298	69	.....	68	34	.....	33	49	.....	49	55	27	30	\$3.63
Kancy Gap.....	695	7	7	341	.....	341	168	.....	168	62	.....	61	28	.....	28	49	.....	49	48	24	41	\$3.83
Piper Gap.....	638	10	10	530	.....	530	286	.....	286	81	.....	79	46	.....	45	54	.....	54	53	28	29	\$3.53
Sulphur Springs.....	746	10	10	435	.....	435	235	.....	235	57	.....	55	34	.....	35	55	.....	55	46	26	38	\$3.67
Charles City county—	3668	49	49	2447	.....	2447	1260	.....	1260	67	.....	66	35	.....	34	51	.....	51	50	26	36	\$3.71
Harrison.....	649	5	5	53	129	182	30	76	106	25	30	28	14	18	16	57	59	58	36	21	53	\$3.91
Tyler.....	500	4	4	74	100	174	33	35	68	50	28	35	22	10	13	45	35	39	43	17	50	\$2.26
Chickatamy.....	476	4	4	90	88	178	43	42	85	39	36	37	18	17	17	47	48	48	44	21	41	\$3.86
Charlotte county—	1625	13	13	217	317	534	106	153	259	37	31	33	18	15	16	48	48	48	44	21	40	\$4.46
Walton.....	1037	8	8	211	95	306	130	56	186	53	15	30	32	9	8	61	60	61	88	23	71	\$3.18
Beacon.....	1084	6	6	80	126	206	58	80	138	21	17	20	15	11	12	72	63	67	84	23	81	\$2.21
Roanoke.....	1586	15	15	241	308	549	152	207	359	45	28	34	8	8	9	63	47	65	82	21	88	\$1.84
Madison.....	1102	6	6	79	155	234	40	110	150	21	3	21	10	6	13	13	13	13	64	39	24	\$1.25
Charlottesville county—	4809	35	35	611	684	1295	380	453	833	36	5	21	7	14	17	62	63	64	85	22	79	\$1.29
Manchester.....	1267	7	7	338	206	544	196	302	37	91	48	81	21	21	21	51	51	51	49	27	79	\$1.41
Middleton.....	727	7	7	214	140	354	104	72	176	62	12	36	68	48	69	30	48	48	42	22	63	\$1.28
Matocca.....	1170	8	8	315	101	416	172	59	231	39	63	27	31	31	31	16	24	24	40	20	40	\$3.32
Dale.....	4530	4	4	129	67	196	63	39	102	42	03	31	61	36	92	19	98	19	24	48	53	\$1.08
Clover Hill.....	1033	9	9	275	211	486	123	106	229	62	28	40	47	04	23	29	21	22	13	44	72	\$1.13

Bermuda.....	561	6	90	125	215	56	70	129	49.46	32.98	38.17	30.78	18.81	23.46	62.22	5.6	58.60	21	80	1 37
Powhite.....	457	6	96	87	133	54	71	125	37.48	30	40.04	32.33	24.98	27.35	56.25	81.90	67.70	20	89	1 39
Clark county—	5765	43	55	1457	937	768	523	1291	45.42	36.67	41.63	23.82	20.45	22.39	55.81	53.92	43	23	73	1 37
Greenway.....	487	5	6	124	52	176	59	87	39	31	36	19	17	15	48	54	50	17	86	1 72
Chapel.....	630	5	121	57	278	95	28	133	54	46	52	23	31	25	43	68	48	22	54	1 12
Battletown.....	611	5	5	174	75	249	82	35	117	40	42	41	19	20	19	47	47	23	60	1 28
Long Marsh.....	587	4	4	151	55	206	75	22	97	37	31	35	19	12	17	50	39	23	60	1 28
Craig county—	2215	20	20	670	239	909	311	124	435	43	37	41	20	19	20	47	52	46	74	1 44
Alleghany.....	429	4	4	158	.....	.....	.....	110	40	.....	37	28	.....	26	70	.....	70	39	73	1 06
New Castle.....	433	3	3	102	.....	.....	.....	64	26	.....	33	16	.....	15	62	.....	62	31	96	1 56
Simmonsville.....	323	5	5	229	.....	.....	.....	133	74	.....	74	43	.....	21	58	.....	58	46	57	1 07
Culpeper county—	1185	12	12	459	.....	.....	.....	307	44	.....	41	28	.....	26	63	.....	63	41	25	1 11
Jefferson.....	794	10	10	209	133	342	112	67	179	52.25	33.75	26.12	16.92	22.58	63.79	62.77	52.42	34	18	1 50
Salem.....	788	7	7	182	89	271	107	48	155	42.72	24.58	34.40	25.12	6.04	19.62	53.36	53.48	39	22	1 48
Cedar Mountain.....	542	6	6	107	61	168	62	44	106	44.75	20.13	25.73	14.53	19.47	57.47	73.16	62.81	28	18	1 28
Cataupa.....	864	7	10	208	297	415	145	125	270	37	51.22	43.10	26.74	31.27	28.05	69.55	67.43	41	27	1 30
Stephensburg.....	506	5	5	139	38	177	80	57	107	43.44	20.43	33	25.18	14.80	21.36	57.96	72.47	23	30	2 00
Cumberland county—	3594	35	38	845	528	1373	606	311	817	43	32	38	26	18	22	59	57	36	21	1 02
Hamilton.....	1308	14	14	187	205	392	136	149	284	44	23	30	32.17	16.77	21.73	72.43	72.56	28	20	1 36
Madison.....	869	9	9	158	252	72	99	171	33	27	29	24.68	17.19	19.71	74.56	63.86	67.98	28	19	1 32
Randolph.....	824	6	6	60	280	346	99	155	195	27	48	42	16.29	26.82	23.69	60.21	55.53	37	35	1 13
Dinwiddie county—	3001	29	29	350	610	990	247	403	650	37	31	33	25.84	19.74	21.68	70.72	63.01	34	22	1 31
Darvillis.....	753	9	9	178	159	357	116	89	208	56	33	42	37	19	26	66.36	56.47	37	23	1 10
Sappony.....	557	5	5	89	119	57	46	103	45	55	49	29	29	29	64.11	51.33	57.09	36	20	1 08
Rowan.....	934	9	9	159	185	354	85	92	187	48	26	33	27	13	18	66.12	50	53	39	1 31
Namozine.....	1239	9	9	157	189	346	83	89	184	36	23	27	11	14	61	47.41	53.37	38	20	1 21
Elizabeth City county—	3593	32	32	593	623	1216	363	317	680	44	23	34	27	17	28.87	26.13	56	38	20	1 19
Chesapeake.....	674	4	7	140	149	289	95	45	140	42	23	29	28	7	14	68	30	41	20	1 55
Wythe.....	1191	7	7	168	313	479	80	207	286	52	39	42	27	25	20	53	66	61	53	1 91
Southfield.....	1462	11	11	284	28	28	21	23	21	23	6	21	.....	.....	75	.....	75	28	21	1 16
Bessac county—	2657	12	17	324	462	796	265	252	457	44	25	31	27	13.9	17.8	61	54	27	27	1 16
Central.....	1042	8	8	146	157	303	103	103	206	44	22	29	14	19	70	62	67	37	25	1 21
Rappahannock.....	955	8	8	174	139	313	104	94	198	44	24	32	26	16	14	69	67	63	39	1 32
Occoquia.....	1146	7	7	84	190	274	60	106	166	39	29	28	10	18	61	60	61	60	39	1 21
Fairfax county—	3143	23	23	404	436	890	267	303	570	42	22	23	13	13	66	62	64	38	24	1 14
Centreville.....	560	7	7	120	78	288	104	44	144	52.63	48.44	51.42	26.12	25.75	49.62	51.20	50.08	41	21	1 21
Lee.....	476	4	4	217	43	170	72	22	98	35.87	35.24	35.71	19.85	19.85	52.69	54.69	42	23	1 25	
Mont Vernon.....	668	7	7	176	144	320	103	46	149	46.68	49.48	47.00	27.33	14.86	22.37	58.83	56.76	46	21	1 40
Falls Church.....	689	6	6	211	106	347	156	53	209	59.21	37.59	50.36	58.38	18.80	30.37	64.82	50.01	46	20	1 30
Providence.....	1002	13	13	358	194	552	208	109	317	53.83	57.58	53.08	31.23	32.51	31.08	58.02	56.47	43	24	1 26

TABLE No. 2—(Continued.)

DISTRICT.	School population, between 5 and 21 years old.	No. of Schools.	No. of Teachers.	Enrolled.			Average attendance.			Per cent. of school population enrolled.			Per cent. of those enrolled in average attendance.			Average number of pupils to teacher.		Cost of tuition per month per pupil.				
				White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	Enrolled.	Average attendance.	Enrolled.	Average attendance.			
Fairfax (continued)—	663	8	8	288	44	332	163	22	185	54.13	33.58	50.07	30.68	17.04	27.99	56.68	50.75	55.90	42	23	72	81.30
Dradestville, County.....	4058	45	47	1400	609	2009	806	292	1098	51.20	45.99	49.25	29.50	22.10	27.08	57.61	48.06	54.72	43	23	70	1.29
Fauquier county—	1389	13	13	362	241	603	187	124	311	44	42	43	22	21	22	52	51	51	46	23	67	1.35
Centre.....	1400	15	15	431	212	643	253	112	365	47	30	44	27	21	25	58	52	56	42	24	57	1.01
Scott.....	1679	13	13	422	205	627	248	104	352	41	30	37	24	15	21	58	51	56	48	27	66	1.18
Marshall.....	879	11	11	298	157	455	182	84	266	54	47	51	33	25	30	61	53	58	41	24	61	1.04
Rappahannock.....	542	5	5	128	72	200	71	60	131	39.59	32.42	38.72	22	28	24	55	83	65	40	26	60	93
Cedar Run.....	5949	57	57	1641	887	2528	941	484	1425	45	38	42	26	21	24	58	54	56	44	25	66	1.12
Floyd county—	727	8	9	424	45	469	205	25	230	65	58	64	31	32	31	48	55	49	52	25	48	1.00
Locust Grove.....	740	9	9	427	42	469	194	25	219	67	40	63	30	24	23	45	60	46	52	24	48	1.05
Little River.....	918	6	6	418	.....	418	212	.....	212	52	.....	47	23	.....	23	50	.....	50	52	26	69	1.38
Jacksonville.....	402	5	5	232	.....	232	137	.....	137	59	.....	57	34	.....	34	59	.....	59	46	27	52	88
Alum Ridge.....	626	7	7	345	41	386	167	21	188	59	83	61	29	43	30	48	51	49	58	27	42	86
Indian Valley.....	322	4	4	212	.....	212	94	.....	94	68	.....	.....	.....	.....	.....	44	.....	44	53	23	47	1.08
Burk's Fork.....	3735	39	42	2058	128	2186	1009	71	1080	60	35	58	30	20	28	44	55	49	52	25	54	1.13
Floyd county—	680	7	10	258	134	392	131	62	193	60	52	57	30	24	28	58	45	49	39	19	75	1.52
Palmyra.....	777	7	7	195	101	296	104	66	170	50	25	38	26	16	21	53	65	57	42	24	83	1.44
Columbia.....	1025	9	10	175	194	369	109	118	227	53	27	38	16	22	32	62	60	61	37	22	77	1.58
Fork Union.....	923	9	9	252	122	354	100	69	168	40	34	38	17	19	18	42	50	47	39	18	75	1.43
Cunningham.....	3405	32	36	860	551	1411	443	315	765	50	32	41	25	18	22	51	57	53	39	21	71	1.43
Floyd county—	985	7	7	243	104	347	114	55	169	55.99	41.43	50.65	26.17	22.05	24.66	48.75	53.92	48.09	49	24	67	1.40
Rocky Mount.....	581	6	6	241	43	284	110	30	140	63.08	21.60	43.88	28.69	15.02	24.01	48.48	59.25	49.32	41	23	73	1.50
Snow Creek.....	347	7	7	253	135	388	147	58	209	40.35	31.84	34.70	20.98	18.30	20.96	48.09	52.86	46.32	40	28	53	1.09
Union Hall.....	1080	10	10	404	99	503	218	64	282	55.37	28.04	46.57	18	16	26.08	53.93	64.31	50	26	62	1.10	
Gill's Creek.....	773	8	8	345	84	422	139	52	245	49.67	60.69	56.88	29.81	41.35	31.69	55.43	62.03	56.71	54	30	59	1.07
Bonbrook.....																						

PUPILS.

Magdoe	643	5	211	50	261	100	24	126	43.86	30.88	40.69	20.82	16.07	19.37	47.48	48.84	47.74	62	24	55	1	26	
Blackwater	743	6	202	142	344	97	64	161	46.11	46.55	46.29	22.14	20.98	21.06	48	45.06	46.79	87	26	52	1	15	
Long Branch	720	6	316	52	868	129	30	169	52.40	44.44	51.11	21.39	25.85	22.11	38	58.18	43.27	61	26	48	1	14	
Brown Hill	659	6	242	39	281	110	24	133	61.57	26.71	52.13	27.88	18.15	24.70	40.44	60.48	47.38	46	22	67	1	40	
County	6738	61	24,660	748	3208	1218	401	1619	52.89	35.84	47.61	26.17	19.21	24.01	49.27	53.60	50.44	52	26	61	1	28	
Frederick county	1169	4	286	117	462	197	61	269	34	43.60	38.43	25.34	23.10	24.76	69.19	52.90	64.45	60	32	71	1	10	
Winchester	1141	11	13	446	66	510	280	37	317	80	36.11	47.06	20.68	29.53	62.92	57	62.17	39	24	53	87	87	
Stonewall	647	12	12	562	502	327	327	327	62.10	.....	62.10	36.36	.....	36.36	69.30	63.30	63.30	46	27	57	98	98
Gainesboro	768	10	10	397	397	249	.....	.....	63.14	.....	63.14	33.36	.....	33.36	62.77	62.77	62.77	40	26	73	1	17
Back Creek	1401	18	18	537	37	894	36	36	62.86	27.49	40.37	18.71	18.71	25.00	69.80	61.98	69.80	33	23	74	1	06	
Opouen	6326	65	61	2216	239	2435	1428	134	1562	49	44	31.31	17.00	30	64.48	56.12	56.62	40	26	68	1	06	
County	741	10	298	49	333	189	30	219	48	28	44	31	21	30	64	76	66	33	22	77	21	21	
Giles county	1083	8	8	229	75	310	168	32	190	52	38	53	16	26	67	43	43	30	38	22	67	1	12
Warburg	648	6	6	224	221	184	.....	.....	53	53	53	.....	.....	53	59	59	59	22	64	1	00	00
Fairfax Creek	658	6	6	169	42	42	42	42	42	62	62	22	31	26	98	1	60
Wenoke	374	5	5	159	101	43	29	62	22	31	26	98	1	60
Newport	2221	29	29	911	115	1026	582	62	644	60	28	45	32	16	29	63	64	36	22	72	1	14	
County	874	8	8	229	157	386	115	66	181	61	31	44	30	13	20	50	42	48	22	60	1	28	
Glowester county	1083	10	10	193	289	482	97	103	200	43	43	45	24	15	19	56	35	42	48	20	47	1	13
Petersworth	1576	12	12	379	168	647	152	84	298	43	23	34	17	12	15	40	50	45	19	58	1	35	
Ware	3513	30	30	801	614	1415	263	617	48	33	40	22	13	17	45	41	43	47	20	55	1	28	
County	1001	8	10	266	270	536	170	157	327	52	55.20	53.50	33.15	32.17	32.68	63.91	63.15	53	32	52	86	86	
Dover	928	10	10	163	141	304	104	86	190	42	26	32.70	26.75	15.65	20.38	63.81	60.29	62.17	30	19	89	1	40
Lickinghole	898	10	10	193	259	452	114	139	253	54.03	49	61.63	31.76	26.43	28.59	55.55	53.67	45	26	67	1	18	
Byrd	2815	28	30	622	670	1292	388	382	770	49.86	43	45.86	30.89	24.53	27.02	62.22	57.01	43	25	66	1	18	
County	1108	12	12	649	38	685	328	15	343	62.7	49.31	61.32	31.68	21.27	31	50.54	43.14	57	28	33	65	65	
Greenway county	1709	16	20	1081	32	1113	609	27	636	70.7	17.77	65.12	39.84	16.16	37.23	56.35	84.68	65	31	42	73	73	
Old Town	1270	18	18	922	.....	922	466	.....	466	76.13	.....	72.6	38.54	.....	36.75	50.61	50.61	61	25	35	69	69
Elk Creek	4087	46	50	2652	68	2720	1403	42	1445	70.25	21.79	66.55	37.19	13.66	35.38	62.6	63.18	64	28	38	71	71	
County	578	4	4	119	.....	119	75	.....	75	29	.....	20	19	.....	13	63	63	29	18	86	1	38
Greene county	525	6	6	152	32	184	111	20	131	52	13	33	38	8	24	73	62	71	35	26	57	77	
Stanardsville	601	6	6	153	153	94	.....	.....	94	38	.....	30	24	.....	18	61	61	30	18	83	1	38
Ruckersville	1605	14	14	424	32	456	280	20	300	39	6	28	26	4	18	65	62	32	21	72	1	09	
Monroe	747	5	5	87	81	168	63	46	109	43.60	14.90	22.48	31.58	8.41	14.61	72.60	56.80	33	21	28	1	97	
County	550	7	7	102	151	253	67	78	145	44.54	47.04	46	29.17	24.41	26.39	56.49	51.90	39	20	78	1	36	
Beisfeld	238	3	3	35	18	53	26	16	42	28	15.93	22.26	21.37	14.08	17.70	74.34	88.44	17	14	69	2	13	
Hickford	1536	15	15	224	250	474	166	140	298	40.43	26.48	30.87	28.28	14.24	19.31	69.95	55.91	31	19	1	09	1	75
Zion	1866	7	7	113	171	284	63	102	165	20	22	12	12	12	56	59	68	40	24	78	1	30	
Greenville county	1746	11	12	200	200	400	136	128	294	27	20	23	18	13	16	68	64	34	40	17	77	1	55
Roanoke	1215	9	10	276	142	418	160	110	270	43	26	34	28	9	23	68	77	65	27	77	1	09	
Staunton	826	6	6	128	103	236	79	96	145	42	20	27	.....	.....	64	61	62	39	26	90	1	41
Meadsville																							

Stonewall.....	601	19	631	24	841	204	14	218	74	33	68	47	19	43	64	58	64	84	21	97
County.....	1308	19	631	24	655	395	14	409	52	21	33	33	12	31	62	38	62	34	21	89
Iale of Wight county—																				
Newport.....	1280	9	196	81	277	154	59	213	23	18	22	18	13	16	77	73	77	80	24	93
Hardy.....	1140	7	232	49	231	149	25	177	30	13	25	19	7	16	73	59	64	40	25	10
Winchester.....	1230	6	163	41	711	114	24	188	38	15	29	23	9	17	67	57	63	33	23	39
County.....	*3140	22	598	171	769	417	111	628	29	13	25	21	10	17	72	62	66	35	24	89
James City county—																				
Stone House.....	233	3	54	44	98	26	34	60	67	39	42	33	22	26	49	78	82	33	20	79
Pownatan.....	490	4	58	85	143	37	41	78	49	39	35	31	14	19	48	48	55	36	20	74
James town.....	410	4	62	88	140	38	54	90	34	33	41	23	21	22	60	61	64	35	20	74
Williamsburg.....	312	3	51	61	112	38	40	76	21	51	35	12	13	25	67	66	69	37	26	42
County.....	1381	14	215	278	493	136	169	304	39	34	36	25	21	22	63	61	62	35	22	75
King George county—																				
Stibb.....	722	5	130	69	189	81	24	105	36	16	26	22	7	15	62	40	55	38	21	78
Clotack.....	1160	7	190	117	307	94	51	145	36	19	27	18	8	13	49	44	47	44	21	63
Pascataway.....	412	4	123	39	162	58	16	74	54	21	39	25	8	18	47	41	45	40	18	69
County.....	2284	16	443	215	658	233	91	324	39	18	28	21	8	14	62	42	50	41	20	69
King & Queen county—																				
Newtown.....	810	5	116	101	217	61	54	115	33	22	26	17	11	14	52	53	53	43	23	90
Stevensville.....	1506	8	188	160	348	126	70	196	34	17	26	23	7	15	67	43	56	43	24	81
Buena Vista.....	1174	8	231	243	474	141	125	287	43	37	40	26	19	22	61	52	56	59	33	46
County.....	3490	21	535	504	1039	328	250	578	37	24	31	23	12	18	61	50	55	49	28	66
King William county—																				
West Point.....	792	6	105	191	296	60	98	151	31.75	41.43	37.37	18.04	21.26	19.92	56.85	51.33	53.30	49	26	45
Acquinton.....	883	8	103	229	332	81	125	206	40.71	35.75	37.20	19.55	23.09	23.09	78.71	64.66	62.09	41	25	48
Mangohic.....	757	7	138	133	271	86	87	174	42.59	30.74	37.10	23.71	20.15	22.90	62.72	54.60	64.14	38	21	77
County.....	2442	21	346	553	899	227	310	537	38.10	36.05	36.31	25	20.20	21.99	65.60	56.07	59.73	43	26	56
Lancaster county—																				
White Chapel.....	557	4	55	124	179	25	65	90	26	35	32	12	18	16	45	52	50	45	22	55
Manantua.....	250	6	146	104	250	70	41	111	59	23	40	28	11	18	48	39	44	41	19	60
White Stone.....	324	6	169	165	335	103	98	201	48	34	40	29	20	24	60	58	59	56	33	80
County.....	1131	16	370	394	764	198	204	402	48	33	38	25	17	20	53	52	53	48	25	69
Lee county—																				
Rose Hill.....	1286	12	623	623	623	283	.....	283	55.47	.....	55.47	68.14	25.19	45.42	45.42	45.42	62	23	49	
White Shoals.....	1130	16	16	741	29	770	378	19	397	74.1	22.3	87.83	14.75	35.17	51.05	66.13	51.62	48	25	52
Jonesville.....	1375	20	935	935	491	.....	.....	491	72.25	.....	68	37.92	.....	35.68	52.37	.....	52.37	47	23	57
Rocky Station.....	1021	11	521	.....	521	254	.....	254	53.82	.....	51.02	26.23	.....	24.86	48.75	.....	48.75	44	23	
Yokum Station.....	789	11	472	.....	472	241	.....	241	63.78	.....	59.52	32.54	.....	30.52	51.02	.....	51.02	43	22	
County.....	5601	70	3292	29	3321	1647	19	1696	64.28	6.09	59.29	32.13	4.02	29.76	50.02	66.13	50.16	47	23	51
Louddon county—																				
Leesburg.....	1387	8	402	126	528	240	67	307	39	34	38	24	18	22	60	53	66	48	28	73
Mt. Gilead.....	1302	13	422	233	655	228	116	344	52	47	50	23	23	23	54	50	53	50	26	61
Mercer.....	1239	9	288	226	524	131	102	233	38	50	42	17	23	18	44	45	44	58	28	65
Lovettsville.....	1022	10	655	655	310	.....	.....	310	69	.....	64	33	.....	30	47	.....	47	69	31	
Jefferson.....	1021	7	9	402	67	409	207	36	243	53	25	46	27	13	51	54	52	67	27	46
Broad Run.....	906	8	379	.....	379	178	.....	178	55	.....	42	26	.....	23	47	.....	47	64	27	
County.....	6877	55	2581	652	3210	1284	321	1615	51	35	46	26	17	23	51	49	50	53	27	58

TABLE No. 2—(Continued.)

DISTRICTS.	School population, between 5 and 21 years old.	No. of Schools.	No. of Teachers.	PUPILS.																		
				Enrolled.			Average attendance.			Per cent. of school population enrolled.			Per cent. of school population in average attendance.			Per cent. of those enrolled in average attendance.			Average number of pupils to teacher.		Cost of tuition per month per pupil.	
				White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	Enrolled.	Average attendance.	Enrolled.	Average.
Louisiana county—																						
Jackson.....	1141	9	0	188	295	483	113	107	220	40	40	40	24	16	20	60	41	50	50	24	50	\$ 04
Clock.....	1347	12	13	269	410	679	151	194	345	55	48	50	31	23	25	56	47	51	51	27	48	93
Court House.....	1704	13	13	268	310	578	152	173	325	39	29	32	22	15	18	57	56	56	44	25	57	1 00
Green Spring.....	1222	9	10	269	240	509	152	152	304	66	32	42	31	21	25	57	63	60	51	30	54	92
County.....																						
Green Spring.....	5505	43	45	992	1225	2217	568	626	1194	37	36	40	27	18	22	58	51	54	49	27	52	95
Lunenburg county—																						
Lewisville.....	695	6	6	103	79	182	82	42	124	43	83	11	17	26	18	79	87	53	30	21	93	1 36
Brown's Store.....	691	6	6	117	56	173	77	41	118	39	14	10	25	10	17	65	90	72	29	20	72	1 04
Pleasant Grove.....	643	5	4	70	66	135	93	43	126	27	45	18	17	20	96	36	66	11	21	27	20	70
Rehoboth.....	598	4	4	67	80	147	42	43	85	25	47	22	20	14	20	63	46	53	37	21	67	1 16
Lochleven.....	549	4	4	106	72	178	55	42	95	42	74	21	28	14	10	15	90	49	35	19	84	1 50
Columbian Grove.....	474	4	4	47	74	121	35	45	80	31	33	23	20	14	16	73	54	60	30	20	70	1 06
County.....																						
Columbian Grove.....	3647	29	30	510	426	936	382	256	638	85	12	19	40	25	66	26	30	11	20	17	49	68
Lynchburg city.....																						
Lynchburg city.....	3272	17	23	700	547	1247	414	386	800	42	33	37	25	23	24	59	70	64	54	34	96	1 49
Madison county—																						
Robertson.....	10290	13	13	237	218	455	173	142	315	33	69	44	24	45	30	72	65	69	35	24	61	90
Louis Dale.....	1107	12	12	285	128	413	178	84	262	49	24	37	30	15	23	62	65	63	30	21	56	95
Rapid Ann.....	878	8	8	191	156	347	148	49	197	43	13	28	33	11	22	77	87	79	30	24	79	99
County.....																						
Rapid Ann.....	2907	33	33	713	402	1115	499	275	774	41	31	37	20	22	26	70	68	70	33	23	65	94
Mathews county—																						
Mathews county.....	Note report																					
Mecklenburg county—																						
Boydton.....	1352	9	9	225	288	513	96	187	283	59	29	37	25	19	20	42	64	55	57	31	46	82
Blissville.....	875	6	6	103	126	229	62	76	128	40	20	25	20	12	14	49	60	55	38	21	78	1 42
Blissville.....	622	4	4	121	126	247	84	65	185	64	32	19	19	45	17	70	70	70	30	21	65	1 49
Blissville.....	786	5	5	86	133	219	54	101	155	44	32	35	25	16	19	68	62	65	39	22	61	1 16
South Hill.....	467	5	5	83	70	153	57	44	101	27	26	25	18	16	17	68	62	65	30	20	81	1 22
Buckhorn.....	610	4	4	95	242	337	47	45	92	64	72	55	17	13	13	49	18	27	84	23	36	1 32

TABLE No. 2—(Continued.)

DISTRICT.	School population, between 5 and 21 years old.	No. of Schools.	No. of Teachers.	PUPILS.																		
				Enrolled.			Average attendance.			Per cent. of school population enrolled.			Per cent. of school population in average attendance.			Per cent. of those enrolled in average attendance.			Average num. per pupil.			
				White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	Enrolled.	Average.		
																						Cost of tuition per month per pupil.
Franktown.....	807	5	5	107	44	151	76	44	120	85	8	18	24	23	15	100	79	30	24	\$1.02	\$1.85	
Northumberland county—	2450	15	15	332	253	586	216	131	347	33	17	24	23	12	25	65	69	39	26	71	1.07	
Lottsburg.....	505	3	3	111	24	135	50	16	66	31	16	11	13	11	13	45	49	45	22	55	1.12	
Heathsville.....	544	6	6	201	49	250	109	26	135	61	22	45	33	11	24	54	52	53	42	22	60	1.11
Fairbalds.....	444	6	6	164	148	312	90	88	178	60	86	71	33	50	40	54	67	55	52	30	42	1.14
Wicomco.....	364	2	2	65	.....	.....	39	.....	39	46	.....	.....	27	10	59	59	59	32	19	26	2.14
Notoway county—	1857	17	17	541	221	762	288	130	418	49	29	41	23	18	23	53	59	45	24	58	1.09	
Radon.....	1075	9	9	195	158	353	83	106	189	62	79	18	27	25	38	56	64	33	21	62	1.59	
Bellefonte.....	111	8	8	113	188	301	73	97	170	45	20	40	43	29	14	20	58	38	21	81	1.43	
Haytokes.....	1023	7	7	124	232	356	81	128	209	43	20	31	52	17	43	20	43	44	26	64	1.09	
Orange county—	2813	24	23	372	575	950	237	331	568	49	46	28	34	15	16	63	66	38	22	81	1.35	
Barbour.....	625	5	5	113	141	254	56	62	118	40	40	40	40	32	17	69	46	55	23	60	1.29	
Madison.....	1043	11	14	256	202	458	152	141	293	53	78	36	20	31	25	15	28	33	21	70	1.09	
Taylor.....	1226	12	12	219	244	463	128	128	256	46	69	32	23	37	76	16	93	38	21	64	1.16	
Gordon.....	556	6	6	123	68	191	49	28	77	35	24	36	36	13	14	39	95	32	13	75	1.87	
Page county—	3430	34	37	711	655	1366	385	359	744	45	03	35	38	24	19	39	21	67	20	69	1.27	
Shen. Iron Works.....	718	7	7	355	.....	385	165	.....	195	57	.....	54	30	.....	37	51	.....	55	28	58	1.13
Marksville.....	768	10	10	500	.....	500	286	.....	286	70	.....	65	40	.....	27	53	.....	53	50	28	53
Luray.....	590	8	8	384	56	440	228	42	270	69	87	71	43	66	46	63	76	64	52	34	59	
Springfield.....	603	9	9	419	419	230	.....	.....	280	75	.....	68	41	38	55	55	46	26	64	1.10	
Patrick county—	2670	34	34	1668	56	1724	939	42	981	68	24	64	38	37	37	56	76	56	29	56	1.01	
Mayo.....	1278	13	12	503	106	609	265	52	317	62	26	40	33	12	26	53	49	51	26	55	1.08	
Dan.....	1025	11	11	465	37	502	235	18	253	50	39	49	25	19	25	51	49	46	23	57	1.13	

1310	11	12	561	63	614	228	39	267	49	32	47	21	20	20	41	62	43	51	221	39	91
3613	35	35	1519	206	1726	728	109	837	63	29	48	26	15	23	48	53	31	49	24	60	1 03
6272	8	26	1106	1020	2216	677	439	1116	.....	.....	35	.....	.....	18	43	50	85	43	68	1 16	.....
Petersburg city.....																					
Pittsylvania county—																					
779	10	10	359	72	431	199	34	283	74	25	56	41	12	30	56	47	64	43	23	90	1 68
898	11	11	375	130	565	169	94	253	74	46	32	24	23	24	28	52	46	60	23	60	1 30
1768	10	10	531	531	243	243	243	54	.....	.....	.....	.....	.....	13	46	60	53	24	71	1 57	
835	9	9	260	98	358	156	53	209	73	20	43	44	11	20	60	54	58	40	23	91	1 63
1070	8	8	335	112	447	141	45	186	61	27	42	21	11	16	42	40	42	66	22	71	2 00
1020	6	6	354	.....	.....	.....	.....	135	.....	.....	34	23	.....	13	38	.....	38	69	22	75	2 20
2328	10	10	462	47	509	220	26	248	40	04	22	19	02	11	48	54	48	6	24	75	1 57
1186	2	7	110	390	500	47	217	264	21	60	42	09	33	22	43	56	53	71	38	68	1 28
9882	66	71	2756	893	3685	1300	469	1769	63	19	37	26	10	18	47	52	48	62	25	72	1 50
Danville.....																					
County.....																					
3348	5	13	972	323	1295	587	148	735	40	33	38	24	16	21	60	45	56	99	66	48	83
Portsmouth city.....																					
Powhatan county—																					
840	7	7	104	177	281	65	106	171	39	31	33	25	19	20	62	59	61	40	24	62	1 00
710	7	7	126	161	261	63	88	151	51	42	37	19	23	20	63	48	98	37	21	65	1 16
931	6	6	127	105	253	73	33	131	40	17	25	24	9	14	61	50	66	39	22	57	1 02
2481	20	20	331	444	775	206	247	453	36	28	31	23	15	18	62	55	98	38	22	63	1 09
Mason.....																					
County.....																					
Prince Edward county—																					
1170	13	13	209	201	410	188	110	248	46	28	35	04	13	35	21	65	57	32	19	82	1 41
736	10	10	135	180	315	96	107	167	30	27	32	59	32	30	22	59	61	43	20	90	1 44
655	4	5	75	142	217	42	106	184	47	31	33	32	26	26	56	40	74	22	26	88	1 49
890	3	3	63	30	93	47	25	72	47	25	21	43	11	8	34	53	76	81	24	18	1 56
516	6	6	156	103	261	73	47	130	91	23	30	43	13	32	46	41	53	38	20	81	1 72
3467	35	37	638	658	1296	390	395	785	60	30	37	36	30	30	60	60	60	35	21	82	1 36
Leigh.....																					
County.....																					
Prince George county—																					
492	5	5	84	87	171	60	45	105	42	21	29	69	30	01	18	95	52	84	21	87	1 42
608	4	4	61	83	154	33	40	73	40	83	30	31	22	32	11	11	44	32	16	64	1 36
626	7	7	91	195	286	63	108	161	53	43	21	45	38	30	44	23	57	4	23	64	1 03
243	2	2	63	.....	.....	.....	.....	37	61	76	25	92	35	96	15	29	57	92	16	95	1 03
501	4	4	68	.....	.....	.....	.....	83	161	36	47	83	36	36	26	43	50	31	21	19	1 46
2370	22	22	367	458	825	219	240	459	45	19	29	39	34	31	26	93	56	37	21	75	1 34
Blackwater.....																					
County.....																					
Princess Anne county—																					
706	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1034	8	8	354	60	414	175	35	210	53	16	40	26	9	20	49	58	50	62	26	82	1 62
1145	5	5	126	132	258	70	49	119	33	17	22	18	6	10	55	37	46	61	24	98	2 06
2385	13	13	480	192	672	245	84	329	30	14	23	15	0	11	61	45	48	51	25	88	1 80
Kempville.....																					
County.....																					
Prince William county—																					
278	3	3	73	38	111	61	18	69	36	53	39	25	27	25	70	47	62	37	23	75	1 21
325	3	3	132	.....	.....	.....	.....	88	45	.....	.....	.....	.....	.....	66	.....	66	44	29	71	1 12
424	6	6	204	32	236	112	22	134	54	72	56	29	50	31	55	68	56	39	22	64	1 12
353	4	4	91	49	140	69	37	106	36	44	40	24	38	31	76	75	28	21	88	1 18	
589	6	6	185	111	296	131	48	179	43	53	50	34	23	30	72	43	60	37	22	81	1 38
701	6	6	218	65	283	119	48	167	47	26	40	26	19	23	55	73	59	47	28	65	92
2670	26	31	903	295	1188	570	173	743	46	42	45	29	24	26	63	58	62	38	24	70	1 11

TABLE No. 2—(Continued.)

DISTRICTS.	School population, between 5 and 21 years old.	No. of Schools.	No. of Teachers.	PUPILS.						Per cent. of those enrolled in average attendance.		Average number of pupils to teacher.		Cost of tuition per month per pupil.				
				Enrolled.		Per cent. of school population enrolled.		Per cent. of school population in average attendance.		Total.	Colored.	Enrolled.	Average attendance.	Enrolled.	Average.			
				White.	Colored.	White.	Colored.	White.	Colored.									
Pulaski county—	753	7	7	169	29	198	53.32	21.27	43.55	12.34	26.23	60.83	68	60.40	28	\$1.24	2.05	
Newbern.....	1000	18	18	398	69	322	61.23	45.14	55.6	38.92	18.97	64.82	44.03	58.01	31	1.12	1.93	
Dublin.....	710	8	8	428	217	217	70.60	60.28	60.28	36.65	30.58	50.73	.....	50.73	27	1.77	1.53	
Hiwassee.....	2463	33	33	1103	98	737	62.67	29.60	53.23	36.29	14.01	57.90	47.38	56.23	40	1.03	1.86	
Rappahannock county—	651	5	5	163	30	117	53.79	15.80	33.48	28.74	8.71	53.43	55.09	44	23	62	1.19	
Hampton.....	451	3	3	81	32	86	33.06	35.92	34.38	22.18	15.48	67.03	43.11	55.64	51	29	55	
Wakefield.....	651	3	3	74	54	32	86	33.06	35.92	34.38	22.18	15.48	67.03	43.11	51	29	55	
Jackson.....	542	6	6	173	93	266	76	47	124	56.72	35.02	49.08	25.09	19.90	22.84	44	21	69
Piedmont.....	572	5	5	216	55	271	111	23	134	50.82	30.61	47.38	26.10	15.91	23.48	51.36	42.53	46.55
Stonewall.....	532	6	6	180	97	277	99	39	138	52.63	51.05	52.07	28.80	20.54	25.89	54.83	40.23	50.08
Richmond county—	2748	25	25	813	427	171	599	50.18	33.16	43.20	26.40	15.15	52.59	45.95	50.50	47	24	59
Stonewall.....	537	3	3	115	46	19	65	35.38	18.36	28.86	14.15	9.50	10.27	34.78	47.09	42.03	52	58
Marshall.....	580	5	5	87	76	163	57	50	107	33.45	23.75	28.1	17.76	15.64	18.38	65.03	65.84	65.41
Washington.....	546	4	4	140	44	184	55	31	86	53.41	15.50	39.42	20.90	10.99	15.60	39.42	70.45	41.04
Farmham.....	456	4	4	162	37	199	70	18	88	58.09	20.44	43.64	26.73	9.72	19.38	43.68	47.59	44.04
County.....	2119	16	16	504	197	701	228	118	346	44.84	19.79	33.09	26.33	11.84	16.34	45.33	49.80	40.46
Richmond city.....	18,086	87	89	2751	1273	3254	26	26	26	19	17	72	67	70	52	37	1.25	1.79
Roanoke county—	339	5	5	147	24	171	94	17	111	62.88	39.34	50.44	33.81	27.87	32.74	63.94	70.83	64.91
Catawba.....	1282	11	14	395	324	719	238	185	423	63.67	59.34	58.73	33.70	33	33.70	60.25	57.10	58.83
Salem.....	802	8	9	251	220	471	148	116	294	67.56	60.11	58.73	33.94	31.69	32.92	58.96	52.72	56.05
Fig Lick.....	717	10	10	406	60	466	223	27	250	71.23	40.82	64.99	39.12	18.37	34.86	54.93	47	25
Cave Spring.....	3140	34	38	1199	628	1827	703	345	1048	59.35	56.07	58.18	34.80	30.80	33.38	58.07	54.94	57.36
Rockbridge county—	1298	6	10	209	170	379	136	180	266	31	28	30	22	21	21	65	77	70
Lexington.....	1177	17	17	485	144	629	292	89	381	58	42	53	35	26	32	60	62	61
Natural Bridge.....	975	11	11	452	43	495	241	21	262	53	33	51	27	16	26	53	49	53
Buffalo.....																		

887	Kerr's Creek.....	20	409	222	15	237	56	14	49	82	10	28	57	75	53	34	20	75	1 32
1011	Walker's Creek...s.	229	466	229	55	284	50	35	46	30	22	28	28	62	61	36	22	80	1 34
848	South River.....	295	519	265	37	262	62	59	62	36	26	35	56	47	56	37	21	66	1 17
6111	County.....	1376	2997	1376	847	1723	52	34	47	81	23	28	48	64	59	37	23	85	1 49
Rockingham county—																			
683	Harrisonburg.....	174	409	174	98	272	65	59	60	45	35	40	67	65	66	45	30	33	2 00
1120	Central.....	611	605	611	409	611	409	611	409	611	409	611	409	611	409	611	409	611	409
1183	Franklin.....	717	678	717	406	431	63	40	38	39	27	36	64	70	65	42	25	81	1 36
773	Abbey.....	319	505	319	26	319	69	65	65	44	42	42	63	55	63	42	19	72	1 20
802	Stonewall.....	106	392	106	58	208	46	60	49	24	33	33	53	55	54	35	19	95	1 76
853	Eik Run.....	32	384	217	21	238	50	20	44	30	14	27	61	66	63	32	20	98	1 56
1197	Pisane.....	15	660	660	416	660	416	660	416	660	416	660	416	660	416	660	416	660	416
1428	Linville.....	17	868	868	498	868	498	868	498	868	498	868	498	868	498	868	498	868	498
418	Brock's Gap.....	5	219	122	.....	122	50	60	50	30	30	30	56	.....	56	44	24	55	1 00
322	Maasanutin.....	4	193	119	.....	119	61	.....	61	37	37	37	62	.....	62	48	48	30	1 13
8779	County.....	116	4659	329	4988	3032	59	34	57	87	21	34	60	61	61	43	26	79	1 31
Russell county—																			
902	New Garden.....	8	389	221	.....	221	46	38	43	26	37	24	53	.....	53	49	28	50	87
688	Eik Garden.....	6	264	128	.....	128	44	97	.....	38	37	18	62	.....	62	44	21	58	1 21
763	Lebanon.....	6	276	276	.....	276	31	.....	31	21	21	21	52	.....	52	46	28	61	99
761	Castle Woods.....	6	271	119	.....	119	34	44	36	17	17	31	12	.....	12	45	24	59	1 10
502	Copper Creek.....	6	256	130	.....	130	56	88	.....	28	28	28	94	.....	94	51	26	48	96
473	Moccasin.....	6	241	148	.....	148	51	100	.....	34	34	34	81	.....	81	48	28	62	1 05
4119	County.....	37	1657	89	1746	987	44	78	42	33	24	78	12	.....	12	48	26	56	1 01
Scott county—																			
934	Estillville.....	7	374	212	.....	212	45	.....	45	25	25	25	56	.....	56	53	30	53	94
614	Fulkerson.....	9	439	161	.....	161	72	.....	72	27	27	27	39	.....	39	49	18	49	08
766	Johnson.....	9	497	264	.....	264	67	.....	67	34	34	34	61	.....	61	55	28	55	1 08
455	Floyd.....	4	189	189	92	92	45	.....	45	20	20	20	49	.....	49	47	23	47	96
767	De Kalb.....	10	441	267	.....	267	59	.....	59	37	37	37	61	.....	61	44	27	44	73
716	Taylor.....	7	338	338	180	180	48	.....	48	24	24	24	53	.....	53	48	25	48	90
976	Powell.....	8	384	384	217	217	45	.....	45	24	24	24	56	.....	56	48	27	48	86
6218	County.....	54	2662	1383	.....	1383	53	.....	53	27	27	27	52	.....	52	49	26	46	86
Shenandoah county—																			
971	Lee.....	14	669	49	718	394	37	74	73	43	55	46	58	76	90	61	31	87	1 18
667	Ashby.....	11	610	52	662	377	35	130*	99	60	89	61	61	68	72	60	37	69	1 22
1005	Madison.....	8	524	524	328	328	52	.....	52	32	32	32	62	.....	62	52	33	87	1 40
561	Johnson.....	9	364	364	27	27	64	135*	67	38	38	38	96	71	61	45	27	67	1 11
1048	Stonewall.....	11	714	410	.....	410	70	.....	70	41	41	41	57	.....	57	51	29	72	1 30
729	Davis.....	9	516	292	.....	292	71	.....	71	40	40	40	56	.....	56	47	26	75	1 31
5011	County.....	62	3397	139	3536	2019	99	69	69	42	49	42	59	71	60	51	31	66	1 09
Smyth county—																			
1226	Marion.....	17	719	116	885	428	69	99	68	38	56	40	59	59	59	44	23	90	1 61
1346	Rich Valley.....	17	624	20	693	403	18	16	51	35	9	31	60	60	60	38	26	90	1 49
614	St. Clair.....	7	319	163	.....	163	56	.....	56	28	28	28	51	.....	51	45	25	55	1 07
3186	County.....	41	1702	145	1847	994	87	1081	60	40	57	35	58	59	58	42	25	58	1 50
Southampton county—																			
625	Franklin.....	5	86	125	211	68	85	143	26	39	83	19	26	68	67	42	28	72	1 09

* Census evidently incorrect.

TABLE No. 2—(Continued.)

DISTRICTS.	School population, between 5 and 21 years old.	No. of Schools.	No. of Teachers.	Enrolled.			Average attendance.			Per cent. of school population enrolled.			Per cent. of school population in average attendance.			Per cent. of those enrolled in attendance.			Average number of pupils to teacher.		Cost of tuition per month per pupil.	
				White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	Enrolled.	Average attendance.	Enrolled.	Average.	Enrolled.	Average.	
																						White.	Colored.	Total.
PUPILS.																						
Southampton (cont'd)—																						
Jernsalem.....	657	6	6	170	82	252	100	54	154	38	26	64	29	17	23	66	61	42	26	\$ 80	30	
Berlin.....	1097	9	9	217	157	374	134	91	225	41	29	35	25	17	21	61	58	60	25	69	17	
Drewrysville.....	513	4	4	42	74	116	31	59	90	23	22	23	17	15	17	74	79	77	29	22	92	17
Rocky's.....	656	5	5	70	68	138	54	48	102	30	18	21	20	12	16	77	70	74	28	20	75	105
Newsom's.....	637	5	5	70	88	158	48	62	110	33	26	25	16	18	17	69	70	69	32	22	92	134
County.....																						
4155	34	34	34	655	694	1349	425	399	824	34	26	30	22	17	20	65	67	66	37	24	77	119
Spotsylvania county—																						
Livingston.....	931	13	13	164	101	265	106	67	173	35	22	28	22	14	18	64	66	65	20	13	75	115
Chancellor's.....	551	6	6	116	116	232	77	81	158	20	27	25	20	14	19	71	66	69	23	16	72	104
Courtland.....	852	10	10	133	99	232	95	66	161	35	20	27	25	14	17	71	62	66	22	16	67	100
Berkley.....	670	8	8	81	97	178	58	61	119	27	26	26	19	16	17	71	62	66	22	16	67	100
Fredericksburg.....	1179	6	6	134	80	214	123	64	187	17	19	18	16	15	15	92	79	87	35	31	66	74
County.....																						
*4183	43	43	43	628	377	1005	459	238	717	27	19	24	20	13	17	73	68	71	23	17	72	97
Stafford county—																						
Falmouth.....	626	4	4	158	158	316	80	83	163	25	25	25	17	13	13	51	51	51	40	20	73	147
Aquia.....	818	9	9	247	247	494	132	44	176	30	30	30	23	16	16	53	53	53	27	14	77	148
Rock Hill.....	422	4	4	155	34	189	69	18	87	53	27	24	24	14	21	44	53	46	47	22	62	132
Hartwood.....	506	4	4	146	146	292	65	65	130	34	34	34	19	13	13	45	45	45	36	16	72	162
County.....																						
2372	21	21	21	706	34	740	346	18	364	40	6	31	19	3	15	45	53	49	35	17	72	148
Surry county—																						
Gulfport.....	524	8	8	116	126	242	83	82	165	46	33	45	34	28	31	73	64	62	27	18	11	166
Cobham.....	630	7	7	131	55	186	89	42	131	50	38	14	36	11	22	58	42	40	27	19	12	158
Blackwater.....	471	4	4	97	41	138	56	19	75	35	32	20	39	20	21	52	47	48	34	19	88	159
County.....																						
1625	19	19	19	344	222	566	228	143	371	44	67	25	36	16	22	53	63	57	28	19	107	158
Sussex county—																						
Conrt House.....	600	6	6	89	150	239	61	80	141	42	78	33	28	17	21	38	38	37	40	23	60	101
Henry.....	556	6	6	70	156	226	43	69	109	42	42	40	33	25	26	38	30	30	39	19	49	99
Newville.....	427	4	4	111	114	225	62	44	106	33	34	34	25	18	18	76	61	61	27	18	78	140
County.....																						
436	4	4	4	187	64	251	54	29	83	56	49	22	69	34	35	93	70	65	38	21	80	147

Waverly.....	281	3	8	71	54	125	35	28	63	48.29	40.29	44.48	23.85	20.59	22.29	49.38	51.11	50.12	42	21	88	1 06
Wakfield.....	319	3	8	59	488	995	301	248	549	62.14	28.90	27.89	33.65	30.93	14.34	51.42	50.91	55.19	30	15	84	1 64
County.....	2678	28	3	507	488	995	301	248	549	62.14	28.90	27.89	33.65	30.93	14.34	51.42	50.91	55.19	35	16	70	1 26
Faxslev county—																						
(near Fort.....)	1270	16	16	639	29	668	350	21	379	56	25	53	30	26	30	55	73	55	41	23	49	86
Jeffersonville.....	1327	17	17	613	189	802	358	90	448	56	86	60	32	41	34	58	48	56	47	26	55	1 01
Malden Spring.....	1135	17	18	667	80	747	406	50	456	64	85	66	39	61	40	61	62	61	42	25	59	1 00
County.....	3732	50	51	1919	298	2217	1114	169	1283	58	69	59	34	39	34	58	57	58	43	25	55	95
Warren county—																						
South River.....	475	4	4	168	.....	168	78	.....	78	40	.....	35	19	.....	16	46	.....	48	42	19	56	1 23
Front Royal.....	758	5	7	207	45	252	136	26	162	36	27	34	24	15	22	66	57	64	36	23	58	1 67
Cedarville.....	605	8	8	225	33	258	177	26	203	61	20	43	40	16	33	79	79	79	32	25	75	96
County.....	276	3	3	123	.....	123	77	.....	77	47	.....	45	30	.....	62	62	62	62	41	25	69	1 12
Warwick county—	2092	20	22	723	78	801	468	52	520	43	19	38	28	13	25	65	66	65	36	24	90	1 35
Newport.....	221	2	2	28	30	58	24	21	45	36	21	26	30	14	20	85	70	77	29	22	76	1 00
Denbigh.....	146	2	2	33	43	76	20	22	42	55	37	43	32	19	23	60	51	55	38	20	82	1 15
Stanley.....	177	2	6	87	104	191	64	63	127	43	30	35	52	18	23	73	60	66	32	21	79	1 43
County.....	544	6	6	87	104	191	64	63	127	43	30	35	52	18	23	73	60	66	38	21	79	1 19
Washington county—																						
Goodson.....	1545	16	17	604	120	724	378	68	446	47.97	41.95	46.86	30.01	23.96	28.89	62.88	57.12	61.66	43	26	65	1 06
Abingdon.....	1142	14	14	584	129	713	277	78	355	65.47	51.60	62.43	31.05	31.04	31.05	47.43	60.15	48.73	51	25	45	91
Glade Spring.....	1316	16	17	704	35	739	383	18	401	62.84	18	56.15	31.16	9.15	30.47	54.44	50.77	54.27	43	23	51	91
Saltville.....	1170	13	13	647	20	567	287	13	300	55.63	9.85	48.46	29.68	6.35	25.64	52.47	64.5	62.89	44	23	54	1 02
North Fork.....	858	10	10	356	.....	356	227	.....	227	43.89	.....	43.89	27.99	.....	27.99	63.76	.....	63.76	23	67	1 05	
Kinderhook.....	1000	12	12	623	.....	623	331	.....	331	62.30	.....	62.30	33.12	.....	33.12	53	.....	53	52	28	48	90
County.....	7331	81	83	3418	394	3722	1883	177	2060	56.85	30	52.97	31.29	17.45	29.29	55.09	58.25	55.34	45	25	54	98
Westmoreland county—																						
Cople.....	1196	7	7	141	184	325	83	85	163	30.65	25	27.21	17.96	11.53	14	58.60	46.14	51.24	46	24	40	78
Montross.....	665	5	5	142	89	231	75	52	127	41.59	27.30	34.74	22.11	15.95	19.10	52.81	58.55	54.97	48	25	32	65
Washington.....	803	7	7	193	88	281	92	50	142	47.5	21.59	34.99	22.96	12.38	17.10	47.07	56.78	50.33	40	20	46	92
County.....	2964	19	19	476	381	837	250	187	437	39.78	24.64	31.42	20.79	12.73	16.36	52.39	51.69	52.08	44	23	40	76
Wise county—																						
Richmond.....	347	4	4	277	.....	277	114	.....	114	51	.....	51	83	.....	33	64	.....	64	44	28	61	96
Gladesville.....	585	6	6	207	.....	207	146	.....	146	50	.....	50	23	.....	23	48	.....	48	49	24	45	90
Robertson.....	480	6	6	241	.....	241	173	.....	173	63	.....	53	38	.....	38	71	.....	71	40	28	62	89
Walker.....	650	6	6	297	.....	297	150	.....	150	51	.....	51	26	.....	26	50	.....	50	49	25	61	00
Lipps.....	391	3	3	159	.....	159	64	.....	64	42	.....	40	17	.....	16	40	.....	40	53	21	40	1 02
County.....	2357	25	25	1171	.....	1171	646	.....	646	50	.....	49	17	.....	17	55	.....	55	47	26	52	95
Wythe county—																						
Fort Chiswell.....	707	7	7	221	44	265	130	30	160	45.66	19.73	37.48	26.89	13.40	22.64	58.90	67.90	60.40	38	23	78	1 29
Wytheville.....	436	5	5	169	.....	169	114	.....	114	54	.....	43.3	32.48	.....	26.08	60.16	.....	60.16	38	23	79	1 34
Evansham.....	509	2	2	8	251	111	362	68	234	70.11	73.51	71.11	47.06	43.70	45.89	67.13	59.40	64.11	45	29	97	1 49
Black Lick.....	862	11	11	496	34	459	276	27	303	54	45	52.08	35.22	36.32	35.22	65.02	80.11	66.16	42	28	67	1 02
Speedwell.....	1334	20	24	896	116	1012	466	78	544	78.32	61.05	75.64	40.74	40.90	40.76	52.04	65.27	53.74	42	27	63	1 18
County.....	3848	45	56	1982	305	2287	1154	201	1355	63.46	42.07	59.69	36.98	27.70	35.23	58.22	65.85	59.24	41	25	77	1 26
York county—																						
Bruton.....	456	4	4	44	128	172	27	65	92	54	34	38	33	17	20	61	51	54	43	23	61	1 14

TABLE No. 2—(Continued.)

DISTRICTS.	School population between 5 and 21 years old.		No. of Schools.	No. of Teachers.	Enrolled.			Average attendance.			Per cent. of school population enrolled.			Per cent. of school population in average attendance.			Per cent. of those enrolled in average attendance.			Average number of pupils to teacher.		Cost of tuition per month per pupil.			
	White.	Colored.			Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.	Enrolled.	Average attendance.	Enrolled.	Average attendance.	Enrolled.	Average attendance.		
																								White.	Colored.
York county (cont'd)—																									
Nelson.....	85	168	253	8	24	88	112	48	28	29	15	16	69	52	55	68	37	\$ 45	\$ 83						
Grafton.....	187	83	270	6	104	53	157	55	37	48	31	28	55	64	58	45	26	61	1	06					
Poquoson.....	178	48	226	5	111	39	150	44	18	33	14	22	63	82	67	45	30	70	1	06					
County.....	444	427	871	17	266	245	511	49	29	37	17	22	60	58	59	48	28	61	1	06					

* Census of 1870.

Table No. 3.

DISTRICTS.	STATE AND COUNTY FUNDS.										District tax for 1872-73.			
	Promised teachers in the contracts.		Received for paying teachers and treasurers.		Paid teachers.		Treasurers' commissions.	Balance unexpended.	Balance due teachers and treasurers.	Amount paid teachers from other than public funds.		Aggregate amt. paid teachers from all sources.	No. cts. levied by board.	Estimated yield of district tax levied by supervisors.
	State fund.	County fund.	Total.	For services during 1871-72.	For services during 1870-71.	County fund.									State fund.	No. cts. levied by supervisors.	for by county board.
Accomac county—														
Pungoteague.....	\$2266 51	\$1287 14	\$322 04	2159 18	\$127 20	\$46 97	863 22	\$207 35	\$2127 20	\$2127 20	6	6	\$500 00	
Lee.....	2135 00	1712 16	1276 07	2988 22	2135 00	66 01	153 11	.....	2135 00	2135 00	4	4	400 00
Metompkin.....	1815 00	1124 64	837 74	1961 78	1706 50	42 68	.....	.....	1706 50	1706 50	7	7	500 00
Atlantic.....	2061 00	1117 08	892 56	2009 65	1918 50	40 83	.....	143 00	1918 50	1918 50	14	14	850 00
Islands.....	651 33	337 56	326 59	664 15	647 90	12 82	.....	.....	647 90	647 90	14	14	120 00
County	9028 84	5527 98	4255 00	9782 98	8595 10	209 91	1006 33	350 35	8595 10	8595 10	9	9	2400 00	
Albemarle county—														
Rivanna.....	3155 83	1515 54	3048 50	4564 04	3155 83	110 79	1287 42	278 49	3434 32
White Hall.....	2596 50	1286 73	2588 25	3874 98	2593 50	94 06	1190 42	33 00	2623 59
Scottsville.....	3358 35	1797 42	3615 50	5412 62	5388 38	131 40	1893 17	45 00	3433 55
Sumner Miller.....	3484 00	1616 46	3251 50	4867 96	3484 00	118 17	1265 79	229 00	3713 00
Charlottesville.....	3090 32	1736 52	3493 00	5229 62	3090 32	126 94	2012 26	375 00	3465 32
County	15709 00	7952 67	15,996 75	23,949 42	15,709 00	651 36	7659 06	900 49	10609 49
Alexandria county—														
Jefferson.....	815 10	321 03	491 35	812 38	810 94	14 20	12 76	4 16	810 94	810 94	14	14	175 00	
Arlington.....	1200 00	327 99	501 99	829 98	767 50	14 11	48 37	40 00	175 00	942 50	32	32	300 00	
Washington.....	725 00	153 12	254 38	387 50	350 00	6 50	31 00	37 50	725 00	942 50	46	46	900 00	
County	2740 10	802 14	1227 72	2029 86	1928 44	34 81	94 13	81 06	175 00	2478 44	30%	30%	1375 00	
Alexandria city.....	6950 00	3667 44	6000 00	9667 44	6915 00	140 30	2512 14	.....	.....	7015 00	13.6	13.6	6000 00
Alleghany county—														
Clifton.....	420 00	307 98	.....	397 98	362 67	4 96	.....	119 10	75 00	377 67	5	5	150 00
Covington.....	475 00	409 77	403 62	409 77	403 62	6 18	.....	72 44	75 00	478 62	5	5	280 00
Bolling Spring.....	587 50	518 52	552 77	518 52	552 77	7 80	.....	78 40	192 50	725 27	5	5	140 00
County	1482 50	1296 27	.....	1296 27	1299 06	18 91	.....	269 94	342 50	1381 56	5	5	570 00
Amelia county—														
Leigh.....	1515 25	1139 70	.....	1139 70	1186 95	23 74	.....	.....	1186 95	1186 95	5	5	364 44
Giles.....	1720 00	1101 42	.....	1101 42	1040 00	20 80	.....	.....	1040 00	1040 00	7½	7½	519 72

* Including interest on Dawson fund.

TABLE No. 3—(Continued.)

DISTRICTS.	STATE AND COUNTY FUNDS.										District tax for 1872-73.			
	Promised Teachers		Received for paying teachers and treasurers.		Paid teachers.		Treasurer's commissions.	Balance unexpended.	Balance due teachers and treasurers.	Amount paid teachers from other than public funds.	Aggregate amount paid teachers from all sources.	No. cts. on \$100 asked for by county board.	No. cts. levied by supervisors.	Estimated yield of district tax levied by supervisors.
	In the contracts.		State Fund.	County Fund.	Total.	For services during 1871-72.									For services during 1870-71.
Amelia (continued)—	\$362 13	834 33	834 33		834 33		\$17 10				\$855 00	7 1/2	5	\$319 54
Jackson County.....	4595 38	3075 45	*1176 94	*4252 39	*3819 99		*119 22	*313 18	*775 39		*3819 99	6 3/4	5	1203 70
Amherst county—														
Elon.....	1085 00	963 09		963 09	1048 32		20 96		106 19		1048 32	3	7	430 00
Courthouse.....	1285 00	1009 20		1009 20	1285 00		25 70		291 50		1509 00	8	7	450 00
Temperance.....	1085 00	650 76		650 76	1085 00		21 70		455 94		1147 50	3	7	435 00
Pedlar.....	1220 00	1243 23		1243 23	1160 00		23 20		36 80		1651 00	15	7	420 00
County.....	4575 00	3866 28		3866 28	4578 32		91 66		853 63		5355 82	7 1/4	7	1735 00
Appomattox county—														
Stonewall.....	750 00	713 40		713 40	713 40		11 25		47 85		713 40	7 1/2	7 1/2	295 00
South Side.....	880 00	738 63		738 63	738 63		13 20		164 57		738 63	7 1/2	7 1/2	283 38
Clover Hill.....	1100 00	1121 43		1121 43	1100 00		16 50		4 93		1100 00	7 1/2	7 1/2	450 00
County.....	2730 00	2573 46		2573 46	2552 03		40 95		202 42		2552 03	7 1/2	7 1/2	1038 38
Augusta county—														
Beverly Manor.....	1960 38	808 00	858 50	1666 50	1960 38		33 83		33 83		393 79	7 1/2	5	887 59
The Pastures.....	2055 87	932 80	991 10	1923 90	2021 60		39 06		73 43		2113 25	7 1/2	5	506 10
Riverheads.....	2677 00	1110 40	1179 80	2290 20	2677 00		46 50		46 50		351 69	7 1/2	5	1049 43
South River.....	2780 75	1162 00	1224 00	2376 00	2780 75		48 24		48 24		474 25	7 1/2	5	1166 43
North River.....	2545 00	1161 60	1234 20	2395 80	2495 00		48 64		98 64		829 50	7 1/2	5	984 85
Middle River.....	2633 00	1270 40	1349 80	2620 20	2913 00		53 20		93 20		1828 90	7 1/2	5	1253 81
Staunton.....	4889 50	1340 00	1804 00	3144 00	3133 75		13 40		374 68		4354 50	7 1/2	20	4000 00
County.....	10,861 50	7776 20	8641 40	16,416 60	17,981 38		262 87		942 24		5190 63	7 1/2	5	9903 25
Bath county—														
Warm Springs.....														
Cedar Creek.....	465 00	306 24		306 24	305 00		6 10		160 00		305 00	7 1/2	7 1/2	222 00
Williamsville.....	380 00	277 53		277 53	268 66		6 37		111 34		318 66	7 1/2	7 1/2	237 00
Millboro' County.....	845 00	583 77		583 77	573 66		11 47		271 34		623 66	7 1/2	7 1/2	675 60

Bedford county—	4270 00	2003 13	2493 44	4486 57	4270 00	106 22	120 57	142 50	4412 50	7 1/2	900 00
Liberty.....	1841 80	870 00	1084 57	1964 57	1841 80	47 08	65 70	1841 80	1841 80	7 1/2	400 00
Lisbon.....	2773 00	1265 41	1565 04	2820 45	2773 00	69 65	106 05	2801 00	2801 00	7 1/2	375 00
Chamblissburg.....	1899 50	933 00	1171 34	2110 94	1899 50	45 38	106 05	1899 50	1899 50	7 1/2	400 00
Staunton.....	2295 00	994 41	1239 07	2234 08	2291 00	85 48	115 39	2291 00	2291 00	7 1/2	525 00
Otter.....	1995 75	877 83	1094 34	1972 17	1995 75	47 78	139 06	2251 75	2251 75	7 1/2	404 58
Charlottesville.....	1869 60	951 78	1186 52	2138 30	1869 60	39 94	139 06	2251 75	2251 75	7 1/2	400 00
Forest.....	17,030 65	7892 16	9834 92	17,727 08	17,030 65	414 24	491 38	652 00	17,682 65	7 1/2	3,044 58
County.....											
Bland county—	1089 70	410 93	604 12	914 77	893 19	91 22	186 51	893 19	893 19	7 1/2	12 00
Mechanicsburg.....	616 75	285 34	350 33	568 07	620 63	14 77	620 63	620 63	620 63	7 1/2	9 00
Seddon.....	623 25	288 48	330 07	508 55	585 98	13 80	57 97	585 98	585 98	7 1/2	9 00
Sharon.....	900 00	362 20	444 04	807 95	787 55	19 20	112 45	787 55	787 55	7 1/2	10 00
Rocky Gap.....	3229 70	1820 73	1629 10	2895 91	2886 95	68 06	342 75	2886 95	2886 95	7 1/2	40 00
Botetourt county—	9247 00	1482 53	592 86	2975 39	2247 00	50 62	50 62	2247 00	2247 00	7 1/2	825 00
Fincastle.....	2193 95	1087 77	629 11	2133 88	2193 95	42 66	42 66	2193 95	2193 95	7 1/2	800 00
Amsterdam.....	2711 42	1447 76	697 08	2091 74	2711 42	47 72	47 72	2861 42	2861 42	7 1/2	925 00
Buchanan.....	7152 37	4472 06	1829 95	6301 01	7152 37	141 00	141 00	7602 37	7602 37	7 1/2	2550 00
County.....											
Brunswick county—	1759 81	1481 71	1481 70	1621 88	1621 88	108 00	108 00	1621 88	1621 88	7 1/2	500 00
Yorano.....	1400 00	1561 47	1561 47	1150 00	1150 00	250 00	250 00	1150 00	1150 00	7 1/2	500 00
Metcher.....	1000 00	806 88	806 88	935 00	935 00	65 00	65 00	935 00	935 00	7 1/2	500 00
Red Oak.....	4129 81	3850 06	3850 05	3706 88	3706 88	423 00	423 00	3706 88	3706 88	7 1/2	1500 00
County.....											
Buchanan county—	1100 00	464 00	464 00	464 00	464 00	642 96	642 96	464 00	464 00	7 1/2	30 00
Grundy.....	875 00	365 00	365 00	365 00	365 00	515 47	515 47	365 00	365 00	7 1/2	25 00
Gardner.....	800 00	383 00	383 00	383 00	383 00	422 75	422 75	383 00	383 00	7 1/2	20 00
Sand Lick.....	2775 00	1212 00	1212 00	1212 00	1212 00	18 18	18 18	1212 00	1212 00	7 1/2	85 00
County.....											
Buckingham county—	700 00	447 18	238 36	685 54	566 93	118 61	133 07	685 54	685 54	7 1/2	130 00
Maysville.....	685 42	512 43	140 00	652 43	614 82	37 61	70 60	652 43	652 43	5	125 00
Francisco.....	628 14	175 00	803 14	628 14	628 14	175 00	175 00	628 14	628 14	5	140 00
Curtisville.....	1149 35	881 31	262 50	1143 81	1143 81	5 54	5 54	1143 81	1143 81	5	190 00
Marshall.....	879 25	664 68	300 00	964 68	864 68	14 57	14 57	964 68	964 68	7 1/2	120 00
Slate River.....	987 50	661 20	302 39	964 59	879 59	85 00	107 91	964 59	964 59	5	148 33
James River.....	5029 66	3794 94	1440 54	5235 48	4997 97	21 29	175 00	5039 19	5039 19	...	853 33
County.....											
Campbell county—	2527 00	1218 00	709 07	1927 07	1905 80	21 27	1905 80	1905 80	1905 80	7 1/2	.....
Rustburg.....	1140 00	649 02	377 84	1026 86	1015 63	11 33	137 45	1028 28	1028 28	7 1/2	.....
Brookville.....	1363 98	832 59	484 71	1317 30	1302 76	14 54	77 87	1302 76	1302 76	7 1/2	.....
Otter River.....	1595 00	902 19	525 26	1427 45	1411 69	15 76	201 35	1411 69	1411 69	7 1/2	.....
Seneca.....	1620 00	869 13	505 92	1375 05	1359 88	15 17	277 50	1359 88	1359 88	7 1/2	.....
Falling River.....	8245 98	4470 93	2902 80	7073 73	6995 66	78 07	1339 73	7008 41	7008 41	7 1/2	.....
County.....											

† Including Treasurer's commissions.

* Including county funds not reported by districts.

TABLE No. 3—(Continued.)

DISTRICTS.	STATE AND COUNTY FUND.										District tax for 1872-73.					
	Promised teachers in the contracts.	Received for paying teachers and treasurers.		Total.	Paid teachers during 1871-72.		For services during 1870-71.		Treasurers' commissions.	Balance unexpended.	Balance due teachers and treasurers.	Amount paid teachers from other than public funds.	Aggregate amount paid teachers from all sources.	No. cts. on \$100 asked for by county board.	No. cts. levied by district tax levied by supervisors.	Estimated yield of district tax levied by supervisors.
Caroline county—																
Reedy Church.....	\$140 00	\$976 14	\$976 14	\$570 00	\$	\$15 67	\$90 47	\$275 40	\$	\$870 00	\$	\$870 00	3	3	\$250 00	
Medise.....	1115 00	1163 19	1163 19	1115 00		19 42	28 71			1115 00		1115 00	3	3	250 00	
Port Royal.....	1250 00	943 95	943 95	925 00		17 62	45	331 50		925 00		925 00	3	3	250 00	
Bowling Green.....	1750 00	1257 15	1257 15	1215 00		19 30	22 55	545 70		1215 00		1215 00	3	3	1000 00	
Carroll county—																
Pine Creek.....	1010 00	689 91	689 91	675 00		13 80	1 11	341 83		675 00		675 00	3	3	45 00	
Landed Fork.....	908 50	770 82	770 82	754 75		15 42	65	156 88		754 75		754 75	4	4	55 00	
Foxey Gap.....	502 00	517 65	517 65	507 30		10 35		86 42		507 30		507 30	5	5	45 00	
Priest Gap.....	808 50	555 06	555 06	512 04		11 10	1 02	271 89		512 04		512 04	3	3	45 00	
Sulphur Springs.....	1179 00	649 02	649 02	635 20		12 98	84	113 06		635 20		635 20	3	3	50 00	
Charles City county—																
Harrison.....	600 00	535 92	535 92	480 00		8 04	47 88	129 95		480 00		480 00	7 1/2	7 1/2	255 00	
Tyler.....	409 48	415 86	415 86	409 48		6 23		181 15		409 48		409 48	7 1/2	7 1/2	200 00	
Chickahominy.....	500 00	385 41	385 41	329 31		5 78	8 20	181 41		329 31		329 31	7 1/2	7 1/2	200 00	
Charlotte county—																
Weldon.....	1340 00	825 50	825 50	1340 00		16 53		530 03		825 50	8 00	817 97	10	10	400 00	
Beacon.....	1125 00	904 80	904 80	1125 00		18 09		238 23		904 80	90 00	976 71			750 00	
Roanoke.....	2197 50	1412 01	1412 01	2197 50		28 24		813 73		2197 50	150 00	1533 77			1200 00	
Madison.....	1096 59	962 22	962 22	1096 59		19 24		153 61		1096 59		942 98			660 42	
Clover Hill.....	5759 09	4105 53	4105 53	5759 09		82 10		1735 66		5759 09	248 00	4271 43			3010 42	
Chesterfield county—																
Manchester.....	3120 00	1044 00	1044 00	2120 00		30 37		1000 00		2120 00	1000 00	3120 00	7 1/2	7 1/2	200 00	
Millican.....	1240 00	218 04	218 04	1050 00		29 87		300 00		1050 00	190 00	1240 00	7 1/2	7 1/2	200 00	
Mataoca.....	1910 00	1015 23	1015 23	1810 00		29 55		300 00		1810 00	300 00	1910 00	7 1/2	7 1/2	200 00	
Dale.....	550 00	461 10	461 10	550 00		13 42	37 89			550 00		550 00	7 1/2	7 1/2	200 00	
Clover Hill.....	1728 75	1044 00	1044 00	1636 75		30 37		192 00		1636 75	192 00	1728 00	7 1/2	7 1/2	200 00	

Bermuda.....	530 70	161 34	692 04	720 00	15 45	.....	.....	720 00	7 1/2	.....
Powbite.....	534 78	162 42	696 60	734 50	15 55	.....	.....	794 50	7 1/2	.....
Clarke county—	5346 15	1625 81	6975 96	8381 25	155 58	37 89	1682 03	10,063 25	7 1/2	.....
Greenway.....	410 64	249 12	659 72	810 00	13 63	.....	.....	810 00	7 1/2	550 00
Chapel.....	420 21	254 93	675 17	905 00	13 95	.....	30 00	835 00	7 1/2	600 00
Battletown.....	451 53	273 93	734 17	870 00	14 99	.....	.....	870 00	7 1/2	893 57
Long Marsh.....	427 17	259 15	686 06	680 21	14 19	.....	.....	680 21	7 1/2	621 00
Craig county—	1709 55	1037 13	2755 68	3285 21	56 76	.....	30 00	3295 21	7 1/2	2664 57
Alleghany.....	390 00	327 49	327 47	322 59	4 00	68 42	15 00	337 59	2 1/2	75 00
New Castle.....	376 71	.....	376 71	295 00	5 65	76 05	.....	295 00	2 1/2	60 00
Simmonsville.....	375 00	306 24	306 24	301 65	4 59	.....	41 25	342 90	2 1/2	65 00
Culpeper county—	1010 44	.....	1010 44	919 24	15 14	76 06	65 25	975 49	2 1/2	200 00
Jefferson.....	732 30	878 88	1611 18	2175 13	41 01	.....	98 00	2273 13	7 1/2	.....
Salen.....	726 33	872 02	1598 35	1195 00	40 69	.....	125 00	1320 00	7 1/2	.....
Cedar Mountain.....	448 23	540 48	988 71	912 66	25 18	.....	145 00	964 66	7 1/2	.....
Catalpa.....	886 29	1075 28	1961 57	1934 00	49 98	.....	121 00	3094 00	7 1/2	.....
Stephensburg.....	463 46	560 78	1024 24	989 27	26 03	.....	90 73	1434 27	7 1/2	.....
Cumberland county—	3256 61	3927 44	7184 05	7206 06	182 95	.....	356 73	9086 06	7 1/2	.....
Hamilton.....	1042 25	650 60	1692 86	1692 86	.....	319 64	.....	1692 86	7 1/2	350 00
Madison.....	697 64	445 60	1143 24	1143 34	.....	204 16	.....	1143 34	7 1/2	300 00
Randolph.....	599 43	352 80	952 23	982 23	.....	127 77	202 00	1184 23	7 1/2	275 00
Dinwiddie county—	2339 33	1479 00	3818 43	3818 43	.....	651 76	202 00	4020 43	7 1/2	925 00
Darvills.....	680 35	454 29	1134 64	1206 25	27 23	.....	125 00	1206 25	7 1/2	296 00
Sappony.....	307 23	205 14	512 37	472 52	12 29	27 58	90 00	472 50	7 1/2	360 78
Rowanty.....	806 28	605 14	1511 42	1455 00	36 28	20 14	35 00	1490 00	6	203 50
Namozine.....	1100 40	735 43	1835 83	1491 87	44 97	299 88	33 13	1491 87	7 1/2	500 00
Elizabeth City county—	2994 26	2000 00	4994 26	4625 64	119 87	347 61	35 00	4660 62	7 1/2	1369 28
Chesapeake.....	733 60	748 00	1481 60	1456 00	25 60	.....	248 13	1456 00	7 1/2	250 00
Wythe.....	1031 36	882 01	1913 37	1880 00	33 37	.....	300 00	1880 00	7 1/2	300 00
Southfield.....	318 83	73 44	392 27	313 97	6 30	72 00	.....	313 97	7 1/2	200 00
Essex county—	1634 44	11852 80	3787 24	3649 97	65 27	72 00	300 00	3649 97	7 1/2	750 00
Central.....	906 54	239 66	1146 20	1123 72	22 48	.....	247 67	1366 00	.....	300 00
Rappahannock.....	830 85	219 65	1050 50	1029 90	20 60	.....	79 09	1107 00	.....	325 00
Occupacia.....	1065 77	265 58	1329 35	1066 50	20 54	.....	302 31	1006 50	.....	375 00
Fairfax county—	2803 16	722 89	3526 05	3160 12	63 62	302 31	326 76	3479 50	.....	1000 00
Centreville.....	936 00	447 18	970 18	936 00	35 12	.....	35 00	971 00	7 1/2	175 00
Lee.....	394 98	461 94	856 92	740 00	31 11	85 81	.....	740 00	5	250 00

† Including interest on Semmes & Eaton fund.

* Levy not yet made.

TABLE No. 3—Continued.

DISTRICTS.	STATE AND COUNTY FUNDS.										District tax for 1872-73.				
	Promised teachers In the contracts.		Received for paying teachers and treasurers.		Paid teachers.		Treasurer's commissions.	Balance unexpended.	Balance and teach- ers and treasurers.	Amount paid teachers from other than public funds.		Aggregate amount paid teachers from all sources.	No. cts. on \$100 asked for by county board.	No. cts. levied by supervisors.	Estimated tax levied by supervisors.
	State fund.	County fund.	Total.	For services 1871-72.	For services 1870-71.										
Fairfax (continued)—															
Mount Vernon.....	\$605 52	\$708 18	\$1313 70	\$1126 40	\$.....	\$ 47 69	\$39 61	\$58 60	\$.....	\$126 40	\$126 40	21 1/2	2 1/2	\$290 10	
Falls Church.....	7 21 25	843 50	1564 73	1325 00	.....	56 81	182 92	55 00	630 00	1955 00	1955 00	7 1/2	7 1/2	800 00
Providence.....	986 58	1153 84	2140 42	1950 00	.....	77 71	112 71	.....	.....	1950 00	1950 00	5	5	700 00
Dranesville.....	1145 00	645 49	1183 45	1026 59	.....	42 96	113 90	118 41	62 50	1089 09	1089 09	5	5	459 42
County.....	37 00 98	4328 42	8029 40	7103 99	.....	291 40	684 95	232 01	727 50	7831 49	7831 49	5-6	4-7-12	2683 52
Fauquier county—															
Centre.....	2115 00	1407 96	1833 91	1833 91	.....	.....	.....	281 09	.....	1833 91	1833 91	6	6	1485 00
Scott.....	1694 00	1107 21	353 48	1520 69	.....	.....	.....	173 31	.....	1520 69	1520 69	2 1/2	2 1/2	750 00
Marshall.....	1975 00	1491 13	462 10	1943 23	.....	.....	.....	31 77	.....	1943 23	1943 23	3	3	650 00
Rappahannock.....	1328 75	753 21	229 00	982 21	.....	.....	.....	346 54	.....	982 21	982 21	3 1/2	3 1/2	350 00
Cedar Run.....	750 00	561 31	171 66	732 97	.....	.....	.....	17 03	.....	732 97	732 97	6	6	550 00
County.....	7862 75	5380 82	1632 19	7013 01	.....	192 84	.....	849 74	.....	7013 01	7013 01	4-1-5	4-1-5	3785 00
Floyd county—															
Locust Grove.....	1019 00	583 75	159 77	743 52	.....	8 75	.....	354 51	.....	669 72	669 72	5	5	121 00
Little River.....	985 00	660 12	180 67	840 79	.....	9 90	.....	258 36	.....	730 45	730 45	7 1/2	7 1/2	162 00
Jacksonville.....	1975 00	783 01	214 31	997 32	.....	11 74	.....	443 55	550 00	1529 34	1529 34	7 1/2	7 1/2	300 00
Alum Ridge.....	690 00	358 15	98 03	456 18	.....	5 37	.....	151 42	.....	450 81	450 81	7 1/2	7 1/2	67 00
Indian Valley.....	775 00	527 56	144 40	671 96	.....	7 91	.....	175 10	.....	592 48	592 48	7 1/2	7 1/2	91 00
Burk's Fork.....	450 00	277 39	75 92	353 31	.....	4 16	.....	102 36	.....	349 15	349 15	5	5	75 00
County.....	5804 00	3189 98	873 10	4063 08	.....	47 83	.....	1485 30	550 00	4321 95	4321 95	6 1/2	6 1/2	816 00
Fuvanna county—															
Palmyra.....	1750 00	630 14	8 91	639 05	.....	19 49	.....	795 00	.....	955 00	955 00	7 1/2	7 1/2	151 48
Columbia.....	1235 00	575 74	8 14	583 88	.....	8 49	169 57	818 83	.....	416 17	416 17	7 1/2	7 1/2	300 00
Fork Union.....	1727 62	759 01	10 74	769 75	.....	16 26	.....	930 50	87 47	797 13	797 13	7 1/2	7 1/2	400 00
Cunningham.....	1480 00	745 61	10 55	756 16	.....	14 39	202 48	775 00	60 00	705 00	705 00	7 1/2	7 1/2	255 55
County.....	6192 62	2710 50	38 34	2748 84	.....	58 63	372 05	3319 33	147 47	2873 30	2873 30	7 1/2	7 1/2	1107 03
Franklin county—															
Rocky Mount.....	1070 00	741 24	277 75	1018 99	.....	21 06	48 99	114 29	75 00	1145 00	1145 00	5	5	84 96
Snow Creek.....	1005 00	553 32	207 33	760 65	.....	16 71	20 73	275 05	.....	1005 00	1005 00	5	5	57 50

Union Hall.....	1200 00	829 98	311 00	1140 98	1110 80	105 69	39 60	1239 60	5	2 1/2	88 15
Gill's Creek.....	1470 00	906 54	339 69	1246 23	1208 83	27 30	279 09	50 00	6	2 1/2	100 89
Bou Brock.....	1200 00	722 97	270 90	963 87	972 37	21 94	21 60	1620 00	5	2 1/2	78 32
Magdoe.....	720 00	671 64	251 67	923 31	827 50	16 72	203 31	720 00	5	2 1/2	63 01
Blackwater.....	870 00	657 24	246 20	903 53	837 50	19 03	66 03	870 00	5	2 1/2	88 01
Long Branch.....	860 00	714 27	267 64	981 91	860 00	19 67	121 91	860 00	5	2 1/2	40 90
Brown Hill.....	900 00	600 73	187 61	688 34	671 73	15 14	16 61	925 00	5	2 1/2	47 38
County.....	9295 00	6237 93	2359 88	8657 81	8091 05	183 55	566 76	9574 90	5	2 1/2	649 10
Frederick county—											
Winchester.....	2787 50	1098 30	260 32	1383 82	1237 50	16 47	37	2966 28	7 1/2	1 1/2	1550 00
Stonewall.....	1285 00	1123 50	260 32	1383 82	1237 50	16 47	37	1721 93	7 1/2	1 1/2	430 00
Gaineboro'.....	1028 50	933 45	216 32	1149 77	1028 50	318 72	14 00	1805 02	6	7 1/2	300 00
Back Creek.....	940 00	784 35	181 77	966 12	940 00	205 90	11 37	1145 90	6	7 1/2	2080 00
Opequon.....	1456 25	1537 20	356 24	1893 44	1456 25	47 42	23 06	1631 67	7	7	300 00
County.....	7487 25	5476 80	1014 65	6491 45	5877 25	82 14	179 44	9290 80	7	7	2080 00
Giles county—											
Pearisburg.....	745 00	657 72	85 92	988 12	570 00	65 04	10 84	805 00	5	5	300 00
Walker's Creek.....	525 00	563 76	.....	563 76	475 00	63 36	15 40	690 00	2 1/2	2 1/2	200 00
Pembroke.....	500 00	438 92	.....	438 92	320 00	78 53	33 19	345 00	7 1/2	7 1/2	150 00
Newport.....	460 00	373 23	.....	373 23	360 00	.....	5 77	100 00	7 1/2	7 1/2	150 00
County.....	2230 00	2033 63	.....	2033 63	1725 00	206 93	65 20	2430 00	5 1/2	5 1/2	800 00
Gloucester county—											
Paisworth.....	2069 22	760 38	922 90	1684 28	2060 22	11 23	.....	2060 22	.....	.....	350 00
Ware.....	1894 32	924 61	1123 70	2048 51	1886 32	13 97	.....	1886 32	.....	.....	50 00
Abingdon.....	2613 40	1371 12	1665 99	3037 11	2613 40	20 26	.....	2613 40	.....	.....	350 00
County.....	6569 94	3056 81	3713 59	6769 90	6559 94	46 19	137 80	6559 94	.....	.....	750 00
Goehland county—											
Dover.....	1392 09	992 20	85 92	988 12	1210 28	26 43	138 40	1216 78	9 1/2	9 1/2	924 25
Bickington.....	1274 00	1021 29	85 28	1139 77	1010 00	29 48	230 00	1045 80	1 1/2	1 1/2	208 25
Byrd.....	1459 00	890 89	85 24	976 13	1459 00	29 17	.....	1459 00	2 1/2	2 1/2	103 25
County.....	4121 19	2514 48	269 54	3084 02	3706 78	82 18	368 40	3717 68	2 1/2	2 1/2	622 75
Grayson county—											
Old Town.....	1195 00	789 09	135 58	924 67	1125 00	.....	.....	1125 00	7 1/2	2	49 72
Elk Creek.....	1837 50	1499 88	287 71	1757 59	1837 50	37 72	.....	3037 50	7 1/2	2	75 00
Wilson.....	1515 00	1128 39	193 87	1322 26	1515 00	28 37	.....	1515 00	7 1/2	2	80 00
County.....	4477 50	3417 36	587 16	4004 52	4477 50	58 93	19 98	5677 50	7 1/2	2	204 72
Greene county—											
Stanardsville.....	380 20	380 20	.....	380 20	380 20	150 81	.....	531 01	5	5	250 00
Ruckersville.....	500 00	500 00	.....	500 00	397 84	32 66	.....	430 50	5	5	250 00
Montree.....	500 00	452 03	156 56	452 03	452 03	.....	147 97	532 03	5	5	250 00
County.....	1480 20	1175 67	156 56	1352 23	1290 97	183 47	217 47	1493 54	5	5	750 00
Greenville county—											
Ballfield.....	1063 00	735 15	211 32	722 01	722 01	.....	357 53	972 01	7 1/2	7 1/2	300 00
Hicksford.....	1170 00	735 15	304 20	1039 35	1039 35	.....	154 47	1039 35	7 1/2	7 1/2	225 00
Zion.....	330 00	310 59	128 52	439 11	270 00	.....	60 00	270 00	7 1/2	7 1/2	150 00
County.....	2563 00	1556 43	644 04	2200 47	2031 36	9 25	159 86	2500 00	7 1/2	7 1/2	675 00
Halifax county—											
Bannister.....	1072 50	1023 99	.....	1023 99	1072 50	63 02	63 86	1072 50	5	4	320 00

TABLE No. 3—(Continued.)

DISTRICTS.	STATE AND COUNTY FUNDS.										District tax for 1872-'73.			
	Promised teachers in the contracts.		Received for paying teachers and treasurers.		Paid teachers.		Treasurers' commissions.		Amount paid teachers from other than public funds.		Aggregate amount paid teachers from all sources.	No. cts. on \$100 asked for by county board.	No. cts. levied by supervisors.	Estimated yield of district tax levied by supervisors.
	State fund.	County fund.	Total.	For services during 1871-'72.	For services during 1870-'71.	Balance unexpended.	Balance due teachers and treasurers.							
Halifax (continued)—														
Roanoke.....	\$1485 75	\$1236 27	\$1236 27	\$263 33	\$16 37	\$18 54	\$240 26	\$.....	\$.....	\$1263 33	7 1/2	6	\$734 32	
Stanton.....	1430 00	1123 17	1123 17	1160 00	16 89	16 89	286 89	.....	.....	1123 17	7 1/2	6	189 36
Meadsville.....	99 00	700 35	700 35	689 00	.....	10 50	1 35	.....	.....	700 35	7 1/2	6	483 86
Birch Creek.....	1300 60	1198 86	1198 86	1014 50	.....	17 98	304 48	.....	.....	1198 86	7 1/2	6	234 08
Mt. Carmel.....	730 00	546 27	546 27	730 00	.....	8 10	184 36	.....	.....	546 27	7 1/2	6	468 82
Black Walnut.....	1150 00	981 36	981 36	920 00	.....	14 71	244 71	.....	80 00	620 27	7 1/2	6	118 41
Red Bank.....	852 50	583 77	583 77	608 67	.....	8 75	252 58	.....	75 00	.....	5	4	2034 35
..... County.....	9010 75	7388 14	7388 14	7278 27	91 83	110 82	247 07	.....	155 00	9165 75	5.15-16	4 3/4	.....
Hanover county—														
Beaver Dam.....	970 00	1001 37	1001 37	970 00	.....	15 02	16 35	.....	.....	970 00	12 1/2	12 1/2	515 00
Allen's Creek.....	867 50	783 00	783 00	730 00	38 11	11 75	139 36	.....	20 00	750 00	12 1/2	12 1/2	380 00
Ashland.....	1205 00	976 14	976 14	965 00	70 64	14 64	314 14	.....	.....	905 00	12 1/2	12 1/2	710 00
Clay.....	1115 00	887 40	887 40	860 00	.....	13 31	255 00	.....	.....	860 00	12 1/2	12 1/2	730 00
Henry.....	1140 00	928 29	928 29	870 00	33 98	13 92	289 27	.....	.....	870 00	12 1/2	12 1/2	725 00
..... County.....	5237 50	4576 20	4576 20	4355 00	142 73	68 64	35 05	.....	20 00	4355 00	12 1/2	12 1/2	3070 00
Henrico county—														
Tuckahoe.....	1150 00	769 95	407 10	1150 00	138 47	23 75	.....	.....	.....	.....	7 1/2	5	750 00
Brookland.....	1869 00	800 43	454 94	1315 37	236 40	20 95	.....	.....	.....	.....	10	5	800 00
Fairfield.....	1582 50	1071 84	566 72	1632 50	34 66	34 66	51 50	.....	.....	.....	7 1/2	5	700 00
Varina.....	1815 00	697 74	368 92	1815 00	386 58	21 63	.....	.....	.....	.....	7	5	1300 00
..... County.....	6377 50	3399 96	1797 68	5197 64	761 45	106 40	51 50	.....	.....	.....	8	5	3590 07
Henry county—														
Martinsville.....	1170 00	973 56	.....	970 00	.....	19 47	219 84	.....	.....	970 00	10	10	445 52
Leatherwood.....	1437 50	1077 93	.....	1080 00	.....	21 94	388 32	.....	.....	1080 00	10	10	500 00
Ridgeway.....	1112 50	1005 68	.....	907 50	.....	20 00	87 17	.....	.....	907 50	10	10	400 00
Horse Pasture.....	1200 00	851 00	.....	810 00	.....	17 02	373 00	.....	.....	810 00	10	10	453 15
..... County (new).....	4920 00	3908 97	.....	3767 50	.....	78 03	1110 33	.....	.....	3767 50	10	10	200 00
..... County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1698 67

SUPERINTENDENT OF PUBLIC INSTRUCTION.

Highland county—	432 50	401 07	432 50	.....	6 48	.....	40 00	472 50	7 7/8	5	589 68
Blaine-Grae—	400 00	357 57	350 00	.....	5 25	.....	820 00	710 00	7 7/8	7 7/8	276 28
Monteville—	600 00	505 47	497 81	.....	7 45	2 32	102 19	825 00	7 7/8	7 7/8	375 95
Stonewall—	1432 50	1264 11	1280 31	.....	19 18	2 53	162 19	2687 50	7 7/8	6 3/4	1011 51
County—											
Idle of Wright county—	2206 13	1113 36	1296 13	.....	28 57	.....	910 00	1298 13	7 7/8	5	350 00
Newport—	983 27	991 58	983 27	.....	25 27	.....	150 00	983 27	7 7/8	5	300 00
Hardy—	815 20	626 26	665 20	.....	15 97	.....	1060 00	665 20	7 7/8	5	250 00
Windsor—	4004 60	2731 20	2944 60	.....	69 81	243 57	.....	2944 60	7 7/8	5	900 00
County—											
James City county—	350 00	238 06	166 60	.....	6 96	37 09	142 94	200 00	15	15	90 00
Stone House—	799 85	436 09	305 20	.....	17 01	42 65	156 18	799 85	15	15	225 00
Powhatan—	705 00	390 08	663 08	.....	14 78	11 98	105 00	705 00	15	15	200 00
James town—	475 18	331 80	154 50	.....	10 65	24 64	24 54	419 05	7 7/8	7 7/8	400 00
Williamsburg—	2330 01	1396 03	899 30	.....	48 40	79 73	428 66	2473 90	15	15	915 00
County—											
King George county—	980 00	611 54	590 00	.....	13 43	8 11	390 00	590 00	7 7/8	7 7/8	290 00
Shiloh—	1389 00	1028 70	975 00	.....	21 58	32 12	414 00	975 00	7 7/8	7 7/8	327 00
Choctaw—	575 00	352 63	344 97	.....	7 66	.....	230 03	344 97	7 7/8	7 7/8	300 00
Pasapatany—	2944 00	1992 87	1909 87	.....	42 67	40 23	1034 03	1909 87	7 7/8	7 7/8	917 00
County—											
King & Queen county—	975 00	751 68	182 50	.....	19 50	.....	62 09	922 91	7 7/8	7 7/8	300 00
Newtown—	1705 00	1389 39	338 02	.....	34 10	.....	.....	1705 00	7 7/8	7 7/8	600 00
Stevensville—	962 22	253 88	1196 10	.....	24 60	3 30	30 00	1230 00	7 7/8	7 7/8	350 00
Buena Vista—	3210 00	3103 26	754 40	.....	75 20	3 30	82 09	3857 91	7 7/8	7 7/8	1150 00
County—											
King William county—	675 00	582 00	540 00	.....	12 29	42 00	188 47	540 00	13	10	550 00
Newtown—	80 00	739 69	770 00	.....	15 78	331 00	112 00	770 00	13	10	427 00
Stevensville—	1000 00	641 18	681 25	.....	12 82	24 52	427 75	681 25	13	10	376 00
Buena Vista—	2475 00	2012 27	1891 25	.....	40 89	387 62	728 22	1891 25	13	10	1353 00
County—											
Lancaster county—	512 50	450 66	512 50	.....	6 76	.....	.....	512 50	7 7/8	7 7/8	238 65
White Chapel—	925 00	691 60	700 00	.....	8 81	.....	225 00	700 00	7 7/8	7 7/8	192 23
Marion—	1020 00	690 78	895 00	.....	10 38	.....	135 00	895 00	7 7/8	7 7/8	298 80
White Stone—	2487 50	1733 04	2107 50	.....	25 93	.....	350 00	2107 50	7 7/8	7 7/8	729 68
County—											
Lee county—	1425 00	1118 82	1102 04	.....	20 25	.....	306 18	1102 04	4	4	137 12
Rose Hill—	1800 03	983 10	1496 31	.....	17 80	.....	.....	968 35	4	4	128 44
White Shoals—	2445 00	1196 25	1775 51	.....	21 65	.....	1248 75	1178 31	4	4	198 62
Jonesville—	1000 00	888 27	874 81	.....	10 08	.....	111 73	874 95	4	4	155 29
Rocky Station—	1225 00	686 43	676 13	.....	12 43	.....	538 57	676 13	4	4	123 39
Yokum Station—	7895 00	4872 87	4799 78	.....	95 21	.....	3022 13	4799 78	4	4	742 86
County—											
Loudoun county—	2365 00	1097 07	1424 93	.....	55 83	96 85	.....	2324 32	5	5	1400 00
Leesburg—	2102 50	1004 85	1805 15	.....	34 56	.....	29 76	48 60	5	5	300 00
Mt. Glead—	2543 33	1169 29	2388 00	.....	38 94	.....	.....	2656 16	4	4	1500 00
Mercer—	2130 00	887 40	1152 60	.....	31 90	.....	121 96	2130 00	5	5	1100 00
County—											

TABLE No. 3—(Continued.)

DISTRICT.	STATE AND COUNTY FUNDS.										District tax for 1872-73.			
	Promised Teachers in the contracts.		Received for paying teachers and treasurers.		Paid teachers.		Treasurer's commissions.		Amount paid teachers from other than public funds.		Aggregate amount paid teachers from all sources.		No. cts. on \$100 asked for by county board.	No. cts. levied by supervisors.
	State Fund.	County Fund.	Total.	For services during 1871-72.	For services during 1870-71.	Treasurer's commissions.	Balance unexpended.	Balance due teach- ers and treasurers.	Amount paid teachers from other than public funds.	Aggregate amount paid teachers from all sources.	No. cts. on \$100 asked for by county board.	No. cts. levied by supervisors.	Estimated yield of district tax levied by supervisors.	
Loudoun (continued)—														
Jefferson.....	\$665 52	\$1125 48	\$1992 00	\$2131 67	\$104 28	\$33 54	9 80	\$277 49	30 00	\$2084 28	6	4 1/2	\$1150 00	
Broad Run.....	755 16	980 84	1736 00	1720 00	.....	23 80	159 72	429 20	644 00	1752 00	6	5	600 00
County.....	5780 28	7507 72	13,288 00	12,992 50	383 94	200 64	.....	.....	.....	14,022 44	5 2-5	4 11-12	7050 00
Louise county—														
Jackson.....	1195 00	899 97	2094 97	987 08	.....	22 38	110 06	137 92	1125 00	1125 00	7 1/2	7 1/2	450 00
Cuckoo.....	1470 00	1085 77	2555 77	1245 00	.....	27 04	78 58	225 00	75 00	1545 00	7 1/2	7 1/2	520 00
Court House.....	1610 00	300 63	1910 63	1383 35	.....	30 64	119 30	226 65	45 00	1655 00	7 1/2	7 1/2	750 00
Green Spring.....	1375 00	978 51	2353 51	1217 18	.....	24 35	1 83	184 00	.....	1375 00	7 1/2	7 1/2	664 00
County.....	5580 00	4198 91	9778 91	4906 43	.....	104 41	309 77	773 57	120 00	5700 00	7 1/2	7 1/2	2384 00
Lunenburg county—														
Lewisville.....	785 00	604 65	1389 65	645 00	.....	12 90	.....	.....	.....	645 00	7 1/2	5	114 98
Browls Store.....	585 00	601 17	1186 17	529 44	.....	10 59	61 14	55 56	.....	529 44	.....	.....	111 56
Pleasant Grove.....	595 00	550 41	1145 41	283 75	.....	5 27	230 38	261 25	.....	263 75	.....	.....	84 56
Rehoboth.....	625 00	520 26	1145 26	497 50	.....	9 95	12 81	127 50	.....	497 50	.....	.....	82 91
Lochleven.....	475 00	477 63	952 63	382 50	.....	7 65	87 48	292 50	.....	382 50	.....	.....	108 88
Columbian Grove.....	425 00	409 77	834 77	385 15	.....	7 70	16 92	39 85	.....	385 15	.....	.....	64 43
County.....	3570 00	3172 89	6742 89	2703 84	208 65	64 06	415 48	776 66	.....	2703 84	7 1/2	5	667 31
Lynchburg city.....	11,108 53	8261 89	19,370 42	11,108 63	208 65	4486 00	11,108 63
Madison county—														
Robertson.....	1388 66	944 14	2332 80	977 00	.....	.....	.....	411 66	.....	977 00	7 1/2	7 1/2	450 00
Locus Dale.....	1407 50	32 86	1440 36	1407 50	.....	.....	.....	.....	.....	1407 50	7 1/2	7 1/2	450 00
Rapid Ann.....	975 00	.....	975 00	975 00	.....	.....	.....	.....	.....	975 00	7 1/2	7 1/2	400 00
County.....	8771 16	3236 64	12,007 80	3359 50	.....	.....	.....	411 66	.....	3359 50	7 1/2	7 1/2	1800 00
Mathews county—														
Mecklenburg county—														
Boydton.....	1150 00	1070 10	2220 10	1050 83	.....	21 40	867 70	.....	.....	1050 83	10	10	750 00
Christiansville.....	1660 00	730 80	2390 80	1020 00	.....	14 61	.....	.....	.....	1020 00	.....	.....	.....

SUPERINTENDENT OF PUBLIC INSTRUCTION.

Blastone	504 00	591 60	795 60	504 00	11 88	279 77	62 50	566 50	10	10	275 00	
Flat Creek	677 73	911 43	872 00	872 00	13 55	25 85	.....	.....	10	10	250 00
North Hill	593 34	797 94	605 33	605 33	11 86	180 73	.....	.....	10	10	250 00
Buckhorn	591 60	795 69	734 00	734 00	11 83	49 77	.....	.....	10	10	200 00
Palmer's Springs	515 91	177 90	693 81	622 00	11 31	60 50	.....	.....	10	10	300 00
Charlottesville	1200 00	249 90	974 61	1200 00	14 49	.....	300 00	625 00	10	10	.....
Charlottesville	6783 00	5495 79	7390 80	6003 00	109 88	964 35	302 50	6971 16	8%	8%	2475 00	
Middlesex county—												
Jamaica	800 00	301 02	189 80	500 00	10 00	.....	4 87	500 00	7%	7%	175 00
Saluda	530 00	564 63	919 43	930 00	18 60	.....	30 00	930 00	7%	7%	210 00
Pinetop	1069 00	631 62	1029 52	1069 00	21 38	.....	60 08	1069 00	7%	7%	233 14
Pinetop	2499 00	1497 27	2439 77	2499 00	49 98	.....	94 96	2499 00	7%	7%	708 14
Montgomery county—												
Christiansburg	2325 00	1059 05	977 15	2034 20	41 02	6 82	325 00	2875 00	7%	7%	620 00	
Blacksburg	2152 91	1084 02	2086 14	2002 91	42 09	41 14	150 00	133 75	7%	7%	600 00	
Alleghany	1683 25	825 63	763 21	1540 75	32 04	16 05	142 50	1815 75	7%	7%	540 00	
Auburn	1847 75	942 21	870 98	1813 19	36 54	22 65	93 75	112 50	7%	7%	600 00	
Auburn	8008 91	3908 91	7522 37	7297 66	151 69	73 02	711 25	8937 66	7%	7%	2360 00	
Manassas county—												
Sleepy Hole	782 99	621 18	621 18	757 99	9 16	1 36	25 00	757 99	7%	7%	320 00	
Suffolk	428 28	284 49	284 49	353 28	5 30	.....	75 00	.....	7%	7%	400 00
Chuckatuck	1115 83	709 92	709 92	695 00	9 98	34 94	420 83	695 00	6	6	300 00	
Cypress	1230 99	634 23	634 23	735 49	10 40	.....	437 50	125 00	5	5	150 00
Holy Neck	1241 66	814 32	814 32	796 16	11 95	6 21	445 50	.....	5	5	200 00
Holy Neck	4799 75	3064 14	3064 14	3395 92	46 79	42 51	1403 83	125 00	6	6	1370 00	
Nelson county—												
Lovington	1882 50	1388 62	1687 87	1882 50	28 24	.....	222 87	140 00	5	5	.....
Massie's Mills	1695 00	1379 14	1695 00	1695 00	25 43	.....	341 29	320 00	2015 00	5	.....
Greenfield	1315 00	988 32	61 74	1315 00	19 73	.....	291 46	203 50	.....	5	.....
Greenfield	4892 50	3874 98	4117 07	4892 50	73 40	.....	855 62	555 60	.....	5	.....
New Kent county—												
Ware Creek	300 00	348 87	348 87	255 00	3 82	90 05	45 62	.....	10	7%	120 00
Cumberland	440 18	447 18	270 00	270 00	4 05	173 13	173 13	270 00	10	7%	125 00	
St. Peter's	300 00	302 76	280 00	280 00	4 20	18 56	30	280 00	10	7%	120 00	
Black Creek	318 81	323 64	318 79	318 79	4 85	.....	.....	318 79	10	7%	100 00
Black Creek	1358 99	1422 45	1422 45	1123 79	16 92	281 74	219 05	1123 79	10	7%	465 00	
Norfolk city	12,000 00	5378 34	8180 68	13,569 02	80 68	1378 34	.....	500 00	12,000 00	.....	.....
Norfolk county—												
Western Branch	2095 00	1366 77	746 93	2095 00	35 20	.....	16 50	300 00	10	10	800 00
Deep Creek	975 00	351 80	975 00	975 00	16 20	.....	52 08	150 00	10	10	300 00
Pleasant Grove	1172 50	1172 50	1172 50	1172 50	20 24	37 00	27 50	1200 00	10	10	300 00
Watts Road	100 00	408 41	862 45	900 00	16 35	.....	53 92	900 00	10	10	300 00
Washington	750 00	682 02	374 70	750 00	12 77	106 38	.....	.....	10	10	700 00
Tanner's Creek	557 50	1639 15	1639 15	1639 15	8 36	.....	.....	.....	10	10	800 00
Tanner's Creek	6450 00	4524 00	6996 31	6450 00	109 12	596 69	189 50	6927 50	10	10	3200 00	

* City Council appropriated \$12,000 for current expenses.
 † The Supervisors made no district levy, but ordered the Treasurer to place \$690 to the credit of the districts by apportionment made by the County Superintendent, in accordance with the school population.
 ‡ Amt. of drafts issued to teachers.

TABLE No. 3—(Continued.)

DISTRICTS.	STATE AND COUNTY FUND.										District tax for 1872-73.		
	Promised teachers in the contracts.		Received for paying teachers and treasurers.		Paid teachers.		Treasurer's commissions.	Balance unexpended.	Amount paid teachers from other than public funds.	Aggregate amount paid teachers from all sources.	No. cts. on \$100 asked for by county board.		Estimated yield of district tax levied by supervisors.
	State fund.	County fund.	Total.	For services during 1871-72.	For services during 1870-71.	No. cts. levied by supervisors.					No. cts. on \$100 asked for by county board.		
Northampton county—													
Capeville	\$760 00	\$803 40	\$803 40	\$618 72	\$42 50	\$9 90	\$184 62	\$141 72	\$618 72	7 1/2	7 1/2	\$2296 00	
Eastville	920 00	803 40	803 40	595 00	351 50	8 02	200 38	385 00	855 00	7 1/2	7 1/2	389 72	
Franktown	980 00	803 40	803 40	647 00	384 00	5 27	156 40	233 00	647 00	7 1/2	7 1/2	232 60	
County—	2860 00	2410 20	2410 20	1800 72	384 00	23 19	601 40	759 72	1800 72	7 1/2	7 1/2	848 82	
Northumberland county—													
Lotsburg	350 00	430 43	430 43	350 00	350 00	8 00	63 22	50 00	350 00	7 1/2	7 1/2	212 67	
Heathsville	700 00	487 63	487 63	700 00	663 00	9 75	.....	.....	700 00	7 1/2	7 1/2	244 47
Fairfields	595 00	402 34	402 34	595 00	.....	8 04	.....	.....	595 00	7 1/2	7 1/2	230 76
Wicomico	453 68	358 19	358 19	453 68	.....	7 16	.....	.....	453 68	7 1/2	7 1/2	276 79
County—	2098 68	1678 59	1678 59	2098 68	.....	33 56	63 22	50 00	2098 68	7 1/2	7 1/2	964 69
Nottoway county—													
Blendon	1312 50	919 59	1447 46	1312 50	140 00	34 23	.....	.....	1376 00	7 1/2	7 1/2	375 00
Belleville	1095 00	627 27	1095 00	1095 00	140 00	24 76	.....	.....	1095 00	7 1/2	7 1/2	225 00
Haytokah	1129 00	760 38	1189 18	1129 00	197 36	28 07	.....	.....	1199 00	7 1/2	7 1/2	250 00
County—	3536 50	2307 24	3870 82	3536 50	477 36	87 06	.....	.....	3670 00	7 1/2	7 1/2	760 00
Orange county—													
Barbour	820 00	600 10	876 50	820 00	820 00	20 63	35 87	.....	1089 00	2	2	152 41
Madison	1430 00	970 94	1418 14	1360 00	.....	32 87	25 27	70 00	1453 00	4	3 1/2	463 10
Taylor	1452 00	1232 35	1452 00	1452 00	.....	41 51	306 44	61 50	1513 50	2	2	227 47
Gordon	688 50	505 18	737 98	688 50	.....	17 52	31 96	.....	869 50	5	5	255 56
County—	4390 50	3308 57	4832 57	4320 50	.....	112 53	389 54	70 00	4895 00	3 1/4	3 1/4	1078 54
Page county—													
Shen. Iron Works	1102 01	.....	.....	1013 62	.....	.....	88 39	.....	1013 62	7 1/2	7 1/2	220 00
Marksville	1325 00	.....	.....	1325 00	.....	.....	.....	.....	1325 00	7 1/2	7 1/2	500 00
Luray	1925 00	.....	.....	1295 00	.....	.....	.....	.....	1225 00	7 1/2	7 1/2	350 00
Springfield	1329 50	.....	.....	1090 64	.....	.....	238 86	.....	1090 64	7 1/2	7 1/2	350 00
County—	4681 51	2092 75	5289 12	4654 26	.....	.....	327 25	.....	4654 26	7 1/2	7 1/2	1420 00
Patriek county—													
Mayo	1548 00	.....	.....	990 00	.....	.....	558 00	.....	990 00	4	4	207 78

SUPERINTENDENT OF PUBLIC INSTRUCTION.

Dan	1250 00	2841 10	2841 10	890 00	42 62	360 00	890 00	4	4	143 65
Smith	1170 00	2841 10	2841 10	898 00	42 62	250 00	898 00	4	4	164 24
County.....	3968 00	2841 10	2841 10	2778 00	42 62	1168 00	2778 00	4	4	515 67
Petersburg city.....	13,013 60	4421 70	11,013 60	11,013 60	.....	2000 00	13,013 60	.....	.....	.....
Pittsylvania county—	2058 15	1137 96	2812 82	2058 15	23 35	731 82	2178 15	7%	7%	482 31
Chatham	1830 00	986 58	2438 63	1830 00	20 25	588 38	1830 00	7%	7%	371 58
Staunton River.....	2455 00	1600 80	1452 05	2455 00	32 85	1492 07	2705 00	7%	7%	718 74
Dan	1481 85	1600 80	2856 07	2455 00	16 70	514 29	1891 85	7%	7%	383 64
Banister	1330 00	790 83	1198 52	1330 00	16 23	608 55	1330 00	7%	7%	273 93
Pieg	1350 00	1156 23	1163 55	1350 00	23 73	1309 25	1325 00	7%	7%	250 33
Callands	2190 00	1778 28	1701 75	2857 98	38 50	2169 06	2190 00	7%	7%	665 96
Tunstall	1625 00	757 27	4395 56	2190 00	11 36	.....	2525 00	.....	.....	2372 00
Danville.....	14,495 00	9022 77	878 59	1626 36	180 97	7389 87	1680 00	7%	7%	5515 49
County.....	6063 21	2465 58	2667 11	5132 69	69 48	.....	6063 21	20	20	6000 00
Portsmouth city.....	1250 00	700 00	525 00	1225 00	80 25	55 25	1225 00	7%	7%	333 00
Powhatan county—	1329 00	673 80	502 00	1175 80	31 62	185 82	1175 80	7%	7%	333 00
Spencer	1424 00	725 51	611 03	1336 50	35 53	170 02	1336 50	7%	7%	334 00
Huguenot	4003 00	2099 31	1638 00	3737 30	37 40	411 09	3737 30	7%	7%	1000 00
County.....	1670 00	1004 00	627 50	1631 50	32 63	71 13	1640 00	5	5	313 34
Prince Edward county—	1280 00	795 20	497 00	1220 00	67 55	46 35	1275 00	5	5	267 91
Buffalo	950 00	734 40	469 00	1193 40	23 87	219 53	950 00	5	5	504 88
Hampden	450 00	314 40	196 50	510 90	26 70	10 22	590 00	5	5	135 10
Farmville	929 00	440 00	275 00	715 00	14 30	7 45	186 00	5	5	157 43
Lockett	5279 00	3288 00	2055 00	5003 00	*121 06	324 01	5190 00	.....	.....	1378 06
Leigh	870 00	343 78	235 48	578 26	13 27	284 89	870 00	7%	7%	176 70
Prince George county—	725 00	337 56	231 89	569 45	18 07	148 80	725 00	5	5	143 50
Templeton.....	1390 00	528 83	363 97	893 80	20 50	415 70	1330 00	7%	7%	378 48
Rives	2900 00	211 41	145 23	356 64	8 17	62 64	294 00	7%	7%	128 93
Bland	720 00	442 83	304 22	747 05	72 00	27 05	720 00	.....	.....	.....
Blackwater	3939 00	1864 41	1280 79	3315 20	17 14	89 69	3839 00	5	5	784 43
Brandon	1700 00	862 19	1084 95	1947 14	2 60	1167 84	1700 00	7%	7%	350 00
Pungo	1620 50	977 00	1181 04	2158 04	58 60	209 04	1620 50	7%	7%	600 00
Princess Anne county—	3320 50	2395 63	2881 99	5275 62	120 53	1915 09	3240 00	7%	7%	1450 00
Kempville.....	360 00	235 77	135 50	371 27	7 59	43 53	370 00	7%	7%	230 00
County.....	535 00	256 65	147 50	404 15	8 47	16 15	388 00	7%	7%	250 00
Prince William county—	569 01	371 49	584 99	571 09	11 97	13 90	571 09	7%	7%	210 00
Dumfries	648 75	307 11	176 50	483 61	10 00	38 68	495 03	5	5	280 00
Oroquan	950 50	512 45	294 50	806 93	16 52	14 43	989 50	7%	7%	525 00
Coles.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brentsville.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Manassas.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*Including balance for 1870-71.

TABLE No. 3—(Continued.)

DISTRICTS.	STATE AND COUNTY FUNDS.												District tax for 1872-'73.			
	Promised teachers in the contracts.			Received for paying teachers and treasurers.			Paid teachers.			Amount paid teachers from other than public funds.			Aggregate amount paid teachers from all sources.	No. cts. on \$100 asked for by county board.	No. cts. levied by supervisors.	Estimated tax levied by supervisors.
	State fund.	County fund.	Total.	For services during 1871-'72.	For services during 1870-'71.	Treasurer's commissions.	Balance unexpended.	Balance due teachers and treasurers.	Other than public funds.	Teachers from all sources.						
Prince William (cont'd)	\$1073 50	\$609 87	\$960 37	\$947 50	\$19 66	\$12 87	\$135 14	\$125 00	\$1072 50	7 1/2	7 1/2	7 1/2	\$500 00			
Gaithersville County.....	4036 76	2293 34	3611 32	3464 12	74 21	147 20	609 15	422 50	3886 12	7 1/2	7 1/2	7 1/2	1995 00			
Pulaski county—																
Newbern.....	1412 00	655 11	1310 22	1412 00	19 76			717 00	2129 00	7 1/2	7 1/2	7 1/2	375 00			
Dublin.....	2270 00	933 51	1867 02	2270 00	28 00			947 00	3217 00	7 1/2	7 1/2	7 1/2	900 00			
Hiwassee.....	1295 00	629 88	1295 76	1295 00	18 90			325 00	1620 00	7 1/2	7 1/2	7 1/2	200 00			
Hiwassee County.....	4977 00	2218 50	4437 00	4977 00	66 66			1989 00	6966 00	7 1/2	7 1/2	7 1/2	1475 00			
Rappahannock county—																
Hampton.....	895 00	566 37	933 10	895 00	11 32	26 78			895 00	7 1/2	7 1/2	7 1/2	480 19			
Wakefield.....	675 00	392 37	652 43	644 59	7 84		30 41		644 59	2 1/2	2 1/2	2 1/2	180 00			
Jackson.....	940 00	471 54	776 86	767 43	9 43		172 57	80 00	847 43	7 1/2	7 1/2	7 1/2	333 43			
Piedmont.....	857 50	497 64	322 22	819 86	9 95		67 59		809 91	7 1/2	7 1/2	7 1/2	350 00			
Stonewall.....	820 00	462 84	269 69	762 53	9 25		66 72	120 00	873 28	7 1/2	7 1/2	7 1/2	375 00			
Stonewall County.....	4187 50	2390 76	3944 78	3870 21	47 79	26 78	317 29	200 00	4070 21	6 1/2	6 1/2	6 1/2	1718 62			
Richmond county—																
Stonewall.....	740 67		689 40	689 40			51 27		689 40	7 1/2	7 1/2	7 1/2				
Marshall.....	800 00	543 75	286 62	830 37		30 37			800 00	7 1/2	7 1/2	7 1/2				
Washington.....	984 00		910 72	910 72			73 28		910 72	7 1/2	7 1/2	7 1/2				
Farmham.....	625 00		530 99	530 99			94 01		530 99	7 1/2	7 1/2	7 1/2				
Farmham County.....	3149 67	1861 80	2961 48	2931 11		30 37	218 66		2931 11	7 1/2	7 1/2	7 1/2				
Richmond city.....	41,220 09	15,122 44	39,720 09	39,720 09				1500 00	41,220 09				32,500 00			
Roanoke county—																
Catawba.....	575 50	284 49	625 50	575 50	14 50	35 50		160 00	725 50	7 1/2	7 1/2	7 1/2	160 00			
Salem.....	2011 50	1045 74	2299 20	2011 50	63 29	234 41		610 00	2621 50	7 1/2	7 1/2	7 1/2	1050 00			
Big Lick.....	1632 60	634 80	875 97	1510 77	35 80	132 47		175 00	1507 50	7 1/2	7 1/2	7 1/2	375 00			
Cave Spring.....	1622 60	864 78	1036 53	1032 50	44 06	334 75		195 00	1717 50	7 1/2	7 1/2	7 1/2	1250 00			
Cave Spring County.....	6442 00	2329 31	6336 78	5442 00	147 66	747 13		1130 00	6372 00	7 1/2	7 1/2	7 1/2	2535 00			

Rockbridge county—	1915 00	899 48	834 09	1733 87	1695 06	38 51	219 94	1658 83	3353 89	3	3	520 00
Lexington.....	2141 66	1086 63	1007 53	2094 16	2047 65	46 51	94 01	325 00	2372 65	5	5	450 00
Natural Bridge.....	1505 00	768 08	713 10	1481 18	1505 00	32 91	.....	341 00	1846 00	6	6	325 00
Buffalo.....	1845 00	687 30	687 26	1324 56	1430 00	29 42	.....	54 00	1484 00	7 1/2	7 1/2	575 00
Kerr's Creek.....	1430 00	904 80	838 94	1743 74	1743 74	38 73	.....	262 00	2005 74	7 1/2	7 1/2	725 00
Walker's Creek.....	1416 00	751 64	696 97	1448 61	1335 00	32 17	.....	340 00	1675 00	7 1/2	7 1/2	425 00
South River.....	10,252 66	5097 93	4727 89	9825 82	9756 45	218 25	.....	2380 83	12,737 28	6 1-12	6 1-12	3020 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rockingham county—	4571 69	660 33	2622 44	3282 77	3269 56	13 21	72 13	800 00	4069 56	.....	.....	.....
Harrisonburg.....	1604 40	940 47	432 40	1372 87	1352 50	18 81	1 56	252 50	2128 50	4	4	145 00
Central.....	1622 50	987 45	454 00	3441 45	3419 50	19 75	2 20	103 00	2469 50	4	4	125 00
Franklin.....	1167 00	712 53	327 60	1040 13	1020 00	14 25	5 88	130 00	709 00	4	4	75 00
Asby.....	1050 00	736 89	338 80	1075 69	1027 10	14 74	33 85	40 00	690 00	4	4	60 00
Stonewall.....	1150 00	637 71	283 20	930 91	885 00	12 75	33 16	265 00	1460 00	4	4	47 50
Elk Run.....	1625 00	1036 17	476 40	1512 67	1480 00	20 72	11 85	45 00	575 00	4	4	130 00
Plains.....	1860 00	1182 33	543 60	1725 83	1690 13	23 65	12 28	157 72	750 00	4	4	120 00
Linville.....	575 00	382 80	176 00	658 80	650 00	7 65	1 15	25 00	275 00	4	4	11 00
Brock's Gap.....	375 00	229 68	105 60	335 28	324 00	4 60	6 68	39 72	644 00	4	4	25 00
Massanutin.....	15,400 79	7506 36	5770 04	13,276 40	13,017 79	150 13	180 74	1560 07	19,746 56	4 1/2	4 1/2	738 50
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Russell county—	955 00	707 43	.....	707 43	674 46	10 00	.....	.....	955 00	7 1/2	2	47 34
New Garden.....	711 25	539 59	.....	539 59	504 51	8 09	.....	.....	711 25	7 1/2	1	39 80
Elk Garden.....	735 00	621 96	.....	621 96	492 18	9 32	.....	40 00	775 00	7 1/2	2	97 96
Lebanon.....	650 00	596 85	.....	596 85	545 81	8 95	.....	80 00	730 00	7 1/2	5	178 25
Castle Woods.....	575 00	393 71	.....	393 71	347 12	5 90	.....	.....	575 00	2 1/2	1	21 45
Copper Creek.....	625 00	370 97	.....	370 97	270 30	5 55	.....	.....	750 00	2 1/2	2	43 87
Moccasin.....	4251 25	3230 51	.....	3230 51	2834 38	48 41	.....	1438 42	4496 25	5 5-6	2	428 67
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scott county—	910 00	802 96	.....	802 96	784 00	.....	.....	.....	784 00	5	5	200 00
Estillville.....	1125 00	533 91	.....	533 91	480 64	.....	.....	.....	480 64	5	5	87 88
Fulkerson.....	885 50	648 71	.....	648 71	648 67	.....	.....	.....	648 67	7 1/2	7 1/2	220 00
Johnson.....	500 00	407 45	.....	407 45	407 05	.....	.....	.....	407 05	7 1/2	7 1/2	88 00
Floyd.....	1095 00	657 47	.....	657 47	657 47	.....	.....	.....	657 47	5	5	150 00
De Kalb.....	925 00	621 14	.....	621 14	643 08	.....	.....	.....	643 08	7 1/2	7 1/2	198 60
Taylor.....	1200 00	734 40	.....	734 40	734 31	.....	.....	.....	734 31	5	5	135 00
Powell.....	6640 50	4406 04	.....	4406 04	4355 22	.....	.....	.....	4355 22	6 1-14	6 1-14	1079 48
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shenandoah county—	2545 00	909 15	909 15	1818 30	2111 00	42 22	.....	.....	2111 00	7 1/2	7 1/2	747 00
Lee.....	1771 00	733 41	.....	733 41	1466 82	.....	.....	.....	1499 00	7 1/2	7 1/2	723 00
Asby.....	2050 00	923 07	.....	923 07	1862 50	.....	.....	700 77	2503 27	7 1/2	7 1/2	650 00
Madison.....	1285 00	519 39	.....	519 39	1038 78	36 05	8 09	.....	1045 00	7 1/2	7 1/2	450 00
Johnson.....	1852 00	839 55	.....	839 55	1679 10	.....	.....	.....	975 00	7 1/2	7 1/2	585 00
Stonewall.....	1495 00	601 17	.....	601 17	1292 84	.....	.....	.....	2729 50	7 1/2	7 1/2	625 00
Davis.....	10,998 00	4525 74	.....	4525 74	9407 00	.....	.....	.....	11,882 77	7 1/2	7 1/2	3780 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Including \$626 46 county funds not apportioned.

TABLE No. 3—Continued.

DISTRICTS.	STATE AND COUNTY FUNDS.										District tax for 1872-73.		
	Promised teachers in the contracts.	Received for paying teachers and treasurers.		Paid teachers.		Treasurer's commissions.	Balance unexpended.	Balance due teach- ers and treasurers.	Amount paid teachers from other than public funds.	Aggregate amount paid teachers from all sources.	No. cts. on \$100 asked for by county board.	No. cts. levied by district tax levied by supervisors.	Estimated yield of district tax levied by supervisors.
	State fund.	County fund.	Total.	For services during 1871-72.	For services during 1870-71.	Treasurer's commissions.	Balance unexpended.	Balance due teach- ers and treasurers.	Amount paid teachers from other than public funds.	Aggregate amount paid teachers from all sources.	No. cts. on \$100 asked for by county board.	No. cts. levied by district tax levied by supervisors.	Estimated yield of district tax levied by supervisors.
Smyth county—													
Marion.....	\$2100 00	\$307 23	\$2407 23	\$1927 35	\$188 75	\$46 50	\$.....	\$176 10	\$1615 00	\$3715 00	7%	6%	\$842 68
Rich Valley.....	2516 25	1167 54	2293 66	2055 00	49 07	49 07	115 59	470 47	697 50	3213 50	7%	6%	763 50
St. Clair.....	775 00	424 27	431 98	710 00	100 98	20 14	25 83	66 49	.....	810 98	7%	6%	266 87
County.....	5391 25	2388 45	5179 75	4692 35	289 73	115 71	141 42	713 06	2312 50	7739 48	7%	6%	1673 05
Southern county—													
Franklin.....	765 00	526 35	632 85	765 00	.....	7 65	.....	.....	.....	765 00	7%	7%	218 00
Jerusalem.....	705 00	494 16	99 97	705 00	.....	.....	.....	.....	.....	1185 00	7%	7%	275 00
Berlin.....	1275 00	740 37	890 15	1275 00	.....	12 79	.....	.....	186 00	1461 00	.....	.....	1 00
Drewrysville.....	455 00	501 12	101 87	455 00	.....	4 55	1342 94	.....	.....	455 00	5	5	200 00
Boykin's.....	520 00	623 79	126 50	520 00	.....	8 00	224 89	.....	.....	520 00	5	5	240 00
Newsom's.....	800 00	607 08	122 90	800 00	.....	.....	.....	.....	.....	800 00	5	5	190 37
County.....	4520 00	3402 87	4199 89	4520 00	.....	477 88	367 83	.....	666 00	5186 00	5	5	1124 37
Spotsylvania county—													
Livingston.....	1365 00	807 04	1002 55	1365 00	.....	22 01	.....	.....	.....	1365 00	5	5	200 00
Chancellor's.....	690 00	477 89	115 71	690 00	.....	13 03	.....	.....	.....	690 00	5	5	160 00
Conradland.....	1200 00	738 88	163 96	1200 00	.....	21 30	.....	.....	.....	1326 00	5	5	380 00
Berkeley.....	975 00	581 00	140 70	975 00	.....	15 84	.....	.....	126 00	1326 00	5	5	300 00
Fredericksburg.....	1260 00	1025 73	360 97	1260 00	99 51	27 19	.....	.....	.....	1375 00	5	5	200 00
County.....	5490 00	3630 54	4627 39	5490 00	99 51	99 36	.....	.....	126 00	1375 00	19	19	400 00
Stafford county—													
Falmouth.....	510 00	535 36	314 19	835 00	.....	10 71	3 84	75 00	.....	895 00	7%	7%	45 00
Aquia.....	1320 00	669 57	410 55	1089 65	.....	13 99	6 48	230 35	160 00	1249 65	7%	1	30 00
Rock Hill.....	772 00	374 33	211 83	586 16	.....	7 22	193 06	.....	.....	1578 94	7%	1	23 00
Hartwood.....	699 00	432 75	263 95	663 00	.....	8 66	15 04	36 00	.....	663 00	7%	1	40 00
County.....	3701 00	2042 01	1180 52	3166 59	.....	40 58	25 36	534 41	160 00	3326 59	7%	1	138 00
Surry county—													
Guilford.....	1507 50	444 80	745 03	1507 50	.....	8 89	.....	762 47	.....	1507 50	5	5	268 00
Cobham.....	1391 17	303 23	753 07	1391 17	.....	8 99	.....	638 10	.....	1391 17	7%	7%	309 62

Blackwater.....	810 00	344 00	232 20	576 20	810 00	6 88	233 80	810 00	7 1/2	158 56
County.....	3708 67	1238 30	835 90	2074 30	3708 67	24 76	1634 37	3708 67	7 1/2	706 18
Sussex county—	1329 00	547 23	613 27	1160 50	1160 50	26 54	137 84	1160 50	7 1/2	200 00
Count House.....	765 00	495 63	554 78	1049 81	745 00	278 27	20 00	745 00	7 1/2	167 00
Stony Creek.....	554 00	308 08	304 08	584 87	472 90	14 79	81 50	522 50	7 1/2	156 00
Henry.....	808 75	417 60	468 00	885 60	791 25	22 39	17 50	832 20	7 1/2	165 00
Newville.....	350 00	229 68	267 40	487 08	320 00	12 31	30 00	435 00	7 1/2	120 00
Waverly.....	390 00	303 37	342 22	647 55	380 00	16 38	241 21	390 00	7 1/2	90 00
Wakfield.....	4196 75	2270 70	2544 70	4815 49	3879 25	92 41	346 84	4085 20	7 1/2	898 00
Tazewell county—	1575 00	951 78	543 51	1405 20	1425 00	5 89	156 00	1425 00	7 1/2	542 23
Clear Fork.....	2320 00	1153 62	658 77	1812 39	1765 00	6 29	524 91	1745 09	7 1/2	628 61
Jeffersonville.....	1977 50	1071 84	612 09	1633 93	1613 20	6 28	364 21	1663 29	7 1/2	1490 00
Malden Spring.....	4872 50	3177 24	1814 37	4991 61	4833 88	17 40	1039 12	5053 38	7 1/2	1600 84
Warren county—	559 50	456 31	465 70	920 64	559 50	8 43	361 14	559 50	7 1/2	77 53
South River.....	1513 75	567 57	579 20	1445 07	1203 75	23 88	310 00	1513 75	7 1/2	184 91
Front Royal.....	1369 00	643 31	656 49	1297 88	1283 00	19 79	81 00	1369 00	7 1/2	192 82
Cedarville.....	458 35	270 23	275 76	545 18	458 35	7 10	.....	458 35	7 1/2	69 83
Fork.....	3900 60	1937 42	1977 15	4208 77	3509 60	68 70	361 14	3900 60	7 1/2	535 09
Warwick county—	220 00	187 38	.....	187 28	220 00	.....	.....	187 28	7 1/2	150 00
Newport.....	230 00	115 09	.....	115 09	230 00	.....	.....	115 09	7 1/2	75 00
Denbigh.....	300 00	155 92	.....	155 92	300 00	.....	.....	155 92	7 1/2	100 00
Stanley.....	750 00	465 45	.....	465 45	750 00	250 69	.....	750 00	7 1/2	325 00
Washington county—	1953 00	1344 15	675 00	2019 15	1680 00	30 30	27 20	1831 00	1	100 00
Goodson.....	1425 00	993 54	500 00	1493 54	1425 00	22 40	.....	1425 00	1	80 00
Abington.....	1585 60	1144 92	675 00	1719 92	1029 00	25 78	556 00	1294 00	2	180 00
Glade Spring.....	1374 75	1017 90	525 00	1542 90	1374 75	15 00	.....	1374 00	1	100 00
Sutville.....	1200 00	730 90	360 00	1080 90	690 00	29 67	480 00	720 00	4 1/2	150 00
North Fork.....	1480 00	870 00	440 00	1310 00	1200 00	19 60	.....	1200 00	3	65 00
Kinderhook.....	9017 75	6101 41	3075 00	9176 41	7398 75	126 43	1588 00	7844 00	2 1/4	675 00
Westmoreland county—	1575 00	1228 50	.....	1228 50	947 00	207 44	628 00	.....	7 1/2	160 00
Cople.....	1125 00	702 45	.....	702 45	567 00	118 62	568 00	.....	7 1/2	87 50
Montross.....	875 00	754 95	.....	754 95	603 29	2117 29	272 71	.....	7 1/2	120 00
Washington.....	3575 00	2685 90	.....	2685 90	2117 29	463 54	1458 71	.....	7 1/2	367 50
Wise county—	440 00	301 02	.....	301 02	256 51	40 00	183 49	373 30	5	43 00
Richmond.....	680 00	467 19	.....	467 19	395 19	65 00	212 81	395 19	7 1/2	50 00
Gladeville.....	680 00	321 03	.....	321 03	256 22	60 00	358 97	256 22	7 1/2	25 00
Robertson.....	680 00	434 13	.....	434 13	427 62	6 51	251 38	427 62	7 1/2	40 00
Walker.....	322 00	239 28	.....	239 28	258 82	35 98	102 72	258 82	5	31 56
Lippis.....	2802 00	1822 65	.....	1822 65	1594 36	27 31	1109 37	1711 15	7	189 56

* Including county fund.

TABLE No. 3—(Continued.)

DISTRICTS.	STATE AND COUNTY FUNDS.										District tax for 1872-73.			
	Promised teachers in the contracts.		Received for paying teachers and treasurers.		Paid teachers.		Treasurers' commissions.	Balance unexpended.	Balance due teachers and treasurers.	Aggregate amt. paid teachers from all sources.	Amount paid teachers from other than public funds.	No. cts. on \$100 asked for by county board.	No. cts. levied by supervisors.	Estimated yield of district tax levied by supervisors.
	State fund.	County fund.	Total.	For services during 1871-72.	For services during 1870-71.	For services during 1870-71.								
Wythe county—														
Fort Chiswell.....	\$1100 00	\$570 72	\$562 85	\$1133 57	\$1010 00		\$28 29	\$123 57	\$90 00	\$ 00	\$1010 00	7 1/2	7 1/2	\$694 17
Wynneville.....	775 00	692 17	652 95	1315 00	915 00		33 32	640 00	360 00	1060 00	775 00	7 1/2	7 1/2	395 00
Wyalusing.....	2460 00	481 71	474 47	1625 50	2345 00		23 85		390 00		3160 00	30	30	1596 00
Black Lick.....	1550 00	536 70	530 40	1625 50	2345 00		26 64		395 00		1245 00	7 1/2	7 1/2	530 00
Spoutwell.....	3570 00	1182 31	1146 29	2308 60	2638 47		57 52		841 53	300 00	2928 47	7 1/2	7 1/2	789 71
County.....	9455 00	3413 00	3366 96	6779 94	7768 47		169 72	663 57	1696 57	1360 00	9118 47	7 1/2	7 1/2	4004 88
York county—														
Brunton.....	567 50	396 72	196 08	592 80	567 50		13 95	12 01		30 00	597 50	15	15	270 00
Nelson.....	644 81	595 95	890 50	890 50	644 81		12 72	23 96			644 81	15	15	255 00
Grafton.....	745 00	492 85	238 55	721 50	701 50		12 75				701 50	15	15	200 00
Poquoson.....	832 00	588 12	290 68	878 80	726 25		16 24	136 31	148 92		726 25	15	15	280 00
County.....	2789 31	2063 64	1019 96	3083 60	2640 36		59 73	383 48	155 42	30 00	2670 36	15	15	955 00

NOTE.—In the headings of Table No. 3, after cities, read city for "county"—city council for "supervisors"—and city fund for "district tax."

Table No. 4.

DISTRICTS.	DISTRICT FUNDS RECEIVED.			DISTRICT FUNDS EXPENDED.							Balance district fund un- expended.	Total indebtedness of dis- trict.	Value of means furnished during the year, with- out expense to district.	Value of School property.		
	From district tax	From other sources.	Total Receipts.	For real estate, rnt, building and re- pairs.	For furniture, maps and apparatus.	For text-books for indigent children and other expns.	For pay of clerk of Board of Trustees	Treasurer's com- mis- sions.	Total expended.	Owned by district Sept. 1st, 1871.				Owned by district Sept. 1st, 1872.		
Accomac county—																
Pungoteague	1498 72		1498 72	138 17	108 64	124 93	14 67		383 41	1115 31	41 00				80 00	
Lee.....																
Metompkin.....																
Atlantic.....	468 92		468 92	30 00	30 00	20 00	14 00		96 82	372 10						
Islands.....	1967 64		1967 64	108 17	135 64	144 83	28 67		480 23	1487 41	41 00				80 00	
Albemarle county																
Wyanna.....	850 00		850 00	163 45		44 23	70 00		293 18	556 82						
White Hall.....	697 82		697 82			156 42	100 00		20 93	277 35	400 00					
Scottsville.....	1300 04		1300 04	438 58	245 37	410 74	222 00		41 70	1358 39	31 65				109 37	
Sumner Hiller.....	492 56		492 56	2 00	28 00	42 00	98 00		14 77	184 77	307 79				600 00	
Charlottesville.....	1924 49		1924 49	505 80	295 12	428 55	120 00		38 73	1386 20	950 00				1460 00	
County—	4654 91		4654 91	1099 83	568 43	1081 94	610 00		139 63	3499 89	1316 73				1988 00	
Alexandria city.....	1677 36	2498 23	4175 59	1105 79	274 55	1103 04	192 50		63 32	2729 20	1446 39				825 00	
Alexandria county—																
Jefferson.....	299 40		299 40	71 00	17 70	106 81	38 40		7 02	240 93	58 47					
Jefferson.....	447 47		447 47	87 95	30 62	216 68	20 00		10 66	365 91	92 22				125 00	
Washington.....	751 46		751 46	250 00	50 00	99 03			21 72	420 75	27 43					
County—	1498 33		1498 33	408 95	98 32	422 32	58 40		39 40	1027 59	178 12				125 00	
Alleghany county—																
Clifton.....	100 00		100 00	34 80		7 55	8 00		3 00	53 35	46 65				10 00	
Covington.....	282 36		282 36		37 39	100 00	30 00		6 15	173 54	108 82				15 50	
Boiling Spring.....	120 00		120 00	28 60	36 62	36 00	36 00		3 60	104 82	18 78				28 60	
County—	502 36		502 36	34 80	65 99	144 17	74 00		12 75	331 71	174 25				54 10	
Amelia county—																
Leigh.....	337 58		337 58	221 50		7 61	50 00		16 88	295 99	41 59					
Giles.....	478 68		478 68	266 35	78 44	82 01	30 00		21 88	478 68					377 00	
Jackson.....	272 63		272 63	41 90		5 25	50 00		13 63	110 78	161 85					
County—	1088 89		1088 89	529 75	78 44	94 87	130 00		62 39	885 45	203 44				377 00	

TABLE No. 4.—(Continued.)

DISTRICTS.	DISTRICT FUNDS RECEIV'D.			DISTRICT FUNDS EXPENDED.								Value of School property,	
	From district tax during the year.	From other sources.	Total Receipts.	For real estate, r'tn, building, and repairs.	For furniture, maps and apparatus.	For text-books for indigent children, and other expts.	For pay of clerk of Board of Trus-tees.	Treasurer's commis-sions.	Total expended.	Balance district fund un-expended.	Total indebtedness of dis-trict.	Value of means furnished during the year with-out expense to district.	Owned by district Sept. 1st, 1872.
Brunswick county—cont'd													
Meherrin.....	295 04		295 04	107 48		2 45	34 00		143 93	151 11			108 85
Red Oak.....	470 00		470 00	368 00	20 00		46 00	23 50	457 50	12 50	20 00		400 00
County.....	1328 85		1328 85	537 45	45 02	185 93	220 62	34 55	1023 57	305 28	20 00		608 85
Buchanan county—													
Grundy.....				5 00		4 00	25 00	45	34 45		34 45		
Garden.....				10 00			25 00	40	35 40				
Sand Lick.....				15 00		20 00	75 00	1 65	111 65				
County.....													
Buckingham county—													
Maysville.....	164 74		164 74	2 10		6 00	68 00		76 10	85 98	23 14	125 00	2 00
Francisco.....	133 12		133 12	62 79	13 27	6 66	13 51		96 23	36 89	62 86	40 00	11 77
Carrollville.....	169 79		169 79	26 50	16 58		62 00		105 08	54 71	14 96	200 00	50 00
Marshall.....	212 62		212 62	103 50	15 75	22 25	51 00		122 50	164 87	130 00		250 00
Slate River.....	54 26		54 26				50 50		50 50	3 76	13 08	100 00	
James River.....	49 00		49 00				49 00		49 00		46 32	150 00	
County.....	877 36	603 41	980 77	194 89	45 00	34 91	294 01		569 41	406 32	315 23	745 00	313 77
Campbell county—													
Hastory.....	756 79		756 79	17 08	195 70	1 37	26 00	19 66	260 41	528 50			150 00
Brookville.....	1303 55		1303 55	135 67	17 12	7 79	56 00	39 12	255 79	1038 15			
Otter River.....	559 57		559 57	129 51		96 33	50 00	18 79	232 62	920 81			
Seneca.....	293 60		293 60			1 00	50 00		283 76	174 54	60 00	290 00	35 00
Falling River.....	429 65		429 65	184 99		40 62	20 00	12 88	258 48	171 54	25 00	200 00	195 00
County.....	3343 46		3343 46	467 85	212 82	98 11	202 00	97 24	1076 02	2277 57	85 00	300 00	625 00
Caroline county.....													
Reedy Church.....	318 21		318 21	354 39	23 05		50 00	9 47	457 25		119 04		300 00
Medison.....	783 00		783 00	440 39		10 77	44 50	9 36	505 02	277 98			120 00
Port Royal.....	803 50		803 50	148 27		6 44	60 00	6 44	214 91	538 89			59 97
Bowling Green.....	880 68		880 68	48 55	29 50		70 00	11 17	286 13	594 55			59 50
County.....	2785 39		2785 39	991 60	52 55	136 91	224 70	36 44	1443 31	1461 12	119 04	120 00	659 47
Carroll county—													
Pine Creek.....	58 99		58 99			38 20	19 00	1 65	58 25	74	25 00	100 00	

Carroll county—cont'd	71 04	71 04	38 58	18 50	1	68 29	12 75	21 00	125 00	.....	250 00
Laurel Rock.....	38 15	.....	4 62	16 00	.....	31 31	16 84	18 00	80 00	.....	32 12
Fancy Gap.....	50 09	.....	25 62	23 49	95	50 08	03	20 00	115 00	.....	584 59
Piper Gap.....	63 94	.....	3 75	15 00	1 15	19 90	44 04	25 00	118 00	.....	866 71
Sulphur Springs.....	282 21	.....	110 77	91 99	5 05	207 81	74 40	109 00	538 00	.....	.....
Charles City county—	225 00	43 14	25	53 21	7 50	140 25	84 75	.....	250 00	.....	250 00
Harrison.....	179 56	.....	49 45	.....	8 82	90 39	89 17	.....	.....	.....	32 12
Tyler.....	380 00	250 00	38 59	66 00	12 00	356 59	3 41	210 00	.....	.....	395 00
Chickahominy.....	764 56	293 14	88 29	109 21	28 32	587 23	177 33	210 00	.....	.....	645 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Charlotte county—	1007 25	27 38	19 75	110 00	18 38	636 78	377 21	.....	60 00	.....	6 50
Walton.....	1170 30	46 90	45 78	78 22	21 38	651 23	565 97	.....	75 00	.....	125 00
Bacon.....	2469 58	.....	510 01	154 00	74 08	2140 57	323 81	259 17	.....	.....	623 20
Roanoke.....	1095 32	.....	166 98	96 00	29 15	1001 13	94 19	.....	15 00	.....	2023 50
Madison.....	5742 45	7#28	742 50	438 22	142 97	4429 71	1367 18	259 17	150 00	.....	169 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3140 70
Chesterfield county—	583 96	318 96	15 00	.....	.....	583 96	.....	.....	.....	.....	300 00
Manchester.....	225 75	157 25	.....	68 50	.....	225 75	.....	.....	150 00	.....	75 00
Midlothian.....	381 97	59 65	41 65	56 00	.....	161 53	228 90	.....	150 00	.....	50 00
Matocka.....	128 90	.....	15 50	60 00	.....	75 50	53 40	.....	50 00	.....	.....
Dale.....	287 55	88 69	18 12	79 00	.....	185 81	101 74	.....	175 00	.....	75 00
Clover Hill.....	231 79	.....	.....	56 00	.....	87 00	144 79	.....	100 00	.....	.....
Bermuda.....	89 09	60 00	5 60	14 00	.....	79 60	9 49	.....	50 00	.....	100 00
Powhite.....	1929 01	711 55	281 95	333 50	.....	1399 15	538 32	.....	675 00	.....	600 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200 00
Clarke county—	793 54	314 50	35 74	20 00	23 98	394 22	399 32	870 00	40 00	1000 00	1900 00
Greenway.....	97 50	30 00	35 98	20 00	2 83	88 91	8 59	.....	125 00	300 00	.....
Chapel.....	900 00	885 00	176 09	40 00	27 00	1138 48	.....	238 48	60 00	.....	1400 00
Battletown.....	828 42	718 87	30 39	30 00	23 98	772 83	55 59	150 00	.....	500 00	1500 00
Long Marsh.....	2819 46	1928 37	247 81	110 00	77 87	2394 44	463 50	1058 48	.....	1500 00	5100 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Craig county—	161 54	.....	57 13	28 00	4 85	92 48	89 16	.....	.....	.....	.....
Allegheny.....	120 00	.....	60 00	10 00	3 60	73 60	46 40	.....	.....	.....	.....
New Castle.....	120 00	.....	3 00	22 00	3 60	72 60	47 40	.....	.....	.....	.....
Simmons ville.....	401 54	.....	120 13	60 00	12 05	238 68	162 96	.....	.....	.....	800 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250 00
Culpeper county—	926 35	649 64	162 02	86 15	28 54	926 35	.....	41 55	.....	.....	649 64
Jefferson.....	398 60	304 65	65 49	70 00	11 98	463 60	.....	65 01	.....	.....	275 00
Salem.....	608 77	498 23	380 57	18 28	18 28	897 06	.....	288 28	.....	.....	560 00
Cedar Mountain.....	1103 33	437 21	469 03	18 00	33 10	1083 24	19 99	1735 00	.....	2050 00	2050 00
Catopa.....	506 76	389 60	28 75	24 00	17 90	458 25	138 51	.....	.....	.....	275 00
Stephensburg.....	3683 81	2279 33	137 50	198 15	109 76	3828 60	168 50	2129 85	.....	2060 00	3799 64
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hamilton.....	625 03	152 90	234 91	200 50	.....	708 56	.....	708 56	.....	.....	498 00
Madison.....	.....	.....	384 67	156 00	18 71	612 04	12 99	.....	.....	.....	498 00

TABLE No. 4.—(Continued.)

DISTRICTS.	DISTRICT FUNDS RECEIV'D			DISTRICT FUNDS EXPENDED.										Balance district fund un- expended.	Total indebtedness of dis- trict.	Value of means furnished during the year, with- out expense to district.	Value of School property.	
	From district tax during the year.	From other sources.	Total receipts.	For real estate, rent, buildings, and re- pairs.	For furniture, maps and other apparatus.	For textbooks for indigent childr'n, and other expns.	For pay of clerk of Board of Trus- tees.	Treasurer's com- missions.	Total expended.	For real estate, rent, buildings, and re- pairs.	For furniture, maps and other apparatus.	For textbooks for indigent childr'n, and other expns.	For pay of clerk of Board of Trus- tees.				Treasurer's com- missions.	Total expended.	Owned by district Sept. 1st, 1871.	Owned by district Sept. 1st, 1872.
Cumberland co.—cont'd—																		
Randolph County	602 77	1227 80	602 77	100 55	112 50	185 48	13 26	18 06	459 85	160 64	300 00	753 49	882 84	753 49	1878 84	753 49	1878 84	
Dinwiddie county—																		
Darvills	10 46		10 46			38 50	36 00	3 55	38 55									
Sappony	45 00		45 00			82 00	100 00	3 00	86 50									
Rowanty	406 49		406 49	2 25	5 20	32 06	115 00	3 00	204 58	211 91	211 91	450 00	450 00	450 00				
Namozine	150 00		150 00			132 56	295 00	4 68	150 06									
County	611 95		611 95	2 26	5 20				479 69	211 91	211 91	900 00	900 00	900 00				
Elizabeth City county—																		
Chesapeake	472 22		472 22	75 00	64 60	150 09	14 00	25 00	328 69	143 53	202 92	50 00	50 00	50 00	700 00	800 00	700 00	800 00
Wythe	1033 30		1033 30	883 26	47 62	254 70	14 00	36 64	1236 22	126 00	202 92	126 00	126 00	126 00	1000 00	1000 00	1000 00	1000 00
Southfield	359 25		359 25	200 00	20 00	13 17		16 52	249 69	109 56	202 92	175 00	175 00	175 00	50 00	250 00	50 00	250 00
County	1864 77		1864 77	1158 26	132 22	417 96	28 00	78 16	1814 60	253 09	202 92	175 00	175 00	175 00	1750 00	2950 00	1750 00	2950 00
Essex county—																		
Central	150 00		150 00	73 00	40 00	205 93	12 00	11 73	343 66	193 66	193 66	197 00	197 00	197 00	400 00	400 00	197 00	400 00
Reppahannock	328 70		328 70	95 50	9 75	128 91	20 00	5 02	254 18	72 52	72 52	160 00	160 00	160 00	300 00	300 00	160 00	300 00
Occupacia	32 00		32 00	32 00		30 93	80 00	17 27	150 20	72 52	72 52	162 00	162 00	162 00	659 00	659 00	162 00	659 00
County	478 70		478 70	200 50	49 75	351 77	112 00	34 02	748 04	253 09	202 92	175 00	175 00	175 00	659 00	659 00	175 00	659 00
Fairfax county—																		
Centreville																		
Lee	223 93		223 93	23 06	61 22	98 50	26 60	6 72	216 09	7 87	7 87	60 00	60 00	60 00	100 00	100 00	60 00	100 00
Mount Vernon	1205 92		1205 92	155 00	159 67	450 70	39 50	36 17	841 04	364 86	364 86	50 00	50 00	50 00	300 00	300 00	50 00	300 00
Falls Church	2091 24		2091 24	1063 86	96 00	141 51	10 00	62 74	1374 10	717 15	717 15	758 42	758 42	758 42	683 00	683 00	758 42	683 00
Providence	216 15		216 15	80 00	90 61	19 69	28 00	6 51	224 81	72 47	72 47	77 00	77 00	77 00	85 00	85 00	77 00	85 00
Dranesville	3737 24		3737 24	1321 90	407 50	710 40	104 10	112 14	2366 04	1089 90	810 89	980 00	980 00	980 00	8617 89	8617 89	980 00	8617 89
County	767 56		767 56	735 40	407 50	710 40	104 10	112 14	2366 04	1089 90	810 89	980 00	980 00	980 00	8617 89	8617 89	980 00	8617 89
Fauquier county—																		
Centre	522 50		522 50	370 84														
Scott	1178 44		1178 44	358 23														
Marshall						76 90	35 00	36 34	569 46	136 00	658 96	386 50	386 50	386 50	1190 00	1190 00	386 50	1190 00

Fauquier county—cont'd	280 00	90 00	120 50	9 30	274 60	6 08	.....	.....	.....	300 00
Esappahannock	897 71	797 00	60 00	27 00	904 50	6 79	.....	.....	.....	900 00
Cedar Run..... County	3646 89	2351 46	228 50	111 82	2833 48	820 20	6 79	.....	.....	2618 00
Floyd county—	242 42	11 50	92 00	2 18	147 84	94 58	150 00	1195 00	7 00	1125 00
Locust Grove.....	205 84	.....	112 00	2 30	155 80	50 04	.....	462 00	.....	350 00
Little River.....	386 20	134 11	68 36	4 97	280 00	97 11	20 00	462 00	200 00	1025 00
Jacksonville.....	86 61	.....	47 55	.....	64 27	32 33	8 00	760 00	.....	690 00
Alum Ridge.....	122 16	7 35	74 00	1 77	110 76	2 38	22 00	256 00	382 00	70 00
Indian Valley.....	140 46	7 00	74 00	1 21	82 11	68 35	15 72	895 00	4 00	912 00
Bark's Fork.....	1193 69	139 96	443 91	12 68	868 89	334 79	215 72	3988 00	593 00	4807 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Furvanna county—	311 46	69 70	70 00	14 30	220 54	62 10	300 00	280 44	331 74	.....
Palmyra.....	88 00	118 44	38 00	9 40	497 41	.....	.....	.....	317 83	.....
Columbia.....	88 00	.....	30 00	2 61	61 80	262 01	59 00	115 00	115 00	262 03
Fork Union.....	.....	60 00	.....	1 80	80 00	242 69	90 00	260 00	260 00	325 00
Cunningham.....	88 00	311 46	138 00	28 24	969 66	.....	566 80	449 00	506 00	1237 50
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Franklin county—	81 78	.....	40 00	2 38	81 78	44 00	125 00	200 00	200 00	200 00
Rocky Mount.....	230 00	3 46	50 00	4 82	117 68	112 32	.....	140 00	7 00	42 90
Snow Creek.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Union Hill.....	368 84	.....	34 00	11 00	108 96	250 28	.....	.....	.....	.....
Gill's Creek.....	50 00	.....	42 00	1 30	43 50	6 50	.....	.....	.....	.....
Bonbrook.....	80 00	.....	42 00	2 40	74 40	8 00	12 00	60 00	.....	.....
Magdoee.....	328 34	.....	30 00	9 85	138 91	189 43	.....	.....	.....	.....
Blackwater.....	97 19	.....	98 56	.....	96 67	52	.....	.....	.....	.....
Long Branch.....	.....	.....	95 67	.....	.....	.....	.....	.....	.....	.....
Brown Hill.....	1226 15	3 46	342 43	31 31	601 50	564 66	62 00	285 00	207 00	242 90
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Frederick county—	1500 00	422 06	61 00	6 35	1098 08	401 92	1500 00	200 00	300 00	300 00
Winchester.....	421 53	82 15	108 90	.....	424 53	.....	415 00	.....	125 00	125 00
Stonewall.....	639 51	174 73	92 38	9 74	296 85	342 66	132 00	.....	450 00	450 00
Gainesboro'.....	563 13	375 39	2 00	2 00	484 52	108 86	59 00	304 00	679 00	679 00
Back Creek.....	3977 78	107 47	112 90	62 81	307 58	3670 20	75 00	.....	25 00	25 00
Opequon.....	7105 00	1151 80	249 80	87 88	2551 36	4623 64	2195 00	504 00	1579 00	1579 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Giles county—	793 08	.....	466 24	12 98	593 72	199 36	.....	.....	.....	290 00
Pearisburg.....	398 74	57 77	32 82	3 01	133 60	245 14	.....	.....	150 00	150 00
Walker's Creek.....	265 82	.....	207 99	4 68	207 04	58 78	.....	.....	100 00	100 00
Pembroke.....	201 02	132 43	38 23	.....	193 08	7 34	.....	.....	100 00	100 00
Newport.....	1658 66	190 20	809 28	23 66	1148 04	510 62	.....	.....	460 00	460 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Glover county—	107 98	80 40	72 00	1 69	132 60	84 62	100 00	.....	102 15	102 15
Petersworth.....	62 85	.....	62 85	.....	62 85	.....	.....	.....	.....	.....
Ware.....	129 80	.....	60 75	1 92	124 67	5 13	169 00	60 00	.....	.....
Abingdon.....	300 63	80 40	196 60	4 41	350 12	272 37	260 00	.....	.....	.....
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE No. 4—(Continued.)

DISTRICTS.	DISTRICT FUNDS RECEIVED.			DISTRICT FUNDS EXPENDED.										Balance district fund unexpended.	Total indebtedness of district.	Value of means furnished during the year, without expense to district.	Value of school property.	
	From district tax during the year.	From other sources.	Total Receivers.	For real estate, rent, buildings, and repairs.	For furniture, maps, globes and apparatus.	For text books for indigent children, and other expenses.	For pay of clerk of Board of Trustees.	Treasurer's commissions.	Total Expended.	Balance district fund unexpended.	Total indebtedness of district.	Owned by District, September 1st, 1871.	Owned by District, September 1st, 1872.					
Geochland county—																		
Dover.....	\$223 38		\$223 38			\$4 00	\$28 00	\$11 44	\$43 43	\$92 26	\$202 79			\$150 00				
Lickinghole.....	167 98		167 98			5 32	18 00	10 73	34 06	141 31	13 00			200 00				
Byrd.....	340 20		340 20	100 00			20 00	18 54	138 54	220 00								
Grayson county—																		
Old Town.....	731 56		731 56	100 00			66 00	40 71	216 03	453 77	214 79			350 00				
Elk Creek.....	183 65		183 65				83 00	5 50	106 66	76 49				180 00				
Wilson.....	304 77		304 77	10 00			83 00	9 14	165 64	139 13				880 00				50 00
Greene county—																		
Stamardsville.....	732 36		732 36	10 00			239 00	23 45	354 11	427 75				350 00				50 00
Ruckersville.....	33 00		33 00				2 00		28 00	5 00				40 00				
Monroe.....	195 57		195 57	129 99			82 00		195 37	22 00	12 00			200 00				145 00
Greensville county—																		
Belfield.....	100 00		100 00				44 00	8 00	78 00	22 00				40 00				100 00
Hickford.....	73 00		73 00	56 77			8 37	2 19	17 56	58 44	34 00			40 00				245 00
Zion.....	313 00		313 00	56 77			26 00	3 00	29 00	71 00	64 00			100 00				
Halifax county—																		
Bannister.....	395 32		395 32	140 30			78 10	4 95	301 66	93 66				40 00				175 00
Keokoke.....	488 25		488 25	16 75			73 00	6 60	191 55	296 20				80 00				16 75
Stanton.....	115 32		115 32	50 00			288 72	1 65	383 37					150 00				250 00
Meadsville.....	200 00		200 00	66 28			37 44	3 00	192 82	6 55				10 00				62 50
Birch Creek.....	73 75		73 75	30 00			55 00		106 67					50 00				35 00
County—																		
Mt. Carmel.....	154 14		154 14	5 00			47 00	2 31	20 00	95 69				75 00				
Black Walnut.....	149 83		149 83	87 99			27 64	2 44	152 32					405 00				539 25
Red Bank.....	1596 67		1596 67	379 57			349 14	20 95	1388 89	491 63	303 04							

TABLE No. 4—(Continued.)

DISTRICT.	DISTRICT FUNDS RECEIVED.			DISTRICT FUNDS EXPENDED.										Balance district fund unexpended.	Total indebtedness of district.	Value of means furnished during the year, without expense to district.	Value of school property.		
	From district tax during the year.	From other sources.	Total Receipts.	For real estate, rent, building, and repairs.	For furniture, maps, globes and other apparatus.	For text books for indigent children, and other expenses.	For pay of clerk of Board of Trustees.	Treasurer's commissions.	Total Expended.	Owned by District, September 1st, 1871.	Owned by District, September 1st, 1872.								
King William (cont'd—																			
Acquinton.....	\$340 50	\$.....	\$340 50	\$60 24	\$9 37	\$155 50	\$18 96	\$66 96	\$341 03						\$22 15	\$.....	\$.....	\$ 9 37	
Mangobic.....	419 78	.....	419 78	171 64	.....	9 83	63 90	8 83	261 40						127 50	.....	.....	300 00
County.....	1275 01	.....	1275 01	420 88	90 57	253 33	132 86	86 08	983 72						149 65	.....	.....	612 37
Lancaster county—																			
White Chapel.....	213 12	.....	213 12	57 50	22 95	5 00	18 16	4 26	107 87						132 49	.....	.....	7 45
Manutau.....	509 73	.....	509 73	334 43	10 18	133 16	21 00	10 19	511 96						.....	.....	.....	365 18
White Stone.....	349 87	.....	349 87	103 50	.....	79 59	14 00	5 77	202 86						.....	.....	.....	31 38
County.....	1072 72	.....	1072 72	495 43	33 13	217 75	56 16	20 22	822 69						132 49	.....	.....	394 01
Lee county—																			
Rose Hill.....	.....	.....	.....	.....	.....	.....	.....	.....	.....						40 20	.....	.....	.....
White Shoals.....	.....	.....	.....	.....	.....	.....	.....	.....	.....						.....	.....	.....	.....
Jonesville.....	.....	.....	.....	.....	.....	.....	.....	.....	.....						.....	.....	.....	.....
Rocky Station.....	.....	.....	.....	.....	.....	.....	.....	.....	.....						.....	.....	.....	.....
Yokum Station.....	.....	.....	.....	.....	.....	.....	.....	.....	.....						.....	.....	.....	.....
County.....	144 25	.....	144 25	.....	.....	6 00	42 20	2 16	50 36						.....	.....	.....	.....
Landon county—																			
Leesburg.....	1498 44	.....	1498 44	635 00	76 50	380 09	35 00	16 89	1143 48						.....	.....	.....	.....
Mt. Gilead.....	899 93	.....	899 93	201 24	170 79	402 31	30 00	12 15	822 49						.....	.....	.....	.....
Mercer.....	1142 00	.....	1142 00	821 00	175 47	9 06	51 00	15 85	1072 38						.....	.....	.....	.....
Lorettsville.....	1244 40	.....	1244 40	1206 57	237 96	24 57	73 50	23 13	1565 73						.....	.....	.....	.....
Jefferson.....	1298 23	.....	1298 23	263 50	468 00	714 56	16 15	21 78	1475 99						.....	.....	.....	.....
Broad Run.....	1141 56	.....	1141 56	789 51	116 00	24 07	26 40	14 48	980 46						.....	.....	.....	.....
County.....	7224 56	.....	7224 56	3926 82	1240 72	1554 66	232 05	104 28	7058 63						.....	.....	.....	.....
Louisa county—																			
Jackson.....	629 68	.....	629 68	160 00	.....	102 39	30 00	18 89	311 28						.....	.....	.....	.....
Cyckoo.....	790 58	.....	790 58	549 64	119 78	44 84	29 27	32 72	767 35						.....	.....	.....	.....
Court House.....	1033 22	.....	1033 22	155 06	.....	307 21	30 00	31 00	623 27						.....	.....	.....	.....
Green Spring.....	914 37	.....	914 37	375 00	17 00	29 57	28 00	27 43	437 87						.....	.....	.....	.....
County.....	3367 85	.....	3367 85	1239 70	136 78	484 11	117 27	101 04	2078 90						.....	.....	.....	.....

Lanenburg county—	171 90	111 52	8 80	20 00	24 55	5 03	169 90	2 00	.....	5 00	8 80
Lewiston.....	562 43	486 60	.....	7 10	12 50	3 99	520 19	42 24	.....	24 60	420 00
Brown's Store.....	568 75	.....	.....	.....	.....	7 17	424 51	7 46	.....	194 60	.....
Pleasant Grove.....	114 46	.....	.....	2 65	20 00	1 57	24 22	7 46	.....	.....	.....
Rehoboth.....	341 26	128 25	.....	1 08	47 00	6 83	188 16	161 11	.....	.....	100 00
Lochleven.....	170 55	103 98	.....	.....	13 00	2 17	119 15	25 90	.....	27 00	100 00
Columbia Grove.....	1929 35	840 35	8 80	30 83	117 05	26 76	1023 79	663 22	.....	251 20	528 80
County.....	33,830 98	37,035 71	1257 21	3098 86	46 00	44 85	35,100 63	1635 08	.....	550 00	32,073 77
Lynchburg city.....	409 34	166 64	.....	17 29	38 00	10 03	231 96	177 88	.....	100 00	166 00
Madison county—	461 33	256 03	.....	48 75	31 55	.....	336 33	125 00	.....	32 50	500 00
Robertson.....	436 27	50 63	.....	17 00	14 00	16 00	97 63	338 64	.....	.....	.....
Locust Dale.....	1306 94	473 30	.....	83 04	83 55	26 03	665 92	641 02	.....	132 50	666 00
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mecklenburg county—	69 86	.....	.....	.....	36 63	1 40	38 03	31 83	.....	.....	.....
Boydton.....	184 34	127 63	.....	.....	.....	6 71	134 34	218 54	.....	50 00	280 00
Christiansville.....	224 50	121 47	27 50	6 00	49 20	4 00	208 17	16 33	.....	24 50	175 00
Bluestone.....	375 81	297 11	.....	.....	36 23	12 52	345 86	25 95	.....	.....	432 00
Flat Creek.....	400 00	40 00	110 00	45 00	60 00	25 00	145 00	145 00	.....	475 00	110 00
South Hill.....	1204 51	586 21	137 50	51 00	182 06	24 63	981 40	223 11	.....	674 50	997 00
Breckhorn.....	331 41	55 89	.....	123 66	60 50	4 80	244 85	86 68	.....	50 00	150 00
Palmer's Springs.....	591 52	284 07	291 88	1 91	36 00	6 48	620 34	.....	.....	100 00	476 96
Clarksville.....	412 30	166 99	28 76	86 96	114 25	8 24	405 20	7 10	.....	200 00	205 00
County.....	1335 23	506 95	820 64	212 53	210 75	19 52	1270 39	93 08	.....	350 00	1225 96
Middlesex county—	808 29	808 29	.....	.....	109 00	12 12	238 79	569 50	.....	.....	44 50
Jamaica.....	1035 46	854 57	17 00	100 67	109 00	15 53	1024 55	10 91	.....	225 00	1200 00
Saluda.....	386 00	.....	.....	107 50	46 95	76 00	534	366 00	.....	130 00	202 00
Pinetop.....	609 52	174 24	28 50	172 56	76 00	5 34	404 39	205 13	.....	150 00	325 00
County.....	2809 27	1028 81	157 00	457 98	347 21	42 13	2023 73	785 94	.....	360 00	1771 50
Montgomery county—	180 00	136 50	.....	9 80	30 00	2 64	178 64	1 06	.....	.....	160 00
Christiansburg.....	216 42	.....	.....	5 25	108 75	3 30	229 88	136 95	.....	.....	250 00
Bucksburg.....	366 95	.....	.....	117 24	.....	.....	.....	77 35	.....	600 00	.....
Alleghany.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1500 00	.....
Alleghany.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Auburn.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
County.....	762 35	136 50	.....	132 29	138 79	6 11	413 65	348 70	.....	77 35	5850 00
Nansemond county—	278 42	100 00	12 93	27 40	109 98	3 75	254 06	24 36	.....	297 50	500 00
Sleepy Hole.....	205 68	2 50	.....	35 95	66 00	1 54	105 09	100 59	.....	.....	.....
Stuyvesant.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Suffolk.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chatham.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cypress.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Holy Neck.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
County.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nelson county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lovington.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massie's Mills.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* No district tax collected.

TABLE No. 4—Continued.

DISTRICTS.	DISTRICT FUNDS RECEIVED.			DISTRICT FUNDS EXPENDED.										Value of school property.	
	From district tax during the year.	From other sources.	Total Receipts.	For real estate, rent, buildings, and repairs.	For furniture, maps, globes and other apparatus.	For text books for indigent children, and other expenses.	For pay of clerk of Board of Trustees.	Treasurer's commissions.	Total Expended.	Balance district fund unexpended.	Total indebtedness of district.	Value of means furnished during the year, without expense to district.	Owned by District, September 1st, 1871.	Owned by District, September 1st, 1872.	
Nelson (continued)— Greenfield County.....	\$160 00	\$ 00	\$160 99	\$ 00	\$ 00	\$5 00	\$76 00	\$1 22	\$82 22	\$78 77	\$150 00	.....	.....
New Kent county— Ware Creek.....	645 09	102 50	645 09	12 93	16 35	30 06	251 98	6 51	441 37	203 72	637 50	.....	500 00	
Cumberland St. Peter's.....	172 51	355 46	172 51	.....	.....	3 00	22 00	8 43	82 84	89 67	30 00	.....	22 25
Black Creek.....	300 00	33 04	300 00	.....	.....	17 77	2 39	6 27	386 46	.....	10 00	.....	199 00
County.....	532 08	388 50	532 08	16 35	16 35	56 83	52 39	14 70	528 77	89 67	103 00	110 50	221 25		
Norfolk city.....	2556 24	1113 04	2556 24	268 89	*874 31	400 00	.....	.....	2656 24	.....	.....	35,000 00	35,000 00
Norfolk county— Western Branch.....	1525 27	648 67	1525 27	82 55	79 90	50 00	50 00	16 14	877 36	647 91	100 00	200 00	931 32		
Deep Creek.....	622 27	600 00	622 27	43 51	122 57	40 00	40 00	16 19	822 27	.....	200 00	.....	800 00
Pleasant Grove.....	645 47	419 00	645 47	43 10	10 00	9 00	9 00	7 83	488 93	156 54	100 00	400 00	850 00		
Burts Road.....	563 97	492 00	563 97	58 50	23 07	24 00	24 00	9 50	607 07	.....	150 00	200 00	850 00	
Washington.....	1306 68	1000 00	1306 68	144 00	24 79	20 00	23 27	23 27	1212 06	154 62	.....	.....	1150 00
Tanner's Creek.....	1697 18	940 24	1697 18	62 50	46 58	40 00	40 00	18 80	1107 12	589 77	.....	.....	1000 00
County.....	6420 84	4099 91	6420 84	434 26	305 91	183 00	183 00	91 73	5114 81	1648 84	250 00	800 00	5581 32		
Northampton county— Capeville.....	414 70	.....	414 70	16 00	.....	.....	30 00	67	45 67	414 09	123 60	.....	50 00
Eastville.....	.....	.....	.....	.....	.....	.....	30 00	67	45 67	414 09	123 60	.....	50 00
Franktown.....	414 70	.....	414 70	16 00	.....	.....	30 00	67	45 67	414 09	123 60	.....	150 00
County.....	414 70	.....	414 70	.....	.....	.....	.....	.....	.....	.....	.....	.....	250 00
Northumberland county— Letchum.....	985 60	265 60	985 60	7 04	.....	.....	38 12	5 31	51 37	214 23	.....	7 94	7 94
Heathsville.....	485 00	.....	485 00	86 50	109 59	20 00	20 00	9 70	225 79	250 21	.....	61 50	164 50
Fairfields.....	273 90	87 00	273 90	35 50	138 93	35 00	35 00	5 47	255 42	18 48	.....	.....	74 55
Wicomico.....	458 87	287 50	458 87	127 94	344 97	103 12	103 12	29 65	445 60	40 21	.....	.....	675 00
County.....	1483 37	372 60	1483 37	127 94	344 97	103 12	103 12	29 65	552 19	794 02	.....	69 44	847 44	

TABLE No. 4—(Continued.)

DISTRICTS.	DISTRICT FUNDS RECEIVED.				DISTRICT FUNDS EXPENDED.										Value of school property.	
	From district tax during the year.	From other sources.	Total Receipts.		For real estate, rent, building, and repairs.	For furniture, maps, globes and apparatus.	For text books for indigent children, and other expenses.	For pay of clerk of Board of Trustees.	Treasurer's commissions.	Total Expended.	Balance district fund unexpended.	Total indebtedness of district.	Value of means furnished during the year, without expense to district.	Owened by District, September 1st, 1871.	Owened by District, September 1st, 1872.	
Prince Edward (cont'd)																
Leigh County.....	\$524 88	\$.....	\$524 88	\$213 50	\$58 29	\$124 36	\$12 00	\$10 49	\$418 64	\$76 24	\$.....	\$.....	38 00	\$100 00		
Prince George county—	1794 91	1794 91	1794 91	460 22	149 04	288 10	205 15	35 88	1638 39	281 18	227 40	.....	.....	185 50
Templeton.....	403 00	.....	403 00	431 00	30 00	10 00	20 00	10 07	501 07	.....	150 00	.....	471 00	471 00
Rives.....	915 55	.....	915 55	470 00	28 78	71 93	30 00	12 49	613 20	144 96	.....	.....	400 00	400 00
Bard.....	1248 48	.....	1248 48	877 20	.....	314 98	24 00	18 42	1234 60	13 84	.....	.....	793 48	850 00
Blackwater.....	458 33	.....	458 33	300 00	.....	43 79	60 00	6 49	400 28	11 32	195 00	.....	320 32	320 32
Brandon.....	480 83	.....	480 83	295 58	.....	39 30	12 00	7 59	295 47	185 36	.....	.....	236 58	236 58
County.....	3506 19	.....	3506 19	2314 78	58 78	480 00	133 00	55 06	3044 62	355 52	345 00	20 00	2221 38	2277 90	
Princess Anne county—																
Pungo.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	112 00	.....	1000 00	1000 00
Seacoard.....	491 06	.....	491 06	49 53	6 00	257 01	100 00	.....	412 54	78 52	112 00	.....	1000 00	10 00
Kempsville.....	491 06	.....	491 06	49 53	6 00	257 01	100 00	.....	412 54	78 52	224 00	.....	750 00	750 00
Prince William county—																
Dumfries.....	589 35	.....	589 35	488 80	.....	31 00	30 00	38 29	588 09	1 26	.....	.....	150 00	584 00
Dumfries.....	602 87	.....	602 87	485 51	.....	44 50	33 50	39 17	602 68	19 19	.....	.....	500 00	500 00
Beccquan.....	568 09	.....	568 09	250 00	.....	53 00	85 00	36 00	424 00	143 20	.....	.....	.....	.....
Coles.....	1238 57	.....	1238 57	575 00	.....	60 55	57 50	80 40	815 51	423 06	.....	.....	.....	1200 00
Brensville.....	3441 25	216 00	3227 25	2384 62	164 51	151 50	67 95	197 57	3466 25	.....	556 80	100 00	100 00	4100 00	
Manassas.....	480 91	.....	480 91	406 82	13 35	15 50	14 00	31 24	480 91	.....	365 75	.....	.....	700 00
Gainesville.....	6521 04	216 00	6737 04	5090 75	219 83	356 05	287 95	*423 76	6378 84	567 71	922 55	215 00	250 00	7334 00		
County.....																
Pulaski county—																
Newbern.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	70 00	.....	.....	.....
Dublin.....	267 61	.....	267 61	84 67	.....	38 75	160 90	.....	1184 82	83 29	90 50	.....	.....	400 00
Hwassee County.....	267 61	.....	267 61	84 67	.....	38 75	60 90	.....	184 82	83 29	169 50	.....	.....	160 00
County.....																
Rappahannock county—																
Hampton.....	320 13	.....	320 13	199 36	.....	25 00	40 00	7 93	272 29	47 84	20 00	.....	.....	12 00

SUPERINTENDENT OF PUBLIC INSTRUCTION.

Rayhanneck (cont'd)	86 07	35 30	40 00	2 58	77 88	8 19	.....	.....	.....	2 50
Wakfield.....	264 70	237 20	.....	6 14	243 34	11 36	.....	.....	20 00	260 00
Jackson.....	470 00	445 00	10 00	14 10	469 10	90	.....	.....	.....	450 00
Pickton.....	498 82	412 72	.....	14 10	428 82	.....	.....	.....	100 00	500 00
Stonewall.....	1567 72	1329 38	25 00	44 85	1489 43	68 29	.....	.....	182 00	1224 50
Richmond county—										
Stonewall.....	370 24	61 25	32 00	6 17	109 77	260 47	.....	.....	.....	.....
Marshall.....	806 68	109 75	10 00	15 28	400 46	496 22	.....	.....	.....	.....
Washington.....	406 20	31 76	22 90	8 21	217 56	278 64	.....	.....	.....	.....
Farmham.....	451 76	27 50	22 75	6 89	451 78	.....	.....	.....	.....	670 00
County.....	2214 88	422 14	87 65	36 55	1179 57	1015 33	.....	.....	.....	670 00
Richmond city.....	66,241 86	593 14	1,000 00	.....	59,141 94	7,099 92	.....	.....	100,000 00	150,000 00
Rockcastle county—										
Catawba.....	317 45	146 06	30 00	319 09	310 38	7 07	.....	.....	400 00	750 00
Salem.....	1978 46	1615 14	20 00	102 05	1936 79	31 67	.....	.....	700 00	2350 00
Big Lick.....	2508 21	1206 90	39 00	75 25	1589 53	918 08	.....	.....	400 00	3000 00
Cave Spring.....	463 67	348 72	20 00	143 91	483 43	24	.....	.....	150 00	500 00
County.....	5267 79	3317 02	129 00	240 30	4320 13	947 66	.....	.....	1,650 00	6600 00
Rockbridge county—										
Lexington.....	604 74	50 65	50 00	6 14	377 15	227 59	.....	.....	.....	32 00
Natural Bridge.....	487 92	101 75	33 00	14 93	344 16	153 75	.....	.....	200 00	150 00
Buffalo.....	221 25	138 04	12 00	6 64	171 08	49 56	.....	.....	20 00	.....
Kerr's Creek.....	238 75	194 86	.....	8 96	268 41	.....	.....	.....	.....	.....
Walker's Creek.....	364 77	180 00	10 00	10 94	254 92	120 79	.....	.....	160 00	740 00
South River.....	204 49	49 20	18 00	7 93	225 96	38 53	.....	.....	150 00	200 00
County.....	2251 90	684 50	123 00	67 54	1642 28	590 21	.....	.....	395 00	1172 00
Rockingham county—										
Garrisonburg.....	801 16	382 35	.....	.....	981 16	.....	.....	.....	.....	761 50
Central.....	446 26	186 70	26 00	6 70	243 40	202 86	.....	.....	300 00	40 00
Franklin.....	428 96	31 10	24 00	6 43	219 04	209 92	.....	.....	250 00	90 00
Asby.....	524 59	462 50	5 87	49 90	540 83	.....	.....	.....	16 24	427 53
Stonewall.....	402 09	41 10	16 00	6 03	65 04	.....	.....	.....	100 00	19 00
Elk Run.....	271 65	168 54	3 80	10 00	4 38	296 72	.....	.....	110 00	157 54
Pattons.....	479 12	298 00	39 15	7 19	400 44	78 08	.....	.....	200 00	200 00
Lanville.....	597 35	186 40	31 10	8 96	343 80	253 56	.....	.....	200 00	186 40
Brook's Gap.....	66 29	.....	6 00	98	47 77	18 62	.....	.....	25 00	10 00
Massanutth.....	78 88	19 75	7 00	1 18	98 82	.....	.....	.....	50 00	.....
County.....	4186 35	1292 04	226 10	49 71	3207 02	1105 51	.....	.....	1385 50	1891 97
Russell county—										
New Garden.....	904 92	184 90	20 96	13 57	269 43	635 49	.....	.....	450 00	250 00
Elk Garden.....	1035 00	407 02	10 50	13 22	450 74	584 26	.....	.....	500 00	609 00
Lebanon.....	940 08	175 00	20 00	14 10	249 10	690 98	.....	.....	500 00	350 00
Castle Woods.....	336 88	96 78	36 21	5 05	288 23	48 65	.....	.....	300 00	200 00

* Including amount paid assessors.

† \$40 90 for 1870-71; \$20 for 1871-72.

* Including amt. paid collectors.

TABLE No. 4—(Continued.)

DISTRICTS.	DISTRICT FUNDS RECEIVED.				DISTRICT FUNDS EXPENDED.										Value of school property.	
	From district tax during the year.	From other sources.	Total Receipts.	\$	For real estate, rent, building, and repairs.	For furniture, maps, globes and other apparatus.	For text books for indigent children, and other expenses.	For pay of clerk of Board of Trustees.	Treasurer's commissions.	Total Expended.	Balance district fund unexpended.	Total indebtedness of district.	Value of means furnished during the year, without expense to district.	Owed by District, September 1st, 1871.	Owed by District, September 1st, 1872.	
Russell county (cont'd)—																
Copper Creek.....	\$292 50		\$292 50	\$128 69	\$9 67	\$22 00	\$4 24	\$164 00		\$137 90	\$	\$400 00	500 00	300 00		
Moccasin.....	239 99		239 99	42 72	35 00	15 00	3 64	96 36		143 54		500 00	2100 00	400 00		
County.....	3779 37		3779 37	1035 11	295 88	134 17	53 82	1518 46		2260 82		2600 00		2100 00		
Scott county—																
Estilville.....	507 26		507 26		2 95	29 00	14 15	46 10		46 16		600 00	100 00	150 00		
Fulkerson.....	133 13		133 13		19 00	24 31	4 60	87 91		65 22						
Johnson.....	440 23		440 23	16 00	20 82	66 00	3 23	170 33		269 90		2 50				
Floyd.....					1 00	1 00		2 00								
De Kalb.....																
Taylor.....	246 50		246 50		40 73	36 06	7 40	84 13		100 28			500 00	500 00		
Powell.....	253 58		253 58		20 00	26 00	16 94	62 94		220 64			600 00	650 00		
County.....	1631 10		1631 10	16 00	39 82	143 17	198 00	483 41		1117 20		602 50				
Shenandoah county—																
Lee.....	112 00		112 00		38 51	10 00	1 63	87 78		24 82		50 00				
Ashby.....	540 87		540 87	26 75	10 89	60 00	6 42	434 69		106 18		250 00		150 00		
Madison.....	379 43		379 43	87 15	196 83	84 29	3 56	241 21		138 22		50 00		48 00		
Johnson.....	327 35		327 35	176 63	2 62	10 00	4 32	292 73		34 62		100 00		1100 00		
Stonewall.....	358 70		358 70	234 67	38 74	15 00	3 34	226 34		132 36		100 00		700 00		
Davis.....	578 55		578 55	84 45	35 25	61 25	5 96	403 86		174 69		100 00		1200 00		
County.....	2286 90		2286 90	871 86	311 52	23 05	25 23	1686 61		610 29		400 00		3199 00		
Smyth county—																
Marion.....	1814 26		1814 26	1035 63	144 80	211 26	101 75	1513 41		300 85				1325 00		
Rich Valley.....	2190 13		2190 13	1608 67	124 56	75 60	39 55	1847 78		342 35				1800 00		
St. Clair.....	132 00		132 00	65 60	22 45	1 34	89 39	62 61		62 61			20 00	70 00		
County.....	4196 39		4196 39	2644 60	144 80	401 42	199 20	60 56		705 81			20 00	3195 00		
Southampton county—																
Franklin.....	88 47		88 47	578 70	39 05	49 42	50 00	88 47				88 47	100 00	100 00		
Jerusalem.....	728 00		728 00		16 50	50 00	645 20	645 20				75 00	175 00	753 70		
Berlin.....	425 82		425 82		14 14	130 00		144 14				150 00				

Drewryville.....	355 73	10 50	12 33	99 00	121 83	75 00	121 83
Boykin's.....	480 04	.....	61 64	52 00	103 64	65 00	103 64
Newson's.....	276 06	100 00	12 64	63 00	175 64	80 00	175 64
County.....	2354 12	680 20	129 80	443 42	1273 92	553 47	275 00
Spotsylvania county—							
Livingston.....	299 76	149 78	9 98	50 00	6 29	215 05	120 00
Chancellor's.....	164 06	148 43	47 15	42 00	4 92	256 48	150 00
Courtland.....	380 95	269 09	35 33	59 00	11 43	389 49	300 00
Berkeley.....	200 44	109 58	41 86	5 00	1 83	207 48	250 00
Fredericksburg.....	609 63	50 00	155 14	79 00	12 63	603 73	300 00
County.....	1565 23	726 86	289 51	297 00	41 11	1661 14	870 00
Stafford county—							
Falmouth.....	263 71	108 87	60 93	65 00	4 70	239 50	300 00
Rock Hill.....	102 82	41 39	20 00	38 00	1 98	101 37	300 00
Hartwood.....	366 83	150 26	80 93	103 00	6 68	340 87	300 00
County.....	.....	.....	.....	.....	.....	.....	.....
Surry county—	401 41	175 45	61 16	65 00	20 07	322 68	61 16
Guilford.....	.....	.....	.....	26 00	25 00	.....	.....
Cobbam.....	.....	.....	.....	25 00	25 00	.....	.....
Blackwater.....	401 41	175 45	61 16	117 00	20 07	373 68	61 16
County.....	.....	.....	.....	.....	.....	.....	.....
Sussex county—	288 49	175 00	46 83	25 00	8 65	255 48	25 00
Court House.....	218 93	95 50	16 76	70 00	6 56	197 82	9 00
Stony Creek.....	195 37	67 00	32 86	38 00	5 86	162 57	150 00
Henry.....	221 83	38 50	174 68	18 00	6 65	237 83	.....
Newville.....	.....	.....	.....	.....	.....	.....	.....
Waverly.....	.....	.....	.....	.....	.....	.....	.....
Wakefield.....	924 62	376 00	271 13	151 00	27 72	853 70	184 00
County.....	.....	.....	.....	.....	.....	.....	.....
Tazewell county—	361 49	12 00	40 00	100 00	5 89	157 89	85 00
Clear Fork.....	388 43	12 00	48 83	174 11	6 29	241 23	215 00
Jeffersonville.....	322 49	12 00	32 23	160 00	5 28	209 51	90 00
Malden Spring.....	1072 31	36 00	121 06	434 11	17 46	608 63	300 00
County.....	.....	.....	.....	.....	.....	.....	.....
Warren county—	769 37	350 31	40 52	30 00	11 50	432 33	50 00
South River.....	1609 60	1231 06	257 66	30 00	24 70	1665 42	450 35
Front Royal.....	1650 00	1452 99	116 25	11 12	105 09	1685 45	1685 45
Cedarville.....	93 26	.....	68 67	5 00	88 67	.....	9 56
Fork.....	4122 23	3034 36	366 85	81 12	146 29	3864 87	75 00
County.....	.....	.....	.....	.....	.....	.....	500 35

TABLE No. 4—(Continued.)

DISTRICTS.	DISTRICT FUNDS RECEIVED.			DISTRICT FUNDS EXPENDED.								Balance district fund unexpended.	Total indebtedness of district.	Value of means furnished during the year, without expense to district.	Value of school property.	
	From district tax during the year.	From other sources.	Total RECEIPTS.	For real estate, rent, building, and repairs.	For furniture, maps, globes and other apparatus.	For text books for indigent children, and other expenses.	For pay of clerk of Board of Trustees.	Treasurer's commissions.	TOTAL EXPENDED.							
Warwick county—															Owned by District, September 1st, 1872.	Owned by District, September 1st, 1871.
Newport.....	\$427 51	\$.....	\$427 51	\$387 30	\$36 00	\$32 49	\$.....	\$8 02	\$463 90	\$.....	\$36 39	\$.....	\$.....	\$400 00	\$.....	
Denhigh.....	254 13	.....	254 13	100 00	20 00	41 35	23 00	5 61	189 96	64 17	.....	.....	.....	75 00	.....
Stanley.....	296 19	.....	296 19	83 36	56 00	50 00	20 00	5 03	158 41	137 78	.....	.....	.....	100 00	.....
County.....	977 83	.....	977 83	570 75	56 00	123 84	43 00	18 68	812 27	201 95	36 39	.....	.....	575 00	.....
Washington county—																
Goodson.....	200 00	.....	200 00	15 00	.....	36 25	10 00	.....	61 25	138 75	.....	.....	.....	500 00	500 00
Abington.....	150 00	.....	150 00	.....	.....	41 53	24 00	.....	65 53	84 47	.....	.....	.....	200 00	200 00
Glade Spring.....	180 00	.....	180 00	10 00	.....	99 00	16 00	.....	125 00	65 00	.....	.....	.....	1500 00	1500 00
Saltville.....	200 00	.....	200 00	63 00	.....	57 78	14 00	.....	134 78	65 22	.....	.....	.....	200 00	200 00
North Fork.....	75 00	.....	75 00	.....	.....	46 00	8 00	.....	54 00	21 00	.....	.....	.....	500 00	500 00
Kinderhook.....	.....	106 90	106 90	.....	.....	96 20	10 00	.....	106 20	.....	.....	.....	.....	250 00	250 00
County.....	805 00	106 90	911 90	88 00	.....	376 76	82 00	.....	646 76	374 44	.....	.....	.....	3150 00	3325 00
Westmoreland county—																
Cople.....	456 28	.....	456 28	371 86	67 62	.....	18 00	.....	457 48	.....	.....	.....	.....	115 00	115 00
Montross.....	112 99	.....	112 99	41 73	6 83	1 34	51 53	3 39	104 82	8 17	.....	.....	.....	150 00	150 00
Washington.....	461 07	.....	461 07	377 79	.....	58 72	.....	24 56	461 07	.....	.....	.....	.....	100 00	100 00
County.....	1030 34	.....	1030 34	791 38	74 45	60 06	69 53	27 95	1023 37	8 17	.....	.....	.....	365 00	382 00
Wise county—																
Richmond.....	216 34	.....	216 34	157 96	.....	.....	8 00	2 48	168 44	47 90	.....	.....	.....	200 00	200 00
Gladeville.....	57 60	.....	57 60	.....	.....	60	5 00	0 8	5 68	51 92	.....	.....	.....	50 00	50 00
Robertson.....	127 30	.....	127 30	41 64	.....	.....	31 76	1 10	74 50	52 60	.....	.....	.....	40 00	40 00
Walker.....	91 71	.....	91 71	26 91	.....	.....	.....	.....	27 31	64 40	.....	.....	.....	40 00	40 00
Lapps.....	149 26	.....	149 26	79 66	.....	.....	12 00	1 37	93 03	56 23	.....	.....	.....	175 00	175 00
County.....	642 21	.....	642 21	306 17	.....	60	56 76	5 43	368 96	273 05	.....	.....	.....	465 00	1500 00

Table No. 5.

COUNTIES AND CITIES.	WHOLE AMOUNT EXPENDED FOR PUBLIC EDUCATION.						Value of School Property.		Salary of County Superintendent.		Whole cost of public education per month, per pupil enrolled.
	From State Fund.	From County Fund.	From District Fund.	From other than Public Funds.	TOTAL.	Owned by districts, Sept. 1, 1871.	Owned by districts, Sept. 1, 1872.	From State Fund.	From County Fund.		
	\$	\$	\$	\$	\$	\$	\$	\$	\$		
Accomac.....	6087 26	4505 00	480 23	.....	11,072 49	.....	80 00	3350 00	250 00	1 14
Albemarle.....	8302 67	8787 69	3499 89	2684 49	23,274 74	109 37	1988 00	350 00	350 00	1 14	
Alexandria city.....	3740 79	3414 51	2729 20	.....	9884 50	825 00	1100 00	250 00	.....	98
Alexandria county.....	897 14	1359 82	.....	.....	3415 86	125 00	125 00	90 00	.....	92
Alleghany.....	1617 23	.....	331 71	526 50	2475 44	.....	54 10	187 00	.....	1 14
Amelia.....	4115 84	977 98	885 45	177 00	6156 27	.....	377 00	265 00	.....	92
Amherst.....	5081 08	.....	663 04	2037 50	7781 62	.....	133 00	350 00	.....	1 08
Appomattox.....	2995 95	.....	272 95	.....	3268 90	10 00	145 96	220 25	.....	67
Augusta.....	9345 48	8022 76	6349 39	6245 63	29,963 26	970 88	2192 63	350 00	454 16	1 13	
Bath.....	928 47	.....	566 99	50 00	1545 46	250 00	708 30	72 00	.....	87
Bedford.....	7892 16	9154 98	2916 16	1734 00	1545 46	.....	1849 53	350 00	350 00	73
Bland.....	1874 50	1855 66	776 54	.....	4506 70	2250 00	2500 00	187 20	202 50	79
Botetourt.....	4472 06	1829 85	2240 98	1632 60	10,175 49	.....	748 34	350 00	150 00	90
Brunswick.....	4510 00	.....	34 55	.....	4544 55	168 00	608 85	350 00	.....	55
Buchanan.....	2956 57	.....	.....	111 65	3068 22	.....	.....	212 88	.....	76
Buckingham.....	4552 53	916 57	400 00	745 00	6614 10	.....	313 77	350 00	.....	69
Campbell.....	6071 25	2981 13	1078 01	12 75	10,141 14	475 00	625 00	350 00	350 00	94	
Caroline.....	5255 00	.....	1438 00	120 00	6813 00	108 50	539 47	350 00	.....	70
Carroll.....	4502 54	.....	207 81	538 00	5248 35	.....	.....	350 00	.....	45
Charles City.....	1639 78	.....	275 23	.....	1915 01	645 00	866 71	132 50	.....	64
Charlotte.....	6191 19	.....	4429 21	322 00	10,942 40	227 54	3140 70	350 00	.....	1 05

Chesterfield.....	5686 15	1975 88	1929 01	2375 00	11,976 04	200 00	600 00	350 00	350 00	88
Clarke.....	2483 08	1037 13	2619 46	225 00	6364 67	1500 00	5100 00	188 50	188 50	75
Craig.....	1173 40	.....	238 58	56 25	1468 23	250 00	500 00	.....	.....	92
Culpeper.....	3391 61	4277 44	3870 05	1880 00	13,419 10	2080 00	3799 64	350 00	350 00	1 18
Cumberland.....	4788 69	1893 25	1750 45	1750 50	8432 39	753 49	832 84	284 00	285 60	82
Dinwiddie.....	3318 62	2000 00	469 69	935 00	6723 31	.....	378 00	325 00	.....	82
Elizabeth City.....	1934 44	1852 80	1864 77	475 00	6127 01	1450 00	2950 00	186 50	190 00	89
Essex.....	3070 62	977 99	741 11	.....	4789 72	665 00	791 00	243 00	250 00	95
Fairfax.....	3963 35	3910 51	2656 09	1707 50	12,237 39	.....	3617 89	340 00	.....	75
Fauquier.....	5812 73	2093 12	3746 89	.....	11,652 74	.....	2618 00	348 73	350 00	72
Floyd.....	4720 86	1043 51	858 89	550 00	7173 26	593 00	4807 00	325 00	145 50	68
Fluvanna.....	3561 47	3090 00	1272 83	596 47	8520 77	596 44	1237 50	310 63	275 00	96
Franklin.....	7615 76	2390 85	661 50	564 60	11,132 71	207 00	242 90	350 00	.....	70
Frederick.....	5095 28	1122 31	2581 36	4615 80	13,414 73	504 00	1579 00	350 00	70 52	95
Giles.....	2474 54	80 00	1148 04	705 00	4407 58	.....	.....	208 00	80 00	72
Gloucester.....	3355 31	3863 00	380 12	260 00	7858 43	.....	102 15	299 00	150 00	65
Goochland.....	4467 51	954 11	238 20	350 00	6009 82	.....	.....	287 00	350 00	89
Grayson.....	4319 75	782 39	354 61	2610 00	8066 75	.....	50 00	350 00	135 00	53
Greene.....	971 83	565 56	328 57	1865 40	3731 36	.....	100 00	350 00	50 00	77
Greensville.....	1708 43	1056 18	279 44	350 00	3394 05	.....	.....	350 00	.....	1 31
Halifax.....	9139 83	.....	1408 38	485 00	11,033 21	180 00	539 25	350 00	350 00	89
Hanover.....	5647 50	.....	803 50	810 00	6261 00	.....	458 00	350 00	350 00	68
Henrico.....	5728 67	2027 18	2964 99	285 00	11,075 84	1440 35	3136 35	350 00	229 50	1 46
Henry.....	5353 40	.....	755 24	.....	6108 64	15 00	130 50	334 00	.....	1 92
Highland.....	1596 68	.....	266 06	1215 00	3077 74	.....	107 00	145 00	.....	1 07
Isle of Wight.....	3911 20	759 50	.....	1000 00	5670 70	.....	.....	236 00	230 00	1 14
James City.....	1669 17	948 94	1131 93	419 04	4169 08	80 00	480 00	125 00	49 64	1 26
King & Queen.....	3010 00	900 00	1703 65	.....	5663 65	.....	1025 26	350 00	51 75	72
King George.....	2302 64	1210 71	1728 97	.....	5242 32	1675 00	2338 50	350 00	156 00	1 09
King William.....	2535 00	.....	983 19	.....	3518 19	.....	612 37	210 00	.....	65
Lancaster.....	2133 43	287 50	842 91	.....	3263 84	29 50	394 01	328 00	175 00	23
Lee.....	8260 12	150 00	50 36	1225 00	9685 48	.....	.....	350 00	150 00	63
London.....	6439 03	7148 36	7224 56	644 00	21,455 95	520 00	3650 00	350 00	100 00	82
Louisiana.....	4997 42	1144 17	2078 90	500 00	8720 59	.....	1800 00	350 00	339 10	98
Lunenburg.....	3646 56	.....	1393 93	.....	5040 49	.....	251 20	317 00	.....	98
Lynchburg city.....	3278 77	9261 89	30,895 90	3204 73	46,641 29	550 00	32,500 00	282 51	1000 00	1 18

TABLE No. 5--(Continued.)

COUNTIES AND CITIES.	WHOLE AMOUNT EXPENDED FOR PUBLIC EDUCATION.						Value of School Property.		Salary of County Superintendent.		Whole cost of public education per month, per pupil enrolled.
	From State Fund.	From County Fund.	From District Fund.	From other than Public Funds.	TOTAL.	Owned by Districts, Sept. 1, 1871.	Owned by Districts, Sept. 1, 1872.	From State Fund.	From County Fund.		
										\$	
Madison.....	3026 65	734 51	865 97	1037 00	4427 13	13	13	.....	100 00	70
Mecklenburg.....	5495 79	1462 87	981 40	1037 00	8977 06	06	06	.....	350 00	72
Middlesex.....	1484 87	1000 00	1291 56	.....	3776 43	43	43	.....	57 30	47
Montgomery.....	4874 13	3953 86	2023 73	1503 75	12 355 47	47	47	.....	270 30	81
Nausaund.....	5199 04	.....	413 65	5975 00	11 587 69	69	69	.....	.....	1 89
Nelson.....	5070 16	592 09	441 37	1321 00	7424 62	62	62	.....	350 00	92
New Kent.....	1483 26	.....	531 38	109 00	2123 64	64	64	.....	350 00	90
Norfolk city.....	4395 68	8180 68	2656 24	500 00	15 732 60	60	60	.....	315 00	1 01
Norfolk county.....	4591 30	2667 82	5115 11	727 50	13 101 73	73	73	.....	350 00	97
Northampton.....	2575 00	.....	44 00	.....	2619 00	00	00	.....	197 00	66
Northumberland.....	2122 61	.....	1007 83	.....	3130 44	44	44	.....	.....	16
Nottoway.....	2561 54	1363 58	2867 43	133 50	6926 05	05	05	.....	254 30	23
Orange.....	3626 07	1334 46	713 43	891 50	6565 46	46	46	.....	319 00	82
Page.....	2764 75	2540 83	1188 06	120 00	6613 64	64	64	.....	350 00	65
Patrick.....	2841 10	.....	.....	.....	2841 10	10	10	.....	125 00	58
Petersburg city.....	6591 90	9638 92	3419 53	2000 00	18 230 82	82	82	.....	305 00	82
Pittsylvania.....	9372 77	5983 41	3728 55	3334 25	22 109 96	96	96	.....	350 00	88
Portsmouth.....	2665 58	2667 11	3728 55	1000 00	10 061 24	24	24	.....	200 00	71
Powhatan.....	2618 00	1900 00	730 26	700 00	5948 26	26	26	.....	205 00	1 05
Prince Edward.....	3288 00	2055 50	1638 39	215 00	6591 89	89	89	.....	349 00	85

Prince George.....	2407 63	2107 82	3248 74	.....	7764 19	2231 38	2277 90	225 00	225 00	1 46
Princess Anne.....	1837 40	1708 13	412 54	.....	3958 07	2750 00	2750 00	181 70	181 70	1 07
Prince William.....	3088 47	1516 41	6378 32	853 50	11,836 70	250 00	7334 00	150 00	249 00	1 79
Pulaski.....	2781 00	2701 00	222 00	2639 89	8393 89	.....	.....	248 00	120 00	1 23
Rappahannock.....	2974 06	1554 02	1489 43	200 00	6217 51	132 00	1224 50	245 00	245 00	1 67
Richmond city.....	15,122 44	.....	35,789 25	1500 00	52,411 69	100,000 00	150,000 00	1650 00	1650 00	1 25
Richmond county...	2211 80	1118 28	1179 57	.....	4509 65	.....	670 00	350 00	350 00	1 97
Roanoke.....	3149 81	3089 44	4310 13	2780 00	13,329 38	.....	6600 00	318 00	320 00	87
Rockbridge.....	5943 58	4727 89	2251 90	2980 83	15,904 20	625 00	1172 00	350 00	350 00	94
Rockingham.....	7856 36	3919 31	3504 68	8429 00	23,709 35	.....	1891 97	350 00	350 00	80
Russell.....	4649 77	.....	1518 46	2600 00	8768 23	.....	2100 00	333 85	.....	83
Scott.....	4844 27	.....	1631 16	602 50	7077 93	600 00	650 00	350 00	.....	61
Shenandoah.....	5853 49	5612 14	1686 61	1375 00	14,527 24	.....	3199 00	350 00	.....	69
Smyth.....	2843 55	2607 07	3450 58	2612 50	11,513 70	20 00	3195 00	330 00	120 00	1 04
Southampton.....	4915 20	382 68	1278 92	1199 47	7776 27	275 00	953 70	342 50	350 00	1 99
Spotsylvania.....	4733 01	1196 73	1592 36	992 00	8514 10	150 00	870 00	350 00	200 00	71
Stafford.....	2082 59	1346 52	366 53	165 00	3960 64	.....	300 00	156 00	125 00	1 12
Surry.....	2214 15	1494 82	401 41	.....	4110 08	.....	61 16	.....	.....	87
Sussex.....	2427 20	2002 39	853 70	291 45	5614 74	.....	184 00	.....	.....	75
Tazewell.....	4466 36	2164 37	608 83	175 00	7954 56	500 35	3491 55	350 00	350 00	1 11
Warren.....	1979 65	1978 65	3963 87	.....	7923 17	100 00	575 00	50 00	50 00	84
Warwick.....	465 45	.....	812 27	.....	1277 72	3150 00	3325 00	350 00	350 00	67
Washington.....	6101 41	3078 00	537 46	300 00	10,013 87	365 00	882 00	.....	.....	51
Westmoreland.....	2575 00	.....	1043 37	.....	3618 37	.....	.....	.....	.....	84
Wise.....	2874 88	.....	369 16	116 79	3360 83	465 00	1500 00	142 50	350 00	73
Wythe.....	3359 60	3132 50	1708 83	1803 40	10,004 02	50 00	900 00	350 00	350 00	83
York.....	2448 33	704 66	829 90	30 00	4012 89	41 87	185 95	187 00	110 64	.....

NOTE.—In the headings of Table No. 5, after cities, instead of "county" and "district," read city.

Table No. 6.

PUPILS.

COUNTIES AND CITIES.	SCHOOLS.		NUMBER STUDYING.										No. supplied with text-books by districts.
	Number opened.	Number yet needed.		Number enrolled.	Average age.	Spelling.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Other Branches.	
		Average 20 pupils.	Average 15 pupils.										
Accomac	36	13	1	2,249	10.36	2,240	1,793	1,347	1,190	290	370	27	2
Albemarle	92	...	...	3,124	12	3,021	2,870	2,134	1,876	705	860	210	111
Alexandria city	6	...	...	983	10	983	874	848	849	302	507	21	2
Alexandria county	8	...	...	463	12	459	372	251	251	94	167	15	...
Alleghany	12	4	6	396	12.50	396	314	249	226	96	131	...	30
Amelia	26	5	9	1,033	11	1,033	871	615	480	242	245	37	23
Amherst	40	10	15	1,423	12	1,423	1,198	982	756	340	337	46	20
Appomattox	21	7	5	983	11.50	983	730	519	383	197	243	14	62
Augusta	117	8	6	5,046	12	4,992	4,303	3,311	3,011	973	1,148	96	106
Bath	6	10	8	278	13	188	177	152	140	34	60	7	22
Bedford	83	13	13	4,170	11	3,854	3,254	2,247	1,979	890	982	153	15
Bland	29	...	2	1,235	11.87	1,098	842	562	381	242	201	19	187
Botetourt	56	8	9	2,044	12.58	1,986	1,879	1,643	1,146	641	856	264	186
Brunswick	35	11	7	1,485	11	1,291	920	628	386	219	202	35	...
Buchanan	27	...	4	895	.....	500	300	95	.....	.....	.....	...	75
Buckingham	50	20	30	1,872	12	1,737	1,375	893	606	33	320	33	60
Campbell	50	9	8	2,133	11.5	1,945	1,737	1,297	1,073	422	579	45	22
Caroline	41	8	8	1,822	11	1,580	1,313	953	721	263	426	56	100
Carroll	49	5	3	2,485	11	2,125	1,642	748	428	196	68	14	452
Charles City	13	1	1	534	11	532	439	285	233	103	172	34	...
Charlotte	35	7	12	1,295	11.21	1,295	1,050	687	613	236	383	34	25
Chesterfield	43	8	10	2,394	11.05	2,394	2,176	2,137	2,116	798	925	125	70

Clarke.....	20	11.38	907	767	579	533	122	240	17	10
Craig.....	12	13	489	289	215	152	52	28	28	65
Culpeper.....	35	11.21	1,373	1,163	926	762	392	439	137	19
Cumberland.....	33	11.31	990	774	538	458	218	439	81	253
Dinwiddie.....	32	11	1,041	792	647	523	186	243	...	...
Elizabeth city.....	3	11.50	796	710	625	546	275	395	75	80
Essex.....	23	11	890	690	510	443	151	202	72	91
Fairfax.....	45	11.73	2,009	1,860	1,534	1,408	581	815	118	56
Fauquier.....	57	13	2,283	1,768	1,392	971	518	674	123	27
Floyd.....	39	.....	2,186	1,556	963	621	327	217	36	255
Fluvanna.....	32	11.50	1,394	1,187	977	696	300	431	42	15
Franklin.....	61	12.75	3,194	1,912	1,298	891	359	158	40	159
Frederick.....	55	12	2,400	2,030	1,720	1,520	550	680	100	20
Giles.....	29	11.96	914	704	555	424	402	165	45	38
Gloucester.....	30	11.18	1,415	1,233	743	668	304	420	67	58
Goochland.....	28	11.57	1,295	995	692	585	195	298	32	30
Grayson.....	46	11.5	2,207	1,763	1,024	784	340	193	12	35
Greene.....	14	11	453	362	290	179	98	94	4	20
Greenville.....	15	10.70	405	254	174	120	61	69	13	7
Halifax.....	61	11	2,486	1,621	1,095	831	296	351	27	73
Hanover.....	40	11	1,717	1,500	1,150	870	360	550	20	20
Henrico.....	37	14	1,371	1,345	1,331	1,228	987	742	46	58
Henry.....	31	11	1,299	804	553	353	127	108	22	29
Highland.....	19	12	538	483	408	313	137	80	21	35
Isle of Wight.....	22	11	755	622	493	372	188	203	38	...
James city.....	14	11	485	428	312	274	130	207	30	155
King & Queen.....	21	.....	924	785	592	448	240	207	30	30
King George.....	16	11	576	565	364	324	105	174	28	39
King William.....	21	10.92	380	287	232	190	132	166	8	46
Lancaster.....	16	10.2	785	686	452	374	129	203	25	...
Lee.....	70	11.59	2,908	1,800	1,026	769	390	141	14	...
Loudoun.....	55	12.3	2,985	2,805	2,401	2,160	779	1,113	140	70
Louisa.....	43	12	1,906	1,743	1,216	828	407	582	59	75
Lunenburg.....	29	12	927	751	564	428	222	256	15	50
Lynchburg.....	10	12.14	1,247	1,029	930	979	467	714	148	180
Madison.....	33	10	1,050	859	546	439	178	238	49	75

TABLE No. 6—(Continued.)

COUNTIES AND CITIES.	SCHOOLS.			PUPILS.											
	Number opened.	Number yet needed.		Average age.	NUMBER STUDYING.										No. supplied with text-books by districts.
		Average pupils. 20	Average pupils. 15		Spelling.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Other Branches.				
Mecklenburg.....	42	11	16	10.66	1,728	1,462	894	687	318	408	43	45			
Middlesex	16	2	5	.....	800	749	539	441	201	279	19	20		
Montgomery	51	4	4	11.30	2,429	1,847	1,204	1,108	458	429	58	49			
Nansemond	41	9	4	10.54	1,281	1,017	730	648	267	291	88	17			
Nelson.....	45	9	11	11.81	1,578	1,243	846	554	260	236	47	19			
New Kent.....	12	...	4	11.	438	414	319	312	132	165	36	...			
Norfolk city.....	6	...	...	10.	1,481	1,305	1,134	1,237	668	954	169	289	
Norfolk county.....	32	15	4	11.	1,502	1,231	922	868	563	572	148	82			
Northampton	15	2	2	13.	544	469	293	304	82	160	15	8			
Northumberland.....	18	8	8	11.4	615	533	444	341	130	238	36	25			
Nottoway.....	24	9	6	11.92	943	746	551	491	187	282	32	25			
Orange	34	1	2	11.86	1,297	1,160	786	572	264	334	50	42			
Page	34	3	6	11.76	1,504	1,398	1,124	759	214	247	23.	62			
Patrick	35	18	15	13.	1,474	964	640	288	126	103	19	...			
Petersburg city.....	8	...	8	10.	2,216	2,216	1,480	2,099	1,125	1,500	293	152			
Pittsylvania.....	66	25	...	11.29	3,494	2,750	1,983	1,380	613	649	42	101			
Portsmouth.....	5	...	...	11.14	902	809	602	677	39	463	...	...	
Powhatan.....	20	1	1	12.	675	615	468	438	127	200	27	20			
Prince Edward.....	35	5	3	11.47	1,191	1,010	785	634	365	367	100	87			
Prince George.....	22	...	5	10.09	784	614	428	374	146	217	49	48			
Princess Anne.....	13	12	5	12.50	672	521	378	355	148	217	...	110			
Prince William.....	28	6	4	11.26	1,088	885	630	530	149	246	48	39			

Pulaski.....	33	4	3	1,311	12.37	1,311	1,311	655	437	375	325	105	30
Rappahannock.....	25	...	5	1,187	11.52	1,187	675	588	448	177	193	89	...
Richmond city.....	87	...	...	4,663	11.4	4,235	3,577	2,235	3,438	1,279	2,692	1,086	59
Richmond county.....	16	...	...	701	11.49	691	602	503	333	107	192	21	...
Roanoke.....	34	5	2	1,827	12.	1,827	1,512	954	805	348	460	43	52
Roanoke.....	71	9	5	2,897	11.6	2,834	2,543	1,927	1,671	596	683	143	87
Rockbridge.....	104	15	12	4,988	12.17	1,415	3,650	3,124	2,516	903	803	240	190
Rockingham.....	37	25	9	1,746	11.81	1,538	1,075	598	470	273	123	80	144
Russell.....	54	20	10	2,662	12.	2,391	1,431	506	488	260	122	10	38
Shenandoah.....	63	11	4	3,536	11.6	3,205	2,745	2,300	1,818	570	460	147	53
Smyth.....	41	5	11	1,847	12.58	1,533	1,329	940	777	331	335	124	438
Southampton.....	34	...	12	1,249	11.5	1,225	1,003	691	578	225	324	55	15
Spotsylvania.....	43	...	10	1,005	11.	986	879	696	598	200	305	75	35
Stafford.....	21	2	2	740	11.	711	632	512	484	165	233	37	33
Surry.....	19	2	4	566	10.05	545	409	284	176	106	90	22	4
Sussex.....	28	7	1	995	11.24	995	584	387	277	166	172	9	73
Tazewell.....	50	12	7	2,217	12.	2,029	1,518	928	770	407	334	85	121
Warren.....	20	3	2	801	11.	698	606	493	421	147	152	38	...
Warwick.....	6	...	...	191	12.	191	140	105	95	43	75	...	45
Washington.....	81	8	7	3,722	11.55	3,356	2,580	1,117	1,404	672	462	190	463
Westmoreland.....	19	...	...	837	11.06	837	705	501	386	138	208	38	...
Wise.....	25	9	4	1,171	11.7	1,086	483	190	194	108	31	2	...
Wythe.....	45	6	4	2,287	11.61	2,287	2,240	1,305	1,146	599	590	144	387
York.....	17	1	2	871	11.	782	722	479	334	83	179	36	16

Table No. 7.

GRADED SCHOOLS.

LOCATION.	NAME OF PRINCIPAL.	Whether for white or colored pupils.	No. Grades.	No. Teachers.	No. pupils enrolled.	Average Attendance.	Per cent. of Attendance.	No. Months Taught.	Cost of tuition per month per pupil enrolled.	Amount money received from Pabody Fund.
Accomack county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Albemarle county—	J. W. Williams.....	w.	3	3	112	91	81.	5	\$1 26	\$ 300 00
Charlottesville.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
“	Theodore H. Ficklin.....	w.	6	3	182	140	77.	10	72	.....
“	Edgar E. Harper.....	w.	6	3	191	94	49.	10	68	.....
“	William F. Powell.....	c.	6	3	173	69	40.	10	73	.....
“	Virginia E. Clarkson.....	w.	6	2	111	76	68.	10	81	1,000 00
“	Margarette Law.....	w.	6	2	128	79	62.	10	70	.....
“	Sarah A. Gray.....	c.	6	3	198	91	46.	10	63	.....
Alexandria county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Alleghany county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Amelia county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Amherst county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Appomattox county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Augusta county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Staunton.....	William B. Johnson.....	w.	4	4	135	94	69.49	9	1 24	175 00
“	John H. Leakey.....	w.	3	3	134	80	59.35	9	1 25	360 00

Staunton.....	Jos. P. Weaver.....	c.	3	3	112	69	62.	9	80	385 75
Waynesborough.....	M. W. Quarles.....	w.	3	3	91	62	68.59	5	1 25	.....
".....	E. H. Butler.....	c.	2	2	112	51	45.97	5	45	.....
Fishersville.....	John G. Stoner.....	w.	2	2	62	51	81.66	5	1 29	.....
Bath county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bedford county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bland county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Botetourt county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fincastle.....	Judge T. D. Houston.....	w.	4	4	116	86	74.	10	1 20	360 00
Buchanan.....	N. R. Garland.....	w.	3	3	94	71	72.	9	1 25	300 00
Brunswick county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Buchanan county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Buckingham county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Campbell county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rustburg.....	D. J. Evans.....	w.	2	2	104	51	49.	5	72	.....
Caroline county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Carroll county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Charles City county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Charlotte county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chesterfield county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Manchester.....	Elihu Morrisett.....	w.	2-	2	113	78	69.	9	86	} 1,000
".....	Anna Walker.....	w.	3	5	225	118	52.	9	71	
".....	Lydia Hill.....	c.	2	3	206	106	56.	9	43	.....
Midlothian.....	Helen King.....	c.	2	2	104	87	83.	8	46	200 00
Clover Hill.....	M. W. Noble.....	c.	2	2	160	90	56.	9	36	200 00
Matoaca.....	S. Flournoy.....	w.	2	3	108	86	79.	10	90	300 00
Clarke county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Craig county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Culpeper county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Culpeper.....	R. H. Stone.....	w.	5	4	117	91	78.7	10	4 87	300 00
Cumberland county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dinwiddie county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Elizabeth City county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chesapeake.....	J. B. Knox.....	c.	2	3	149	45	30.	8	77 50	.....
Wythe.....	James A. Fields.....	c.	2	3	186	124	66.	9	70 00	300 00
Essex county.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE No. 7—(Continued.)

GRADED SCHOOLS.

LOCATION.	NAME OF PRINCIPAL.	Whether for white or colored pupils.	No. Grades.	No. Teachers.	No. Pupils Enrolled.	Average Attendance.	Per cent of Attendance.	No. Months Taught.	Cost of tuition per month per pupil enrolled.	Amount money received from Peabody Fund.
Fairfax county— Fall's Church.....	Job G. McVeigh.....	w.	4	3	120	90	74.73	10	\$1 00	\$300 00
Fauquier county.....										
Floyd county— Jacksonville.....	A. J. Hoback.....	w.	3	3	160	98	61.	10	84	450 00
Flovanna county— Palmyra.....	Miss L. W. Kerfort.....	w.	3	4	142	72	50.	8	69	300 00
Winnsville.....	Rev. J. W. Henson.....	w.	2	2	63	41	65.	6.5	82	
Franklin county.....										
Frederick county— Brucetown.....	Rev. Jno. P. Hyde.....	w.	3	3	107	78	73.	5	90	
Winchester.....	J. C. Vanfossen.....	w.	2	2	118	69	58.	10	97	400 00
".....	Mrs. Anna Hobson.....	w.	4	4	167	128	76.	10	65	750 00
".....		c.	2	2	117	62	65.	9½	50	350 00
Giles county.....										
Gloucester county.....										
Goochland county.....										

Grayson county—													
Independence.....												\$ 85	\$300 00
Elk Creek.....												10	300 00
Greene county.....												62	
Greensville county.....												10	
Halifax county.....													
Hanover county.....													
Henrico county—													
Harvie.....												5	86
Henry county.....													
Highland county.....													
Isle of Wight county.....													
James City county.....													
King George county.....													
King & Queen county.....													
King William county.....													
Lancaster county.....													
Lee county.....													
Loudoun county—													
Leesburg.....												10	300 00
Louisa county—													
Court House.....												6	150 00
Green Spring.....												5	
Lunenburg county—												54	
Lochleven.....												7.5	
Lynchburg city—													
South cor. Federal and 11th sts.												3½	6 11
Madison, between 7th and 8th.												3½	3 58
12th, between Main and Church.												10	77
7th, between Court and Church.												10	69
West corner Monroe and 11th.												2	2,200 00
West corner Monroe and 11th.												1.22	71
West corner 9th and Jackson.												2	1 10
West corner 9th and Jackson.												2	1 47
Polk, between 9th and 10th.												2	1 03
Polk, between 9th and 10th.												2	63
Fanny Harvey.....												81	
Rev. A. B. Phipps.....	w.	3	108	90	83.	10	85						
T. L. Copenhaver.....	w.	3	104	91	85.8	10	62						
F. M. Bird.....	w.	2	58	35	59.	5	86						
John W. Wood.....	w.	2	143	101	71.	10	90						
Emma J. Freeman.....	c.	2	158	89	56.	6	27						
Col. Geo. A. Goodman.....	c.	2	121	73	61.	5	54						
A. C. Ogburn.....	w.	2	64	32	50.	7.5	47						
Jno. W. Wyatt.....	w.	3	17	14	84.	3½	6 11						
Thos. C. Miller.....	w.	3	29	25	87.	3½	3 58						
Ro. C. Anderson.....	w.	4	218	111	51.	10	77						
Mary L. Davies.....	w.	6	128	64	64.	10	69						
Henry L. Davies.....	w.	4	113	54	47.	2	1 22						
Edw. C. Glass.....	w.	6	195	128	66.	2	71						
Amos Botford.....	c.	4	107	77	72.	2	1 10						
Susan M. Bolling.....	c.	6	187	146	78.	2	47						
Jacob E. Yoder.....	c.	4	114	79	69.	2	1 03						
Fanny Harvey.....	c.	6	139	81	58.	2	63						

TABLE No. 7—(Continued.)

GRADED SCHOOLS.

LOCATION.	NAME OF PRINCIPAL.	Whether for white or colored pupils.	No. Grades.	No. Teachers.	No. Pupils enrolled.	Average Attendance.	Per cent. of Attendance.	No. months Taught.	Cost of tuition per month per pupil enrolled.	Amount money received from Peabody Fund.
Madison county.....										
Mecklenburg county—										
Flat Creek township.....	Oclavia R. Moss.....	c.	2	2	79	47	59.	6	63	
Clarksville township.....	James A. Scott.....	c.	2	2	95	51	54.	5	42	
Clarksville township.....	Charles Flournoy.....	w.	4	4	100	70	70.	5	1 70	
Middlesex county.....										
Montgomery county.....										
Nansemond county.....										
Nelson county.....										
New Kent county.....										
Norfolk city.....										
Norfolk county—										
Churchland district.....	H. W. Reinhart.....	w.	2	2	59	42	71.	9	2 54	
Deep Creek district.....	W. T. Carney.....	w.	2	2	57	41	73.	5	1 69	
Deep Creek district.....	William Brydson.....	c.	2	2	157	68	43.	5	47	
Northampton county.....										
Northumberland county.....										

Nottoway county—													
Burkeville.....	W. W. Royall.....	w.	2	2	57	35	61.35	4½	1 08	.....	.....	.....	.....
Orange county.....													
Page county.....													
Patrick county.....													
Petersburg city—													
“	S. H. Owens.....	w.	6	4	187	127	67.	10	1 33	.....	.....	.....	.....
“	Mrs. V. F. Doggett.....	w.	8	4	378	208	55.	10	31	.....	.....	.....	.....
“	Miss J. Russell.....	w.	8	3	312	159	51.	10	36	.....	.....	.....	.....
“	Mrs. Jane Maddera.....	w.	8	4	297	183	62.	10	44	.....	.....	.....	.....
“	Mr. J. Leigh.....	c.	8	4	374	164	44.	10	48	.....	.....	.....	2,000 00
“	Miss Octavia Sturdivant.....	c.	4	2	184	68	31.	10	34	.....	.....	.....	.....
“	Mrs. Williams.....	c.	3	1	76	38	50.	10	56	.....	.....	.....	.....
“	Mrs. Jane Elam.....	c.	8	4	407	190	47.	10	35	.....	.....	.....	.....
Pittsylvania county—													
Danville.....	Captain J. T. Averett.....	w.	2	2	110	47	43.	5	1 13	.....	.....	.....	.....
“	L. S. Jones.....	c.	5	5	390	217	55.	8	58	.....	.....	.....	.....
Portsmouth city—													
“	L. P. Slater.....	w.	3	3	203	113	56.	10	71	.....	.....	.....	.....
“	L. P. Slater.....	w.	2	2	130	64	50.	10	57	.....	.....	.....	.....
“	A. Simmons.....	w.	3	4	316	190	60.	10	55	.....	.....	.....	1,000 00
“	T. J. Montague.....	c.	2	2	148	69	47.	10	87	.....	.....	.....	.....
“	T. J. Montague.....	c.	2	2	175	79	45.	10	51	.....	.....	.....	.....
Powhatan county.....													
Prince Edward county.....													
Prince George county.....													
Princess Anne county.....													
Prince William county—													
Brentsville.....	J. J. Davies.....	w.	4	2	46	41	89.	6	99	.....	.....	.....	.....
Manassas.....	George Bennett.....	w.	2	2	81	59	77.	5	93	.....	.....	.....	.....
Pulaski county.....													
Rappahannock county.....													
Richmond city—													
Cherry street.....	Mrs. L. S. Cosby.....	w.	5	4	126	99	78.	9	1 00	.....	.....	.....	.....
Brook avenue and Clay streets.....	Mr. C. D. Montague.....	w.	5	4	125	112	89.	8	1 12	.....	.....	.....	.....
Leigh and First streets.....	Rev. W. B. McGilvray.....	w.	16	13	554	510	92.	9	1 37	.....	.....	.....	.....

TABLE No. 7—(Continued.)

GRADED SCHOOLS.

LOCATION.	NAME OF PRINCIPAL.	Whether for white or colored pupils.	No. Grades.	No. Teachers.	No. Pupils Enrolled.	Average Attendance.	Per cent. of Attendance.	No. Months Taught.	Cost of tuition per month per pupil enrolled.	Amount money received from Peabody Fund.
Richmond City—(continued.)										
Baker and Duval streets.....	Mr. T. P. Crump.....	c.	11	9	344	310	90.	9	1 05	
Navy Hill.....	Miss M. L. Knowles.....	c.	9	9	393	365	93.	9	77	
12th and Leigh streets.....	Miss H. L. S. Harris.....	c.	1	1	30	29	97.	9	1 36	
12th and Clay streets.....	Mr. S. T. Pendleton.....	w.	11	11	455	432	95.	9	1 22	1500 00
14th and Marshall streets.....	Mrs. S. E. Hughes.....	c.	7	6	227	212	93.	9	82	
20th street.....	Mr. W. F. Fox.....	w.	8	6	226	181	80.	9	87	
Broad and 22d streets.....	Mr. J. H. Peay, Jr.....	w.	15	12	527	478	91.	9	1 04	
Richmond county.....										
Roanoke county—										
Salem.....	R. G. Kizer and M. C. Jeter.....	w.	3	3	139	80	58.	9	72	\$300 00
Salem.....	R. E. R. Thompson.....	c.	2	2	183	91	50.	9	33	200 00
Big Lick.....	Henry C. Payne.....	c.	2	2	111	51	46.	5†	49	
Rockbridge county—										
Lexington.....	Rev. R. T. Barton and Jacob Fuller.....	w.	3.	3	125	91	74.	10	1 42	450 00
"	Samuel Johnson.....	c.	4	3	160	135	84.	10	42	300 00

Table No. 8.

COUNTIES.	COUNTY SUPERINTENDENTS.						VISITS TO THE SCHOOLS DURING THE YEAR.					
	No days off- cially em- ployed.	No. miles tra- velled on school bus- siness.	No official let- ters writ- ten.	No. teachers examined.	No. teachers licensed.	Amount of inel- dental expenses incurred in dis- charging official duties.	By County Superin- dent.	By Trustees.	By others.	No. sch.ols not visited by County Superin- tendent.	No. sch.ols not visited by trustees.	No. sch.ols visited by County Su- perinten- dent only.
Accomac.....	150	600	327	44	37	\$125 00	41	61	450	5	16	16
Albemarle.....	273	1725	210	111	101	72 00	163	98	425	4	37	16
Alleghany.....	25	30	40	14	12	6 00	7	11	39	4	7	1
City of Alexandria.....	44	400	1000	29	29	147 35	144	67	487	...	...	...
Alexandria county.....	12	30	100	12	11	14 10	12	85	81	...	...	...
Amelia.....	32	350	211	37	28	27 75	10	18	...	16	13	10
Amherst.....	165	1350	175	56	43	125 00	53	40	362	2	8	15
Appomattox.....	72	424	125	30	23	70 00	64	30	41	...	9	4
Augusta.....	215	679	650	121	110	231 00	131	137	663	4	43	103
Bath.....	37	270	74	8	7	25 00	...	24	27	6	...	...
Bedford.....	300	800	305	103	90	187 50	...	89	278	3	...	...
Bland.....	103	333	315	32	32	91 15	36	50	96	1	4	8
Botetourt.....	104	1290	375	72	67	38 92	84	74	...	6	12	8
Brunswick.....	25	173	9	54	34	00 00	4	60	120	33	13	...
Buchanan.....	90	500	350	35	30	40 00	27	75	40	...	...	...
Buckingham.....	90	400	350	60	56	60 00	33	68	239	26	23	19
Campbell.....	140	900	81	69	64	109 50	48	65	112	11	...	...
Caroline.....	210	700	308	8	61	45 00	50	107	162	11	...	...
Carroll.....	60	480	178	13	13	95 00	25	83	...	6	13	38
Charles City.....	290	600	405	25	37	15 00	85	104	109	...	2	4
Charlotte.....	240	2000	475	70	67	94 00	152	168	...	...	...	...
Clarke.....	72	500	250	29	29	10 00	88	37	...	...	...	...
Craig.....	50	400	60	15	12	75 00	...	18	...	...	...	...
Culpeper.....	120	320	43	43	30	125 00	31	27	...	9	...	...
Gambierland.....	160	1450	117	31	37	83 00	...	90	...	...	...	...
Divide.....	120	639	80	36	34	50 00	84	14	133	1	14	30
Elizabeth City.....	95	400	61	29	20	40 00	51	20	43	2	25	...
Essex.....	123	395	209	34	30	175 00	71	79	211	1	...	...
Fairfax.....	150	600	200	24	52	150 00	32	106	367	17	15	25
Fauquier.....	240	1850	420	74	58	140 00	78	63	114	2	6	18
Floyd.....	87	278	394	57	43	71 82	41	70	137	12	...	...
Flavanna.....	115	624	300	40	34	40 00	72	116	89	6	...	...

Franklin.....	200	1000	100	64	80 00	18	49	70	48	29	17
Frederick.....	30	340	71	...	20 00	46	85	250	7	21	42
Giles.....	62	395	107	43	61 33	57	102	...	1	29	17
Gloucester.....	100	1000	48	30	75 00	32	15	...	1	20	26
Goochland.....	85	510	245	29	80 00	60	38	...	1	12	2
Grayson.....	127	1156	512	30	178 36	103	80	78	1	18	21
Greene.....	...	...	...	55	.....	9	60	200	6	5	9
Greensville.....	60	700	...	14	25 00	16	10	48	2	12	12
Hallfax.....	186	1432	346	72	141 45	69	118	259	11	10	31
Hanover.....	230	2200	300	43	250 00	125	44	84	2	16	6
Henrico.....	210	800	300	60	300 00	70	110	143	8	2	13
Henry.....	151	800	175	36	40 00	69	75	146	1	6	6
Highland.....	...	...	...	43	27 50	12	11	40	7	11	3
Isle of Wight.....	50	300	200	22	75 00	20	38	17	6	...	14
James City.....	25	160	45	13	34 00	24	16	60	...	1	12
King George.....	225	1430	920	62	165 00	16	42	87	2	...	12
King & Queen.....	40	500	60	24	75 00	20	34	45	2	...	11
King William.....	80	600	100	22	10 00	30	30	...	...	...	7
Lancaster.....	...	...	...	19	.....	30	70	30	3	...	3
Lee.....	250	200	50	72	10 00	30	62	303	69	57	1
Louisiana.....	120	300	60	62	6 00	66	129	208	3	1	48
Louisburg.....	200	2200	250	45	200 00	50	50	48	...	8	28
Lynchburg.....	150	1000	180	43	100 00	44	35	134	2	7	5
Lynchburg City.....	200	600	44	32	100 00	100	100	110	...	...	5
Madison.....	300	1000	33	33	200 00	30	100	300	...	...	...
Mechlenburg.....	71	1073	118	15	110 00	72	61	72	5	20	20
Middlesex.....	60	250	40	19	60 00	36	34	37	...	1	16
Montgomery.....	175	434	235	55	45 00	36	22	68	...	35	22
Nansemondy.....	31	585	95	17	63 00	16	25	90	...	20	16
Nelson.....	203	1486	170	48	61 75	71	80	591	2	7	8
New Kent.....	60	480	75	13	25 00	29	20	104	...	4	...
Norfolk City.....	200	...	36	24	.....	128	20	71	...	...	8
Norfolk county.....	188	1850	208	38	144 25	64	53	159	...	...	6
Northampton.....	40	277	25	15	5 00	19	22	23	1	...	9
Northumberland.....	100	1200	150	18	284 00	35	30	30	...	12	4
Nottoway.....	108	580	175	36	80 00	74	59	295	...	9	1
Orange.....	136	440	180	38	35 00	34	55	77	3	7	31
Page.....	...	...	...	36	20 00	27	75	190	11	9	18
Patrick.....	100	1500	100	45	.....	50	105	300	6	7	7
Petersburg City.....	1000	1200	1200	24	300 00	302	50	...	...	...	...
Pittsylvania.....	196	918	104	71	326 00	86	54	283	7	19	38
Portsmouth.....	80	12	70	24	20 00	129	1	21	4	...	...
Powhatan.....	60	500	150	20	50 00	60	10	30	...	15	2
Prince Edward.....	60	200	100	77	10 00	17	28	90	20	21	14
Prince George.....	120	1107	112	27	87 75	59	78	65	...	6	3
Princess Anne.....	100	975	75	17	90 00	40	99	241	...	11	15
Prince William.....	95	320	260	36	142 00	40	99	241	...	...	3
Pulaski.....	110	1400	183	35	17 25	60	17	25	...	6	4

TABLE No. 8—(Continued.)

COUNTIES.	COUNTY SUPERINTENDENTS.						VISITS TO THE SCHOOLS DURING THE YEAR.					
	No. days employed.	No. miles traveled on school business.	No. official letters written.	No. teachers examined.	No. teachers licensed.	Amount of incidental expenses incurred in discharging official duties.	By County Superintendent.	By Trustees.	By others.	No. schools not visited by County Superintendent.	No. schools not visited by trustees.	No. schools visited by County Superintendent only.
Rappahannock	50	450	96	6	27	\$45 00	6	28	96	21	1	3
Richmond City	313	750	396	50	30	200 00	1610	896	2629	...	7	1
Richmond county	28	450	80	22	16	16 00	20	54	59	...	...	13
Roanoke	200	1670	485	47	40	109 32	138	106	305	...	8	6
Rockbridge	100	400	126	87	81	150 00	71	94	50	27	6	27
Rockingham	237	1200	500	138	119	146 00	91	161	457	41	54	62
Russell	210	967	189	39	39	43 25	57	64	204	6	9	7
Scott	100	600	64	60	54	21 60	53	125	195	1	10	63
Shenandoah	103	816	265	126	76	73 00	78	126	182	6	17	60
Smyth	150	698	307	45	44	81 54	86	39	111	5	12	32
Southampton	85	800	560	47	36	150 00	42	70	165	4	3	20
Spokeyvanua	220	350	400	8	43	50 00	69	48	168	9	30	14
Stafford	110	...	...	...	...	...	21	56	387	3	6	16
Stary	24	1331	90	24	24	91 00	49	56	68	2	6	2
Sussex	175	1600	123	33	23	60 00	21	38	86	7	8	14
Tazewell	225	685	175	85	51	62 00	56	22	79	6	30	38
Warren	150	1200	30	22	22	28 00	24	33	35	9	7	...
Washington	25	200	22	12	12	25 00	11	13	...	1	...	3
Washington	225	2500	172	88	83	46 00	52	55	126	5	30	76
Westmoreland	60	650	315	97	71	16 00	40	80	90	...	...	16
Wise	85	1000	315	47	27	10 00	40	51	116	...	...	12
Wythe	220	2938	827	67	63	157 46	85	57	192	23	25	16
York	25	150	40	22	20	30 00	34	55	90	1	...	2

Table No. 9.

SCHOOL HOUSES.

COUNTIES AND CITIES.	Whole number used.	No. log.	No. frame.	No. brick.	No. stone.	No. with out-houses.	No. with suitable grounds.	No. with good furniture.	No. with wall maps.	No. with globes.	No. with reading charts.	No. with arithmetical charts.	No. with black-boards.	No. comfortable.	No. unfit for use.	No. rooms in all.	No. owned by districts.
Accomac.....	37	37	37	6	27	37	85	38	4	13	10	10	43	86	5	97	1
Albemarle.....	37	30	2	4	6	8	8	1	2	6	8	8	3	11	1	12	4
Allegheny.....	12	10	2	4	4	6	6	1	1	1	1	1	3	8	5	19	1
Alexandria city.....	8	8	4	4	4	8	8	1	2	6	8	8	8	8	8	24	1
Alexandria county.....	8	8	4	4	4	8	8	1	2	6	8	8	8	8	8	24	1
Amelia.....	20	14	16	1	1	20	20	7	1	1	1	11	11	26	2	26	3
Amherst.....	20	31	16	1	1	30	30	4	1	1	1	11	11	38	2	41	3
Appomattox.....	20	31	16	1	1	30	30	4	1	1	1	11	11	38	2	41	3
Augusta.....	115	70	27	12	11	11	75	22	1	1	1	60	60	79	25	122	2
Bath.....	6	5	1	1	1	6	6	6	1	1	1	4	4	6	6	6	2
Bedford.....	88	57	24	2	4	83	20	3	2	2	1	25	25	61	6	87	4
Berkeley.....	29	27	4	2	2	28	28	20	9	9	9	28	28	20	9	30	13
Berks.....	29	27	4	2	2	28	28	20	9	9	9	28	28	20	9	30	13
Berwick.....	66	35	18	3	2	41	6	5	2	2	6	56	54	54	2	61	3
Bethesda.....	35	28	7	3	2	18	18	6	1	1	1	32	32	32	3	36	3
Buchanan.....	27	27	7	3	2	18	18	6	1	1	1	32	32	32	3	36	3
Buckingham.....	51	39	11	1	16	31	31	2	2	2	1	6	6	44	6	52	1
Campbell.....	50	30	19	1	1	49	49	2	2	2	1	16	16	40	5	50	6
Caroline.....	41	31	10	1	1	40	40	2	2	2	1	16	16	34	7	44	3
Carroll.....	29	25	4	4	4	20	20	5	5	5	7	7	10	26	3	29	3
Charles City.....	13	4	9	1	1	5	5	2	1	1	1	7	7	8	2	13	3
Charlotte.....	13	4	9	1	1	5	5	2	1	1	1	7	7	8	2	13	3
Charleston.....	35	12	37	2	2	45	45	13	10	10	6	32	34	34	1	36	13
Chesterfield.....	51	12	37	2	2	45	45	13	10	10	6	32	34	34	1	36	13
Clarke.....	19	10	3	4	1	2	15	9	4	4	1	17	17	14	5	20	6
Craig.....	12	11	1	3	1	3	3	3	1	1	1	3	3	9	3	12	3
Culpeper.....	36	17	19	1	2	11	11	5	1	1	1	8	8	26	9	39	8
Cumbershand.....	34	21	13	1	1	34	34	28	1	1	1	25	25	28	2	34	3
Dinwiddie.....	32	20	12	1	1	12	10	10	5	2	3	6	6	22	2	32	6
Elizabeth City.....	12	12	12	1	1	12	10	10	5	2	3	2	11	10	2	17	6

TABLE No. 9—(Continued.)

COUNTIES AND CITIES.	SCHOOL HOUSES.																
	Whole number used.	No. log.	No. frame.	No. brick.	No. stone.	No. with out-houses.	No. with suitable grounds.	No. with good furniture.	No. with wall maps.	No. with globees.	No. with reading charts.	No. with arithmetical charts.	No. with blackboards.	No. comfortable.	No. unfit for use.	No. rooms in all.	No. owned by districts.
Essex.....	23	16	6	1	1	7	23	8	1	1	.....	.....	8	17	6	24	7
Fairfax.....	46	15	30	1	.....	16	35	14	1	3	.....	.....	30	30	3	47	1
Fauquier.....	57	21	32	1	3	12	38	16	.....	.....	.....	.....	41	51	10	46	15
Floyd.....	40	27	12	1	.....	2	30	3	1	2	1	.....	20	29	2	39	6
Fluvanna.....	33	16	17	.....	.....	7	16	32	.....	.....	.....	.....	15	39	22	62	2
Franklin.....	61	58	3	.....	.....	12	54	4	1	1	2	.....	54	55	65	65	6
Frederick.....	55	32	15	4	4	.....	.....	.....	.....	.....	.....	.....	13	29	.....	29	.....
Giles.....	29	19	10	.....	.....	30	8	.....	.....	.....	.....	.....	14	30	.....	30	1
Gloucester.....	30	10	20	1	.....	28	20	2	2	.....	.....	.....	9	27	1	34	.....
Goochland.....	28	14	13	.....	.....	1	48	2	.....	.....	.....	.....	39	45	.....	57	.....
Grayson.....	43	38	10	.....	.....	14	.....	.....	.....	.....	.....	.....	5	14	.....	14	2
Greene.....	14	9	5	.....	.....	15	9	1	.....	.....	.....	.....	8	12	3	16	.....
Greensville.....	15	32	3	.....	.....	42	20	.....	.....	.....	.....	.....	28	38	10	64	3
Halifax.....	61	38	22	1	.....	4	35	4	1	.....	1	.....	39	35	2	40	3
Hanover.....	40	29	11	.....	.....	18	32	31	.....	.....	.....	.....	11	22	4	34	4
Henrico.....	37	27	4	3	.....	.....	.....	.....	.....	.....	.....	.....	7	31	.....	31	.....
Highland.....	10	12	6	.....	.....	1	18	4	.....	.....	.....	.....	7	10	.....	19	.....
Independence.....	10	12	6	.....	.....	1	18	4	.....	.....	.....	.....	7	10	.....	19	.....
Jackson.....	22	4	16	1	1	2	22	16	.....	.....	.....	.....	4	20	2	22	.....
James City.....	21	4	9	1	.....	5	9	11	2	1	1	.....	8	12	2	25	2
King.....	14	4	9	1	.....	.....	.....	.....	.....	.....	.....	.....	12	14	3	26	2
King & Queen.....	16	0	15	7	.....	7	7	8	1	1	1	.....	21	12	8	18	11
King George.....	16	0	15	7	.....	7	7	12	1	2	.....	.....	19	21	21	21	5
King William.....	21	11	8	2	.....	2	12	12	1	2	.....	.....	5	14	4	17	1
Leicester.....	17	8	8	1	.....	2	70	.....	.....	.....	.....	.....	19	44	21	72	.....
Lee.....	70	64	5	1	.....	16	44	.....	.....	.....	.....	.....	48	48	6	61	9
Lenoir.....	68	15	29	5	9	5	43	14	4	.....	.....	.....	48	48	6	61	.....
Louis.....	43	22	21	5	.....	6	48	.....	.....	.....	.....	.....	22	38	6	48	12
Lunenburg.....	29	18	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	22	7	30	6

Lynchburg city.....	14	6	8	14	8	14	8	14	14	5	10	14	14	14	40	3	
Madison.....	33	27	1	5	33	5	11	33	11	1	11	11	33	2	11	3	
Mecklenburg.....	42	15	1	2	11	8	8	11	6	1	6	6	31	17	45	6	
Middlesex.....	26	12	2	3	12	6	3	12	17	1	17	17	14	17	45	6	
Montgomery.....	17	5	3	2	13	49	3	49	25	3	25	25	35	9	57	3	
Montgomery.....	61	35	3	3	33	34	29	34	17	30	17	30	30	5	48	1	
Nansemond.....	36	7	3	3	36	34	29	34	38	40	38	40	40	5	48	1	
Nelson.....	45	28	14	43	3	3	3	3	6	9	6	9	9	5	24	4	
New Kent.....	12	7	5	6	6	6	6	6	7	6	7	6	6	9	24	4	
Norfolk city.....	6	2	4	6	6	6	6	6	28	25	28	25	25	7	37	18	
Norfolk county.....	32	2	29	4	28	16	4	28	5	15	5	15	15	7	15	1	
Northampton.....	15	15	1	1	15	8	7	15	8	7	8	7	8	7	18	8	
Northumberland.....	18	1	17	1	10	10	2	10	5	5	5	17	17	5	28	8	
Nottoway.....	24	16	8	5	20	16	3	20	13	23	13	23	23	5	38	8	
Orange.....	33	20	13	5	22	3	3	22	16	26	16	26	26	6	34	3	
Page.....	34	20	13	1	34	15	1	34	3	3	3	30	30	5	35	6	
Patrick.....	35	32	2	1	35	5	1	35	1	1	8	8	8	5	35	6	
Petersburg city.....	8	66	48	8	8	8	8	8	66	52	66	52	52	14	72	2	
Petersburg.....	66	48	16	2	1	66	2	2	19	18	19	18	18	2	20	5	
Petersburg.....	3	2	1	3	3	3	3	3	3	3	3	3	3	3	12	2	
Powhatan.....	20	17	3	5	20	7	7	20	6	6	6	6	6	33	2	36	16
Prince Edward.....	35	15	19	2	22	10	1	22	6	22	6	22	22	1	23	16	
Prince George.....	23	4	19	2	22	10	1	22	6	22	6	22	22	1	23	16	
Princess Anne.....	13	2	10	2	5	1	1	5	13	8	13	8	8	8	16	16	
Prince William.....	28	10	18	2	25	15	1	25	10	21	10	21	21	8	16	16	
Rappahannock.....	33	22	11	4	9	9	1	9	10	21	10	21	21	8	16	16	
Rappahannock.....	25	11	12	1	2	22	7	2	33	30	33	30	30	2	34	4	
Richmond city.....	20	5	10	20	13	20	7	20	10	20	10	20	20	16	26	4	
Richmond county.....	19	9	10	1	8	2	2	8	10	15	10	15	15	16	16	7	
Roanoke.....	31	42	19	3	20	10	2	20	34	28	34	28	28	2	43	12	
Roanoke.....	74	45	25	1	34	19	2	34	53	7	53	7	7	7	76	3	
Rockingham.....	104	51	47	5	32	45	1	32	79	78	79	78	78	4	104	1	
Russell.....	37	34	3	4	37	37	1	37	10	37	10	37	37	4	104	1	
Scott.....	54	52	3	1	54	3	1	54	33	34	33	34	34	20	64	7	
Shenandoah.....	62	49	12	9	44	12	1	44	38	39	38	39	39	9	68	14	
Southampton.....	41	18	23	1	32	10	8	32	39	30	39	30	30	10	41	16	
Southampton.....	34	14	20	3	32	10	8	32	28	33	28	33	33	2	34	7	
Spotsylvania.....	43	25	12	4	42	9	9	42	6	21	6	21	21	2	43	3	
Stafford.....	43	25	12	6	42	9	9	42	6	21	6	21	21	2	43	3	
Stafford.....	21	10	11	1	19	1	1	19	1	14	1	14	14	9	21	5	
Surry.....	19	5	14	1	19	1	1	19	1	14	1	14	14	9	21	5	
Sussex.....	28	9	19	3	28	9	9	28	6	23	6	23	23	2	28	2	
Sussex.....	50	35	12	2	3	12	7	3	8	33	8	33	33	15	51	10	
Tazewell.....	21	7	13	1	12	7	3	12	3	4	3	4	4	2	21	8	
Warren.....	21	7	13	1	12	7	3	12	3	4	3	4	4	2	21	8	
Warwick.....	63	63	17	1	67	8	6	67	33	74	33	74	74	4	83	22	
Washington.....	19	6	13	2	19	6	6	19	16	15	16	15	15	2	19	8	
Westmoreland.....	25	23	2	25	25	6	6	25	10	10	10	10	10	15	25	18	
Wise.....	19	6	13	2	19	6	6	19	16	15	16	15	15	2	19	8	
Wythe.....	49	33	10	5	45	10	6	45	32	42	32	42	42	7	63	6	
York.....	17	6	11	1	10	6	6	10	9	15	9	15	15	7	19	6	

Table No. 10.
COUNTY FUND FOR 1872-73.

COUNTIES AND CITIES.	AMT. ASKED FOR BY COUNTY SCHOOL BOARD.				AMOUNT LEVIED BY BOARD OF SUPERVISORS.				Estimated total yield of county school taxation.	Amount allowed the County Supt. by County court.
	No. cts. on \$100.	Estimated yield.	For County Supt.	Head tax on dogs.	No. cts. on \$100.	Estimated yield.	For County Supt.	Head tax on dogs.		
Accomack.....	1	\$ 300 00	\$ 150 00	\$.....	1	\$ 300 00	\$ 150 00	\$.....	\$ 300 00	\$ 150 00
Albemarle.....	7 1/2	7539 12	350 00	.....	7 1/2	7539 12	350 00	.....	7539 12	350 00
Alexandria city.....	13.6	6600 00	.....	.....	13.6	6600 00	.....	.....	6600 00	.....
Alexandria county.....	2.6	219 76	.....	1 00	2.6	219 76	.....	1 00	319 76	.....
Alleghany.....	6	500 00	.....	.....	3	300 00	.....	.....	600 00	.....
Amelia.....	7 1/2	1805 56	125 00	.....	5	1203 70	125 00	1 00	1000 00	2203 70
Amherst.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Appomattox.....	7 1/2	1038 38	.....	.....	7 1/2	1038 38	.....	.....	1038 38	.....
Augusta.....	0 1/2	5863 63	350 00	.....	6	9602 82	350 00	80	6702 42	350 00
Bath.....	7 1/2	3872 84	.....	.....	2 1/2	292 84	.....	.....	382 84	.....
Bedford.....	7 1/2	350 00	350 00	.....	1 1/2	350 00	350 00	.....	350 00	.....
Blad.....	1 1/2	1040 00	250 00	1 00	1 1/2	1040 00	250 00	.....	1040 00	250 00
Botetourt.....	7 1/2	2550 00	180 00	1 00	7 1/2	2550 00	250 00	1 00	1800 00	250 00
Brunswick.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Buchanan.....	7 1/2	150 00	150 00	.....	4	50 00	50 00	.....	50 00	50 00
Buckingham.....	7 1/2	1600 00	100 00	.....	4	853 33	100 00	.....	853 33	100 00
Campbell.....	7 1/2	2083 42	160 00	1 00	7 1/2	2083 42	160 00	1 00	1000 00	.....
Caroline.....	4 1/2	1800 00	.....	.....	3	1000 00	.....	.....	1200 00	.....
Charlotte.....	7 1/2	510 00	50 00	.....	1	75 00	.....	75	500 00	.....
Chatham.....	2 1/2	200 00	50 00	.....	.....	.....	.....	.....	.....	.....
Charlotte.....	5	1200 00	350 00	75	5	1200 00	350 00	75	1600 00	350 00
Chesterfield.....	7 1/2	2800 00	350 00	.....	15	5600 00	350 00	.....	5600 00	350 00
Clarke.....	7 1/2	2500 00	150 00	1 00	7 1/2	2500 00	150 00	.....	2500 00	.....
Colquhoun.....	2 1/2	200 00	.....	.....	2 1/2	200 00	.....	.....	200 00	.....
Culpeper.....	7 1/2	5250 00	350 00	.....	.....	.....	.....	.....	.....	.....
Danvers.....	7 1/2	1283 84	.....	.....	.....	.....	.....	.....	.....	.....
Dumfries.....	7 1/2	1200 00	150 00	50	7 1/2	925 00	.....	50	900 00	150 00
Durham.....	7 1/2	1200 00	100 00	1 00	7 1/2	1200 00	100 00	1 00	1200 00	100 00
Elizabeth City.....	7 1/2	750 00	.....	.....	7 1/2	750 00	.....	.....	750 00	.....

SUPERINTENDENT OF PUBLIC INSTRUCTION

Essex.....	15	2000 00	1 00	2000 00	25 00	1 00	1500 00	5500 00	†
Fairfax.....	7½	4000 00	1 00	4000 00	350 00	1 00	5000 00	7250 00	350 00
Fauquier.....	2	2250 00	1 00	2250 00	165 00	1 00	935 00	837 00	185 00
Floyd.....	7½	3337 00	1 00	3337 00	275 00	1 00	1298 08	1298 08	275 00
Fluvanna.....	7½	3337 00	1 00	3337 00	160 00	1 00	1000 00	1000 00	80 00
Franklin.....	5	1298 08	2½	1298 08	80 00	75	1000 00	1000 00	80 00
Frederick.....	7½	2500 00	1 00	2500 00	80 00	1 00	500 00	1000 00	350 00
Giles.....	5	1000 00	1 00	1000 00	350 00	1 00	500 00	1000 00	350 00
Gloucester.....	7½	1350 00	50	1350 00	300 00	75	350 00	657 08	50 00
Goochland.....	2	500 00	1 00	500 00	75 00	1 00	1000 00	1000 00	50 00
Grayson.....	7½	767 70	1 00	767 70	50 00	1 00	1000 00	1000 00	350 00
Greene.....	5	750 00	1 00	750 00	50 00	1 00	1000 00	1000 00	350 00
Greensville.....	7½	675 00	50	675 00	350 00	1 00	1500 00	2025 42	150 00
Halifax.....	7½	2101 68	1 00	2101 68	625 42	1 00	1500 00	1500 00	350 00
Hanover.....	2½	700 00	1 00	700 00	250 00	1 00	1000 00	1000 00	200 00
Henrico.....	10	5000 00	1 00	5000 00	200 00	1 00	1000 00	1000 00	200 00
Henry.....	5	800 00	50	800 00	80 00	50	1000 00	1000 00	200 00
Highland.....	3½	587 40	1 00	587 40	800 00	1 00	1000 00	1000 00	50 00
Isle of Wight.....	1½	2200 00	50	2200 00	150 00	50	1000 00	1100 00	49 64
James City.....	15	1200 00	1 00	1200 00	49 64	1 00	550 00	850 00	150 00
King & Queen.....	1½	150 00	1 00	150 00	120 00	1 00	550 00	850 00	150 00
King George.....	2	275 83	50	275 83	300 00	1 00	561 00	729 88	75 00
King William.....	7½	723 68	1 00	723 68	729 68	75	1392 79	1392 79	100 00
Laurens.....	7½	1392 79	1 00	1392 79	100 00	1 00	7000 00	7000 00	50 00
Lee.....	5	777 77	1 00	777 77	150 00	1 00	1000 00	1000 00	50 00
Loudoun.....	7½	2000 00	75	2000 00	668 00	75	1000 00	1668 00	100 00
Louisiana.....	7½	850 97	1 00	850 97	125 00	1 00	12000 00	12000 00	100 00
Lunenburg.....	7½	1200 00	1 00	1200 00	1000 00	1 00	1300 00	1300 00	100 00
Lynchburg city.....	7½	1300 00	1 00	1300 00	1000 00	1 00	2000 00	2000 00	350 00
Madison.....	5	1500 00	1 00	1500 00	350 00	1 00	500 00	1208 16	250 00
Mecklenburg.....	7½	708 16	50	708 16	250 00	50	500 00	500 00	250 00
Middlesex.....	7½	2760 00	1 00	2760 00	250 00	1 00	500 00	1100 00	200 00
Montgomery.....	7½	1000 00	1 00	1000 00	200 00	1 00	500 00	500 00	200 00
Nansemond.....	5	1300 00	50	1300 00	350 00	50	1000 00	1000 00	50 00
Nelson.....	2½	200 00	1 00	200 00	200 00	1 00	200 00	200 00	50 00
New Castle.....	5	1200 00	50	1200 00	350 00	50	1500 00	1500 00	350 00
Norfolk.....	5	1696 70	1 00	1696 70	105 00	1 00	300 00	1946 70	105 00
Northampton.....	15	964 69	1 00	964 69	200 00	1 00	1000 00	1264 69	100 00
Northumberland.....	7½	750 00	1 00	750 00	750 00	1 00	1278 75	1278 75	100 00
Nottoway.....	7½	1617 28	50	1617 28	655 20	50	648 00	2265 28	100 00
Orange.....	7½	655 20	50	655 20	655 20	50	648 00	2265 28	100 00
Patrick.....	5	20,000 00	1 00	20,000 00	350 00	1 00	6243 02	6243 02	350 00
Petersburg city.....	7½	3146 51	7½	3146 51	3146 51	7½	6243 02	6243 02	350 00
Pittsylvania.....	7½	3146 51	7½	3146 51	3146 51	7½	6243 02	6243 02	350 00

* Not yet acted on. † Levy not yet made. ‡ Amt. equal to that rec'd from State. (a) Receives annually from Dawson fund about \$2,400. † Not yet fixed.

TABLE No. 10—(Continued.)

COUNTIES AND CITIES.	AMT. ASKED FOR BY COUNTY SCHOOL BOARD.				AMOUNT LEVIED BY BOARD OF SUPERVISORS.				Amount allowed the County Supt. by County Court.		
	No. cts. on \$100.	Estimated yield.	For County Supt.	Head tax on dogs.	No. cents on \$100.	Estimated yield.	For County Supt.	Head tax on dogs.		Estimated yield of dog tax.	Estimated total yield of county school taxation.
Portsmouth.....	20	\$6000 00	\$ 750 00	\$	20	\$6000 00	\$ 400 00	\$	500 00	\$6000 00	\$ 400 00
Powhatan.....	15	2000 00	205 00	50	15	2000 00	205 00	50	500 00	2500 00	205 00
Prince Edward.....	7½	1850 00	205 00	50	7½	1850 00	205 00	50	1000 00	2850 00	205 00
Prince George.....	6	784 43	*	50	6	784 43	225 00	50	1800 00	784 43	225 00
Princess Anne.....	15	3000 00	225 00	1 00	15	3000 00	200 00	1 00	1800 00	4800 00	200 00
Prince William.....	7½	2400 00	200 00	1 00	7½	2400 00	200 00	1 00	700 00	3100 00	200 00
Pulaski.....	7½	1500 00	200 00	1 00	7½	1500 00	200 00	1 00	1800 00	1500 00	200 00
Rappahannock.....	2½	625 00	200 00	.....	2½	625 00	200 00	.....	.....	750 00	200 00
Richmond city.....	43,500 00	43,500 00	.....	.....	.....	43,500 00	.....	.....	.....	773,000 00	.....
Richmond county.....	7½	1400 00	.....	75	6	600 00	.....	75	500 00	1100 00	.....
Roanoke.....	7½	2700 00	*	1 00	7½	2700 00	150 00	75	1150 00	3850 00	*
Rockbridge.....	7½	4350 00	150 00	1 00	7½	4350 00	150 00	75	1600 00	6650 00	150 00
Rockingham.....	11	8900 00	350 00	50	10	8000 00	350 00	.....	.....	9000 00	250 00
Russell.....	7½	1436 32	150 00	.....	1	191 50	50 00	.....	.....	191 50	50 00
Scott.....	5	880 00	100 00	.....	2½	440 00	.....	.....	.....	440 00	.....
Shenandoah.....	7½	3630 96	250 00	1 00	7½	3630 96	100 00	50	1125 00	4755 00	100 00
Smyth.....	7½	1907 69	100 00	.....	6½	1673 05	125 00	.....	.....	1200 00	100 00
Southampton.....	.....	.....	100 00	50	.....	.....	100 00	1 00	1000 00	1050 00	.....
Spotsylvania.....	5	800 00	100 00	1 00	1-20	50 00	.....	.....	.....	850 00	.....
Stafford.....	7½	1035 97	120 00	1 00	.....	.....	125 00	1 00	650 00	1680 00	120 00
Surry.....	7½	865 00	125 00	1 00	7½	837 77	.....	.....	.....	1317 37	125 00
Tazewell.....	7½	896 60	150 00	1 00	7½	896 60	150 00	1 00	479 50	1400 00	150 00
Tennessee.....	7½	1690 84	130 00	.....	7½	1690 84	150 00	.....	.....	2398 00	150 00
Texas.....	7½	1528 08	150 00	.....	7½	1528 08	.....	.....	.....	1608 08	.....
Tazewell.....	7½	1528 08	150 00	.....	7½	1528 08	.....	.....	.....	1608 08	.....
Warren.....	7½	325 00	50 00	1 00	7½	325 00	50 00	1 00	200 00	525 00	50 00
Washington.....	7½	2000 00	250 00	50	7½	2000 00	250 00	50	1750 00	3750 00	250 00
Westmoreland.....	15	3100 00	30 00	.....	5	700 00	.....	.....	.....	700 00	30 00
Wise.....	7½	284 34	30 00	.....	6	189 66	30 00	.....	.....	189 66	30 00
Wythe.....	7½	2425 00	350 00	.....	7½	2425 00	350 00	.....	.....	2425 00	350 00
York.....	15	1000 00	110 63	.....	16	1000 00	110 63	.....	.....	1000 00	110 63

* An amt. equal to that rec'd from State.

† Capitation tax.

‡ \$40,000 of this amt. is for building.

STATISTICS
OF
Private and Incorporated Schools.

PRIMARY AND HIGH SCHOOLS.

NAME OF COUNTY OR CITY, AND SCHOOL.	NAME OF TEACHER, PRINCIPAL, OR PRESIDENT.	Post-Office.	White or colored.	Grade.	Incorporated or private.	Date of organization.	Denomination, if any.	No. of in-structors		Pupils.	No. months kept open.	Tuition per month.	Incidental charges per month.	Board per month.	No. vols. in library.	Time of ending ses-sion.
								Male.	Female.								Sex of	No. of
Accomac county—																
Onancock Academy	Henry Battail	Pungoteague.	W.	H.	P.	1871		1		M.&F.	15	\$5 00			July 31	
Onancock Academy	Augustus Haynes.	Belle Haven.	W.	H.	P.	1871		1		M.&F.	30	2 30			July 31	
Onancock Academy	A. S. Furran.	Onancock.	W.	H.	P.	1869		1		M.	35	3 00	.10	15 00	July 4	
Five primary schools	Geo. D. Nicholson	Locustville.	W.	H.	P.	1858		1		M.&F.	30	3 00		15 00	June 30	
Family school.			W.	F.	P.			5		M.&F.	84	1 62				
One colored school.			C.	P.	P.			1		M.&F.	32	1 50			July 31	
Albemarle county—																
Charlottesville Institute.	Horace W. Jones.	Charlottesville.	W.	H.	P.	1857		2		M.	53	8 80			June 25	
Peterson Female Institute.	Mrs. R. K. Meade.		W.	H.	P.	1853	Epis'l.	1		F.	50	3 00		18 00	June 30	
Verulam.	Wm. English.	Ivy Depot C. & O. R. R.	W.	H.	P.	1867		1		M.	12	6 00		20 00	June 21	
Prookland	Wm. Griffith	Greenwood C. & O. R. R.	W.	H.	P.	1871		1		M.	8	11 11		16 00	June 30	
Sunny Bank.	Miss E. J. McCard	N. Garden, C. & O. R. R.	W.	H.	P.	1868		1		F.	8	10 00		15 00	June 30	
Edge Hill	Miss A. E. Garland	Batesville.	W.	H.	P.	1865		1		M.&F.	15	2 50		10 00	June 30	
Five primary schools.	Miss Mary Randolph.	Shadwell.	W.	H.	P.	1871		1		F.	12	7 50		20 00	July 1	
Family schools.			W.	P.	P.			4		M.&F.	61	3 50				
Alexandria city—			W.					1		M.&F.	76					
St. John's Academy.	Richard L. Carne.	Alexandria	W.	H.	P.	1833		4		M.	67	4 00		20 00	1000	June
Alexandria Academy	John S. Beach.	"	W.	H.	P.	1858		2		M.	45	3 00			100	June
Potomac Academy.	C. S. Taylor and Blackburn	"	W.	H.	P.	1869		2		M.	40	5 00		30 00		June
	Henry F. Henry.	"	W.	H.	P.	1857		1		M.	45	3 50	.10			June 20
	W. H. Greenwell.	"	W.	H.	P.	1866		1		M.	50	2 00				June 20
Mount Vernon Institute	Miss M. A. Rouch	"	W.	H.	P.	1858		4		F.	62	3 00		15 20 00		June 20
Belle Haven Institute	Miss E. B. Barber.	"	W.	H.	P.	1858		4		F.	62	3 00		5 00	600	June 25
St. Mary's Academy.	Sister Mary Leocadia, S.S.C.	"	W.	H.	P.	1869	Cath.	6		F.	100	3 00		25 00		June
	Misses Green.	"	W.	H.	P.	1871		3		F.	29	10				June
	Misses R. Powell.	"	W.	H.	P.	1867		2		F.	25	9 3/4		30 00		June
Arlington Home School.	Mrs. Rivers.	"	W.	H.	P.	1872		3		F.	6	6 00				June
Thirteen primary schools			W.	P.	P.			14		M.&F.	403	1 88				June
Family schools			W.	P.	P.			8		M.&F.	2					June
Six colored schools			C.	N&P	P.			2		M.&F.	332					June 28

PRIMARY AND HIGH SCHOOLS—(Continued.)

NAME OF COUNTY OR CITY, AND SCHOOL.	NAME OF TEACHER, PRIN- CIPAL, OR PRESIDENT.	Post-Office.	White or colored.	Grade.	Incorporated or private.	Date of organization.	Denomination, if any.	No. of in- structors		Pupils.		No. months kept open.	Tuition per month. \$	Incidental charges per month.	Board per month.	No. vols. in library.	Time of ending session.
								Male.	Female.	Sex of	No. of						
Buchanan county— No schools reported																	
Buckingham county— Humanity Hall Academy	Miss Josephine Blackwell	Buckingham Courthouse.	W.	H&P P.	P.			1	2	M.&F. M.&F.	63 46	7	3 00 1 37				May 15
Four primary schools			W.	P.				2				4%					
Family schools																	
Campbell county— Primary school	Miss Edmonia Page	Campbell Courthouse.	W.	H.	P.			1	1	M.&F. M.&F.	11 30	5	8 50 1 50				Aug. 19
Caroline county— Four primary schools	Miss Snapp	Concord Depot.	W.	H. P. P.	P.			1	6	M.&F. M.&F.	10 49	3	1 50 3 20				Aug. 31
Family schools			W.	P.				2				9%					
Carroll county— Two primary schools.			W.	P.													
Charles City county— Family schools.			W.	P.				2		M.&F.	36	4	1 50	25	7 50		
Charlotte county— Six primary schools	David Comfort	Charlotte Courthouse.	W.	H.	P.			1	2	M.&F. M.&F.	30 35	9	4 50 1 80	10			May 31
Family schools			W.					2	7		38	6					
Chesterfield county— Four primary schools.			W.	P.					4	M.&F.	92	8	1 62				
Clarke county— Berryville Academy	E. J. Smith.	Berryville.	W.	H.	Inc.			1		M.	20	10	4 00	15 20 00			June 30
Kennel Academy	Mrs. E. Green.	"	W.	H.	P.	1870		1		F.	15	10	4 00	15 20 00			June 30
Anna School.	P. H. Powers.	"	W.	H.	P.	1869		1		M.	15	9%	6 00	10 20 00			June 20
Family schools.										M.&F.	41						
Craig county— One primary school			W.					1		M.&F.	25	3	1 25	12 50			
Culpeper county	J. A. Holtzman.	Jeffersonton.	W.	H.	P.			1		M.&F.	25	10		13 00			June 30
Jeffersonton Academy	C. E. Lightfoot.	Culpeper.	W.	H.	P.	1865		1		M.	30	10		5 00			June 30
Virginia High School.																	

Female Institute	N. Penick	W.	H. P.	1867	.....	2	F.	60	10	5 00	15 00	.....	June 30
St. Stephen's School	K. S. Nelson	W.	H.	1870	Epis ¹	1	F.	25	10	4 40	.....	.....	June 25
Two primary schools	.....	W.	.....	.....	.....	2	M.&F.	18	10	2 00	25	.....	.....
Family schools	.....	.....	.....	.....	.....	.....	.....	25	.....	.....	.....	.....	.....
Cumberland county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
One primary school	.....	W. P.	.....	.....	.....	1	M.&F.	10	5	1 50	12 00	.....	.....
Family schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dinwiddie county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Family schools	.....	.....	.....	.....	.....	1	M.&F.	15	.....	.....	.....	.....	.....
Elizabeth City county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
(No report)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Essex county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Two primary schools	.....	W.	.....	.....	.....	1	M.&F.	26	9	4 00	12 50	.....	.....
Family schools	.....	.....	.....	.....	.....	.....	.....	12	.....	.....	.....	.....	.....
Fairfax county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Episcopal High School	L. M. Blackford	W.	H.	In. 1839	Epis ¹	5	M.	55	9	11 00	25 00	100	June 26
Coombe Cottage Seminary	Mrs. H. M. Baker	W. H.	P.	1845	.....	2	F.	30	10	2 00	.....	.....	June 28
Five primary schools	.....	W. P.	.....	.....	.....	3	M.&F.	106	7	1 50	.....	.....	.....
Fauquier county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clifton School	B. Jaquelin Ambler	W. H.	.....	1859	.....	2	M.	23	10	7 50	1 00	30 00	July 10
Piedmont Academy	F. Lewis Arnstead	W. H.	.....	1872	.....	1	M.	10	5	2 50	.....	.....	June 15
Warrenton Academy	James R. Maun	W. H.	P.	1864	.....	1	M.	30	10	4 00	.....	.....	June 26
Fauquier Female Institute	Robert Frazer	W. H.	P.	1866	.....	2	F.	30	9	3 50	20 00	.....	June 10
Bethel Male Academy	Albert G. Smith	W. H.	P.	1865	.....	4	M.	123	10	3 33	12 50	.....	June 27
Two primary schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Family schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Floyd county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
One high school	Mrs. Ellen C. Stairs	W. H.	P.	1868	.....	.....	F.	10	10	2 00	1 00	10 00	June 29
Fitvannan county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mountain View School	James O. Shepherd	W. H.	P.	1869	.....	1	M.&F.	25	10	3 50	12 00	.....	July 5
Four primary schools	I. McMiller	W. P.	.....	1871	.....	2	M.&F.	64	8	2 00	.....	.....	Aug. 1
Family schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Franklin county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Six primary schools	.....	W. P.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Federick county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oak Hill Institute	Rev. John P. Hyde	W. H.	In.	1869	.....	1	M.&F.	70	10	2 50	.....	.....	.....
Shenandoah Valley Acad.	A. Magill Smith	W. H.	P.	1865	.....	5	M.	63	10	4 50	20 00	.....	June 25
Winchester Seminary	I. W. Marvin	W. H. P.	.....	1840	.....	1	M.&F.	25	10	.....	.....	.....	100
Dunbar Institute	Mrs. I. N. Swartzwelder	W. H.	P.	1865	.....	2	F.	41	10	.....	.....	.....	June 1
Valley Female Seminary	Mrs. Ann T. Magill	W. H.	P.	1865	.....	4	F.	60	10	.....	.....	.....	June 15
Winchester Institute	S. F. Chapman	W. H.	P.	1871	Bapt ^t	1	F.	28	10	.....	.....	.....	June 15
Fairfax Hall	Rev. S. Billings	W. H. P.	.....	1869	.....	2	F.	76	10	.....	.....	.....	450
Eight primary schools	.....	.....	.....	.....	.....	.....	M.&F.	148	6	1 90	.....	.....	June 25
One colored school	.....	C. P.	.....	.....	.....	.....	M.&F.	12	.....	.....	.....	.....	.....
Giles county—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White Gate	Rev. Jas. Humphreys	W. H.	P.	1868	.....	1	M.&F.	30	10	3 00	8 00	.....	June
Pearisburg	D. J. Chapman	W. H.	P.	.....	.....	1	M.&F.	20	3	2 08	.....	.....	Aug. 9

PRIMARY AND HIGH SCHOOLS—(Continued.)

NAME OF COUNTY OR CITY, AND SCHOOL.	NAME OF TEACHER, PRIN- CIPAL, OR PRESIDENT.	POST-OFFICE.	White or colored.	Grade.	Incorporated or private.	Date of Organization.	Denomination, if any.	No. of in- structors		Pupils.		No. months kept open.	Tuition* per month.	Incidental charges per month.	Board per month.	No. vols. in library.	Time of ending ses- sion.
								Male.	Female.	Sex of	No. of						
Giles (continued—)																	
Two primary schools.....			W.	P.	P.			1	1	M.&F.	32	3	\$3 12				.....
Gloucester county—			W.	H.	P.	1869		1			14	9	3 00		19 50		October
Gloucester Academy.....	John Tabb.....	Gloucester C. H.	W.	F.	P.	1871		1			12	8	1 50				August
One primary school.....			W.	F.	P.			1		M.&F.	12	10	1 50				.....
One colored school.....			C.	F.	P.			1			3						.....
Family schools.....																	.....
Goochland county—			W.	P.	P.			1	1	M.&F.	24	9.5	4 00				.....
Two primary schools.....			W.	P.	P.			1	1		9						.....
One family school.....																	.....
Grayson county—			W.	H.	In.	1869		1		M.&F.	30	10	2 50	.20	6 00		June 14
Elk Creek Academy.....	F. R. Cornett.....	Elk Creek	W.	P.	P.			3		M.&F.	64	2	1 25				.....
Three primary schools.....			W.	P.	P.												.....
Greene county—			W.	P.	P.			2	1	M.&F.	47	6	2 50				.....
Three primary schools.....			W.	P.	P.						8						.....
One family school.....																	.....
Greensville county—			W.	P.				2	1	M.&F.	40	8	1 83				.....
Three primary schools.....			W.	P.							35						.....
Family schools.....																	.....
Halifax county—			W.	H.	P.	1866		1	2	M.&F.	28	10	3 00		15 00		June 30
Home School.....	Mrs. F. G. Craddock.....	Halifax C. H.	W.	H.	P.	1869		1		M.	20	10	5 00		15 00		June 30
	Rev. G. H. Gliner.....	"	W.	H.	P.	1870		2		M.	20	9	4 00		20 00	1600	June 25
	Rev. John T. Clark.....	Mt Laurel	W.	H.	P.	1870		1		M.	18	10	5 00		20 00		June 29
	Mr. T. E. Barksdale.....	Whitlock	W.	H.	P.			5	8	M.&F.	160	7	2 16				.....
Two primary schools.....			W.	P.							49						.....
Family schools.....																	.....
Four colored schools.....			C.	P.				4		M.&F.	112	5	62				.....
Hanover county—			W.	H.	P.	1850		3		M.	41	9	11 33		22 00	800	June 27
Hanover Academy.....	Col. H. P. Jones.....	Taylorsville	W.	H.	P.						31						.....
Family schools.....											41						.....
Henrico county—			W.	P.	P.						14	9	2 78				.....
One primary school.....			W.	P.	P.						12						.....
Family schools.....																	.....

Henry county— Five primary schools.....	W. P.	P.	.....	1	4	M.&F.	99	6	1	60	.....	.....
Family schools.....	W. H.	In.	1871	4	1	M.&F.	91	10	4	00	.....	June
Highland county— Oakland High School.....	W. H. P.	P.	.....	1	1	M.&F.	60	18	2	50	.....	.....
.....	W. P.	P.	.....	5	2	M.&F.	138	8	1	27	.....	.....
Seven primary schools.....	W. H.	P.	.....	1	1	M.&F.	27	10	.....	.....	.....	Aug. 15
Family schools.....	W. H. P.	P.	.....	1	1	M.&F.	48	5	2	00	.....	July 12
Isle of Wight county—	W. P.	P.	.....	.....	2	M.&F.	10	10	2	50	.....	June 28
.....	W. P.	P.	.....	.....	2	M.&F.	25	9	.....	.....	.....	July 1
One primary school.....	W. H.	P.	.....	2	.....	.....	18	10	5	00	.....	.....
James City county— Two primary schools.....	W. P.	P.	1871	1	.....	.....	15	9	3	00	.....	.....
Family schools.....	.....	.....	.....	.....	.....	.....	39	.....	.....	.....	.....	.....
King & Queen county— .....	.....	.....	.....	.....	.....	.....	26	.....	.....	.....	.....	.....
One primary school.....	W. P.	P.	.....	1	1	M.&F.	26	7	3	50	.....	.....
Family schools.....	.....	.....	.....	.....	.....	.....	41	.....	.....	.....	.....	.....
King George county— Family schools.....	W. P.	P.	.....	3	.....	.....	58	4	2	00	.....	.....
King William county— Two primary schools.....	W. P.	P.	.....	1	.....	.....	9	.....	.....	.....	.....	.....
Family schools.....	C. P.	P.	1872	1	.....	.....	73	5	52	.....	.....	8 00
Lees county— Franklin Academy.....	W. H. P.	P.	.....	2	2	M.&F.	57	5	.....	.....	.....	10 6 00
Four primary schools.....	W. P.	P.	.....	2	2	M.&F.	105	3	94	.....	.....	.....
Loudoun county— Leesburg Academy.....	W. H. P.	In.	1813	2	.....	M.	25	10	6	00	.....	June
.....	W. B. Carr.	P.	.....	2	.....	F.	35	10	8	00	.....	June
Loudoun Valley Academy.....	W. H. P.	P.	.....	3	1	M.&F.	30	10	5	00	.....	20 00
Lovettsville Institute.....	L. S. Dowdy.	P.	1869	2	1	M.&F.	30	9	4	00	.....	30 13 00
.....	R. B. McCormick.	P.	1855	2	.....	M.	35	10	4	00	.....	15 00
.....	V. Dabney.	P.	1865	3	.....	M.	32	9½	1	48	.....	.....
.....	A. K. Yancey.	P.	1871	1	.....	M.&F.	15	10	4	50	.....	June 15
Six primary schools.....	W. P.	P.	.....	4	5	M.&F.	108	41-6	2	27	.....	.....
Family schools.....	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....
Louisa county— Aspen Hill Academy.....	W. H. P.	P.	.....	1	.....	M.	18	9	5	55	.....	.....
Five primary schools.....	W. P.	P.	.....	3	2	M.&F.	66	9½	4	50	.....	.....
Family schools.....	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....
Lanenburg county— Three primary schools.....	W. P.	P.	.....	3	.....	.....	36	4	.....	.....	.....	.....
Family schools.....	.....	.....	.....	.....	.....	.....	27	.....	.....	.....	.....	.....

PRIMARY AND HIGH SCHOOLS—(Continued.)

NAME OF COUNTY OR CITY, AND SCHOOLS.	NAME OF TEACHER, PRINCIPAL, OR PRESIDENT.	Post-Office.	White or colored.	Grade.	Incorporated or private.	Date of organization.	Denomination, if any.	No. of instructors		Pupils.		No. months kept open.	Tuition per month.	Incidental charges per month.	Board per month.	No. vols. in library.	Time of ending session.
								Male.	Female.	Sex of	No. of						
Lynchburg city—																	
Lynchburg F. Academy.....	Mrs. Jas. B. Ramsey.....	Lynchburg.....	W.	H.	P.	1869	.....	2	4	F.	72	9	\$6 00	.....	20 00	.....	June 14
Hill City Seminary.....	Geo. E. Christian.....	"	W.	H.	P.	1866	.....	4	.....	M.	40	9	.....	.....	.....	.....	June 14
Two primary schools.....	Willbur F. Davis.....	"	W.	H.	P.	1868	.....	1	2	M.	25	9 3/4	8 00	.....	.....	.....	June 28
Madison county—																	
Locust Dale Academy.....	A. J. Gordon.....	Rapid Ann.....	W.	H.	P.	1860	.....	3	.....	M.	60	9	5 00	.....	10 00	500	June 30
Three primary schools.....	.....	.....	W.	P.	P.	.....	.....	2	2	M.&F.	58	10	32	.....	.....	.....	.....
Family schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	.....	.....	.....	.....	.....	.....
Mathews county—																	
Primary school.....	.....	.....	W.	P.	.....	.....	.....	1	.....	.....	35	5	1 75	.....	.....	.....	.....
Mecklenburg county—																	
Female Institute.....	J. E. Blankenship.....	Boydton.....	W.	H.	P.	1872	.....	1	4	F.	29	5	5 50	.....	12 50	.....	June 11
Southside Seminary.....	J. W. Jones.....	"	W.	H.	P.	1871	.....	2	.....	M.	53	10	3 50	.....	20 12 00	.....	July 4
Three primary schools.....	.....	.....	W.	P.	P.	.....	.....	1	2	M.&F.	47	6	2 33	.....	.....	.....	.....
Family schools.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60	.....	.....	.....	.....	.....	.....
One colored school.....	.....	.....	C.	P.	.....	.....	.....	.....	.....	.....	20	.....	.....	.....	.....	.....	.....
Middlesex county—																	
Two primary schools.....	.....	.....	W.	P.	P.	.....	.....	1	1	M.&F.	34	6.5	2 00	.....	.....	.....	.....
Montgomery county—																	
Female College.....	Prof. Sam'l K. Cox.....	Christiansburg.....	W.	H.	P.	1858	.....	1	4	F.	80	10	3 75	.....	50 15 00	2000	June
Preston & Olin Institute.....	Rev. P. H. Whisner.....	Blacksburg.....	W.	H.	In.	1868	.....	4	.....	M.	60	10	5 00	.....	75 12 00	.....	June
Male Academy.....	Rev. Chas. Martin.....	"	W.	H.	P.	1850	.....	1	.....	M.	26	10	4 00	.....	20 15 00	.....	June
One primary school.....	.....	.....	W.	P.	P.	.....	.....	.....	.....	.....	17	2	2 00	.....	.....	.....	Aug. 3
One colored school.....	.....	.....	C.	P.	P.	.....	.....	1	.....	M.&F.	36	.....	.....	.....	.....	.....	Sept. 17
Family school.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....
Nansemond county—																	
Yeates' Lower School.....	R. L. Brewer.....	Churchland.....	W.	H.	In.	1731	.....	1	.....	M.&F.	50	10	.....	.....	.....	.....	July 31
Yeates' Upper School.....	A. P. Gomer.....	Lordsville.....	W.	H.	In.	1731	.....	1	.....	M.&F.	40	10	.....	.....	.....	.....	July 31
Suffolk Collegiate Institute.....	Jos. King.....	Suffolk.....	W.	H.	P.	1872	Chris.	2	1	M.&F.	48	10	5 00	.....	20 15 00	.....	July 1
Suffolk Female Institute.....	Miss Sallie Finney.....	"	W.	H.	P.	1865	.....	.....	.....	F.	43	10	2 50	.....	20 15 00	.....	July 11
One primary school.....	Rev. C. A. Apple.....	Carrsville.....	W.	H.	In.	1856	.....	1	.....	M.&F.	25	10	3 00	.....	.....	.....	Dec. 15
.....	.....	.....	W.	H.	P.	.....	.....	.....	.....	.....	25	1	2 00	.....	.....	.....	.....

HIGH AND PRIMARY SCHOOLS—(Continued.)

NAME OF COUNTY OR CITY, AND SCHOOL.	NAME OF TEACHER, PRIN- CIPAL, OR PRESIDENT.	POST-OFFICE.	White or colored.	Grade.	Incorporated or private.	Date of organization.	Denomination, if any.	No. of in- structors.		Pupils.		No. months kept open.	tuition per month.	Incidental charges per month.	Board per month.	No. vols. in library.	Time of ending ses- sion.
								Male.	Female.	Sex of	No. of						
Petersburg city (cont'd)— Petersburg Female College St. Paul's Church School.. Ten primary schools..... Three colored schools.....	Mrs. F. M. Wright. Rev. J. H. D. Wingfield, D.D.	Petersburg..... Petersburg.....	W. W. W. C.	H. H. H. P.	In. 1853 P. 1871	Epis1	2 4 3 3	4 3 20 3	F. F. M.&F. M.&F.	51 68 332 238	9 9 9%	\$9 90 7 00 3 45 1 00	\$20	300	June 26 June 28 Aug. 1		
Pittsylvania county— Chatham Female School... Seven primary schools..... Family schools.....	Rev. J. J. Averett.....	Chatham.....	W. W.	H. P.	P. 1869	1 7	2 7	F. M.&F.	20 55	5 5	3 00 1 55	15 12 50	
Danville— Danville Female College... Roanoke Female College... Southside Institute..... Danville Male Academy.... Five primary schools.....	Rev. J. D. Arnold. Rev. J. B. Lake..... Miss C. Read.....	Danville..... Danville..... Danville..... Danville.....	W. W. W. W. W.	H. H. H. H. H.	In. 1857 In. 1858 In. 1860 In. 1867 P.	Meth. Bapt Pres'n	1 3 3 1 4	1 2 3 1 4	F. F. F. M. M.&F.	36 73 10 22 10	10 10 8 8 10	4 00 4 50 3 50 4 50 3 50	15 00 13 00 ..... ..... .....	..... ..... ..... ..... .....	June 30 June 30 June 30 June 28	
Portsmouth Acad. Institute Portsmouth city..... Rev. John Powell..... Mrs. Eliza Gregory..... W. F. H. Williams..... Young Ladies' Seminary... Eleven primary schools.... Colored school.....	W. H. Strake..... Rev. John Powell..... Mrs. Eliza Gregory..... W. F. H. Williams.....	Portsmouth..... Portsmouth..... Portsmouth..... Portsmouth.....	W. W. W. W. W. C.	H. H. H. H. H. P.	P. 1867 P. 1872 P. 1858 P. 1867 P. ....	.....	1 1 1 3 1	1 1 1 13 1	M.&F. F. F. M.&F. M.&F.	14 40 40 306 40	10 10 10 10 10	3 00 3 50 3 00 4 50 1 75 1 00	..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... .....	June 30 June 30 June 30 June 30
Popkatan county— One primary school..... Fifty schools..... Princess Anne county— Three private schools.... One fully school..... Prince Edward county— Messrs. Garden & Bass... Farmville Female College.. Jas. W. Crawley..... Three primary schools.... Family schools.....	..... ..... ..... ..... ..... .....	..... ..... ..... ..... ..... ..... Farmville..... Farmville.....	W. W. W. W. W. W.	P. P. P. P. H. H.	P. P. P. P. P. 1869 In. 1860 P. ....	.....	1 2 2 3 2 1	1 2 3 2 3 1	F. M.&F. M. M.&F. M. M.&F.	16 27 65 35 30 40	5 9 10 10 10	10 00 1 20 5 00 5 00 4 00	..... ..... ..... ..... 20 00 ..... .....	..... ..... ..... ..... ..... ..... ..... .....	June 15

County	Teacher	W.	P.	W.	P.	2	M.&F.	24	5	2 25	30 00	150	June 19
Prince George county—													
Two primary schools													
Family schools													
Prince William county—													
Greenwich Academy	Rev. R. B. White, D. D.	W.	H. P.	W.	H. P.	2	M.&F.	14	10	4 00	2 00	12 50	June 21
One primary school													
Pulaski county—													
Newbern School	Alex. S. Paxton	W.	H. P.	W.	H. P.	1	M.&F.	25	5	3 00	25 10 00		June 1
Peake Knob	A. Winston	W.	H. P.	W.	H. P.	1	M.&F.	25	5	2 50	25 10 00		June 1
Draper's Valley	Charles Tate	W.	H. P.	W.	H. P.	1	M.&F.	25	10	2 80	25 10 00		June 1
One primary school													
Family schools													
Esappahannock county—													
Family schools	C. H. Barksdale	W.	H. P.	W.	H. P.	1		14	10	5 00			
Richmond county—													
Warsaw Academy	T. G. Nevitt	W.	H. P.	W.	H. P.	1		19	10	3 00			July 1
Richmond city—													
Southern Female Inst.	Mrs. M. L. Carrington	W.	H. P.	W.	H. P.	5	F.	100	9	7 00	30 00	150	June 30
Mrs. E. F. Howard	Mrs. E. F. Howard	W.	H. P.	W.	H. P.	2	F.	30	9	6 00			June 30
Misses Grattan	Misses Grattan	W.	H. P.	W.	H. P.	1	F.	35	9	6 00			June 30
Miss Tazewell	Miss Tazewell	W.	H. P.	W.	H. P.	1	F.	40	9	5 00			June 30
Masonic School	M. D. Ouseman	W.	H. P.	W.	H. P.	1	M.&F.	65	9	6 00			June 30
Misses Bentley's	Misses Bentley	W.	H. P.	W.	H. P.	2	M.&F.	9	9	6 00			June 30
Miss Gordon's	Misses Gordon	W.	H. P.	W.	H. P.	3	F.	75	9	6 00			June 30
Chapel's	Rev. J. A. Chambliss	W.	H. P.	W.	H. P.	2	M.	40	9	7 50			June 30
McGuire's	J. P. McGuire	W.	H. P.	W.	H. P.	3	M.	35	9	7 00			June 30
Richmond Male Academy	Goodson and Doggett	W.	H. P.	W.	H. P.	2	M.	60	9	7 50			June 30
St. Joseph's Asylum	E. W. Cone	W.	H. P.	W.	H. P.	1	M.	30	9	4 50			June 30
German High	Sister Marianna	W.	H. P.	W.	H. P.	1	F.	200	10	6 00			June 30
Mrs. Peyton and Garnett's	A. Wolfe	W.	H. P.	W.	H. P.	2	M.	60	10	5 00			June 30
University School	Misses Forbes	W.	H. P.	W.	H. P.	3	F.	30	9	4 25	22		June 30
Shockoe Hill Academy	Mrs. Peyton and Garnett	W.	H. P.	W.	H. P.	1	F.	40	9	4 50	44		June 30
Petherbridge's	Mrs. Pellett	W.	H. P.	W.	H. P.	3	F.	15	9	5 00			June 30
Monte Maria Acad. Visit'n.	T. H. S. Norwood	W.	H. P.	W.	H. P.	3	M.	75	9	9 50			June 24
Southern College	S. T. Beach	W.	H. P.	W.	H. P.	1	M.	30	9	7 50			June 24
Richmond Collegiate Inst.	Rev. C. W. Petherbridge	W.	H. P.	W.	H. P.	2	F.	20	9	4 00			June 30
Richmond Female Inst.	Mrs. Reed's	W.	H. P.	W.	H. P.	11	F.	23	9	2 50			June 30
Nineteen primary schools	Dr. A. L. Mayer	W.	H. P.	W.	H. P.	3	F.	64	10	4 80	10 00	80	June 30
Eight colored schools	Rev. C. H. Winston	W.	H. P.	W.	H. P.	5	F.	75	10	4 00			June 30
Keanoke county—													
Salem Female Seminary	Mrs. A. C. Logan	W.	H. P.	W.	H. P.	2	F.	25	9 1/2	4 00	1 00	15 00	June 15
Longwood Female School	Miss F. E. Johnston	W.	H. P.	W.	H. P.	3	F.	20	10	3 50	15 00	200	June 15

PRIMARY AND HIGH SCHOOLS—(Continued.)

NAME OF COUNTY OR CITY, AND SCHOOL.	NAME OF TEACHER, PRIN- CIPAL, OR PRESIDENT.	Post-Office.	White or colored.	Grade.	Incorporated or private.	Date of organization.	Denomination, if any.	No. of in- structors		Pupils.		No. months kept open.	Tuition per month.	Incidental charges per month.	Board per month.	No. vols. in library.	Time of ending ses- sion.
								Male.	Female.	Sex of	No. of						
Roanoke (continued)																	
Hollins Institute.....	Prof. Chas. L. Cocke.....	Botetourt Springs.....	W. P.	H. P.	In. P.	1842	Bapt't	5	5	1	F.	75	\$6 50	20 00	.....	.....	June
One primary school.....			W. P.	P. P.	P.	1865		1	1	1	M.&F.	11	3 00	10 00	.....	.....	June
Family schools.....												19			.....	.....
Rockbridge county—																	
Ann Smith Academy.....	Rev. J. W. Pratt.....	Lsington.....	W. H.	H. P.	In.		Pres.	2	3	3	F.	36	9 00	18 00	.....	.....	June 22
Classical School.....	J. L. Logan.....	".....	W. H.	H. P.	P.			1	1	1	M.	21	5 20	.....	.....	.....	June 27
Fancy Hill Academy.....	R. J. R. Guy.....	Brownsburg.....	W. H.	H. P.	P.	1865		1	1	1	M.	10	5 00	17 50	.....	.....	June 21
Belleuve Seminary.....	Miss H. Kirkland.....	".....	W. H.	H. P.	P.			1	3	3	M.&F.	61	5 00	.....	.....	.....	May 3
Four primary schools.....			W. P.	P. P.	P.			1	3	3	M.&F.	61	3 25	.....	.....	.....	.....
Family schools.....												20			.....	.....
Rockingham county—																	
Fourteen primary schools.....			W. P.	P. P.	P.			10	4	4	M.&F.	239	3 1 56	.....	.....	.....	.....
Family schools.....												28			.....	.....
Three primary schools.....			W. P.	P. P.	P.			3	1	1	M.&F.	121	5 1 27	.....	.....	.....
Scott county—																	
Ten primary schools.....			W. P.	P. P.	P.			6	4	4	M.&F.	235	4 1/2	1 15	.....	.....
Shenandoah county—																	
Female Seminary.....	Mrs. M. F. Harrison.....	New Market.....	W. H.	H. P.	P.	1868		3	3	3	F.	34	2 75	15 00	.....	.....	June 15
Three primary schools.....			W. P.	P. P.	P.			3	3	3	M.&F.	131	2 1/2	1 54	.....	.....	June 15
Spotsylvania county—																	
Liberty High School.....	D. C. Miller.....	Seven Mile Ford.....	W. H.	H. P.	P.	1865		1	1	1	M.&F.	45	3 33	20 10 00	.....	.....	June 21
Four primary schools.....			W. P.	P. P.	P.			3	1	1	M.&F.	113	4 1 75	.....	.....	.....
Southampton county—																	
Five primary schools.....			W. P.	P. P.	P.			1	4	4	M.&F.	76	7 2 30	.....	.....	.....
Family schools.....												9			.....	.....
Spotsylvania county—																	
Fred'burg Male Academy.....	Buckner and Caruthers.....	Fredericksburg.....	W. H.	H. P.	P.	1869		2	2	2	M.	32	7 50	15	.....	.....	July 23
Eight primary schools.....	Miss L. G. Caruthers.....	".....	W. P.	H. P.	P.	1869		1	10	10	M.&F.	187	9 3 25	.....	.....	.....	July 23
Family schools.....			W. P.	P. P.	P.			1	10	10	M.&F.	187	9 3 25	.....	.....	.....
Two colored schools.....			C.	P.	P.							38	2 00	.....	.....	.....
												10	1 00	.....	.....	.....

COLLEGES.

NAME.	LOCATION.	PRESIDENT.	Date of Organization.	Denomination.	Number of Instructors.	Number of Pupils.	No. of Students from		Tuition per Session.	Board per Month.	Number of Volumes in Library.	Time of ending Session.
							Virginia.	Other States.				
University of Virginia.....	Charlottesville.....	C. S. Venable, L. L. D.....	1825	.....	19	865	166	200	\$75 00	\$5,000	June
Washington and Lee University.....	Lexington.....	General G. W. C. Lee.....	1782	.....	21	800	81	219	70 00	10,000	June
Virginia Military Institute.....	Lexington.....	General F. H. Smith.....	1839	.....	28	312	139	173	100 00	4,000	July 4
Randolph Macon College.....	Ashland.....	Rev. Jas. A. Duncan, D. D.....	1831	Methodist.....	9	167	118	49	70 00	19,000	June	
Emory and Henry College.....	Washington county.....	Rev. E. E. Wiley, D. D.....	1838	Methodist.....	5	183	147	60 00	30 00	4,800	June	
Ryanoke College.....	Salem.....	Rev. D. F. Bittle, D. D.....	1863	Lutheran.....	11	140	106	34	60 00	3,000	June	
Richmond College.....	Richmond.....	B. Puryear, A. M.....	1844	Baptist.....	11	198	160	8	70 00	5,000	July 1	
Hampden Sydney College.....	Prince Edward county.....	Rev. J. M. P. Atkinson, D. D.....	1776	Presbyterian.....	6	77	84	23	50 00	3,500	June	
William and Mary College.....	Williamsburg.....	General B. S. Ewell.....	1683	Episcopal.....	9	76	72	4	50 00	5,000	July 4	
St. John's College*.....	Norfolk.....	Rev. M. O'Keefe.....	1869	Roman Catholic.....	6	33	.....	.....	Free.	.....	.....
* St. John's College has a theological department attached.												
							921	857				
							124	1813				
							865	856				

TECHNICAL SCHOOLS.

NAME.	LOCATION.	PRESIDENT.	Date of Organization.	Denomination.	No. of Instructors.	Number of Students.	Tuition per Session.	Board per Month.	Library.	Time of ending Session.	
											Union Theological Seminary.....	Prince Edward co.	Rev. B. L. Dabney, D. D.....	1824	Presbyterian	4	62	Free	$15 00	7,600	May 10th.
Protestant Episcopal Theological Semary	Fairfax county.....	Rev. J. Johns, D. D., L. L. D.	1823	Episcopal.....	5	43	Free	20 00	9,000	Last Thursday in June	
Virginia Asylum for Deaf, Dumb and Blind	Staunton.....	Charles D. McCoy.....	.....	.....	11	125	.....	.....	1,600	.....
Virginia Medical College.....	Richmond, Va.....	J. B. McCaw, M. D.....	1851	.....	13	39	.....	.....	1,200	March and September.
Polytechnic School.....	New Market, Shenandoah co., Va.....	B. H. Benton.....	1870	.....	3	71	\$50 00	12 00	.....	June 1st.
Commercial College.....	Richmond.....	D. A. Wain.....	1868	.....	6	75	40 00	.....	.....	June 30th.
Telegraph School.....	Richmond.....	Paystar & McGovern.....	1871	.....	2	25	50 00	.....	.....	June 30th.
White Normal School.....	Richmond.....	A. Washburne.....	1877	.....	3	40	Free	.....	.....	June 30th.
Colored Normal School.....	Richmond.....	Rev. R. M. Manly.....	1867	.....	6	110	Free	.....	.....	June 30th.
Hampson Institute.....	Richmond.....	General S. C. Armstrong.....	1868	.....	10	133	.....	8 00	1,200	June 12th.
Colburn Institute.....	Richmond.....	Rev. C. H. Corey.....	1866	Baptist.....	4	70	.....	.....	.....	50 May 31st.
Old Dominion Business College.....	Richmond.....	Mr. Nichols.....	1868	.....	1	60	40 00	.....	.....	.....
* Report of number volumes in Library											
							868	*21,050		

SUMMARIES FOR THE STATE.

SCHOOL POPULATION—(CENSUS 1870.)

Number of persons between five and twenty-one years of age:			
	White.....	247,002	
	Colored.....	164,019	
		<hr/>	411,021
PUBLIC SCHOOLS.			
Number of public schools:*			
	White.....	2,788	
	Colored.....	907	
		<hr/>	3,695
Number of graded schools.....			107
Average length of session (in months).....			5.72
Number of schools yet needed (average 20 pupils).....			680
"	" (" 15 ").....		562
<i>Pupils.</i>			
Number of pupils enrolled:			
	White.....	119,641	
	Colored	46,736	
		<hr/>	166,377
"	" in average daily attendance:		
	White.....	69,116	
	Colored	26,372	
		<hr/>	95,488
Per centage of school population enrolled:			
	White.....	48.4	
	Colored	28.6	
		<hr/>	40.5
"	" " in average attendance:		
	White	27.8	
	Colored	16.1	
		<hr/>	23.2
"	of those enrolled in average attendance:		
	White.....	57.8	
	Colored	56.4	
		<hr/>	57.4
Cost of tuition per month per pupil enrolled.....			.70
"	" " " " in average attendance.....		\$1.22

*Counting each grade of one teacher in a graded school as one school.

Teachers.

Number of white male teachers.....	2,346	
“ “ female teachers.....	1,147	
“ colored male teachers.....	224	
“ “ female teachers.....	136	
		3,853
Average monthly salary :		
Males.....	\$30 58	
Females.....	28 25	
		\$29 81

County Superintendents.

Number of county and city superintendents.....	91
Average number of visits made to schools.....	78
“ “ teachers examined.....	48
“ “ official letters written.....	245
“ “ miles travelled on official business.....	828
“ “ days employed.....	138
“ amount of incidental expenses*.....	\$92 51
“ “ salary from State.....	310 95
“ “ salary from State, less incidentals.....	218 44
“ “ “ county.....	186 80
“ “ “ State and county.....	497 75
“ “ “ State and county, less incidentals...	415 24

School Houses.

Number of log.....	2,036
“ frame.....	1,357
“ brick.....	142
“ stone.....	24
	3,559
Whole number used.....	3,559
Number owned by districts.....	504
Value of school property owned by districts.....	\$387,672 00

PRIVATE SCHOOLS.

Number of Primary Schools :	
White.....	610
Colored.....	37
	647
Number of High Schools.....	181
“ Colleges.....	10
“ Technical Schools.....	12
	850
Total number of private schools....	850

* Net paid out of public funds.

SUPERINTENDENT OF PUBLIC INSTRUCTION.

223

Cost of tuition per month in primary schools.....		\$1 90
“ “ high schools.....		4 91
“ “ colleges and technical schools.....		7 00
Average length of session of primary schools.....	6.75 months.	
“ “ high schools.....	8.33 months.	
“ “ colleges and technical schools.....	9. months.	
Number of pupils attending primary schools:		
White	8,844	
Colored.....	1,476	
	<hr/>	10,320
Number of pupils attending high schools		7,491
“ “ colleges.....		1,813
“ “ technical schools.....		853
		<hr/>
		20,477
Number of teachers in primary schools.....	715	
“ “ high schools.....	574	
“ “ colleges.....	124	
“ “ technical schools.....	66	
	<hr/>	1,479
Whole number of schools, public and private.....		4,545
“ of teachers in public and private schools.....		5,332
“ of pupils in public and private schools.....		186,854

NOTE.—The slight discrepancy between some of the items of this summary and the corresponding items on page VIII, arises from the fact that one or two reports were received after the first summary had been printed.

FINANCIAL SUMMARY.

Total amount of funds—applicable to current expenses—received by
the second auditor from taxes and interest..... \$346,593 62

EXPENSES (INCLUDING UNPAID BALANCES.)

To State Funds.

For pay of teachers and treasurers	387,815 22
For pay of county superintendents.....	28,296 88
For pay of clerks in office of Superintendent Public In- struction.....	2,200 00
For travelling expenses of Superintendent Public Instruc- tion	175 09
For printing.....	630 00
For postage.....	331 20
For Educational Journal.....	430 10
For stationery and books	301 94
For miscellaneous expenses	422 00
	<u>4,490 33</u>
For salary of Superintendent Public Instruction, paid out of State treasury	2,000 00
Total.....	<u><u>\$422,602 43</u></u>

To County Funds.

For pay of teachers and treasurers	202,865 48
For pay of county superintendents.....	16,998 15
Peabody fund and private donations.....	52,384 98
	<u>\$272,248 61</u>

To District Funds.

For real estate, rent, building and repairs	155,504 09
For furniture and other apparatus.....	22,905 42
For text books for indigent children, and other expenses..	46,533 41
For pay of clerks of district boards.....	19,524 68
For treasurers' commissions.....	4,636 73
Value of means furnished without expense to districts...	49,363 22
Total.....	<u><u>\$298,467 55</u></u>

Whole Cost of Public Education for the year ending August 31, 1872 (including unpaid balances.)

	To State Funds.	To County Funds.	To District Funds.	To other sources.	TOTAL.
For pay of teachers and treasurers.....	\$387,815 22	\$202,865 48	.....	\$62,384 98	\$643,065 68
For pay of county superintendents.....	28,296 88	16,998 15	.....	.....	45,295 03
For expenses of central office.....	6,490 33	.....	.....	.....	6,490 33
For district expenses.....	.....	.....	249,104 33	49,863 22	298,467 55
Total.....	\$422,602 43	\$219,863 63	\$249,104 33	\$101,748 20	\$993,318 59

[Estimates for Mathews county included.]

Deduct \$176,508 56, the excess of value of public school property in 1872 over that in 1871, and we have as the total cost for current expenses \$816,812 03.

NOTE.—The total cost of public education in the State for the year is less than the amount reported, because it appeared evident in analyzing the reports of County Superintendents that some of them had charged to the current year's account the liabilities for the year previous, which were paid during the current year. This discovery was made too late to return the reports for correction.

NOTE.—The account of the Second Auditor, made out for any given period, will never correspond with the accounts kept in this office for the same period, because drafts come in to the Second Auditor which do not appear in our statement for the period, they having been issued from this office previous to the beginning of the period. Moreover, drafts will have been issued from this office which as yet have not been forwarded to the Second Auditor.

Differences also arise from the terms used and manner of grouping the items in the two offices respectively. So that absolute harmony between the accounts can be established only by following out the items in each. It should be observed also that in making up our estimates for the cost of the public school system for the year, we include the unpaid liabilities as well as the actual payments.

SECOND AUDITOR'S REPORT.

SECOND AUDITOR'S OFFICE,
RICHMOND, September 12, 1872.

Rev. W. H. RUFFNER,

Superintendent of Public Instruction:

I here present a statement of the receipts and disbursements on account of the Literary Fund, from the 31st of August, 1871, to the 1st of September, 1872:

RECEIPTS.

From capitation and property tax.

Of Wm. F. Taylor, Auditor of Public Accounts, for Public Free Schools for the year 1870-'71—

1871—Sept'r 16.....	\$20,000 00	
October 9.....	25,000 00	
Dec'r 2.....	13,000 00	
1872—Feb'y 14.....	11,000 00	
April 9.....	4,182 33	
		<u>\$73,182 33</u>

For the year 1871-'72—

1871—October 9.....	75,000 00	
Dec'r 2.....	112,000 00	
1872—Feb'y 14.....	85,000 00	
April 9.....	29,928 10	
July 2.....	13,500 00	
		<u>\$315,428 10</u>

From interest on Virginia State stock.

Of Asa Rogers, Second Auditor—

1872—April 20. Two per cent. interest, payable 1 January, 1872, on two-thirds of unfunded registered 6 per cent. stock, amounting to \$882,367 33.....	11,764 89
July 9. Ditto, 1 July, 1872, less \$588 24, State tax on the stock.....	11,176 66
April 20. One and two-thirds per cent. interest, payable 1 January, 1872; do., 5 per cent. do., \$155,000.....	1,724 44
Carried forward.....	<u>\$24,665 99</u>

Brought forward.....	\$24,665 99	
July 9. Ditto, 1 July, 1872, less \$98 29 State tax on the stock.....		1,626 15
April 20. Two per cent. interest, payable 1 January, 1872, on two-thirds of unfunded registered 6 per cent. old James River Company stock, amounting to \$112,500 (225 shares).....		1,500 00
July 9. Ditto, 1 July, 1872, do., less \$75 State tax on the stock.....		1,425 00
June 29. Two per cent. interest, payable 1 January, 1872, on 6 per cent. coupon bonds, issued under act of March 30th, 1871, amounting to \$22,100.....		442 00
July 9. Ditto, 1 July, 1872, do., less \$27 62 State tax on the bonds.....		414 38
		<hr/>
		30,073 52

From interest on loan to Washington College.

Of Asa Rogers, Second Auditor—

1871—December 29. The interest on \$2,000 of old James River Company stock, from 1 January, 1865, to 1 July, 1871, due to said college, and payable to the Literary Fund, 6 per cent.....	780 00	
1872—August 22. Ditto, from 1 July, 1871, to 1 July, 1872, do.....	120 00	
		<hr/>
		900 00

From interest on stock of the city of Richmond.

1872—January 31. Of the city of Richmond, the interest due the 1st of January, 1872, on a certificate of 6 per cent. stock of \$400.....	180 00	
July 23. Ditto, to the 1st of July, 1872, do.....	12 00	
		<hr/>
		192 00

From Commonwealth's fines.

Of Wm. F. Taylor, Auditor of Public Accounts—

1872—January 31. The amount of fines from the 14th of May, 1866, to the 30th of September, 1871.....	12,333 83
--	-----------

From refunded salary.

Of Wm. F. Taylor, Auditor of Public Accounts—

1871—December 6. The amount of the salary of the Superintendent of Public Instruction, paid erroneously out of the fund and returned to it.....	2,772 31
---	----------

Amount of receipts.....	\$434,882 09
The balance in the treasury to the credit of the fund on the 1st of September, 1871.....	8,811 92
	<hr/>
	<u>\$443,694 01</u>

DISBURSEMENTS.

1871-'72—To county treasurers.....	\$399,329 88
To county superintendents of schools.....	26,495 36
For the salaries of the clerks in the office of the Superintendent of Public Instruction.....	2,381 96
For postage.....	331 20
For Educational Journal.....	430 10
For printing.....	867 70
For stationery.....	35 64
For miscellaneous expenses.....	722 00
	<hr/>
	\$430,593 84

Investment.

1872—February 9. In \$22,100 of Virginia coupon bonds issued under act of March 30th, 1871, 6 per cent.....	12,333 83
Amount of disbursements.....	\$442,927 67
1872—September 1. The balance in the Treasury to the credit of the Literary Fund.....	766 34
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Very respectfully,

ASA ROGERS,
Second Auditor.

APPENDIX.

VIRGINIA

AGRICULTURAL AND MECHANICAL COLLEGE.

ITS HISTORY.

The Congressional land scrip was disposed of by act of General Assembly, approved March 19th, 1872, one-third thereof being bestowed on the Hampton Normal and Agricultural School, and two-thirds set apart for the establishment of a separate institution, to be called the Virginia Agricultural and Mechanical College, and to be located at Blacksburg, Montgomery county; provided the real estate belonging to Preston and Olin Institute be transferred without cost to the Visitors of the new college; and provided also the county of Montgomery should vote the sum of \$20,000 as an addition to the funds of the college.

It was required in this and subsequent acts, that a Board of Visitors should be created, consisting of nine persons to be appointed by the Governor, the President of the Virginia Agricultural Society, and the members of the Board of Education; and still further, that the Board of Education, acting conjointly with the Principal of the Hampton school, and the Rector of the new college should make sale of the land scrip, and invest the proceeds in stocks bearing not less than five per cent. interest.

The Governor appointed as members of the Board of Visitors, Messrs. D. C. DeJarnette, John Goode, Jr., J. R. Anderson, W. T. Sutherlin, Robert Beverly, Joseph Cloyd, W. A. Stuart, J. T. Cowan and Harvey Black. The first meeting of the Board was held at the Exchange Hotel, Richmond, on the 25th day of March, 1872, and continued in session for two days. The members present were Messrs. D. C. De Jarnette, John Goode, Jr., J. R. Anderson, W. T. Sutherlin, Robert Beverly, W. A. Stuart, J. T. Cowan, Harvey Black, W. H. Ruffner and J. C. Taylor. Dr. Black was chosen Rector, and W. H. Ruffner, Secretary.

A committee, consisting of Messrs. Ruffner, Anderson and Sutherlin, was appointed to report a plan of organization and instruction for the new college, to the next meeting of the Board.

Messrs. Black, Cowan and Cloyd were appointed a committee to see whether a suitable farm for the use of the college could be purchased, and on what terms, and report at the next meeting.

The Board adjourned on the 26th of March, to meet at the Montgomery White Sulphur Springs on the 18th of July, at which time and place the trustees of Preston and Olin Institute were requested to meet the Board prepared to execute all proper conveyances of that property, provided the county of Montgomery should have complied with the provisions of the act.

In pursuance of the resolution adopted at the session in Richmond, the Board convened at the Montgomery White Sulphur Springs on the 18th of July, and continued in laborious session for three days. All the members were present, to wit: Messrs. Black (Rector), Governor G. C. Walker, W. H. Ruffner, Superintendent of Public Instruction, J. C. Taylor, Attorney-General, Lewis E. Harvie, President of the Virginia Agricultural Society, D. C. DeJarnette, John Goode, Jr., J. R. Anderson, W. T. Sutherlin, Robert Beverly, Joseph Cloyd, W. A. Stuart and J. T. Cowan.

At an early stage of the proceedings, the report of the Committee on Organization, which is hereafter given in full, was called for and read.

The Executive Committee of the Virginia Agricultural Society, and the trustees of Preston and Olin Institute, who were on the ground, were invited to be present during the reading of this report.

Mr. A. Phlegar, of Christiansburg, appeared as the representative of the Board of Supervisors of Montgomery county, and furnished evidence that the county had complied with the conditions required by the act of Assembly approved March 21, 1872, entitled "An act to authorize subscriptions in aid of the Virginia Agricultural and Mechanical College at Blacksburg," by voting the requisite \$20,000 by a large majority, and that said subscription would be paid in eight equal annual installments, falling due on the 1st day of each January, with accrued interest, beginning with January, 1873, bearing interest from July 1, 1872, and secured by coupon bonds. Mr. Phlegar having made a formal tender of this subscription to the Board, on motion of Mr. Goode, the subscription thus made and tendered was unanimously accepted as a full compliance with the conditions required by law.

A deed of conveyance of the property of Preston and Olin Institute was made in due form.

Governor Walker, as President of the Board of Education, made a statement concerning the sale of land scrip, and the investment of the proceeds thereof, the price obtained being ninety-five cents per acre, the

largest price obtained by any State. So much of the proceeds of the sale as had been realized were invested in Virginia State bonds.

The 19th of July was spent by the Board at Blacksburg, viewing the property of the Preston and Ohio Institute and such lands as were offered for sale to the college.

There are five acres of land belonging to the institute, with a substantial three story brick building, 100 feet by 40, containing three recitation rooms, a chapel, and twenty-four lodging rooms.

Blacksburg is a small town, occupying a plateau of high table land ; it is seven miles from the Atlantic, Mississippi and Ohio railroad, and within a few miles are the Montgomery White Sulphur Springs, the Alleghany Springs, the Yellow Sulphur Springs and New River Springs, and a number of natural objects of great interest. The scenery is picturesque, the soil of fine quality limestone land, and the climate very healthful at all seasons. The country around Blacksburg really belongs to the great Valley of Virginia, a region of the State possessed of boundless resources. Veins of coal of superior quality, and large bodies of timber, lie within easy reach.

Before the adjournment of the Board, a contract was made with Colonel Robert T. Preston for the purchase of a portion of his home estate, known as "Solitude," including the mansion and principal farm buildings, and all that part of the farm lying west thereof, supposed to contain two hundred and fifty acres. The tract of land thus purchased is one of great beauty and fertility, lying within one-fourth of a mile of the Institute building. The price to be paid is eighty-five dollars per acre, and full possession will be given October 1st, 1872. A mill stream passes through the farm ; there is water in every field, and limestone and sulphur springs are convenient to the mansion.

During the meeting of the Board, it was resolved to apply one-tenth of the proceeds of the land scrip to the purchase of this farm.

It was determined to elect annually a Treasurer, who should act also as Secretary of the Faculty and Board of Visitors, Librarian, and Proctor, giving bond in the penalty of \$10,000, and to receive a salary of \$1,000 per annum. Mr. V. E. Shepherd was elected to fill these offices.

The Board resolved to take all needful steps to put the college in operation on the 1st of October, 1872. Instruction for the first year was committed to the following corps of officers :

1. A President, who, with the concurrence of the Executive Committee, may appoint an Instructor, if deemed necessary.
2. A Professor of Chemistry and Natural Philosophy.
3. A Professor of Mathematics and Modern Languages.

4. A Professor of Technical Agriculture and Mechanics.

Military Tactics to be assigned to some one of the Professors, as may be agreed upon.

The salary of the President was fixed at \$2,000, and that of each Professor at \$1,500; the tuition fees to be divided equally among the members of the Faculty, provided the addition to the income of any member thereof shall not exceed \$500.

The Board resolved to meet on the 14th of August at the Yellow Sulphur Springs, for the purpose of electing Professors. The Rector was instructed to give notice of the fact in the Richmond and Christiansburg papers, and to state that changes might be made in the assignment of branches of instruction to suit the wishes of the Professors who may be elected.

The charges to each student not exempted by law were fixed at thirty dollars for tuition, and ten dollars for college fees. The act of assembly requires that the college shall give instruction free of all fees to as many students as there are members of the House of Delegates, to be selected by the school authorities of the several counties.

A standing committee of three members, to be called the Executive Committee, was appointed, whose duty it should be to have general charge and oversight of the college between the sessions of the Board, and to see that the regulations and orders of the Board be duly carried out. *Committee*—Messrs. Black, Stuart and Cloyd.

This committee was instructed to make inquiries concerning board and lodging for students, and report at the next meeting.

On motion of Mr. De Jarnette, it was unanimously resolved that the report of the Committee on Organization be adopted, and that two thousand copies thereof be published in pamphlet form, together with an abstract of the proceedings of this Board from its first meeting to the close of the session to be held on the 14th of August; and the same committee was instructed to attend to the publication.

PLAN OF ORGANIZATION.

(REPORT OF COMMITTEE.)

All schools may be divided into three classes :

1. Elementary.
2. Liberal.
3. Technical.

1. By Elementary, are meant schools for teaching those studies which form the introduction to all other studies, and which are now adjudged to be indispensable to every civilized man.

2. In Liberal schools are taught studies designed primarily to liberalize and strengthen the mind. The old-fashioned college curriculum was intended to embrace the most important of these branches in such proportion as to produce the highest result in developing the powers of the student. This curriculum has not generally been retained in modern American colleges in its integrity, but the studies composing it are still retained, and they still have the weight of opinion in their favor.

Educators have different views as to the relative value of the various branches of study, but all agree as to the disciplinary value of a liberal education.

3. Technical schools are designed to qualify the student for some particular vocation. They are now very numerous, and may in time become as diversified as are human employments. They are all based upon the doctrine, that there is pertaining to every pursuit a theory and a practice worth learning, and better learned in schools than in active life.

Schools of Law, Medicine and Theology, have long been in vogue. Normal Schools are becoming general. Polytechnic Schools are starting up everywhere, either as separate institutions, or as outgrowths from colleges and universities; and there will soon be schools without number for commercial, manufacturing, mining, agricultural and mechanical pursuits.

The amount of general knowledge required to profit by these special schools varies not only with the leading subject taught in the schools, but with the manner of teaching it.

What is called a common college course, is usually regarded as an indispensable preparation for the schools of law, medicine and theology, on account of its knowledge and its gymnastic power. It is contended, with great force, that every man is the better for this liberal college

education, whatever may be his subsequent pursuit. But it has been found impossible to hold the world up to this doctrine. Simpler and more direct methods of education have been demanded. The establishment of the Polytechnic School, by the French government in 1794, marks the first great divergence from the established course of education. The name originally given to it, indicates the want it was designed to supply; it was called "The Central School of Public Works," and was meant to supply engineers, both civil and military.

The style of education known as polytechnic discards, or at least passes lightly over the "humanities," in the general sense, viz: language, rhetoric, literature, history, social and political science, psychology and ethics; and gives prominence to mathematics, physics, analytical mechanics, geodesy, descriptive geometry, drawing, and modern languages. The general training of the mental powers forms no part of its purpose, but its advocates contend that its studies have as fine a gymnastic effect as those of the curriculum.

The great characteristic of all forms of polytechnic education is that it has an objective purpose, one external to the student himself, and external to man as man. Its foundations are in the objective sciences; its eye is upon nature, whose powers are studied that they may be utilized.

This may not be the broadest and highest style of education, and yet it is one of great value to society, and one which has produced men of immortal fame. Its influence in developing the riches, and applying the forces of nature for the use of man has been, and is, incalculable. There is an inherent reason too why a polytechnic course must be thoroughly mastered by the pupil: its results in practice must be exact, or they are worthless. Hence the rigid drills of these schools.

Men who are or will be educated in polytechnic schools may be divided into two grand divisions, viz: *those who handle instruments*, and *those who handle tools*; or, *those who plan*, and *those who execute*.

The former class may be made to include men of capital who own farms and factories, but who do no manual labor; it includes also professional chemists, who are employed by manufacturers in testing and compounding medicines, chemicals used in the arts, and manures, natural and artificial, in analyzing soils, food, &c., and perhaps in conducting systematic experiments in medical, agricultural and mechanical practice; but this grade of polytechnic students mostly become engineers.

SCIENTIFIC ENGINEERING.

Engineering has been defined by Webster, "The science and the art of utilizing the forces and materials of nature." This definition is not exact, because under it might be included the chemist, the architect, and the scientific farmer and mechanic. The radical idea of engineering is contrivance—scheming to use the forces and materials of nature to accomplish a purpose. If it be contrivance to subserve military ends, it is military engineering; if it be for civil purposes, it is civil engineering. But engineering has been sub-divided into a great number of special branches. A beautiful distinction is made between civil and mechanical engineering. The work of the *civil engineer* belongs to the department of *statics*; that of the *mechanical engineer* to *dynamics*. The work of the former is fixed, that of the latter is moved by power. The former makes roads, and the latter machines: and of these we have other sub-divisions—mining, topographical, agricultural, hydraulic, steam, gas engineering, &c., &c.

All these varieties of engineering are *learned professions*, requiring almost as many years of laborious study as any of the other professions. And hence engineering in all its branches belongs properly to institutions of high grade. Whether this profession should be provided for by separate schools of high grade, is a question which may well engage the thoughts of both educators and statesmen. As a fact, however, colleges and universities are very generally incorporating departments of engineering in their courses of instruction. And the young men who pursue the engineering course are of the same class as have usually attended college.

Those who pass successfully through the engineer's course do not become practical mechanics, except a small proportion of those who study mechanical engineering. A few of these go into the workshops, and rise to fine positions as master workmen. This number may increase. Whilst the scholarly training of these engineers will incline them to the departments of mere designing and general superintendence of construction, the increasingly high wages now given to accomplished workmen may incline men of polytechnic education to exchange the pencil for the chisel. Should this tendency increase, independent polytechnic schools of high grade will become a necessity; not only because literary institutions cannot be expected to provide the necessary machinery for practice, but because there would then be a growing incompatibility between the dominant ideas belonging to the two forms of education.

The enforced conjunction of incongruous systems of education

must end in the destruction of the weaker. Every successful school must have an idiosyncrasy—a life of its own—into which everything about it is absorbed.

But as long as the engineer handles instruments, and not tools, his education may be made to harmonize with that of the other learned professions; and hence be successfully pursued in colleges and universities. It is, however an education for the few and not for the many. A very small corps of engineers will keep busy at work an army of contractors, master workmen, miners, journeymen and common laborers. The engineer will plan the iron bridge, but he will not toil in the ore bank, the furnace, the foundry, or the machine shop. The mining engineer will survey the mineral land, test the quality of the mineral, indicate the place for drifts and shafts, provide for drainage and pure air; but the whole work of developing the mine is done by other hands than his.

Now it is easy to perceive that if the engineer needs to be an accomplished scholar, the man who stands next below him ought not to be an ignoramus. If the man who makes the picture of a bridge needs an education, the man who makes the bridge itself needs an education also. The builder may not need so much learning as the planner, but he does need some of the same sort of learning in order to execute the work intelligently. He has his plans and calculations to make; he needs to understand the nature of the materials he is to work up, and the principles on which they are to be built together. And through all the processes of working up the various crude materials into their final shape there is needed a skill and an intelligence beyond what can be learned in the shop.

The want of some special provision for the practical classes first found expression about the middle of the last century in the Real Schools of Germany, and from that time to this the idea has been gaining, and has been embodied in a variety of forms, that special schools are needed for mechanics, farmers, and traders for the same reason that they are needed for lawyers, doctors and engineers. Hence, besides the high grade schools, there are in Europe schools suited to the special wants of almost every class of people. The effect of these special schools in promoting national prosperity is prodigious.

MECHANICAL SCHOOLS.

Hoyt, in his valuable Report on Education in Europe, states that nothing could be more evident at the Paris Exposition in 1867, than

the fact that those countries which had established special schools for the mechanic arts excelled all others in the mechanical products resulting from such special training.

As early as the latter part of the last century, artisan schools began to spring up in many parts of France and Belgium, and in some other countries—schools for instruction in the arts of engraving, coloring, dyeing, of the making of astronomical instruments, stone-cutting and glass-making, of the working of metals into every variety of form—schools likewise of various grades for instruction in the principles and practice of the more complex and comprehensive arts of mining, engineering, agriculture, &c.—and to-day it is undeniable that in nearly all the branches of industry named, (in every one, Hoyt affirms,) those countries are the acknowledged leaders of all others. Similar schools have sprung up by the thousand in Prussia, Switzerland, Holland, and all the German States, and are exhibiting results similar to those of France and Belgium.

These results can be spoken of with confidence, inasmuch as they were thoroughly tested at the different World's Fairs which have been held, and particularly at the Paris Exposition of 1867. These results have been studied by intelligent practical men, and are shown to be directly connected as cause and effect with the general intelligence and special training of the workmen who produced the fabrics. This whole matter was the subject of one of the most remarkable investigations of modern times—one made by order of the Parliament of England. The results of this investigation are noticed at some length in the annual report of the Superintendent of Public Instruction for 1871; but it is proper in this connection to repeat a few of the leading facts and quotations there presented, with some not therein adduced. In 1851, England had surpassed all competitors at the World's Fair held in London in nearly every department. Sixteen years later, superiority was adjudged to her in only ten of a hundred of the departments; in other words, she was beaten in ninety out of every hundred of articles exhibited. As the result of this terrible defeat, the kingdom was convulsed, and this investigating commission was appointed. The testimonies were almost unanimous to the effect that the superiority of the continental workmen was owing to their general and special training.

J. Scott Russell, F. R. S., says:

“As a juror in the Paris Exposition, I have come to the conclusion that the higher class of education given in each of those countries to the workmen in its skilled trades, as well as the superior professional education given to the higher

classes of men employed in technical professions, is everywhere visible in the works exhibited by those countries, and I attribute the surprising strides those countries have been making in the last ten years in many of the great staple branches of mechanical construction and manufacture to the admirable scientific and practical training which the governments of those countries provide for their working classes."

A. J. Mundella, managing partner in a hosiery firm employing five thousand operatives, says:

"While I believe the English workman is possessed of greater natural capacity than any of his foreign competitors, I am of opinion that he is gradually losing the race through the superior intelligence which foreign governments are carefully developing in their artisans."

James Young, Esq. (Chemical Works) says:

"The reason for this increased rate of progress is the excellent system of technical education given to the masters of work-shops, sub managers, foremen, and even workmen."

Mr. Scott Russell adds:

"We find that some nations have gone so far as to have established in every considerable town technical schools for the purpose of teaching to the youth to be craftsmen, those branches of science which relate most nearly to their future craft.

"Workers in metal are taught the nature of the mechanical powers with which they will have to work, and the mechanical properties of the materials they will have to operate upon; engine builders are taught the principles of heat and steam, and the nature of the engines they will have to make and work: ship builders are taught the laws of construction, hydraulics, and hydrostatics: and dyers and painters are taught the laws of chemistry and color. All skilled youth are taught geometry, drawing, and calculation: and in many countries, every youth who shows great talent in any department is promoted to a higher training school and there educated at the public cost. Beside these local schools, other countries have technical colleges of a very high class for the education of masters, and foremen in engineering, mechanics, merchandise, and other practical and technical professions.

"We have not failed to notice that it is precisely those nations which have been systematically giving a course of preparatory training and education to their population in their skilled trades that have shown the most marked progress in national industry in these successive exhibitions. Prussia, Switzerland, Belgium, France and America, seem to make progress in proportion to their excellence of educational training.

"Prussia in steel, iron and general engineering work; Switzerland in scientific engineering, machinery, and watch and telegraph work, and in textile manufactures; Belgium in metal working and mechanical trades; France in metal work, and in steam engines, engineering structure, naval architecture and steam navigation. All these nations seem to exhibit growing skill and progress in proportion to the excellence of the education they give to their manufacturing population."

Quotations to the same effect might be multiplied indefinitely. The result of the discussion and investigation in England was the speedy establishment of a public free school system of education for the masses, and of industrial schools for special branches in many places. At a great public meeting held in England, the following resolutions were adopted:

“That to establish and maintain a system of technical education adapted to the requirements of arts, manufactures and commerce in the United Kingdom, the three following educational reforms should be effected:

1. In the universities, grammar schools, and other educational institutions for the upper and middle classes, instruction in science and art should be placed on the same footing as other studies.

2. Efficient means of primary and secondary education should be brought within the means of the working classes everywhere.

3. Technical institutions for special instruction, adapted to the wants of the various classes of society, and to the industries of the country, should be established and maintained in the United Kingdom.

With regard to these practical schools, which are becoming so prominent in the policy of more advanced countries, some of them are mere schools of apprenticeship in single branches of manufacture. The most of them combine with practice instruction in those branches of mathematics and physical science which bear directly upon the special industry, whilst others add studies designed to give general information and to liberalize the minds of the pupils. Of this latter class, there are schools known by the title of “Schools of Arts and Trades.” One of the earliest founded and most famous of these schools of arts and trades is in Moscow, Russia:

“The entire course of study occupies five years, but is so divided into—first, a theoretical and practical course (elementary in character) which embraces three years; and secondly, a special superior course of two years, that many young men, already qualified to enter the second division, may then fit themselves for practical business in two years. The instruction is given by fourteen Professors in the theoretical departments, assisted by a competent force of practical mechanics and technologists in the workshops and laboratories, which are both numerous and extensive. The five principal workshops—a foundery, forges, shops for setting up machinery, the finishing shop, and the model room—are provided with lathes for wood and metals, powerful machines for cutting up the various materials, trip-hammers, and various tools and machines driven by steam, so that the pupils, working by classes and in harmony with the educational plan of the institution, are enabled, by their own manufacture, to fill orders to the average amount of \$40,000 per annum, thus returning to the treasury a part of the \$100,000 annually expended for the support of the institution. The school includes, besides these several workshops, a very large laboratory for technological operations and

for chemical analysis—a museum of models and of mechanical and technological apparatus—collections of raw materials used in manufacture, a geological and mineralogical museum, and a valuable scientific and technical library, comprising several thousand volumes.”—(Hoyt.)

France has appreciated this class of schools more than she has universal elementary education. As Virginia did with regard to the views of Jefferson, so did France with regard to the enlightened views of her Great Napoleon, viz: adopted fragments of his system of education. Under the influence of Napoleon these “schools of arts and trades” at Chalons sur Marne, Angers and Aix, were established for the purpose of furnishing to the country educated and skilled chiefs and foremen of workshops in the several branches of the useful arts, and these schools have been and are centres of important influence upon the industries of France. The three receive annually about two hundred thousand dollars from the public treasury. Besides suitable literary instruction, practical actual service is required of the pupils at the forge, in the foundry and various workshops. There is also a celebrated school of this character at Lyons. In all four of these schools the course of instruction occupies three years. These high grade Artisan Schools are multiplying in Germany, Belgium, Holland, England, the Scandinavian States, and indeed all portions of Europe.

In Germany there is a peculiar class of schools known as “Building Schools,” which are held only in the winter, for the benefit of mechanics whose work cannot be carried on at that season of the year. There is a boarding school of this class at Holzminden, in Brunswick, with accommodations for five hundred pupils, and the establishment is usually crowded. The cost of boarding and lodging for the five months’ term is less than \$20; charges for tuition, fire and light, washing, medical attendance, and all requisite material for writing and drawing, about \$33; total expenses of the term \$53.

In Nienburg, in Hanoverian Prussia, is a similar school, with fifteen professors and some two hundred pupils, including machinists and millwrights, masons, carpenters and joiners, cabinet makers and locksmiths, as well as builders proper.

Besides the schools intended to improve the ordinary mechanic arts, and besides a great number of artisan associations for mutual improvement, there is an important class of schools which, in Europe, are called “Schools of Applied Art,” and in this country are called “Schools of Design.” The art of drawing constitutes the chief feature in these schools, and the object is to create designs, which are needed in endless

number and variety in connection with almost every mechanical and manufacturing industry.

The artistic French first made a specialty of this form of industry, and in consequence thereof surpassed all nations in the beautiful designs exhibited on their ornaments and fabrics of every description. But in time the Germans, Swiss, Russians and English established similar schools, and now they are to be found in almost every city of Europe, as well as in many of the chief cities of America. The School of Design at South Kensington, England, has become one of the most famous of the world.

There is another class of schools found in Europe which is worthy of special mention. These are attached to great manufactories, and are designed to educate and train workmen for those factories. A striking example is to be found at Creuzot, France, in connection with the great smelting, mining, locomotive, and other machine building establishment lately conducted by M. Schneider—an establishment which has been distancing all competitors, and has of late been furnishing locomotives even for English railways. The following account of this gigantic concern, and a similar one in Germany, is quoted from the *Edinburg Review* of April 1868.

“The works of Schneider, at Creuzot, cover three hundred acres. The workshops and forges occupy fifty acres. The iron works annually produce more than one thousand tons of iron, in addition to machinery, locomotives, iron bridges and viaducts, iron gun boats and war steamers, of the average annual value of £600,000. Nearly ten thousand work people receive wages, which amount to £370,000 per annum, and most of these dwell in and around the town of Creuzot. These steam engines are equal to a duty of nearly ten thousand horse-power, and the new forge is contained under a single roof of thirteen hundred feet in length, and three hundred and ten in width.

“No other single forge can be mentioned of equal dimensions. There are valuable coal and iron mines on the estate, which yield annually two hundred and fifty thousand tons of coal and three hundred thousand tons of iron ore, besides which about three hundred thousand tons of coal and one hundred and twenty thousand tons of ore are purchased. Our present interest is in the *personnel* of this great establishment, a very large proportion of which was born, or has been trained on the spot. It is due principally to a system of education, dating as far back as 1841, that a highly skilled body of workmen, engineers and accountants has been formed; and although the system has been termed elementary, it will be found to be really in part special or technical. The course which is open to all pupils of sufficient capacity, extends over no less than nine years, and includes advanced instruction in French, Literature, History, Natural Philosophy, Geography, the Chemistry of metals, Geometry, mechanical and free-hand drawing, and modeling. Promising boys are sent to higher technical schools elsewhere. No boy is admitted to the works who cannot read and write, or who has been dismissed from the school

for misbehavior. The fruits of this educational system are observable in the activity, extent and perfect discipline of the work.

"In walking through the sheds with Mr. Samuelson, where several pairs of marine engines were in course of erection, Mons. Schneider told his visitor that there was not a man among the mechanics employed in that department who could not make an accurate drawing of the work in which he was engaged.

"In fifteen years, felonies, only twenty-three; annual misdemeanors, forty; policemen, three.

"Krupp & Company, at Essen, consume eight hundred to one thousand tons of coal every casting day, raised from pits within the walls of the works, employ nearly eight thousand men, and produce sixty thousand tons of steel annually, more than twice the whole export of steel of the United Kingdom. At the outbreak of the war one thousand of the men were called under arms, but two hundred and fifty of them were returned lest the manufacture of cannon should be stopped. *All the heads of the technical departments are pupils of the various schools of Germany.*"

With regard to the practical schools which have been noticed above, it may be remarked that some of them are maintained wholly, and others in part, from the public treasury. Many such schools, however, have been founded and supported by private liberality, and a large number by philanthropic societies. In Belgium, practical schools have been made use of by the government as an important means of elevating the lowest class of her population. And in America, the reform schools which are springing up in our large cities for both males and females nearly all include instruction and practice in industrial arts. In Europe there are many industrial schools designed for the especial benefit of females, and such schools are multiplying in America. In Boston the art of sewing has been introduced into the public free schools.

It does not fall in with the drift of this report to notice particularly the higher forms of technical education, whether found in independent special schools, in polytechnic institutions, or in colleges and universities. As remarked heretofore, these higher grades of technical education are intended to make analytic and technological chemists, scientific agriculturists, veterinary surgeons, professional architects, and engineers of the many kinds already alluded to. Schools of this sort are scattered abundantly over Europe and America. It will be seen presently that we have in Virginia quite a number of institutions supplying the means for this higher technological education.

AGRICULTURAL SCHOOLS.

A few chairs of agriculture were attempted in France toward the close of the last century; but the first separate schools were in the

same year (1799) established in Prussia, Switzerland and Austria. These schools all had a moderately successful career. The Swiss school was established by a nobleman on his estate at Hofwyl, and for fifty years was remarkably successful, and it was the model on which hundred of similar institutions were organized. The Austrian school was established on an estate of 300,000 acres, and still holds a place among the foremost. The Austrian government was so gratified with the experiment that it has continued to multiply its agricultural schools, until it now has forty.

Prussia has more than fifty agricultural schools of different grades, besides a great number of small experimental farms, or stations. Of all these schools, only some eight or nine are of high grade, and these are more or less intimately connected with universities. France has a number of separate agricultural schools. Saxony has five agricultural schools and departments; Bavaria has twelve; Belgium ten or twelve; Baden six; several of the Duchies, especially Saxe-Weimar, make liberal provision for agricultural education, and have among them about thirty schools. Sweden, Denmark, Italy, Spain, and Portugal, and even Greece and Turkey, have all recognized the importance of these institutions, and are bringing them into existence. England has made some effort in the same direction, but without much success; Scotland is making a beginning. Ireland has been more fortunate. For forty-five years she has had a flourishing farmers' school with two hundred acres of land attached. In 1838, another school was established (near Dublin), which is a sort of a normal agricultural school. Ireland has now about seventy agricultural schools.

Russia embraced the idea of special agricultural education in 1824, and now has a very large number of agricultural schools of various grades. The most of these are free, and are supported by the government, with annuities ranging from eight thousand to a hundred thousand dollars. They have on an average from a hundred to a hundred and fifty pupils—one of them four hundred and fifty. No expense has been spared to give these schools the highest efficiency.

There are two agricultural schools in Europe which may be specially noticed—the one at Geisberg, near Wiesbaden, in Nassau; the other at Hohenheim in Würtemberg.

We are indebted to Prof. Grabowskie of Preston and Olin Institute, for the following account of the Geisberg school; which we have condensed:

Formerly the sessions of this school continued most of the year; but now continue only during the winter—the summer months being left

for practice on farms. The change was made for the accommodation of small farmers who required the services of their sons at home during the summer months. Other students labored on farms during the summer as apprentices, or under special arrangements. The students, on returning to the school in the autumn, are required to give an account in writing of their summer labors, and of the farm on which they were employed. There is no farm-practice during the winter. Pupils may enter the Geisburg school directly from the public elementary school; but they not unfrequently come from the Real and mechanical schools, and even from the Gymnasias, Polytechnic schools, and universities. Instruction is given by lectures of a very simple character, copiously illustrated, and by excursions. The entire course has direct practical bearings, the subjects being pruned of irrelevant and less important matters. The institution is highly esteemed, especially by farmers. The regular course is completed in two winters. It consists of the lower mathematics, with surveying, levelling, and drawing, mineralogy and geology, botany, zoology, human anatomy and physiology, and comparative anatomy, physics with meteorology, chemistry, anatomy and physiology of domestic animals, veterinary pathology, therapeutics and obstetrics, agronomy, implements and machines, plant and meadow culture, drainage, stock-raising, agricultural economy, book-keeping, political economy, gardening and agricultural technology and architecture. It is furnished on a liberal scale with appropriate illustrative collections.

The following account of the agricultural school at Hohenheim, near Stuttgart, Würtemberg, is taken almost *verbatim* from Hoyt's Report.

The vast buildings occupy a high swell of ground, commanding one of the most extensive and beautiful views in Germany. The farm embraces between eight and nine hundred acres, and adjoins a government forest of five thousand acres. It is conducted on the basis of a scientific rotation of crops, serving the double purpose of a model and experimental farm. About twenty acres are set apart for experimental purposes, and are under the special charge of the Professor of Agricultural Chemistry. There is also a botanical garden of several acres, in which are grown all sorts of plants possible to the climate and soil of the location. Connected with the institution are a beet sugar factory, a brewery, a distillery, a starch factory, a vinegar factory, a malting and fruit drying establishment, a silk worm establishment, and an agricultural implement and machine factory. The best agricultural implements and machines used in Germany are made at this establishment.

The institution at Hohenheim, or the Royal Academy, as it is called, consists really of three distinct schools, to wit:

1. The Institute, having the character and rank of a professional school of agriculture.
2. The school of forestry.
3. The school of practical farming.

The institute and school of forestry were designed for the sons of the gentry, fitting themselves for the general management of inherited estates, or ambitious young men from the middle classes, looking to a stewardship over large estates. These students pursue a two years' course of study in agriculture and forestry, supported by mathematics, natural history and physical science. Tuition fees are charged in these higher departments, whilst the schools of practical farming and horticulture are supported entirely by the government.

The school of practical farming is designed for the sons of working farmers, who desire simply to acquire a knowledge of the general principles of agriculture, and the most approved practical methods of farming. They spend but two or three hours daily in gaining theoretical and scientific knowledge, and the remainder in actual labor on the farm and in the other practical branches of the academy, under the direction of foremen and managers.

Besides these three distinct branches or departments, there are several special courses or schools designed to give instruction in the principles, and especially in the practice of different branches of industry. There is a special course in vacation for the instruction of school teachers.

The instruction is given by the Director and twelve other Professors. Among the departments we find one of political economy; one of rural architecture, and one of drawing. All the branches of general agriculture, and plant culture, meadow culture, vine and fruit culture, the breeding of domestic animals, dairying, silk worm and bee culture, forestry, &c., are taught by lectures, by demonstrations, by excursions, and by actual manipulations. The scientific course consists of instruction in arithmetic and algebra, planeometry, stereometry, trigonometry, practical geometry, mechanics, taxation, book-keeping, physics, chemistry in all its branches, geognosy, botany, zoology, veterinary science, economical architecture, principles of law, and national economy. Besides these, there are special courses in forestry.

This academy, as may be seen, occupies a very wide field. It was established in 1817 by the agricultural society of Würtemberg, under the patronage of the king—has now had a successful career of sixty-five years, and by its great usefulness to the State, has acquired a marked influence, not only in the kingdom of Würtemberg, but in all the countries of Europe.

Concerning all these agricultural schools, it should be remarked that their courses of study vary from two to four years; the student's expenses also vary. The most of the schools are supported by government, and they are entirely free, or charge very moderate fees. Some furnish board and books free, as well as tuition; and at at least one school (in Russia) the pupil, in addition to all this, receives a sum of money for general purposes.

AGRICULTURAL EDUCATION IN AMERICA.

It is only eighteen years since the first agricultural college was established in the United States, and as yet there are very few settled ideas in the country on the subject of agricultural education. No doubt the reason of this late beginning, and of these unsettled views, is to be found in the vast tracts of fresh and fertile lands, which were ever open to the settler at a trifling cost. In 1855, Michigan launched an agricultural college on a farm of six hundred and seventy-six acres of land. This example was in a short time followed by New York, Maryland and Pennsylvania. These States soon learned one thing about agricultural colleges, viz: that they are very expensive affairs, especially when they set out with a liberal programme.

Out of this discovery grew the movement in congress, which ended in the act of 1862, by which nearly ten million acres of public lands were divided among the States to aid in agricultural and mechanical education. In every State there was a grand scramble for the land scrip among colleges *in esse* and *in posse*; and the results of the struggle were various. According to the list given by General Eaton in his report for 1871, sixteen States connected the land grant with colleges or universities, twelve with separate, special colleges, and nine had not acted. Some of the universities which received the grant, were created in part out of this fund, and are polytechnic in character, and in nearly every case the congressional funds are held in separate trust, in order that they may not be diverted to classical or literary studies. These institutions all profess to use the funds for teaching the applications of science to industry, and some of them recognize the wants of those who are to labor with their hands on farms and in workshops. But technical education in America is having the same history that general education has had in all ages. The rich and influential classes are first and most liberally provided for, whilst the toiling masses are comparatively neglected. In former ages the masses were neglected by the ruling classes, because they were despised, and were not regarded as fit sub-

jects for education. This feeling is rapidly passing away, and every enlightened government now recognizes the fact, that national aggrandizement is more dependent upon the education of the people than upon all other causes combined. And, as shown in a former part of this report, European nations include in this the technical as well as elementary education of the people. But one who studies the American technical schools will see that they are cast principally for the higher grades of students. The reason of this may in part be, that public sentiment on the subject is largely controlled by scholarly men, whose tastes revolt at narrow and short courses of study, and who cannot let go the traditional doctrine that the best way to enlighten popular ignorance is by means of constellations overhead. Another reason is, that working people have not hitherto demanded technical education, as they will do ere long. It requires special effort and time to inspire practical men generally with a respect for scientific schools, and a desire to learn the results of science by systematic practice.

But the present in America is a time of experiment and discussion in this field, and our people will not long remain in rear of other nations in regard to any kind of schools.

CLASSIFICATION OF AGRICULTURAL SCHOOLS.

The various forms of agricultural education might be classified as follows: 1. *Didactic*. 2. *Practical*. 3. *Combined*. 4. *Progressive*.

1. Under the head of didactic may be included all schools which require no manual operations from the student. There is a simple teaching of the theory and practice of agriculture, with cognate branches by means of text-books, lectures and lecture-room illustrations, with, in some cases, opportunities more or less extensive of observing agricultural operations. There is no effort to improve the student in manual dexterity, farm management, or general business habits. These he is expected to know beforehand, or to acquire elsewhere as he may have opportunity.

This is the sort of education usually given at colleges and universities which have agricultural departments. Among the best of its class in America may be mentioned the agricultural department of the Sheffield scientific school connected with Yale College. Among the European schools of this class, those of Hallé, Jena and Göttingen are the most celebrated; though these partake of the Progressive, as well as the Didactic character.

2. Schools of agriculture which are here called Practical are such as

are known in Europe as farm schools. Manual labor, or actual practice with tools on a farm under supervision, constitutes the bulk of the course. Two or three hours a day are spent in study, the rest in labor; but the labor is performed under the direction of skillful managers, who are constantly giving instruction by precept and example.

This class of schools is almost unknown in America, but is common in Europe. The Swiss school at Hofwyl was the prototype of this class. These schools have generally had a charitable intent. Count Fellenberg, who established the Hofwyl school on his own estate, had in view the improvement of the sons of the peasantry, who thus might gain a practical knowledge of the most improved methods of agriculture, and also some acquaintance with the scientific principles involved therein.

3. Combined schools are, as the name imports, schools in which theory and practice are combined. There are institutions in Europe in which one season of the year is wholly given to study, and another season wholly to labor or excursions. As for example the Russian school at Lesnoy near St. Petersburg, as well as the school at Geisberg, which has been noticed. In other institutions there are practical classes engaged chiefly in labor, and studying classes engaged chiefly in study, as at Hohenheim. But in the majority of well-equipped schools, the didactic elements predominate, whilst only from ten to twenty hours a week are spent in manual exercises. The Massachusetts Agricultural College is a good example of this class; and Cornell is a young giant who is destined to amaze the world with such a combination of erudition and handicraft as has never been seen; but as he gets older he may grow less practical.

4. Under the term *Progressive* may be included those forms of agricultural instruction which are designed to prepare students for original investigation. The teaching is carried on largely by means of analysis and experiment. Baron Liebig is the most distinguished exponent of the sort of teaching and investigation here referred to: Largely owing to his influence, universities have engrafted this feature upon their courses, and what are called experimental stations have been established by governments, and are rapidly multiplying all over Europe. In connection with these stations, and with some of the higher universities, there are extensive chemical and physical laboratories, and even collections of domestic animals, with all needed facilities for studying physiological problems. The agricultural experiments are usually conducted on a few acres of land, from twelve to twenty, and here are studied those fundamental principles which underlie all successful practice, and out of the knowledge of which will grow agricultural advancement.

AGRICULTURAL AND MECHANICAL COLLEGES.

Having considered these two classes of colleges separately, it now becomes necessary to consider them together. In so doing, we must discard all classifications heretofore made, and form a new classification which shall not be too minute in its sub-divisions, and shall be equally adapted to the two grand divisions of the subject. The grades in the classification should represent corresponding schools. No doubt these grades will become more numerous as schools become more special in their character; but for the present in our State it will be sufficient to divide combined agricultural and mechanical education into three grades or classes, representing the wants of three grand divisions of our population.

First Class.—In this class we would place schools for training Engineers of all sorts, Architects, Chemical Technologists, Manufacturers and Scientific Teachers, Investigators and Explorers. These belong to the Mechanical and Technological department. For the agricultural branches, schools of this class would educate analytical chemists, agricultural professors and experimenters, veterinary surgeons, and such agriculturists as desire a thorough scientific knowledge, including, as of necessity it does, almost the entire circle of physical sciences, besides studies of an abstract and literary character.

This grade of agricultural and mechanical education belongs naturally to the highest class of literary and polytechnic institutions; and on this grade must we depend for the most valuable, but not the most immediately available results.

Second Class.—This class of schools should aim to meet the needs of farmers and mechanics who expect to continue in their vocations. Of course the great mass of these are neither able, nor anxious, to pursue an extensive or protracted course of study; but the experience of other countries, and to some extent of our own, has abundantly shown that there is a considerable and a constantly increasing proportion of ordinary farmers and mechanics who have a desire to know something of the scientific principles underlying their vocations, to learn the results of scientific experiment, and become acquainted with the most approved methods, implements and machines pertaining to their pursuits. This is the population who are provided for by the most of the agricultural and artisan schools of Europe, and this is the grade of education which has produced such telling results in advancing the interests of the continental nations.

3d. The third class consists of schools of practice simply, or chiefly,

and will usually be connected with the reform or eleemosynary operations. But the example of Hohenheim shows that an almost purely practical department may be connected with schools of higher grade.

We have at length reached the question—

WHAT SORT OF SCHOOL SHOULD BE ESTABLISHED AT BLACKSBURG?

1. Let us first look at the terms of the grant. The act of congress uses the following language concerning the proceeds of the land scrip. They "shall be inviolably appropriated by each State which may take and claim the benefit of this act to the endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The State law disposing of the fund uses nearly the same language.

It will be observed that this fund is to be used not for the benefit of all classes, but of certain classes which are specified, and are denominated "*the industrial classes*;" and that these are to be benefitted, not in some remote and indirect way, but by the actual education of the people belonging to these classes.

Now who are the industrial classes? They are the men who carry on the industries of the country. This word industries, when used in a concrete sense, has acquired a technical meaning, and refers to the physical or material operations of the country—those which change the form of crude materials. The industrial classes then are not the bankers, capitalists, merchants, or men belonging to the learned professions, but they are the men who handle tools, the men of the field, the mine, and the workshop. That these are the men referred to is evident from the character of the branches required to be taught; they are the branches suited to enlighten farmers and mechanics.

But it is not required that the sort of education provided for these industrial classes shall be a mere apprenticeship, a mere matter of tools prefaced by the "three R's." It can be as liberal in its provisions as may be desired; it *must* include those branches of liberal and scientific study which have practical applications. Practice is to be reached through science.

The classes to be provided for, and the studies required, clearly indi-

cate that the style of school required is one of applied science—a technical school, as distinguished from a liberal school—a technical school, with liberal appendages if you choose, but still a *technical* school. There will be little danger of erring as to the character of the school if the fact is recognized that the ultimate object aimed at is the immediate utilization of science for the development of the material resources of the country.

2. In order that any institution may be made available for the industrial classes, its costs and charges of every sort must be small, otherwise a very small proportion will be benefited. The earnings of the industrial classes beyond their necessary expenses are very small, particularly in our State at this time. Very few working farmers or mechanics can afford to pay from four to six hundred dollars a year for the support and education of each son.

3. The new college ought to trench as little as possible upon ground well occupied by institutions already existing in the State. Even if it would not be a perversion of the fund to use it for the establishment of an ordinary classical college, it would certainly be very bad economy to do so, as well as very unjust to such as are already established and doing good service. Sadly have our people already erred in the undue multiplication of colleges. What richly endowed and splendidly equipped institutions we might have had if the funds distributed among our nine colleges had been concentrated on half the number. The true friend of education will seek to abate the evil rather than aggravate it.

If our funds can be applied in providing forms of education different from any provided in our existing institutions it would seem manifestly wise so to employ them. The review which has been made in this report of industrial education in other States and countries, taken in connection with our own condition, seems plainly to show that there is not only room, but a crying demand, for a different school from any we now possess.

The principles which have been laid down will exclude the various engineering courses from the new college. Whilst the engineer stands next above the industrial classes, he does not belong to them. Moreover, his wants are abundantly provided for in the colleges, military institute, and universities of the State, many of which have full and special courses of engineering. The general principles of engineering must be taught in the new college, with special application to farm roads, bridges and draining, with something of surveying and mining, and a good deal of motors and mechanical powers, but to provide a

complete set of professional engineering courses would of itself absorb all the funds of the institution.

Similar remarks apply to architecture. Something must of course be taught of building and building materials—something of the laws of proportion and ornamentation, and something of the different orders of architecture; but the professional architect needs a much fuller and deeper knowledge of all these things than the builder, and he needs something above and beyond this. He needs a mind highly cultured by classical and esthetic, as well as scientific studies. He needs to understand the face of nature and the principles on which nature and art may be made to harmonize. He needs to understand man, his tastes and habits, and all the uses for which architectural structures are reared. The true architect is a creator, having to originate and to adapt. He needs both genius and common sense, and having to meet all wants, and to please all tastes, he must be possessed of endless resources. Such a result as this comes only from an elevated and many-sided culture, such as can be found only in universities—general or polytechnic. For analogous reasons the new college ought not to undertake to make professional chemists—that is, men who make it a business either to teach chemistry, to analyze ores, mineral waters, soils, agricultural products, manures, or technical products, to compound medicines, or to make original investigations. Simply to equip such a department as this would require a large share of the entire endowment of the institution. Nor ought the new college to provide for all the wants of that class of agriculturists who not only desire a liberal education, but who wish to take a wide range among studies relating to agriculture, and to pursue those studies exhaustively.

When we remember the ample provisions made for this high grade of instruction in our superior schools of learning, we need not regret that the inadequate endowment of our prospective institution will prevent its entering into competition with those higher schools.

Before leaving this point, we may, without disparagement to other well-appointed institutions, allude to the fine development our State University has made in this direction. A large building has been erected and thoroughly furnished for the purposes of Applied Chemistry; the best advantages are offered in the department of Natural Philosophy; a professorship of Agriculture has been established, and a portion of the University grounds set apart for experiment and illustration. The agricultural department is based upon the Miller fund of \$100,000, and this whole department of Applied Science may, and doubtless will,

ultimately afford the grand desideratum of a high grade school of agriculture and the mechanic arts.

4. If these views be correct, the proper sphere for the proposed college is that of a middle grade agricultural and mechanical school—one which teaches chiefly results and practical methods, and only so much of mathematical and physical science as may be necessary to render results and methods fully intelligible. The proposed farmer and mechanic should go there simply, or chiefly, to learn what there is in science and in improved methods and machinery to make him a better farmer or mechanic. And the spirit and tendency of the institution should be, not to educate its students *away from* their vocations, but *in and for them*—not to send them home with a distaste for manual labor, and a craving for some more literary or less toilsome pursuit, but to send them back with fresh zest for their work, and a higher sense of its dignity and its capabilities, and with their own powers so strengthened that they may command a degree of success which they could otherwise never have attained. Any agricultural and mechanical school of the kind we are now considering, which does not have this effect upon the mind of its students is a failure as regards its proper object, whatever success it might have as to numbers. Therefore all the studies and arrangements of the school should be carefully disposed so as to develop in the young farmer and mechanic a higher appreciation of his vocation, and a more resolute determination to excel in it.

But, as before remarked, it does not follow that because the design of the institution is special, there should be nothing taught there except strictly special studies. There is a certain degree of general intelligence and of mental culture, which are essential in order to enable the student to profit by the special studies, and to use them effectively after they have been acquired. Hence some liberal studies are needed for their training and liberalizing effect, as well as for the light they directly cast upon the path of the student. The difficult task which now devolves upon this board is so to select among the many branches of study, and so to commingle the general and the special, as to produce the best possible result upon the student, and through him upon the material interests of the State.

COURSE OF INSTRUCTION.

5. Advancing a step further into the heart of the subject, we next enquire what should be the studies of the new college. Having heretofore considered the field lying above it, we may now for a moment con-

sider the field lying below it, and thus be able to define its position more sharply. It is perhaps sufficient to say, in general terms, that the field properly belonging to the existing public school system of the State ought not to be invaded on the one hand any more than that of the colleges and universities on the other. Therefore it ought to be required that the pupil shall have availed himself of the provisions of the common schools before being admitted into the technical college. The six elementary studies taught in these schools are an essential introduction to the studies of the higher school, and should be thoroughly mastered.

There is reason to fear, however, that as yet comparatively few of our country schools give as complete instruction in writing, arithmetic, geography and grammar as the college student ought to have, and therefore it may be proper, at least temporarily, to include in our curriculum the higher grades of those studies. The student should be required to pass a good examination in spelling, reading, writing, elementary grammar, intermediate geography, and arithmetic to the end of decimal fractions.

Having now laid off the ground on both sides of the new college, it remains to arrange a programme for the college itself; and this is really the most difficult as well as the most important part of this report.

Before undertaking this task, the Chairman, besides conferring with the other two members of the committee, and finding that their views harmonized entirely with his own, put himself in communication with the Faculties of all the colleges in the State. He gave them his views of what the new college ought to be, and asked theirs in return. He has heard from nearly all of them, and is pleased to find that the views of the committee are cordially approved by most of the representatives of these literary institutions. Of these, the following gentlemen have furnished plans of instruction, viz: Professors Campbell and Allan, of Washington and Lee University; Williamson, of the Virginia Military Institute; Estill and Shepherd, of Randolph Macon College; Davis, of Roanoke College; Professor Martin, of Christiansburg; and Colonel Grabowski, of Preston and Olin. Letters containing suggestions have been received from President Ewell, of William and Mary; President Atkinson, of Hampden Sidney; Professors Smith and Mallet, of the University of Virginia; and Professor E. B. Smith, of Richmond College. A communication has also been received from Colonel J. T. L. Preston, of the Virginia Military Institute, proposing a course of action, which differs from the others, but is given on his individual responsibility. Colonel Venable, of the University of Virginia, also wrote a letter to a member of the committee expressing friendly sentiments.

All these communications are filed with this report, and it is hoped that it may be the pleasure of the Board to hear them read.

Your committee beg leave, however, to submit a plan which differs somewhat from the others. It provides, as will be seen, for a three years course of instruction, or rather, for an introductory course of one year common to all the students, and two courses of two years each for agricultural and mechanical students respectively.

Proposed Course of Instruction.

FIRST YEAR.

Commercial Arithmetic.
 Book keeping.
 Algebra, through Equations of first degree.
 English Grammar, Elocution and Composition.
 Geography with Map Drawing.
 Descriptive Astronomy.
 Penmanship.
 Free Hand Drawing.
 Lectures on Physiology and Hygiene, Habits and Manners, the value of Agriculture and the Mechanic Arts to society, etc.
 French or German.
 Farm or Shop Practice.
 Military Tactics.

SECOND YEAR.

Agricultural.

Mechanical.

Geometry, Plane Trigonometry and Mensuration, Surveying and Agricultural Engineering.	Geometry, Trigonometry and Mensuration, Descriptive Geometry.
Agricultural Physics and Mechanics.	Physics and Mechanics.
Agricultural Architecture and Machines.	
History and Literature, partly as a class exercise in Reading and Geography.	History and Literature, partly as a class exercise in Reading and Geography.
French or German.	French or German.
Mechanical Drawing.	Mechanical Drawing.
Essays.	Essays.

Daily Practice.

THIRD YEAR.

Agricultural.

Mechanical.

Agricultural Chemistry and Geology, with special reference to the soils and geological structure of Virginia.	Analytical Geometry. Industrial Chemistry. Mineralogy and Metallurgy.
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Agricultural Botany and Zoölogy
(with simple veterinary artes).

Systems of farming, planting, gardening, dairying, fruit growing, stock-raising, &c., with special attention to the climates, crops, peculiarities and capabilities of Virginia.

Farm Economics including labor, accounts, buying and selling, renting, &c.

Lectures on Government, Political Economy, Business Economy, Psychology and Ethics.

French or German.

Machinery, e. g. Steam Engines, Mill Wheels and Gearing, Lathes, Planing and Boring Machines, &c.

Building and building materials.

Lectures on the Resources of Virginia as to Water power, Timber, Barks, Coal, Metals, Ores, Building Stone, and other valuable minerals; also on the existing industries of Virginia.

Drawing.

Lectures on Government, Political Economy, Business Economy, Psychology and Ethics.

French or German.

Daily Practice.

Your committee do not offer this as a plan of instruction to be fixed upon by this board at present; but only as an expression of the views of the committee, with the hope that it may please the board to approve at least its general drift. The working programme must be left to the faculty.

6. Concerning the professorial corps, it may be remarked that the success of such a school as has been sketched depends more on obtaining the services of men having the peculiar qualifications needed, than upon all other circumstances combined. The cast and design of the school being different from anything now existing in our section of the country, we have among us no class of men trained in its special ideas and methods. Our only hope is to seek out men of education who are in sympathy with the objects of the institution, who have natural versatility, and who have had some experience in the direction aimed at. Mistakes in the selection of instructors would be so certainly fatal to the young institution, that where there is doubt as to suitability, temporary appointments should be preferred to permanent. Among the officers, of course the most important is the president. His general duties will leave him but little time for the instruction of classes. Beside the attention he must give to all the varied internal affairs of the institution, he should give much thought and labor to its advancement in public estimation, and especially in securing an enlarged endowment, and donations for special purposes. It is thus that the means for increasing the endowments and facilities for these applied schools elsewhere have been obtained, and their success assured.

As to the size of the Faculty, that is of necessity regulated by the funds. Four instructors beside the president and the practical mana-

gers might suffice for some years to come, and even fewer might answer in the beginning—but an increase will certainly be wanted in the future.

There will be no difficulty in securing the necessary means for carrying on the institution, if we can only succeed in creating such a one as will really meet a great public want.

MATERIAL APPLIANCES NEEDED.

Having thus fully considered the scholastic department, we may now enquire what *material* provisions will be needed to give full effect to the teachings of the lecture and recitation rooms. It is obvious that in an agricultural and mechanical college, the physical apparatus should receive a comparatively large development. In fact, there is properly no limit to its expansion, because the field covered by the curriculum is boundless, and infinitely diversified. So that, whilst valuable instruction may be given with a moderate supply of apparatus, the advantages of the school will be improved in proportion as its illustrative appliances are increased.

In this, as in everything else, we must be governed by the funds available for the purpose, and there is nothing so important to any institution as to husband its means, and avoid debt. But it is well to have an ideal toward which we may aspire, however far we might come short in the beginning. And with due regard to both these considerations, we may consider first, what is desirable, and second, what is feasible.

The material appliances alluded to may be divided into such as pertain to the lecture-room, and such as pertain to the farm and the shop. Proceeding in this order, we remark that in the mechanical department, beside the usual chemical materials, mineralogical specimens, mechanical and physical apparatus, and mathematical instruments and models, it is desirable to possess a large assortment of models of machinery of all sorts, showing the actual applications of motors and mechanical principles, and illustrating those peculiar and often abstruse mechanical combinations and expedients which have to be resorted to occasionally; also models exhibiting joints and splices, roof construction, &c., and where models cannot be obtained, drawings and photographs thereof; also collections of woods, stones, metals, clay, and other material used in building and manufacturing.

The professors in the agricultural department, besides chemicals, physical apparatus, mineralogical specimens and herbariums, would be

much aided by a class of illustrative models, such as are now made in great perfection in France and Germany.

In the botanical department, models are now made of flowers, the cultivated plants, and grains, on a magnified scale, so that the lecturer can exhibit separately every part of a plant, or of a seed, so as to be distinctly visible to each member of a large class. There are also very useful engravings and photographs of cultivated plants with their separate organs and structure. In addition to these are needed miscellaneous collections, illustrating the materials, processes and products of agriculture and horticulture.

The chair of Veterinary Science should be supplied with a great variety of instruments and models. Almost every part of a domestic animal is now illustrated by models, life size, showing the abnormal, as well as the natural condition of each limb and organ. At Cornell University there is a model of a horse of life size which cost the institution nearly \$1,000. It is constructed like a manikin, with every limb and organ complete, and yet capable of being dissected and exhibited in detail. Drawings are also used with advantage in this department.

The department of Zoölogy generally has use for a large museum. In the entomological branch a full collection of insects, useful and injurious, is very valuable.

The chair of technical agriculture is assisted by models of farm buildings, fences, bridges, wagons, implements, and agricultural machines of every sort. Cornell has a collection of 187 models of ploughs, exhibiting all the forms of the plough from the earliest period of history to the present time. The collection cost about \$400.

The outside appliances of an agricultural and mechanical school usually consist of a farm and a workshop.

With regard to the latter, it being impossible to illustrate all trades at one institution, the best idea seems to be to exhibit the working in wood and iron, as the leading occupations. If complete, these shops would be well stocked with hand-tools and labor-saving machinery driven by water or steam, as well as materials for working up. The iron department is of course capable of indefinite expansion. The blacksmith's shop, foundry and machine shop represent the three grand divisions of iron work—hammering, casting, and finishing. A large and well-appointed shop is no small affair as to cost.

A farm is the great theatre of agricultural illustration. Familiar as a farm is to every eye, one does not often see a farm properly improved, stocked and managed, as should be the case with a college farm. Every feature should be a model of its kind. A grain and cattle barn should

exhibit the most improved method of housing crops and cattle, of feeding, grooming, and nursing the domestic animals; the horses, sheep and cattle should be of breeds best suited to the State, and their increase properly managed; the implements and machines should be in full supply and of the best patterns; the crops selected, the enclosures, drainage, manuring, ploughing, cultivation, and general management, should be unexceptionable. Experiments should be systematically carried on. Cheese and butter making, tree and fruit growing, gardening, plant houses, and many other things are worthy of attention; and they will all be provided for in the course of time, if the college is so managed as to commend itself to the enlightened common sense of the people.

But of course an extensive and complete establishment like the one described is beyond our reach at present, and the difficult task is ours, of determining what we shall begin with, and how far we shall attempt to go with our means. Prudence readily suggests that the expenditure should be rigidly controlled by the income, and that it would be better to attempt too little than too much. A few things well done will give far more value and reputation than many things poorly done.

But the question recurs—What should be the first thing? The embracing of any opportunity which may offer for purchasing a suitable farm seems to claim the precedence over everything else. The next thing probably should be to provide necessary accommodation for teachers and pupils; then comes an immediate demand for helps in teaching; after which the farm and shops may receive attention.

Before dismissing the plan of instruction, there are two points on which something should be said, viz:—Manual labor, and military tactics.

MANUAL LABOR.

Manual labor by students of technical colleges is a subject on which there is a variety of opinions. A prejudice exists in the minds of some persons against the manual labor system, because some forty years ago the experiment was tried in several American classical colleges of providing workshops wherein students of small means might aid in paying for their education, but the plan was properly abandoned as being an attempt to unite studies and labors which had no natural relations to each other, and to establish an unsound system of economics. But in technical schools there is a direct relation between the studies and labors of the pupils, and the design is not economical, but educational.

There are four sets of views on this subject actually put in practice in schools of this class :

1. Some make no provision for manual labor.
2. A larger number require from one to two hours labor daily, without pay of all the students.
3. In perhaps a still larger number a certain amount of labor is required, and extra work is allowed and paid for.
4. In others all labor is voluntary, and paid for.

The subject is an embarrassing one, and yet the following views seem to be established by experience as well as reason.

In superior schools of applied science, in which the students are expected to become engineers, chemists, and such like, or to have simply the general management of farming, mining, or manufacturing property, the labor feature may be wisely omitted.

But in schools designed specially for those who are to handle tools, actual practice should form a regular part of the course—actual labor under skilled managers. To say that the manipulations and processes of the shop and farm may be learned at home, is to suppose that the home processes are good models for imitation, which, if true, would indicate that there is no need of schools; but home practice is just what needs improvement. There are not only improved methods to be learned, but there is a training needed for the eye and the hand, which has great educational as well as practical value, and which should be conducted with as much system and careful supervision as instruction in penmanship and drawing.

The most troublesome question is as to the regulations under which the labor should be performed. Should it be voluntary, or involuntary? We think it should be required of all without distinction, and at the times and seasons should be as much prescribed as any other part of the course of instruction.

The value of the labor should be taken into consideration in fixing the terms of admission, and not be paid for currently. The question of allowing and paying for *extra* labor is also one of some difficulty. It seems to be proved that laboring even one or two hours a day on the farm may be made very useful to the student and valuable to the institution.

It has been found more difficult to utilize the labor of students in mechanical work; but the problem seems to have been solved at Worcester, Massachusetts. In each of the great wood and iron shops connected with the mechanical Institute at that place, there are a number of skilled workmen who take charge of the students as they come in, find out by experiment what degree of skill each one has in the use of

tools, and put him to work on some part of a job that suits his attainments. The pupil is kept working at that point of advancement until he becomes expert, after which he is promoted to a higher grade of work, and so carried forward according to his aptitude and industry, until before completing the course he may become a thorough master mechanic. The work turned out of that shop has taken the highest premiums at competitive exhibitions. The finished work is all sold, and much of it is done by contract. The shops do not quite pay expenses, and yet the annual deficit is not large.

MILITARY TACTICS.

The military feature offers another embarrassing problem. There is great power in the military system, but as General Lee once remarked—"To be effective, it must be perfect;" that is, not only complete in organization, but backed by military authority and penalties.

The act of Congress having been passed during the war, the clause requiring military tactics to be taught may have been prompted by some intention to establish the Prussian military system over the whole land. But if such an idea ever existed it has passed away, and there now seems no disposition on the part of congress to be exacting with regard to the military feature in these technical schools. In point of fact, the colleges which received the land grant have, with a few exceptions, given no prominence to this feature, and would be glad to omit it altogether.

Still, whilst the law exists, military tactics must be taught in some form. We do not understand that the term "military tactics" covers the whole ground of military science and tactics, but has special reference to field evolutions. Therefore an opportunity given to the students for military drill would satisfy the law. Some of the disciplinary regulations might be usefully adopted, if it should be concluded to board all the students on the college grounds.

The terms on which students shall be admitted is among the first points to be decided. The Board is aware that the act of Assembly requires that a number of students shall be received without charge, corresponding with the members of the House of Delegates. It is for us to decide whether any charges shall be made in other cases. It is hoped by this committee, that the time will come when all our State institutions will be free to the people of the State. But this cannot be thought of at present for this institution, because its income alone could not furnish the needed facilities for instruction; and yet prudence and

propriety seem to dictate the policy of making the fees very moderate. A certain amount of attainment, a good character, and a minimum age, say 15 or 16, will, of course, be required of applicants for admission.

It is taken for granted that the salaries of regular professors will not be inferior to those received at other colleges, and will be paid partly from the annual proceeds of the endowment, and partly from tuition fees.

A LARGER INCOME.

Whilst with proper management we can in due time open our doors and offer to the youth of the State a school well worthy of their patronage, we cannot hope to accomplish all our wishes and purposes in the beginning, and we should cast about at once for an increase of income in order that the college may grow into a fully equipped institution. There is reason to believe that Congress will add to the grant already made, and unless our State proves to be an exception, our wealthy citizens will make donations; but our main dependence is upon the heart of the people.

We have this tremendous argument to back our appeal for an increase of endowment, viz: that this is the first thing the State has ever done in the way of collegiate education for the masses of her people, and even this is but the turning over of a gift from the Federal government. To neglect the special wants of the great producing classes is not only unjust, but exceedingly unwise. It is toward them the vitalizing power of technical education should be most studiously directed, and the forms of education should be so varied that its forces will take effect throughout the entire mass.

The Land-Grant was a recognition by Congress of the claim of the producing classes for forms of scientific education really suited to their wants, and the action of the Legislature of Virginia in creating a separate college was a similar recognition. This action of our Legislature was as wise in policy as it was just in principle, and may be regarded as an indication of the intention of that body to provide whatever may be necessary for its support. We cannot suppose that our industrial classes will be left wholly dependent upon the bounty of Congress for the means of technical education. Day laborers being left out of view, farmers and mechanics constitute the great bulk of our population. There are in Virginia, by the census of 1870, 73,000 farms, which no doubt represent at least that number of farmers (including proprietors and tenants). We have not yet been able to ascertain the number of mechanics in the State, but supposing it to be one-third less than the

number of farmers, we have something like 125,000 white farmers and mechanics in the State, which is within 25,000 of the whole number of white registered voters in 1869.

These facts compared with our educational statistics show where lies the great field for technical education, and furnish a guaranty for the ultimate success of the Virginia Agricultural and Mechanical College.

WM. H. RUFFNER,
Chairman.

J. R. ANDERSON,
W. T. SUTHERLIN,
Committee.

MEETING OF THE BOARD AT YELLOW SULPHUR SPRINGS.

This meeting was held on the 14th of August. Present—Messrs. H. Black (Rector), Robert Beverly, John Goode, Jr., Jos. R. Anderson, Jos. Cloyd, John Cowan, D. C. De Jarnette, W. A. Stewart, W. H. Ruffner, Superintendent Public Instruction, James C. Taylor, Attorney General, and Lewis E. Harvie, President Virginia State Agricultural Society.

Instead of the instruction contemplated in the action of the previous meeting, a Chair of English Language and Literature was established. The following faculty was then elected: Charles L. C. Minor, President; James H. Lane, Professor of Natural Philosophy and Chemistry; Gray Carroll, Professor of Mathematics; Charles Martin, Professor of English Language and Literature. Military Tactics was assigned to the Chair of Natural Philosophy and Chemistry; Modern Languages to the Chair of Mathematics; and Ancient Languages to the Chair of English. The election of a Professor of Technical Agriculture and Mechanics was postponed to a meeting to be held in Richmond on the 7th of January next; and Natural History was assigned to that Chair. At this meeting a Farm Manager will be appointed.

Messrs. Anderson, Taylor, Sutherlin, Beverly and Ruffner were appointed a committee to memorialize Congress in behalf of this institution, and to ask for it a special donation of public land; this committee to act in conjunction with any similar committee that may be appointed by the authorities of the Hampton Normal and Agricultural Institute.

Messrs. Taylor, Goode, Anderson, De Jarnette, Cloyd and Ruffner, were appointed a committee to memorialize the General Assembly of Virginia to pay full interest on the bonds of the State held by this institution.

The Rector reported that \$17,500 of Montgomery county coupon bonds had been delivered to him, and that the balance of the county subscription would be paid by warrant on the treasurer of the county.

Mr. Cowan was made a member of the Executive Committee, and appointed agent of the college, and authorized to receive subscriptions in its behalf.

The Executive Committee reported that probably a hundred and thirty students could be accommodated with board and lodging in the college building and in the town of Blacksburg; that the price of table board would be twelve dollars per month; and when a room, bedding, furniture and fuel are supplied, the price would be fifteen dollars per month. Coal abundant at fifteen cents per bushel.

The Faculty was requested to report a programme of instruction and government for the institution to the meeting in Richmond on the 7th of January; and also to report on the necessities of the institution generally.

The report of the Committee on Organization with the abstract of the proceedings of the Board, heretofore ordered to be published in pamphlet form, was adopted as the annual report of this Board to the General Assembly.

THE HAMPTON

NORMAL AND AGRICULTURAL INSTITUTE.

DR. WM. H. RUFFNER,

Sup't Public Instruction, State of Virginia :

SIR:—In compliance with your request, and on behalf of the Trustees of the Hampton Normal and Agricultural Institute, I have the honor to present to you the following statement of the system and condition of our school, trusting that it may obtain due consideration from the State Legislature.

As trustees of this institution, we believe that "whenever a 'Manual Labor System' is attempted, it should be carefully adjusted to the demands of scientific and practical education. The question at once arises what this manual-labor should be. There are two theories, of which the first is that its entire aim should be to give the means to students of supporting themselves, that a profitable farm on a very large scale should enable a large number of students to support themselves by agriculture, and that workshops on a large scale for the manufacture of some simple fabrics of universal consumption should enable a large number of students to support themselves by mechanic arts; that in both these cases the main theory should be self-supporting industry and not educational industry. The second theory is, that the primary object of the manual labor in both departments should be educational; that is, that the work should be first of all done with a view to perfect the student in the best processes, and to make him scientifically and practically a first-class agriculturist and mechanic. While the first of these theories may at times be desirable, the second is essential, and all schools which are destined to be permanently successful, must be founded upon the fact that aid given to them by individuals, and more especially by government, is not to assist ten, twenty or fifty young people to support themselves, but to enable hundreds of them to obtain a through, practical and scientific education, in order to develop the industrial resources of the nation." Evidently such an education must be in the outset expensive, for no harvest can be reaped

without a liberal sowing of seed, and while institutions which are in a measure self-supporting are good when nothing better is to be had, the schools which give the best ultimate results and tell most favorably upon the national life, are those which have for their primary object education rather than production. The experience of continental Europe and England has established beyond controversy certain facts in regard to popular education which, if properly used, may be made to save us, as a nation, some expensive mistakes. These conclusions may be found usefully condensed in the following extract from the Report of the English Parliamentary Commission appointed to examine into the condition of agriculture and mechanics in the various European countries, a report which forms one of the most important public documents of modern times: "We are convinced that a knowledge of the principles of science on the part of those who occupy the higher industrial ranks, and the possession of elementary instruction by those who hold subordinate positions, would tend to promote industrial progress by stimulating improvement, preventing costly and unphilosophical attempts at impossible inventions, diminishing waste, and obviating, in a great measure, ignorant opposition to salutary changes." To this end have been established throughout France, Germany, Switzerland, Holland, Russia and England, manual labor schools of every description, special schools of art, agriculture, mechanics, etc., where such expense of detail can be afforded, and polytechnic schools in places where the general need is greater than the special.

Most of these schools depend upon government for their support, but many of them, particularly in England, have been endowed by individuals, and there are not a few gratifying instances in which they are established and carried on by the working men themselves, while in no case are they expected to be self-supporting. In the innumerable reports and discussions which this modern system of training has produced there is not a dissentient voice as to the correctness of the fundamental theory and the immediately successful result, even where the schools are entirely dependent on the public treasury. Pages of proof are at hand for quotation, but such proof is undoubtedly already in the possession of the present Legislature, and we will offer only, as bearing more directly upon the subject before us, testimony of the complete success of manual labor schools established about forty years ago among the uneducated nations of the Sandwich Islands. Rev. Dr. Dwight Baldwin, one of the first missionaries to the Pacific, writing from Maui, says, "The Lahaina luna school has been a great light in the midst of the Hawaiian Islands. For the whole forty years that it has been in

operation, it has been a mighty power to aid us in enlightening and Christianizing the Hawaiian race. Without this seminary how could we have furnished anything like efficient teachers for an universal system of common schools, a system which has already made almost the entire people of those islands readers of the Bible. Then also, of all the native preachers and pastors who have been enlisted in this good work, it has been very rare to find one particularly useful who has not been previously trained in this seminary. And throughout the island, except just about the Capital, where foreigners are employed, the execution of the laws depends entirely upon educated Hawaiians.

“Lahaina luna has always been a manual labor school. This arose partly from necessity, but a second reason was that all our plans for elevating this people were so laid from the beginning as not only to give them learning, but also intelligent appreciation of their duties as men and citizens, and to prepare them in every way for a higher civilization. Experience, in one case at least, has shown this to be the method both of reason and of nature.”

In this statement is struck the key note of the endeavor of the founders of the Hampton Normal and Agricultural Institute, and it is to the theory and practice of that school that we desire to call your attention. The past of our colored population has been such that an institution devoted especially to them must provide a training more than usually comprehensive, must include both sexes and a variety of occupation, must produce moral as well as mental strength, and while making its students first rate mechanical laborers must also make them first-rate men and women. Their especial needs require to be considered in any system of education which has their development for its object, for while the main principles of successful labor are the same all the world over, there must be always a certain adaptation of them to time and circumstance. The higher Southern schools for negroes can and should have better discipline and more earnest students than any college in the North, and this will be attained only by carefully studying the peculiarities of the position. Throughout the South the demand for skilled labor in all departments is imperative, and with proper training that demand can be supplied from the ranks of the colored people, for in devotion to study our pupils at Hampton are enthusiastic, they are docile and plastic, and their mechanical faculties work quickly, while they are capable of acquiring knowledge to any degree. What the negro needs at once, is elementary and industrial education. The race will succeed or fail as it shall devote itself with energy to Agriculture and the Mechanic arts, or avoid these pursuits, and its teachers must be in-

spired with the spirit of hard work and acquainted with the ways that lead to material success. An imitation of Northern models will not do. Right methods of work at the South must be created, not copied, though the underlying principle is everywhere the same. There must be an essential and inevitable difference between Hampton and schools of a similar nature at the North or in Europe. While this institution is distinctly Agricultural, a majority of its graduates become teachers, and as such might be held to need no special Agricultural or Mechanical training. In an older civilization this would undoubtedly be true, but with us, the teachers sent out come directly in contact with the farmers of the country and can make their practical and scientific knowledge tell at once upon the Agricultural interest by putting into the hands of their pupils the experience which they themselves have gained during their three years' course at Hampton. They can impart during six months of the year knowledge which will be immediately utilized during the succeeding six months, and as a matter of fact are often during vacations, etc., obliged to support themselves by the labor of their hands, a state of things which they can be prepared to meet only by such thoroughly polytechnic training as Hampton gives.

At the meeting of the National Agricultural Convention held during the present year at Washington, D. C., the committee reported, as follows :

"Two evils that have thrown a heavy shadow on our Agricultural advancement have been, First, the painful slowness and uncertainty of progress, and Second, the enormous waste of misdirected energy. The farmer who in this county has upon him the treble labor of earning his bread, of clearing up and permanently improving his estate, and of ascertaining for himself the best method for his husbandry, must attempt either of these enterprises at the cost of some success in the other. He needs and now begins to demand some division of labor." As a result of this view of the Agricultural condition of the country were offered the following resolutions :

"Resolved, That it will greatly conduce to the successful operation of Agriculture throughout the world that its operators should have the light of scientific knowledge to guide their work.

"Resolved, That we recognize in the act of Congress of July 2, 1862, the foundation upon which may be organized and built colleges and schools, where the scientific principles and knowledge of Agriculture may be taught, and that it is our anxious desire and duty to foster and encourage them in the work of educating farmers.

"Resolved, That in the establishment of Agricultural colleges and

schools, their organization should embrace the following principles, 1st, that they should be instinctively Agricultural in their government and teachings; that whilst no branch of learning should be excluded whether it be the knowledge of language, of mechanics, or military tactics, yet the main design should be a knowledge of all those branches of natural and exact science and practical skill which peculiarly belong to a finished Agricultural education. 2d, that in any such school or college actual manual labor should be practiced and taught. 3rd, that females as well as males may be admitted as pupils."

The Hampton school not only fulfills these general requirements, but offers even more than is demanded by the officers of the National Convention, inasmuch as it, as has before been said, adapts itself to the special needs of the people for whom it has been established. Power, character, manhood is the ultimate end of education, of experience and of life, and the best, most practical training is that of the faculties which should guide and direct all the others. The South needs men and women trained to labor, both general and special, but even more it needs men and women trained in their duties as citizens, powerful for good by the moral force of their characters and the never-failing example of their lives. The negroes, who are to form the working classes of the South, must be taught not only to do their work well, but to know what their work means, and while at Hampton the discipline of hard work keeps away the indolent, it attracts the determined and deserving, endows the graduates with a spirit of self-reliance and of manliness, and returns them to the world at the end of the course something more than mere pedagogues and farmers—civilizers, able not only to encourage the young idea, but to work to advantage the exhausted lands about them, and by example and precept to teach right ideas of life and duty. Such men are needed by the State, but above all are they needed by the colored race, whose greatest danger is in the bad leadership of demagogues, whose destiny is not yet assured, and whose future honorable position is to be secured only by toil. To this end also the training of the women is a valuable adjunct; their work in the Industrial School which is connected with the Institute, and their manual labor in the Institute itself, fitting them to meet the demands which are likely to be made upon them in after life, either as teachers of young children or as wives and mothers.

The trustees of the Hampton Institute, while taking this broad view of their duties to their students, and holding that in their instance a polytechnic system promises the completest success, have endeavored to make a well-defined religious purpose the basis of all that moral educa-

tion which plays so important a part in their theory and practice. The deep religious nature of the colored people is capable of the finest development, and although sectarian influences are carefully avoided, there is no hesitation in using all the power of Christian sentiment, and so far as possible, the pupils are made to feel the value of an earnestly religious purpose. A clergyman is permanently connected with the school, and regular instruction in the principles of Christianity is given in the weekly service, in the Sunday-school, and through the personal intercourse of the teachers. This is to some extent contrary to usual practice in such institutions, but it is believed to meet the wants of the students and to elevate the general tone of the school.

The system upon which the Hampton Institute is founded has been shown, as far as possible, in the preceding pages. It claims to be based upon the tested experience of other and older nations, and to have regard to the peculiar needs of the colored race. While specially agricultural, it is also polytechnic, training its students for the duties of civil life, and also in a measure for the rarer discipline of military order, placing higher than all, as the ultimate goal, such an education of character as shall make its graduates, not only skilful in handiwork, but wise and honest in their lives.

What Hampton has done is shown in the reports following upon this, which give, as briefly as possible, a statement of the actual results already arrived at, the amount of farm land under cultivation, the crops obtained, number of students, and general statistics of the school, for which is asked careful attention, as they furnish tangible proof of great labor and proportionate success. What Hampton promises in the future is most encouraging, for much is certain, but the much must be made more, and the large sums already collected beyond the State limits justify the friends of the Institute in looking to the action of the State Legislature for much of the assistance which will hereafter be needed.

President White, of Cornell University, has stated forcibly the position of all public educational institutions at the present day, and his words give us a *résumé* of the whole matter. He says: "There must be concentration of resources for advanced education. Such institutions as those we need demand a great outlay. There must be the best professors, buildings, libraries, cabinets, collections of models, apparatus, machines; there must be farms and shops, and all of the best. These cost much money. To secure these we must keep funds for this purpose together. We must not fritter away the resources of a single State on several institutions. It is not enough to have a professor of agricultural

chemistry or of mechanic arts, here or there. You want them brought together with ample educational material of every sort. In early days, when men travelled by stage coaches, it was important that colleges should be scattered over the State; now, the case is different. Now that railroads and telegraphs have nearly annihilated time and space, we can afford to concentrate our means. Happily in regard to the institutions recently created, every State, save one or two, has adopted this policy of concentrating resources for the highest scientific and industrial education, rather than scattering them. It is now regarded as an axiom: Scatter your resources for primary education, concentrate your resources for advanced education."

The college at Hampton has a primary claim to State aid for all the reasons given by President White, and for still another, viz: that it is already in advance of any similar institution devoted to the interests of the colored race, it has already more of the necessary material, and is in a position to more immediately utilize all endowments. The \$200,000 raised outside of this State, and invested or expended at Hampton, have laid a foundation whereon the citizens of Virginia may build to good purpose, and there is little doubt that in whatever exertion they may make, they will be heartily seconded by the Northern friends of the Institute. An increase of the land scrip of the State, with a just division of such increase between existing claimants would be only in keeping with the policy of other States, and would give a solid impetus to the movement in favor of thorough agricultural education. The best training, as has been practically determined, while it includes manual labor, is not self-supporting, and that monies expended upon schools, which furnish such training, pay good interest to the State, is to-day beyond a doubt.

Every civilized foreign nation, without an exception, has found that the true secret of national prosperity is in the education of the people, and in America, full of young blood, fierce energy and untold wealth, it is the first duty of the government to protect and assist such institutions as, founded on correct theories, are directing and training the labor of the masses. Our legislators can save the State from great future expense, from the dangerous results of misdirected energies, and from the curse of waste lands and an ignorant population, by a judicious present outlay of public funds.

By concentration of power and liberal endowment the educational facilities of this State may be speedily made equal to any in the Union, and if the men who have now the opportunity will put their hands to this work, the children of Virginia will one day rise up and bless the wisdom of their fathers.

The Hampton Normal and Agricultural Institute was incorporated on September 21st, 1868, at which time fifteen trustees were appointed with full power to act for the interests of the institution, the purpose of which, as set forth in the act of incorporation, is "for the instruction of youth in the various common school, academic and collegiate branches, the best method of teaching the same, and the best mode of practical industry in its application to agriculture and the mechanic arts."

Various changes having taken place since the incorporation, the Board of Trustees is at the present time composed of the following gentlemen:

- GEORGE WHIPPLE, New York, President.
 R. W. HUGHES, Virginia, and
 ALEXANDER HYDE, Massachusetts, Vice Presidents.
 S. C. ARMSTRONG, Virginia, Secretary.
 J. F. B. MARSHALL, Boston, Treasurer.
 T. K. FESSENDEN, Connecticut, Financial Secretary.
 O. O. HOWARD, United States Army, Washington.
 M. E. STRIEBY, New York.
 JAMES A. GARFIELD, M. C., Ohio.
 E. P. SMITH, Minnesota.
 JOHN F. LEWIS, U. S. Senator, Virginia.
 B. G. NORTROP, Sec. Conn. State Board of Education, New Haven.
 SAMUEL HOLMES, New York.
 ANTHONY M. KIMBER, Philadelphia.
 EDGAR KETCHUM, New York.
 E. M. CRAVATH, Brooklyn, New York.

These gentlemen now hold and control the entire property of the Institute.

At a meeting of trustees held at Hampton, Virginia, on June 12th, 1872, it was

"Resolved, 1st, That the trustees of the Hampton Normal and Agricultural Institute accept the trust reposed in them by the General Assembly of Virginia in the act approved March 19th, 1872, entitled 'An act to appropriate the income arising from the proceeds of the land scrip accruing to Virginia under act of congress of July 2d, 1862, and the acts amendatory thereof' on the terms and conditions therein set forth.

"Resolved, 2d, That in view of this appropriation, the trustees hereby stipulate to establish at once a department in which thorough instruction shall be given, by carefully selected professors in the following branches, viz: Practical Farming and Principles of Farming; Practical Mechanics and Principles of Mechanics; Chemistry, with special refer-

ence to Agriculture; Mechanical Drawing and Book-keeping; Military Tactics.

"Resolved, 3d, That the trustees request leave of the curators to invest at an early day not more than one-tenth of the principal of the land fund assigned to this institution in additional lands, to be used for farm purposes, and to expend not exceeding five hundred dollars (\$500) during the present year in purchasing a chemical laboratory.

"Resolved, 4th, That the principal of this institution be authorized to receive one hundred (100) students from the free colored schools of this State, free of charge for instruction and use of public buildings, to be selected by him in such manner as may be agreed upon between himself and the Board of Education of the State of Virginia."

"All the members of the Board of Curators who were present, viz: Messrs. E. Willard Smith, William Thornton, Cæsar Perkins and James H. Holmes, gave their unanimous consent and approval to the above resolutions."

Owing to the fact that there was not a quorum of the Curators present, the above proceedings were not strictly legal, but the Board of Education having expressed approval of them, they may be regarded as approved by a large majority of the Curators, and as therefore valid. It is intended to call a full meeting in December next to secure the requisite formal vote.

In compliance with the resolutions of the trustees, and upon correspondence with the Superintendent of Public Instruction the following was published in a Circular of this Institution, dated July, 1872:

"The avails of one-third of the College Land Scrip of Virginia having been given to this institution by Act of General Assembly, tuition and the use of public buildings are made free to all.

"One hundred students will be received from the public free schools of Virginia, at the rate of two from each of the forty-three senatorial districts of the State; the other fourteen from the State at large. All applications from State students should come through the County superintendents of schools, and for the current year, should be made before the 20th of September next."

Seven State students have already been admitted, but a majority of those who applied were not received on account of a misunderstanding on their part as to the terms on which they are expected to enter. They had in many cases supposed that their personal expenses were to be defrayed for them, whereas it is only their tuition and room rent which are free, the actual cost of their subsistence (\$10 per month), remaining

to be paid in cash entirely, or half in cash and half by their own labor. This expense a comparatively large number of them felt unable to meet, and therefore, have taken no advantage of their appointment, a result of the misunderstanding which is sincerely regretted by the officers of the Institution, and which can be remedied only by a clear statement of the fact that their appointment as State students includes free tuition and lodging, but does not defray the cost of their personal subsistence.

Fourteen of the students now in attendance who are well qualified and fairly entitled to the appointment of State students, at large, have applied for it and been recommended to the Board of Education.

It has been arranged with the Board of Education that not over one third of the one hundred State students should be admitted annually in the next three years, in order to secure for the future a steady rate of admission and graduation.

The trustees have endeavored to meet the requirements of the Act of the General Assembly donating Land scrip, both in its letter and in its spirit, even before receiving any of the benefits of the grant.

The original purchase of land at Hampton was 125 acres, and the position being already in every way eligible, large and valuable college buildings were erected, the principal of which is a fine three-story hall, containing assembly and recitation rooms for 300 students and dormitories for forty. The rapid growth of the institution necessitates an equally rapid increase in accommodation, and the plan of the trustees now includes a complete series of buildings, harmonizing with and supplementing each other, and offering every facility for the instruction of the pupils. This work will proceed as quickly as possible during the coming year, and, when finished, will present as fair an *ensemble* of college buildings, representing a total cost of \$200,000, as is to be found in the South, the whole being arranged with due regard to the health of students and teachers. As regards the actual success of the school, the most satisfactory proof can be offered in the figures which exhibit its growth from its establishment up to the present time. The number of pupils for the first year was 20, with two academic teachers, while for the present term there are 213 students, with an efficient corps of 8 academic teachers, which former number could have been run up to 263 had it been possible to provide sufficient accommodation for them. As it is, some

24 students are encamped in tents in the open fields—for while the present hall provides ample space for assembly and recitation rooms, there is crying need for different and more spacious dormitories, the overcrowding of which is directly injurious to the health of the students.

The farm which forms so important a feature of the training afforded is improving in the same ratio as the academic department, and offers unvaryingly favorable testimony as given below in quotation from

REPORT OF FARM MANAGER.

For the purpose of interfering as little as possible with recitations, the students are divided into five squads, which are successively assigned one day in each week for labor on the farm. All the boys also work on the forenoons of every Saturday during the term. Each student has, therefore, a day and a half of labor on the farm, for which he is allowed from seven to ten cents an hour or from \$1 to \$1.50 per week, according to his ability. If he is disposed he can, and some do, work the whole of Saturdays. As the charge for board, washing, lights, room rent and tuition is \$10 per month, or 33 $\frac{1}{3}$ cts. per day, there is a considerable deficiency for the term. To meet this deficiency, and to pay a reasonable charge for clothing and books, every student is liable to be called out at any time during the term, as the exigencies of the farm may require, for any number of days not exceeding twelve; and they have the further opportunity to pay off all arrears, by labor during the long vacation of three and a half months. Opportunity is given to every one disposed to work to pay his bills for board, books, and \$20 to \$25 worth of clothing, which is furnished at very low prices by the Industrial Department for female scholars.

Size of farm, 120 acres—under cultivation, 80 acres.

More attention has been given to stock in 1871-2, than in previous years. The growing demand of the school for beef and milk and the considerable local market, has resulted in increasing purchases of beef cattle, and sales to the Boarding department at Fort Monroe, and to the neighborhood at a profit. The market wagon has continued to run daily, supplying customers at Old Point Comfort, with fresh milk and vegetables in the season. Larger sales have been made this year than previously, especially of milk.

The meat cart has run tri-weekly to Hampton and Old Point; this branch of business is a new feature and promises well. Peaches, potatoes and cabbage have been shipped to Baltimore, Philadelphia, New York and Boston, with unusually satisfactory returns. While more ma-

nure than ever, has been used, less has been purchased. More dealing in stock will without special outlay aid in bringing the farm up to higher condition.

The farm is steadily improving in productiveness, and the additions and improvements of the past year have been as follows :

1. Shelter to replace the barn destroyed by fire a year ago.
2. Three acres of asparagus set out.
3. 150 Concord grape vines set out.
4. Two acres land reclaimed.
5. Four grade milch cows, imported from Berkshire, Massachusetts.
6. One pair Chester white pigs and a stock of light Brahma fowls.
7. One French Canadian Stallion.
8. A blacksmith shop.

For the first time, a year has passed without purchase of fodder for stock, excepting to replace losses by fire.

Thirty-five acres of corn yielding over 1300 bushels have supplied but 128 bushels to boarding department, having been used for feeding, as follows: 7 horses, 33 head of hogs, 17 head of cattle. 300 bushels now on hand.

The prospect for a peach crop, (800 trees) is most encouraging, the plantation of apple trees (500), pear trees (500), cherry trees (300), plum (50), and quince trees (100), are thriving. 20,000 cabbages and nearly seven acres of potatoes are ready for market. 16 acres of oats and 10 of clover are ready to cut. There are planted and to be planted for fall crops, 36 acres of corn, 2½ acres of roots, 3½ acres sweet potatoes, 4½ acres late potatoes, 2 acres corn fodder, 30,000 late cabbage, 20 acres cattle peas sowed in corn, also watermelons, squashes, pumpkins, etc.

Farm sales and receipts from June 1, 1871, to June 1, 1872, are, as follows :

1. To boarding department for subsistence of teachers and students,	-	-	-	-	\$3,595 56
2. To outside customers,	-	-	-	-	5,124 91
Total receipts for sales and work done,					<hr/> \$ 8,720 47

The farm outlays for the year have been (exclusive of manager's salary), as follows:

1. For current expenses, namely:

Student's labor,	-	-	-	\$1,282 18
All other labor, including extra work in hauling stone for cemetery wall,	-	-	-	1,908 72
Fodder and manure,	-	-	-	528 92
Seeds and plants,	-	-	-	224 65
Miscellaneous,	-	-	-	391 72
				<hr/>
Total,	-	-	-	\$4,336 19

2. Permanent Improvements, etc.:

Repairs to replace loss by fire,	-	-	-	\$349 93
Implements,	-	-	-	290 34
Milch cows,	-	-	-	364 60
				<hr/>
Total,	-	-	-	\$1,004 87

3. Beef, mutton and pork, for slaughter,

	-	-	-	3,375 51
				<hr/>
Total,	-	-	-	\$8,716 57

Showing a gain of receipts over outlays of \$3 90, or of \$1,008 22 over current expenses. Adding to this the outstanding amounts due farm, not included in above receipts, amounting to \$305 52, and we have a total of \$1,314 59 as the profits of the year's work, or \$314 59 above the salary of the manager.

Student labor costs about one-fourth more than that of hired men, for the reason that work is sometimes given at a disadvantage, in order to give them an opportunity of earning their expenses. The desire for labor has been greater than the farm could supply, and, as a general thing, they have been faithful hands. In most cases there is a steady change from month to month for the better, both in efficiency and disposition. Each student has opportunity of becoming familiar during his stay with nearly every kind of practical farming and gardening adapted to his future needs, and, in most cases, their opportunities are improved by observations and questionings quite distinct from the mechanical drudgery of ordinary field hands.

In connection with the above report, attention is drawn to the fact,

that at the Agricultural Fair of Virginia and North Carolina, held in Norfolk in the latter part of October, the Hampton Normal and Agricultural School took the following prizes :

Best stallion over four years old, silver ice pitcher, valued at	\$25
Best Ayershire bull, silver waiter, valued at	15
Best Alderney bull, silver waiter, valued at	15
Best heifer calf, silver napkin ring, valued at	3

EXTRACT FROM REPORT OF MANAGER OF INDUSTRIAL DEPARTMENT.

Expenditure,	\$2,373 09
Receipts,	2,499 63
Balance to credit industrial department,	126 54

An appropriation of \$200 was voted by the trustees. No money was paid over, but a credit of \$200 in the account of the industrial department with the Normal School was allowed by the treasurer. The manager does not avail herself of this credit. The department has been conducted on proceeds of sales, with the exception of \$65 donations.

- 31 young women have been employed, of whom
- 26 have been taught the use of one sewing machine.
- 7 have been taught the use of two different machines.
- 4 have been taught the use of three different machines.
- 5 have been taught the use of four different machines.

Besides the manufacture for sales in market, 643 articles which the students could procure in no other way, have been made and issued to them at low prices and on long credit. The young women employed have, in most cases, been faithful and industrious, eager and grateful for the opportunity of earning something towards their expenses. Their spirit and conduct in connection with the department, except in the cases of three or four dropped for being idle and untrustworthy, have been good in all respects.

REPORT OF PRINTING OFFICE.

The job printing office of this institution was opened for business Nov. 1st, 1871. It was my intention, as far as possible, to employ only such help as could be obtained in the school, as the printing office was intended partly as a means of instruction to those who wished to avail themselves of the advantages of a good trade in connection with their general education. This idea has been carried out with one exception—it was found necessary to have a boy in the office permanently,

and it was thought advisable to take one not then connected with the school, and who could give his whole time to the office. The results so far have been what might have been expected in any school. It was necessary to try several boys and select those who possessed some talent for the business. Of the five first chosen, but one has been dropped for not making satisfactory progress. So far, results go to show that the students' labor can be used to advantage (to them and to the institution) in this department. One of the students employed in the office during the past year has acquired sufficient knowledge of the business to enable him to pay his way in school by his work in the office out of school hours. None but unusually bright boys can do this in so short a time. Should the business of the office largely increase, past experience shows that a sufficient number of the students can be trained as compositors to obviate the necessity of procuring outside help. The amount of job work done has been satisfactory, and with the assistance of a cylinder press would have been quite profitable. All the machinery we have for book and job work are two presses—one a Washington hand press, the other a quarter medium Gordon press; we have, therefore, been compelled to print all of our book and newspaper work by a very slow process and at a great disadvantage, consequently decreasing the profits of the office to a considerable extent.

The cost of the printing office, establishment and outfit, amounted to \$2,600; which was met by donations from friends of the enterprise at the North. During the eight months that the office has been in operation its receipts for job printing, and subscriptions and advertisements for the newspaper have been \$1,784 45, and its expenses, including wages of foreman and assistants, \$1,708 58; thus more than paying its expenses, besides giving the students employed in it the opportunity of learning a useful trade.

The first number of the "Southern Workman," an illustrated monthly devoted to the industrial classes of the South, was issued January 1, 1872. It has a circulation of 1,500 and a subscription list of over 1,000 from 25 States in the Union.

The reports above quoted show conclusively, not only the mechanical and financial success of the various departments, but also the admirable spirit of the students, their desire to do their work intelligently, and their general honesty and persistence. And as the highest possible tribute to the value of the Manual Labor System as practiced at the Hampton Institute, the heads of the Departments bear unanimous wit-

ness to the marked progress from month to month of the students employed under their direction.

The history of the Institution has been presented with as much condensation of facts as possible, but the record is one which undeniably promises good work in the future, and encourages the friends of the school to make bold claims for assistance from every legitimate quarter. The funds accruing to the corporation from the land scrip already given by the Legislature will immediately and largely increase the capacity and influence of the school, and it is hoped that the results of that gift may be so satisfactory as to justify the trustees in asking for further State aid.

I am, sir, with great respect,

Your obedient servant,

SAMUEL C. ARMSTRONG,

Principal of the Institute.

HAMPTON, VA., Nov. 5th, 1872.

RICHMOND COLORED NORMAL SCHOOL.

This Institution continues under the charge of Mr. R. M. Manly, Principal, with four assistant teachers. The number of pupils is larger than ever before, and its standard of scholarship is advanced by a more rigid examination and higher conditions of admission. The number of pupils at present, in the three normal classes, is ninety-four, and the model school has thirty.

The conditions of admission to the junior class are, ability to write a fair hand, to read and spell with tolerable fluency and accuracy, pass a good examination in Geography, and in the Primary Grammar, and to be found thoroughly proficient in Arithmetic, mental and written, through common and decimal fractions, and have attained the age of fifteen years. The course of study occupies three years, and embraces, in addition to the common branches, the following, viz: Map-drawing, linear drawing, objective teaching, physiology, civil government, physical geography, botany, natural philosophy, algebra, vocal music, calisthenics, English composition and the history and philosophy of education. Pupils, in the senior year of their course, have charge, in rotation, of the model school, under the inspection and criticism of their own teachers.

The normal school receives its pupils mainly from the excellent public schools of Richmond, where their instruction has been thorough in the elements, and comprehensive of all subjects proper for the grade. Thus, entering the normal school, well disciplined in habits and methods of study, and quite well advanced in the common branches, their future progress is comparatively easy and rapid. Pupils, however, are received from abroad if they are properly prepared. Those who have completed the course of study and gone out to teach have uniformly been successful.

The school is supported from charitable sources, including the Peabody fund, and no tuition is charged.

RICHMOND INSTITUTE.

This Institution for the training of colored preachers and teachers was established in the city of Richmond about five (5) years ago. During the last year eighty-three (83) adult males were in attendance, about sixty (60) of whom are preparing for the ministry. The Institution is open to all Denominations, and instruction is free to all. Last year, of those preparing for the ministry more than forty (40) were supported wholly or in part as Beneficiaries of the American Baptist Home Mission Society, under the auspices of which the school is conducted. There are at present four (4) regular instructors.

The building occupied by the Institution is at the corner of 19th and Main streets. Information respecting the school may be obtained by addressing the Principal, Rev. C. H. Corey.

HISTORY OF FREE SCHOOLS IN ALEXANDRIA.

[Extract from Supt. Carne's Report to the City School Board: 1872.]

Free schools are no novelty in Alexandria, for, almost a century ago, our illustrious neighbor and friend, George Washington, in the interval of time which elapsed between the laying down of the almost unlimited military power with which his countrymen had invested him, and the acceptance of their highest civil office, founded such a school among us.

After making a liberal subscription towards the erection of the Alexandria Academy, of which he was one of the corporators, General Washington addressed, on the 17th of December, 1785, the following letter to the Board of Trustees:

To the Trustees of the Alexandria School:

GENTLEMEN,—That I may be perspicuous, and avoid misconception, the proposition which I wish to lay before you is committed to writing, and is as follows:

It has long been my intention to invest, at my death, one thousand pounds, in current money of this State, in the hands of Trustees; the interest only of which to be applied in instituting a school in the town

of Alexandria for the purpose of educating orphan children, or the children of such indigent parents as are unable to give it.

The object to be conceived of and determined on by the trustees for the time being, when applied to by the parents or friends of the children who have pretensions to this provision.

As it is not in my power, at this time, to advance the above sum, but that a measure which may be productive of good may not be delayed, I will, until my death, or until it shall be more convenient for my estate to advance the principal, pay the interest thereof, to wit, fifty pounds annually.

Under this state of the matter, I submit to your consideration the practicability and propriety of blending the two institutions together, so as to make one seminary under the direction of a president, visitors, or such other establishment as to you shall seem best calculated to promote the objects in view, and for preserving order, regularity, and good conduct in the academy.

My intention, as I have before intimated, is that the principal sum shall never be broken in upon; the interest only to be applied for the purposes before mentioned.

It was also my intention to apply the latter to the sole purpose of education, and of that sort of education as would be most extensively useful to the people of the lower classes of citizens, viz: reading, writing, and arithmetic; so as to fit them for mechanical purposes. The fund if confined to this would comprehend more subjects.

But if you shall be of opinion that the proposition I now offer can be made to comport with the institution of the school which is already established, I approve of an incorporation of them in the manner before mentioned, and, thereafter, upon a full consideration of the matter, should conceive that this fund would be more advantageously applied towards cloathing and schooling than solely to the later, I will acquiesce in it most cheerfully, and shall be ready as soon as the trustees are established upon a permanent footing, by deed or other instrument of writing, to vest the aforesaid sum of one thousand pounds in them and their successors forever, with power to manage and direct the same agreeably to these my declared intentions.

G. WASHINGTON.

DECEMBER 17th, 1785.

To this letter the President, by direction of the Board, made the following reply:

To His Excellency General Washington:

SIR,—The Trustees of the Alexandria Academy having considered your proposal of investing one thousand pounds in their hands for the purpose of educating orphan and other poor children, the interest thereof, viz: fifty pounds per annum, to be paid in the mean time, and applied to that purpose, are unanimously of opinion that the proposal, as set forth in your letter of this date addressed to them, is very consistent

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with the institution of the academy as already framed, and are ready to accept the same, engaging on their part to do everything in their power to comply fully with your benevolent intentions.

As to the proposition of leaving it hereafter at the option of the trustees to apply part of the aforesaid benefaction to the purpose of cloathing the objects of it, the trustees are of opinion it will be better that the whole be directed to be applied towards schooling them only.

By order:

WM. BROWN, President.

[From General Washington's will (pages 4, 5 and 6 of the printed copy published by Andrew Jackson in 1868), it appears that he left twenty shares of stock in the Bank of Alexandria, worth four thousand dollars, to the trustees of the academy, in lieu of the thousand pounds (\$3,333 33 $\frac{1}{3}$), for the support of the school, "the stock to remain entire and untouched unless indications of a failure of the said Bank should be so apparent, or a discontinuance thereof should render a removal of this fund necessary," in either of which cases the trustees are to invest the money in some other bank or public institution "whereby the interest may with regularity and certainty be drawn and applied as above." By the failure of the bank, the endowment was lost in 1834.]

On the 8th of April, 1786, an agreement was entered into by the committee of the Board with Philip Webster, under which he contracted "to teach twenty scholars the several branches of reading, English writing, and the common rules of arithmetic, for the sum of fifty pounds, being the donation of General Washington, and the school to be opened in the third story of the Alexandria Academy."

* * * * *

The first pupils admitted were "one son of Ann Gullott, one of Ann Farmer, one of Ephraim Wyley, one of Ann Sanderson, one of Mary Ha——, [here the record is imperfect], one of Martha Brown, one of Henry Pitieman, one of Hannah Harper, one of Sarah Gordon (one of Mrs. Goehagan admitted till others may be proposed, he being an indented apprentice), and two sons of Mrs. Kelly; also two girls of Mrs. Hayes are admitted upon this condition: that General Washington shall explain it to be consistent with his intentions that girls may be taught in this school."

It is worthy of note that the very first rule made for the school was one which is still found necessary: "That any scholar failing to attend the school more than one day without sufficient excuse, to be judged of by the visitors, or any of them, may, on that account, be excluded from said school by such visitor or visitors, till the next meeting of the trus-

tees, to be then submitted to them to determinè finally on every such case."

That General Washington approved the admission of girls is to be inferred from the fact that Mary Watson was admitted with Wm. Smith, by a vote of the Board, on the 24th of June, and that Charlotte Linaway was so admitted on the 5th of May, 1787, though he appears to have directed that preference be given to boys in case there should be more applicants than vacancies, for, on the 8th of May, 1778, two girls admitted were "to give place whenever there shall be applications for admittance, on behalf of boys, proper objects of this bounty, who are directed to be preferred."

* * * * *

On the 28th of April, 1800, Rev. James Muir, Dr. Elisha Cullen Dick, and Thomas Swann, Esq., were appointed a committee to suggest to the city authorities the propriety of assigning to the trustees the sum of sixty pounds annually, which it seems they had been for some time appropriating for free education, in order that the accommodations of the Washington School might be increased. On the 23d of June, 1800, the Common Council agreed to the proposition. * * *

The school hours at this date would scarcely suit the children of the present day. They were as follows: "From the first of May to 1st of September, from 6 to 8, and from 9 to 12 A. M., and from 2 to 5 P. M., and from the 15th of September to the 1st of May, from 9 to 12, and from 2 to sunset." In all, eight hours in summer, and about five and a half in winter. As to studies, it was enacted: "that the greatest attention shall be paid to reading accurately, to writing and to arithmetic, and that the Grammar at the end of the Spelling Book shall be committed to memory." Whether the result was to make the pupils good grammarians, we are not informed.

That there was a constant supervision appears from a requirement "that all Copy Books shall be kept with their names in them and dates, that their progress may be observed."

In 1812, the Lancasterian System was introduced, and the city authorities erected on the Academy grounds the building which has been ever since used by the school, which, up to that time, had occupied the third story of the Academy building, now the residence of Col. B. F. Sceva. Messrs. Jacob Hoffman, John Janney and Jonah Thompson were the building committee, in connection with a committee of Council, and "the teacher of the Lancaster School at Georgetown having given it as his opinion that the mixture of male and female scholars in the same building is attended with great inconvenience, and is inconsistent

with the plan of Lancaster," Messrs. Hugh Smith, Jacob Hoffman, William Hodgson, John Janney and Thomas Vowell were appointed to enquire into the practicability of opening a female free school. This committee made a favorable report, and were directed to proceed with the building of the house on Columbus street near Queen, now greatly improved and occupied by Potomac Lodge, No. 38, I. O. O. F., and St. John's Academy. The female school was opened there, Miss Rachel Judge being elected teacher. Townsend Waugh succeeded Edmond Edmonds, at this time, in the charge of Washington School. In 1813, it was ordered "that no pupil be admitted into the Alexandria Academy for instruction in any branch taught in the Lancaster School," in which, at that time, a large portion of the pupils paid for their tuition.

From the proceedings of the Board of Trustees, December 22d, 1814, it would seem that the system had not worked as successfully as had been expected, for the Rev. W. H. Wilmer, John Janney and Thomas Vowell were appointed a committee to investigate the condition of the schools, and enquire into the causes of their decline, if they should be found to be less prosperous than formerly. No final report from this committee appears upon the record. * * *

On the 27th of April, 1829, Rev. William Jackson, Edmond I. Lee and William L. Hodgson were appointed a committee to examine into the condition of the school, in conjunction with a committee of the Common Council, and the same committee was instructed "to examine into the state of the fund left by Mrs. Washington for the education of poor females, and report the same."

On the 28th of June, 1829, the committee reported in favor of transferring the charge of the school to the city, and the following resolution was adopted, viz :

"That the dividends or interest arising from the late General Washington's legacy be and is hereby appropriated to the support of the said school, so long as the trustees remain satisfied that the teacher continues and attends to his duties as teacher of the poor, agreeably to the terms of the bequest."

The report on the female school merely relates to the building, which appears to have been occupied first by various teachers, some of whom failed to pay their rent, and finally by a colored Methodist Society. The female school had, evidently, but a brief existence,

On the 31st of August, 1829, Townsend Waugh having resigned his place as teacher, the Board declined electing a successor, as the city authorities had made no appropriation for a salary.

Early in 1830, "The Board of Guardians of the Free School," having

been organized by the City Council, with the Rev. Elias Harrison as President, Samuel Plummer was placed in charge of the school. He taught several years, and was succeeded by a young man from the North, who remained in charge a short time, but whose name I have not been able to ascertain, part of the records having been destroyed during the war. In 1837, Perry E. Broccus became teacher, and was succeeded in September, 1839, by Col. S. King Shay, who ruled with a firm hand, and during the sixteen years of his administration inducted many hundreds of boys into the ways of knowledge. During most of this time Benjamin Hallowell was a Guardian, and a most faithful and efficient one, visiting the school regularly every Thursday. * * *

In 1855 Col. Shay was superseded, for political reasons, a new Board having been elected because the old one was unwilling to allow politics to enter into the choice of a teacher, and William Sheriff served a short time, and was succeeded by L. Whittlesey. * * *

In 1859 Samuel T. Beach succeeded Mr. Whittlesey as teacher. The grade of the school was now raised, boys being promoted to it from the State schools, and Mr. Beach both ruled and taught in a most satisfactory manner. He served until November, 1861. * * *

On Mr. Beach's resignation the school was closed, and the house was soon after seized by the military authorities and appropriated to the use of the "contrabands," who were then flocking into Alexandria. It was subsequently used as a school-house for colored people, but was at length restored, in 1864, to a Board of Guardians, of which the Rev. William F. Speake was President, and his brother, Henry Clay Speake, was appointed teacher, being first "required to take the oath of allegiance to the United States."

The attendance during Mr. Speake's administration was very large, so large as to preclude the possibility of his teaching all properly. He governed well, however, and, with the aid of monitors, managed to instruct the boys as well as could have been expected.

In 1866 a new Board was elected, and Col. Shay was again made Principal, Miss A. V. K. Shay being elected assistant. The City Council had the house thoroughly repaired, a new roof and a new floor being among the improvements, and a charge of one dollar a quarter being made to all except orphans, the furniture and books which had been destroyed during the war were replaced, and the city was relieved from all expense except for salaries. Col. Shay continued in charge until 1871, and I was elected President of the Board (August 1st, 1866), and continued in office until its dissolution, April 7th, 1871.

For many years before the war the city authorities paid the salary of

a teacher appointed by the Lady Managers of the Female Orphan Asylum to give gratuitous instruction to the girls in the school room at the Asylum. * * * *

On the retrocession of Alexandria to Virginia, the free school law of the State became operative, and commissioners were appointed for each of the wards, with Robert L. Brockett as County Superintendent. A number of primary schools were either established or subsidized by these Commissioners, and the rudiments of an education were thus given to many children. * * * *

To Sylvester Scott, who succeeded Mr. Brockett as County Superintendent, on his removal to Lynchburg in 1859, the highest praise is due for his faithful and zealous administration. Instead of idly complaining about the inadequacy of the means provided for public education, he employed himself, most industriously, in making the best possible use of the money at his disposal, and, animated by a love for his fellow men, which shone forth in every act of his life, he worked, without ceasing, until he had achieved his end. His incessant labors, and the troubles of the times, in which he bore his part, ended, prematurely, his career on earth, but his memory will long live in the affections of hundreds among us to whom he was a father.

STATES AND TERRITORIES.	NUMBER OF COLLEGE STUDENTS ATTENDING—				
	In each State.	From each State.	In their own State.	From other States.	In other States.
Alabama,	242	359	228	14	131
Arkansas,	54	90	47	7	43
California,	243	271	235	8	36
Connecticut,	887	332	244	643	88
Delaware,	28	53	21	7	32
Florida,		22			22
Georgia,	515	539	460	55	79
Illinois,	919	1,106	743	176	363
Indiana,	999	928	780	219	148
Iowa,	483	535	411	72	124
Kansas,	8	39	8		31
Kentucky,	724	604	457	267	147
Louisiana,	117	224	111	6	113
Maine,	258	323	211	47	112
Maryland,	120	279	75	45	204
Massachusetts,	1,186	902	656	530	246
Michigan,	763	558	473	290	85
Minnesota,	44	72	39	5	33
Mississippi,	138	252	113	25	139
Missouri,	441	563	382	59	181
Nebraska,	2	17		2	17
Nevada,		3			3
New Hampshire,	381	225	139	242	86
New Jersey,	542	466	225	317	241
New York,	2,213	2,442	1,668	545	774
North Carolina,	324	351	257	67	94
Ohio,	1,639	1,710	1,301	338	409
Oregon,	71	72	67	4	5
Pennsylvania,	1,622	1,669	1,195	427	474
Rhode Island,	220	146	109	111	37
South Carolina,	159	233	124	35	109
Tennessee,	246	368	178	68	190
Texas,	158	272	156	2	116
Vermont,	181	305	137	44	168
Virginia,	1,093	564	499	594	65
West Virginia,	153	137	62	91	75
Wisconsin,	415	421	311	104	110
Arizona Territory,		1			1
Colorado Territory,		3			3
District of Columbia,	129	100	57	72	43
Idaho Territory,		1			1
Indian Territory,		8			8
Montana Territory,		2			2
New Mexico Territory,		3			3
Utah Territory,	107	108	107		1
Washington Territory,		6			6
Foreign,		140			140
Total,	17,824	17,824	12,286	5,538	5,538

THE FREEDMAN'S SAVINGS AND TRUST COMPANY.

FINANCIAL STATEMENT FOR THE MONTH OF AUGUST, 1872.

BRANCHES.	Deposits for the month.	Drafts for the month.	Total amount of Deposits.	Total amount of Drafts.	Balance due Depositors.
Atlanta, Georgia.....	\$9,419 68	\$11,242 30	\$245,200 27	\$223,020 17	\$22,180 10
Augusta, Georgia.....	10,771 99	9,217 94	367,653 16	284,406 14	83,247 02
Baltimore, Maryland.....	29,755 52	18,644 67	1,278,042 32	996,371 98	281,670 34
Beaufort, South Carolina.....	189,600 74	184,924 40	2,993,873 30	2,944,441 88	49,431 42
Charleston, South Carolina.....	67,668 83	84,464 53	3,100,641 65	2,795,176 24	305,465 41
Columbus, Mississippi.....	2,426 15	4,364 34	132,036 46	121,776 67	10,259 79
Columbia, Tennessee.....	2,552 55	2,086 05	34,088 97	15,738 76	18,350 21
Huntsville, Alabama.....	7,343 50	10,127 61	416,617 72	364,382 51	52,235 21
Jacksonville, Florida.....	67,292 09	57,307 54	3,312,424 55	3,234,445 72	77,978 83
Lexington, Kentucky.....	14,383 85	11,221 13	238,680 22	188,308 76	60,371 46
Little Rock, Arkansas.....	7,871 27	9,506 37	172,392 10	154,914 42	17,477 68
Louisville, Kentucky.....	18,311 01	17,535 74	1,057,587 71	914,504 61	143,083 10
Lynchburg, Virginia.....	3,104 48	1,242 56	36,880 98	18,354 87	18,526 11
Macon, Georgia.....	6,808 98	7,061 52	197,050 01	156,308 75	40,741 26
Memphis, Tennessee.....	20,045 40	27,197 06	970,096 09	840,218 91	129,877 18
Mobile, Alabama.....	11,136 05	18,645 62	1,039,997 05	933,424 30	105,672 75
Montgomery, Alabama.....	8,522 90	8,679 60	238,106 08	213,861 71	24,244 37
Natchez, Mississippi.....	25,548 53	15,005 17	649,256 70	612,985 74	36,270 96
Nashville, Tennessee.....	15,731 46	17,098 58	739,891 88	625,166 40	114,525 48
Newberne, North Carolina.....	38,113 83	37,775 73	1,057,888 32	1,001,645 74	56,042 58
New Orleans, Louisiana.....	193,145 48	207,878 53	2,393,584 08	2,171,056 95	222,527 13
New York, New York.....	133,209 58	74,461 61	1,673,249 36	1,227,449 57	445,799 79
Norfolk, Virginia.....	16,771 88	17,757 38	1,048,762 05	916,047 59	132,714 46
Philadelphia, Pennsylvania.....	11,451 12	9,887 49	357,924 89	278,641 10	79,283 79
Raleigh, North Carolina.....	5,663 28	4,660 18	231,685 82	202,032 44	29,653 38
Richmond, Virginia.....	64,112 51	53,900 72	1,082,152 71	912,933 45	169,219 26
Savannah, Georgia.....	30,951 23	27,066 33	1,031,173 38	893,321 30	137,852 02
Shreveport, Louisiana.....	20,688 72	21,105 59	299,428 39	264,707 78	34,720 61
St. Louis, Missouri.....	26,323 93	20,599 02	615,876 74	526,490 86	89,385 88
Tallahassee, Florida.....	4,589 45	4,526 75	361,614 57	329,618 33	31,996 24
Vicksburg, Mississippi.....	61,891 73	60,068 28	2,962,235 58	2,823,700 87	138,534 71
Washington, District Columbia.....	323,555 79	296,321 26	7,433,918 17	6,406,092 39	1,027,825 78
Wilmington, North Carolina.....	10,714 10	12,632 55	457,360 75	407,512 51	49,848 24
Alexandria, Virginia.....	1,929 91	685 80	14,091 77	1,626 35	12,465 42
	\$1,461,207 56	\$1,364,899 95	\$38,245,163 80	\$34,000,685 77	\$4,244,478 03

Total amount of deposits for the month.....	\$1,461,207 56
Total amount of drafts for the month.....	1,364,899 95
Gain for the month.....	96,307 61
Total amount of deposits.....	\$38,245 163 80
Total amount of drafts.....	34,000,685 77
Total amount due depositors.....	\$4,244,478 03

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