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CHAPTER I

HIGHER EDUCATION

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CONTENTS.—Cost of higher education—Selective processes: Increase of fees; entrance examinations; standards of admission and of institutional accrediting; grade limitations; character scoring; psychological tests—Freshman problems—Sectioning classes—Orientation courses—Curriculum revision—Teaching methods—Special honors and distinctions—Honors courses—Graduate work—Social and college life—Outside contacts—Junior colleges.

COST OF HIGHER EDUCATION

Central in the influences which have directed development during the two years is the rising cost of higher education. As one element in the educational costs of the Nation, higher education has been subjected to the restraining influences of compulsory economy. But because such a small proportion of the taxpayers participate directly in higher educational activities, the colleges and universities have been subjected to more criticism, perhaps, than other elements of the educational system of the United States.

The whole series of facts with reference to the cost of higher education had, at the opening of the period which this discussion covers, been presented to the public and to educators with decided emphasis. The income of higher institutions in 1912, excluding additions for endowment, was \$89,835,787; by 1922 this had increased to \$272,815,703. This threefold increase in money costs during the 10-year period, an increase much greater than the increase in population or in the income of the country, caused great concern.

The most important element in accounting for the increase is the growth in teachers' salaries. This increase during the years of the World War and immediately thereafter has been one of the most remarkable phenomena in higher education in the United States. In small colleges salaries rose from an average of about \$1,400 to an average of \$2,000, in medium-sized institutions from \$2,500 to \$4,000, and in the large institutions from \$5,000 to \$8,000 or \$10,000. During the same period the number of students more than doubled. In 1912 there were 255,673 students enrolled in the colleges and universities; by 1922 the number had become 550,906. Obviously, however, doubling the number of students does not fully account for the

fact that expenditure trebled. Other factors contributed to increased cost.

Research, always an expensive feature of university expenditures, became in all fields increasingly a concern of higher educational institutions. Every university of any pretensions came to base its claims for honor and reputation largely upon extensive programs of graduate research. Undergraduate courses at the same time multiplied and were enriched by the addition of a great variety of offerings which formerly had not been regarded as essential parts of an undergraduate course. Technical courses were added, professional courses stiffened, and work with direct pre-professional purposes emphasized. More students, more research, more varied courses, mean more teachers (an increase in staff from 30,034 in 1912 to 49,838 in 1922); more buildings, including dormitories, laboratories, and classrooms; more equipment; in other words, more money. While this educational development was going on, money lost value, or in other words price levels increased.

As a result of all these influences, educational expenditures for universities and colleges were of necessity expressed in terms of American "big business." People who had previously concerned themselves little about higher education or about any education in fact, felt free to criticize and to make suggestions. Adverse comment was released which had formerly been held back by the somewhat sacrosanct position which higher education had come to enjoy. A flood of questions resulted, all tinged with discontent. "Are the results obtained in our colleges worth the cost?" "Are our educational institutions giving us, in the character of citizenship which their training is supposed to develop, a type of citizen-worth paying for?" "Do the colleges and universities build up character of a democratic kind, or do they develop snobbishness and intellectual aristocracy?" "Are the institutions turning out graduates of such intellectual ability, even of such scholarship, as we may expect from what we spend upon them?" Business men and others were free in their statements that the college graduate came from college with no idea of how to work and showing little development of thoroughness and application. It was questioned whether the college really met the fundamental material needs of students by providing them with a means whereby they could earn a better living by reason of their college education. All this criticism was general in nature but directed toward those fundamental things which had in the past been accepted as the peculiar functions and contributions of higher education.

Criticism went further. It asked whether those who received the benefits of higher education should not pay for what they get. The suggestion that free education should not be quite so free struck the public institutions supported by taxation and the private institutions supported by endowment and free gifts. Response to the financial

pressure of the moment may account for such criticism more largely than the general theory that society should pay less of the expense of higher education, but everywhere the tendency was toward insistence upon higher tuition and institutional fees.

The great influx of students, the resulting expense, and discontent with the product of the colleges made many ask whether too many men were not going to college. President Hopkins, of Dartmouth, made the statement in regard to this point which excited the most comment and discussion: "The opportunities for securing an education by way of the college course are definitely a privilege and not at all a universal right." The apparent antidemocratic tone of this statement led educators to interpret President Hopkin's statement to mean that there are not too many trained men turned out by the colleges, but that too many are in college who can not be there profitably. The argument then becomes, "Do not let into college those who will not themselves profit in proportion to effort and expense, or those who by their presence will slow up the progress of others." In practically no case have college presidents been willing to subscribe to the belief that the college should care only for the exceptional man.

The nature of college work and its aims have also suffered attack. Frequently objection has been made to the cultural motive in American college education in favor of the vocational. One of the great foundations goes so far in a report as to advocate that the cultural elements be cared for by the high school and that the college devote itself largely to technical, professional, or other vocational training and to research work.

Economic pressure is not sufficient to account for the action taken to meet the criticism offered, nor is the criticism released by economic conditions adequate ground for explanation of the steps taken to improve higher education. College and university administrators have not been compelled by economy and criticism to take cognizance of defects in the higher educational system. Rather, outside interest and suggestion have given them increased opportunity and freedom to inaugurate corrective measures which former tradition and conservatism made difficult. These measures and proposals have not, for the most part, been generally accepted as final or of universal application. They consist in many cases of more or less isolated experiments and discussion. Choice of educational proposals and of measures for inclusion in this survey is therefore based largely upon subjective judgment and not upon standards of practice.

No question can be raised that the economic situation has led to determined efforts to bring about more careful institutional book-keeping and budgeting. In the past, and even to a great extent at the present time, the higher institutions have known only approximately the actual costs of conducting the institution, and have had

even less idea of the distribution of these costs. The Bureau of Education has never been able to collect, even from State-supported institutions, statistics of expenditures which are comparable in form and substance. It is to be hoped that the educational finance inquiry authorized in 1922, in so far as it relates to higher education, will result in some further general understanding of college and university accounting.

Notable among contributions to this end is the very careful cost system worked out by the University of Illinois in 1921-22 and described by the president's report for that year. The work of the board of higher education curricula of the State of Washington is already well known. The General Education Board, which had previously published material and given assistance upon the budgeting of college and university funds and expenditures, has, as a result of increased interest in this subject, recently created a division of college and university accounting. Colleges everywhere are rapidly adopting intelligent budget methods and learning to handle the business affairs of the institutions in a businesslike way. This is one of the most marked tendencies of the biennium, which is directly due to increasing costs and financial pressure.

SELECTIVE PROCESSES

Partly as a result of increased costs and partly as a result of increased interest in testing and grading programs developed from Army psychological testing, colleges have during the biennium attempted to meet the problem of the great influx of students by more careful selective processes, both for admission and for passage through the work of the college. These processes range all the way from direct limitation of numbers to attempts to score the individual characteristics of students with reference to the bearing of these characteristics upon suitability for college education. The most important methods may be grouped under seven heads: First, arbitrary limitation of the number admitted; second, increased fees; third, use of the entrance examination; fourth, enforcement of high standards for entrance and institutional accrediting; fifth, grade limitations, both for admission and for progress; sixth, scoring of personal characteristics; and seventh, psychological testing. Each of these will be discussed briefly in turn.

No attempt has been made to determine all of the institutions that have during the biennium placed a direct limitation upon the number of students admitted. Harvard placed, in June, 1924, a limit of 1,000 for its freshman class. Syracuse University during the biennium adopted the plan of abolishing scholarships in order to maintain a tuition income commensurate with the number of stu-

dents instructed. By this device the university was able to save \$50,000 annually.

Limiting enrollment has its reverse side. Arbitrary restriction in the number of students whom an institution will receive may result, unless careful thought is given to the resources of the institution and the work offered, in a unit which is not economic. Overhead expense does not vary in exact correspondence to increase or reduction of the number of students. An instructor who has a small student-hour teaching load costs just as much and the space occupied is usually just as great as if he had a load of standard efficient size. Furthermore, limitation of numbers results in reduction of tuition income, which may make necessary uneconomic reduction of institutional expenditures. In cases where limitations have been imposed they have been based upon analysis of the institution's resources and an estimate of its ability to handle certain numbers effectively. Such limitations, it is stated, have resulted in a changed attitude on the part of those entering college. For the idea that the college is a respectable four-year loaf has been substituted, in many instances at least, a realization that college attendance is a privilege which must be met by a corresponding sense of responsibility.

INCREASE OF FEES

An obvious device which it was thought might limit the number of applicants for college entrance and the number of those who persist through a college course, was increase of student fees. This proposal was in line with the criticism of higher education that it was too free and that students should pay a larger proportion of the expense of their education. A study of the fees charged, made by the Bureau of Education for the year 1923-24, shows, when compared with fees listed in the catalogues of preceding years, that many institutions have thus increased the financial load of the student during the biennium. However, reduction in the number of students has not resulted. Michigan increased the fees in its medical courses, but this had little effect upon the number applying for admission. The University of Illinois also increased its fees to nonresidents of the State, but again this had little effect in reducing the number of applicants. In general, increase of fees, therefore, has the effect of increasing the income of the institution but little effect upon discouraging attendance. Such increase of income as is derived from increase of fees does not necessarily mean greater economy. If the number of students admitted increases, costs may increase more rapidly than fee income, since in no case has an institution attempted to raise its fees to the point where the student pays the entire cost

of his education. No one has as yet determined a fee charge which will actually hold applications for admission to any specific number for a given institution.

ENTRANCE EXAMINATIONS

Although some institutions, notably those in New England, continue to maintain a direct control over the number of entrants each year by means of the entrance examination conducted by the institution itself, there seems to be little tendency to take further advantage of this device. In the Middle West and West, where the State-supported institutions more generally set the pace under the restrictions of a position in the public-school system, there seems little tendency to limit numbers or to determine educability by means of institutional entrance examinations. It may be questioned whether more extensive use of this device may not have a contribution to make to the creation of institutions of distinctive character. Uniformity is promoted between different institutions through standardization carried on by the national and regional accrediting associations and through the work of the College Entrance Examination Board; there will always be a place for institutions which participate in such a uniform system. However, it is probable that in the near future institutions which now maintain their position in the college world only upon the basis that they conform to the standards of accrediting associations may wish to develop educational service of distinctive character. They may find the entrance examination one means of insuring entrants who will be suited to the peculiar character which they wish to impress upon the institution.

STANDARDS OF ADMISSION AND OF INSTITUTIONAL ACCREDITING

The work of the regional and national accrediting associations tends to bring about uniformity between institutions. During the biennium the influence and importance of the regional associations have developed to a remarkable degree. The north central association and the southern association now exercise more powerful influences upon secondary education and upon the standardization of colleges themselves than do any other national forces. In this connection a resolution of the north central association, adopted in 1923 and supported by the higher educational representatives in the association, recommends that the colleges should provide an alternative system of entrance by which students who have completed 11 or 12 units in the tenth, eleventh, and twelfth grades of the senior high school may be admitted with full standing. If this resolution is accepted by the member institutions, it will have an important effect

upon the development of the junior-senior high-school system and tend to reduce the number of applicants for college entrance who are unfit, by providing in these high schools completion courses not looking to college entrance. Similar effects in relieving the college burden may be expected from the growth of the junior college idea. Further discussion of the junior college will be found at another point in this review.

The tendency toward uniformity has been promoted by the adoption by the American Council of Education of standards for colleges, junior colleges, and teacher-training institutions, the two latter during the biennium. These standards were published with the recommendation that the regional and other accrediting agencies adopt them as a basis for accrediting institutions within their special fields of influence. Practically all of the regional associations have followed this suggestion and adopted the American council's standards or modified them somewhat to meet local necessities. The Association of American Universities, which had previously operated under the standards devised by the Carnegie Foundation, has also adopted the standards of the American council and has been given a grant by the Carnegie Foundation to enable it to conduct examinations of institutions for purposes of accrediting. The Catholic Education Association has accepted the standards of the American Council of Education, and other denominational educational organizations have been considering similar or other action looking to betterment of standards in church schools under their control or influence. The interest of the denominational colleges in the development of higher standards has arisen in part from the influence of increased standardization for other institutions and in part because the competition for students has been so reduced that they can afford to take steps in this direction.

The American Association of Teachers Colleges also adopted at its meeting in Cleveland, in February, 1923, standards for accrediting teachers colleges and normal schools. These standards have not and probably will not be applied to the institutions which were members of the association at the time of this adoption, but new applicants for membership will be admitted upon the basis of these standards. No doubt this will have considerable influence upon the regional associations in their accrediting of teacher-training institutions.

The Colorado State College adopted in 1923 higher standards involving more restrictive prescriptions for preceding work, conditional admission, and most significant, perhaps, omission of credit for life experience, teaching of penmanship, training in art and music, and other forms of work which do not contribute directly to the course offered by the college.

Paralleling the development of more exact standards for admission to college and for admission to the list of institutions which may properly be defined as higher educational institutions is the development in the standards for professional work. The American Bar Association adopted standards in 1921; and in 1923, the American Pharmaceutical Association, the National Association of Boards of Pharmacy, and the American Conference of Pharmaceutical Faculties also established standards for their specific work.

The University of Michigan determined in 1923-24 to begin in the fall of 1926 to require for admission to the school of law three years' work in college and in 1927 four years' work. This will make the law school at Michigan entirely a graduate institution, with the exception that students who take the combined letters and law course at the university or in other approved colleges may save two years of work. In line with the Carnegie Foundation's studies upon dental education, a similar plan is being considered by Michigan for the College of Dental Surgery. Columbia's Teachers College in October, 1922, adopted for the School of Practical Arts a change in admission which requires for admission two years in a college or a technical school instead of graduation from high school. This change was made necessary by the rapid growth of the School of Practical Arts. The tendency is to extend the time preliminary to professional training and the time for professional training itself in law, medicine, dentistry, pharmacy, teaching, and engineering.

GRADE LIMITATIONS

At the same time that it limited its enrollment in the entering class to 1,000, Harvard changed its entrance requirements to provide that 75 per cent must be obtained on the entrance examination and also that the boys admitted without examination must in their preparatory work rank among the highest seventh of boys in the class. The University of Illinois requires a grade of 10 per cent better than passing in the institution from which the student comes. The Kansas State Board of Administration has recommended that the plan of admitting graduates of accredited high schools upon an automatic basis be abolished. In general, many college executives are coming to believe that the selective process upon the basis of high rating in the preparatory work results in reduction of the number of students who will not profit sufficiently from college work. It is a real selective device.

CHARACTER SCORING

It seems to have been established by various investigations, notably at the University of Minnesota, that failures on the part of fresh-

men are not due so much to lack of ability as to lack of personal qualities and characteristics which enable the student to adjust himself to the environment and work of the college. Increased emphasis has been placed, therefore, upon admission to college upon the basis of personal qualities, including the physical. Scoring of applicants for college entrance upon the basis of personal characteristics attempts to cover good habits, industry, manners, respect for law, perseverance, alertness, competence, vigor, promptness, accuracy, participation in activities, and financial condition. The University of Chicago, Oberlin, Harvard, Kansas Agricultural College, Leland Stanford University, Reed College, Ripon College, and Swarthmore all have in a serious way attempted such scoring as the basis for admission. The scoring may be a very formal matter, conducted upon the basis of a blank furnished to the principal or other officer of the secondary school, and may involve in addition to such procedure a personal interview between the student and a representative of the college authorities. Northwestern University plans to undertake such scoring upon an extensive scale. Swarthmore, where the plan has been in effect for some time, states that the real entrance examination is the personal interview.

In addition to the service which character scoring renders in securing students who are fitted for good college work, the results of such personal knowledge of students should aid the institution in rendering careful instructional service. In the past the professors under whom students took their work knew little about the high-school records of their students, nothing in most cases about the parents and home conditions from which the students came, and only so much of their mental abilities and tendencies of character as they might derive from classroom contact. The personal history and estimate of students, if made available to the instructing staff, should contribute to improved college teaching procedure.

PSYCHOLOGICAL TESTS

Enthusiasts about the possibilities of psychological tests frequently have urged that the psychological test be used as a basis of admission to college. So far development in this line seems to be insignificant. One investigation, made by the north central association in 1924, shows that institutions within its territory were not using mental testing for admission to any great extent. The service of psychological testing, in so far as it has been accepted, apparently lies in other directions, presented in another portion of this discussion.

FRESHMAN PROBLEMS

Careful selection of students for admission to college implies that the work offered after admission will meet their needs to the fullest

possible extent and will give their abilities the greatest possible opportunity for development; and that college life outside the hours of formal instruction will contribute definitely to the well-being of students and will aid directly in their preparation to participate in the privileges and obligations of their adult life.

In the University of Wisconsin by February, 1923, 11 per cent of the class entering in the preceding fall had dropped out; in February 1924, the corresponding figure for the class which entered in the fall of 1923 was 13 per cent. In Harvard only 76 per cent of the freshmen who registered in September, 1923, were promoted in good standing at the end of the freshman year. Lack of ability is the least important factor in accounting for such losses; overenthusiasm for sports and other extra-curricular activities is perhaps the most frequent cause. Leaving the freshman almost entirely to his own devices in making his entrance into the official and social life of the institution results in homesickness and discouragement or in useless effort and dependence upon chance influences. Naturally his fellow freshmen and older students give him a one-sided conception of college life, a picture made up largely of athletics, social life, and extra-curricular employments. The college authorities, the faculty, and study, under such conditions, contend upon unequal terms with "activities" in presenting their claims to his time and attention. He has little direct personal contact with college officials and official purposes, and that little is under what he and his fellows regard as compulsion.

Several institutions, following the lead of the University of Maine, the University of Rochester, and the Agricultural and Mechanical College of Texas, which are pioneers in the movement, have adopted the device known as "freshman week" in order to deal systematically with the conditions described. A study made in 1923-24 by Mary Frazer Smith, of Wellesley College, shows that 41 institutions have adopted this method of orienting freshmen. These institutions require that freshmen report in advance of upper classmen for conferences and lectures, tests, and inspection of the institutional plant. Although called quite generally "freshman week," the actual time devoted to freshman orientation may vary from 1 hour to 10 days. The purpose is to acquaint the new student with the aims, opportunities, and customs of the institution and to secure information, by means of psychological or other tests, which will aid in more careful personal educational service during the freshman year and thereafter. The plan is so simple, results obtained so excellent, and the possibilities for further development so obvious that general adoption of the device of freshman week may be looked for among institutions which are seriously trying to meet their educational and social problems.

SECTIONING CLASSES

Freshman week affords an opportunity for obtaining information which will enable the institution to group students according to their abilities, as revealed by previous academic records or by special tests. The plan of sectioning classes in this way is developing rather rapidly. Eleven institutions, in addition to two now following the plan, intend to inaugurate such sectioning in the near future. The chief hindrances in the way of satisfactory sectioning are the desire of students for specific instructors and schedule difficulties which prevent free passage from one section to another in accordance with the record made by the student in his college work.

Those of us who in college were more concerned in choosing the men under whom we took our work than in choosing the subjects which made up our curriculum sympathize with the student who insists upon being permitted to study under a chosen instructor. To be sure, freedom of choice leads frequently to the selection of professors who have reputations for giving "snap" courses, but there is a sound element in the judgment of students which it may be a mistake to ignore. Frequently students wish to work under good teachers.

If the sectioning plan is to mean anything real, it must involve shifting from lower to higher groups as the student develops or displays his ability to work with such groups. This is especially true in view of the records and tests upon the basis of which sectioning is made in the first place. No one seems to have unlimited confidence in preparatory-school records, in entrance examinations, or in the results of psychological testing.

A study made in the University of Minnesota indicates that the newer psychological method of testing is less reliable than high-school records in prognosticating future work. Mental testing has made enormous strides since the Army tests were applied to so many young Americans, and institutions have attempted to make greater use of them for such rating of students as is implied in the plan for sectioning classes. The results have not been so satisfactory as the friends of psychological testing would desire. Toops and Bridges assert that, to be valuable, the correlation between test and scholastic record must be between 0.70 and 0.80. No such high correlation has been obtained. Many authorities seem to doubt whether the mental tests have a higher predictive value than other criteria. In a study made in the public schools it was found that the correlation between public school teachers' ranking and the subsequent work of students was 0.70 or above, which is higher than has been obtained to date between the mental tests and students' work.

President Coffman, of the University of Minnesota, makes a statement which perhaps represents with considerable justice the present attitude toward the tests:

I would not for a minute speak disrespectfully of intelligence testing, but those who are the members of this cult have in some instances claimed that, by a series of intelligence tests, it is possible for them to determine in a few minutes of time what students can profit by a university, and even what vocation they should follow.

The conclusion stated, somewhat humorously, is that because of innate perversity or obstinacy of mind many of us are not entirely convinced. The use of psychological tests for purposes of sectioning is admitted generally, however, to be of value, even though the ability of the test to avoid injustice to the individual is not admitted. The test makes no or insufficient allowance for extraordinary ambition and industry. Students who would be excluded upon the basis of a psychological test, if this were the method of determining admission to college, have, under the restricted application of the test to sectioning, an opportunity to overcome poor records upon the test by means of extra effort. If the test has been wrong in rating them, the injustice can be repaired. In general, educators appear to feel that the psychological test can not yet be trusted to determine the limits of educability and kind of educability, yet its usefulness is admitted, even by sober-minded men who are not carried away by a new experimental process.

ORIENTATION COURSES

One of the charges brought against colleges and universities is that they are overorganized. A multiplicity of schools, of departments, and of courses offered are of necessity confusing to the immature student. He comes from an institution where his work has been very largely prescribed and almost altogether carried on under the immediate direction of his instructors. When he finds his new institution made up of a number of schools which bid more or less independently for his patronage, and of an even larger series of departments magnifying the worth and importance of their subjects, it is a difficult problem for a freshman to understand the relationship existing between the bodies of knowledge which these schools and departments represent. He is likely to go through college with the idea that the department or school which he chooses upon ground of initial interest or personal suggestion represents the whole or nearly the whole body of knowledge required of an educated man.

To overcome the difficulties of the student and to mitigate the effects of departmental mindedness, as distinguished in the phrase of Dr. R. L. Kelley, from curriculum mindedness, institutions have

followed the lead of Columbia University in offering special orientation courses for freshmen. Just as freshman week is intended to orient the student in his new administrative and social environment, the orientation course is intended to orient him in the fields of knowledge which are spread before him in the college curricula. The orientation course is intended to unify the material of the curriculum; to constitute what may be called, following the terminology of vocational education, a pre-educational course. More specifically, it is intended to train the student to think and to introduce him to a general survey of the nature of the world and of man. Committee G of the American Association of University Professors has issued a study of such courses offered by Amherst, Antioch, Brown, Columbia, Dartmouth, Johns Hopkins, Leland Stanford, Missouri, Princeton, Rutgers, and Williams.

One institution at least, Reed College, has carried this idea further; the college course is intended as an orientation one, but orientation in life rather than in college is sought. Of course, colleges have always made the claim that this was their purpose. Reed seems to have attacked the problem from a somewhat fresh standpoint and without the restraints of traditional organization. The criticism so frequently directed against the colleges, that the attitude of instruction is chronological rather than functional, applies in many cases to the work of the orientation courses. Even at Reed, for instance, the first two years of work are directed to providing an historical background. This method of approach is also the one frequently adopted by the freshmen orientation courses. Historical interest usually develops in a student only after a considerable body of information has been accumulated with no or little chronological unification. Desire to unify and coordinate through the agency of time or logical classification is a comparatively late development. The filing system comes after accumulation of correspondence. Although it may require a high order of genius to relate instruction material to the familiar life of the entering college student, some element of such relationship is always introduced by good teachers. In this way only can reality be given to knowledge and intellectual attainments. The present orientation courses, excellent as they are under the limitations of chronological approach, might be greatly strengthened if more systematically and consciously related to student experience.

The attitude of college and university administrations indicated by class sectioning and orientation courses implies changed methods in the later part of the college course. Measures of the kind already described are in large part preliminary to meeting other general criticisms of college work. It is charged that the colleges do not

develop a high type of scholarship. The Phi Beta Kappa Society of the upper Hudson has been sending out speakers to talk to college students about scholarship, since it is maintained that they have very little opportunity to hear about scholarship and great opportunity to hear about athletics and money-making. It is charged that the processes of college are machinelike and that under the formal standards set up education tends to become more interested in meeting formal standards than in education itself. It is asserted that the work of the regional and national standardizing agencies contributes to destruction of individual aims and institutional character.

In the attempt to meet these and similar criticisms institutions have during the biennium considered carefully matters of curriculum revision, and watched with interest surveys of special fields of instruction such as those conducted by the American Classical League, Modern Language Association, and the Society for the Promotion of Engineering Education. They have even begun to plan to take definite steps toward the development of better college teaching. Systems of providing special honors and distinctions to induce interest on the part of students in scholarship and in work have made considerable growth. More striking, perhaps, than any of these attempts is the development of honors courses and the tendency to recognize the value of comprehensive examinations. Each of these measures is worthy of consideration. Comment upon proposals with reference to improvement and economy in graduate work will also be discussed before turning to problems of social and college life.

CURRICULUM REVISION

It seems to be generally accepted that it is the function of the college to train the common citizen. If this is true, too much laboratory work, too much research, too much methodology and technique may develop in a college a kind of training which defeats the purpose. What the general run of students need is content material useful in common life, and instruction whose aim is presentation of information in a way that will develop intelligence and a judicial spirit in matters of ordinary experience. In other words, the curriculum should prepare the student to function in the life that he will live after he leaves college. Colleges have always maintained, perhaps, that these were the purposes of their work. The most common method which has been adopted to insure a reasonable unity and relationship between the several subjects studied by a student, and to insure that his course contains all those elements which should enter into the educated consciousness of the common man, has been the grouping of subjects as a guide for the student

in the construction of his curriculum. Grouping of subjects has not been very strictly observed, however, either by students or by the colleges, and little functional unification has resulted. It is still possible for the student to take chemistry without arriving at an understanding of the scientific method. He may still specialize to an extent that leaves him after college an uneducated man in the sense that his knowledge is unrelated to large areas of human activity and interest.

In this connection several interesting experiments have been made which give students or a committee of students an opportunity to suggest curriculum changes. In the second semester of 1923 Vassar organized a student curriculum committee whose work continued in 1924, and its suggestions have been regarded by the faculty as of real value. The students of the College of the City of New York have worked seriously upon this college administrative problem, and their suggestions are of interest in that they appear to indicate that students themselves feel the need for simplification, high standards of scholarship, and what used to be known as an "all-round" education. They recommended that extra credits for high marks be dropped, that Latin and Greek be reduced to the status of electives, that the third-year language requirement for the A. B. degree be abolished, that the language requirement for the social science degree be increased, that required military training be abolished, and that final examinations for "A" students be eliminated. Their suggestion that the requirements for the bachelor of science degree include one year each of psychology, philosophy, English literature, and the history of science, indicates that they recognize the undesirability of too great specialization. They also recognize the basic place of good health in any educational program by the proposal that recreation activities be required of upper classmen as well as of lower.

An important suggestion, which would imply rather thorough-going revision of present curriculum practices, is that instruction be developed functionally upon the basis of student grouping in accordance with their dominant interests. The growth of international study groups among college students upon a noncredit basis would seem to point to a certain degree of utility and practicality in this proposal. Voluntary clubs formed to study international relations exist in 85 or 90 colleges. The Institute of International Education, which is largely responsible for this development, has proposed that orientation courses in foreign relations be developed as a result of this work, but study of this kind is more closely related to the proposal to develop functional credit courses upon the basis of group interest, than to the orientation idea. International relations is but one of many subjects of interest to which students in groups of

considerable size are willing to give time and work. The possible value to formulation of college work of such mental initiative on the part of students is undoubtedly worthy of further thought, but administrative and practical difficulties are so obvious that outside the range covered by free electives, colleges will probably find adoption of the plan inapplicable.

An outstanding and courageous attempt to free the traditional curriculum from some of the old standards has been made by the University of Delaware. This plan contemplates that a group of junior students shall study a year abroad and receive credit at Delaware for the work done. France is selected as the place for the first experiment. Students, under the direction of a member of the resident faculty of the university, leave the United States in July and remain until July of the following year. They follow a very intensive course of language study in France and take up residence at one of the French universities. Each student lives while in residence in a French family, so that French must be spoken.

President Hullihen reports that the greatest obstacle to the plan has been the credit difficulty. Foreign courses do not exactly correspond to work in America. It would seem that the careful restrictions placed upon students to insure that they have the benefits of real study, real-language work, and travel under most advantageous conditions for acquisition of knowledge should justify acceptance of a year of such work as the equivalent of nine months' residence in an American institution. The fact that this is not the case seems to bear out the charge that interest in units of credit rather than in education is one of the characteristics of American colleges and universities.

Delaware has adopted, in addition to careful planning and supervision of the work abroad, two important methods and safeguards to avoid criticism which may arise because of the departure from the formal traditional standards of American college education. Juniors are selected for the experiment in order that the faculty will have an opportunity to observe the students when they return to the university as seniors. It is proposed also to substitute for the foreign examinations an examination of the comprehensive type now made familiar and respectable by the development of honors courses.

No doubt the presence in the student body of those who have had the privilege of this foreign study will inspire many first or second year students to qualify for admission to later foreign-study groups. President Hullihen states that the plan has already had a distinct effect in providing a direct objective for the students of the University of Delaware. Another advantage of the plan which is an-

ticipated is that it will stimulate the teaching of foreign language; since, if successful arrangements can be made, similar student groups will be taken to other countries of Europe and South America.

TEACHING METHODS

Colleges have been as yet little affected by the development of educational theory already commonly applied to instruction in the elementary and secondary schools. At first sight it would seem difficult to account for this fact since these theories have been developed in large part by the schools and colleges of education in the universities. Familiarity with these theories, however, seems to be confined to the professors of education. As a matter of fact the college-teaching profession does not rank teaching with research. College teachers and college administrators, although both would repudiate the attitude, tend to undervalue the man who is more greatly concerned about his teaching problems than about his administrative or research work.

No doubt there is a methodology of college teaching. At any rate there is a considerable body of knowledge in regard to the technique of teaching which is not shared or practiced to any great extent by college professors. Graduate students qualify for college teaching positions upon the basis of research which is only in the slightest degree related to ability to instruct. In fact research work of the type which places students upon the list of eligibles for college employment is frequently of such nature that it unfits for teaching. Perhaps the new Kappa Phi Kappa educational fraternity which has for its purpose interesting men students in education may in the long run have considerable effect upon the attitude toward teaching on the part of the professorial class and lead to greater knowledge of college teaching problems.

Aside from the development of the sabbatical furlough for college professors, which has a somewhat attenuated connection with improvement in college teaching, little positive action has been taken to make college professors better college teachers. It is true that college administrators are pleased when they obtain a good teacher, but they have few means of judging the nature of teaching in their institutions and even less satisfactory standards for determining the teaching ability of new men whom they employ. In this connection protest has been made quite frequently during the biennium that as soon as an institution gets a professor who establishes a reputation for good teaching or leadership in research, he is hired away by some other college. Proposals have been made for enforcing contracts more carefully and for the development of high standards of honor as between institutions in the hope that this practice may be discouraged. These proposals are in part based upon the belief that

rooting an instructor in an institution tends to develop better teaching. Objections to this idea are so obvious that it is hardly necessary to mention them. Extreme manifestation of the belief is afforded by the college president who appealed to a graduate institution for an instructor with a statement to the effect that, although the men previously obtained had been good men, they had been hired away by other institutions, and that he hopes now to secure some one who will stay. Selection and retention of professors upon this plan, means, of course, that a premium is placed upon the employment of mediocre men who do not give promise of developing competition for their services.

SPECIAL HONORS AND DISTINCTIONS

There is a growing tendency to adopt some plan of providing special recognition and distinction for the man who attains a certain ranking throughout his college course and for the man who does extra work. These plans follow in general the old principle of granting the degree *cum laude* or *magna cum laude*. One of the most popular recent devices of this kind is based upon what is known as the *point system*. The plan as adopted at the University of Michigan provides that for each "A" grade three points shall be counted; for each "B" grade two points; "C" grade one point; "D" grade no point; and "E" grade a minus point. For graduation the same number of points as of credits or hours is required. The man whose general average in points is 2.15 or 2.5 is regarded as having attained distinction or high distinction, and his name is frequently put in the catalogue or commencement program under these headings. The point system, of course, insures a kind of reward for meeting faithfully the ordinary requirements, but does not very extensively encourage independent study. When in addition honor points are given for extra technical, educational, or special courses, the result is merely to add to the number of units of regular work without giving the individual an opportunity to do work of a distinctive and personal character. This point plan for rewarding industry and high ranking in the work offered implies the least disturbance to the present standardized series of processes through which a student must pass in order to secure a degree, or it may even imply a belief that these processes are the most useful that can be devised.

Of the same general nature as granting special distinctions to students upon the basis of high rating under the regular system is a tendency to make more difficult the passage from sophomore to junior year or from junior year to the senior. Princeton has undertaken to make passage from the sophomore to the junior year somewhat

more difficult, and this is but one of several instances which depend upon increased difficulty without material change in the work offered or in the methods used, to secure higher scholarship and better training.

HONORS COURSES

Limiting enrollment, selective processes intended to secure students who will profit from training, special orientation courses for freshmen, and maintenance of high course averages all fail to provide adequately for the specially gifted student. They all fail to encourage independent initiative and self-directed work to the point where the scholarly attitude or the power of independent procedure in dealing with new problems is developed. The need is for some method which will induce every student, and especially the gifted ones, to extend themselves to the limit of their abilities. The old methods and courses failed to do this. The commission on faculty and student scholarship of the Association of American Colleges in 1923 reported that, of all the attempts to accomplish these purposes, the honors courses developed in this country by Swarthmore is the best and most promising. The honors courses as developed by Swarthmore and adopted by other institutions, notably Barnard, Carleton, and Smith, are based in fact upon the influence of the English honors courses made familiar to this country through the Rhodes scholarships, Canadian practice, and by closer international student relations. The extent of interest in the plan is evidenced by the fact that President Aydelotte's account of the honors courses as developed at Swarthmore, published by the National Research Council, has been exhausted and a second edition made necessary. At Swarthmore the number of honors students has doubled each year for three years. No single movement in higher education has been given more interest or promises more far-reaching results than this. The course as developed implies independent study on the part of students, less formal relationships with the faculty, and relaxation of attendance upon classes and ordinary class examinations. Honors work is confined to the junior and senior years, in part because freshmen and sophomores require basic work, which in Europe is regarded as secondary. This condition emphasizes and no doubt will contribute to more general and practical acceptance of the fact that the first two years of American college work belong in the secondary school. The development of the junior college will doubtless be hastened through this influence of honors courses.

Two features of the honors courses have made an appeal to institutions which have not themselves adopted the plan. Several institutions have attempted to extend the privilege of voluntary attendance

upon classes to students who attain certain ratings. Princeton attempted in September, 1923, to extend further its plan of voluntary attendance upon lectures but was compelled to return to its former plan because lectures were entirely deserted. This fact may indicate that the greater part of the instruction now carried on by the lecture method may more easily and quickly be obtained through reading, or it may indicate that those who do not rank high in regular work have not the maturity and development to understand how to manage their own educational progress. Another element of the honors system which makes decided appeal is the comprehensive examination. The honors students at Swarthmore are tested by comprehensive examinations which emphasize the general subject and therefore tend to decrease the importance of the individual course. At Swarthmore these examinations are conducted by men familiar with the fields, who are brought in from outside the institution. A knowledge of the field rather than of the specific courses taken is thus insured. In a sense those who are directing honors work are thus judged along with the students whose work they control. Reed College uses the comprehensive examination at the end of the junior year. Its work is so organized that such an examination is applicable. At Swarthmore the students in the senior class have petitioned that their final examinations be of the comprehensive type. In the opinion of friends of the comprehensive examination this desire on the part of the seniors is regarded as an indication of high educational and intellectual interest. Persons who are not converted to the comprehensive examination contend that ability to organize and present information in a clear and logical manner, which is the main purpose of the comprehensive examination, may be tested just as thoroughly by the ordinary course examination and that in addition the latter tests knowledge and memory of course work. The discussion is valuable in that it is securing much needed attention to the technique of examinations in America.

GRADUATE WORK

The United States has developed a large number of great universities which are famous for their research work. Through a somewhat curious misapprehension of educational purposes, research and greatness have therefore become somewhat confused. Research no doubt is an important means of testing the standing and reputation of a university, but this basis of judgment is carried to an extreme point when it leads practically every university in the United States to base its claims to recognition upon extensive and varied programs of graduate research work. The fact that eligibility for college

employment depends so largely upon research has contributed to this attitude. The results have not been entirely happy.

During and following the World War the demand for college instructors exceeded the supply. Colleges still demanded, however, that their instructors hold higher degrees. As a result, pressure upon graduate institutions to meet this demand aided in the promotion of the already existing tendency to carry over into graduate research work the prevailing undergraduate conception that education consists of completion of courses and compilation of units. It is asserted quite frequently that graduate work is now, on the basis of what the graduate student is admitted from and not upon the basis of what he is admitted to. In other words, research is in some of our graduate departments defined largely in terms of undergraduate college education. As someone has expressed it, present graduate work "coddles immaturity." Professor Woodbridge states the case: "Graduate work should not prepare students for advanced degrees but should give them a chance to do something worthy of a degree."

If it is admitted that this situation is justly pictured, it is obvious that considerable reduction may profitably be made in the extent of graduate research work for degrees now carried on in a large number of our universities. It can not be stated too emphatically that this does not imply in the slightest that the value and importance of real research have been exaggerated. On the contrary, it is a plea for extending and raising the standards of research which lead to the higher degrees.

Two proposals have been made recently looking to improvement of the situation with reference to graduate work: First, that institutions specialize in the kind of graduate work to which they devote their resources, thus insuring, in so far as educational expenditures serve to direct research activity, concentration of energy and ability upon limited fields. Beyond question money alone, even money combined with the assembly of large bodies of graduate students, does not provide all the conditions necessary for successful prosecution of highly specialized research. It is thought, however, that specialization as between institutions will attract to each institution leaders of research who will find in the combination of their work and efforts and in the special facilities provided a happy ground for work of the highest type. A second suggestion made, which is in no way contradictory to the first, is that a greater degree of cooperation in research work as between higher institutions be developed. Several examples of such cooperative research during the period are of special note. The Modern Language Association Research, for instance, in which 35 research groups are cooperating, is pointed to as a conclusive argument for such procedure. Cooperation in research

in the humanities similar to that carried on by the National Research Council in the scientific field might serve to prevent waste and might promote coordinated effort. While not strictly graduate cooperation, the arrangement of the schools of commerce and business in the Universities of Illinois, Indiana, Minnesota, Nebraska, Ohio State, Wisconsin, and Chicago to publish the University Journal of Business in cooperation is an indication that cooperative effort in educational enterprises tends to gain ground.

SOCIAL AND COLLEGE LIFE

Much discussion of the work of the colleges and universities of the United States is centered about the activities which are not directly under the control of the college authorities and arises from discontent with the institutional efforts to give the individual student proper living guidance at those times when he is not in the classroom. These problems, always matters of concern to university administrators, have been emphasized by current criticism. The institutions have felt an increasing need to take positive action looking to personal advice and guidance for students in their numerous academic, social, and financial relations. The feeling has developed that the housing, health, and morals of students are matters to which administrative authority may properly devote more attention. The question is raised whether even the activities directed by students themselves may not be brought into closer relationship with the institutional and educational aims of the college. The charge that the higher institution is an isolated island in the midst of the activities of the world has led to increasing interest in the establishment of outside contacts.

The outside estimate of the tone of our large universities is perhaps best reflected in the bequest in the will of Willard D. Straight, which left to Cornell a sum of money to be devoted to making the institution "a more human place." This problem is not confined to the larger institutions. The president of the University of Illinois in his report for 1922-23 indeed makes a strong case for the larger institution in this respect. He points out that an institution with ten thousand students and a staff of one thousand encourages personal relationships to as great an extent at least as is the case in the smaller college. A larger choice of personal contacts is possible.

However this may be, the universities and colleges are recognizing increasingly the necessity for setting up some agency whose business it is to look after these personal problems. In many institutions this agency is the dean of students. In others personnel bureaus have been established which serve both the needs of the student and of the administrative requirements of the institution itself.

The position of dean of students may be almost indefinitely subdivided. It is recognized that a dean of men may contribute almost as much to the life and education outside college walls as the dean of women contributes to the well-being of the girls. The dean of freshmen is an office which, under the dean of students, devotes itself to the problems of new students. In the University of Illinois a special position was created in 1923 to look after student activities and organizations. The dean of women frequently encourages grouping of women in organizations, as is the case in Illinois.

Frequently the dean manages the employment bureau, is a member or chairman of the student loan committee, gives vocational and educational guidance, advises with reference to and participates in student social activities. The dean helps the individual with personal, friendly advice, straightens out relations with townfolk, looks after sick students, and establishes contact with parents. He has largely ceased to be regarded as the college official disciplinary agent; he is the college friendship man.

The housing problem in smaller institutions, as well as in the larger ones, presents many problems. The development of dormitories for women especially enables the institution to exercise a certain degree of supervision over the unscheduled hours of the student. Training in the social conventions in college dormitories and dining halls is carried on by means of example or even definite regulation by cultured supervisors. When students live in town, scattered through rooming houses, supervision becomes a difficult matter. Careful supervision of such houses for women is common, but the expense seems to be too great to exercise any large degree of control over the places where the men live. This problem is being met by building dormitories, but requires further attention by institutions which can not hope to house their own students in the near future.

Athletics present troublesome problems to the college administrator who is interested in the well-being of his students and has caused much comment and concern outside college walls. The athletic situation is greatly complicated by the fact that athletics has become a matter of large money transactions. In Michigan in 1922 the revenues from athletics were \$226,465.15, while the expenditures were \$182,909.08. In 1923 the revenue had grown to \$309,107.11 and expenditures to \$190,300.23. In Princeton in 1923-24 the revenue exceeded that of 1922-23 by \$53,063.80, while at the same time operating expenses decreased \$57,032.07. The size of these operations has emphasized the need of mature control of financial matters. Young boys, even young men who are supposed to be receiving a college education, should not be called upon to transact business of such magnitude. The effect upon athletics is to make public spectacles of intercollegiate contests, even though it is true that the

tickets for the big games are taken largely by alumni and students. The tendency is to carry on contests with institutions that result in large gate receipts and to develop coaches and teams who will be winners.

The Association of Colleges and Secondary Schools in the Southern States in 1921 appointed a committee of five to inquire into these conditions and into the administration of athletics in member colleges. The inquiry deals with the entrance of athletes to college, their record in college, their past athletic records, with absences from college during the athletic season, with the salary of the coach and by whom paid. The results of this inquiry indicate the need for more effective faculty control, the necessity for reducing salaries of coaches to reasonable limits, and as a corollary the desirability of eliminating the seasonal coaches. The report also advocates the elimination of special students from athletics, the eradication of scouting, and the encouragement of intramural athletics. Condemnation of long trips and of gambling in connection with college athletics is emphatic.

The report in 1921 of the committee of the American Physical Education Association indicates some facts with reference to control of college athletics that are worth recording. Thirty-two per cent of the 250 colleges of which inquiry was made place management in the hands of the faculty; in 30 per cent management is in the hands of the faculty and students; in 25 per cent students and alumni share the control; in 13 per cent students control. There is a growing tendency to place the management of athletics in the hands of the department of physical education. The figures above indicate, however, that there may be some truth in the charge that in certain instances college authorities look to college athletics to create college unity and publicity. The charge is that this attitude accounts for the fact that, in spite of well-known abuses, little is done to correct them.

Much of the discussion centers about the position of the coach. Coaches themselves maintain that high salaries are necessary, since their period of usefulness is short and they have little certainty of tenure. They maintain that college authorities insist upon their producing winning teams and base tenure upon ability to do so. They are not left free to handle the athletic situation as a part of a physical development program. The proposal that coaches' salaries be reduced to a point where they compare not too favorably with the salaries of full professors will depend for its successful operation upon support from the college authorities. Abolition of professional college coaches and substitution of faculty coaches in their place has received great impetus from its approval by representatives of 12 New York and New England colleges in 1922. This plan has been

adopted by Union, Wesleyan, Bates, Trinity, and Hamilton and submitted for consideration to Amherst, Bowdoin, Middlebury, Tufts, Williams, and Colby. The problem of raising the tone of college coaching is also being met by the special courses for coaches offered by various institutions. The University of Minnesota offered in 1924 a complete course of training for teachers of physical education, including coaches, which will lead to the degree of bachelor of science in the college of education. The State Teachers College at Cedar Falls, Iowa, will offer also a four-year course for athletic coaches.

The contention that it is impossible for the college to develop intramural sports in those lines which are carried on in intercollegiate athletics has been disproved conclusively. At Princeton, to take but one instance, 1,215 of its 2,000 students were in 1924 members of intercollegiate sports squads. This did not include those who participated in intramural athletics; if this number were included, 90 per cent of the students of Princeton participated in some form of sport. Careful supervision and determined efforts to bring about an athletic situation which would really contribute to the physical and moral welfare of the students account for such development. The Universities of Illinois, North Carolina, Ohio State, and Ohio Wesleyan also report a great growth in intramural sports. At Michigan intramural contests between teams of women students have developed remarkably. At Michigan also the gymnasium is used to a much larger extent than formerly by summer school students. Efforts to induce upper classmen to participate in regular exercise have been stimulated. Intramural athletics has been coordinated with teacher training work in physical education so that senior and junior students act as instructors for intramural teams, organize teams, and officiate at games. Michigan's new four-year teachers' course in school health and physical education is thus made to contribute to the development of intramural athletics.

The growth of freshmen teams since the adoption of the one-year rule, commonly known as the freshman rule, which at first appeared to be a development which would encourage intramural sports and free the minds of freshmen somewhat for college work, has shown that freshmen athletics is subject to the same abuses as general college contests. Contests between freshmen teams of different institutions have grown to such a point that abuses are quite as serious as those arising from intercollegiate athletics in which teams represent the entire institution. Princeton and Harvard have, as a result, discontinued their freshmen contests.

Important from the standpoint of defining the purposes and objectives of college athletics is the work of the Amateur Athletic Federation which developed from the Secretary of War's Man-

Power Conference, held in 1922. The federation is attempting to define what constitutes physical fitness and to stimulate various agencies, including those of the colleges, to adopt standards and to direct their athletic and sport activities to the attainment of these standards. The University of Michigan is devoting considerable time to working out a series of annual performance or physical efficiency tests for upper classmen. Similar standards for girls are being developed. Modification of men's games when played by girls, to suit the physical characteristics of girl participants, and acceptance of the idea that girl teams should always be coached and controlled by women, indicate considerable progress.

The purpose of all this is, of course, to make college sports and athletics contribute to health rather than to competitive advertising or to the development of students of marked physical prowess.

The morals of college students undoubtedly have always been high, as compared with the morals of similar groups of young people. Aside from the supervision exercised by deans and the advice and aid which they give of a personal nature, the outstanding current discussions which may be regarded as of moral significance concern drunkenness and suppression of smoking by girls. In view of the prohibition laws and regulations, institutions have felt that drunkenness, especially public drunkenness, is an offense more serious than in pre-Volstead days. Princeton has undertaken to deal more decidedly with intoxication by means of suspension in cases which come to the attention of the college authorities. In the case of drunkenness for the first time the period of suspension is short; the second offense results in longer suspension and sending the student home, so that his parents may deal with the case as they see fit. In some cases expulsion results. The attitude of the University of Michigan is somewhat more decided. The president has been commended throughout the United States for his courage in dealing with the problem of drunkenness. In 1923 the regents passed resolutions upon the subject, and in the fall of the same year the university senate discussed this matter thoroughly. The decision was reached that cases of public drunkenness should be punished by dismissal.

Although in the eastern States smoking by girls is not regarded as a matter of moral depravity but rather as one of convention or health, in the West and Middle West a moral significance is attached to smoking by girl students. An outstanding case is that of a girl student expelled for smoking in the Michigan State Normal School at Ypsilanti. This case received wide publicity because it was carried to the courts and because the judge sustained and commended the dean of women for her action. It remains to be seen whether the increasing freedom of women will result in making the standards of

convention and moral practice for the two sexes more nearly the same.

OUTSIDE CONTACTS

More extensive and closer contact between the higher educational institutions and the outside world is intimately bound up with two matters which have given trouble to college authorities—freedom of speech and academic freedom. The former concerns the freedom with which college buildings and property may be used by student organizations and others for presenting ideas and facts which are the subject of discussion outside college walls. No general rule which will eliminate the necessity for discretion has been devised. In general, addresses of a scholarly nature and those of general interest are permitted and encouraged. Advocacy of destruction of the Government by violence or unlawful means or attack upon the accepted code of morals are forbidden. What constitutes an accepted code of morals is, of course, a matter of opinion. Critics of educational institutions contend that when revision of conventional moral standards is in progress, institutions permit the greatest freedom to those who defend the conservative viewpoint, while those who are working for change are forbidden to present their ideas to students. One of the important matters of this kind which has aroused discussion and disagreement is the matter of birth control. Similar differences of opinion arise in connection with political campaigns. No institution would forbid a general discussion of political issues; many will forbid the use of college or university buildings for presentation of the claims of a political candidate even though such discussions and claims are presented freely in the newspapers and across the street from the campus. No doubt an institution has a legal right and a moral obligation to control the outside influences which are brought to bear upon its students; its standards of control should be publicly known and impartially applied.

The matter, however, of participation of the college staff in outside discussions, either in the classroom or in public, presents somewhat greater difficulties. A committee of the Association of American Colleges in 1922 formulated general principles in regard to this matter which after a year's discussion were adopted in 1923. These principles deal with four points. First, they recognize that freedom of research should be maintained unless restriction is necessary in the interest of teaching. Second, the college should not place restriction upon freedom in presentation of the teacher's own subject in the classroom, in outside addresses, or in publications except such as are agreed upon in advance or such as are necessary for immature students. Third, they recognized the right and the duty of the insti-

tution to restrict discussion of outside matters in the classroom which is supposed to be devoted to instruction of a special kind. Fourth, that the teacher's right of public discussion of questions outside his own field is the same as that of anyone else, except that the teacher must always make it clear that he and not the institution is responsible for the views expressed.

JUNIOR COLLEGES

Mention has already been made of the fact that the first two years of college properly belong to the secondary field and of the fact that during these two years occurs the greatest mortality among students. The burden upon the institutions because of large attendance, as well as theoretical reasons, makes them friendly toward the idea of developing separate two-year junior colleges. It is the purpose of such institutions to render educational service along three lines. First, presentation of a liberal arts course of two years which will lead to entrance to the junior year in a college or university; second, conduct of two years of professional or preprofessional courses; and, third, offering two-year completion courses for those who do not desire to secure a degree or to lead professional lives. Friends of the junior college idea see in its future development provision for a number of such institutions so conveniently distributed as to provide locally training of the kinds indicated. They believe that this will relieve the college of many of the problems which arise from immature boys and girls being severed from home connections and also will result in the college being able to concentrate its energies upon higher education rather than upon instruction of a secondary nature. The development of the junior college during the two-year period has been remarkable. In California in 1921 a bill was passed which makes possible the setting up under State aid of an extensive system of junior colleges. Those which undertake to prepare for the last two years of college work must be affiliated with the State university. They are inspected by the university, and the qualifications of the faculty must comply with university standards. The courses of all institutions must be approved by the State board of education and conform to minimum standards set up by the State board. This results in a system which coordinates the junior college with the public schools and with the university more closely than in any other State. In 1922 in the United States there were 200 junior colleges, of which 4 were affiliated with high schools, and 125 were reorganized small colleges. Dr. George F. Zook, president of the Municipal University of Akron, while chief of the division of higher education in the United States Bureau of Education, contributed through his surveys a great deal to the development of this

movement. His studies of college distribution upon the basis of economic resources, population, transportation, and type of educational service required resulted in recommendations looking toward reduction of competition between four-year denominational colleges by changing several of them to the rank of junior colleges and making them feeders for one or two strong institutions affiliated with the denomination concerned.

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CHAPTER II

SOME RECENT MOVEMENTS IN CITY SCHOOL SYSTEMS

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Chief of City School Division

So extensive and so complex has the modern city school system become that it is impossible in a brief chapter to treat more than a few of the recent educational movements. In addition to day schools the activities of the city school system include night schools, continuation schools, special schools, health supervision, vocational instruction, vocational guidance, clinics, etc. Reviews of some of these activities appear in other chapters of the Biennial Survey of Education, and discussion of them in this chapter is unnecessary.

ADMINISTRATION

Nothing more than usual is reported in the field of general administration. Having small school boards elected at large has become the prevailing practice. Some difference of opinion still exists regarding the method of choosing boards of education, though authorities in school administration are generally agreed that the elective plan is upon the whole to be preferred to any method of appointment by city or other officials.

The question of the relation of the city council to the board of education is perennial. Numerous instances might be given to show that there has been friction between them; but this is nothing new. Several attempts have been made to divorce school from municipal affairs. For instance, a bill sponsored by the New Haven Teachers' League, to make the board of education independent of the city officials, was defeated at a recent session of the Connecticut Legislature. The claim made by the teachers' league was that the finance board interfered unduly in the management of the schools. This, however, is an old story and may be duplicated in some of the other cities where the school boards are dependent upon the city officials for appropriations.

ADAPTING THE SCHOOL TO INDIVIDUAL DIFFERENCES

Within the past few years possibly more attention has been given to adapting the school to individual differences than to any other phase of school administration. The fact that children differ in ability to progress through the grades has long been recognized,

but the general use of intelligence and achievement tests has emphasized the fact that there is a wide spread of mental ability in the same class—that some pupils are of the highest intelligence and others of very low intelligence. With all these facts before them, school administrators have come to see how absurd it is to expect children of the same chronological age but of different mental ages to progress through school at the same rate.

In order to provide for these individual differences serious attention is being directed toward plans that promise to break up what is known as the lock-step system of grading and promotion. In fact, since the beginning of the graded-school system various attempts have been made to devise plans to assure pupils' continuous progress through school without repetition of entire grades. Semi-annual promotion was considered a means toward this end. More frequent promotion intervals, however, are considered desirable if it is possible to provide them, and several such plans have been tried. When Dr. William T. Harris was superintendent of schools at St. Louis, Mo., he organized classes with about five-week intervals between them, so that the brighter and more industrious pupils could be advanced without skipping a grade, and so that pupils not able to sustain themselves in the classes to which they were assigned could drop back to the class below without losing a half year or even a whole year. Not many cities adopted this plan, yet it had great possibilities, especially in a large school building where five or six groups could be formed from the same grade. This plan may, however, be recognized to-day in the homogeneous grouping of pupils which is receiving serious attention in many cities. Of 215 cities furnishing information to the Bureau of Education as to the uses made of intelligence tests, 64 per cent are using them in the elementary school for grouping pupils according to ability, 56 per cent in the junior high school, and 41 per cent in the senior high school. A few years ago only a beginning had been made in so classifying pupils.

The question, however, has been raised whether the attempt to group children by ability would result in adaptation to individual differences. Dr. S. A. Courtis says:¹

The Detroit results prove conclusively that, whether instruction be individualized or not, children of each level of intelligence, as shown by scores in mental tests, have a very wide range of achievement and very different rates of progress in any special skill * * *. Intelligence is a factor determining progress, but by no means the only factor, so that grouping on an intelligence basis is only a partial solution of the problem of individual differences. A complete solution is furnished by individualization of instruction where any child, whether his intelligence is A, B, C, D, or E may go as fast or as slowly as his condition at the time demands.

¹ Part II, 24th Yearbook, Nat. Soc. for the Study of Education.

It is conceded that it is impossible to obtain perfectly homogeneous groups, since no two pupils are exactly alike. Even children with the same intelligence quotients vary widely in their school progress. It is a matter of common observation that lazy, intelligent pupils may not make as rapid progress in school as do the industrious ones who are less intelligent. What may be considered good grouping at the beginning of the school term may be found very poor a month or two after. Dr. Ernest Horn, of the University of Iowa, in summarizing studies made in Detroit, Mich., Los Angeles, Calif., Winnetka, Ill., San Francisco State Teachers College, and the University of Iowa, says:²

All these data, gathered by five groups of investigators working independently, point to this conclusion: Children do not fall into natural ability groups and can not be classified so as to yield homogeneous groupings; groups which appear relatively homogeneous at the time of classification soon vary more within themselves than they do from each other; different types and amounts of instruction are required by different children within each group; ability grouping does not solve the problem of adjusting schools to individual differences.

Although the homogeneous grouping of pupils is not an ideal plan for adjusting instruction to individual pupils, it is generally conceded that such grouping makes for better adaptation to individuals than does undifferentiated mass instruction. If, for instance, there are four fifth-grade classes in a school building, it is better to divide them into four or more groups on the basis of ability than it is to assign to each of the four teachers children of all degrees of ability and at all stages of progress within the fifth grade.

Designed to reach the individual child more completely than does any method of grouping, several plans of individual instruction that have attracted wide attention may be mentioned. One of these plans originated at the State Teachers College, San Francisco, and has been adopted in other places under city school conditions. Winnetka, Ill., has given the plan the most thorough trial.

Another plan of individual instruction, known as the Dalton plan, originated at about the time Winnetka began its experiment. The Dalton plan has been more widely adopted in England and other European countries than in the United States. Among the schools in this country that have adopted the plan are the South Philadelphia High School for Girls, Philadelphia Trade School, the Manhattan Trade School of New York City, and the Children's University School, under the direction of Miss Helen Parkhurst, New York City.

That more attention should be given to individualized instruction seems evident. The fact that children should be socialized must

² Part II, 24th Yearbook, Nat. Soc. for the Study of Education, p. 106.

not be forgotten. The elimination of all class instruction is not advocated even by the most enthusiastic supporters of any of the plans of individualized instruction. The Winnetka plan calls for a large amount of socializing work, as does the Dalton plan, through its provision for conferences and discussions.

TEACHERS' SALARIES

Most cities have awakened to the fact that in order to maintain efficient school systems salaries equal at least in purchasing power to those of 1914 must be paid. Some cities have advanced salaries to such an extent that their purchasing power is greater than in 1914, and others have made only nominal increases—with the result that the real salary is less now than in 1914. On the whole, however, teachers' salaries in city schools to-day exceed in purchasing power the salaries paid in 1914.³ Since 1922-23 there has been little increase in teachers' salaries, amounting on an average to about 2 per cent.

During the biennium considerable attention has been given to the formulation of salary schedules and to plans for rating teachers. The single-salary schedule—that is, equal pay for equal training and experience—whether the teacher teaches in an elementary or a high school, is growing in favor among superintendents and teachers. The chief advantages claimed for this type of schedule are the following:

1. It is easy to operate and permits better business methods.
2. It eliminates class consciousness among teachers.
3. It contributes strongly to a feeling of unity and satisfaction in the corps.
4. By financial recognition of additional experience and training, it promotes tenure.
5. It attracts superior ability and training to the elementary schools and gives elementary teachers a higher appreciation of their services.
6. It emphasizes high standards of professional attainment and encourages professional study and growth, thus producing more efficient teaching in every grade.
7. It permits the transfer of teachers without financial loss from positions for which they are not adapted to positions where they can render efficient service.

One of the arguments that has been advanced against such a schedule is its cost, since the increased expenditure for instruction would be considerable if all the teachers placed in the elementary schools were graduates of four-year courses in teachers' colleges. The question of cost, however, should not be considered if teachers with four years of training are needed in the elementary schools. This is the point that should be settled in the minds of school boards adopting a single-salary schedule. If such a schedule is adopted and then the school board continues to employ teachers with only two

³ See Research Bulletin N. E. A., Public School Salaries, 1924-25.

years of training, the question at once arises, Why was such a schedule adopted? It is obvious, however, that whenever a school board sets the same standard of qualifications for elementary-school teachers as for high-school teachers the salary schedule should be the same. As already stated, the question to decide is whether elementary-school teachers should be required to attend normal school or college the same number of years as high-school teachers. If the answer is in the affirmative, there should be no hesitation in adopting a single salary schedule.

According to a study⁴ made by Elmer H. Staffebach, of Stanford University, the average superintendent considers three years of scholastic training above the high school adequate for the elementary-school teachers, four years of such training adequate for teaching in the junior high school, and five years for teaching in the senior high school.

Isaac O. Winslow, superintendent of schools of Providence, R. I., writing on the adjustment of teachers' salaries, says, regarding equal pay for equal preparation:

It is easy to understand that such a scheme as this may be very comfortable for the administrators of the system. The certificate of academic attainment is definite and automatically determines the salary. No troublesome questions can arise in the application of the rule. But there are serious questions that should be considered from an outside standpoint. Will the method stand the test of searching criticism?

EQUAL PAY FOR MEN AND WOMEN

The question of equal pay for men and women doing the same kind of work has been discussed pro and con for several years, and some cities have adopted the plan of giving men and women equal pay. As a result, the school boards in these cities are being confronted with the following problems: Shall the salaries of women teachers be increased so as to equal those of the men, or shall the salaries of the men be reduced to equal those of the women, or shall there be an averaging of the salaries so that the school budget may not be increased? If the salaries of the men are lowered, will not many of them leave the profession? The question may be asked, If all salaries are raised to the level of the men's salaries, what will be the result? It has been predicted that more men will be employed. Heretofore school boards have been paying men more than women because men could not be had for the salaries paid the women teachers; but owing to the fact that men had to be paid more, only a few men have been employed in many school systems.

Certainly there should be no leveling-down process. If equal-pay laws mean anything, they mean that the salaries of women should be

⁴ Am. Sch Bd. Jour., Feb., 1925

⁵ Ibid.

raised to equal those of the men; discrimination should not be tolerated, but the men must not be driven out of the schools by lowering their salaries to equal those now paid women in cities where the women receive less salary than the men.

RECENT SALARY SCHEDULES

A recent salary schedule that has attracted attention is the one adopted by Congress for the District of Columbia. After one year of satisfactory probationary service teachers serve on tenure. Teachers with experience elsewhere may be placed in the fifth year of the elementary schedule and in the sixth year of the high-school and normal-school schedules. The schedule provides for Group A and Group B teachers. The Group B schedule provides for those teachers whose superior teaching, advanced study, and higher professional qualifications justify larger salaries than those paid teachers in Group A. The schedule for elementary and high school teachers is as follows:

Teachers' salary schedule in the District of Columbia

Classification	Minimum salary	Annual increase	Period of years for which annual increase is granted	Maximum salary
Class I.—Kindergarten and elementary teachers:				
Group A.....	\$1,400	\$100	8	\$2,300
Group B.....	2,300	100	3	2,600
Class II.—Junior-high-school teachers:				
Elementary-school qualifications—				
Group A.....	1,600	100	8	2,400
Group B.....	2,500	100	3	2,800
High-school qualifications—				
Group C.....	1,800	100	10	2,800
Group D.....	2,900	100	3	3,200
Class III.—Senior-high and normal-school teachers:				
Group A.....	1,800	100	10	2,800
Group B.....	2,900	100	3	3,200

The salary schedule of Denver, Colo., given on page 7, may be cited as an illustration of a single salary schedule.

Teachers' salary schedule in Denver, Colo.

	Minimum	Maximum	Yearly increases
1. Minimum training ((1) normal school graduation or equivalent, (2) high school plus two years).	\$1,200	\$2,040	7 of \$120.
2. Minimum training plus one year (high school plus three years).	1,200	2,280	2 of \$120 above \$2,040 maximum.
3. Minimum training plus two years (high school plus four years). For teachers with four years of professional training not organized so as to obtain a degree from a standard college or university.	1,200	2,520	2 of \$120 above \$2,280 maximum.
4. A. B. degree from standard college or university.....	1,350	2,880	9 of \$150 and 1 of \$180.
5. A. M. degree.....	1,350	3,080	2 of \$100 above A. B. maximum.
6. Teachers who began their services subsequent to Sept. 4, 1917, and who have less than the minimum requirement as to preparation.		1,800	6 of \$100.

GROWTH OF WORK-STUDY-PLAY OR PLATOON SCHOOLS

The number of cities having work-study-play or platoon schools continues to increase. The first platoon school was organized by Supt. William Wirt, in Bluffton, Ind., in 1902, and the second was organized by him in Gary, Ind., in 1907. From 1907 to 1913, 4 cities—Kalamazoo, Mich., Kansas City, Mo., New Castle, Pa., and Sewickley, Pa.—organized 15 schools on the platoon plan; from 1914 to 1920, 35 other cities organized 148—that is, the increase was at the rate of 21 schools a year; and from 1921 to February, 1925, 53 cities organized schools on the plan. By April, 1925, 93 cities, having a total population of more than 16,000,000, in 30 States had the platoon plan in one or more schools. Half the cities with a population of 100,000 or more, 1 out of every 5 cities with a population of 30,000 or more, and 31 cities with a population of 2,500 to 30,000 have platoon schools. These cities are of all types, from large industrial centers to wealthy suburbs.

In April, 1925, there were more than 500 schools on the platoon plan in the 93 cities. Twenty-one of the 93, or one-fourth of the total number, have adopted this form of school organization as a city-wide policy and are adding new schools each year. Akron, Ohio, Birmingham, Ala., Dallas, Tex., Detroit, Mich., Gary, Ind., Philadelphia, Pa., Pittsburgh, Pa., and Sacramento, Calif., fall into this group. Twenty-one of the 93 cities have introduced the platoon plan into nearly half their elementary schools. Ten have adopted it for their junior or senior high schools as well as elementary schools—Gary, Ind., East Chicago, Ind., Franklin, N. J., Greer, S. C., Newark, N. J., and Saginaw, W. S., Mich., fall into this class.

The platoon schools vary in size from 100 to 3,000 pupils. Of 369 schools providing information in regard to size, 63 have from 100 to 500 pupils, 136 have from 500 to 800 pupils, 137 from 800 to 1,500 pupils, and 33 from 1,500 to 3,000 pupils. In many instances the same city—for example, Birmingham, Ala.—has schools in each of these groups.

Standing of platoon-school pupils in academic work compared with nonplatoon-school pupils.—In all cases reported in which educational tests have been given comparing the academic work of pupils in platoon schools and in nonplatoon schools, the standing of the platoon-school pupils is equal to or superior to that of the pupils in the nonplatoon schools.

The superintendent of schools of Birmingham, Ala., reported in 1924 that—

During the past school year two groups of children in Grades IV to VIII were selected by the department of research of the Birmingham public schools, one from several nonplatoon schools, the other from several platoon schools. These children were approximately equal in their ability to learn and the

amount of learning already acquired, in intellectual maturity, and in the number of days in attendance during the period of investigation. On December 15 they were measured by a standardized test in arithmetic, reading, history, literature, language, geography, and spelling for the amount of learning they had acquired up to that time. Four months later they were measured again by a test of equal difficulty to see how much they had gained in all these subjects. This test shows that while the average pupil in the nonplatoon schools made a gain of nearly 51 points in his score, the average pupil in the platoon schools made a gain of almost 66 points in the same period, or 29.5 per cent more than the one in the other type school. The amount of gain is such that, according to the experiences of the best authorities in educational measurement, should the investigation be repeated an infinite number of times, the chances are 20 to 1 that there would be a substantial difference in favor of the platoon schools.

A report issued October 22, 1924, by the department of research and measurement, Pittsburgh public schools, Pittsburgh, Pa., where there are 40 platoon schools, records the results of educational tests in spelling and arithmetic given to pupils in platoon and nonplatoon schools. The report states that—

In arithmetic it is evident that the platoon group is superior in all grades in that function of arithmetic which we call reasoning. The platoon schools, however, maintain almost the same supremacy when the scores for correct answers are considered. At no point do they go below the corresponding median score of the nonplatoon group. * * * All grades considered, in both arithmetical accuracy and arithmetical reasoning, the platoon type of school organization in Pittsburgh shows superiority over the nonplatoon type. Previous surveys in spelling and reading show similar superiority in favor of the platoon group. This superiority in the three R's is worthy of commendation in view of the fact that the platoon school carries an enriched curriculum. In addition to all the other excellent enriched activities, the platoon schools in Pittsburgh furnish more adequate training in the three R's than do the nonplatoon schools.¹

Supt. S. O. Hartwell, of St. Paul, Minn., in an article published in the *Elementary School Journal*, February, 1925, "A sidelight on platoon schools," gives the result of tests in platoon and nonplatoon schools in spelling, arithmetic, reading, and language. He prints graphs which he summarises as follows:

There was clear advantage of the platoon schools over the other schools not only in the general curve for each subject but in practically three-fourths of the grades, subject by subject. * * * Two factors seem to be largely responsible for the success of the platoon schools. First, the academic teacher of platoon classes is relieved of most of the special work. * * * The teacher's freedom from special subjects, therefore, makes for better concentration on the part of both teacher and pupil in the regular recitation, and concentration produces results. Second, supervision is better adjusted, an advantage in both the regular and special subjects. In a word, the teaching staff in a platoon school is seldom intrinsically superior to that in other buildings, but it is better classified and organized, which, in turn, leads to improved results.

¹ *Arithmetic Survey, Pittsburgh Pub. Schls., Dept. of Res. and Meas., Bul. No. 6, Oct. 22, 1924, p. 37.*

Attitude of superintendents in schools in cities of 100,000 population or more toward the platoon plan.—In September, 1924, the United States Commissioner of Education wrote to all superintendents of schools in the 68 cities having a population of 100,000 or more the following letter:

The Bureau of Education, in response to a very general demand, has been endeavoring to collect full and complete information about the platoon system of schools. It is not the policy of the Bureau of Education to advocate or oppose the introduction of this or any other particular type of school organization, but we wish to be in a position to furnish information both with reference to the advantages and disadvantages of this plan.

In order to enable us to carry out this policy, will you be kind enough to write me your opinion of the platoon system. Give us frankly the benefit of your experience, observation, and study, both as to the merits and demerits of the platoon school.

Of the 56 cities replying, 24 had one or more schools on the platoon plan. All of these 24 cities were favorable to the plan, although one superintendent stated that as the platoon school in his city had just been organized they could not yet report on results.

Of the remaining 32 cities which did *not* have schools on the work-study-plan or platoon plan, 5 superintendents reported that they were in favor of the plan; 1 reported that he was planning to have a platoon school during the next year; 5 said that they were not committed for or against the plan; 1 reported, "We have not adopted it. We do not have the necessary halls and gymnasias for a fair trial of the plan"; 10 reported that they had "no experience with the plan and therefore had no opinion"; 3 gave no opinion at all; 3 confused the plan with the double session system by which half the children in a school come in the morning and the other half in the afternoon; and only 4 superintendents reported that they were unfavorable to the plan.

In other words, out of a total of 56 cities, 53.5 per cent of the total number were favorable to the plan or were planning to have schools on this type of school organization; 39 per cent gave no opinion or said they were not committed for or against the plan, or that they had not started it because they did not have the necessary equipment, or confused the plan with the double session system; and only 7 per cent of all the cities were not favorable to the plan.

RESEARCH AND TESTS

A few years ago all questions of school policy were settled largely upon the basis of mere opinion. To-day mere opinion does not play such a prominent part in school administration, but as scientific data is often lacking it still plays a very large part. Whatever opinion is offered should be based upon facts, if there are any available, rather than upon theory. School people, however, are slowly

becoming more scientific. Boards of education, if composed of men and women accustomed to dealing with data, do not listen to orations but ply the superintendents with questions regarding the most successful practices in school administration.

Not content to depend upon guess work, boards of education are establishing research bureaus to collect and compile data regarding practically every phase of their respective school systems.

In 1923 there were about 80 research bureaus connected with city school systems; now there are about 120 such bureaus, although they are not always so designated. In some of the cities, especially the smaller ones, a supervisor may do the educational research work. In some of the larger cities the research work is under the direction of an assistant superintendent.

The scope of a fully organized research bureau may be best explained by briefly describing the research bureau of Detroit, Mich.:

The function of the department of instructional research in the city of Detroit appears to be that of a headquarters; it formulates the educational policies to be carried out throughout the city school system. Its labors take the form of testing the work, surveying the work done, and appraising policies in order to make and keep them efficient and truly serviceable. These labors are performed by its own staff, by the department of supervision, and by the personnel of the schools themselves. These comprehensive units are interwoven in organization and cooperative in activity, while each maintains its own individuality for the furtherance of mutual service.

When the department was opened in 1914, 10 aims were set up by its director: (1) To measure the efficiency of the teaching; (2) to increase the number of children benefiting by school work; (3) to eliminate waste in subject matter and methods; (4) to aid in the adjustment of school training to the world's needs; (5) to help teachers give greater assistance to individual children in accordance with the peculiar weaknesses, and (5a) to help teachers give greater facilities to individual children in accordance with their particular aptitudes; (6) to set up objective standards, reasonable because based upon the measured ability of children, so that each child may have the pleasure of success; (7) to aid the superintendent and others in the preparation of reports; (8) to aid in the continued professional training of teachers; (9) to supply any information about the Detroit system that may be wanted; (10) to maintain year after year a critical study of the Detroit public schools, in order that each year the same may be made more efficient.

As a result of educational research in Detroit, a number of standardized tests and practice materials have been developed sufficiently to create a general demand for them throughout the country. Among these are the Courtis standard practice tests in arithmetic, the Courtis standard practice tests in handwriting, the Detroit first-grade intelligence test, the Detroit kindergarten test, Courtis-Smith picture-story reading lessons, and Detroit word-recognition test.

A few years ago the use of intelligence and achievement tests in the elementary and secondary schools was looked upon as a fad, but to-day the school superintendents who do not use such tests find themselves in a small reactionary group looking on and protesting as the educational world moves away from them.

At first the standardized tests were used largely for the purpose of comparing one's school with the standard score or with the scores made in other cities of the same size. This is no doubt one of the valuable uses of such tests, but it has been found that they may be used for many purposes.

General intelligence tests are chiefly used for classifying pupils into homogeneous groups and for supplementing the teachers' estimates of pupils' ability. They are used also for diagnosing causes of failure of admission to the first grade of the elementary school and for determining the promotion of pupils.

An outgrowth of the use of such tests is the new type of examination that has been introduced into many schools. The old general question type of examination was not easily graded. One teacher would grade a paper 90 per cent, another the same paper 70 per cent, and another 50 per cent or even less. The grading was purely subjective, depending upon the opinions of the persons doing the grading. The new type of examination admits of but one answer, which is either right or wrong. Since the pupil has to do little writing in this type of examination and the scorer little reading, the test can be made much more comprehensive than the old-style examination. The traditional high-school examination usually consists of 10 questions and requires two or three hours. The new type may consist of 50 or 100 questions and requires about an hour of the pupil's time.

In brief, the progressive schools of the country are now relying upon objective rather than upon subjective tests.

THE ALL-YEAR SCHOOL

The movement to organize the city schools of the country on an all-year plan has made little progress. In fact in one city, Newark, N. J., where the plan has been in operation for many years, it was recommended that the all-year schools in that city be discontinued; the board of education decided, however, to continue them until September, 1925.

When the all-year plan was adopted in Newark it was believed that it would be possible—

1. To save two years of the time now regularly required to complete the elementary-school course.
2. To prove that under proper conditions of discipline and instruction pupils will suffer no physical or mental injury by reason of an additional eight weeks of school attendance during the months of July and August.
3. To prove also that the continuous session through July and the greater part of August saves an enormous loss of time and energy.

The superintendent of the Newark schools⁷ says regarding these points:

That there has been no physical or mental injury by reason of the eight weeks of school attendance in July and August may be granted as probably true. The testimony of a large number of teachers is to that effect. Some teachers claim to have felt the strain and others decline to remain to teach in July and August, fearing injury to their health. Those who have taught several successive summers state that they have lost buoyancy and spirit because of the continued work, but they do not condemn the plan. The vice principals of the two schools longest established are now out on furlough because of ill health. It would be difficult to prove that the all-year work was the cause of these two breakdowns. The report of the medical department shows a larger number of exclusions in the all-year than in other schools. That might well be expected, because the schools are open longer and are larger. It is reasonably certain that there is no widespread injury to the health of children or teachers, or if there be injury to anyone it can not be definitely fixed as due to the all-year plan. The facts available are at least not sufficient to contradict the theory.

It is extremely doubtful whether the all-year plan saves an enormous loss of time and energy. It is true that in June much time is spent in the traditional schools in reviews and in helping the children to organize their knowledge into usable form for examinations. That is clearly a part of the educational process, and it is an error to regard it as lost or wasted effort. There is value in going over old examination questions even, for such practice assists in clarifying and classifying what has been learned and in fixing it better in memory. The fact that many immature and unfit pupils have entered the high schools seems to prove that the saving of this time is not justified; in fact, that attempted acceleration for pupils of elementary school grade is doubtful both as to its wisdom and its results.

The theory that pupils can be accelerated to the point of saving two years in an all-year elementary school is not true. There are three important reasons which make the theory fallacious. The first is the constantly changing enrollment in the schools, due to the shifting population; the second, the five reorganizations each year, the additional one due to the summer vacation; the third, the criticism of the immaturity of all-year pupils and their failure in the high schools. The latter criticism is now causing a retardation of the children in the elementary schools.

The failure to secure acceleration of pupils as theoretically claimed for all-year schools, the impossibility of maintaining a stable and satisfactory organization throughout the year and of coordinating well such organization with the traditional school system, the unwise practice of sending immature and poorly prepared pupils into the high schools rather than making them as strong as possible in the elementary studies, are serious faults of the all-year system. The cost of the all-year schools is also a matter for careful consideration. Several of the smaller cities that have tried the all-year plan have discontinued it.

One or two experiments, however, are not sufficient to prove or disprove whether it is desirable to organize the schools of the country

⁷ Corson, David B., *All-year schools*: Newark School Bul., pp. 149-150, April, 1924.

on an all-year plan. Other experiments with this type of organization will be watched with interest.

The technical high school of Omaha, Nebr., has been operating 48 weeks a year for the past 7 years, and according to the superintendent of schools the long term has proved very satisfactory. He cites the following advantages of the plan:

1. The continuous use of the school plant, which indicates good business management and economy.
2. The holding power of the school. This school formerly had a two-year commercial course, practically 90 per cent of the pupils taking the course. We give no two-year courses now—they are all full four-year in every department.
3. It enables the bright and energetic pupil to finish the course in three years.
4. Having a greater use of the school building, pupils are able to move more rapidly through the system and thus make a clearance for others who want to attend—again economy.
5. A pupil may of necessity be absent any quarter, fall, winter, summer, or spring, with the loss of only 12 weeks, instead of a full semester's work.

Recently the schools of Nashville, Tenn., were organized on an all-year plan. The superintendent of schools of that city says:

We were not deterred by the failure of the experiment elsewhere, but firmly believed in the necessity for and the flexibility of continuous all-year training.

The school year in Nashville has been divided into four terms of 12 weeks each; classes are started at the beginning of each quarter. The summer term differs in no way from the three others in subjects taught or in amount of work covered.

After the brief trial of the all-year plan, the superintendent of the Nashville schools says that the results confirmed the belief that there was real demand for educational opportunities at all times, and that better results through continuous occupation were attained in all the things regarded as of prime importance in the training of the child—regularity, punctuality, attention to duty, contentment, cheerful obedience to authority, health of body, mind, and soul.

Mr. Theo. Fulton, principal, Jefferson High School, Los Angeles, Calif., makes the following deductions from his study of reports and answers to questionnaires regarding the all-year school:⁸

1. The all-year school is an interesting experiment, differing considerably from the organization of the ordinary 10 months' school. It is yet in the experimental stage but has received more commendation than criticism.
2. Success of the plan may very largely depend upon—
 - (a) Climatic conditions—favorable here.
 - (b) Desire and need of a section of a city for such a type of school— involving summer idle time and economic pressure for early graduation to enable pupils to become breadwinners.
3. School units involved should include at least one senior high, one junior high, and two or more elementary schools. Schools emphasizing vocational

⁸ Los Angeles School Journal, Feb. 4, 1924.

training would probably best serve the purposes of such an experiment. The very expensive shop and commercial equipment would thus be utilized for one-fifth more of the days in the school year.

4. Benefits of the full-year system would accrue to certain groups of pupils, if results in Milwaukee, Omaha, and Newark may be taken as a basis for any conclusion. These groups are:

- (a) Over age.
- (b) Mentally slow or inferior.
- (c) Mentally superior.

5. Benefits would also accrue to teachers in the all-year school.

- (a) Increase in salary would permit plans for further study and improvement in the profession.
- (b) After continuous service for two or more years, one or more quarters could be utilized for rest or travel.

6. The more frequent changes of classes and shorter periods between promotion would permit a closer check on curricula and adjustment of details.

7. The expense involved in the operation of a group of four-quarter schools would be greater than the expense of 10 months' schools plus summer-vacation schools.

8. The larger number of pupils graduated, the saving of time in the child's school life, the elimination of long vacations, resulting in great loss of interest and efficiency, and the utilization of expensive plants, now idle in summer-vacation time, could be set up against the expense mentioned in deduction No. 7.

9. The four-quarter plan, properly organized, would represent better business administration as applied to school affairs.

That children should be kept poring over books for five hours a day for 48 weeks can not be defended. But the old-time school with nothing but the three R's has passed away. More and more attention is given to what are termed special activities, and still more time could be given them if the all-year plan were adopted. The real all-year school will come into existence when it broadens its work so as to give more time to play, handwork, and other activities that do not now receive much attention. After such a program children probably would not enter high school so immature, as much immaturity may be due to the fact that they have been held to a narrow program of studies.

IMPROVEMENT OF TEACHERS IN SERVICE

There seems to be no abatement in the efforts to provide means for the improvement of teachers in service, but the plan of holding a teachers' institute for several days at a time is no longer considered the best means of improving teachers. Attendance at summer school is considered so far superior to attendance at teachers' institutes that many school boards are providing additional increase in salary for those teachers who attend the summer session of such schools. A plan promising much is that of assigning some project, as the preparation of courses of study, to groups of teachers. In Oakland, Calif., for example, more than 700 of the 1,500 teachers have been actively engaged in the work of curriculum revision,

working on committees under the leadership of what is known as the supervision council.

DEMONSTRATION LESSONS

No doubt plans for the self-improvement of teachers originating with the teachers themselves are better than those that are superimposed upon them. As an illustration of a plan for self-improvement that of Oakland, Calif., may be cited. The principal features of the plan are:

(1) A system of demonstration lessons, (2) courses of professional study, (3) a permanent project and exhibit library, (4) a teachers' professional library maintained in connection with the administrative offices of the superintendent of schools.

In a circular issued by the superintendent of the Oakland schools, special attention is given to improvement of teachers by means of demonstration lessons. Several types of demonstration lessons are provided: (1) Demonstrations given by the supervisors as instructors, the teachers acting the part of pupils; (2) demonstrations by supervisors with classes of pupils; (3) demonstrations by the classroom teacher at work in her own room; demonstrations through exhibitions of school work.

SABBATICAL LEAVE

The granting of sabbatical leave seems to be meeting with favor from some of the school boards of the country. Recently the New York Board of Education granted sabbatical leaves of absence to 150 teachers, all of whom had been in the service of the city public schools for 19 years or more. The leaves take effect February 1, 1925, and will continue until September 1, 1925. They are granted for study, travel, or the recovery of health. The plan is financed without expense to the board of education, sufficient amounts being deducted from the salaries of the teachers on leave to pay for substitute service during their absence.

Among the smaller cities that have adopted a plan for sabbatical leave for teachers, Pueblo, Colo., may be mentioned. In that school system a teacher of 10 or more years' service may be granted a sabbatical year to attend an educational institution of higher learning for the purpose of improving her professional equipment as a teacher, and shall be allowed for such year one-half of the annual salary she would receive if actually employed in the schools. No teacher, however, shall receive during the sabbatical leave more than \$900. Not more than three members of the teaching force may be absent at any one time for such courses; and the college, university, or normal school attended, as well as the character of the course selected, must be approved by the superintendent of schools.

RATINGS

One of the purposes of teacher rating is no doubt to show the teacher her strong and her weak points, but too frequently teacher-rating schemes have been used merely as a means of determining whether a teacher shall or shall not receive an increase in salary or whether she shall be retained in the school system. A rating scheme that is not open to the inspection of the teachers has practically no value as a means of improving teachers. Rating schemes that may be used cooperatively by supervisors and teachers, not as a means of determining salary increases but as a means of supervision, undoubtedly are of great value in improving teachers in service. Many superintendents are issuing for the teachers' use facsimiles of the rating plans that had formerly been used by the supervisors only. Other superintendents are issuing rating schemes which have been devised for the exclusive use of teachers, so that the teachers may learn to know themselves, to find their strong points and their weak ones.

• THE ELEMENTARY SCHOOL CURRICULUM

Every child is affected by the elementary school curriculum, since all children are required to attend school for a certain number of years. Many never get beyond the sixth grade, and many of those completing the sixth grade do not enter high school. It is thus evident that the elementary-school curriculum should be given at least as much attention as the high-school curriculum.

Not enough thought has been devoted to the elementary school, but with the advent of better prepared elementary-school supervisors, principals, teachers, and research workers, the elementary school is coming into more prominence.

All authorities in education agree that the time is at hand for a thorough revision of the elementary as well as the secondary program of studies. In fact the entire program from the kindergarten to and including the first two years of college is in need of revision. New studies have forced themselves upon the schools until the question has been raised as to whether the course of study has been enriched or impoverished. Dr. Charles McMurry, commenting upon the necessity of a revision of the elementary curriculum says:⁹

We have now in the schools a troublesome multiplicity of studies. As we go on increasing the number of studies and topics, the time spent on each subject must be decreased. With twice as many studies on the docket, each can receive only half as much time. In a complete up-to-date school we now have about 16 or 18 studies, twice as many as of old. A seventh grade class was reciting in 11 different subjects in one day. Five or six lessons a day would be far better. This multiplication of studies makes for short and snappy treatment of topics. For important subjects the time allowed is wholly

⁹How to Organize the Curriculum, by Charles McMurry, Macmillan Co., New York.

inadequate. Because of this shortage of time, teachers and textbooks are compelled to abbreviate and epitomize. Many of our textbooks in the middle and upper grades and in the high schools show this tendency to shorten and condense topics to a remarkable degree. This crowding of many studies upon the school program has produced a sketchy and superficial method of study. The whole course of study tends to become a memorized table of contents rather than an interesting and instructive development of knowledge. Stated in this form the result is simply distressing.

Such a condensed and overcrowded course of study breeds a host of evils. It leads both teachers and children into a bog where they fail to find sure footing. Crowded with this excessive variety of knowledge children lose confidence in themselves and look upon studies as a bore. They fall into a dull memorizing scheme of study that fits the requirements, while thinking and doing and all the higher activities are blighted. This fatal effort to condense knowledge actually fosters the two most serious blunders that can be made in teaching: First, it abolishes concrete illustrations and reasoning processes from instruction; second, it imposes upon children the dry schedules and formularies of a suppleless knowledge.

Our conclusion is that while our course of study has been flooded with this excess of riches brought by new subjects, the outcome is a steady deterioration through condensation of textbooks into outlines, summaries, and what may be called catalogues of topics; in other words, impoverishment of studies.

The foregoing describes the condition of the elementary school curriculum in most cities; but now that the need of curriculum revision is seen, various organizations, schools of education, State and national committees, and bureaus of educational research are engaged in studying the problem. Several cities have revised their courses of study with a view to simplifying them and with certain objectives in mind. They have not resorted to the use of scissors and paste jar, but have made first-hand studies to determine what should be included in and what omitted from a particular course, and how the various studies may be so organized that they are not isolated from one another—as is the case at present in many of the schools of the country, each subject being taught without any relation to any other subject.

Several city-school systems, as Detroit, Mich., and Long Beach, Calif., have formulated courses of study designed to secure progress at the normal rate for all pupils. At Long Beach, for example, it is the policy of the school to develop two modifications of the regular, or Y course of study. One of these, the X course, is a maximum or enriched course; the other, the Y course, provides only for the minimum essentials. The Z courses are for normal pupils. The superintendent of schools, in describing them, says:

If school organization makes any subnormal pupil a member of a Z class the course can not be considered as intended to meet his needs. Teachers should guard against the belief that a slow pupil is necessarily subnormal.

The effort to bridge the gap between the kindergarten and the first grade should not go unnoticed. For many years the first-grade

teachers gave slight attention to what was taught the children in kindergarten. The tendency now is for these teachers to build upon the foundation laid by the kindergarten teachers. Several kindergarten-primary courses of study have been prepared to assist in unifying the work of the kindergarten and the primary-school grades.

One of these courses is that prepared by a committee of principals, supervisors, and teachers of Los Angeles, Calif. In the course in language-art, for example, the first-grade work is built upon the work of the kindergarten; the same is true for number and nature study. In number work the kindergarten child begins with very concrete work, which is continued on through the second grade, with steps of increasing difficulty.

THE JUNIOR HIGH SCHOOL

For many years the junior high school was a mere hazy conception. Finally it became a reality in a few school systems. To-day junior high schools are numbered by the hundreds. Many school superintendents who have organized one or two junior high schools are planning to organize more, and most of those who have not organized such schools are planning to do so at the earliest possible moment. The junior high school is beyond the experimental stage. All that remains now is to adopt it as rapidly as conditions permit and to study its various problems in administration and organization.

The junior high school movement has swept the country because school men and others have long been convinced that there are certain defects in the conventional type of organization on the 8-4 plan. The purpose of the junior high school in general is to remedy these defects. By pointing out some of the recognized shortcomings of the 8-4 plan of organization, it is clear what purposes the junior high school serves.

Every child must come into possession of the school arts, or the tools, but it is believed that these can be acquired in less than eight years. At present in some cities of the country the elementary-school course is only seven years in length, and there is no evidence to show that the children completing a seven-year course do not have the school arts well enough mastered to begin high-school work. It is now known that a child can begin junior high-school work after six years in the elementary grades. In fact, a 5-3-3 plan has a few advocates. Several cities already have the plan in operation. Surely by the end of the sixth grade a child should be able to take up secondary school work such as is offered in leading junior high schools of the country. Some years ago very few persons attended an elementary school more than 50 or 60 months, especially those residing in the rural and small-town district, yet

many of them began formal high-school work with this amount of preparation. Now it requires 72 or 80 months to complete an elementary course of eight years.

It is evident that the elementary-school work has been stretched out over two more years than are necessary. In schools organized on the conventional 8-4 plan the work of the seventh and eighth grades repeats to a very great extent that of the fifth and sixth grades. In the fifth grade the pupil studies common and decimal fractions and again in the seventh. He studies percentage and interest in the sixth grade and again in the eighth. In the fifth grade he studies geography from a small textbook and in the seventh grade the same topics from a larger book. All this repetition is unnecessary.

The seventh and eighth grade work of the conventional school looks backward, whereas it should look forward, so that the pupils may do better the things ahead of them—whether it be work in school, store, factory, or office. General introductory courses in the seventh and eighth grades are now recognized as having such a forward look. That such courses are better, whether the pupil continues in school after completing the junior high school or whether he drops out of school, is now pretty generally conceded.

One of the defects of the old 8-4 system was that pupils when entering high school were confronted with an array of curricula and courses about which they knew nothing. They were told to elect a curriculum and then possibly courses within the curriculum. They had had no inkling of the nature of the high-school course. Algebra and geometry were mere terms, as were Latin, French, social science, biology, physics, and chemistry. The general course in mathematics, physical science, social science, languages, manual arts, and other subjects provided in the junior high school introduces the pupils to the specialized courses in the senior high school by permitting them to explore their interests, aptitudes, and capacities. In the manual arts, for instance, a boy may explore in many lines, so that if he leaves school at the end of the junior high school course he will have a better idea for which trade he is fitted; and if he remains to enter senior high school, he will know which of the technical or trade courses he can pursue with most profit.

Prof. Thomas Briggs,¹⁰ speaking of exploratory courses with references to their value in enabling pupils to elect wisely, says:

This exploration, then, gives each pupil some knowledge of the general field more exhaustively studied in higher courses, and thus enables him to choose more wisely his future curriculum. Our system of electives in the senior high school and in college presupposes an intelligent and informed elector; under the old system he might be intelligent but not informed. If, as is quite possible, such exploring courses should lead a pupil into a general elective which later he might wish to change, he still could do so and not be

¹⁰ Proc. of 52d Convocation, University State of New York, 1916, pp. 97-100.

more retarded in his program than most pupils are to-day. Exploration at the age of 12 to 14 is much more economical than it is two or more years later.

This is a point that can not be too much emphasized in enumerating the purposes of the junior high school. General introductory courses in the junior high school make possible two things that were not possible in the old grammar-school grades, namely, (1) exploration, so that a pupil may elect wisely when he enters senior high school, (2) a good general education rather than a drill upon the three R's.

One of the purposes of the junior high school is to economize time—not necessarily in the sense that pupils will spend fewer years in school, but that they may employ their time more profitably. No doubt after a thorough reorganization of the program of studies from the kindergarten up, and not from the college down, much more can be accomplished than is now the case in the 12 years devoted to elementary and secondary instruction. Possibly one or two years of junior college work could be done within the 12 years, thus saving the city boy and girl two years in college. This, however, is a matter for experimentation.

FORMS OF ORGANIZATION

The larger cities have uniformly adopted the 6-3-3 form of organization. In the smaller cities there is not such uniformity of practice. Some of these have adopted the 6-3-3 plan and others the 6-6 plan. In some, schools have been organized on the 6-2-4 plan. The 6-3-3 plan, however, seems to be the prevailing one and to meet with the favor of most authorities on secondary education. In some few cities where the 11-year public-school system is in operation, the schools have been reorganized on the 5-3-3 plan, which is undoubtedly better than the 7-4 plan in that this latter plan does not offer any opportunity for exploratory courses. The 5-3-3 plan has the same purpose as does the 6-3-3 plan. The only question to be answered is whether the elementary-school course should be shortened to five years. Possibly this can be done in those cities where children enter the first grade of the elementary school at seven years of age, as is the case in San Antonio, Tex., in which city the schools have been reorganized on the 5-3-3 plan. Experimentation with this type of organization will be watched with interest.

HOUSING

In the larger cities the tendency is to erect separate junior high school buildings having their own organization. In some of the medium-sized cities a modified 6-3-3 plan has been adopted by erect-

ing a combination junior-senior high school building, the junior high school occupying one section of the building and the senior high school another section. The special activities rooms—as auditorium, gymnasium, and shop—are used in common. One principal is in charge of both schools, but the actual duties are often delegated to an assistant. It is apparent that in a school system enrolling about 1,000 pupils in grades 7 to 12, this type of organization is more economical than that of having a separate junior high school building.

In the smaller cities where the secondary school enrollment is only two or three hundred, the junior-senior high school usually constitutes one unit. Certain advantages may be secured by housing the seventh to twelfth year pupils in one building. These may be stated as follows:¹¹

1. The seventh and eighth year pupils are benefited by a better material equipment, including the use of the gymnasium and shops of the senior school.
2. The seventh and eight year pupils gradually approach senior high school conditions by personal acquaintance. This bridges the chasm between elementary and secondary school work to a large extent.
3. A feeling of mutual respect and a spirit of mutual helpfulness are created between the teachers of the earlier and later secondary school years.
4. The seventh-year work is better taught (upon the whole) in the 6-6 plan by a more considerable treatment of ninth-year pupils.
5. The one secondary-school principal exerts a more positive and beneficial influence over his pupils by securing two added years for their supervision and guidance.
6. This housing in one building may prove the entering wedge for the introduction of many modern and so-called junior high school ideas of management and method by which the whole six-year period of secondary education may be harmonized.

More may be expected of junior high schools when all the pupils of a city are enrolled in such schools. If there are only a few junior high schools scattered throughout a city the graduates of such schools will have some difficulty in transferring to the regular four-year high school. Once a city has organized one or two junior high schools, some adjustment should be made in the junior high school to the courses offered in the regular high school.

According to the report of the committee that made a survey of the junior high schools of New York City¹²—

Experience has shown that if there are only a few junior high schools scattered throughout the various boroughs so that only a few 9B graduates enter senior high schools from them, those pupils have to encounter not only all the difficulties which pupils meet who go from one school to another, but, in addition, the disadvantages arising from the fact that their classmates are much more familiar with the high-school organization, the teachers, the

¹¹ The Junior High School in Smaller Cities, by Jas. K. Van Denburgh, Educ. Rev., Feb., 1924.

¹² Survey of Junior High Schools, New York City, 1923.

methods, etc., because they have been in the high school for a year. Assuming that the principals and teachers of the senior high schools are sincerely anxious to aid junior high-school graduates, many problems present themselves which are difficult of solution. If the number of such pupils is small, it is almost impossible to organize them into separate classes or give them special attention. If such pupils are merged with the pupils who have been in the high school for a year, even slight differences in courses of study and textbooks, amount of ground covered, etc., stand out very prominently. These difficulties are removed, however, when, as a result of the organization of a system of junior high schools, large numbers of junior high-school pupils enter grade 10A of the senior high schools each term. Under such circumstances principals of senior high schools should be able to solve whatever problems arise through slight differences in method or subject matter.

Furthermore, it is an unwise educational policy to have two sets of schools—namely, the traditional 8B and the junior high schools—in a given neighborhood, by which some pupils attend the first type of school, pursue a uniform course of study through the seventh and eighth years and are transferred to senior high schools at the end of the eighth year, and other pupils attend the junior high schools for the seventh, eighth, and ninth years of instruction.

All experience points to the conclusion that since the organization of a system of junior high schools has been decided upon as an educational policy, steps should be taken to extend it, term by term, as far as practicable, with the ultimate aim of relieving the senior high schools of all or nearly all the pupils of the first year and of having all or nearly all the seventh, eighth, and ninth pupils included in junior high schools.

That there is a certain amount of confusion and irritation between the junior high school and the senior high school in the regular four-year high school is evident, but according to Mr. J. M. Glass,¹³ director of Junior high schools for the State of Pennsylvania:

The responsibility for the ninth-year curriculum in 6-3-3 school systems has passed in part and should pass altogether from the senior high school to the junior high school. With the responsibility should also go the opportunity to reconstruct the ninth-year core curriculum in accordance with the reconstruction already initiated in the seventh and eighth years. Insistence by the colleges on 16 college-entrance units constitutes a condition which threatens the full realization of the principle of continuity in the reconstruction of the junior high school curriculum. The present tendency to modify college-accrediting relations in harmony with the objectives of the new 6-3-3 plan should be presented and encouraged until the junior high school is able to carry on unhampered the curriculum reorganization already initiated and partly effected in the seventh and eighth years. The junior high school must be free to make of itself a self-contained and integral unit in the public-school system.

¹³ Curriculum Practices in the Junior High School and Grades 5 and 6.

CHAPTER III

CONSTRUCTIVE TENDENCIES IN RURAL EDUCATION

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CONTENTS.—Introductory statement—Tendencies to equitable school support—An important equalizing tendency: The improvement of the teacher staff—Supervision: A constructive and equalizing factor in rural education—Centralizing tendencies in administrative organization for efficiency and economy—Tendencies in secondary education for rural children.

INTRODUCTORY STATEMENT

The most conspicuous and pertinent tendency in rural education in the biennium is that toward better understanding of and intelligent accomplishment in the direction of more equitable distribution of school opportunities and school expense burdens. Rural education is still the weak spot in the American educational system. Equality of educational opportunity has in the past been the principle about which lay the most of discussion and the least of action. Ideals are ever in advance of accomplishment. It is therefore notable that the passing of this biennium marks a decided tendency toward complete emergence of rural education from the realm of sentimental oratory and general promotion to that of statesmanship and professional achievement.

Professional achievement is manifest in the growing number of research studies in rural-school administration and practice and conditions concerned with rural children. Among the important investigations made during the biennium worthy of special mention are the State survey of Texas; a state-wide study of conditions and needs in Pennsylvania, including rural-teacher training, rural high schools, etc., undertaken by specialists within and without the State, and contemplating changes in school legislation; an investigation of public education in Missouri; a study of the measurement of educational need as a basis of distributing State aid in New York; a number of research studies of conditions of children in two rural townships in Iowa, conducted by the University of Iowa; and an investigation for the formulation of a State elementary course of study now in progress in California, financed in part by the Commonwealth fund. These examples indicate a new professional attitude affecting rural schools in an increasing number of States. State-

wide testing programs through the use of intelligence and standard achievement tests are reported from Nevada, Maryland, Connecticut, Louisiana, and Montana under the direction of State departments.

A full discussion of the question of the equitable distribution of school facilities in the United States would involve a lengthy treatment of many phases of the subject. This chapter can give but a brief résumé of tendencies in rural education. Details of accomplishment in 48 States, if attempt were made to enumerate them, would confuse rather than enlighten. For this reason it is believed that to select from among the accumulation of testimony certain outstanding and representative lines of achievement as indicative of the trend of accomplishment, rather than to attempt a complete account for each State, will be as enlightening as possible, with the time and space limitations necessary. A brief résumé of the most important movements in certain arbitrarily selected but significant fields of rural education follows.

TENDENCIES TO EQUITABLE SCHOOL SUPPORT

Among the factors upon which equalization of opportunity is based financial support looms large. We are committed to a program of full elementary and secondary education as the minimum to be offered to all children regardless of place of living. Basic to the carrying out of this conception is an equitable distribution among taxing units of school-tax burdens according to ability and of educational facilities for children within the responsible unit, namely, the State. Upon recognition of these truths rests the fate of rural education. The biennium has added to the general knowledge of the inadequacy of present sources of support and of inequitable methods of distribution. Several important studies of educational conditions State-wide in scope, as in Texas, Missouri, and West Virginia; county and township surveys, as in Michigan and South Carolina, have been made or are in progress, which have emphasized weaknesses in the financing systems of the States concerned and have called general attention to them in others. Several volumes have been added to the series of studies presented by the educational finance inquiry commission, and other important studies of State-school financing of major interest have been made during the period. These are among the factors which have resulted in an increased realization of the inadequacy of present sources for securing money for the support of schools and of the unsatisfactory methods still prevalent in the distribution of funds, leading to renewed serious and widespread efforts on the part of several States to replace them. Marked effort to discover sources of income not yet tapped for school support has been made as it became more fully realized that property tax is neither adequate nor reasonable as the sole source of support.

In all such efforts the rural schools are those in which the greatest need exists, and therefore the chief beneficiaries from careful and serious study and consideration.

Two distinct tendencies are apparent, the first toward increasing school revenues from new and old State sources; the second toward better methods in the distribution of State funds designed primarily to equalize tax burdens and educational opportunity, and at the same time encourage local effort and initiative. In some States in which increased revenue has been secured new sources of income, such as adoption of a severance tax, as in Arkansas, have been found, and the amount so raised distributed either on the regular basis in vogue or a new and more nearly equalizing one. In other cases some form of equalization fund has been secured from old sources increased in amount and distributed among units within the State on the basis of need. In others, increased State contributions or subventions to aid specific school functions or activities or school buildings or equipment have been provided.

In most cases States which succeed in securing increased funds inaugurate at the same time better methods of distribution. Indeed, an equalizing fund is not properly so named unless the appropriation secured is properly distributed. States which contribute from State sources a large percentage of the total support generally purpose and necessarily achieve some approach to equalization, though unwise methods of distribution of State moneys tend to nullify that purpose. In some States securing increased funds has been possible without at the same time securing scientific methods of distribution, generally due to difficulty in changing constitutional provisions. The tendency, however, has been to secure both. Illinois is an example. During the year 1923 the State appropriation for schools was increased very considerably. At the same time a law was passed discontinuing the per capita method of distribution and apportioning funds on a more nearly equalizing basis. Certain questions concerning the constitutionality of this act delayed putting the improved method of distribution into effect until 1924. The full purpose of the new law was not, therefore, realized until that year.

In Massachusetts and Maryland increased funds were appropriated from State sources and scientific methods of distribution adopted during the biennial periods. A brief description of the plans followed in each of them is given as illustrative of good practice. Until about 1919 Massachusetts depended almost wholly on local funds for the support of her schools. Since then the State has contributed increasing amounts year by year. Data for 1924, as reported from this State, show the equalizing effect of a relatively small percentage of total expenditure from State funds if distribution is made on a scientific basis. The Massachusetts general school

fund law was designed to equalize local school expenditures between larger and smaller towns and to increase teachers' salaries, thereby encouraging the employment of trained teachers. This fund is distributed to towns whose valuation is less than a fixed minimum and whose expenditure exceeds a fixed tax rate. The amount varies directly as the local tax and inversely as the valuation. According to a statement from a State department of education, the amount of this appropriation so distributed in 1923 was \$4,782,644, exceeding that of 1922 by about \$45,000, the total amount averaging approximately 10 per cent of the total school expenditure of the towns to which it was distributed. The percentage of this State fund varies among towns from 8 to 30 per cent of the total per capita expenditure. The local per capita tax revenue without equalization varies from \$57 to \$74 (in round numbers); the amount of State aid per capita from \$6.47 to \$24.50, while the total expenditure varies among these towns from \$74 to \$81 (in round numbers) per capita. The State, by paying an average of 9.8 per cent of the total per capita expenditure, reduces a discrepancy among towns from approximately \$17 as between those of lowest and highest valuation groups without supplementation by State funds, to \$7.93 so supplemented, with the poorest towns in the highest expenditure group.

STATE PROGRAM IN MARYLAND

During the biennial period just closed Maryland has put into operation a system of State financial participation in school support, the chief characteristics of which are: (1) Increased State school budget; (2) provision of equalizing fund and its distribution on a scientific basis. Provisions of distribution of the fund are: (a) Basis of need, thereby supplying sufficient State funds to 15 counties to enable them to maintain standards; (b) State assumes two-thirds of the cost of state-wide plan of supervision; (c) State pays one full-time attendance officer in each county; (3) increased State subventions mainly for the purpose of providing special aid to high schools, for training teachers in service, and for free textbooks.

Maryland's budget for school purposes for 1923 represented an increase of approximately 26 per cent over that provided for the preceding year. Of this increase the largest item was that providing for an equalizing fund. This was distributed to 15 counties, which, having levied the regular 67 cent county tax rate prescribed by statute, were still unable to carry out standards set by the State for higher salaries and better prepared teachers. This type of equalization is augmented in its results by another State subsidy providing for the payment from State funds of two-thirds of the salaries of officers for supervising instruction in all counties. For this purpose

a new salary schedule increasing the minimum salaries was provided by legislative action in 1922. Besides paying two-thirds of the salaries of supervisors, the State pays the entire salary up to \$1,200 of one attendance officer in each county. These three provisions are all equalizing measures in their nature and effect.

The State school budget provided also a fund of \$12,000 for training teachers in service in their home communities. State aid to approved high schools was increased 50 per cent, and State appropriations for free textbooks 33 $\frac{1}{3}$ per cent at the same legislative session.

COURT DECISION AFFECTING EQUALIZATION FUND IN OKLAHOMA

An unusual and significant opinion was handed down by the Supreme Court of Oklahoma on September 9, 1924, upholding the validity of an act appropriating an equalization fund of \$650,000 designed to aid in paying teachers' salaries in districts which, having levied the constitutional limit of local school tax, could not maintain school for an eight months' term. The constitution of Oklahoma limits the local district tax for school purposes to 15 mills. Many districts with low assessed valuation are unable, with the maximum of levy and the apportionment from State sources, to support a term of eight or nine months of school. The appropriation was made to assist such districts. In handing down its decision the court held that the burden of education rests on the State, and that an appropriation of the kind indicated is part of the fulfillment of the State's obligation to maintain a system of public schools; that responsibility for a State system implies some degree of uniformity and equality of opportunity. A special session of the legislature in Oklahoma, held in 1923, provided for a State fund amounting to \$15 per capita for children of school age. This act was, however, declared unconstitutional.

PROGRESS OF CERTAIN STATES IN SCHOOL SUPPORT

The following is a brief summary of achievements in the direction of more State support or better methods of distribution of State funds:

Arkansas.—Trebled State support through income, severance, cigarette tax laws, and pistol regulation law, effective 1924.

Delaware.—Special State aid granted for paying all transportation charges; \$100,000 for 1923, and \$105,000 for 1924. Supplementary law permits all districts to bond themselves.

Florida.—Change in constitution which has resulted in substantial increase for a large number of rural schools through State, county, and local funds.

Illinois.—In 1923 eliminated apportionment of State school funds on census basis. Provided for apportionment which considers "teacher-school-day"; pupil attendance; assessed valuation of property; bonus for teachers in one-room schools. Also increased fund.

Indiana.—State tax, 7 cents on every \$100 and 50 cents poll tax for common-school fund: 70 per cent of this fund for teachers' salaries; 30 per cent becomes a relief fund for maintaining elementary schools for term of eight months and for certified or commissioned high schools for minimum required term. This is apportioned to counties which levy a tax of \$1 on \$100 taxable property and 25 cents poll tax and still have not enough money to run the schools for the required length of term. It may be used either for payment of salaries of teachers or for current operating expenses necessary to lengthen the term.

Kentucky.—A number of counties increased their levy to reach the maximum, i. e., 50 cents on \$100. Legislature authorized presentation of State bond issue of seventy-five millions, of which five millions were designed for rural schools. Defeated by popular vote.

Maine.—During the biennium a State school fund to aid rural schools has been placed in operation. Used at the discretion of the State superintendent as an equalizing fund to aid in teachers' salaries, buildings and equipment, and consolidation, as well as to stimulate special progressive educational movements.

Maryland.—First distribution of State equalization fund to counties unable to meet standards, with county school tax levy of 67 cents. Amount was \$234,733 in 1923 and \$255,447 in 1924. State aid toward salaries of administrative and supervisory officers and high-school aid increased about 50 per cent over that of 1922. County superintendents' salaries increased materially during the biennium.

Massachusetts.—About \$70,300 added to State fund distributed in biennium over that of 1921 and 1922. This amount to approximate 10 per cent of total expenditure distributed on inverse ratio to tax valuation.

Michigan.—State aid of \$200 to each school maintaining nine months' term when cost of seven months' schools is \$12 or more per thousand of assessed valuation.

Oklahoma.—Equalizing fund provided to pay teachers in certain poor districts.

Pennsylvania.—Legislation of 1923 increased State aid for teachers' salaries to districts of low valuation, and for transportation.

Rhode Island.—Aid for high school increased \$10 per pupil. Maximum State support for supervision increased from \$750 to \$1,000 per district. Equalizing fund apportioned at discretion of State board of education and State aid distributed on equalizing basis.

South Carolina.—Increase in county and State support for schools, \$2,000,000. Guarantees seven months' school by supplying State funds when deficiency occurs after fixed tax rate is reached by counties and districts.

Tennessee.—State aid to standard and consolidated schools increased in amount.

Virginia.—In year ending 1923, one-third total number of counties assessed the maximum rate. Year ending 1924, one-half the counties assessed maximum rate. State aid to rural school libraries increased. One thousand aided.

Wyoming.—State oil royalty for schools. Distribution considers among other things length of term and aid to transportation.

Indiana, West Virginia, Mississippi, Texas, Tennessee, Wisconsin, and Missouri are among the States whose State departments of education have promoted large State legislative programs involving State support in some measure during the biennial period. In a few of these States recent educational surveys are made the basis of the program. As an illustration of the type of activities or provisions promulgated in these programs the following from the educational program of Texas and from the State superintendent's program from Tennessee are presented:

The Texas educational program advocates 15 points, of which the most important are those providing for a nonpartisan State board of education which shall appoint the State superintendent, enacting a modified county unit law providing for the employment of the county superintendent by the county board, providing for a county tax, amending the teacher certification law, increasing State school funds, amending the attendance law, and providing for a minimum term of six months.

The Tennessee educational program includes 11 points, not all of which require legislative action. The most important are as follows: Improved county administration; a minimum eight months' school term; revision of the elementary course of study; changes in the requirements for licensing county superintendents and teachers, salary scale to be included; equality of educational opportunity for all children, including State equalization funds; and a State school architect.

AN IMPORTANT EQUALIZING TENDENCY—IMPROVEMENT OF THE TEACHING STAFF

Progress toward improvement in rural teaching service during the biennium has been characterized chiefly by two definitely constructive achievements: (1) Substantial rise in minimum qualifications demanded for teaching certificates; and (2) increased and

improved facilities for training rural teachers through the establishment of departments of rural education or the offering of special courses for rural teachers in teacher-preparing institutions, particularly State normal schools and teachers colleges. This has been accompanied by the introduction of special courses for rural administrators and supervisors in these and other higher institutions of learning. There has been wider recognition of the necessity of setting up state-wide, reasonable minimum standards for certificates acceptable in any type of school, even the lowest as to salary and other standards, and of the fact that different standards for teachers in urban and rural schools are unjustifiable as a permanent policy and indefensible except as a temporary expedient to tide over an interval until equivalent standards can be put into operation.

LEGAL PROVISIONS FOR CERTIFICATING TEACHERS

The result of these measures is that certification laws are being revised or replaced by new and improved provisions. Among the replacing provisions, the following tendencies are noticeable: (a) Toward complete centralization of the certificating authority in the State department of education. (b) Raising standards gradually to prevent radical shortage of teachers, to give teachers in service the opportunity to prepare for higher certificates without abandoning their teaching positions, and to sound by a time limitation sufficient warning to prospective candidates for teaching certificates to make the necessary preparation. (c) Setting up minimum standards or prerequisites for the lowest grade certificate and requiring gradually increasing amounts of professional training—each year more nearly approximating the goal usually set forth in the law itself or State department regulations of graduation from a standard normal school as a minimum prerequisite. (d) Elimination of one or two classes of low-grade certificates. (e) Ultimate elimination of examination as a basis for issuing teaching certificates.

Leading the procession in the effort to establish minimum credentials equivalent to graduation from a State normal school are Washington and Connecticut which, during the biennial period just passed, enacted laws providing for the accomplishment of that goal in 1927; Pennsylvania, which had previously set the same year for the accomplishing of the same standard; and California which, according to reports from the State department, has established the requirement of two and one-half years beyond high-school graduation and has set the standard of three years to be reached gradually but at no definitely stated date.²

² California still issues county certificates on examination. The percentage granted on examination is small.

Following the principle enunciated in the laws and practices in the foregoing States are the States in another group which have now attained a standard of one year (36 weeks) of professional training above high school, but have set no definite date for attainment of the higher standard, though the apparent hope of officials in charge is that they shall later do so. Indiana is an example. The law passed in 1923 raised qualifications for certificates of all kinds and set up as a minimum prerequisite for the lowest grade of certificate high-school graduation and 36 weeks of professional training in addition, the latter to be obtained in a standard or approved normal-school course. To procure the rural teachers' license a candidate must also have specialized in the work of the one-teacher school. Other States which report having reached an equivalent standard of attainment or have laws setting a definite date for attaining it are: Michigan, to be attained in September, 1925; New Hampshire, effective July, 1923; Oregon, effective January, 1925; Utah, effective July, 1924. In Utah the law also provides that the one year above high-school training required shall include specified educational subjects.

As a means of raising standards a few States abandoned the practice of issuing lower (usually third grade) certificates. Among these are New Mexico, which reports having raised requirements for all certificates, increased salaries, and abolished the third-grade certificate through the law passed in 1923; Kansas, Virginia, and Tennessee, all of which have abolished their lowest grade of certificate during the biennial period. Maryland is raising standards by a salary scale which offers increases in salaries of teachers holding a second-grade certificate (representing high-school graduation and six weeks of professional training in addition), and those of higher grades, but providing no increase for teachers with third-grade certificates. In addition, renewals are difficult to obtain. Thus, continuation of teaching on third-grade certificates is penalized.

Alabama reports the basis of certification changed from examination to professional training. Kentucky reports "a new certification law looking toward the issue of certificates on credentials only." Several States report that the number of certificates issued on examination is decreasing. Washington, for example, reports a decrease in the number of such certificates of 44 per cent in 10 years. Several other States, notably New Hampshire, Massachusetts, Connecticut, Maryland, and Michigan, report decreases in the number of low-grade certificates issued.

Other States reporting increased requirements during the biennium are: Minnesota increased minimum prerequisite, effective Septem-

ber, 1924, to four years of high-school training; Montana the same prerequisite, effective the same date. Nebraska, in 1923, enacted a law raising the requirements to completion of the eleventh grade as prerequisite for the lowest grade of certificate, effective September, 1924; and completion of the twelfth grade as a minimum for the lowest grade certificate, effective September, 1925. Vermont reports a minimum of completion of four years of high school, effective September, 1924. In Rhode Island the State board is systematically raising the minimum requirements for teaching certificates. Florida reports increased requirements without definite statement as to the exact prerequisite. Arkansas and Utah have recently enacted laws requiring higher qualifications, including special training in administration and supervision for county and other rural-school superintendents and supervisors. Practically all new laws center responsibility for certificates in the State department or with State officials, thus abandoning the policy of county or local control.

The importance to the cause of rural education of prerequisites for teaching certificates which include minimum standards for academic and professional training should not be overlooked. Excellent as is the practice of raising the standards for certificates of higher grades and of giving more and more consideration to professional training and to specialization in training courses, attainments of this character do not reach the crux of the situation, namely, the prevalence of unqualified teachers in the small, one-room rural schools. These schools can be reached only when the State actually enforces as a minimum prerequisite standards equivalent to high-school graduation and some professional preparation of higher grade. Urban communities whose schools are in charge of professional superintendents have formed the practice of looking about and bidding for teachers professionally qualified. Rural school board members, mainly responsible for the employment of rural teachers, have the layman's point of view and too often fail to discriminate among the different grades of certificates and as to the educational attainments to which they testify. In the large, the best safeguard for rural children is a State law exacting as a minimum for any certificate high-school graduation and additional professional training two years in duration. This standard may be approached gradually. The experience of several States indicates that this method of dealing with the problem of raising certification requirements does not result in a shortage of teachers, nor impose an undue hardship upon the teaching staff.

Centralizing the certificating authority in the State department of education is of equal importance to the efficiency of rural schools.

It assists in preventing inbreeding of ideas and dominance of local considerations in the employment of teachers. The examination method, while it exists, will continue to be the short cut to teaching positions used by those who have not the inclination or the ability to take the more arduous and expensive course of securing professional training in higher institutions of learning and securing certificates through credentials rather than by examination.

THE PREPARATION OF RURAL TEACHERS

States raising the requirements for teaching certificates to the extent of demanding professional training must logically accompany the demand with the provision of adequate facilities for offering training courses either in State teacher-preparing institutions of higher grade or those connected with secondary schools, as in Michigan, Wisconsin; and Ohio. The movement for offering specialized courses or establishing special departments for training rural teachers is growing, paralleling a movement for specialized training for other groups, such as kindergarten-primary, elementary, intermediate, junior high school, and the like. It is becoming more and more recognized that the special problems involved in the administration, supervision, and teaching of rural schools demand similar specialization. Certification laws demanding higher qualifications and specialized courses for rural teachers, supervisors, and administrators have led also to higher entrance requirements to rural curricula. Such requirements are now well established in all but a few of the teacher-preparing institutions of higher grade. Rural teacher curricula have been organized and placed on the professional level, requiring for completion from one to five years above high-school graduation. Departments of rural education,³ meaning generally those having one or more full professors devoting full time to this field, have been established in nearly 40 teacher-preparing institutions. Differentiated curricula for teachers specializing as rural teachers are offered in a constantly increasing number of institutions, and special certificates for rural teachers are required or recognized in several States.

One hundred and twenty-two State normal schools and teachers colleges now offer 257 courses in rural education. Practically all teacher-preparing institutions assist in supplying the demand for rural teachers through their regularly established courses. Many institutions supplement the regular courses with rural sociology,

³ No uniform definition of this term is established. The terminology used in announcements or catalogues is accepted in this chapter.

rural economics, and other courses pertaining to rural life, thus offering partially differentiated preparation for teaching in rural communities. A few institutions have established the practice of requiring as a constant from all students at least one general course in rural education.

Among the problems that teacher-training institutions must meet in preparing teachers for rural schools, provision for observation and practice looms large. A number of institutions have affiliated groups of one-teacher rural schools, often in several counties adjacent to the institution, as well as one or more consolidated schools which are used for the purpose indicated. Critic teachers, and in most cases administrative officers in charge, are regular members of the faculty of the institution, receiving salaries equivalent to those paid the other members. Courses are generally so arranged that students in the rural department are enabled to spend full time at their schools during the observation and practice period.

The enrollment of rural teachers has been no small factor in the remarkable growth in attendance in summer schools and extension courses. A few States which have passed certification laws, in which higher qualifications are made effective gradually, depend on summer schools, especially those on the quarter basis, as a means of enabling teachers in service to reach the advanced standards. The form of in-service preparation is supplemented in some States by reading and correspondence courses conducted by State departments of education. Alabama reports 86 per cent of the teachers in the State doing professional study during 1923-24; 40 per cent of these receive State credit for their work. Wyoming reports 50 per cent of her teachers in summer school attendance last year; Arkansas an 80 per cent increase in such attendance last year; and Pennsylvania a 133 per cent increase in the past three years.

Normal training courses of secondary grade or in connection with secondary schools are maintained in 23 States. Three States—Maryland, Nevada, and Virginia—have recently discontinued the plan. Oregon expects to discontinue it after this year. Two other States report the expectation of eliminating teacher-training work in high schools at an early date. Another reports that such secondary courses are not receiving encouragement in that State because the State normal schools are rapidly taking over the task of supplying the demand for prepared teachers. Five States—Michigan, Minnesota, New York, Ohio, and Vermont—maintain the work on a postgraduate basis; that is, high-school graduation is required for entrance to the course. Another State, North Carolina, plans to place the work on a postgraduate basis beginning in 1925. According to

Minnesota's experience, the raising of entrance requirements for these courses has increased instead of depleted the enrollment. The number of high schools giving teacher-training work has increased in two States, Michigan and Wyoming.

Only a few new normal schools have been reported to the bureau as established during the biennial period. A number have been enlarged. During 1923, State normal schools were opened at Glassboro, Newark, and Paterson, N. J., and at Morehead and Murray, Ky. State normal schools have been voted but not as yet opened for students at Salisbury, Md., Kingsville, Tex., and Centralia, Wash. Mississippi expects to establish another State normal school at an early date. Colorado provided for the establishment of the Adams State normal school to devote itself chiefly to the preparation of rural teachers, but made no appropriation for its maintenance.

Progress in providing proper facilities for the training of rural teachers and in securing and holding adequately prepared teachers in one-teacher schools has not been adequate nor country wide in extent. In a number of States the teacher staff is far below the approved standard. There is still a decided shortage of teachers in service and an insufficient number to fill annual replacements if the standard is set, as it should be, at graduation from a standard normal school. Even fixing the standard at one year beyond high-school graduation, reports from various States indicate a decided shortage. Encouragement is gained from the fact that a number of States have made such marked advance that the practical possibility of others to achieve a prepared teaching staff is beyond the stage of argument. Encouragement is gained also from the improvement in certification laws and in staffs of teachers in service from a number of States. Michigan, for example, reports that 60 per cent of the rural teachers, in 1924, had completed one year of professional preparation beyond high-school graduation. Connecticut reports that 68 per cent of the beginning teachers in one-room schools last year were normal-school graduates, although only 35 per cent of the total one-teacher school staff had equal training. Considerably more than half (57 per cent) of the 305 graduates of the Maryland State normal schools entered one and two teacher rural schools last year. Louisiana reports 67 per cent of all the teachers as normal school or college graduates. With the exception of the city of New Orleans, Louisiana is almost wholly a rural-school State.

SALARIES OF RURAL TEACHERS

Coordinate with the problem of securing rural teachers with adequate academic and professional attainments is that of obtaining

conspicuous salaries. Unless salaries justify the expense in time and money of pursuing professional courses, rural teachers will not qualify on the same basis as those of urban schools. That many States recognize this is proved by the present tendency to accompany laws demanding increased requirements for certificates with a minimum salary scale varying according to experience and training. Those States in which the greatest difficulty is encountered in promoting higher standards on a State-wide scale are generally those in which salaries are low and the State unwilling or unable to provide increases from State funds or to force them from local sources. Thus the desire to increase qualifications must wait on the ability of local communities to raise money through local taxation to provide additional income. Adequate financing is now the basic consideration in rural-school improvement. Sentiment is ripe for efficient schools, even for drastic changes in administrative organization if necessary. The money to finance efficient programs must still be found in many States.

During 1923-24 the Bureau of Education continued the policy begun in 1922 of making annual studies of salaries of rural teachers. The number of county superintendents reporting and correspondingly the number of teachers whose salaries are reported increase each year. The information collected indicates that school officials are retaining the ground gained in salaries during the war and post-war years but are not gaining substantially in securing increases in their salary scales. As would be expected, the greatest gain in amount has been made in consolidated schools, though one-teacher schools have profited by the increasing recognition of the necessity of paying larger proportionate salaries. The following table shows the salary tendency in each of the five classes of schools indicated from 1922 to 1924 in all the States:

TABLE 1.—Salary tendencies in rural schools, 1922-1924

Classes of school	Downward	Upward	Even
	States	States	States
In one-teacher schools.....	11	12	25
In two-teacher schools.....	11	11	26
In schools of three or more teachers, not consolidated.....	13	20	15
In consolidated schools.....	12	18	20
In village and town schools, not consolidated.....	9	22	17

For 1923 and 1924 reports were made as in 1922, but the returns were tabulated differently in order to arrive at approximate averages. The results for the United States were as follows:

TABLE 2.—Approximate average salaries in 1923 and 1924

Class of school	1923		1924		Number of States showing decrease	Amount of increase
	Number of teachers	Average salaries	Number of teachers	Average salaries		
One-teacher.....	98, 017	\$729	112, 191	\$735	7	\$6
Two-teacher.....	21, 726	737	27, 348	742	14	5
Three or more teachers, not consolidated..	12, 745	843	13, 850	820	24	-23
Consolidated.....	16, 660	964	32, 087	1, 017	15	53
Village and town schools, not consolidated..	42, 267	1, 141	58, 165	1, 142	12	1
For the five classes.....	191, 421	861	243, 641	875	5	24

Table 2 shows a fair increase in the average teachers' salaries reported in 1924 over 1923. It shows also slight increases in the average annual salaries of teachers in the one and two teacher schools, a decline in salaries in 24 States which was great enough to amount to an average loss of \$23 in the annual salary of the 13,850 teachers reported in the three or more teacher schools. It shows also an increase of \$53 in the annual salaries of teachers in consolidated schools reporting, and a very slight increase in the salaries of teachers in village and town schools not consolidated. The number of States showing decreases in salaries is indicated in the table. For the rural teaching group as a whole there is an increase of \$24 in the average annual salary paid in 1924 over that paid in 1923. Comparison of the increases shown in Table 2, with increases in salaries of teachers in cities in five population groups as reported to the bureau, can be made by comparing Tables 2 and 3.

TABLE 3.—Salaries of teachers in cities with a population of 2,500 to 100,000

Teachers	Population				
	2,500 to 4,999	5,000 to 9,999	10,000 to 29,999	30,000 to 99,999	100,000 and over
Elementary teachers in 1923.....	\$1, 105	\$1, 200	\$1, 277	\$1, 467	\$1, 876
Elementary teachers in 1924.....	1, 129	1, 231	1, 364	1, 528	1, 968
Increase.....	24	31	77	61	92
High-school teachers in 1923.....	1, 469	1, 667	1, 670	1, 917	2, 487
High-school teachers in 1924.....	1, 491	1, 617	1, 737	2, 000	2, 536
Increase.....	22	50	67	83	49

SUPERVISION—A CONSTRUCTIVE AND EQUALIZING FACTOR IN RURAL EDUCATION

Progress in supervision during the biennium has been concerned more with intensive work toward a higher quality of service than an increase in the number of supervisors or extent of the territory over

which supervision is furnished, although substantial improvements have been made in both these aspects also.

SUPERVISION IN COUNTY UNIT STATES

Among the States which have done notable work in improving the quality of supervisory service under the direction of their respective State departments of education during the biennium are Maryland and Alabama. Both are organized with the county as the administrative school unit, and both include in their State department staffs professionally prepared rural supervisors, two of the desiderata for success in rural supervision. A brief description of the work in these States is presented as representative of the activities in several other progressive States similarly organized.

The plan followed in Maryland.—The last biennial report of the Commissioner of Education noted the passage of a law in Maryland in 1922 providing for state-wide rural supervision. This law became operative in the fall of that year. The past two years have seen its accomplishment. Under the terms of this law supervisory officers were provided according to the number of teachers, two-thirds of the salaries to be paid from State funds. Certain standards of educational qualifications for supervisory officers were set up; and two types of supervisors, namely, supervising teachers and helping teachers, the latter more or less under the direction of the former, were provided. From the former, minimum academic and professional qualifications equal to college graduation, with special training for instructional supervision and four years of experience in elementary school work, are required.

For the first time, in 1923-24, there was at least one supervisor or helping teacher in every county in Maryland. One county had six supervisory officers at the close of the biennial period. Some counties have not yet secured the full quota as provided by law, namely, 40 teachers per supervisor, either because qualified persons were not available or patrons were not fully convinced of the value of supervision. It was therefore deemed wiser to enforce the law gradually until both these essentials are attained. In 1923 the 23 counties of the State employed 39 supervisors and helping teachers. In 1924 the number had increased to 44, lowering the number of teachers per supervisor to an average of 50 and approaching somewhat nearer the goal of 40, the standard fixed in the law.

Maryland has 7 counties with fewer than 80 teachers, in each of which one assistant in addition to the county superintendent is now employed; 7 counties having from 80 to 119 teachers in which, under the terms of the law, 2 assistants should be employed; 4 with 120 to 185, in each of which 3 supervisory assistants are allowed; 1

with 186 to 235, with 4 supervisory assistants; 2 with 236 to 285, with 5 supervisory assistants; and 2 with 286 to 335 teachers, with 6 supervisory assistants; a total of 59 supervisors if the quota were filled. The present number, 44, is 15 short of that provided by law.

The staff of the State department as a whole, including its research service, and through members especially assigned to rural school supervision, has largely devoted its efforts during the past two years to improving the quality of the work of the supervisors in service. Standard tests in the elementary subjects, notably reading and spelling, have been given throughout the State. Results have been tabulated, studied, and interpreted by specialists in this field, and remedial work has been carried on, all under the general supervision of the State department staff working through the county superintendents, supervisors, helping teachers, and teachers. From August, 1922, to March, 1924, eight pamphlets or bulletins were issued from the State department designed to improve the quality of instruction given and to stimulate achievement on the part of teachers and supervisors.

Special attention has been given to elimination of the excessive amount of retardation and overageness in rural schools. Very complete studies of age-grade and pupil progress have been made throughout the rural schools of the State.

Where the emphasis is placed in Alabama.—Maryland provides for and finances a plan of supervising rural schools which is compulsory for all counties. Alabama provides for a voluntary plan financed by the counties themselves. Approximately half the counties employ instructional supervisors. Supervision, therefore, becomes a matter of finding a sufficient number of trained people to fill the necessary positions, on the one hand, and a method of financing the program, on the other. Apparently further progress in Alabama waits on securing more adequate financial resources. Recent information indicates that there are 65 supervisors (39 white and 26 colored) in 32 counties at the close of 1924, and a total of 13 members of the State department staff engaged all or part time in the supervision of rural schools.

The supervisory personnel has improved in training and through length of service by the setting up of higher standards of requirements for the county supervisors employed. The minimum qualifications are now set at three years' teaching experience, graduation from a standard normal school, and, in addition, a year of professional training. This means the addition of one year of training to the minimum requirements exacted in 1922. The number of supervisors holding bachelors' or masters' degrees has increased during the biennium because of these higher standards. The qualifications of teachers in the supervised counties have also improved in a marked

degree during the biennium and under the influence of supervision. At the close of the biennial period 1923-24, 81 per cent of the teachers in supervised counties held second or higher grade certificates and 19 per cent third-grade certificates. For the State as a whole 12.2 per cent of rural teachers held professional (highest grade) certificates, compared with 15 per cent holding them in the supervised counties.

PROGRESS IN NONCOUNTY-UNIT STATES

The Missouri plan.—The 1923 session of the Missouri Legislature made an appropriation for rural education which enabled the State superintendent to provide a type of supervision for rural schools somewhat different from that in any of the other States. Missouri now has six rural supervisors, one in the State department and one in each of five teachers-college districts. The supervisors use the teachers college as a center from which they work among the county superintendents in the district. During the year these supervisors spend a large part of their time in holding demonstration meetings for the teachers under the general direction of the county superintendent. This officer divides his county into five districts. All of the schools in each district, except the one in which the demonstration meeting is held, are dismissed, the teachers of the dismissed schools coming to the center point. The program consists of from six to eight lessons of the usual period length in rural schools. The demonstration is followed by a conference in which the aim of the lessons, the manner of presentation, and the results are discussed. Instructors and professors from the staffs of the State teachers colleges have assisted the supervisors in demonstration meetings and by other means of cooperation. During the year in some counties as many as 99 per cent of the teachers and a large percentage of the school directors have been reached through these meetings.

Plans for supervision in Idaho.—By mutual arrangement the State department of education and the two normal schools of the State inaugurated a system of rural supervision, with two supervisors in the field, throughout most of the school year, each normal school furnishing one supervisor. The supervisors cooperate with the county superintendents of the various counties. Teachers are brought together in small groups and given opportunity for observing demonstration lessons given by or under the direction of the supervisor. General discussion of problems follows. One whole day and an evening session are devoted to each meeting.

Indiana conducts an experiment in supervision.—An experiment in rural supervision of unusual significance has been under way during the past two years under the general supervision of the State superintendent in Indiana. The experiment is financed by the Gen-

eral Education Board and directed by the director of the school of education of Indiana University. Two counties were chosen for demonstration work in supervision. Two other counties, with similar school conditions and taxable wealth, were selected as check counties. Tests selected from the Stanford achievement test were given to all pupils in grades 3 to 8 in all four counties, affecting 2,771 children in the demonstration counties and 2,685 in the "control" or check counties. They apparently established the fact that the school attainments of the pupils of the two demonstration counties and those of the check counties were approximately the same at the beginning of the experiment. The training of the teachers, type and equipment of buildings, and other governing factors were also comparable. Two supervisors were chosen for each of the demonstration counties, and in the check counties only such supervision as the county superintendent had time for was given. At the end of a year's work tests were again given in the four counties. The second tests showed that children in the demonstration counties had progressed in school work at a rate 14 per cent higher than in the unsupervised counties. The experiment is to continue through the school year 1924-25 under the same general plan.

Michigan begins county supervision.—During the biennial period four counties in Michigan have established supervision under county direction through one or more of the following: Assistant superintendants, supervisors, and helping teachers. Besides supervision in these counties a group of 30 or more one-room schools in the vicinity of Ypsilanti are supervised as an established part of the training of rural teachers and supervisors at the Michigan State Normal College. The work is carried on under the direction of the rural department of the college. Tests are made under controlled conditions designed to measure the results of supervision on the quality of instruction and the progress of pupils.

County supervision established in California.—California in 1922 provided an appropriation from State funds for the payment of rural supervisors in a manner similar to that in vogue for the distribution of State money for teachers' salaries. A minimum attendance unit of 300 pupils is required before a supervisor can be employed. Under the provisions of this law, 55 of the 58 counties in California now employ rural supervisors, the number depending upon school attendance. In one county six are employed. Both general supervisors and special supervisors in music and art are employed. There is no state-wide plan of organization of the supervisory staff within the counties. General supervisors, special supervisors, and regional or sectional supervisors are employed, the plan varying among counties.

County school programs in Kentucky.—During the past two years State supervisors of rural schools have assisted county superintendents and boards of education in formulating a county-wide progressive program. Twelve counties have been studied and county school programs initiated. These programs have been organized under the leadership of county superintendents and provide for present and future needs of the schools.

Financial conditions force retrenchment.—New Hampshire and Delaware are the only two States which report reduction in supervisory forces during the biennial period. In Delaware a reduction of the appropriation for the maintenance of schools required a curtailment of the supervisory force. The smaller rural grade schools, formerly under the supervision of the regular rural supervisors, were therefore placed under the supervision of their respective principals, the rural supervisors confining themselves largely to one and two teacher schools and advisory duties with the principals in the larger schools. In New Hampshire similar reductions in the State appropriations resulted in reducing the staff by two members.

Reports from other States.—During the biennial period New York established a division of rural education in the State department. The amount paid district superintendents from State funds toward their salaries was increased from \$1,800 to \$2,400, thereby raising the average salary of district superintendents in the State to \$3,250. The maximum salary is \$7,000. This amount is received by district superintendents in two counties. Each superintendent also receives \$600 from the State for traveling expenses.

Additions to the State rural supervisory staffs are reported from California, Oklahoma, South Dakota, Tennessee, and Virginia. Additional counties brought under supervision during the period are reported from California, Florida, Maryland, Michigan, Arkansas, Washington, Pennsylvania, and Tennessee. In all, approximately 200 supervisors in addition to those reported in 1922 are reported to the Bureau of Education. It is estimated that there are about 1,200 rural supervisors in the United States.

RURAL SUPERVISION AND STATE EDUCATION DEPARTMENTS

In-service training for superintendents.—A number of States in which assistant supervisors to the county superintendents are not yet furnished find in State and regional conferences of rural superintendents an opportunity to carry on an intensive type of in-service training in instructional supervision. Provision for teacher training in service is an acknowledged administrative necessity. A similar arrangement for superintendents and supervisors is proving particu-

larly valuable, especially in view of the fact that it is extremely probable that some time will pass before any considerable proportion of rural superintendents will be adequately trained for supervision through graduate courses in higher institutions.

In recognition of the practical difficulties of the situation, the conferences of rural superintendents have been undergoing a gradual change in recent years. Those in which the bulk of the time was devoted to inspirational and informational addresses and general discussions are gradually being superseded by conferences of one or two weeks' duration and what may be termed short courses in the principles and methods of instructional supervision. Instructors who have special training for, and experience in, school supervision are brought into these conferences from without as well as from within the State. The courses resemble in quality and professional standards those given in summer sessions in normal schools and other higher institutions. Paralleling the change in type of work given, sessions are extended over a longer period. Montana, Oklahoma, and Minnesota are among those States which make special mention of improved standards of county superintendents' conferences for the biennium. Twenty-two States report some form of county superintendents' conferences.

CENTRALIZING TENDENCIES IN ADMINISTRATIVE ORGANIZATION FOR EFFICIENCY AND ECONOMY

Recognition of the utter inadequacy of small administrative units to meet the demands of modern educational ideals and a growing desire for efficiency and economy in school administration are governing factors underlying the movement for greater pooling of effort in educational support and school administration.

Centralizing movements affecting local school units conspicuous during the biennium are:

(1) The movement to provide on a State-wide scale and through legislative action, for an administrative unit large enough to afford more nearly adequate support and a complete educational unit of elementary and secondary facilities with professional management, supervision, and teaching staff. The county as the unit of organization is now established in varying degrees of centralization in 22 States. The movement is both (a) to strengthen it by increasing powers and duties of the county board and superintendent in those States where such strengthening would add to efficiency; and (b) to establish the county unit in several States now organized on the district or township plan. Kentucky and Virginia are two States which have taken definite steps during the biennium to strengthen

the county organization in vogue, Kentucky by changing the manner of election and lengthening the term of members of the county board of education, and Virginia by stimulating county boards of education to exercise more authority and participate more fully in the management of schools within their county.

In at least 10 States adoption of the county unit plan has been advocated extensively, fostered by education officials generally, State school officials, State education organizations or others. Among them are Missouri, Wisconsin, Texas, Colorado, Arizona, Minnesota, Oklahoma, Washington, and Indiana. In some States drives or campaigns designed "to inform the people" have been conducted on a State-wide scale. (c) Some consideration has been given also to another plan not yet tested in any State but advocated in New York for the past four years. It is generally known as the community unit plan. Proposed legislation for Kansas involved a type of community unit. None of the States that advocated the adoption of either county or community plan were successful in securing the legislation sought.

(2) The movement for voluntary centralization on the part of small local units generally known as consolidation.

TENDENCIES IN SCHOOL CONSOLIDATIONS

Reports coming into the Bureau of Education for 1923-24 concerning general progress in the direction of bringing small schools together to form larger ones indicate that the emphasis has veered from numbers to the more fundamental consideration of efficiency. Intelligent direction is replacing promotion. Consolidation in and of itself is not a panacea for the ills of rural education. Its virtue is potential. Transferring from the one-teacher to the consolidated school the same short term, unqualified teachers, lack of professional management, equipment, and the like, changing only the size of building and number of children to be educated under one roof, has little to recommend it from an educational standpoint. Consolidation has possibilities and offers opportunities—is a means to an end. Full development of possibilities and full realization of opportunities afforded must be sought in order to insure the success of the plan. Among the tendencies noticeable in the direction of increased efficiency, the following are worthy of special mention:

(a) *Scientific study of special problems.*—The growing practice of employing administrators and teachers with professional preparation including graduate study is responsible for increased emphasis on the necessity for scientific study of the organization, curriculum, and practice adapted to the needs of consolidated schools.

Several consolidated schools have been established or their direction assumed by teacher-preparing institutions in cooperation with the regular officials in charge. It is purposed to use these schools for observation and practice work primarily but also for experimentation and demonstration.

(b) *Larger units of consolidation.*—Mounting costs of education, especially of secondary education, have hastened a tendency toward consolidation on a larger scale than has hitherto been considered desirable. Improvements in roads, in motor vehicles, and in transportation generally have promoted this tendency.

(c) *Consideration of future development.*—There is a growing realization of the necessity of considering future development when centralization plans are projected. Intelligent planning in advance over a larger extent of territory and considering the education of larger numbers of children will, it is believed, facilitate the formation of each consolidation unit in such a way that it will fit into and contribute to the success of the larger plan. It should not be difficult to avoid mistakes, common in some sections, of leaving strips of territory or even whole districts so isolated that advantageous centralization in the future is impossible. There is a noticeable tendency to postpone the first steps toward consolidation until surveys county-wide, or even larger in extent, can be made.

(d) *Improving the small schools.*—The tendency is increasing to improve one-teacher schools where consolidation is impossible. There is no incompatibility between promoting at the same time the efficiency of the two most prevalent types of rural schools, namely, one-teacher and consolidated. Small schools, not only the one-teacher type but the two and three teacher types, will undoubtedly continue to decrease in number and in the percentage of total number of children enrolled. There is little probability, however, that such schools will be entirely eliminated in the near future. Thousands of rural children must depend on the small schools for all the education they will receive. We are therefore obligated to continue every possible effort to improve them as well as the larger ones.

Amount and extent of school consolidation.—The movement to increase the size of the school units, buildings, and groups of children, and to improve thereby the quality of instruction of rural children is not confined to any State or section. Some consolidated schools and some one-teacher schools are found in all States. The largest numbers of one-teacher schools, apparently, are in those States which center around the region of the Great Lakes. In each of the following States there are more than 5,000 one-teacher schools: Wisconsin, Illinois, Michigan, Ohio, Pennsylvania, and New York; Minnesota, Iowa, Nebraska, Kansas, and Missouri; Kentucky, and West Vir-

ginia. The single exception in the Great Lake group is Indiana. Iowa, Illinois, and Pennsylvania have approximately 9,000 each. So far as numbers are concerned, the problem of eliminating the one-teacher schools and substituting consolidated schools is greater in these States than in the others. It must be remembered that numbers alone afford only one measure either of the difficulty of the problem or of the success of the consolidation plan. Information concerning the percentage of children enrolled in the different types of schools and the relationship of enrollment to the number of schools is not available. It is apparent that in the States in the above group the percentage of the total number of children attending one-teacher schools is large. Massachusetts, Utah, New Jersey, and Rhode Island of all the States enroll the smallest percentage of their children in one-teacher schools.

Estimates made in the Bureau of Education, based on reports from the different States and information from questionnaires received from State and county superintendents, indicate that there were at the close of 1924 approximately 14,000 consolidated schools of all sizes from two teacher schools, representing the union of small groups, to the large consolidated districts served in some instances by large high schools and even junior college grades. Probably about 150,000 teachers are employed in these schools, and two and three-fourths millions of children are enrolled. Approximately 1,500 consolidated schools have been formed during the biennial period, probably adding between 250,000 and 500,000 children to the number enrolled in consolidated schools. Twenty-five States report on the number of schools formed during the period. Arkansas, Mississippi, Texas, Pennsylvania, Georgia, North Carolina, and Ohio report the largest numbers, varying from 75 in Texas to over 300 in Mississippi and Ohio.

Additional estimates made in the Bureau of Education show that there are approximately 168,000 one-teacher schools in the United States, enrolling approximately four and three-fourths million children. Other types of schools enrolling rural children are one, two, and three teacher schools in the open country, village schools, and schools located in towns of 1,000 population and under. On the whole, it is estimated that approximately 12,000,000 children in the United States, properly called rural, are enrolled in the different types of schools, and that approximately 9,000,000 are from farm homes.

The number of consolidations formed, considered alone, is not an adequate measure of the progress of the consolidation movement. Improvement in the quality of education furnished—the real desideratum—does not always parallel growth in the number of con-

solidated school buildings. There are States in which relatively few consolidated schools have been established, but these few are large schools, adequately supported and equipped, and with professionally prepared and well-paid staffs. On the other hand, a large number of small one and two teacher schools, in which terms are short, teachers neither well qualified nor well paid, and equipment meager, are reported as consolidations. The data as to number of schools are believed to be of interest, but it is not the purpose of the statement to set up numbers as the sole measure of progress in consolidation.

Recent studies concerning the location of consolidated schools as between open country and villages indicate that more schools are situated in villages than in the open country, although there is no evidence to show that either is the more favorable except from the point of view of local considerations.

Increase in numbers of consolidated schools has not been so great during the present biennium as during the preceding one. Progress, however, has probably been more substantial. The size of the schools organized, the general improvement in facilities, the fact that larger units mean better support, and the increased tendency to place consolidated schools or systems under trained professional management have all tended toward improving the quality of school consolidations formed.

Obstacles to overcome.—Recent reports from a number of persons who are promoting school consolidation indicate that natural obstacles, such as contour and topography, hitherto considered as the most serious obstacles in the way of the extension of consolidation, are of less importance than they seemed in the early history of the movement. There is a fairly general agreement among these workers that the attitude of the people concerned toward education and toward modern ideas; the type of organization under which the schools are administered; and the ability of communities to secure from local, State, and county funds the money required to properly finance efficient schools are the real governing factors. In some sections, the traditional conservatism of farm people renders them unfavorable to radical changes and probable increases in the expense of maintaining schools. Certain farm organizations oppose the extension of the consolidation movement. In other sections the people are converted to the idea but are unable to finance larger and better schools until a new and better system of school support is developed for State, county, and district. In those States in which the administrative unit is the district or township, the crossing of established boundary lines creates difficulties. In several of these States laws requiring a favorable majority vote in each of the contributing units before a consolidation can be effected make it pos-

CHAPTER IV

MEDICAL EDUCATION, 1922-1924

By N. P. COLWELL, M. D.,

Secretary of the Council on Medical Education and Hospitals of the American Medical Association, Chicago, Ill.

CONTENTS.—I. A quarter century's progress in medical education—Inadequate governmental control over medical education—Action by a voluntary agency—Legal power and publicity—Greatly enlarged teaching plants—Hospitals as related to medical education—Hospital internships—The hospital an important educational factor. II. Newer problems in medical education—Higher cost of medical education—Scholarships and loan funds—The medical curriculum—Graduate medical education—Limitation of enrollments—Specialization in medicine—Changes in general practice—Conclusion.

I. A QUARTER CENTURY'S PROGRESS IN MEDICAL EDUCATION

A review of the previous reports on medical education, together with the statements presented herewith, will show that since 1900 a vigorous campaign has been successfully carried on for the improvement of medical education in this country. A better understanding of the conditions now existing can be obtained through a brief review of the development of medical schools since 1800. As shown in Chart 1, since 1800 the number of medical schools increased more rapidly than the population. From 4 medical schools in 1800 for 5,000,000 people, in 1860 the number had increased to 66 for 31,000,000. During the 5 years covered by the Civil War, 20 medical schools ceased to exist or were suspended, thereby reducing the number to 46. Following the Civil War, however, the medical schools multiplied very rapidly, so that by 1900 there were 160 for 75,000,000 people.

With the rapid increase in the numbers of medical schools there was a correspondingly rapid increase in the number of medical students and in the numbers who were graduated each year. Figures in regard to students and graduates are available only since 1880. For the 100 medical colleges existing in 1880 there were 11,826 students, an average of 118 per college, and 3,241 graduates, an average of 32 for each college. In 1904, however, when the maximum number of students and graduates had been reached, there were 160 medical colleges which enrolled 28,142 students and graduated 5,747. The population in 1904 was approximately 82,000,000 people.

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There was, therefore, one college for each one-half million people. Although the number of medical colleges has been largely reduced, the average size and capacity has been increased. In 1904, the aver-

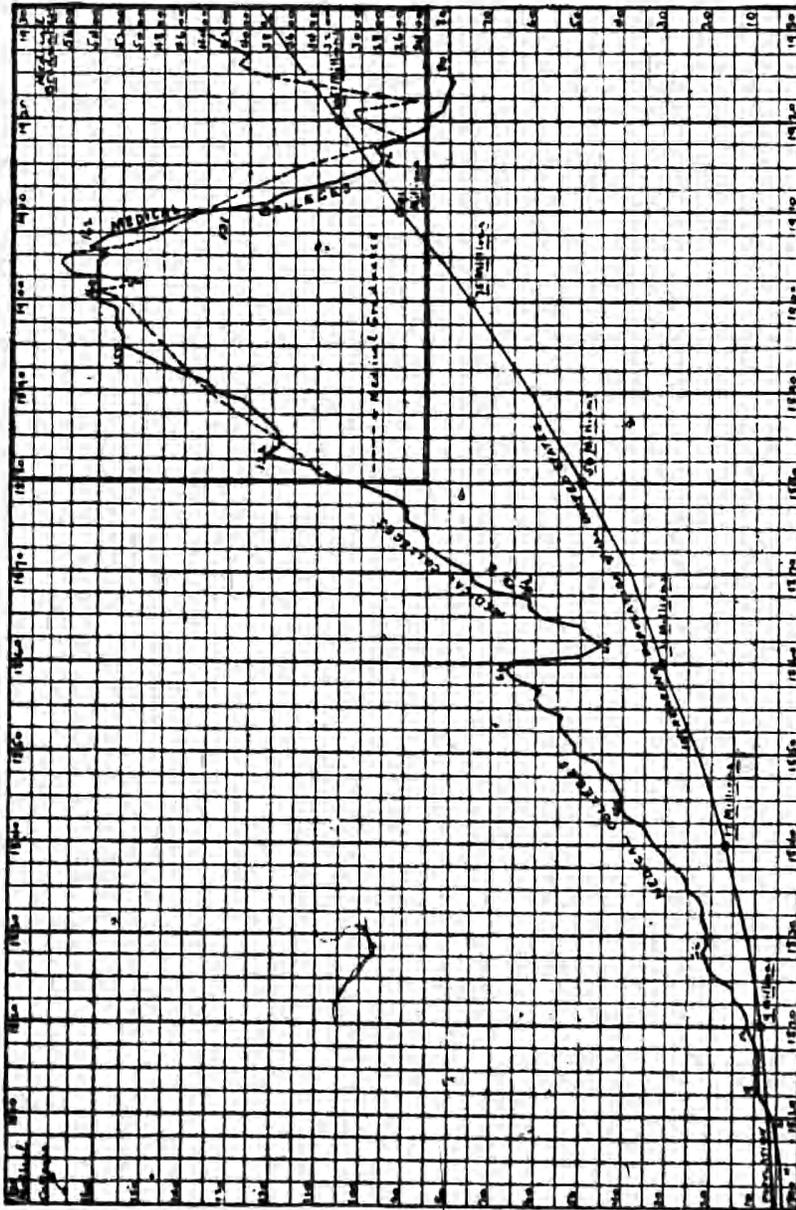


FIG. 1.—Medical colleges and population, 1800-1925.—Medical graduates shown since 1880. Note that the number of medical colleges increased rapidly until 1900—much more rapidly than the population—and that since 1880 the numbers of graduates kept pace with the colleges. After 1904 both colleges and graduates were diminished until after 1922, when the numbers of graduates again increased, although the number of colleges still gradually decreased. Medical schools now have larger plants, and on the average a larger capacity. The number of graduates each year to satisfy the increases in population is approximately 4,000.

age attendance per college was 176 and the average number of graduates was 36; now the average attendance in each college is 227 and the average number of graduates 50.

TABLE 1.—Number and capacity of medical schools

Year	Colleges	Students		Graduates	
		Total	Average per college	Total	Average per college
1880	100	11,826	118	3,241	32
1900	160	22,171	114	5,214	33
1904	160	28,142	176	5,747	36
1906	162	25,204	156	5,364	33
1919	85	12,890	152	2,456	31
1922	81	15,635	193	2,529	31
1923	80	16,960	212	3,120	39
1924	79	17,728	224	3,562	45
1925	80	18,200	227	3,974	50

Although the number of medical colleges has been reduced, the average size and capacity has been increased. The largest number of medical schools was 162 in 1906; the largest numbers of students and graduates were in 1904 (figures in *italics*). The lowest number of medical colleges since 1871 was 79 in 1924; the lowest number of students was in 1919 and of medical graduates in 1922.

INADEQUATE GOVERNMENTAL CONTROL OVER MEDICAL EDUCATION

In this country the control of medical education and practice was left by the National Constitution to the police powers of the various States, a function which, if assumed at all by the States, was only to a limited and inadequate extent. In only a few States have efficient regulations been established over the chartering of educational institutions; and therefore no legal regulations were made in regard to essential buildings, finances, teachers, or equipment which a medical school should possess; and as a consequence the majority of medical schools established were of an inferior type.

TABLE 2.—The past century and medical education

[Showing for certain years the numbers of medical colleges, students, and graduates in proportion to population]

Year	Population	Medical colleges		Medical students		Medical graduates	
		Number	People per college	Number	People per student	Number	People per graduate
1800	5,308,483	4	1,327,121			18	291,938
1810	7,239,881	6	1,203,647			75	160,132
1860	31,443,321	65	483,743				
1860	50,155,783	100	501,558	11,826	4,241	3,241	13,476
1900	76,994,576	160	474,966	22,171	3,019	5,214	14,576
1904	84,000,000	160	501,250	27,142	3,021	5,747	14,268
1920	108,710,620	85	1,243,654	13,798	7,661	3,047	34,693
1925	113,000,000	80	1,412,500	18,200	8,209	3,974	28,435

¹ Estimate.

ACTION BY A VOLUNTARY AGENCY

In the absence of adequate legal control, the agency best qualified to recognize the serious deficiencies in medical education was the medical profession, and at different times prior to 1900 investigations and reports in regard to these conditions were made by special com-

mittees of the American Medical Association. These had little effect other than to aid in stimulating a few States to create licensing boards and to begin some regulation of medical schools. The most effective work of this kind was that of the Illinois State Board of Health, during the secretaryship of John H. Rauch, as described in a previous report.¹ For 15 years that board exerted the only powerful and nation-wide influence toward improvement in medical schools and in the closing of a score or more of notorious diploma mills in various parts of the country. In 1892 a change of administration in Illinois brought with it a sweeping change in the personnel of that board, including its able secretary, only one member of the former board remaining. Not only the forces for improvement but also the restrictions against institutions of low grade and of doubtful character were at once removed, and the country relapsed into another period in which low-grade medical schools were unhindered in their activity.

LEGAL POWER & PUBLICITY

Beginning in 1900 the statistics collected and published in the *Journal of the American Medical Association* started a campaign for improvement, and in 1904 the association created a permanent council to exert continuous and persistent efforts toward that end. The work of this council, with its series of annual conferences, inspections and classifications of medical schools, the securing of mergers of two or more medical schools in each of many cities, and the recommending of higher entrance standards—all of this is now history. In 1910 the entry of the Carnegie Foundation for the Advancement of Teaching into the campaign not only obtained additional publicity to the campaign but also attracted the attention of philanthropists to the financial needs of medical education. The details of this campaign are given in greater detail in previous reports. By 1910 the number of medical schools had been reduced, mostly through mergers, from 160 to 95, the number of students from 28,142 to 12,930, and the number of graduates from 5,747 to 2,656. By 1924 the number of medical colleges was further reduced to 80, but the number of students had again increased to 17,728 and the number of graduates to 3,562. As a result of the improvements, however, 74 of the medical schools were in every way greatly improved institutions, and, of the students, 98 per cent were enrolled in these higher institutions, which also turned out 97 per cent of those who were graduated each year. In brief, the colleges had been reduced to half the former number, but the numbers of well-trained and qualified students and graduates had been tremendously increased.

It is interesting to note, also, that the number of students enrolled since the lowest ebb in 1919 has been increased by an average of 1,000 per year, nearly all of which have been trained in medical schools which in every way have been greatly improved.

TABLE 3.—*Entrance standards of medical schools*

	Two years of college work		High school or less		Total
	Number	Per cent	Number	Per cent	
Medical colleges requiring:					
1904.....	2	1.3	158	98.7	160
1924.....	74	92.2	6	7.8	80
Students receiving:					
1904.....	640	2.8	27,502	97.7	28,142
1919.....	12,552	91.7	500	3.8	12,930
1924.....	17,358	98.0	370	2.0	17,728
Graduates receiving:					
1904.....	178	3.1	5,569	96.9	5,747
1922.....	2,342	92.8	182	7.2	2,529
1924.....	3,458	97.0	104	2.0	3,562

GREATLY ENLARGED TEACHING PLANTS

A marvelous development in the construction of large medical teaching plants has occurred during the past 15 years. Beginning with the large teaching plants for Johns Hopkins and Harvard, the wave of construction moved rapidly forward through both State and private medical schools until, in 1920, large teaching plants had been constructed in a score or more of medical schools. Among these are the medical schools of the State Universities of California, Georgia, Indiana, Iowa, Michigan, Minnesota, Nebraska, and Virginia; and among the private institutions were Chicago, Cincinnati, Jefferson, Pennsylvania, Rush, Stanford, Washington, and Yale. New but individual buildings were erected in about a score of others. More recently, greatly enlarged teaching plants have been constructed by the Universities of Colorado, Illinois, Ohio, Rochester (N. Y.), St. Louis, Vanderbilt, Western Reserve, and Wisconsin; and others are now in course of construction, or have been planned for early completion, at Chicago, Columbia, Iowa, and Northwestern Universities. The marvelous wave of improvements in the standards of medical education, therefore, has been followed by an equally marvelous period of construction of new and larger teaching plants.

HOSPITALS AS RELATED TO MEDICAL EDUCATION

Along with better buildings, better finances, improved laboratories, and more expert teachers, came also the necessity for closer relationships with hospitals, whereby the students under the supervision of other physicians could secure valuable experience by observing the examination and treatment of the sick in hospitals and

dispensaries. At the beginning of the nineteenth century there were, of course, comparatively few hospitals; and, as the number of medical schools increased, few of them were fortunate enough to have hospital connections. During the last 25 years, however, the numbers have been greatly increased. In 1912 there were approximately 2,500 hospitals in the United States, whereas in 1924 the

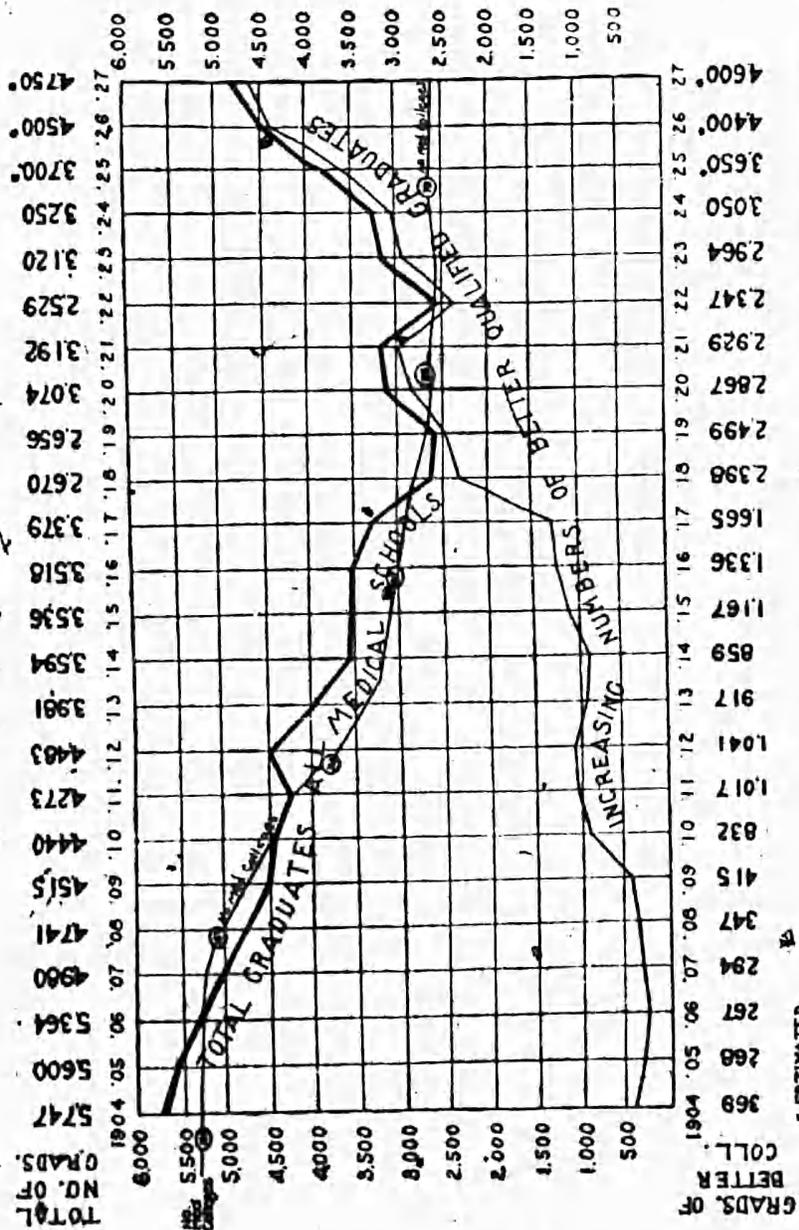


FIG. 2.—Well-qualified physicians increasing, even with the reduced number of medical schools. The heavy line shows the total numbers of graduates in the respective years. The light line from the upper left corner of the chart shows the decreasing numbers of medical colleges. Note that the two lines continue in the same direction until 1922, when the line for the totals of graduates turns sharply upward, but the line for the colleges continues on the level. The light line from the lower left corner shows the steady increase of better-qualified physicians, and that, since 1918, these have included nearly all of the graduates.

number had increased to over 7,000. As the numbers have increased, better relations have been established between hospitals and medical schools, so that now every reputable medical school has a close relationship with one or more hospitals and is providing its students with a valuable training in the observation of, and assistance in, the examination and care of the sick.

HOSPITAL INTERNESHIIPS

During the past three decades, attention of the recent graduate has been increasingly attracted to the great value of spending an additional year or two as an interne in a large hospital, where he has an opportunity to apply his medical knowledge while still under supervision and before he enters on an independent practice. In 1912 there were not enough hospitals using internes to provide places for all graduates. With the improvements in medical schools, and the greatly improved qualifications of modern medical graduates, however, their services became of greater value to the hospitals and the demand for internes was greatly increased. At the same time, the number and size of hospitals were greatly increased, which provided additional places. At present, therefore, the demand for internes would exceed the supply, even if the numbers graduating each year should be doubled. The great value of the hospital interne training is that the graduate has an opportunity to secure experience in the care of sick people while he is still under observation, so that any errors will be corrected without injury to the patients. Before these hospital internships were available, the graduate had to secure the experience in his own active practice without any safeguards in cases of error. It is gratifying to state, however, that the ill results in the care of patients were extremely few in spite of the lack of the opportunity for interne training. The number of hospitals seeking internes is now sufficiently large to warrant a requirement in all States that medical graduates should not be licensed to practice their profession unless they have completed an internship in a general hospital.

THE HOSPITAL AN IMPORTANT EDUCATIONAL FACTOR

An internship in a general hospital has now come to be recognized, not only as a rounding-out process for the training of the general practitioner, but also as the basis for graduate medical work leading to a higher degree of knowledge and skill in the various specialities. In other words, an internship in a general hospital now occupies an important zone separating undergraduate from graduate medical education. As hospitals are increasing in number, so also are they developing as an important factor in medical and public health education. Besides their value in the education of medical students, nurses, and internes, they are also places where physicians can secure a higher degree of training as a specialist in some clinical field, such as in skin diseases, surgery, internal medicine, children's diseases, or in diseases of the eye, ear, nose, and throat or some other speciality. They are also important in their communities as educational centers, not only for the higher instruction of the physicians in the neighborhood, but also through their patients, nurses, and others, as a means of keeping the people of the community informed in regard

to matters relating to infant welfare, public health, and disease prevention.

II. NEWER PROBLEMS IN MEDICAL EDUCATION

As a direct result of the great changes and improvements in medical education, newer problems have been developed. Among these may be mentioned the higher cost of medical education, an overcrowded medical curriculum, an unusual rush into specialization by recent graduates, the elaborate equipment required for the practice of modern medicine, and the decreased number of physicians in rural communities as compared with the increasing proportion of physicians in the cities.

HIGHER COST OF MEDICAL EDUCATION

Prior to 1900, with only a few exceptions, medical schools were maintained entirely on the fees obtained from students, and some could still pay out dividends after all expenses were paid. As medical schools were developed, however, the costs were enormously increased. The larger buildings, with the correspondingly larger expenses for heat, light, and care; the several essential and better equipped laboratories; the larger numbers of skilled teachers, many of whom necessarily devoted their entire time to teaching; the special and highly technical apparatus; the maintenance of library and museum; the more elaborate curriculum, with the higher costs of administration—the cost of all these required a higher income than could be obtained from students' fees alone. To provide a training in accordance with the present wide knowledge of the causes, recognition, treatment, and prevention of diseases, the medical schools must now have, in addition to students' fees, incomes from either State appropriations or private endowment.

An investigation covering the college year of 1914-15 showed that the average income of each college was \$68,277, of which \$23,795 was from students' fees, and the average of expenditures was \$66,253. The average cost of instruction per student in that year was \$419, whereas he paid in tuition fees only \$150. In brief, it cost three times as much to teach a medical student as he paid in tuition fees. For the session of 1920-21 an investigation showed that the average cost of instruction for each student increased to \$655, whereas the average fee paid by each student had increased to only \$185. The average income of each medical school was \$130,672, including \$35,135 from students' fees. The average expenditure by each college was \$123,947, of which \$46,162 was for full-time teachers; \$21,131 for part-time teachers; \$19,068 for wages of clerks, janitors, etc.; and \$36,974 for maintenance and supplies.

TABLE 4.—*Cost of furnishing medical education*

College year	Colleges reporting	Average income		Average expenditures		Cost per student	Fees per student
		Student fees	Other	Instruction	Other		
1914-15	82	\$23,795	\$44,482	\$38,273	\$27,980	\$41.9	\$150
1920-21	89	35,135	95,537	67,293	50,054	65.5	185

To offset these greatly increased costs of furnishing medical education, great sums have been donated by the large educational foundations, private donors, and State legislatures; so that, where formerly gifts of more than a few thousand dollars were very rare, in later years the gifts of from many hundred thousands to a few millions became so frequent as to be considered a matter of course.

SCHOLARSHIPS AND LOAN FUNDS

The requirements for admission to medical schools have been increased since 1912, from a high-school education or less, to two or more years of college work. This increased time requirement, as well as the higher tuition fees in medical schools, has added considerably to the time and expense of obtaining a medical education. So far as the student is able to do so, it is reasonable to expect him to pay at least a fair portion of the amount necessary to provide him with that training. There always has been, however, a considerable number of students who do not have sufficient money to pay tuition fees and are struggling to secure a medical training. As a rule, also, this group of students contains many who have unusual qualifications and ability, and from this group in times past many physicians of high attainments have come. As the educational standards and costs of medical education have advanced, more scholarships and loan funds for the aid of such students have been established. At the present time, 576 scholarships are reported in 46 medical schools. Each of these scholarships is available only once in four years; so that only 144 are available each year. Loan funds are also available in 31 medical schools.

The present-day medical curriculum is much more severe than it was 20 years ago, which makes it much more difficult for a student to earn money at the same time he is studying medicine. Nevertheless, many students are still reported to be earning a major portion of their expenses during their medical school time. It is a question, however, whether the money so earned is not at the expense of much valuable experience which they otherwise might have and should have obtained. It is during the student's medical course, while he is under able instructors, that he has the best opportunity of his lifetime to study and observe diseases of patients in both dispensary and hospital. In order to make the best use of this opportunity, therefore,

it would be far better for the student to borrow money with which to meet his expenses or to have the advantage of a free scholarship.

A more worthy object for those who have money to give could not be found than in the endowment of more of these scholarships, or the establishing of additional loan funds. In granting these, however, proper safeguards should be established so that they will be used only for students who not only have high scholarly ability, but also are actually in need of financial aid.

THE MEDICAL CURRICULUM

Prior to 1900 little concern was felt regarding the course of instruction, because few of the medical schools had developed their curricula in accordance with the unprecedented expansion of medical knowledge since the time of Pasteur. With the improvements in medical schools since 1900, however, new subjects were rapidly added to the medical curriculum, until it soon became seriously overcrowded. So important became this problem that, in 1908, a special committee of 100 prominent medical educators was appointed by the Council on Medical Education to make a special study and to present a report² recommending a model medical curriculum. This committee was made up of subcommittees covering the 10 departments of medical teaching, including both the laboratory and clinical subjects. The original plan was to prepare a curriculum consisting of 900 hours each year, or 3,600 hours for the four years, but when the subcommittees' reports were presented in 1909, they called for a total of 4,400 hours. These reports were accompanied by a recommendation, however, that the total be cut down by the colleges to 4,000 hours.

This report doubtless brought some improvements, but the curriculum continued to be overcrowded, and groups representing certain subjects continued to clamor for larger numbers of teaching hours. It became evident, also, that in the teaching of the clinical subjects very rare or highly complicated conditions were being unduly emphasized at the expense of the basic principles of diagnosis and treatment, which were of greater importance to the student. The emphasis laid on special operations also induced graduates, without further special study, to begin immediately the practice of some specialty.

GRADUATE MEDICAL EDUCATION

It is now well recognized that the chief function of the undergraduate curriculum is to furnish a basic training for general practitioners. Then should follow the hospital internship, which would round out and complete the physician's training as a general practitioner and not further lure him into some specialty before he has

² Proc. 5th An. Conf., Council on Med. Educ., Chicago, Apr. 5, 1909. Amer. Med. Assoc. Bul., vol. 5, No. 1, Sept., 1909.

secured the essential additional training. The exceptional types of diseases, and the highly technical and complicated forms of treatment, should come after the completion of the general hospital internship, in special hospitals or in the graduate medical school.

The development of graduate medical schools during the past 10 years is helping to solve the curriculum problem, in that a place has been found for certain courses which are better omitted from the undergraduate curriculum. The students of some graduate medical schools aid in the teaching of undergraduate students, who are thereby made familiar with the routine of securing a higher training before they can be qualified for practice in any special field. They learn also where and how the higher training can be obtained, and by observing the work of the graduate students can note the character of that work.

The graduate medical school, therefore, has helped in the solution of three problems in modern medical education: (a) It has aided in an improvement of the medical curriculum in the clearer understanding established as to what subjects belong in the undergraduate department; (b) it has helped to stop an inadvised rush of recent graduates into specialization by transferring the subjects which have stimulated this tendency from the undergraduate to the graduate school curriculum; and (c) better facilities have been provided in the graduate medical schools where graduates can develop the higher knowledge and skill essential for the practice of the specialty selected.

Meanwhile, gradual improvements are being made in graduate medical education in this country. Inspections of the various graduate and postgraduate medical schools which were made by a committee of the American Medical Association in 1916 and 1919 showed that conditions were decidedly unsatisfactory. While a few of these schools were well conducted, in the others the work was unorganized and poorly graded; little or no attention was paid to the character or qualifications of the physician-student, and practically no record was kept aside from his payment of fees. Nevertheless, some of the schools granted pretentious diploma-like certificates for some courses of instruction extending over no more than one or two weeks. By 1923, however, through the suggestions given out during the previous inspections, conditions were considerably improved, and most of the postgraduate medical schools had ceased to grant certificates except for courses of six months or more.

In 1920, in order to secure a basis for the approval of graduate medical schools, 15 special committees were appointed to recommend what preparation was deemed essential to establish proficiency in each of the 15 specialties to which they were assigned. Their report was presented at the annual conference on medical education in

Chicago in 1921.³ The committees were unanimous in their decision that an internship in a general hospital was not only essential to round out the education of the general practitioner, but also should be the foundation on which further training in the various specialties should be based.

Following a third inspection made in 1923, a schedule of principles regarding graduate medical education was prepared which provided for admission requirements, records, supervision, curriculum, graded instruction, qualified teachers, properly equipped laboratories, library and museum facilities, essential hospital and outpatient material, annual announcements, and regulations in regard to the granting of degrees and diploma-like certificates. On the basis of these principles, out of 35 institutions investigated, a list of only 15 approved graduate medical schools was prepared. Since 1923, however, 19 other institutions have been added, making a total at the present time of 34. To this list has been added 16 hospitals in which, through a higher internship or residency, a physician can perfect himself in the practice of some specialty.

Where in 1916 only 20 postgraduate schools were offering courses of unknown quality and quantity, there are now 50 institutions giving courses that have been investigated and found worthy of approval. A list of medical subjects has also been prepared, after each of which is given the names of graduate medical schools or hospitals in which opportunity for higher training in that subject or specialty can be obtained. The physician, therefore, is now provided with a carefully prepared list of graduate schools from which he can make an intelligent selection. As time goes on, an even greater use will be made of the abundance of hospital and dispensary patients in providing opportunities for physicians to perfect themselves in the practice of their profession and thereby render a better care to the people coming to them for treatment.

LIMITATION OF ENROLLMENTS

During the improvement of medical education, medical schools found it necessary to limit the enrollment in their classes so that better supervision could be given to the student's individual work, and the results have shown the wisdom of such action. This limitation, however, coupled with the unprecedented rush of students into

³The several fields of clinical specialization that were studied are shown in the following list. The minimum years designated after each subject represent what were considered by the committee as essential to insure efficiency in the specialty:

	Years essential		Years essential
(a) Surgery, general.....	3	(g) Internal medicine.....	3
(b) Surgery, orthopedic.....	3	(h) Pediatrics.....	3
(c) Surgery, genito-urinary.....	3	(i) Neuropsychiatry.....	3
(d) Gynecology and obstetrics.....	3	(j) Dermatology.....	2
(e) Ophthalmology.....	2	(k) Public health and hygiene.....	2
(f) Otolaryngology.....	2		

—*Amer. Med. Assoc. Bull.*, vol. 15, No. 1, Jan., 1917.

medical schools, increased the difficulty of well-qualified students in securing enrollment in medical schools. After having applied to one medical school after another and securing the reply that their classes were full, a student would send a letter simultaneously to a score or more of the remaining institutions. As a result he would be enrolled by two or more medical schools, although when the session began he could attend only one. This practice resulted in vacancies which otherwise might have been filled. Following the opening of the session of 1924-25, an investigation showed that after all registrations were completed, 1,355 vacancies still remained. Some of these students had registered and actually paid matriculation fees at two or more medical schools. Thus the capacity of medical schools is still adequate although some qualified students were temporarily debarred. The Class A medical schools report that, without much difficulty or expense, they can provide capacity for an additional 5,000 students. Our well-equipped colleges should soon provide more space, or other high-grade medical colleges should be established. Properly qualified students show a laudable desire to enter well-established medical schools, since it is this type of medical school, rather than the lower type, in which the enrollments are first filled.

SPECIALIZATION IN MEDICINE

In the past 50 years the exact knowledge of the recognition, treatment, and prevention of diseases has increased more than in all previous ages. This increase is but a parallel to the marvelous developments in other fields of knowledge and experience, all of which have occurred during the same time. With this expansion of medical knowledge and the multiplication of the methods and agencies for the diagnosis and treatment of diseases, it is but natural that physicians in increasing numbers should desire to limit their practice within the narrow bounds of some specialty in medicine. Such, indeed, is necessary if a physician expects to develop the highest degree of knowledge and skill in any specialty. That many physicians are specializing is but a parallel to what is done in other professions. Among engineers, for example, there are now those who specialize in civil, electrical, aeronautical, mechanical, or chemical engineering; and in law there are those specializing in, or limiting their practice to, patents, wills, corporations, bankruptcies, or to civil, criminal, or divorce cases.

With such specialization in medicine comes the importance of developing as specialists those who are highly skilled as diagnosticians and who are especially qualified to decide what particular form of treatment will best meet the patient's needs. At present, this field is occupied largely by those referred to as specialists in "internal medicine" or "internists," many of whom have demonstrated unusual skill in diagnosis.

CHANGES IN GENERAL PRACTICE

Several factors are leading to changes in the routine of medical practice. As the knowledge of medicine has been enormously increased, many valuable laboratory aids have been devised for the diagnosis and treatment of diseases. The advantage of being where all these aids are available has led to a rapid increase in the number of patients seeking treatment in hospitals. The tendencies of the public also to seek specialists makes the hospital additionally advantageous, since its staff includes physicians representing the several specialities, and in unusually complicated cases the judgment of the group can be readily obtained. Hence, access to a hospital has come to be looked on, both by recent graduates and by the public, as very helpful if not essential for an up-to-date physician.

This view of the public in regard to the hospital, coupled with the development of the automobile and cement roads, has induced many country people to go to city doctors and to the hospital for treatment. This in turn, has forced some of the country physicians likewise to move to the city. The future practice of medicine, therefore, calls for some arrangement whereby medical care will still be available even in the smaller and more remote rural districts. Just how these facilities can be provided still remains to be seen. The building of hospitals in all communities where there are people enough to maintain them will help. A suggestion has been made that physicians in the larger towns have office hours for a certain day or days of the week in smaller but near-by rural towns. Another suggestion is that health centers or clinics be provided in rural districts where first aid can be given in emergencies and, when necessary, ambulances can be secured promptly to transport a patient to the nearest hospital.

CONCLUSION

In 20 years medical education in the United States has undergone a marvelous improvement, so that the medical schools of this country are at least on a par with those of other leading nations. The problems which remain are chiefly those due to the other improvements made. The greatest of all problems is how the benefits of the present-day knowledge of the cause, recognition, treatment, and prevention of diseases can be brought within the reach of the entire population, both from the standpoint of accessibility and cost. This problem is one of many other economic and sociological problems which have developed during the past few decades due to the rapidly changing conditions under which we are living. Readjustments will be made under these conditions which will doubtless bring about the desired results.

CHAPTER V

THE PROGRESS OF DENTAL EDUCATION

By FREDERICK C. WAITE

CONTENTS.—Introduction—(I) Agencies in the progress of dental education: (1) American Dental Association; (2) National Association of Dental Examiners; (3) National Association of Dental Faculties; (4) American Institute of Dental Teachers; (5) Dental Faculties Association of American Universities; (6) Dental Educational Council of America; (7) American Association of Dental Schools; (8) Carnegie Foundation for the Advancement of Teaching—(II) Analysis of progress of dental education: (A) Periods of progress; (B) Phases of progress: (1) Progress in preliminary education, (2) length of the annual school session, (3) number of years in the course, (4) graded curriculum, (5) breadth of the curriculum, (6) equipment of dental teaching, (7) quality of instruction, (8) standards of scholarship, (9) university control—Conclusion.

INTRODUCTION

Dentistry has evolved from medicine and more especially from the surgical aspect of what we now call medicine. Until the sixteenth century, physic and surgery were separate professions, and what we now call dentistry was a part of surgery rather than of physic. For centuries physic was a calling of greater dignity than surgery. Since the major influence in modern medicine has been physic rather than surgery, this legendary relation to some extent accounts for the fact that dentistry, since its establishment as a separate profession, has not been acknowledged to be on a professional parity with medicine.

Dental education, in both Europe and America, was a part of medical education until 1840, but the dental features in medical education were only incidental, going little beyond some instruction on extraction. No sustained course of lectures on dental subjects was given in any medical school until 1837 and then in only one school. The better dentists were men who, following a medical education, had served an apprenticeship under a preceptor who was a dental practitioner, before they specialized in dentistry.

With the establishment of the Baltimore College of Dental Surgery in 1840 separation of dentistry from medicine began, and the era of distinct institutional education in dentistry inaugurated a type of training in which the mechanical aspect of dental training gradually supplanted the basic medical phase. However, training through apprenticeship, either instead of the dental school course or supplementary to it, remained an important avenue of entrance to dentistry for several decades.

In no instances was there any university control of, or interest in, dental education in its first 25 years. Inasmuch as for 50 years most of the dental schools were independent and proprietary, divorced from medical influence and lacking the broad principles that result from university control, dental education came to be mainly a training in a technical art lacking the basis of general education and also devoid of adequate knowledge of the fundamental medical subjects. In this the profession and the dental schools took pride, and American dentistry came to excel in the mechanical phases.

After the Civil War there appeared in an increasing number of States statutory regulation of both medical and dental practice. This took the form of examinations before licensing boards, but these examinations were waived, if an individual were a graduate of either type of professional school. In this policy of waiver arose the stimulus for organization of new dental schools, some of which were of little worth. During the 30 years from 1840 to 1869, inclusive, 13 dental schools had been organized. Of these, 10 were in operation in 1870. During the 15 years from 1870 to 1884, inclusive, 17 new schools were founded and 4 were discontinued, leaving 23 schools in operation in 1884. In the 15 years from 1885 to 1899, inclusive, 57 new dental schools were organized and 29 were discontinued, leaving 51 dental schools in operation at the beginning of 1900. There had been organized in 60 years 87 dental schools, some of which were scarcely more than diploma mills; many of them were happily short-lived. By 1885 the desirability of some regulatory control and standardization of dental schools was apparent.

I. AGENCIES IN THE PROGRESS OF DENTAL EDUCATION

The progress of dental education can not be properly comprehended unless there is some understanding of the leading organized agencies that were factors in this progress, and therefore we shall briefly examine these in the chronological order of their appearance.

1. AMERICAN DENTAL ASSOCIATION

The practitioners of dentistry organized in 1859 the American Dental Association. Through committees it gave some attention to the problem of dental education, but this was a minor feature of the program which most interested its members. To them problems of practice were more compelling than problems of preparation of their successors for practice.

This association, in response to the need for some regulation of dental education, in 1883 appointed a committee to arrange a conference of the executive officers of dental schools, and out of this conference arose the National Association of Dental Faculties in 1884.

Even in later years the American Dental Association has itself done little constructive educational work, but it has financially supported the Dental Educational Council and thus by proxy has done a great educational service.

2. NATIONAL ASSOCIATION OF DENTAL EXAMINERS

In 1883 the members of the licensing boards of several States formed the National Association of Dental Examiners. This later came to include the licensing boards of nearly every State. Its problems of licensure involve a consideration of education, and throughout its career it has shown a real interest in betterment of dental education. In 1891 it appointed a committee for conference with the National Association of Dental Faculties and frequently met in the same city as did that association, in order to facilitate adjudication of differences, for it early came into conflict with the schools, especially with those proprietary schools which graduated deficiently trained men.

3. THE NATIONAL ASSOCIATION OF DENTAL FACULTIES

In 1884 there were 23 dental schools in operation in the United States. Seven of the 30 that had been established had already succumbed.

On August 4, 1884, 10 of these 23 schools united in the establishment of the National Association of Dental Faculties. Of these 10 schools, 7 were independent and proprietary.

The National Association of Dental Faculties was a potent factor in dental education from its organization in 1884 until its fusion into the Association of American Dental Colleges in 1923. In these 40 years it did much, but it also failed to avail itself of the opportunities to do more. The accomplishments of its earlier history are more to its credit than those of its later years. Throughout its existence the independent schools dominated its policies. Some of them were, in name, affiliated with universities but in operation were proprietary. Initially, proprietary schools in the professions were necessary and served a real pioneer purpose at the time when dental education was ignored by most of the universities, but when in later years the independent schools have resisted advance in dental education they have become a hindrance.

The primary interest of the proprietary schools, with a few mitigating exceptions, has been to secure a large number of students. Since quality of graduates is nearly in inverse ratio to number of students, the improvement of quality has never been the primary object of proprietary schools.

In its initial year the National Association of Dental Faculties recommended an increase in entrance requirements to include the elements of a good English education, which, from later developments, was seen to mean less than the completion of the grammar school. It also recommended that the number of sessions be increased from two to three and that a graded curriculum be adopted to replace the repetitive curriculum, in which a student attended in his second year upon the same instruction that was given to newcomers and which he had attended the previous year.

None of these recommendations was enforced upon the members of the association, and their value was academic rather than regulatory, for more than a decade. Gradually this association made recommendations and finally regulations to govern its member schools, and with great travail moderate advances were made, but its ideals were so moderate that after some 20 years many of the schools controlled by universities withdrew from it, and left the independent schools with slight opposition in the association, with little contact with universities.

Too large a part of the time and effort of the association was taken with regulations about the transfer of students from one school to another, based on the theory that the student was an asset of the school in which he had enrolled, and with discussions about accepting students who did not meet the avowed entrance requirements.

For 25 years this association gave its attention to matters of administration rather than to problems of teaching. Its name was a misnomer. It was not an association of faculties, but an association of deans and owners, and it gradually became decadent as the broad functions of dental education were fulfilled by other agencies. Historically, it is important in the first half of its existence but can claim little credit for the advances in dental education that have taken place in the past 20 years.

4. AMERICAN INSTITUTE OF DENTAL TEACHERS

The policy of the National Association of Dental Faculties of ignoring all matters concerning pedagogy gave an invitation for formation of an association to consider such problems. In 1893, in connection with the Dental Congress at the Columbian Exposition in Chicago, 15 teachers, representing 11 dental schools, organized the National School of Dental Technics. The name was unfortunate. It was not a school, and it soon found that there were many other problems confronting dental teachers beside those in technics. In 1898 its name was changed to the Institute of Dental Pedagogics, and in 1914 to the yet more descriptive name of American Institute of Dental Teachers.

This group of teachers gradually supplanted the National Association of Dental Faculties as the leading agency for the advance of dental teaching. It was purely advisory, tried to enforce no rules, and abjured the question of finding some excuse for accepting deficient students. Also, since it was an association of dental teachers, rather than an association of owners of dental schools, it had no property rights to protect. This association of teachers received the support of all the schools, including the university dental schools.

The consideration of teaching problems for the period from 1893 to 1908 was entirely taken over by the Institute of Dental Pedagogics, where, from year to year, appeared very creditable papers usually freely discussed. At first these were confined to the teaching of dental technology, but gradually the field was widened until, in later years, the discussion of the curriculum as a whole began to appear, and finally those administrative problems which affect instruction.

With the Institute of Dental Pedagogics, later known as the American Institute of Dental Teachers, lies nearly all, if not all, the credit for whatever concerted effort there was, up to 1908, to improve the quality of teaching in the dental schools.

5. DENTAL FACULTIES ASSOCIATION OF AMERICAN UNIVERSITIES

The university dental schools began to withdraw from the National Association of Dental Faculties about 1900. Following its decision in 1903 to keep preliminary requirements below high-school graduation, still more of the university dental schools withdrew from that association. By 1908 the number of such schools had become enough to warrant organized effort, and in Boston on July 31, 1908, representatives of 6 of the dental schools that were integral parts of universities launched the Dental Faculties Association of American Universities, which gradually increased its membership to 13 in 1923. This new association disavowed any effort at mandatory control by rules as to accepting students and devoted itself to the real educational problems influencing betterment of the instruction within the dental school. In this it supplemented the work of the Institute of Dental Pedagogics, but since its members were more nearly in sympathy than in the varied membership of the institute, this new association was able to agree upon a concrete program of educational advance; and freed from financial interests and largely from dental politics, its accomplishments, though not widely heralded, were very substantial: The stimulus to the striking progress made by dental education in the past 10 years is largely due to the Association of Dental Faculties of American Universities.

When the beneficent results of publicity of conditions regarding medical education came from the 1910 report on medical education by the Carnegie Foundation for the Advancement of Teaching, the university association of dental schools sought a similar survey and similar publicity regarding dental education by some outside agency. This was undertaken 10 years later.

6. THE DENTAL EDUCATIONAL COUNCIL OF AMERICA

The National Association of Dental Examiners had been formed in 1883, a year before the National Association of Dental Faculties. Its purpose was to approach uniformity of procedure in the determination of fitness to enter the practice of dentistry. Since each member of a State examining board is a public official, this association was supported by the power of the people as expressed through the statutes, and therefore had a status lacking in the voluntary association of schools.

Besides this association and the National Association of Dental Faculties, there was the more inclusive association of dental practitioners, which, existing since 1859, came to include in its membership the large majority of dentists of the country. It was, and is, the most powerful body in dentistry. Its attention was given to organization, to the problems connected with practice, and to advance in knowledge, technique, and methods in the various fields of dentistry. It later gave very definite help to the promotion of research. Somewhat incidentally it also gave attention to dental education through standing committees that furnished annual reports, often merely perfunctory, but sometimes with creditable recommendations.

There were thus three associations each interested in dental education from a different viewpoint; one, that of the schools, interested in the details of carrying on such education; another, that of the examiners, interested in the graduates produced by such education in so far as they could or could not, with safety to the public, be licensed to practice; and the third, that of the dental practitioners, as such interested in the capability of the men who were to become their professional colleagues and competitors.

For several years there had been suggestions of combined educational effort by those three groups, and as a result, at Old Point Comfort, Va., on August 3, 1909, two committees of five each, one from the National Association of Dental Examiners, the other from the National Association of Dental Faculties, organized the Dental Educational Council of America. They invited the National Dental Association also to appoint 5 representatives, these three groups to form a joint committee of 15.

The organization of this tripartite joint educational council marks the establishment of a powerful agency to advance dental education in this country. Potentially it was in position to bring early order out of the chaos in that field.

The council organized for its work into three committees. One of these was on legislation; another committee was that on curriculum, charged with preparing a model course of study. Not until eight years later did this committee publish its first suggested standard course of study, and this with no indication as to sequence of subjects. It has not yet taken up any really adequate study of the curriculum, which is a purely educational matter. In fact, the council has never seized the opportunities offered it to study and work out the questions relating to teaching and courses of instruction; that is, the constructive educational aspects apart from the administrative phases. The committee which proved to be most active was that on colleges, the duties of which were to make visits to the dental schools, to ascertain their equipment and the character of their work, including the enforcement of their avowed preliminary educational requirements. The initial program included the making of an early survey of all dental schools of the United States in order to get a comparative knowledge of what was done and upon this information to organize a suggestive standardization as to administration, facilities, and instruction. No idea of classification of schools appears in its earlier statements.

From the annual reports of the council to its parent bodies one can trace its activities. Initially there was an effort to learn something about the relative situation in the schools by questionnaires. This was but partially successful. In 1911 a definite attack was made upon the indifference in administrative enforcement of the preliminary entrance requirements, which had in 1910 been advanced nominally to high-school graduation. In 1912 this same effort was continued, but practically nothing had been done yet on curriculum or inspection of schools, and there appeared little interest in the council by a majority of its membership, only a few valiant members being responsible for keeping it alive.

In 1913 the council announced its purpose to inspect all the schools and then to classify them into grades A, B, C, following the plan adopted for medical schools.

The council was favorable to the extension of the dental course from three to four years. In 1911 an effort in the National Association of Dental Faculties to secure such an advance, to begin in 1912, was defeated, but the plan continued to gain adherents. Some of the university schools announced it as a definite program; and finally in 1915, after strenuous debate, the National Association of Dental Faculties adopted the four-year dental curriculum, to

become effective beginning with the session of 1917-18. In this decision the council had a large influence and here first gave promise that it was to become the leading dental educational force of the next decade.

In 1916 the council, having in part overcome the mistrust and lack of financial support which had nearly throttled it, really began to function, for it announced that, having in the past three years inspected all the dental schools, it proposed to publish at once a "model" curriculum, and also the specifications of a class A school, and that after a year it planned to reinspect all schools and make an initial classification in 1918.

The specifications for a class A school and a suggested outline of a curriculum were published late in 1916. Those specifications were very general and liberal, referring chiefly to quantitative specifications. No direct attempt was made to standardize any conditions to obtain a betterment of quality of teaching, partly because no measure of determination had been devised, and partly because dental educators, as a class, had not yet come to appreciate the importance of quality in instruction in addition to quantity. Indeed, the whole history of dental education has been based on quantity; that is, elapsed time and number of weeks, days, and hours in the course. This is only one of the major factors of efficiency in education. There was nothing in these first specifications to keep commercially conducted schools from the highest rating. The proposed reinspection of schools in 1917 was not carried out.

In 1918 came the great opportunity for the Dental Educational Council. Among the congressional war measures late in 1917 was one providing that an enlisted reserve corps be established to which should be eligible, among others, the students of "well recognized," dental schools. Such reservists were to continue in the schools in preparation for professional service in the Army. Being already enlisted, these reservists were not subject to draft.

It became the duty of the Surgeons General to determine which were "well-recognized" dental schools, and in January, 1918, they informally asked the American Institute of Dental Teachers, which was considered the most representative body in dental education, what organization of dentists was best fitted to give this advice. By resolution of the teachers the Dental Educational Council was designated. Thereupon, by common consent, dental political opposition to the council was suspended for the period of the war. In March, 1918, the council made its first classification of dental schools for the use of the Surgeons General. This was not published until after minor revisions at a meeting in August, 1918.

At this August, 1918, meeting also was adopted a principle that a dental school conducted for profit to individuals or a corporation

does not meet the standard of fair educational ideals as interpreted by the council. This was soon after enlarged to state that such a condition would exclude a school from an A classification. Thus the council threw down the gauntlet and began the battle between the advance of dental education on the one hand and proprietary and commercial interests on the other. The war with Germany being over, the armistice with the various dental political interests was at an end, but the accomplishments of the council had already been so great that it was futile to attempt to destroy it.

The council carried out reinspections, revised its specifications for a class A school, revised its classification of schools, elaborated its suggestions of curriculum, devised some minimum specifications for facilities and equipment, and adopted as a principle that a school must have a minimum number of full-time teachers, thus definitely beginning a program for the improvement in the quality of dental teaching. In its classification it made some blunders in cases where it allowed political expediency to nullify its published principles in regard to schools conducted for profit.

In recent years the council and its officers have helpfully and whole-heartedly cooperated in the survey of dental education made by the Carnegie Foundation for the Advancement of Teaching, and the report of this survey promises to mark an epoch in dental education second to none of the epochs of the past.

In 1923 the council made one of its most far-reaching contributions to dental education when it announced that after January 1, 1926, no dental school may obtain or retain its highest commendatory A classification unless, as one of its requirements, it enforces for preliminary education one year of work in a college of arts and science in addition to completion of a four-year high-school course. In 1924 this requirement was extended to include schools of a B classification. In this the council only followed the more progressive schools, for already nearly half the dental schools had this requirement in operation, several since 1921.

The council has from time to time revised its classifications, but each classification has been only an approximation due to the ever persistent influence upon its decisions of interests other than educational.

For the past 10 years the council has been the outstanding dental educational agency. It has a history of far-reaching helpfulness to dental education, and the credit is largely due to two men of high capability and altruistic motive who served it as executive secretaries, the first through its period of early struggle, the last through the recent years of its greatest activities and trials. To these two men education and dentistry owe a great debt of gratitude. Its future usefulness must depend upon whether it can free itself from

those Machiavellian influences which still are existent in dental education, whether it can become a really judicial and constructive educational body, or must remain swayed by the winds of political and commercial expediency; whether in a word it can become more educational and less dental. Only the future can answer.

7. THE AMERICAN ASSOCIATION OF DENTAL SCHOOLS

In 1923, after various conferences, a consolidation of the three associations of dental schools in America and the one association of dental teachers was effected under the above title. Since the new association is purely advisory, there is little incentive for political machination.

This new association is for discussion of educational problems, particularly those that apply to dental education. The results of these discussions are not to be enforced upon any school but are open to use by any who wish. This association should attack the problems of improvement in the quality of teaching in dental schools, the neglect of such problems through all the years since 1840 being largely responsible for the present lack of any concerted opinions and actions in the field of pedagogy as applied to dental education.

8. THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

As already noted, as early as 1910 some dental educators advocated a survey of dental education by some agency outside of dentistry in order that a judicial rather than a biased view might be attained. Other dental educators opposed this vigorously, claiming that only dentists were competent to judge of dental education and that the dentists were entirely capable of cleaning their own house, if perchance, as many denied, any purgation was necessary or even desirable. It was upon this theory that the survey by the Dental Educational Council was proposed. Experience has shown that that survey, while of great value, is only approximately a reliable verdict.

In 1921 the Carnegie Foundation for the Advancement of Teaching determined upon a survey in character similar to that it had made in medical education, but with the experience gained in that former activity the survey of dental education aimed to be more exact and more constructive.

The two divergent views as to whether such a survey should be made by a dental agency or by a nondental agency were happily compromised by a cooperative survey. The dental agency selected as the best informed, most comprehensive, and least biased was the Dental Educational Council. The nondental agency was the Carnegie Foundation for the Advancement of Teaching, which created a division for the study of dental education and put in charge of

this a gentleman of rare capability and tact, trained in science to know the high value of painstaking accuracy, long experienced in teaching a fundamental science in a cognate profession, and in sympathy with dentistry through contact with members of the profession in cooperative research and publication along lines of dental science.

This study of dental education has been most thorough. No time or expense has been spared, and the published result soon to appear will give a reliable basis for dental, educational, and lay information and judgment. The publicity which this report will give the relations of dental education to public health and welfare, and the needs of the moral and substantial support of the lay public will undoubtedly furnish a stimulus to more rapid constructive advance than we have yet seen, and bring to dental education the financial support it must have to fulfill its public obligations.

It has been the privilege of the writer, in common with many others, to consult parts of the manuscript of the report in advance. This has been freely used in the writing of this chapter, and indebtedness is acknowledged for many facts as to time and place which are here incorporated.

II. ANALYSIS OF PROGRESS OF DENTAL EDUCATION

Having reviewed the more important agencies which have affected the progress of dental education, it is now logical to discuss the steps in this progress. It is impossible to ascribe these advances to any one agency, since it is the resultant of all of them. At times all have cooperated; again the policy of one agency has been opposed by other agencies, resulting in a compromise or a stalemate. Commercial interests, only ancillary to dentistry, have proven a very serious deterrent factor in the attempts at progress.

It seems best to separate the era of dental education into periods and then to consider seriatim the progress in some of the different factors that enter into this field of education.

(A) PERIODS OF PROGRESS

The periods of progress may be roughly set down as follows: A first period from 1840 to 1883, the beginning marked by the establishment of the first dental school, the end by the formation of the National Association of Dental Examiners. This period is characterized by a lack of any coordinated educational effort, and by no great advance except the fact that in the latter third of the period six universities entered the field of dental education—Harvard in 1867, Michigan in 1875, Pennsylvania in 1878, Vanderbilt in 1879, California in 1881, and Iowa in 1882.

A second period from 1884 to 1908, the beginning marked by the formation of the National Association of Dental Faculties, the end by the organization of the Association of Dental Faculties of American Universities, the inauguration of an effective effort to enforce university ideals of dental education in contrast to the lack of educational ideals which pervaded the proprietary schools. This period is characterized by the organization of an association of teachers in 1893; by an advance to a three-session course with a partially successful attempt to establish a graded curriculum; by a gradual, but hesitant, advance of the requirement in preliminary education; and by the lengthening of the annual session.

A third period from 1909 to 1916, beginning with the organization of the Dental Educational Council, the first cooperative effort of different agencies, and ending with the adoption of a four-year high-school preliminary educational requirement and of a four-year professional school curriculum. This period is marked by very moderate increase of the nominal entrance requirements and by the establishment of a graded curriculum.

A fourth period from 1917 to 1925, beginning with the actual enforcement, in practically all of the schools, of a four-year high-school preliminary education and of a four-year professional course and ending with the enforcement in all reputable schools of a pre-dental year. This period is characterized by the introduction of the two basic sciences of biology and physics into the curriculum; by increased attention to the fundamental medical sciences; by the beginning of a policy of full-time teachers in dental schools; by extensive work of the Dental Educational Council in inspection and classification of schools; by the rapid disappearance of proprietary schools and the increase of real university schools; and finally by the publication of the Report of the Carnegie Foundation for the Advancement of Teaching, based on its study of dental education.

(B) PHASES OF PROGRESS

To consider all the aspects of the advance in dental education concomitantly would lead to confusion and a lack of appreciation of the relative weight of the different factors; therefore a comprehensive understanding will be facilitated by an analysis of this progress into several phases.

Of these phases there are two groups, one quantitative, the other qualitative. Progress of those phases which are quantitative can be followed readily because the records are reasonably clear. The qualitative phases, while fully as important, are more elusive and are not capable of as definite delineation. It will appear that throughout the progress has been more largely of a quantitative

nature than of a qualitative, more increase in years and weeks of instruction than improvement in quality of the instruction given in those years and weeks.

These quantitative phases may be well considered under three headings—preliminary education, length of the session of instruction, and number of sessions prerequisite to graduation.

1. PROGRESS IN PRELIMINARY EDUCATION

There was apparently no inquiry, certainly no requirement, as to preliminary education for entrance to all dental schools in the years from 1840 to 1884, although individual schools definitely connected with universities did, as early as 1878, make some inquiry of prospective students in regard to previous education.

When the National Association of Dental Faculties was formed it recommended, at its first meeting in 1884, that a preliminary examination be required covering a "good English education" unless a diploma were presented from a reputable literary institution or other evidence of literary qualification given. One wonders just how much this "good English education" meant until we find in the course of the deliberations of this body nearly a decade later a very considerable debate and successful resistance when it was proposed to *advance* the preliminary education to require the completion of the grades of the grammar school.

Not until 1896 was there, even nominally, an entrance requirement by all member schools of the National Association of Dental Faculties of an education equivalent to ability to enter the high school. At this date nearly all medical schools were requiring high-school graduation for entrance.

In 1899 further prescribed, although by no means rigorously enforced, entrance requirements became effective by demanding completion of the first year of high school previous to entering the dental school.

In 1903 a further increase to two years of high-school work before entrance was adopted by the National Association of Dental Faculties, to become effective in 1904, and accompanied by an increase in the professional course from three to four years. This increase of the length of the professional course was rescinded within a few months.

In 1907 the National Association of Dental Faculties again advanced for its members the entrance requirements to completion of three years of high-school work, and in 1910 to high-school graduation. This latter was an apparent advance but not necessarily a real advance, because there were many high schools with but a two-year or three-year course and graduation from these ful-

filled the requirement. Not until 1917 was the necessary stipulation added that graduation must be from a high school with a four-year course.

Throughout this period of more than 20 years, from 1896 to 1917, while the specifications for preliminary education were gradually advanced, there was always included in the stated requirement the vitiating modifying clause "or equivalent." The equivalence frequently was so liberally interpreted as really to mean only a certificate of good moral character and the payment of fees, the latter, at least, always being relentlessly insisted upon. The National Association of Dental Faculties was paying little attention to those factors which determine the quality of instruction in the schools, but was satisfied with quantity only. Even the quantity requirements affected only the member schools and were to a large extent merely published requirements rather than enforced requirements, for as late as 1909 the president of the association in his annual address said:

It has long been a practice among the members of this body to accept students with certain conditions to be removed during their college course. This practice appears to be just and proper.

Later disclosures showed that from 1896 to 1916 in many of the schools there was resort to various subterfuges to secure "credentials" for the required amount of preliminary education for candidates who actually lacked formal schooling to the extent set down in the printed rules. It apparently was not appreciated that the purpose of entrance requirements is to assure the capability that will enable the student to secure from the outset of the professional course the complete benefit of the instruction offered him, and that without complete enforcement of preliminary education the professional course must totter on an unstable foundation.

From discussion in the proceedings of the National Association of Dental Faculties we learn that it was also a common practice to accept students some weeks after the instruction had begun and to permit them to leave the school a considerable period before the close of the session, and also, on occasion, to permit a student to take two of the years of instruction concurrently in a single year. Thus, with no attempt at control of the quality of instruction, the quantity was abbreviated by liberal entrance conditions, coupled with carelessness in their enforcement, by abbreviated attendance, and by telescoping the curriculum.

By 1912 the Dental Faculties Association of American Universities was coming to exert considerable influence. For several years its members had been requiring high-school graduation for entrance, and in most cases graduation from a four-year high school. Its

influence was indirectly reflected upon the better schools that were members of the National Association of Dental Faculties, and in 1916 that association also adopted graduation from a four-year high school as a minimum entrance requirement. The university dental schools were also looking forward to further advance, expecting to demand some college work for entrance, with the aim of bringing the preliminary education required of dental students to an equality with the two years of undergraduate college work required to enter medical schools.

The war stopped further advance, but it also clearly showed the need for a dental profession with a better general education upon which the professional training should be built.

At the end of the war the Dental Educational Council had become the most powerful agency in dental education. In 1921 many of the university dental schools began the enforcement of an entrance requirement of one year in a college of arts and science, with certain specified subjects. The Dental Educational Council, following this example, in 1923 adopted a resolution that this entrance requirement would be demanded of all schools seeking an A classification after January 1, 1926. In 1924 this requirement was extended to include also all schools of B classification. Since only A and B schools are likely to be recognized by State boards, this means that all reputable schools will in the future require one pre-dental year of undergraduate college work. However, this does not bring the preliminary requirements in dental schools to an equality with the two premedical years of college work demanded by all reputable medical schools.

Just as some schools have always been outside the standard regulations and lagged behind in every advance, so others have forged ahead and enforced more than the usual standard. There has never been absolute uniformity in requirement and enforcement of preliminary education, and probably never will be, but in time it will become stabilized close to a norm. It would be unwise for any one to predict in print what that norm is going to be or when it will be effective. It has been much discussed in recent years, and there seems a fairly general consensus of opinion among dental educators that the norm will be approximately two years of college work based on 15 units of secondary education. As to the time when it will become effective there is a great variety of opinion.

If one judges by past performances in the advance of entrance requirements, we find the increments after 1896 were at intervals of three, three, five, three, seven, and nine years, respectively, which would perhaps warrant a conjecture that the next general advance

in entrance requirements will be somewhere between 5 and 10 years after 1926. Meanwhile individual schools will independently advance, but the general advance will depend very greatly upon what comes to be the general acceptance of the number of years that are to be built upon the entrance foundation. This will be discussed in another relation.

There can be no doubt of the advantage of close uniformity in entrance requirements. In the individual school it is essential sharply to define the minimum. This stabilizes the intake of the partially finished product, which is to the dental school the raw material from which it must fashion the graduate ready for the profession. Too great variation makes for lack of assimilation into the school. Individuality there must be, but the base upon which the superstructure of the professional course is to be built must at least come up to a minimum level.

The question is whether the dental schools are, at this time, able to offer to an entrant a course of a quality that can advantageously use the information and training to be secured by a second year of work in the college of arts and science. When, in a later section, the quality of teaching is discussed, the opinion will be expressed that there is another problem fully as important as immediate further advance of entrance requirements. The problem of entrance requirements has such close interrelation with curriculum organization and improvement of quality of teaching that it can not be solved separately. These three major factors must be adjusted jointly.

2. LENGTH OF THE ANNUAL SCHOOL SESSION

The first session of the Baltimore College of Dental Surgery extended from November 3, 1840, to the latter part of February, 1841, with the graduation of two of the five students on March 9, 1841. This designated time was four months, but it is fair to presume that, with Christmas holidays out, the exact period of instruction was 16 weeks, which was then the usual length of session in medical schools. The length of term in most medical schools increased after the Civil War to 20 weeks and about 1880 to 24 weeks. Apparently the dental schools did not follow the medical schools in this advance, as they appear to have been still on a four-months basis in 1884, when the National Association of Dental Faculties set the four-month session to be a standard beginning in the school year 1884-85. By 1888 the standard length of session had increased to 5 months, in 1896 to 6 months, in 1899 to 7 months. In all of these cases this was elapsed time and included the holiday vacation. Deducting this vacation, the weeks of instruction were, at the dates noted, 16, 20, 24, and 28. The next increase was in 1904, to 30

teaching weeks. In many cases there were only five teaching days per week, but in 1910, when the increase to 32 weeks became effective, it also carried a specification of six days per week, exclusive of vacations. Thus in the 25 years from 1885 to 1910 the number of weeks of teaching in the school session was exactly doubled.

In the majority of the schools now there are 32 weeks of instruction, exclusive of the weeks set aside for examinations. In some schools the number of teaching weeks is 36.

3. NUMBER OF YEARS IN THE COURSE

The charter of the first dental school in 1840 specified that it should give a course consisting of at least one session of four months. When the Harvard Dental School was started in 1867 it specified that two sessions of four months each would be given, with required additional service under a preceptor. This was considered a very striking advance. The two-session curriculum was pretty generally adopted by the schools that were organized in the seventies and eighties, and not until the early nineties did the three-session course come to be at all general. In 1891-92 this became the rule in the National Association of Dental Faculties. There was then a period of 25 years before the four-session course became a rule, excepting that in 1903-4 an abortive attempt was made to increase to a four-session course, the decision being reversed within a few months after it was adopted. Meanwhile the length of session was gradually lengthened.

But the number of sessions in the professional school is not the whole story. For comparison of educational progress in dentistry one must count the number of years from completion of the grammar grades to the dental degree. If we assume that, even in the early history of American dental education, all students had completed the grammar grades, which we know is not true, we get the following number of years after completion of the grammar grades to gain the dental degree, current in the majority of the schools for the years specified:

1840-1869	One professional year of 16 weeks—total, one year.
1870-1891	Two professional years of 16 to 20 weeks each—total, two years.
1891-1899	Three professional years of 20 to 24 weeks each—total, three years.
1899-1902	One year of high school and three professional years of 28 weeks each—total, four years.
1902-3	Two years of high school and three professional years of 28 weeks each—total, five years.
1903-4	Two years of high school and four professional years of 28 weeks each—total, six years.
1904-1907	Two years of high school and three professional years of 30 weeks each—total, five years.
1907-1910	Three years of high school and three professional years of 30 weeks each—total, six years.

- 1910-1917 Two to four years of high school and three professional years of 32 weeks each—total, five to seven years.
- 1917-1924 Four years of high school and four professional years of 32 weeks each—total, eight years.
- 1924- Four years of high school, one year of college, and four professional years of 32 weeks each—total, nine years.

Comparing 1869 and 1925 we see that the minimum number of years between the grammar school and the dental degree is now nine times what it was in 1869. Comparing 1891 and 1925, we find that the number of sessions in the professional school in 1925 is twice that in 1891. We have already seen that the present length of session is a minimum of 32 weeks, against 16 in 1884. The number of weeks' instruction in the entire professional school course in 1884 was 32, but this was repeated instruction in a nongraded curriculum; so the actual number of weeks of new instruction received by each student was but 16. Now it is 128 weeks, or eight times as many weeks of new instruction as in 1884. When in connection with this, it is considered that the average dental student now has five years more of education before entering the professional school than he had in 1884, we may assume that his profit by instruction by reason of education and maturity is from 50 to 100 per cent increased over that of the students of 1884, which indicates a dental professional course to-day from 12 to 16 times the value of that of 1884, irrespective of any improvements in equipment and in the quality of teaching. To-day's course is 24 to 32 times as effective as that of 1869. Truly the quantitative increase has been wonderful.

One may conjecture as to the length of the dental course of the future, but the prevalent opinion of dental educators is that the dental course will finally become stabilized at four years of professional study after two years of preparation in a college of arts and science, making a total of six years from high-school graduation to dental degree, and that this will be reached within a decade.

Meanwhile, it is conceded that we shall have a period during which five years from high school to dental degree will prevail. There are two plans as to the division of these five years. One is that the present one year of college entrance and four years of professional school will continue until such a time as two years of college work can be generally required for entrance. The other plan is that the schools should immediately require two years of college work for entrance, reduce the professional curriculum leading to the initial dental degree to three years, saving time by more effective teaching and by excluding the dental specialties, and then offer the specialties and some advanced work in one additional optional year leading to a second dental degree. This plan assumes that enough more effective teaching can be at once secured to do in three years what is now

taking nearly four years to accomplish. It is conceded in this plan that perhaps ultimately this optional year will be incorporated into the required course, the initial degree abandoned, and thus lead to the stabilized program of six years from high school to dental degree.

The progress in the qualitative aspects of dental education are less definite but may be referred to under six headings: The graded curriculum, the breadth of curriculum, the equipment, the quality of instruction, the standards of scholarship, and university control.

4. THE GRADED CURRICULUM

In 1884 the usual professional curriculum in dentistry, following the prevalent custom in medicine for more than a century, consisted of a single course of lectures in each of several subjects, repeated year after year. To these courses came first-year students, second-year students who had heard the lectures once, and later third-year students. If such a course were scaled for comprehension by the first-year students, it would be very elementary and lack any stimulus for the second and third year men. If it were planned for the older classes, it would be almost unintelligible for the freshmen. If it tried to compromise, it would fit none of them.

The unsoundness of this plan became fully apparent when laboratory subjects were introduced. A student might consent to attend the same lectures twice, but to repeat the same laboratory course twice would hardly be tolerated, and yet in human dissection, which is the oldest type of laboratory course in medical education, it is less than a decade since some medical schools ceased to require that a student dissect the body twice.

The repetitive curriculum was an inexpensive course to carry on, because it required only a fraction of the teachers required by the graded course. It was prevalent until the early nineties, then gradually was replaced by the graded curriculum, but it took more than two decades fully to eradicate it, and even to-day there are a few vestiges in the "circular courses."

Into this matter of graded curriculum enters another aspect, and that is the matter of sequence of courses. The justification of a graded curriculum is that progressively throughout all the years of the course the earlier subjects shall prepare for the subjects that follow, and that the later subjects shall make use of the information and training gained in the earlier courses. This fundamental pedagogical principle has not been uniformly enforced in dental education. In the university dental schools that are part of a systematic educational force the logical sequence of courses has been reasonably well regulated, but in the independent schools this has been largely ignored, and some subjects occupy unfit positions in the curriculum.

This educational problem needs careful and thorough study in order that both proper sequence and correlation of courses and subjects may be obtained. Its very complete neglect is one of the outstanding failures of the dental education.

5. THE BREADTH OF THE CURRICULUM

The subjects of the curriculum of the first dental school were those of the medical curriculum of that day, exclusive of any considerable attention to clinical medicine and surgery, and plus mechanical and operative dentistry. Specialties in dentistry were not yet in vogue.

As time went on, less and less attention was given in dental schools to medical subjects and more and more to the dental subjects, especially to mechanical dentistry. The average curriculum of 1870 was not as broad as that of 1850.

As dental schools associated with medical schools began to arise, there was a return to more emphasis on anatomy and physiology, though usually only in lecture courses. With the rise of cellular pathology, following the work of Virchow and his pupils, nearly coincident with the beginning of bacteriology by Pasteur and the work of Koch on infectious diseases, there came in the last decades of the nineteenth century a great stimulus to the study of bacteriology and pathology. This first appeared in the medical schools, was soon seen in those dental schools connected with universities, and slowly crept into the independent dental schools. The first laboratory course in bacteriology in a dental school was one in a university dental school in a mid-Western State about 1895. Pathology and bacteriology continued to be taught solely by lectures in most dental schools until 1917. Only in some university dental schools were laboratory courses given. The subject of dental pathology as taught in dental schools was not at all a laboratory subject, nor was it really pathology, but a conglomeration of etiology, pathology, diagnosis, and treatment, both medical and mechanical. Even at the present day many dental schools give no laboratory course on the pathology of the oral cavity. Clinical dental pathology is still similarly neglected.

Chemistry entered the dental curriculum relatively early, and with anatomy and histology has had reasonable attention for the past 30 years. Physiology has usually been only a didactic course but now is coming to have a practical laboratory phase added.

In 1917, with the inauguration of the four-year curriculum, came the greatest broadening of the dental curriculum at any one time by the introduction into the first year of the standard four-year curriculum, recommended by the Dental Educational Council, of biology, physics, English, and mechanical drawing. The most im-

portant of these innovations was the introduction of a required course in biology. This was later to be transferred to the pre dental year, but, beginning with 1917, every dental student has received systematic instruction in biology as an introduction to his professional course. The far-reaching import of this was appreciated by only a few educators at that time, but it laid the foundation upon which a great change in the conception of dentistry is to arise. This change is that dentistry is coming to be considered in its biological relations to the various functions of the human body, instead of primarily as a mechanical art in the restoration of defective or lost structures. The introduction of these academic subjects was not done without resistance. The dentists and dental educators were not at all enthusiastic about them; in fact, some of them contended that all the additional time should go to mechanical and operative dentistry.

Perhaps the attitude of a considerable part of the dentists toward a broadening of the curriculum can best be illustrated by the opinion of the nestor of American dentistry, known internationally as one of the leaders of dentistry and dental education, a graduate in medicine as well as in dentistry and a dental teacher for 40 years. In a stenographic report on page 65 of the proceedings of the National Association of Dental Faculties for 1911, in a discussion concerning giving advanced standing to medical students, he is quoted as saying: "The medical man in the first two years is devoting his time to biology and other subjects that have no bearing at all on dentistry." With such opinions from the most revered and honored leaders, it is small wonder that the policy of broadening the dental curriculum was long delayed, and when these academic subjects were introduced into the curriculum they were very shabbily cared for, either in provision of equipment or of competent and stimulating teachers.

However, it took a very short time to prove their value, and they furnished a stimulus for extension of the medical subjects and strongly influenced the appreciation of the value of pre dental collegiate work. With the introduction of the pre dental college year these academic subjects have been transferred to the pre professional school work, permitting yet more attention to the medical subjects. As a result, the curriculum of 10 years ago has been greatly improved in the way of a greater emphasis upon the fundamental sciences and a relative, although not absolute, diminution in the mechanical phase of the course of study. The results are already seen in the products of the newer dental education, who not only are better trained, but are also better able to keep abreast of the great advance in dentistry and medicine that will occur during their professional lives.

C. EQUIPMENT IN DENTAL TEACHING

There is no adequate record of just what equipment was considered a minimum at any time in the history of dental education. A survey of the equipment of dental schools was made in 1896 by the National Association of Dental Faculties, but no organized report was printed. It seems impossible to ascertain, with any approach to accuracy, what was the usual equipment of the dental schools in early days. The catalogues tell of the "complete and modern" equipment, but to one familiar with the fanciful imaginations of some writers of fiction whose efforts appear in the professional school catalogues, this is not evidence.

When the Dental Educational Council was formed, it was hoped that a standard for equipment would be devised, but it was never done, although some rather broad and liberal suggestions were made. In the proprietary schools, even of recent years, the major part of the equipment was in the infirmary. Here the modern improvements in chairs and accessories were usually the first to be provided. The technical laboratories had little, and even to-day the dental student provides for himself most of the appliances and instruments with which he works in his dental subjects. Only the larger pieces of apparatus, like lathes and vulcanizers, are provided by the school, and in some schools not even these. The typical laboratory equipment in dental technology is a room, more or less well lighted, with drawers and lockers and tables bare of any equipment except gas jets. In better schools there are, in addition, some teaching models and charts.

When one reaches the equipment of the laboratories in fundamental subjects and medical sciences, the independent schools usually felt these hardly worthy of serious consideration, and their equipment has been very meager. In the university schools these subjects are cared for in the college of arts and science, and in university medical schools they usually have reasonably adequate equipment and facilities. As to libraries, with a few praiseworthy exceptions, these have been noticeable until recent years chiefly by their absence. To-day only about half of the dental schools have a library containing as many as 1,000 volumes.

There is even to-day no accepted standard of what equipment a dental school should have anywhere outside the infirmary. All else is simply opinion of different men whose opinions are much influenced by their major interests. If one may rely upon the recollection of older dentists, there has been great improvement, but when one tries to find any really comparative details, it is futile; and about the only conclusion that can be reached is that, in general, there has been gradual improvement in all dental schools in equip-

ment, and this improvement has been much more rapid in the past 10 years, especially in those subjects that are now taught in the undergraduate and medical departments of universities.

7. THE QUALITY OF INSTRUCTION

As already suggested in various connections, the attention of dental educators in endeavoring to secure concerted action in improving dental education has been directed almost exclusively to quantitative advance, that is, to extension of the number of years of preliminary education, to the number of weeks per session, and to the number of sessions required to attain the degree in dentistry. Practically no concerted action has been taken to improve the quality of teaching, nor has consideration been given to the requisite training of the teacher in dental schools. While those engaged in dental education have been ready at all times to insist that dentistry has long since risen to the dignity of a profession, they have not appreciated that education is not only an older but also a much broader profession, in which the education of the dentists is but one small corner.

Indeed, many of those in dental education have taken the opposite view and insisted that teachers in dental schools shall be dentists, but that their further qualifications along educational professional lines are secondary or merely incidental. This has brought two results; first, that the greater part of the teaching in dental schools in the past, and only in somewhat lesser degree at present, has been done by men to whom teaching is merely an incident. Men are chosen to professorships in dental schools not because of any experience or accomplishments in teaching either past or expected but because of success and prominence in the practice of dentistry. The second and sequential result has been that these men, busily occupied in their practice, have themselves not done any considerable portion of the teaching, and so have delegated to demonstrators a large part of the intimate teaching and contact with the students.

The demonstratorships are ordinarily filled by very recent graduates. These men look upon such positions as merely temporary and serve but one year, or at best a very few years. During this time their relation to the school is an avocation, for they commonly have begun to practice immediately after graduation. These recent graduates, conventionally with no more than the minimum preliminary education and lacking pedagogical training or teaching experience in any line, have constituted the majority of the teachers in dental education throughout its history and have done the bulk of the teaching in the dental subjects, usually with mediocrity.

When, in the nineties, more emphasis began to be placed upon the medical subjects, the independent schools assigned these subjects

either to dentists or to practicing physicians whose pedagogical efficiency was little, if any, better. With the advent of full-time teachers in the medical schools, the dental schools that were integral departments of universities participated in the improvement in educational procedure in the medical subjects. When, in 1917, the academic subjects were introduced into the dental curriculum those schools intimately associated with universities benefited by the stabilized pedagogical efficiency in these subjects in the undergraduate college of the university, but in independent schools the teaching of the academic subjects was not comprehended and much neglected.

Of the many noteworthy advances in dental education accomplished by the Dental Educational Council, none is more far-reaching than its insistence that the teaching should not be entirely by men to whom teaching is merely an incident, but that there should be on every teaching staff some men to whom teaching is at least a vocation, if not a profession; and to accomplish this there should be in every school some full-time teachers. In addition, there should be an additional number of men to whom teaching is at least an avocation rather than merely incidental, and who are giving at least half of their time to teaching. The initial number designated was small, but the more significant thing was that it was specified that some of them must be in dental subjects.

It is clear that dental education from now on must be a university function, and the greatest problem in university dental education of the immediate future is not preliminary education but improvement of the quality of teaching in the dental subjects. The academic subjects will be cared for in the predental year, and the medical subjects will come under the supervision of the university medical schools, which can be depended upon to conduct them acceptably, but an adequate quality of teaching in dental subjects must be worked out in the dental schools. This can be accomplished only when teaching dental subjects comes to be as dignified a career as practicing dentistry, and that end lies in the dental profession, and when, through public support, adequate salaries will attract capable graduates to a career in dental education.

The quality of teaching in dental schools showed only slight improvement for many years, but since 1917 there has been a great impetus, and we may look with confidence to a fruition of recent efforts in the next decade. As in all other phases of the dental educational problem, some schools, almost invariably those that were integral parts of universities, have led in the quality of teaching and at all times have been in advance of the general level. Now that all schools are to become of this type, we may expect effective results.

8. STANDARDS OF SCHOLARSHIP

No data are available as to what proportion of the aggregate dental student body year by year has been dropped for deficient scholarship. In the surveys by the Carnegie Foundation for the Advancement of Teaching one of the points upon which information was sought was the number or proportion of students that were dismissed for poor scholarship. The information thus secured showed a very sharp contrast between the procedure of the proprietary type of school and the real university school.

In the proprietary school dismissal for deficient scholastic attainment is almost unknown. Some men voluntarily withdraw from conviction of inability to carry the course or distaste for the work and some students are delayed in graduation, but there is resort to dismissal only in case of serious moral turpitude or for failure to pay tuition. Now, that dental schools are all to be under control of universities, the elimination of the unfit student can be confidently expected in the dental schools as well as in all other departments of the university. Elimination of the unfit is a cardinal principle of efficient professional education, and now that dental education is becoming more educational and less dental the application of this principle seems assured.

While graduation in dentistry carried the right to practice, the dental school became careless of the fitness of its graduates. With the advent of the procedure that graduates must appear before the State boards of examination and licensure there was a check upon this carelessness which had a salutary influence upon the quality of the dental teaching and the rigor of school examinations. When, about 1905, the National Association of Dental Examiners inaugurated a tabulation committee and issued public reports of results in licensing examinations, there came a further tightening in the requirements for graduation, for a record of many failures to obtain license by the graduates of any school diverted prospective students to other places for their dental course.

The licensing boards, in their examinations, have properly put the emphasis upon knowledge of and ability in practical dentistry, and their standards on the fundamental sciences and medical subjects have been much lower than on the dental subjects. The teaching efforts in the dental schools have responded to this differentiation.

State boards of examination therefore should have credit for aiding in improving the preparation for entrance to the practice, but have not been equally helpful in stimulating a broadening of dental education; in fact, they are at times deterrent to this effort by

imposing rules that hamper educational forces in the educational experimentation necessary to find the most desirable procedures in the education of the student.

B. UNIVERSITY CONTROL

Frequent reference has been made in the foregoing pages to the conflict between the proprietary thesis of dental education as compared to real educational principles. Beginning with a single university dental school in 1867, but overwhelmed in numbers for decades by the independent schools, the university dental school has been in the minority until very recently. In the past two decades gradually appeared an appreciation that education for the dental profession is a public service that rests in the universities, both State and private, and the number of university schools has slowly increased. In recent years many independent schools have either become university departments or have effected affiliations that are educationally advantageous.

The independent dental school, with rare exceptions, did not comprehend the needs of dental education, or if it did, was unwilling and unable to provide for their fulfillment. With the extinction of the independent school there comes a distinct need for the extension of university participation in dental education. Dentistry being now recognized as a part of the health service, its correlation with medicine becomes closer and closer, and each university that feels its public duty to carry on medical education should see that there is a similar duty regarding dental education.

The curriculum is similar in the first two years except for dental technology, and even those medical schools that provide only two years of the medical curriculum could well similarly provide the first two years of the dental curriculum, the students in their later years to go to schools where more clinical material is available. However, the question of clinical teaching material in dentistry does not involve availability of hospitals, and so can well be carried on in university towns where the teaching of the clinical years in medicine is not feasible. It is to be hoped that we may see the rise in the next decade of several dental schools in connection with university medical schools at places where there is yet no dental education.

CONCLUSION

Any effort to trace the progress of dental education is one of difficulty, because of lack of records of accurate detail, although some general summaries have appeared from time to time, but what has been attempted here is to give to one, interested in education in general, a broad view of the problems and progress of this one field.

With that purpose in view, detailed statistics have not been included, nor discussion of the curriculum in detail or of technicalities peculiar to dental education, since this is not written solely for dental readers but as well for those not familiar with dental terminology.

At the present time we are in the midst of the most active period of progress in the entire history of this field of education. The publication in 1925 of the report on the Study of Dental Education made during the past four years under the auspices of the Carnegie Foundation for the Advancement of Teaching will make that year an epochal year in dental education, equal to 1840, 1884, 1893, 1908-9, and 1917. There can be no doubt that progress will continue. The next few years will see in dental education great advancement and a probable stabilization, and a decade hence, better than now, can be written a judicial appreciation of the results of the activities in the past 10 years.

CHAPTER VI

RECENT PROGRESS IN LEGAL EDUCATION¹

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For nearly half a century there have been organized efforts to effect a nation-wide improvement in the American system of legal education. The strictly modern phase of this movement may be said to have started—in so far as it is possible to assign a definite date—in 1910. It was in this year that similar long-continued efforts by the American Medical Association to improve medical education first impinged upon the public consciousness, and suggested to lawyers that methods which had proved successful with physicians might be applicable also to the legal profession.

In many respects the task of legal reformers was far more difficult than that of their medical colleagues. Before recounting some of the particular obstacles and the progress which has since been made in surmounting them, a general explanation may be hazarded as to why the legal profession was then, and is still, in a relatively backward stage of development. The science of law, or at least that particular portion of this science (if it be a science) which primarily concerns American law schools and bar admission authorities, is not international in the sense that medical science is. In the development of medical schools physicians can draw immediately upon the experience of the whole world. The task of the American law schools, on the other hand, is severely conditioned by the fact that these schools exist primarily for the purpose of preparing students to practice American law. This is now so different from that of other countries—even from the English common law, of which it is historically an outgrowth and, in a certain sense, still a part—that foreign models of legal education and organization, though often suggestive, are rarely closely parallel. Far less than physicians can lawyers profit by the intellectual resources of other countries. America is virtually obliged to work out its

¹ The last similar discussions published by the Bureau of Education were contributed by Dean Henry M. Bates, of the University of Michigan Law School, to the Reports for 1914 (Vol. I, Ch. X) and 1916 (Vol. I, Ch. XI).

peculiar experiment in government and law by itself, guided only by its own relatively brief and narrow experience.

It will be convenient to consider briefly what the situation was in 1910; then what has been accomplished to improve conditions in 16 years; and, finally, what are the most important problems that still await a satisfactory solution.

I. THE PAST

First, then, as to some of the ways in which the status of legal education compared unfavorably with that of medical education in 1910.

DEFECTIVE ORGANIZATION OF THE LEGAL PROFESSION IN 1910

One conspicuous difference between the two professions was the relative lack of effective organization among lawyers. Among their many weaknesses in this respect perhaps the most fundamental was this: The medical profession proper constituted only one of several groups which were engaged in practicing the healing arts or "health service" as a whole. The legal profession, on the other hand, assumed to include everyone who was in any way practicing law, though the actual occupations might be as diverse as those of a physician or surgeon, a trained nurse, a dentist, a pharmacist, or a veterinarian. This inclusion of many different kinds of lawyers and pseudolawyers under the common head of general practitioner made it difficult to plan an effective preparation for any one kind and tended to weaken the esprit de corps of a fictitiously united profession.

Another weakness was that State lines split up the lawyers, far more than the physicians, into mutually independent local units. This weakness is in part due to the nature of the profession. Just as American law, in a general sense, differs from the law of any other country, so that particular blend of legislation and judicial decision which is actually in force in any one State is never precisely identical with the law in force in any other State of the Union. None the less, the general principles are so similar that a comprehensive nation-wide organization of lawyers is indicated as not merely practicable, but also as peculiarly desirable, for the very purpose of counteracting the centrifugal tendencies of our Federal system. This comprehensive organization did not exist. Whereas the American Medical Association, since its origin in 1847, had been an integration of State and local medical societies, the American Bar Association, organized in 1878, still competed for membership with independent State and with independent city bar associations. Under these conditions, it contained in 1910 only 3,600 members, or

3 per cent of all lawyers in the United States. The attendance at the annual meeting was 326, or 9 per cent of the membership.

Again, the American Medical Association, largely because of its advantageous situation in the two respects above noted, had already developed an effective system of professional supervision over medical schools and medical licensing authorities. Its extensive membership made possible the publication of a weekly Journal, through which the facts could be published to the profession at large. It also made possible the establishment of a Council on Medical Education, with compensated executive officers, for the ascertainment of these facts. In 1910 the work of this council had culminated, for the time being, in the publication of a classified list of schools, and of a registry containing the educational record of all practicing physicians. Nothing of this sort existed in the American Bar Association. Its only periodical publication was the report of proceedings at its annual meetings. Here were recorded the unhappy rivalries of a mutually independent "Committee on Legal Education and Admissions to the Bar" and "Section of Legal Education"; the more or less permanent but uncompensated members of the committee or officers of the section made recommendations which occasionally resulted in the passage of relatively fruitless resolutions by the association.

Still another factor of great importance in its bearing upon the capacity for united effort possessed by either profession was the different position occupied by the professional school. In the medical profession the medical school was accepted, both inside and outside of the profession, as a sine qua non in the process of preparation. In an overwhelming majority of States graduation from a medical college was compulsory. "Practicing physician" and "M.D.", the degree of doctor of medicine, were, and long had been, virtually interconvertible terms. Legal education, however, was still in the process of emerging from the apprenticeship phase. The relatively modern law school had everywhere won its first victory over the conservative supporters of the older system of office preparation; in all States study at a law school was possible under the rules for admission to the bar. In no State, however, was law school study obligatory; and many influential older practitioners had not yet grasped the truth that a system of legal preparation which had worked well in their cases could not, simply because of the greatly increased volume and complexity of the law, be expected to yield equally good results to-day.

Accordingly, alongside of the American Bar Association, with its committee and section, the Association of American Law Schools made its own independent decisions as to the standards that were appropriate for admission to membership in its body. This organi-

zation of law teachers was, on the whole, a more effective agency for the improvement of legal education than the practitioners' association, but was not taken very seriously by the profession at large.

DIVISION OF THE LAW SCHOOLS AMONG THEMSELVES

These comparative weaknesses in the organization of the legal profession were the more regrettable because of a much more evenly balanced division of forces in the law school world. Although the development of a proper system of medical licensing tests has undeniably been complicated by the existence of medical sects, there could be no question as to the dominance, both in the associations of medical practitioners and in the Association of American Medical Colleges, of the orthodox thought already represented in the leading schools. In legal education, on the contrary, there was nothing like general agreement as to what was orthodoxy and what was heresy.

The Harvard school was the strongest of the law schools. Its famous case method of instruction, with certain resultant conclusions as to the end and aim of legal education, had long lived down its early reputation as a Boston fad. Harvard had been accepted as a leader and a model by a considerable number of institutions, including most of the larger universities. This point of view was certainly already in the ascendant in the Association of American Law Schools. Even here, however, sentiment was by no means united, and the members of this association numbered, all told, less than one-third of the total number of law schools in the country.

Excluded institutions attacked the Harvard system and philosophy on various grounds and commended themselves to many practitioners of standing by themselves departing less widely from the original ideals of the law office. Entirely apart from attacks based upon ignorance and misunderstanding, there was certainly at least some plausibility in the charge that Harvard's adherents were a little too uncompromising in proclaiming as the sole purpose of a legal education the development of a "legal mind." Practical training and detailed information in regard to the law of the local jurisdiction were among those aspects of a complete education to which these schools seemed to be paying too little attention.

Thus the easily explicable feeling that good law schools were not so important as their theoretically-minded professors thought they were was reinforced by a suspicion that the theory of education exemplified in the leading schools was itself unsound. It can hardly be said that there was a rabid partisan discussion over a matter in which most practitioners took no interest at all; but prominent practitioners at least thought, and sometimes said, that the case

method was a "fetish," thereby running the risk of being themselves dubbed "old fogies."

INADEQUATE BAR ADMISSION REQUIREMENTS

The lack of harmony between legal practitioners and schoolmen, and the further divisions within the ranks both of organized bar associations and of law schools, militated against any rapid advance of standards in at least two ways.

First, and most obviously, in contrast with the powerful educational machine headed by the Council on Medical Education and supported by the great majority both of practicing physicians and of medical schools, different groups of reformers in the disorganized legal profession each cherished separate ends. Instead of traveling together upon a broad highway of progress, each regarded the other's avenue of reform as at best an unimportant by-path—too often as one that led in a positively wrong direction. If they united upon anything, it was in their tendency to ascribe to practitioners at large a cynical apathy, for which the feebleness and confusing variety of their own leadership was primarily to blame.

In the second place, and more concretely, it was impossible under these conditions to build up an adequate system of bar admission requirements.

In medical education, however much remained to be done in the way of toning up the licensing system, its general principles and its objectives were clear. Already the great majority of States positively required applicants for admission to medical practice to have graduated from a medical school. The State boards of medical examiners were designed to supplement this system and to fortify the dominant type of sound medical education. In the case of a good school their examinations constituted a precaution, additional to the tests provided by the school's own faculty, against failure on the part of individual students to take advantage of their opportunities. They constituted an even more important weapon of defense against low-grade medical schools. The boards had it in their power to improve or even to destroy such schools by failing to pass their graduates or even by denying to their graduates the right to take the examination. Even in 1910 it was probably broadly true that good graduates of good medical schools had little anxiety as to their ability to pass the medical licensing tests; and although the existence of medical sects complicated the task of weeding out inferior schools, the united profession has been successful in achieving the following ends: Schools that profess to be orthodox have been assisted to maintain proper standards; if products of an unorthodox type of medical education can often secure permission to practice

the healing art, at least they are usually prevented from holding themselves out as "regular" physicians.

By contrast, in the legal profession no single State required applicants for admission to practice to have graduated from or even to have attended a law school. And in the case of applicants who attended law schools not the slightest distinction was made, either in professional or in popular usage, between "regular" lawyers and others. Products of the case-method law school, of the textbook or dogmatic law school, and of no law school at all, stood upon a footing of precise equality as regards both the process of admission and the legal privileges that would be thereby attained.

The effect of this indiscriminating uniformity was at once to exaggerate the importance of the bar examination and—as will be shown later—to destroy the conditions under which it can be used profitably to measure educational attainments. The examination could not be attached to a proper system of preparation as a useful supplement because no one knew what a proper system of education was. It had come, therefore, to occupy the position of an independent educational test; as such it was more seriously regarded both by students and by practitioners than the supplementary medical licensing examination. Having this factitious importance, it distracted attention from other devices that are much better calculated to promote competence and character among lawyers. Requirements of preliminary general education and of a specific period of law study were largely ignored because of deluded reliance upon an unsupported bar examination.

DIVERSIFIED LAW SCHOOL REQUIREMENTS

Another complication in legal education, from which medical education is relatively free, had its origin partly in the conditions above described and partly in the inherent difference between law and medicine. The time that students are required or expected to devote to their preparation is only one of many aspects of professional education. It is a highly important aspect, however, and because it lends itself to measurement by figures it has always been specially emphasized both by reformers and by fact-collecting agencies. The diversity in this respect among law schools in 1910 was far greater than that among the medical schools and imposed a correspondingly heavier burden upon those who wished not necessarily to improve, but even to understand, legal education.

Three elements are involved in any attempt to estimate the time that a student devotes to his professional preparation. Of these, the first and most obvious is the duration of his course in the professional school. In this respect the medical course had already become definitely standardized at its present figure of four academic years,

and the path was cleared for a movement to add a supplementary clinical year. In 1910 every medical school conducted, at least ostensibly, either a complete four-year course or the first half of such a course, designed to be completed in another school. In legal education, however, the orthodox period was only three years, and it was not until as recently as 1905 that the Association of American Law Schools had required its members to comply even with this standard. No less than 40 law schools outside of the association, or nearly one-third of the total, still announced courses of two years, or even of a single year, leading to a law degree. The situation resembled that which had existed in medical education immediately after the Civil War, before the inauguration of their modern era of standardization.

A second element of equal importance is the time that a student devotes to his studies while in the school. Year for year, a school which holds its sessions during the regular working hours of the day, for the benefit of students who are not engaged in any outside occupation, is, of course, in a position to demand much more than an evening school run for the benefit of self-supporting students. Just how great the difference is can hardly be expressed in precise mathematical terms. It is possible, however, to state with precision the number of medical schools which operated under this very substantial handicap. The number in 1910 was only 4 out of a total of 140.²

Very different was the situation in law. As truly here as in medicine, institutions that held their sessions during the evening or during the late afternoon operated under a serious handicap as regards their maximum possibility of accomplishment, year by year. On the other hand, an argument of some cogency can be made that it is of the utmost importance that students of modest means shall not be denied access to the politically privileged bar, and that the only practicable avenue of preparation for the overwhelming majority of such persons is the evening or part-time law school. Whether this argument, which is based upon a recognition of the peculiarly intimate connection between law and politics, is or is not sound, is a question which will be discussed later. The point of immediate interest is that, whether sound or not, it provides a basis for the part-time law school that is lacking in the part-time medical school. Incidentally, artificial light does not impair the efficiency of instruction in law as much as it does in a subject where laboratory work in the natural sciences is required. Again, the amount of capital needed to equip something that can pass muster as a "school" is vastly smaller in law than in medicine; a considerable

² For the figures relating to medical education which are used in this paper the writer is indebted to Dr. N. P. Colwell, secretary of the Council on Medical Education, who has also kindly read the manuscript prior to publication.

section of the public is ready to believe that a few chairs, a few books, and a printed announcement convert an attorney's office into an educational institution.

These differences between the nature of medicine and of law explain why schools which appeal particularly to self-supporting students are so much more numerous in the field of legal education. Under bar admission rules which give credit for study either in a law office or in a law school, offices develop into "schools" so insensibly that the precise number of these latter can never, in the nature of things, be ascertained. If the count be confined, however, to institutions sufficiently pretentious to confer a law degree, we find that in 1910 no fewer than 60 out of 124 law schools, or almost one-half, were either purely part-time institutions or were "mixed" schools holding sessions for independent divisions of full-time and of part-time students.

The third element that must be taken into account in estimating the time that law-school graduates devote to their preparation is the admission requirement of the school—that part of the student's total preparation which he secures before he begins the study of law proper. Here there was less difference between the two professions. Of the 136 full-time medical schools the great majority—112, or 82 per cent—had an entrance requirement, at this date, of a high-school education or less. Of the remainder, 8 required one college year prior to the four-year medical course, a total of five years after the high school; and 16 required at least two college years, a total of at least six years after the high school. Corresponding to these were 43 full-time, three-year law schools, of which again the great majority—31, or 72 per cent—had an entrance requirement of a high-school education or less, while 4 required one year, 3 required two years, and 5 required at least three years of college. Except that the law course was one year shorter than the medical course, this particular group of law schools conformed fairly closely to the full-time medical schools as regards the time that students devoted to their preparation. In both groups there was a feeling that the time had arrived for increasing entrance requirements among the schools generally to the level already attained by some. This common ideal was reinforced by the circumstance that it was in the larger universities that the schools with the highest entrance requirements were usually found.³ To this extent medical schools and law schools resembled one another in 1910 both in their actual condition and in their aims.

³ Six universities—Harvard, Yale, Chicago, Wisconsin, Stanford, and the University of California—announced, in 1910, an entrance requirement of two college years, or over, for both medical and law departments. No independent medical school or independent law school required any college work, and many had no entrance requirement at all, at least in actual administration. No attempt has been made to distinguish between these cases and a genuine high-school requirement.

But only to this extent. For whereas the 136 full-time, four-year medical schools included, as has already been pointed out, virtually all the medical schools then in existence, the 43 corresponding law schools constituted only one-third of the total. The following table attempts to make clear how many features besides entrance requirements had to be considered if the nation-wide standardization of medical schools was to be duplicated in legal education. The numerals with asterisks include all medical schools and all law schools that from the point of view of the medical standardizers could already be regarded as "orthodox," on the ground that students were expected to devote to their studies their entire time during a period of four years in medicine and of three years in law. Such schools are shown to be divided into groups that required periods of three years, of four years, of five years, and of six years to elapse between the date when the student leaves the high school and the date when he secures his professional degree. Finally, the number of schools that departed from orthodoxy, as regards either the duration of their professional course or the time of day at which their class-room sessions were held, is indicated by the figures without asterisks. There are 10 such categories, comprising a total of 81 law schools, as compared with one similar medical category comprising 4 medical schools in all. If sweet simplicity and standardized uniformity are indispensable elements in human institutions, in 1910 an Augean stable awaited the legal reformer.

Medical schools and law schools classified according to the time required, after completion of the high school, to obtain the degree, 1909-10

Years required	Medical schools (140)		Law schools (124)		
	Full time	Part time	Full time	Mixed	Part time
At least six years:					
At least two years in college, followed by four years in medicine.....	* 16				
At least three years in college, followed by three years in law.....			* 5		
Five years:					
One year in college, followed by four years in medicine.....	* 8				
Two years in college, followed by three years in law.....			* 3		
Four years:					
Four years in medicine, after high-school education or less.....	* 112	4			
Four years in law, after high-school education or less.....					3
One year in college, followed by three years in law.....			* 4	1	
Two years in college, followed by two years in law.....			* 2		
Three-year course in law, after high-school education or less.....			* 31	8	29
Two-year course in law, after high-school education or less.....			18	2	16
One-year course in law, after high-school education or less.....			1		1
Total.....	136	4	64	11	49

* In these schools the students devote to their studies their entire time during four years in medicine or three in law.

II. THE PRESENT

Legal education has made great advances during the past 16 years in all four of the features discussed in the preceding pages.

IMPROVED ORGANIZATION OF THE LEGAL PROFESSION

The improvement has been especially marked in the field of professional organization. The American Bar Association has increased in membership more than sixfold—from 3,690, or 3 per cent of the total number of lawyers, to 23,559, or 17 per cent. The gain, having been stimulated by an active "drive," is not all good; the percentage of the total membership who attended the annual meeting fell from 9 per cent in 1910 to less than 7 per cent in 1925; but even so the actual number of members in attendance rose from 326 to the imposing figure of nearly 1,700.

Of more importance than mere size were (1) the establishment, in 1915, of a quarterly periodical, which developed in 1920 into the present ably edited monthly Journal of the American Bar Association; (2) the beginnings of cooperation with State and local bar associations through the establishment, in 1916, of an active Conference of Bar Association Delegates; and (3) the adoption, in 1919, of constitutional changes by virtue of which the former system of mutually independent committees and sections has been remodeled. Each "section," including that devoted to "Legal Education and Admissions to the Bar," now chooses that particular "Council of the American Bar Association" which is concerned with the same subject matter.

Meanwhile, the Association of American Law Schools has likewise grown from an organization of 37 to one of 61 law schools in continental United States, or 63, counting schools in the Philippine Islands and Canada. Expressed in percentages, it now includes, not 29 per cent, but 37 per cent of the total number of schools. Since 1914 the regular annual meeting of this association, instead of being submerged, as previously, in the large summer gathering of the American Bar Association, has been held independently during the Christmas vacation. This official severance of the two organizations has made for much more successful meetings on the part of the schoolmen than was possible when their sessions had to be fitted into the interstices of the bar association's program. An anticipated loss of influence with the practitioners was averted by the scheduling of a special meeting in the summer of 1920, in conjunction with the bar association. Through this maneuver control of the machinery of the reorganized Section and Council on Legal Education was placed in hands sympathetic with the Association of Ameri-

can Law Schools. A special committee was appointed to make recommendations looking to the improvement of those admitted to the bar. The following year the recommendations of this committee were adopted by the section and by the American Bar Association, and in 1922 were indorsed, with certain modifying interpretations and explanations, by the Conference of Bar Association Delegates at a special meeting held in Washington, D. C. During these same years, 1921 and 1922, the Association of American Law Schools specifically indorsed the action of the American Bar Association, and brought its own membership requirements into conformity with these now orthodox standards; the requisite amendments to its articles of association became fully effective in the autumn of 1925.

It is significant that in this important movement, as in the still more notable organization of the American Law Institute, mentioned in the following section, the lead was taken by schoolmen. That they should now be so highly regarded as to make this possible is a measure of the progress that has been made toward unifying the forces of reform.

Another instance of cooperative effort that may properly be mentioned in this connection was even more directly stimulated by developments in the field of medical education. The year 1910 had witnessed the publication of the Carnegie bulletin, *Medical Education in the United States and Canada*.⁴ Although not written by a physician, the data used in its preparation had been secured in cooperation with the Council on Medical Education. The volume had been warmly welcomed by the medical profession as an aid in its successful campaign against inferior medical schools; in addition, because of the wide publicity which it gave to this campaign, it suggested to lawyers that they might profitably learn from physicians how to improve their own system of education. The first manifestation of this new inclination to follow the lead of a sister profession was, naturally enough, an attempt to induce the Carnegie Foundation to perform for legal education a service similar to that which it had already rendered in the medical field. During the winter of 1912-13 formal requests to this effect were made both by the American Bar Association, through its committee on legal education, and by the Association of American Law Schools through its executive committee. The inquiry was promptly organized under the general direction of one whose previous training had been acquired in the field of politics or government, rather than in that of its technical subdivision, professional law. Practicing lawyers and law teachers have contributed generously of their time to give

⁴ Carnegie Foundation for the Advancement of Teaching, Bulletin No. 4, by Abraham Flexner.

to the successive volumes published by the Foundation whatever merit they possess.⁵ The facts that have been accumulated, and the conclusions which have been drawn from these facts, have aroused general interest in the legal profession. The Carnegie Foundation is not engaged in propaganda in support of the views expressed by the individual authors of these volumes, or in support of any other views. Its studies must, however, be fairly included in any enumeration of organized efforts to assist the progress of legal education.

METHOD AND AIM OF LEGAL EDUCATION

A considerable advance has been made also toward reaching a general agreement as to the merits and limitations of the case method. The publication, as part of the Carnegie inquiry, of Redlich's study of the case method did a good deal to clear up misunderstandings in regard to its nature, and largely dispelled lingering doubts as to its essential value. It has now without question displaced lectures and textbooks as the orthodox method of legal education in this country.

On the other hand, the primary justification for the method was shown by Professor Redlich to lie in the peculiar nature of Anglo-American law. Building on this foundation, the view was expressed in a subsequent volume of the same series, *Training for the Public Profession of the Law*, that the method was peculiarly appropriate to the United States for the reason that here the law was peculiarly confused. The multiplicity of our jurisdictions, each with its court of last resort, produces a tangle of legal principles, the reduction of which to systematic form has hitherto defied the efforts of textbook writers. Undoubtedly, therefore, the case method of preparing law students for their professional responsibilities is at present the method that is best adapted to this country. For, as its advocates rightly claim, it is the method which best develops that power of legal reasoning which is essential, both to practitioners and to scholars, in dealing with the refractory material of American law. For its full success, however, certain conditions must exist in the law schools themselves. Furthermore, even when these conditions are present, attention was called to the fact that the necessity of employing this valuable but cumbersome method has squeezed out

⁵The following three bulletins have been already published for gratuitous distribution: No. 8, *The Common Law and the Case Method in American University Law Schools*, by Josef Redlich, 1915; No. 18, *Justice and the Poor*, by Reginald Heber Smith, 1919; No. 15, *Training for the Public Profession of the Law*, by Alfred Z. Reed, 1921. A fourth bulletin, bearing the title *Present-Day Law Schools*, is announced as now passing through the press. In addition, the Foundation issues an annual pamphlet which reviews recent progress and gives certain details as to bar admission requirements and law schools.

of the student's preparation many elements that it would be desirable, if possible, to restore. It was suggested that case method scholars might profitably turn their attention to the task of making our law simpler, and, to this end, engage in the production of good textbooks.

Since the publication of these views, the American Law Institute⁶ has been organized, in 1923, primarily for the purpose of reducing the present chaos of legal precedents to something like intelligible form. Should this body accomplish as much as the character of its membership and scheme of operation give reasonable ground to hope,⁶ it may be that at some date in the far future the case method will be valued principally for its service in training legal scholars to perform a monumental task. Meanwhile, the suggestion that, for training present-day practitioners, the method possesses, along with its paramount advantages, likewise certain drawbacks, may have had some slight influence both in the schools that employ it and in those that do not. The orthodox schools, feeling that an old partisan discussion has finally resulted in their triumph, may be a trifle more ready to recognize the defects of their qualities, and to consider what remedies, if any, can be presently supplied. Schools where conditions are unfavorable are perhaps less inclined to make pretensions inconsistent with the instructional methods which their teachers are, and ought to be, actually employing.

STRENGTHENED BAR ADMISSION REQUIREMENTS

The basis of the present standard requirements for admission to the bar is to be found in certain resolutions that were drafted by a committee of prominent practitioners, headed by the Hon. Elihu Root, in 1921. As already stated, these resolutions were formally adopted the same year both by the Section on Legal Education of the American Bar Association and by the association itself. They read as follows:

(1) The American Bar Association is of the opinion that every candidate for admission to the bar should give evidence of graduation from a law school complying with the following standards:

(a) It shall require as a condition of admission at least two years of study in a college.

⁶ The institute is composed of higher judges and the heads of bar associations, learned societies, and association law schools, ex officio, together with a limited list of elective members. Its stated aims are "to promote the clarification and simplification of the law and its better adaptation to social needs, to secure the better administration of justice, and to encourage and carry on scholarly and scientific work." At present it is devoting a portion of its energies to the preparation of a draft code of criminal procedure. Its principal immediate objective, however, is to restate successive branches of the law in such form as to relieve the courts from the burden which is now frequently imposed upon them of attempting to reconcile conflicting judicial decisions in a large number of coordinate jurisdictions.

(b) It shall require its students to pursue a course of three years' duration if they devote substantially all of their working time to their studies, and a longer course, equivalent in the number of working hours, if they devote only part of their working time to their studies.

(c) It shall provide an adequate library available for the use of the students.

(d) It shall have among its teachers a sufficient number giving their entire time to the school to insure actual personal acquaintance and influence with the whole student body.

(2) The American Bar Association is of the opinion that graduation from a law school should not confer the right of admission to the bar, and that every candidate should be subjected to an examination by public authority to determine his fitness.

Since then these original standards have been somewhat relaxed through qualifying interpretations placed upon them by the Council on Legal Education. The proposed admission requirement of two college years must be read in the light of the following official statement:

A school which admits certain students who do not fully meet the requirements will not be considered as failing to comply with standard (a), provided the number of such students does not exceed 10 per cent of its enrollment.

Again, for the purpose of applying standard (b), the council has been compelled to face the question, "How long must a part-time course be in order to be equivalent in the number of working hours to a three-year full-time course?" The following ruling establishes an extraordinarily low official figure:

A part-time course of at least 160 weeks, covering four school years, is the equivalent of a three-year full-time course. This action is the same as that taken by the Association of American Law Schools on the same problem.

Finally, although the original standards were in general indorsed at a special session of the Conference of Bar Association Delegates held in Washington, D. C., in February, 1922, considerable opposition was expressed. In order to meet some of the objections the proponents of the ratifying resolutions included in them the following:

We indorse, with the following explanations, the standards with respect to admission to the bar adopted by the American Bar Association on September 1, 1921: * * *

Since the legal profession has to do with the administration of the law, and since public officials are chosen from its ranks more frequently than from the ranks of any other profession or business, it is essential that the legal profession should not become the monopoly of any economic class. We indorse the American Bar Association's standards for admission to the bar because we are convinced that no such monopoly will result from adopting them. In almost every part of the country a young man of small means can, by energy and perseverance, obtain the college and law-school education which the standards require. And we understand that in applying the rule requiring two

years of study in a college, educational experience other than that acquired in an American college may in proper cases be accepted as satisfying the requirement of the rule, if equivalent to two years of college work. We believe that the adoption of these standards will increase the efficiency and strengthen the character of those coming to the practice of law, and will therefore tend to improve greatly the administration of justice. We therefore urge the bar associations of the several States to draft rules of admission to the bar carrying the standards into effect and to take such action as they may deem advisable to procure their adoption.

Whenever any State does not at present afford such educational opportunities to young men of small means as to warrant the immediate adoption of the standards, we urge the bar associations of the State to encourage and help the establishment and maintenance of good law schools and colleges, so that the standards may become practicable as soon as possible.

The concluding declaration that these standards are not everywhere practicable has proved to have greater weight than the optimistic assertion that "in almost every part of the country" they are. The concession has done more to dampen the ardor of bar admission reformers than the initial hortatory passages have accomplished in inflaming their zeal. Over four years have elapsed since the passage of the original resolutions by the American Bar Association, and still not a single State conforms to all of these standards, even in their later modified form. Only one State has followed the fundamental recommendation that all applicants for admission to the bar must graduate from a law school.⁷ Only four States require, before the period of law study begins, even the equivalent of two years of college training.⁸

This outcome of recent professional activities has been a disappointment to some of the participants. If the existing situation be compared, however, with that which existed a few years ago, it will be found that there are at least three grounds for encouragement.

In the first place, it is a great gain to have secured even temporary harmony among so many professional organizations and factions. Hitherto, practitioners and schoolmen, committees and sections, national associations and local associations have pressed forward on divergent paths toward their common goal. It is not so important that they should be surely headed and rapidly moving in the right direction as it is that they should now at last be united in their search for the true avenue of reform. Whether it be the road they are now traveling or another one, they are more apt to find it if they search for it together.

In the second place, false starts should not be regarded as wasted efforts. Rather are they an inevitable part of the process of spying

⁷ West Virginia (beginning 1926).

⁸ Kansas, Illinois (beginning 1926), West Virginia (beginning 1926), Ohio (beginning 1927).

out the land. The present orthodox plan of reforming the conditions under which applicants are admitted to the practice of the law calls for the imposition of certain uniform requirements. It is only on the basis of knowledge gained through this movement that it can be determined what are the defects of the plan, whether in the details of the requirements or in the attempt to impose them upon all applicants uniformly.

Finally, even though the precise aims of the standardizing organization seem now not likely to be realized, their formulation has stimulated general interest in the problem among legislators, judges, and examining boards. About 20 States have done at least something to improve their primitive admission systems.

PROGRESS IN LAW-SCHOOL REQUIREMENTS

Among law schools there has been much greater progress, notably as respects the aspect of legal education emphasized in standards (a) and (b) of the American Bar Association—the time that students are required to devote to their studies. The activities of the new Council on Legal Education in drawing up an approved list of law schools have been reinforced by the increased membership requirements of the Association of American Law Schools, with the result that in two of the three elements involved in this time computation there has been a positively spectacular advance. The number of law schools announcing a course of less than three academic years has been reduced from 40 to 8. The number of schools announcing an entrance requirement supposed to be the equivalent of two college years or over has been increased from 10 to 81, or eightfold. The combined effect of lengthening two-year professional courses and requiring also preliminary college work has been to increase the number of full-time three-year law schools, with entrance requirements of two college years or more, from 8 to 65, or, again, eightfold. This betters even the record of progress made in building up medical schools of a roughly corresponding type. During the same period the number of full-time four-year medical schools with similar entrance requirements increased from 16 to 74, or less than fivefold.

Unfortunately for the comparison, this is only part of the story. It is true that the legal profession, like the medical profession, has recently been signally successful in building up schools that demand the full time of their students during five or six years. What proportion, however, do these constitute of the total number of schools?

In medical education such schools constitute 92 per cent of the total number. The explanation of this high figure is that the number of full-time schools has dwindled from 136 to 79, of which all except 5 maintain the standard entrance requirement; and that, of

the original group of 4 part-time medical schools, only a single survivor remains. In a word, the favored type has succeeded in driving virtually all competitors from the field, with a resultant great decrease in the number of medical schools in general. During the past few years a similar development has occurred in dental education.

In legal education, on the other hand, the total number of full-time schools has increased since 1910 from 64 to 76, or 19 per cent. The total number of part-time and mixed schools has increased much more rapidly from 60 to 91, or over 50 per cent. These schools, which in 1909-10 already constituted nearly one-half of the total number of law schools, comprise now 54 per cent of the total. By contrast, full-time three-year law schools, with entrance requirements of two college years or more, in spite of their recent great increase, to-day number only 39 per cent of the total number of law schools.

The following table, constructed on the same plan as that on page 26, shows how successful standardizing efforts have been in converting nearly all surviving medical schools into a single improved type. It also shows how the result of corresponding activities in legal education has been an even greater diversification of types than existed when this movement began.

Medical schools and law schools classified according to the time required, after completion of the high school, to obtain the degree, 1925-26

Years required for degree	Medical schools (80)		Law schools (167)		
	Full time	Part time	Full time	Mixed	Part time
At least six years:					
At least two years in college, followed by at least four years in medicine.....	* 74				5
At least two years in college, followed by four years in law.....					
At least three years in college, followed by three years in law.....			* 11		
Five years:					
Five years in law, after the high school or less.....					1
Two years in college, followed by three years in law.....			* 54	8	3
Four years:					
Four years in medicine, after high school or less.....	5	1			
Four years in law, after high school or less.....				1	34
One year in college, followed by three years in law.....			8	4	9
Three-year course in law, after high-school education or less.....			5	4	15
Two-year course in law, after high-school education or less.....					7
One-year course in law, after high-school education or less.....			1		
Total.....	79	1	76	17	74

* These schools conform to the now orthodox medical standard of at least two years in college, followed by full-time professional study.

This comparison provides food for thought, rather than an occasion for lamentation. The primary reason for the great variety which the table shows to exist among law schools (16 separate groups of schools, classified according to student time, as compared

with 3 groups of medical schools) is that part-time work has not only firmly established itself in legal education, but has been affected, like full-time work, by the movement to lengthen the law course and to increase entrance requirements. This is certainly a salutary development, so far as it goes. Furthermore, although most lawyers and law teachers will probably regret that, whereas in 1910 there were fewer law schools than medical schools, there are now twice as many schools of law, it is difficult to demonstrate convincingly that our present machinery for providing legal education exceeds our social need. Finally, even the circumstance that a favored type of institution, superior to all others as respects the demands it makes upon the time of its students, includes only a minority of law schools, while the majority all differ widely among themselves, may provoke two very different emotional reactions. To those who are unqualifiedly committed to the present standardizing movement, it must, as above intimated, seem unfortunate that so many law schools decline to be standardized. On the other hand, it is possible that here, as in the field of bar admission requirements, the trouble may lie, not in inadequate response to reformatory efforts, but in the program of reform itself. If this be true, we should welcome the experience gained during this period of partial success as a basis for making an enlightened revision of plans for the future.

III. THE FUTURE

In comparison with the situation in which they found themselves 16 years ago, it is clear that the lawyers have made great progress. Judged, however, by their needs or by the record of other professions, they still have a long distance to go. Whether because of their backwardness, or because of inherent and ineradicable differences between law and medicine, they have not been anything like so successful as the physicians in building up an effective system of professional preparation and supervision.

In the section immediately following, several of the still unsolved problems or unsatisfied needs of legal education will be briefly noted, in the same order as in the previous discussion. These will be followed by a more extended treatment of that topic which in its immediate importance transcends all others—evening or part-time instruction and its influence upon the organization of the legal profession.

MISCELLANEOUS PROBLEMS AWAITING SOLUTION

The American Bar Association, thanks to its successful membership drive, enjoys increased financial resources. As an offset to this undoubted gain, it has become too large to be regarded as a select or a

compactly efficient body, and yet is not large enough to include, among its own members, more than a small minority of the American legal profession. Its vigorous but highly anomalous section, or conference, of delegates from State and local bar associations hardly does more than point the way to that more thorough-going adoption of the representative principle which has proved such a source of strength to the American Medical Association. The Council on Legal Education and Admissions to the Bar is a great improvement upon the former mutually independent committee and section dealing with the same topics; but it still needs a compensated official staff to enable it to exert an influence comparable to that of its model, the Council on Medical Education. The ably edited American Bar Association Journal, with its 60 or 70 monthly pages, constitutes perhaps as heavy a dose of periodical literature concerned with matters of general professional interest as the average American lawyer can at present digest; it compares with the 70 or 80 pages every *week* that makes up the Journal of the American Medical Association. The lawyers can show nothing resembling the elaborate studies of medical schools and licensing tests that appear annually in the educational and State board numbers of this periodical; nor have they anything analogous to the official American Medical Directory, the latest (1925) edition of which lists 161,358 physicians, with information as to the education of each and the date at which he secured his license to practice.

The establishment of the American Law Institute is an event of the greatest importance in the development of legal research. It marks the fruition of 50 years of scholarly labor under the case method. It provides a definite objective for hitherto rather purposeless post-graduate schools of law. Yet, the aggregate of time and of money that is now devoted to legal research of every sort is positively trivial to what is spent in medical institutes and medical schools.

Bar admission requirements, though improving, are still, in almost every State, less severe than the requirements for a license to practice medicine. The following table reveals the extent to which the States conform to certain standards that have been regarded as essential both by the American Bar Association and by the American Medical Association.

Comparison between bar admission and medical licensing requirements in 48 States and the District of Columbia, 1925

Number of jurisdictions requiring—	Medicine	Law
Graduation from a professional school.....	48	1
At least 2 years of preliminary college education.....	38	3
At least a preliminary high-school education.....	44	17
At least 5 years of professional training.....	11	.....
At least 4 years of professional training.....	49	.....
At least 3 years of professional training.....	49	31
Examination of all applicants by public authority.....	49	35

The contrast between the two columns raises a question to which allusion has already been made, namely, whether the American Bar Association, in its efforts to improve professional standards, may not have followed a little too closely the model set by its sister profession. But, entirely apart from this question, the situation revealed by the last column of the table, taken by itself, can not be justified. To take only a single illustration: There may or may not be inherent differences between law and medicine which make it undesirable for the legal profession to enforce, for every lawyer and in every State, the standard of two years of preliminary college work made essential for "Class A rating" by the Council on Medical Education in 1918, and enforced by 38 medical licensing boards in 1925. Consideration of this question ought not to delay remedies for an evil that is scandalous from every point of view. This is that no less than 32 jurisdictions do not require prospective lawyers to have even a high-school education before they begin their law studies.

Finally, let us once more turn from the conditions which surround the law schools to the schools themselves. Even though the effect of the part-time movement upon legal education were entirely ignored, it is already evident from the table printed on page 17 that law schools tend to lag behind medical schools as regards their entrance requirements and the length of their professional course. As a matter of fact, the disparity in both these respects is decidedly greater than there shown, for the reason that more exacting standards have been applied in medicine than in law. In computing the number of institutions that require at least two college years for admission, law schools have been included whose entrance requirements would not be recognized by the Council on Medical Education as complying with their rule. Similarly as to the duration of the respective professional courses, a movement for requiring a year's service in a hospital as an interne has resulted in lengthening the period of professional training for virtually all physicians from four academic years to five. This additional year figures, as shown above, in the medical licensing requirements of several States. It is also a specific requirement for the degree in several medical schools. On the other hand, not only is the legal profession all at sea as to the general problem of whether, after preliminary general education and after theoretical work in the law school, an additional probationary period of practice can or can not profitably be required. Quite apart from this complication, some existing law schools which are credited in the table as maintaining three-year or four-year courses do so only in a somewhat fictitious sense. It is true that this much time must be spent in the school before a student may receive the degree. Not infrequently, however, the great ma-

majority of students who are actually in the school come with the intention of remaining only during that much shorter period which will suffice to satisfy low bar-admission requirements.

THE PROBLEM OF THE EVENING LAW SCHOOL

Interesting and important as are the considerations sketched in the preceding section, the fundamental unsolved problem of legal education is now, as it has been for many years: What is to be done with that sturdy plant (or, as some would have it, weed), the evening or "part-time" law school?

Since evening schools first began to be sufficiently numerous to attract attention, four attitudes in regard to them may be distinguished: The attitude of ignorance, of condemnation, of negative tolerance, and of positive and reasoned approval of the type, if not of its existing representatives.

The first attitude, which is still embodied in the bar admission rules of a great majority of States and accounts in large part for the rapid multiplication of these schools, may be briefly summarized as follows: "As between a law course that is conducted during the regular working hours of the day and one that resembles it in all respects except that its sessions are held during evening hours, there is no substantial difference. Indeed, the advantage, if any, is probably with the evening school, for the reason that it is frequented by relatively mature and earnest students who are supporting themselves, instead of by boys who devote much of their time at their father's expense to fraternity, athletic, or other outside activities.

This argument would seek to justify evening law schools by comparing them with poor day schools. It secured no indorsement from the Carnegie bulletin, *Training for the Public Profession of the Law*. This volume, although revealing quite unexpected sympathy with evening law schools, stated the fairly obvious fact that a student who is devoting part of his time and energies to the task of supporting himself can not give as much time to his studies as one who is not, and that therefore the work of an evening law school year by year must, of course, be quantitatively inferior to that of a good day law school. It was also pointed out that a similar, though less marked, inferiority exists in the case of schools that schedule their classroom sessions during the late afternoon or at other irregular hours of the day, and that the essential distinction is accordingly not between "night" and "day," but between "part-time" and "full-time" law schools. These two truths and this not very happy terminology are now generally accepted by all factions in legal education.

A second attitude is that of condemnation. For the reason indicated above, and for other reasons, legal instruction conducted

during evening hours is regarded, from this point of view, as so irredeemably inferior that it should be discountenanced in one or all of the following ways: Directly, through changes in the bar admission requirements, or through exclusion of institutions offering such work from educational associations; or, indirectly, through insistence upon increased entrance requirements calculated greatly to reduce the number of possible students. It is an expression of this attitude, rather than merely a desire to secure a homogeneous organization, that has led certain regional standardizing associations to refuse membership to colleges or universities that conduct evening law work. The same motive was responsible for the adoption by the Association of American Law Schools of two now obsolete resolutions:

Whereas the maintenance of regular courses of instruction in law at night, parallel to courses in the day, tends inevitably to lower educational standards: Be it

Resolved, That the policy of the association shall be not to admit to membership hereafter any law school pursuing this course. (1912.)

Hereafter no law schools shall be admitted except upon the condition that neither they nor the universities with which they are connected shall hereafter conduct night classes in law for students preparing for the bar. (1919.)

The third attitude, tolerance of evening or part-time law work as a necessary evil, is not sharply distinguished from the second. It is manifested in proportion as those who condemn this type of work lose some of their original crusading zeal in the face of the opposition they encounter.

The difficulties that beset those who seek actively to discourage part-time instruction have recently been appreciably augmented by the promulgation of an educational doctrine that denies their fundamental assumptions. According to this doctrine, there are sound social and political reasons, entirely apart from humanitarian or "sentimental" considerations, so called, why part-time preparation for the law should be positively encouraged. A reasoned argument to this effect appeared simultaneously in 1921 in the Carnegie bulletin, *Training for the Public Profession of the Law*, and in the Root committee report which served as the basis for the current standardizing movement. As formulated in this latter document, the argument runs as follows:

If the analogy between the medical and legal professions were perfect, we should recommend that a three years' full-time course should be required, just as the American Medical Association has recommended a four years' requirement for intending physicians. But the analogy is not perfect.

In the profession of medicine it is necessary to consider only one question with respect to technical education—How can men best be educated to be highly skilled physicians? Nothing need be considered unless it relates to the technical efficiency of the graduate.

With us, however, the situation is different. The law is a public profession by which, more than by any other profession, the economic life and the government of the country are molded. The proportion of lawyers in legislative bodies greatly exceeds the proportion of lawyers in the whole population. In executive office they are more numerous than are the followers of any other profession or occupation. Of course, all men in judicial office are lawyers. And last, but of great importance, is the influence of lawyers as practicing attorneys in helping to shape the course of judicial decisions and to draft statutory and constitutional provisions which vitally affect the law.

The principle of opportunity for all applies peculiarly to admission to the legal profession. The physicians may properly exclude all who do not measure up to the strictest requirements of a technical standard. If this results in practically confining the right to practice medicine to men in comfortable circumstances, the public will not complain, for the public must at all costs have highly skilled physicians. But to confine the right to practice law to one economic group would be to deny to other economic groups their just participation in the making and declaring of law. Such a restriction would properly be resented by the public.

It follows that opportunities must be given to those who are obliged to support themselves during their legal studies. If a man has completed two years, or, better still, four years of a college course, he will do best if he attends a law school which commands substantially all of his working time. But if he has come to the point where he finds it necessary to support himself, and perhaps his family, he should not be denied admission to the public profession of the law. For such a man the afternoon or evening school is the only resource.

But in recognizing the necessity for afternoon and evening schools we do not recognize the propriety of permitting such schools to operate with low educational standards. We should not license a badly educated man to practice law simply because he has been too poor to get a good education. On the contrary, the democratic necessity for afternoon and evening schools compels a lifting of these schools to the highest standards which they can be expected to reach.

This reasoning underlies what has been referred to above as the last of the four attitudes which have been adopted in regard to evening or part-time law schools. On this basis was erected the committee's recommendation that part-time law schools should be made to conform to the orthodox type, by requiring their students to possess identical entrance qualifications and to pursue a longer course, "equivalent in the number of working hours." Agreement or disagreement as to the merits of this recommendation must not, however, be confused with agreement or disagreement as to the value of the educational doctrine or political philosophy upon which it ostensibly rests. On the one hand, the committee's concrete recommendations have been supported by many who have not been convinced by its line of reasoning. Many motives contributed to secure favorable action in the American Bar Association, in the Conference of Bar Association Delegates, and in the Association of American Law Schools. Some members of these organizations were simply overawed by the individual distinction of the committee; some saw

no incongruity between these proposals and their own unchanged convictions in regard to the inherent evil of part-time legal instruction. On the other hand, among those who sincerely accepted the doctrine of the social value and the educational perfectibility of part-time law schools there have been some who from the beginning have expressed doubt whether the particular measures recommended by the committee are really measures of perfection.

Their doubts are grounded in the following considerations: The great majority of high-school graduates who are not able to attend a full-time law school are obliged to support themselves, not merely while they are securing their strictly professional training, but also during their preliminary college years. It is somewhat open to question whether, if such students were to attempt to offset the time and energy devoted to earning their livelihood by taking a course of preparation, both academic and legal, twice as long as that prescribed for their more fortunate brethren, they would secure equivalent educational results. It is quite certain that except in rare instances, or under peculiar local conditions, a part-time course that is any shorter than this would not suffice. The typical student in such a course would certainly not have the opportunity to devote to his studies, both inside and outside the classroom, as much time as the student in a good orthodox institution commands. Yet it is so obviously impracticable to expect self-supporting students to devote 10 years to their professional preparation after leaving the high school that the Association of American Law Schools and the Council on Legal Education have united in recognizing a much briefer period as "equivalent in the number of working hours." The concession means that such schools, so long as they profess to cover the same field as good full-time law schools, are simply crystallized, as it were, on an inferior level. Educational reformers who deprecate all part-time work may balk at the pedagogical mathematics, but they will not dispute this conclusion.

To practical minds the extent to which an innovation falls short of perfection is of less importance than the extent to which it is an improvement upon what existed before. From this point of view the policy of condoning and covering up an assured inferiority in part-time education might be justified if it clearly conduced to the development of a type of institution superior to the common run of evening law schools to-day. Part-time or mixed schools that comply with the requirements of the American Bar Association, whatever their limitations, should at least be superior to these get-wise-quick organizations.

There is little present indication, however, that these will be replaced by representatives of the new "orthodox" type as the result either of altered bar admission requirements or of the moral pressure

exerted by standardizing agencies. Only two States (Kansas and Ohio) have attempted to regulate part-time law schools in anything like the manner recommended. The few other States that require a preliminary education of two college years (always subject to the demoralizing "equivalent") do not require four years of study in an evening law school. The few other States which insist upon applicants remaining in an evening law school this long do not demand two years of college. The moral pressure of the standardizing agencies is the only influence at work. This has resulted in increasing the number of part-time or mixed law schools which comply, at least nominally, with the new standard requirements of preliminary education and length of course from one institution in the year when these standards were adopted, 1921-22, to 13 in the year 1925-26. Application of the other two standards affecting the library and the faculty has reduced to 6 the number of such schools that in the autumn of 1925 were officially indorsed either by the Association of American Law Schools or by the Council on Legal Education. Even this small increase was to only a slight extent at the expense of an inferior type of education. During the same four years the number of part-time or mixed schools which do not even pretend to comply with the time standards has decreased indeed, but only from 80 to 78. In several cases where admission requirements have been so strengthened as to exclude a considerable number of applicants these have been promptly taken care of by the organization of a new school in the same city.

The total number of part-time and mixed schools (excluding, for convenience of computation, those offering a law course of less than three years), and the attendance at these schools, have varied recently as follows:

Part-time and mixed law schools offering a law course of at least three years

[Compared with other types of law school]

Schools	1909-10		1921-22		1925-26		1909-10		1921-22 *		1924 (Nov.)	
	Number of schools	Per cent of total	Number of schools	Per cent of total	Number of schools	Per cent of total	Number of students	Per cent of total	Number of students	Per cent of total	Number of students	Per cent of total
Part-time.....	32	26	62	41	67	40	4,787	25	11,702	37	14,402	35
Mixed.....	9	7	12	8	17	10	1,963	10	7,082	22	11,162	27
Other.....	41	33	74	49	84	50	6,750	35	18,784	59	25,504	62
	83	67	76	51	83	50	12,678	65	13,269	41	15,318	38
Total.....	124	100	150	100	167	100	19,428	100	32,053	100	40,882	100

In interpreting these figures showing a progressive increase, both actual and proportionate, in part-time or mixed instruction, it should be borne in mind not only that the figures for "other"

schools include those offering a two-year degree course during evening or late afternoon hours, but also that professional law courses not leading to a professional degree do not appear anywhere in the table. In the autumn of 1925 seven part-time short-course degree schools and at least nine evening schools which did not as yet confer the degree were in active operation.

THE INFLUENCE OF PART-TIME INSTRUCTION UPON THE ORGANIZATION OF THE LEGAL PROFESSION

Whether or not one more or less standardized type of part-time law school will eventually drive all others from the field, the present régime of competition between part-time and full-time institutions, as recruiting agencies for the legal profession, has many unfortunate consequences. The most obvious are (1) the flooding of the bar by students whose training must in the nature of things be inferior to the none too adequate preparation provided even by the best of the orthodox full-time schools and (2) the hesitancy on the part of some of these schools to raise their present standards, lest the principal effect of such action should be to drive students away from themselves into inferior institutions. Although it is too soon yet to profit by the full lesson of experience in this respect, there is already some evidence that the current standardizing movement is producing this precise result.

There are several reasons why this situation does not excite more apprehension than it does. One is a distinct tendency on the part of well-trained lawyers—a tendency probably grounded in the very merits of their training and subsequent professional career—to take life and its evils unemotionally. Another explanation is that, while this element has been attending chiefly to its own business, numerous graduates of part-time law schools have become established in positions of influence in the profession, on the bench, and in legislative halls. Some of these gentlemen have actually remedied the defects of their early training. Doubtless all of them think that they have done so. With that loyalty to their own past that most of us possess, they close their eyes to any changes that may have occurred in the law or in the conditions of legal practice since they prepared themselves for the bar. Modestly disclaiming any exceptional force or ability in their own characters, they take the position that a course of preparation which was good enough for them ought to be good enough for anybody. They are particularly apt to oppose reforms which they suspect, often with some justice, are dictated by a fundamental lack of sympathy with part-time education.

Perhaps the most important influence, however, that is at work perpetuating an inherently indefensible system is a naive faith in

the efficacy of final bar examinations to stem the torrent. Lawyers of every description, and to an even greater extent the public at large, conceive of the flood of ill-trained applicants as breaking, so to speak, at the gates of the bar. These gates are manned by examiners who are supposed to have power both to exclude untrained applicants from the profession, and in so doing to put an end to any type of preparation whose products do not measure up to requisite standards. Even the bar examiners themselves sometimes seem to believe that the only real evil in the present situation lies in the fact that they are obliged to read too many hopelessly bad examination papers.

As a matter of fact, exclusion of the hopelessly incompetent is all that can be accomplished under the present system. Any attempt to subject applicants to really rigorous bar-examination tests falls afoul of the different methods of preparation that are necessarily pursued in the two types of law schools. The full-time schools usually avail themselves of the opportunity they enjoy to instruct their students by the valuable but time-taking Langdell case method. The part-time schools, because of the relatively small amount of time that their students can spare for study outside the classroom, can use the method, if at all, only in a form so modified as to rob it of much of the effectiveness which it possesses when pursued under appropriate conditions. Such schools are apt to attempt to make up for their deficiencies in this respect by greater emphasis upon what their rivals slightly refer to as detailed "information" with regard to local law and practice. Both types of schools exert pressure upon the bar examiners—pressure that must be regarded as justified so long as the law permits both types to exist and to attract students. So evenly balanced is this institutional pressure that—as experience has shown repeatedly—examiners can not prudently discriminate, in their questions or in their system of marking, against either type. Yet it ought to be obvious that a bar examination that is not keyed to a particular course of study or instruction simply can not be made an effective test of competency to practice law. No one has expressed this truth better than the inventor of the case method, Christopher Langdell. Nearly 50 years ago, combating an early disposition on the part of Suffolk County bar examiners to reject his Harvard law graduates, Langdell attacked the entire system of examination, "without reference to any particular course of study or instruction," in a passage concluding with the following words:

It is impossible that such examinations should be at once rigorous and just. They must admit the undeserving or reject the deserving, and in the long run they will be sure to do the former.

In a word, so far from our being able to rely upon bar examiners to insure that the products of our various types of legal instruction measure up to a common standard of competency, a powerful influence is exerted in the reverse direction. The fact that several dissimilar types of law schools compete with one another, as agencies for recruiting the legal profession, possesses, in addition to the unfortunate consequences which lie upon the surface, this additional one: Institutional rivalry demoralizes the bar examinations. It diminishes the likelihood that even for any particular type will there be a desirable safeguard on the industry of the students and the informed conscientiousness of their teachers.

It is for this reason that the problem of the part-time law school is not merely perplexing in itself, but is of fundamental importance in its relation to the future development of legal education in any sort of school. The part-time institution, so long as it is constrained to be nothing more than a poor copy of the full-time model, is a much more subversive influence than the law office. This latter has no powerful friends to fight its battles for it. Bar examiners can therefore hold its products up to any standard, even to an inappropriate one. In sparsely populated sections of the country this antiquated avenue of preparation can still be justified. In urban centers law offices already develop into evening law schools speedily enough. It is a question whether it is worth while to expedite a natural transformation by the adoption of a bar-admission rule definitely refusing credit for time spent in an office.

The first step toward a proper solution of the problem would seem to be to abandon the pretense that evening law schools and good full-time schools can be made mutually equivalent, either in the amount of time that students devote to their education, or in the precise educational benefits they derive. It would be much better to formulate, as an objective, that of making part-time schools as good in their way as the best full-time schools now are in theirs. The graduate of a part-time school can not be expected to have received as large an amount of training, measured simply by its aggregate quantity, as the graduate of an equally good full-time institution. This does not mean, however, that the training may not have been as profitable, in its different way, nor even that the curriculum may not include valuable elements which the other educational type, in the pursuit of its objectives, is obliged to exclude. The authorities of our leading orthodox law schools, who are doing so much to improve our law, already realize how seriously its present condition strains their teaching facilities. Until the law that has to be taught is simpler than for many years even they can make it, they know how far they must continue to fall short of turning out ade-

quately trained general practitioners. To contend, under these circumstances, that part-time law schools should be tolerated only to the extent that they are cheapened editions of their own schools, is to ascribe extraordinary virtue to a diluted case method. It would be wiser to cooperate with the many earnest graduates of all types of law schools who are now teaching law during the evening and late afternoon, in an endeavor to answer the following question: What methods and what curriculum are actually best adapted to part-time conditions?

An inquiry prosecuted in this spirit should go far to produce the type of part-time law school that the situation demands—not an institution which everybody, even its own faculty and student body, realizes is a makeshift, an inferior imitation of a really good school, but something that stands preeminent in its own educational field, at once gives its own students benefits that they could secure nowhere else, and frees the full-time law school from some of the responsibilities under which this type of institution now staggers. An attitude of this sort would probably find expression among other developments in an alternative system of bar-admission examinations. One set of questions, intended for full-time law students, could not be answered satisfactorily by anyone else; another set of questions would be of such a nature that only well-prepared applicants from part-time schools could pass the examination. In the course of years this might or might not result in a clearly defined division of the legal profession along functional lines. Should this development occur, it would mean not merely that the profession had split under economic pressure into two fairly distinct divisions, recruited respectively by the activities of full-time and of part-time schools. This it has already begun to do to-day. It would mean that, instead of attempting by a process of artificial standardization to arrest what philosophers have long recognized to be a mark of social progress—a tendency to proceed from uniformity to diversity—legal reformers had regularized this tendency and turned it to good account. It would not mean that the legal profession was weakened because of not being formally united to the extent that physicians and surgeons, general medical practitioners and consulting specialists and research workers, are united in a single profession to-day. The practice of the law includes a much greater variety of occupations than those in which graduates of medical schools engage. American lawyers find a closer analogy, not in the relatively restricted medical profession, but in a broadly inclusive "health service," which group comprises practitioners of all the many healing arts. If the argument by analogy is to be invoked, it is as unreasonable to standardize the education and the professional affiliations of every

lawyer in one and the same mold as it would be to impose identical educational and licensing requirements upon physicians, dentists, health officers, pharmacists, nurses, and veterinary surgeons.

As a matter of fact, all analogies limp. The analogy of health service is defective in so far as it suggests that graduates of part-time law schools are likely to remain stratified on a plane of lower financial or political rewards. Similarly, the existence in France and England of two or more virtually exclusive professional groups of practicing lawyers is evidence merely that division of the legal profession is possible; it is not evidence that the dividing lines in this country will ever run as they do there. The problem of the American lawyer is unlike that of lawyers elsewhere or of other professions at home. Illustrations drawn from other fields are stimulating, but in the past there has perhaps been too much superficial reliance upon outside models and too little probing of legal fictions and conventional assumptions. No one—least of all the present writer—can forecast with any confidence how American lawyers will be educated and organized in the years to come. But it is at least fairly clear that the form and effectiveness of the professional organization will be vitally influenced by the existence of differing types of educational preparation and that part-time law schools will continue to abound and to turn out large numbers of lawyers who differ markedly from the product of orthodox full-time schools. This conclusion can be rationally derived from our fundamental political principles, and such experience as we have tends to confirm the validity of the reasoning.

CHAPTER VII

ART EDUCATION IN THE UNITED STATES

By ROYAL BAILEY FARNUM

Principal of the Massachusetts School of Art and State Director of Art Education

CONTENTS.—Art instruction in the elementary schools—In the high schools—Tests in art education—The Federated Council on Art Education—The Carnegie Corporation.

The time between the publication of the advance sheets on art education for the biennial survey of 1920-1922 and the present document has seen greatly increased activity in this field of education. More clearly defined aims and objectives have become apparent in the elementary and high schools, and urgent demands for training in taste and the essentials of good color and design have arisen in unexpected directions. Industry, commerce, and the public generally have awakened to a partial realization at least of the social, economic, and cultural value of æsthetic training.

In fact the awakening has been so effective and widespread that to report adequately and completely the past two years' progress in art education would require a good-sized volume. Industrial plants, public utilities, retail establishments, business groups, organizations such as the Y. W. C. A., Y. M. C. A. parent-teacher associations, women's clubs, and "out-of-school" clubs throughout the country, have sought enlightenment on the subject of art as an everyday expression.

Since the problem of training in art understanding is more or less similar for all, no matter what the group may be, this bulletin will confine itself chiefly to the public-school situation, touching briefly upon other developments.

ART INSTRUCTION IN THE ELEMENTARY GRADES

Probably the one outstanding mark of progress in art teaching in the elementary grades is the serious effort in many cities to study the problem from a scientific standpoint. This, no doubt, was brought about because of the success obtained in the general education field through surveys and concentrated graduate study in colleges and universities. If measurement tests, standards, and definite objectives of general value to the child were found possible in other subjects,

it was logical to conclude that similar results could be obtained in drawing and art education.

Proceeding upon this basis a number of school departments have taken the matter under advisement and have issued tentative courses in art, preliminary to more thorough study. In each case the first step would be to appoint a committee composed of (a) persons qualified in art outside of the department; (b) teachers, including principals and art director, in the department; (c) art teachers and the director or head supervisor; or (d) members from all these groups. In most cases these committees would make immediate studies of the outlines in current use in cities of similar size or larger and also analyze their local study courses. This would be followed by careful revisions of the local course, based upon the most advanced thought on methods, objectives, standards of attainment, general subject matter, etc., as well as other art outlines. Then would follow a year of trial, with many carefully devised experiments, conference discussions, and tabulated results.

Denver, Los Angeles, Boston, Toledo, Minneapolis, Baltimore, and Seattle are typical examples of cities studying the whole question from this scientific angle.

The obvious effects upon the art situation as a whole have been somewhat as follows: (a) A cooperative effort on the part of all teachers really to investigate the problem; (b) the elimination of personal opinion on the part of both grade teacher and supervisor; (c) more intelligent support of the art program; (d) keener interest in results from a purely educational point of view; (e) thoroughly professional attitudes on the part of the art teachers and supervisors in close harmony with the general educational program; (f) greater confidence from all directions in the subject of art. Under these conditions art naturally falls into place with other subjects and becomes as much a part of the school curriculum as English. It is no longer a special subject. The superintendent and the grade-school principals no longer hold aloof, leaving the art supervisor to go his own sweet way. He must now function as part of the whole machine.

Being in a more or less try-out stage, the new phase of art education is unsettled, but some of the general objectives would include, (a) drawing primarily for self-expression, as a means rather than an end; (b) closer relationship to community needs; (c) training in appreciation, taste, understanding of art; (d) development of orderly habits and artistic skill; (e) education for the profitable enjoyment of leisure; (f) art as expressed in the industrial and commercial development of the race; (g) self-expression in the life needs of the child through the "project method"; (h) discovery and encouragement of special abilities.

These objectives may appear to be more or less familiar to many, and yet during the past two years a much clearer understanding of them has been increasingly apparent. Less controversy and more general accord have followed. Drawing, for example, has really begun to appear as a language. In spite of emphatic statements to the contrary, it has been the involuntary custom to look upon children's pictorial expressions from the viewpoint of the professional artist. Criticisms of the purity of line and form and of the beauty of color have characterized the attitude of observers at exhibitions and in the classroom. But this point of view has been changing, and emphasis has been placed more and more upon drawing as a story-telling language, vivid with observed, memorized, and imaginative possibilities. Public school drawing has unquestionably received a great stimulus in this direction from the work with children carried on in the educational departments of art museums,¹ by private individuals,² and foreign exhibitions.³ The result has been greater confidence on the part of the average child in his ability to express his thoughts quickly and completely in an exchange of ideas.

Closer relationship to community needs has been increasingly evident also. Various annual "campaigns" have served to form more or less regular outlets in this direction. English Week, Thrift Week, Safety First, Health Crusades, Accident Prevention, Humane Week, and many other worthy causes have become in many communities a regular thing. Local efforts for the benefit of that particular community have also made their contribution.

The popular and spectacular display of the community poster has led some supervisors to curtail their efforts in this field, the tendency being to devote too much time, energy, and material to it. The unwholesome effect of money prizes has also caused a reaction to set in, particularly against the almost innumerable competitions promoted outside the community itself. Consequently, the tendency has been to localize the effort as in the case of Indianapolis and Syracuse, and also to seek other ways of art expression in support of community needs.

Training in appreciation has aided in correcting this danger of overemphasizing the poster and at the same time in relating the art work to the community. For many years training in appreciation of art meant picture study. With the ever-broadening conception of art education as a general training for the consumer, the every-

¹ The Metropolitan Museum, Toledo, Worcester, Cleveland, Chicago, Boston, Indianapolis, and others.

² See publication on training in observation, by Woodbury and Perkins, Chas. Scribner & Sons.

³ Notably the Vienna exhibit of Prof. Franz Cizek.

day citizen, came a realization that in appreciation must be involved also a more general understanding of art. To know some of the masterpieces of painting was not enough. Art is universal; it is found in the many things surrounding the everyday lives of children. The community in this respect offered a rich field for investigation, and wide-awake supervisors have taken advantage of the opportunity.

The training of the girls of the Salem Normal School under Charles F. Whitney is an illustration in point. Mr. Whitney takes them out into the streets of the historic old town, and the girls discover for themselves and through his trained eyes and mind the art treasures of Salem. Beautiful fences, doorways, knockers, gates, windows, spires, and many other expressions of true craftsmanship are observed, graphically recorded, analyzed in terms of historic and modern art periods, and discussed from the standpoint of utility and beauty. The barest community will offer something to observant eyes. Art thus centers vitally on the community life.

True appreciation naturally involves a consideration of art in its manifold applications. To meet this situation, Boston⁴ has for some time, and Philadelphia⁵ recently, provided beautiful illustrations of fine art productions housed in the city's museum for the individual child to purchase and study. Those in Boston are black and white halftones; Philadelphia has reproduced very delightful color prints, and they include painting, sculpture, ceramics, textiles, metalry, etc. The result of a study of these prints is twofold, (a) an increased appreciation of art in many mediums and (b) an easily satisfied desire to visit the Museum of Art.

To carry on in a comprehensive way this conception of art appreciation, Los Angeles offers a very practical suggestion. Miss May Gearhart writes:

A very important feature of the work in our art department this year is the problem of establishing standards of taste by bringing the pupils into contact with actual things embodying principles of art. The modern educational approach with its emphasis on self-expression necessarily demands a quickened effort on the part of teachers in providing experiences that will create an awareness of art values. To meet this need the following procedure was adopted in the art department by supervisors and assistant supervisors.

Each supervisor drives an automobile when visiting schools—the board of education pays the mileage. Equipment for art appreciation discussions is easily carried from school to school in this way.

These materials are used to illustrate talks on color, form, and arrangement. Pupil participation and demonstration insure interest. By slight changes innumerable compositions can be made. We use this material in presenting

⁴ C. Edward Newell, art director, recently of Springfield, Mass.

⁵ Theodore M. Dillaway, art director, formerly of Boston, Mass.

problems to the pupils in the classroom, to the teachers at building meetings, to the parents at the parent-teacher association meetings.

The handling and arranging of actual materials beautiful in hue, texture, and form never fails to excite interest.

In addition, the children make class visits to museum and art galleries.

Many teachers have reported increased activity in schoolroom decoration as a phase of art appreciation study. In some communities carefully matured plans for room decoration have existed for some time, but unfortunately in too many instances, beyond the problem of general selection, nothing vital has been done. Pictures and sculpture, like literature and music, are of little practical educational value unless properly and adequately presented. A "skyed" reproduction of a Donatello or a Raphael is about as useless as Stevenson or Grieg on the library shelves. Art, to be appreciated, must become intimate and mentally and spiritually possessed. This requires a proper setting and location for study and observation. Chicago, under the influence and generous support of Lorado Taft, is at last beginning to tackle this problem in a big and fundamental way. Aply backed by the school authorities, Miss Lucy S. Silke says:

Interest in schoolroom decoration is more widespread, with greater willingness to seek the advice of experts in the selection of pictures, etc. The work of the Chicago Public School Art Society is a potent influence in this field. Recently the board of education, on the recommendation of the superintendent, authorized the setting aside of one room in each new school building for an art room, and a large space in the front of each classroom free of blackboard for the display of a fine picture at the level of the children's eyes.

Indianapolis also is giving attention to the problem of proper exhibition space for pictures, "down on the eye-level" instead of above the blackboard, but finds it difficult "except in the back of the room." As a rule, blackboards could be narrowed without serious hardship, providing some care were given to their efficient use. Ordinarily teachers fail to apply art principles to their work on the blackboard. Attention to better writing and better arrangement would tend to economize space and make for legibility. Then pictures could be lowered and even set into the upper part of the boards. Better still, when walls are designed for their actual use, instead of mere roof supports, the question of pictures will have some consideration.

Relative to picture study Indianapolis is "beginning the study of pictures in connection with music, the approach being from the emotional side or from the standpoint of the expression of the idea." Mr. Dillaway, in Philadelphia, a musician and painter as well as art director, uses his flute most effectively in a popular interpretation of pictures with the children.

Reference was made to the orderly use of the blackboard. Undoubtedly orderly habits and artistic skill have received emphasis during the past few years. Growing recognition of the values of art education on the part of the more recently graduated men and women from the stronger teachers' colleges has brought encouragement and support to the art supervisor in her efforts to make art principles, the elements of order, carry over into the child's life. Art expression requires careful, thoughtful procedure. Efficient results in any field require the same habits and mental attention. To seek to develop right habits and skill in designing a booklet only to forsake the effort in writing the history lesson is not good general education. Art ever seeks its expression in the best, the most beautiful way. It therefore enters all the efforts of the child, in school and out.

The project method has both hurt and helped the art training. When the right sort of cooperation is obtained, when all forces are working harmoniously for the common good, the art work is found to be rather fundamental in its bearing upon the situation. When, however, the art teacher is used only because she knows how to paint or construct a part of the project expression; when sloppy results, crude effects, and garish discords are overlooked in the enthusiasms of a project plan, then art education becomes a farce and a frill.

During the past two years the art departments have unquestionably strengthened their positions because of the project method, but until the art specialist is recognized as a necessity throughout a given project, that particular project is a failure. For this reason orderly habits and artistic skills are receiving more and more emphasis as objectives in art training.

Real teachers of art have used the project method for many years without knowing it. Realizing how art enters all expression, they have quite naturally utilized any and every means at hand to assist in their teaching. For years they were more or less alone. Not until modern thought on general education sought to bring together all school subjects in a common effort to develop the brain did teachers of other subjects realize the value of art teaching to them and their work. They found the art teacher capable and ready, and then the child began to enter the realm of school education with some understanding and delight. Not everywhere, but in some places this is true. The past few years have seen greatly increased understanding.

Broader points of view relative to art education, and the attending general methods of utilizing subject matter which involve studies of the human race through food, shelter, clothing, records, utensils, etc., have tended to give emphasis to industry and commerce; and some

art educators have sought to compass the whole field under the term "industrial art." More recently the term has been enriched to fine and industrial art. Other educators have from the first maintained that art education is an all-inclusive title and have tried not to be carried too far away in their efforts to teach within their field the elements of art, the essentials of good design or order. Recognizing this as a basic law in all expression, they have felt that there is a distinct and definite place for its study, at the same time noting its universal application.

Boston stresses particularly this point of view, and has for some years.⁶ Other places take a middle stand, allowing forms of handwork and applied design to enter to some extent the so-called industrial art field. Minneapolis and Seattle, possibly, exemplify this middle ground, while Baltimore marks the other wing in its contemplated new outline. Leon L. Winslow, formerly State director in New York, states that in building the new course outline they—expect to make use of the valuable related information already embodied in the outlines for arithmetic, geography, history, and music. The art course will give considerable emphasis to this related information which it will organize under the topics of food, clothing, shelter, records, utensils, tools, and machines.

Not until the present healthy and scientific trend in research and investigation develops more fact-finding information will art educators be able to assemble stable arguments in one direction or another.

Mr. Winslow analyzes the art-education situation in the Department of Superintendence Third Year Book of the National Education Association, Chapter XIII, as follows:

The ideal elementary-school course of study is, perhaps, one in which the entire curriculum is administered on a plan of perfect articulation of the various subjects. In such a course the inspiration for handwork is adequately furnished by the other school subjects. The mission of the subject of art in such a scheme would be very largely the providing of illustrative and creative handwork. There is no race, no political division, no literature, no history, no science which is not intimately associated with the topics about which such an elementary art course is organized. In the elementary grades, at least, art as a subject is at the disposal of all other subjects.

The importance of the work of the elementary school in the scheme of art education is sometimes underestimated. If the secondary-school courses in art are to function as they should, it is essential that a foundation be laid in the elementary schools. A subject designed to meet the æsthetic needs of the elementary curriculum has already earned a place in many school programs. This subject attempts to combine drawing and construction and to substantiate and reinforce this drawing and construction by a content closely related to the industries.

Plans for elementary art education consequently include elements from the fields of manual training and fine arts, so called, and they aim to provide con-

⁶ See p. 18, Bul., 1923, No. 13, Bu. of Educ., Dept. of the Interior, Washington, D. C.

tent and experience which shall be of the maximum educational worth. The strength of the best programs consists largely in their adherence to the belief that all work in drawing and construction should contribute to the pupil's personal and social efficiency at the time when the instruction is given.

Since the teaching of art in the schools can not cover effectively the whole field of art but must concentrate on problems of immediate value to the pupils, it follows that such teaching must function largely through the projects that the pupils undertake. An art project consists of a lesson, or a complete series of lessons, which has taken into account the necessary thought content, hand-work, or appreciation, or all three, to the end that the general development of the pupil is assured. Expression should be the result of a definite purpose calling for it. The selection of problems and of activities should always be made on the basis of the general educational values as opposed to the restricted training values.

A proper use of the project method presupposes training on the teacher's part, and it often includes such things as problems, investigations, assignments, reference reading, lesson plans, and textbooks. If other subjects are worthy of systematic organization and of sustained intellectual effort on the teacher's and the pupil's part, the subject of art is also worthy of them.

Intelligent investigation takes time and human energy. While studies are made, teachers and supervisors must maintain their classes and carry on their work. It therefore must be of rather slow development, this newer and more scientific presentation of art in education.

ART INSTRUCTION IN THE HIGH SCHOOLS

The past two years have emphasized the differentiation in the work of the junior and senior high school and the grades. Probably there has been less change in subject matter than in point of view; and, as in the lower grades, clearer aims and objectives have become apparent.

As a rule art is a required subject in the junior high school but is still elective in the senior high school. There is, however, a growing tendency to urge the requirement of a general art appreciation course for all freshmen in the senior high. This being the year when the greater number leave, and also the period of unsettled conviction as to the final course to be pursued, most supervisors feel that all students should receive some understanding in the art principles which they will continually use throughout their lives. In the New Trier Township High School, Kenilworth, Ill., such a course is required in the sophomore year.

C. Valentine Kirby, director of art for the State of Pennsylvania, has prepared an art appreciation course for his State, covering three years of the senior high school. This includes many of the subjects covered in briefer, less comprehensive courses which separate high schools offer throughout the country.

¹ Published in the Pennsylvania Course of Study in Art Education

Both junior and senior high schools are placing considerable emphasis on the question of art appreciation, and in so doing there is a growing tendency to urge the actual manipulation and creation of forms studied. Teachers and students are no longer content to read *about* art or merely to see it. True educational experience carries with it the doing of things.

Professor Whitford writes:⁸

Actual production assists greatly in teaching appreciation and the true worth of the objects studied. Exercises may be undertaken in this connection in drawing and design, pottery and tile work, bookmaking, woodwork, leather, metal, cement, or in any of the crafts or industrial arts. Carefully selected historical material should also be studied wherever possible for comparison, enlightenment, and a knowledge of the evolution of art objects and processes and the effect which these have had on modern products. Assigned reading and study should be carefully planned to open up an industrial, historical, and social outlook with regard to art and to present important selected facts to the pupil in an easily assimilated form.

Studies by Prof. Max Farrand, of Yale University, covering 14 centers, Atlanta, Berkeley, Birmingham, Cleveland, Decatur, Denver, Detroit, Kansas City (Kans.), Los Angeles, Okmulgee, Pittsburgh, Rochester, St. Louis, and Somerville, and devoted to the question of present practices in the administration of subjects offered in grades 5-9, inclusive, indicate that "General Art Appreciation" and "Taste and General Culture" lead all other art education courses. In referring to the situation,⁹ Mr. Winslow, of Baltimore, remarks that:

We may fairly conclude that at the present time most junior high school art work is being offered professedly for the sake of the development of general art appreciation, taste, and general culture.

At the same time most teachers of junior high schools recognize the special aptitude or vocational objective as essential to the junior school program. This is the "try-out" period, and in all art courses, for appreciation or otherwise, the teacher is alert to the capacities and capabilities of the students in this field of study.

The new junior high-school buildings are making special provision for the art departments; and in the larger cities more especially opportunities are offered for expression in various kinds of crafts. The effect upon the general education situation appears to be three-fold: (a) The school authorities become alive to the importance of art in its manifold applications in the junior high school program and begin to realize for the first time the far-reaching effect of edu-

⁸ Whitford, W. G., University of Chicago, *The Problem of Differentiation and Standardization of Art Work in Modern High School*, 11. Sch. Rev., vol. 32, Nos. 5 and 6.

⁹ Winslow, Leon Loyal, *The Significance of Art as a Junior High School Subject*, Educational Administration and Supervision, November, 1924.

cation through beauty in production; (b) the children gain a new point of view in their school training, a new sense of values, and understanding of the relationship between principles on the one hand and practice on the other; (c) the community, through the parents, is awakened to the immediate value of æsthetic training, as evidenced by the artistic product from the school studio or shop and the more intelligent attitude of the boy or girl in his purchasing expeditions. The briefest contact with a community maintaining an efficiently organized junior high school art department shows at once this wholesome result, according to many reports. It is no less true where well developed senior high school art courses are found.

This idea of applied art is, of course, no new thing. The arts and crafts have existed for some time, but more recently there has been greater emphasis placed upon concrete material expression than ever before. Volume XXI, No. 1, of "The Sierra Educational News" was issued as the "Arts and Crafts Number," containing a national symposium on the question; the project method has forced the application of art principles not only to single forms but even to all the details of dramatic and musical performances carried out by groups of children; and special courses based upon the home, the costume, etc., make constant demand for practical application.

In the foreword of the new Boston Syllabus in Art for High Schools,¹⁰ it is stated that:

The new note in education is motivation. Conferences with the superintendent, head masters, and with heads of departments have made us realize that, if art is to have its proper place in the programs of our secondary schools, it, too, must be more generally motivated. It is with this thought that the committee has prepared its syllabus. It has enlarged upon fundamentals and motivated courses and emphasized the cultivation of taste, which is the right of every educated person.

The forward movement of art in high-school education has led to a number of perplexing problems, now for the first time, perhaps, forced into the open. Following the general theme of motivation, the Boston outline continues in its introduction as follows:

The art work of each high school should be differentiated to meet the needs of the students in the different courses; in other words, it should be motivated. It should touch the lives of the students so intimately and the different vocational and academic courses so positively that its need will be obvious.

To this end, the art work in the Boston high schools is planned around three centers—the individual, the home, and the vocation, or the future training of the student. That the work of the art department may be purposeful it is essential that students of like courses be grouped in their art work as well as in the major subjects of their choice. Until drawing is required in at least two years in the general high school and is an elective in the third and fourth years, it is impossible to plan courses which can be followed as outlined.

¹⁰ June 2, 1924.

Herein lie two of the problems needing to be solved, first, the adequate differentiation of subject matter, and, second, the proper grouping of students. Professor Whitford offers in his suggested "Outline for General Arts Courses"¹¹ seven different topics, as follows: (1) Study of buildings (civic and general architecture, sculpture); (2) study of permanent equipment (real estate); (3) study of home furnishings (personal property); (4) study of printing and advertising (commercial art); (5) study of personal apparel; (6) study of decorations for special occasions (art for drama); (7) study of vehicles and transportation. Under each of these topics are listed a great many objects, and he goes on to say:

The citizen of to-day has a definite, even if vaguely defined, responsibility for the approval or disapproval of practically all of the objects mentioned in the foregoing list. Upon the citizen of to-morrow will rest the setting of standards for new objects and works, and for replacements.

Involved in the same problem of differentiation is the problem of administration. For years art classes have been the last to be organized in the schedule; and then, except in the very large schools, students representing all years have been herded together. This has naturally made it very difficult for the art teacher to organize her work and practically impossible to give well-ordered class instruction. Until classes can be organized by years, or by the degree of proficiency in the subject, the proper development of differentiated courses will be a difficult one. At present the attempt is too often made to offer different courses for individual students, partly to "hold them," partly to foster talent.

ART CREDITS

Another high-school problem confronting the art department of the high school is the very important one of credits. For years the art classes have been the last scheduled and have been given least consideration from every angle. The more recent attempts to classify and rightly place the subject in relation to the school's curriculum in a number of places has immediately raised the question of its value in terms of points or credit. The situation is handicapped, for secondary schools training primarily for the advanced professional colleges, as is usually the case, are extremely loath to give credit for subjects not recognized for entrance into the advanced institutions. Here is a real difficulty in the minds of most principals.

Until the colleges and universities, therefore, recognize high-school art and drawing courses for credit on entrance examinations or on certificate, the tendency will be to retard credit recognition in the secondary school itself. Some schools overcome the problem

¹¹ Sch. Rev., Vol. XXXII, Nos. 5 and 6, May and June, 1924.

by dodging it. They offer two courses, one for college, the other for students not planning to continue their education. Thus, the good student with excellent brain capacity, who should have a broad general and cultural training preceding the higher education, finds it impossible to devote any time to the question of art.

The importance of the question led to two questionnaires being formulated and tabulated by Minna McLeod Beck, M. A., director of art at Harrisburg, Pa.¹² These questionnaires dealt with "Some Difficulties Encountered by Art Education," and were sent to 61 cities.

The questions pertaining to secondary schools dealt with the value of art, recognition of art in relation to other subjects and credits. In the summary printed and distributed by the American Crayon Co. the following statement is made:

It is without doubt agreed by all working in the high-school art field, with the exception of a very few favorably situated, that art education is laboring under difficulties and that these difficulties, in the main, have to do with lack of recognition and credit given in the high schools, and lack of acceptance of art credits by colleges. It is, however, admitted that in some instances the art courses offered by high schools (colleges also) are not worth credit or recognition; therefore the need for standardization of art courses.

Fifty-three colleges and universities responded to the questionnaire.

These questions related to the sizes and conditions of art departments, to propaganda, and credits. The conclusions formulated after studying the returns are as follows:

It would seem that the matter of college entrance requirements is holding back art advancement both in the colleges and high schools. There is a reaction one upon another here. It would seem, also, that the matter of credits allowed is another disturbing factor. What can we do about this? Is it a matter that depends, for its adjustment, upon the evaluation of our subject matter and its recognition by college authorities? At which end shall we begin?

Concerning the issue relative to standardization of art courses—dare we face this issue? Some one has already said, in replying to the questionnaire, "You have started something." And yet, is it not possible to get together on important questions? Is it not possible for art educators to agree among themselves upon something like a standard course of art study?

Until we do form some sort of coalition, presenting a united front; until we can offer a consecutively worked out and consistent course of study—one offering undoubted content value, one that, from the standpoint of modern pedagogy, may be approved by our greatest living educational authorities—can we, indeed, expect much consideration, or even a modicum of what, in our injured souls, we call "fair play"?

And speaking of educational experts—we need the help of these educators—we can not work out our salvation alone. They have a contribution to make to our work, like that they have made to other subjects. If once they be-

¹² Sent out through the cooperation of the American Crayon Co., 1924.

come convinced that art education, rightly conceived and rightly taught, holds amazing possibilities—and, should they investigate these same possibilities, we may be sure they will champion our cause.

TEXTBOOKS

Any course in art appreciation requires a considerable amount of illustrative material. It also involves reading and research. This naturally brings about a demand for prepared work on the part of the student, and a textbook is inevitable. That this is true is evidenced by the extensive use of the "Apollo,"¹³ and some places are adopting lists of accepted textbooks. New York State has such a list, and recently the following was issued in Baltimore:

The board of school commissioners of the city of Baltimore, Md., has recently adopted a list of five textbooks on art subjects to be used by pupils in the junior and senior high schools. The list includes the following: Brown's Applied Art; Degarmo and Winslow's Essentials of Design; Norton's Elementary Freehand Perspective; Varum's Industrial Arts Design; Bement's Figure Construction; and Neuhaus's Art Appreciation. It is the policy of the Baltimore art department to recommend the adoption of suitable textbooks, in so far as suitable texts can be found, for each of the art subjects offered in the junior and senior high schools.

PROGRAMS AND THE HIGH-SCHOOL AN ART CENTER

While this question has been touched upon before, a single program is here presented to illustrate how one city is covering the art field. It is from Seattle, Wash.

A SYNOPSIS OF THE GENERAL ART COURSE IN SEATTLE, WASH., WITH SUGGESTIVE ART COURSES SELECTED FROM THE GENERAL COURSE AND FROM THE OTHER ELECTIVE ART SUBJECTS OFFERED

GENERAL ART	ART APPRECIATION	CRAFT	COMMERCIAL ART	COSTUME DESIGN	HOME PLANS AND INTERIORS
Art I—Art structure.	Art appreciation I.	Art structure.	Lettering design.	Art structure.	Art structure.
Art II—Representation.	Art appreciation II.	General craft.	Poster design.	Costume design.	Interior decoration (simple house plans).
Art III—Pen and ink.		Leather and bookbinding.	Pen and ink.	Block printing and dyeing.	Block printing and dyeing.
Art IV—Color.		Color.	Color.	Beginning figure.	Color.
Art V—Beginning figure.		Block printing and dyeing.	Beginning figure.	Advanced figure.	Beginning pottery.
Art VI—Advanced figure.		Art metal.	Advanced figure.	Color.	Decorative composition (murals and landscape gardening).
Art VII—Decorative composition (murals and landscaping).		Beginning pottery.	Decorative composition (murals and landscaping).	Decorative composition (stagecraft).	Architectural drawing (see Ind. arts course).
Art VIII—Commercial illustration.		Advanced pottery.	Commercial illustration.	Commercial illustration.	

¹³ Reinach.

Mention should also be made of the action of the State of Missouri in appointing a committee, headed by Jean Kimber, of Harris Teachers College, St. Louis, to prepare a new high school art course which will probably be off the press this year.

No city has taken a more forward step in the field of art education recently than New York. For some time there has been a growing need for more adequate facilities to carry on art work, if it is to be permitted to grow and expand with the city. The following is the gist of an article which recently appeared in a New York paper:

JEROME AVENUE SITE CHOSEN BY CITY FOR ART CENTER

The Reservoir Tract of 200 Acres to be Developed at Cost of \$15,000,000; Outdoor Opera Provided

The sinking fund commission selected the Jerome Park Reservoir tract of 200 acres as the location for a great educational, music, and art center, including an outdoor opera and a bandstand for concerts, to be developed at a cost of \$15,000,000. Superintendent Gompert, in a letter to the city chamberlain, states that at the southerly end of the tract was assigned a site for Public School 86, Bronx, and an athletic field, and at the northerly end a site for the De Witt Clinton High School and an athletic field. Between these sites remains a large tract for the proposed music and industrial art high school. He recommends that the city retain permanent ownership of the entire tract.

Such a move as this and on such a tremendous scale must do a great deal to encourage and support art education elsewhere in both elementary and secondary schools. If carefully organized and conducted the New York art center should become the model for many other city art education developments.

TESTS IN ART EDUCATION

Standardization in art training has been developing interest in various parts of the country, a natural outcome of the success in attainment tests in other subjects. Two recent experiments are noteworthy in this field.

The Kline-Carey test¹⁴ is a carefully worked out series of representation drawing scales by which the child's drawing ability may be estimated. This consists of a number of pictures by children, graded, after being judged for position in a numerical scale, by many experts throughout the country.

¹⁴ The Kline-Carey Measuring Scale for Freehand Drawing. Linus W. Kline and Gertrude L. Carey, Johns Hopkins Press, Baltimore, 1923.

The art appreciation test, by Erwin O. Christensen and Theodore Karwoski, of the University of North Dakota, deals with the realm of applied design and is still uncompleted. However, a bulletin on it is published¹⁵ and gives to date the findings of the experiments. In the foreword it states that:

A test in art appreciation that functions should make it clear that art appreciation is a definite thing, which can be measured without doing violence to any personal factor involved which is not reached by the intelligence tests.

The "test is based on two main ideas—on the ability to react sensitively to the aims of the artist and to discriminate between inferior and superior art quality." It consists of a considerable number of mounted reproductions in black and white and color of paintings, architecture, sculpture, abstract design and color, applied design in posters, furniture and home furnishings, wall papers, illustrations, and advertisements. The student is asked to check the test by drawing—

two circles for each judgment: one around (A) or (B), etc., and one around one of the reasons, which are numbered (1), (2), (3), (4), etc. Only one of these reasons is right. All others are wrong or do not apply. Select the one you think is most right.

A typical test in painting offers two pictures (marked A and B) with the following information to be checked:

A is better }
B is better } because—

1. The sunset is more striking.
2. The colors are more cheerful.
3. It represents the prairie.
4. The painting of atmosphere is better.
5. It is more original.

THE FEDERATED COUNCIL ON ART EDUCATION

Another important and, it is to be hoped, far-reaching movement in the interests of art education in the United States is the recent organization of the Federated Council on Art Education. For many years art organizations have given considerable time and energy to the consideration of the many problems involved in art education, but the papers, discussions, and committee work have borne little fruit. Each association did its own work independently of the others; there was no united plan. Meantime the important questions of credits and standardization were pressing their needs, and when the Beck questionnaire was rounded up it gave impetus

¹⁵ Art Psychology, Bul. No. 3, Vol. IV, Jan., 1925, No. 1.

to a unification of effort in the closing paragraph of the pamphlet, where it said:

In offering the results of this questionnaire may I make the following suggestions:

1. That the Eastern Arts Association, the Western Arts Association, the College Arts Association, and other bodies having to do with art instruction in the schools appoint committees to meet and confer upon the problems of art education and the best way to solve them.

2. That these committees later confer with leading educational experts from our great universities to the end that, if possible, "effective art education" may be defined.

In the spring of 1924 the Western Arts Association adopted at its annual convention resolutions seeking to bring about some organization whose business it would be to bring to a head the various educational questions confronting the different art associations. These resolutions were presented and adopted at the annual meetings of the Eastern Arts Association, the American Federation of Arts, and the American Institute of Architects. In each case representatives were appointed and in December of that year the Federated Council on Art Education was formed to study, investigate, and report on the art education problems which individually the associations had been considering. Since that meeting in Chicago, the American Association of Art Museum Directors, the College Art Association, and the Pacific Art Association have joined the council.

THE CARNEGIE CORPORATION

Finally, and perhaps more significant than any other one movement for art education this country has yet seen, is the recent announcement of the activities of the Carnegie Corporation. Considerable sums of money have already been granted through the recommendations of President Frederick P. Keppel to several college art departments and to art organizations, including the Federated Council on Art Education. But even more important is the policy of the immediate future to study art in relation to the American public and to use its funds and influence in thus promoting art in America.

Such a movement must at once give courage and support to the art teacher, professor, and supervisor, and to the educational work for which he or she stands. Presidents of colleges, principals, superintendents, boards of education, and teachers and the public generally must realize the growing recognition of the great value of art education in the immediate and future lives of the children and to the State and Nation at large. America may thus take her rightful place in art education among the nations of the world.

CHAPTER VIII

INDUSTRIAL EDUCATION

By MARIS M. PROFFITT

Specialist in Industrial Education, Bureau of Education

CONTENTS.—General recognition of the value of industrial education—Types of industrial work and objectives—The all-day trade schools—Types of full-time trade schools—Other types of organizations—Scope of the work—Evening schools—Apprenticeship for the skilled trades—Legal provisions affecting part-time education—Manual work, not vocational—Home mechanics—The general shop—Private and corporation schools

GENERAL RECOGNITION OF THE VALUE OF INDUSTRIAL EDUCATION

Industrial education in some form is as old as the industries themselves, but it has been only in the past dozen years that the public schools have undertaken in a serious way to incorporate courses in vocational industrial education in their program of studies. With the breakdown of the old apprenticeship system and with the growing realization of the need for some effective method of training to help the great army of industrial workers better and more quickly to adjust themselves to their life work, it was proposed to make it a responsibility of the public schools to offer at least some service in adjusting transition from school to work. The arguments for and against this proposition were the results of a difference of opinion between two social groups—the first believing that the purpose of public education was to contribute to culture and to the enjoyment of leisure and life satisfactions of the individual, and the second group holding that public education should emphasize vocational objectives and regard the development of the economic productive ability as worthy of attention.

Only during the past 10 years has the point of view of the believers in the social importance of effective vocational training of less than college grade resulted in a sufficient body of crystallized public opinion to support a widely diffused and highly developed program. Naturally, the rather sudden initiation of such a broad program was accompanied by acrimonious discussion and doubt as to its success on the part of many workers in the educational field. It is highly gratifying to note that during the past two years much of this discussion and confused thinking has ceased. There is an increasing tendency to regard the whole educational program as

conducted essentially for the purpose of promoting progress and stability of our democratic form of social organization. Much literature has appeared during the past two years that has directly or by implication set forth the conception that the ultimate standard by which any form of education must be measured and evaluated is the degree to which it contributes to effective adjustment in our form of social organization.

TYPES OF INDUSTRIAL WORK AND OBJECTIVES

In the United States the term "industrial education" is frequently used to designate everything from the simplest form of bench work in the elementary schools to full-time trade-school work and the work done in training departments of industrial plants. This broad use of the word often leads to considerable confusion, especially since certain types of industrial education are classified as industrial arts, manual arts, or manual training. A decision as to the classification of industrial work should be based upon the nature of the objective set up for training.

The objectives for industrial-education courses are best defined on bases of function. What contribution does the training offered in one of these courses make toward qualifying one to perform any of the life activities which require on some level manual dexterity and knowledge for its performance is the first question that should be asked in determining what courses shall be offered and to whom they shall be offered. During the past two years there has been an increasing tendency to define objectives in terms of ability to perform worth-while activities.

The important objectives for industrial courses which are generally recognized are as follows:

1. To train the hand and eye in the intelligent use of tools and materials through certain fundamental operations which it is well for an individual to be able to perform, regardless of his occupation.
2. To develop an appreciation of constructive work with different types of materials, in order that the individual may be a more intelligent consumer, regardless of his occupation.
3. To gain an insight into and an appreciation of some of the important industrial arts, in order that the pupil may make an intelligent choice of an occupation.
4. To develop ability to perform a variety of practical tasks sufficiently well to meet general social demands and the needs of home life but not necessarily up to the standard of occupational practice.
5. To prepare an individual for profitable and advantageous entrance into employment in a definite industrial occupation, with the status of an advanced apprentice.

6. To provide an opportunity for those who have already entered occupations to add to the knowledge and skill which they already possess, in order that they may become more expert workers, with increased earning capacity and a better chance for promotion.

Some general education values will accompany the realization of any of these specific objectives, but they will be especially pronounced in connection with the objectives suitable for the elementary grades. The first four objectives are or should be those of manual training or manual arts departments in the elementary schools and junior and other high schools. There is considerable evidence to support the statement that the fourth objective is recognized to an increasing degree as one of the most socially worthwhile objectives for industrial arts and manual training courses. The last two are specifically vocational objectives and should characterize the work of every school or class that claims to be vocational. The fifth applies to the full-time trade extension evening schools, and in most cases of part-time trade extension classes.

Work which has a vocational aim necessarily has definite and clear-cut objectives, and it is unquestionably true that the clear definition of aims and purposes of vocational schools and classes is reacting upon nonvocational work in shop subjects and tending toward a clearer definition of the aims and purposes of such work. While some progress has been made along this line in the past two years there is still great need for further improvement in the definition and aims in the whole field of industrial arts and manual training. Definite objectives must be set up in terms of abilities to perform some specific life activities in these lines and which will qualify one for normal living experience.

THE ALL-DAY TRADE SCHOOLS

During the past two years there has been a slight increase in the number of of the all-day trade schools and in the enrollment in such schools. During the year ended January 30, 1924, the total enrollment in all-day trade and industrial schools, federally aided, was 33,262. Of this number, 27,012 were boys and men and 6,250 were women and girls. It is generally recognized that the all-day or full-time school is a rather difficult type of school to establish. This is especially true in cities where the high schools are predominantly of the academic type, with the emphasis upon college preparatory courses. In such a situation the tendency is for the children completing the elementary school either to go to the regular academic high school or to leave school and go to work. Regardless of the fact that the great majority of high-school pupils enter employment either before graduation from high school or soon after graduation,

the idea still prevails in many cities that the best type of high-school work to offer is that type which is especially approved by associations of colleges and secondary schools.

Where this situation exists it can not be expected that any great numbers will be attracted to a school the avowed purpose of which is to give training in some specific trade for advantageous entry into employment: When under these conditions an attempt is made to meet the needs of young people of high-school age prior to entrance upon employment there is, in a great majority of cases, more or less of a social stigma attached to those who enroll in the trade school. Because of this and other difficulties surrounding the full-time day trade school on a preemployment basis, there has been a marked tendency to develop trade training on the cooperative plan, whereby boys alternate between work and school every week or every two weeks. While there is considerable evidence that the tendency is toward establishing cooperative part-time and apprentice training, the full-time school, as such, is still an important type of institution which, in many cities throughout the country, is doing an important and valuable work. The tendency toward an increase in part-time and cooperative apprenticeship training under an alternating plan, however, is unmistakable and will undoubtedly increase.

TYPES OF FULL-TIME TRADE SCHOOLS

The existing trade schools may be grouped into three principal classes, as follows: (1) Separate schools as a part of a city system of public schools; (2) departments in high schools; (3) State trade schools.

Under suitable conditions as to organization and administration the separate trade school has a fair chance to succeed. The vocational department in the general high school as a rule has a difficult time in maintaining its work on a strictly vocational basis in the academic atmosphere which usually characterizes the city high school.

In some instances, the attempt to establish vocational departments in high schools has had to be abandoned. However, there are numerous instances where such departments are fairly successful and are doing efficient work. The success or failure of such departments depends, at least in part, upon the attitude of the school officials and the high-school principal and his staff toward it, and varies with different school systems and different types of school organization.

Where State trade schools have been established they have as a rule been remarkably successful. The State of Connecticut is definitely committed to the idea of State trade schools. Without

any reflection upon any city trade schools and vocational departments in high schools, it can fairly be stated that no full-time trade schools anywhere in the country are more efficient than the eight trade schools in the State of Connecticut. Within the past two years definite trade courses have been established at the State School of Science, at Wapeton, N. Dak. This school being apart from the academic atmosphere of the city high school is free to set up definite trade courses. In the limited number of trade courses thus far developed the work is eminently successful.

OTHER TYPES OF ORGANIZATION

The State of Wisconsin has enacted laws and adopted policies which make it possible to develop vocational education in that State upon a somewhat different basis than is possible in other States. With its State apprentice law, its industrial commission, and separate boards for industrial education, it is possible to set up vocational schools which are in no way hampered by traditional standards. Probably one of the most efficient schools in the United States is the Milwaukee Vocational School. During the past year this school enrolled for courses in the day school a total of 16,355. The maximum number in attendance at any time in the day school was 11,272. The total number enrolled for classes in the night school was 6,397. It must be borne in mind that this, in the main, is a part-time school. The great majority of the students were in attendance but one day of eight hours per week.

The foregoing school includes the following departments: Apprentice, rehabilitation, "permit," and full-time commercial. Apprentices are required to attend one-half day a week until they have completed 400 hours of schooling. The work, in the main, is related to their shop work. Occasionally some shop work is done in the school. In the permit division the students are required to attend eight hours a week until the end of the quarter following their eighteenth birthday. Approximately half of their time is devoted to academic work, some of which is related to the vocational work. Boys are given opportunity of selecting vocational work preparatory to apprenticeship in about 50 lines.

SCOPE OF THE WORK

A recent publication of the Federal Board for Vocational Education lists 158 distinct titles of courses offered in full-time day and part-time trade extension schools. The great variety of instruction offered indicates that these schools are to an increasing degree meeting the vocational needs of the people. No one is justified in mak-

ing the assertion that the work of trade schools is confined to five or six of the skilled trades. Such a statement would have been true eight years ago but not so now.

EVENING SCHOOLS

The growth of evening trade extension schools and classes has been steady during the past seven years, and during the year 1924 the rate of increase has been somewhat greater than the rate for the previous year. The enrollment in the evening schools receiving Federal aid was, in round numbers, 85,000 for the year 1924, or more than two and one-half times the enrollment in day trade schools.

The eighth annual report of the Federal Board for Vocational Education lists 135 distinct courses as indicating the scope of evening school work. The United States Census report for 1920 lists 11 general groups of occupations. They are: Food and kindred products; Textiles and their products; Iron and steel and their products; Lumber and timber products; Leather and its finished products; Paper and printing; Chemicals; Stone, clay, and glass products; Vehicles for land transportation; Railroad repair shops; and Miscellaneous industrial occupations. Persons from each of these general groups have been enrolled in evening classes. For most of the general groups various numbers of distinct courses have been offered—more than 20 in some instances. The fact that 6,000 coal miners were enrolled in evening trade extension classes in mining subjects during the year 1924 indicates the development of evening school work, and shows the need for organizing specific courses that are of practical value for the occupational improvement of employed persons.

APPRENTICESHIP FOR THE SKILLED TRADES

Apprenticeship for the skilled trades is recognized as constituting a problem that must be solved. During the past two years there has been a notable revival of interest in apprenticeship on the part of employers of labor, manufacturers, architects, engineers, and others whose interests are affected by the shortage of skilled workmen. The revival of interest in apprenticeship is not confined to any one line of work, although it is very pronounced at present in connection with the building trades. Much is being accomplished in the promotion of plans for efficient apprenticeship training, not only in the building trades, but in the various machine and mechanical trades. As modern conditions make it impossible to revive the old system of apprenticeship, it is more and more recognized.

that the new apprenticeship, to fit modern conditions, can be most effectively operated through cooperation with the public schools.

Experience indicates that the problem involved in apprenticeship plans can be solved only where there is cooperation on the part of at least three groups, viz, the employers, the workers, and the public schools. Each of these is an interested party to any apprenticeship training program. Each has certain peculiar and inherent interests in any program to be developed, and in addition has certain other cooperative interests common to the other parties. The interests of no one party can be fully developed without the other. This necessitates the setting up of a definite unified objective for an apprenticeship course which will embody the best interests of all parties. In the old apprenticeship days the employer was responsible not only for the trade education but also for whatever general education the apprentice was to receive. The parents as interested parties to the contract aimed to secure both of these benefits to their child. Owing to the changed condition in the industries and to the extension of public education, it is incumbent upon the public schools to assume responsibilities in connection with the training of apprentices.

As this work has developed, organized labor has shown conclusively that it is ready and willing to cooperate to the greatest possible extent in the promotion of effective apprenticeship training. This is not to be wondered at in view of the fact that real labor leaders have always been in favor of the thorough training of apprentices and have always lent their support to programs of vocational education under public control. At this time it is not possible to give definite figures showing the development of apprenticeship plans.

The fact that the State of New Jersey is cooperating in a program of education and training for 2,000 regularly employed apprentices is indicative of the development which is growing throughout the country. Cleveland, Ohio, has more than 1,200 apprentices enrolled in the building trades and this year graduated a class of 150 who completed not only their job training but the courses given in the schools covering the technical aspects of their trades. Bricklaying is one of the trades in which there has been notable success in increasing the number of apprentices through the cooperation of employers and labor. This is evidenced by the fact that in July, 1921, there were 1,427 apprentices and on June 1, 1925, there were 11,602.

While the promotion of apprenticeship is essentially a problem to be worked out locally, a very effective background for local development is created through the cooperation of national and State organizations of employers and workers. During the past two years,

school officials and employers and workers' organizations have held a number of joint conferences of a national or State character for the promotion of apprenticeship programs. The Federal Board for Vocational Education has attempted to encourage local initiative in the development of local programs to meet local needs and at the same time has made important contacts with National and State organizations to back up the program. Among the important organizations with which cooperative work has been done are the following: The American Construction Council; the Associated General Contractors of America; the Bricklayers, Masons, and Plasterers' International Union; the Mason Contractors' Association; the National Association of Sheet Metal Contractors; and the National Granite Association. In many cases local development has been promoted because such national organizations have indorsed the program. The Federal Board for Vocational Education has had a number of conferences in which representatives from all the interested groups have participated.

With the growing conviction that education for any particular individual is for the purpose of adjusting that individual to society, there is a manifest tendency to establish fewer part-time schools of the general continuation type and to establish more offering practical courses for training in some phase of the life activities found in the trades and vocations. As a clearer comprehension of the function of part-time education is developed the courses for the employed youth enrolled in these schools are becoming more and more of a vocational nature.

The type of general education as found in the grades and high schools is not adapted to the work of the part-time school, especially for the older boys and girls from 16 to 18 years of age. There is a manifest need for making the work for these older boys and girls more directly related to their vocational needs as determined by their employment. Whether or not the work of the part-time school is looked upon with favor where it has been established depends largely upon the organization and types of courses that have been offered. The more nearly the courses are organized to meet the needs of employment the more favorable is the local attitude toward the part-time work done in the public school.

Probably the greatest development in apprenticeship training has been in connection with the building trades. During the year 1924 there were in Federal-aided classes alone more than 20,000 persons enrolled for apprenticeship and trade-extension courses in the building trades. Five thousand were enrolled as apprentices and students in day trade schools, taking trade preparatory work. Fifteen thousand were employed persons taking trade-extension work.

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These figures are indicative of the tendency to establish courses in the part-time schools which more nearly meet the vocational needs of these employed persons. Many of the part-time schools and classes have been of the general continuation type, but as the possibilities of the part-time school as an agency for meeting the practical needs of the apprentice on the job are more fully realized the tendency is to offer courses which are more strictly vocational. Especially is this true for employed students more than 16 years of age. The courses organized for such students should be largely to meet their vocational needs. For this older group the function of the part-time school is to give definite preparation for vocational work and for advancement in employment. The success of the part-time school and the attitude of the local community toward it will be determined largely by the degree to which it realizes these objectives. For the pupils in the part-time school who are under 16 years of age more of the general continuation type of school work can be given successfully.

LEGAL PROVISIONS AFFECTING PART-TIME EDUCATION

Twenty-five States have enacted some form of part-time compulsory education laws. In other States the spending of money for part-time classes and for vocational education purposes has been legalized. The age of required part-time attendance by the laws of the different States varies, but the majority of the States place the lower age limit at 14, two States at 16, and one at 12. The upper age limit for attendance varies from 14 to 18. The hours of required attendance per week vary from four to eight. The number of weeks of required attendance usually approximates the full school year. The minimum number of minors required to establish part-time classes varies in the different States from 12 to 2,000, the majority of States requiring no more than 20.

Not only has there been an increase in the number of States which have enacted part-time compulsory school laws, but there has also been considerable extension of general education requirements. For example, Wyoming, in 1923, raised the age of compulsory education to 17 years. Nevada now requires full-time attendance to the age of 18. New York State has extended its part-time law to include towns between 4,500 and 5,000 population. This extension of the period for compulsory education is significant for industrial education in that many students who had formerly been going into employment are now by the hand of the law retained in school for at least a part of the year. It is the function of industrial education to aid in providing for the needs of this particular group. Three

million children between 14 and 18 years of age are out of school. Three hundred thousand of them are 14-year-old boys and girls, a half million are in the 15-year-old group, and those 16 and 17 years old number more than 2,000,000. In the course of time more and more of the children who are now out of school altogether will be kept in school for a part of the time. It will be the duty of industrial education to help formulate a program for them that will be worth while in helping them to make proper adjustment to social, economic, and industrial life.

It is well known that the percentage of the school population going to high school is increasing.⁴ In 1900 only 3.3 per cent of the enrollment in the elementary and high-school grades was in high school; in 1920 the corresponding percentage was 10.2; in 1922 it was 12.3. This increase in high-school enrollment gives an added responsibility for the further development of industrial courses to meet the needs of the increasing numbers whose chief interests are along industrial lines. This principle works both ways. Increased high-school enrollment not only creates an obligation for further development of vocational courses to meet the needs of those whose interests are along industrial lines, but the introduction of vocational courses increases the percentage of enrollment in the secondary schools.

Although only 25 of the States have enacted laws which provide for compulsory part-time school attendance by employed minors between certain age limits, a number of continuation schools have developed in States which have no such laws. Some of these schools are among the best part-time or continuation schools in the country. This leads us to the conclusion that the success attained in the establishment of part-time schools is largely a matter of education of the local community to an appreciation of the value of such schools for meeting the needs of the employed minors.

During the fiscal year ended June 30, 1922, the total enrollment in Federal-aided part-time schools of all types was 228,555. The enrollment for the same schools for June 30, 1924, was 321,138, of whom 256,133 were enrolled in part-time schools of the general continuation type.

It is a debatable question whether the best way of establishing continuation schools for employed minors is first to get a law through the legislature; second, attempt to enforce the law; and, third, educate the public sentiment in favor of part-time education. Experience seems to indicate that a more logical procedure is first to create public sentiment in favor of part-time education by demonstrating its value in specific cases. Following this it is relatively easy to secure the necessary legislation to make it universal through-

out the State. If this procedure is followed, the question of enforcement becomes of minor importance, and it is possible to maintain continuation schools without running into conflict with public opinion.

MANUAL WORK, NOT VOCATIONAL

There is great confusion in the use of terms to designate manual and industrial courses other than those of a strictly vocational character. The terms "manual arts," "mechanic arts," "industrial arts," "mechanical arts," "practical arts," and "manual training," as well as a number of other terms, have been used frequently to mean the same thing and again to mean different things. In order to avoid the confusion resulting from the use of any of these terms, one large city school system is using "manual education" to cover all forms and phases of the work involving manual manipulative processes. Another large city, with an excellent program in this field of education, has issued a very commendable monograph covering all objectives and courses, under the term "industrial education." Included are courses for all manual activities beginning with the fourth grade and continuing through the senior high school. In connection with the descriptions of the courses, the fourth, fifth, and sixth grades are placed under the heading "elementary manual training"; the work for the seventh, eighth, and ninth grades (the junior high-school period) is listed under the title "prevocational industrial education"; and that for the senior high school under "vocational and nonvocational education." Although the term "manual training" is still to be met, it is no longer in general favor.

It is not meant to deal here critically with the use of these terms, but to point out the fact that there is lack of agreement as to nomenclature for designating work of a manual and industrial type, not vocational. It is to be hoped that out of this general confusion such an urgent need for standardized designations for different phases and levels of the manual work will be felt as will lead to some cooperative effort on the part of those responsible for the use of such terms and result in the adoption of a terminology that may meet with general approval and become standardized.

The same general confusion found to exist with reference to terminology is also apparent with reference to subject matter and aims for the different courses offered in the manual arts type of work. There is no general agreement as to the variety of work to be offered or the values to be realized in specific courses for the different grade levels. Some individual systems have given careful consideration to the selection of courses and to specific worth-while objectives, but there has in general been a lack of appreciation of the real need for

careful definition and evaluation of the work to be done. Too often the courses selected and the aims set up are the result of tradition rather than of scientific investigation. Past practices and procedures are still too influential in determining content and aims of instruction. As a result of this situation money for equipment and instruction, as well as the time of the students, has been spent upon some types of work that are of doubtful value. For example, it is the judgment of some whose opinions are to be respected that many schools still place too much emphasis upon woodwork of the old type.

Forces are at work, however, for the correction of these shortcomings in the manual arts type of work in the public schools. The development of the definite objective for vocational industrial education courses as training for entry upon employment in some specific trade is forcing serious consideration of the place and value of manual arts education in our public-school program. Probably the greatest factor contributing toward the solution of the problems dealing with the selection, content, organization, and aims of such courses is the application of the principles of modern scientific curriculum making. Modern ideas of curriculum building, laying stress upon the development of specific abilities through natural forms of experiences, are doing much to change the conception of manual arts work from that of formal exercises of the old manual-training type and with general training objectives to that of practical activities of a project nature qualifying one to perform specific life activities.

Another corrective force exerting its influence for the clarification of subject matter and methods in the manual arts work is the better understanding and application of the psychology of interest and of habit formation. The application of the psychology of interest to the selection of activities for manual work has led to the development of more project work and less of the formal exercise work. In addition, it shows the need of selecting for each grade group projects of a kind and on a level with the pupil's interests. The making of kites, sailboats, bird houses, radio sets, and many other articles to be used in connection with the pupil's leisure-time activities, and the performance of many production and service jobs found in connection with the home and community life are now commonly accepted practices. A better knowledge of the psychology of habit formation is leading to less stress upon transfer values of the manual arts courses and to more emphasis upon the acquisition of definite types of manual experiences and industrial information. The work done in these courses must itself contribute specific values for meeting some normal living experiences.

HOME MECHANICS

As a result of the effort to give training that will develop abilities to meet successively normal living experiences, there has been considerable shifting and changing, both in the content of the courses in the manual arts and in its organization for instruction purposes. At present, the home-mechanics course is in considerable favor, as it organizes the manual work of the school upon a practical basis and affords opportunity for training in a variety of elementary, fundamental processes which qualify one for performing many of the repair and maintenance jobs of the home and community. Some school systems are organizing almost all the work offered above the elementary grades on this basis. This is especially true for the smaller school systems where trade shops can not be maintained on account of their cost. A number of State departments of education are holding regional conferences within their States for the purpose of developing courses in home mechanics. In such conferences emphasis is placed upon the values to be derived from such courses and is given to working out local programs with suitable content material. Special emphasis is placed upon the selection of projects that are of practical value in ordinary home life and which will appeal to the interest of the pupils, and whose learning difficulties are on a level comparable with the pupils' accomplishments.

THE GENERAL SHOP

The general shop as an organization for instruction is in considerable favor, especially for the junior high-school period, where all the activities are given in connection with one-shop organization under the direction of one teacher. Some of the advantages which may be derived from such a general shop organization are:

1. It brings together, in one-shop organization, activities dealing with a variety of materials and processes. It makes possible the completion in one shop of a project which is of special interest to the student. This is of value in that one teacher, interested in the boy's work, can direct his activities for all the work done on the project.
2. It makes possible the acquisition of a large amount of indirect experience covering a variety of activities and processes. Work organized on the one-shop basis affords opportunity for observation of the work of other students on various activities far beyond that which would be possible in a one-activity shop. Such experiences extend very considerably the trade and industrial knowledge of the boy.
3. The shop training and experience resulting from performing operations upon a variety of materials and the use of a variety of

tools qualify the pupils to do various jobs connected with home and community life. Many of these can be used as projects in the general shop and are valuable in that they represent activities found in normal living experiences.

4. The work of the general shop may serve as preparatory work for young pupils who will later enter upon trade courses.

5. Through the possibilities offered for the discovery of aptitudes and interests the work of the general shop serves in the realization of the "trade-finding" objective of the manual arts work.

It is the opinion of some who have made a thorough study of the work of the general shop, particularly as found in the junior high school, that it is destined to play an important part in manual arts activities in the schools. This is especially true for schools which are limited in number of pupils and in rooms and equipment. Some of the unsolved problems are: Properly qualified teachers, proper methods for handling and distributing materials and tools, and proper methods for organizing instruction materials and the use of proper teaching methods.

Sometimes the general shop is organized on the basis of a cycle of shops, the pupils rotating through a number of one-activity shops for a given period in each. Here, also, the pupils are offered a variety of experiences, but which are more specialized along specific trade lines. This scheme is of particular value in senior high schools where the work is so arranged as to be of value for preparatory and trade-finding purposes.

As an example of this type of general shop organization the scheme followed in a large well-organized senior high school may be cited. In this particular school the general-shop boys are given during their freshman year a six-week period in each of six shops: Plumbing, printing, auto repair, machine shop, electrical work, and woodworking. In each shop the boy is given as definitely as possible an intimate contact with the work of the trade. Advantage is taken of various opportunities to get to the boys information about the trade or industry which can not well be given in the shop or classroom by ordinary methods. Motion-picture films are used regularly. At the close of the six-week period each group is taken on a shop trip to a plant which is typical of the work just finished in the shop. At the end of each shop course the boy is interviewed by his instructor and given an opportunity to express himself freely in regard to his experiences.

The time given to the manual arts type of work and the variety of courses offered, as revealed by an examination of the courses of study of a large number of school systems, is convincing evidence of the value of such work as a part of a program of studies for the accom-

plishment of the objectives of the school. Forward-looking steps will be in the direction of the further refinement of aims and content in school courses to meet more definitely some of the specific objectives embodied in the public school program.

PRIVATE AND CORPORATION SCHOOLS

Following the signing of the armistice there was a marked decrease in the program of training in industry which had been built up during the war. A great majority of the vestibule schools disappeared because they were no longer necessary. Although there was no great shortage of ordinary factory workers, there was and still is a shortage of highly skilled workers. Naturally, the best types of corporation apprentice schools were not eliminated at the time of the readjustment, but, on the other hand, these schools have grown and developed to a point in advance of anything heretofore found in the field of privately supported vocational schools. Large corporations can afford to run their own vocational schools in the same way that they can afford to maintain their own fire departments. The majority of individual plants, however, are not large enough to support regular apprentice schools such as many of the railroads maintain and such as are found in the large mechanical and electrical manufacturing plants. There is, therefore, a considerable need for agencies other than private corporation or apprentice schools to provide equally efficient training for those who will find employment with similar organizations. The full-time trade school and the part-time cooperative apprentice school are meeting this need in part. The work of such schools is supplemented by correspondence schools and private and semipublic schools.

The entire matter of vocational training is in process of adjustment and unquestionably will be carried on in the future in such ways as are most efficient and result in the lowest net cost to society. To an increasing degree, it is recognized that training costs money. An employer can not evade this cost by looking to some one else to train his men for him. If the teaching is provided by public schools, he will have to pay his share by means of taxes levied to support such schools. If he trains his own men, he will pay for the service more directly. If he attempts to get along without training any men, and discourages publicly supported vocational education, he will eventually have to put up with a supply of incompetent or half-competent workers. Their inefficiency on the job and lack of skill will probably, in the end, cost him more than would participation in an organized training scheme. If he is to continue in business, he can not get along permanently with semi-

skilled and unskilled workers; consequently he will have to face the fact that semiskilled and unskilled persons will have to acquire training for the job while in his employ. From the present situation in industrial training, it appears that for many occupations certain phases of training can be given more efficiently and at less cost on the job than in any form of school. On the other hand, there are types of training which can probably be given better at less cost, and with greater social values in public schools. However, there are innumerable cases where the most efficient and less expensive plan involves some type of cooperation between industry and the public schools. Notwithstanding the fact that examples of such cooperation are increasing at a remarkably high rate, a beginning has hardly been made in solving the problem.

CHAPTER IX

AGRICULTURAL EDUCATION

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CONTENTS.—Agriculture in elementary schools; boys' and girls' club work—Agriculture in secondary schools—Agriculture in collegiate institutions.

AGRICULTURE IN ELEMENTARY SCHOOLS

The place that instruction in agriculture should occupy in the program of the elementary school is a question on which there is much difference of opinion and marked divergence of practice. A generation ago there was considerable agitation for a better adjustment of the rural school to its environment, and most students of rural education apparently accepted the view that instruction in agriculture should be a part of the program of the elementary school. A recent report by a committee of the American Association for the Advancement of Agricultural Teaching states that 28 States require that agriculture shall be taught in the elementary rural schools. Textbooks published to meet the demand for this type of instruction, and outlines prepared to assist teachers, show clearly that the training of students for rural occupations was the chief end sought. Improvement of farming was the uppermost object.

In recent years much consideration has been given to the objectives of the elementary school, and numerous curriculum studies have been made. As a result there is much less certainty on the part of many regarding the desirability of the type of instruction in agriculture that was originally introduced into the elementary school. More careful analyses of the economic and social implications of such a program of instruction have also contributed to the recognition of the undesirability of using the elementary school in the rural community as an agent of propaganda for making farmers and farmers' wives of boys and girls who chance to live in the open country.

One of the most challenging philosophical discussions of the use of the elementary school for directing children toward farm life has been written by Dr. O. G. Brim.¹ Doctor Brim has gathered from a large number of educational writers statements that show the very

¹ Rural education, pp. 200-211.

general acceptance of the vocational objective in agriculture for the elementary rural school.

Those who have most fully imbibed the urban, economic conception of the farmer-group see the rural child as a producer only and his social service mainly in terms of food. Guided by this idea, one who desires the school to realize the most efficient citizenship from the community states that the "distinguishing mark of efficient citizenship in the rural community is skill in the production of food." This conception of the rural child as a producing factor in the rural occupation has stimulated various lines of endeavor. "Agriculture must be taught, because that is to be the occupation of most of the pupils of the rural school, and because the school can greatly increase their efficiency on the farm." "A thorough course in manual training is highly desirable and useful," because "the modern farm with its variety of machinery, tools, special type of buildings, drainage systems, concrete construction work, etc., taxes the ingenuity of the farmer." Industrial club work, junior projects, home project study, and vitalized agriculture—limited almost entirely to rural occupational problems, emphasizing economic return and maximum physical product, and fostered by agricultural interests from the adult point of view—are indeed being largely accepted as the solution of the rural school problem. These are believed to offer a satisfactory educational content for the rural child.

It is evident that many of these writers have misconceived the purpose of elementary education and the essential characteristics of a life that is good for the child and desirable for a democratic society. They ignore the fundamental task of elementary education, which is to make the child a member of society in the fullest sense. They aim from the first to make him a member of a group. They emphasize the differences, the qualities wherein his parent group is unlike others, instead of strengthening the bonds that unite him to all peoples. They center his attention upon local problems, instead of creating interests for him common to the groups with whom he must cooperate. They develop occupational ability rather than ability to participate in the problems of social progress; and then complain because he is not given a place in governmental affairs. "Society must advance toward the ideal democracy of which we dream through a broadening of the range of suggestion that floods the individual." Yet many would doom the rural child, already handicapped in his contact with the world, to a rural diet in his school experience. It is of primary importance to society and to the individual that each be free and intelligently prepared to choose his own field of work. But instead of meeting this fundamental provision, these men determine the child's future upon the accident of birth, and use the institution dedicated to his larger growth as a means of limiting his vision and determining his choice.

The development of a six-year elementary school and the growth of the junior high schools have contributed to a clarification of the aims of education for these school periods. Though the two forms of school organization have not yet been adopted widely in rural schools, the fundamental conceptions back of their growth are influencing the view regarding the functions of the elementary school in the rural community. It seems very unlikely that there will be any general return to the conceptions regarding the purposes of instruction in agriculture in the elementary school that have prevailed during the past two or three decades.

This does not mean, however, that the vocational objectives no longer are held, or that there is general agreement regarding the outcomes to be sought through instruction in agriculture. The following data regarding the purposes of instruction in agriculture in the seventh and eighth grades, recently collected and compiled by F. J. Smeeckle,² are evidence on this point:

Opinions of teachers and specialists on the purposes of agriculture in the seventh and eighth grades

Sources of replies	Number of answers	Percentages favoring different objectives				
		Vocational	Prevocational	Educational	Educational and prevocational	Vocational, prevocational, and educational
Teachers	95	10.5	19.0	64.2	6.3	0.0
Specialists	23	0	26.1	47.8	21.7	4.4

E. E. Windes³ points out the present confusion regarding the aims of agricultural instruction in the elementary schools, as follows:

In no other field of educational endeavor are conditions so chaotic as in the fields of elementary-school agriculture. Courses of study are found outlining work for each of the eight elementary-school grades, providing a continuous and comprehensive program. Other courses are found which outline work for a single grade only and limit instruction to the consideration of a few problems in gardening. Between these two extremes every degree of comprehensiveness as to time and content may be found.

Avowed aims are equally variable. Definite vocational training is sought in some cases. A vague cultural aim is frequently phrased. Occasionally a conscious effort to make the course in agriculture the center of the elementary-school curriculum, and the dominant farm enterprise of the State the center of the agricultural course, is made.

Practically every method known to teaching practice is found. Occasionally there is an effort to apply the problem-project method to elementary-school agriculture, making the natural interest of the pupil a basis for choice of problems and local conditions the controlling factor in content and sequence of subject matter. The usual situation, however, is that a young girl with little training, academic, technical, or professional, hears the class read from a text, religiously avoiding discussion.

In spite of the lack of clarity of objectives for this phase of the elementary-school program, there is but little doubt, as has been indicated, that the movement in recent years has been away from the vocational objective. Students of the problem are accepting the view that, instead of using instruction in agriculture in the elementary school for vocational ends or as propaganda for farm life, it should take its place as a part of the program of instruction for

¹ From an unpublished study.

² Objectives in Elementary Rural School Agriculture. Rural Sch. Leaflet No. 11, U. S. Bu. of Educ.

vocational and educational guidance, or the "teaching for choice." Evidently this view is almost diametrically opposed to the one that has been commonly accepted, at least until very recently. It is much more nearly in harmony with the ideals of a democratic society than its predecessor. One writer⁴ has set forth the reasons for rejecting the old aims of instruction in agriculture and placing it on a broader basis, in the following statement:

Determination of capacity for economic service on the part of every prospective citizen is quite as important under a theory of democratic organization of society as it is under a theory of state socialism. Equality of opportunity is fully as dependent on such determination as is the efficiency of the state, for, in the theory of democracy, self-realization in and through vocation for the individual is of equal or greater significance than his efficiency in the production of a margin of utilities for social consumption, whether of commodity or of service. The achievement of efficiency as a productive unit in the social organization is not, as it is under the doctrine of state socialism, the prime objective of selection for economic capacity. Thus, in a country like ours, any means to such determination must place election before selection. Indeed, choice in itself is an essential element in any equalization of opportunities. All that a democratic society can do is to provide for the prospective citizen the basis in experience necessary to make his choice genuine or intelligent.

In the light of the foregoing thesis the proposition which has been put forward by many and earnest advocates, that the function of formal education in the rural community is to bond the country boy and the country girl to the soil, is unacceptable. The fact that a child is born on the farm is not at all an indication that he can in largest measure realize his birthright and serve his fellows by remaining on the farm. Any system of education designed to limit resources of self-discovery is restrictive both of the rights of the child and of the progress of society. On the contrary, it is a prime obligation of democratic society to provide for prospective citizens who happen to be born in the country every possible avenue of self-discovery that may lead to the central life activity of the normal citizen—his vocation.

So far as the basis of experience which society can provide for intelligent choice of life pursuits on the part of prospective citizens is concerned, the following postulates are offered:

1. It must result in the understanding both of essential requirements and of significant opportunities in (a) the vocation itself, (b) the life implied in pursuit of the vocation, (c) the preparation implied in acceptance of the vocation.

2. It must take one, two, or all of the following forms, whether under formal or informal auspices: (a) Participation, (b) observation, (c) vicarious information. * * *

As to the agency that shall undertake the teaching of country boys and country girls what is necessary and possible to intelligent choice of vocation, the common opinion of educators is accepted. No rehearsal of reasons is here needed. The agency is the public school in that level given to diversified teaching for the sake of "finding"—the junior high school level. Assuming that an organization involving all of the essential functions of the junior high school will ultimately be made workable in the rural districts, I venture to suggest a plan for the development of the prevocational function. The plan centers in the provision of one or two teachers for each rural community, employed for the full year rather than for the school year, equipped with the means of transporting small groups of

⁴T. H. Eaton. *Sch. Rev.*, Mar., 1923, pp. 191-192; 202-203.

pupils from place to place, and devoting their whole time, working out from the school, to teaching pupils the essentials of intelligent choice of vocation.

Such teachers must, of course, possess a greater range of qualifications than is now required of the teacher in either the junior or the senior high school. Probably few persons are now qualified for such a task. But qualified persons can be prepared if the demand be made. The educational service to be rendered is second in significance only to that of the elementary school. The demand will come. Qualified teachers will be prepared to serve and will be given the chance to serve, whether under such a plan as suggested or under another and better. Until that is done "equality of opportunity," to which rural boys and girls are entitled the country over, will remain as it is—equal lack of opportunity.

E. E. Windes,⁵ in discussing the problem of agriculture for the seventh and eighth grades in the rural schools of Currituck County, N. C., makes the general statement and the formulation of objectives that follow:

The life problems of the modern farmer are extremely diversified. He deals directly with the primary and derived energy of nature, with the tools which transform this primary and derived energy into productive work, with a variety of mineral elements and their compounds, with plant life throughout the plant series, with animal life throughout the animal series, with man as an individual, as organized groups of workers, as a consuming market, and as a controlling whole.

His greatest surety for success lies in training in methods of attack and materials available for the solution of problems in all these fields. A partial success may attend his mastery of the means of solving problems of one group of relationships, but failure to take into account problems of another group may not only rob him of returns for his effort in one direction but may actually lead to his undoing. He may become very proficient in the use of labor-saving tools and materially reduce the labor cost of producing crops, only to face economic ruin because of the appearance of a crop pest with which he can not deal, or because his increased production has overstocked the market so that consumers will not pay even the lowered cost of producing the article. Again, he may become very efficient as a producer of a given commodity, only to find that as he increases his output and lowers his costs of production other organized groups between him and the consuming public absorb the profits through higher wages, higher transportation rates, higher returns for capital, or by the appearance of additional middle groups through which the commodity must pass.

The course of study here outlined is frankly prevocational. Its major objectives are:

1. To introduce problems involving the essential life relations of farmers as dealing with nature, with the world of workers, with the general public, and as producers of marketable commodities, to the end that the pupil may get such a survey of farming as an occupation and a mode of living that he may judge fairly whether he desires to enter upon the occupation, and in case of entrance upon farming as an occupation to furnish a basis for an understanding of these relationships.
2. To introduce a comparative study of occupations to the end that an intelligent choice of an occupation and of the curriculum best fitting for that occupation be made.
3. To provide through construction and production projects such a sampling of jobs met with in farming of various types that the pupil may judge his fitness

⁵ Types of Courses of Study in Agriculture, Rural School Leaflet, No. 26, pp. 1-2.

for the types of tasks necessarily met with in farming of specific types. Since farming offers such diversity of tasks and requisite skills, these samplings are further valuable as indicating ability in nonagricultural occupations of a considerable variety.

4. To provide training in the method of attack in solving problems and knowledge of sources of material for the study and solution of problems in agriculture.
5. To motivate other subjects of the agricultural and general curricula through showing their relation to success in agriculture.
6. To furnish adequate guidance in the selection of vocational projects of the high school proper.
7. To acquaint the pupil with the various agencies of the county, State, and Nation dealing with agriculture, the kind of service these agencies render, and to develop the habit of using these agencies.

BOYS' AND GIRLS' CLUB WORK

Any consideration of the teaching of agriculture in the elementary school in which the boys' and girls' club work was ignored would be incomplete. This work has not generally been closely articulated with the work of the elementary school, but for the most part the members of the clubs are pupils in the elementary schools. Data are not available for the entire country to show the extent to which club members are pupils in the elementary schools, but an intensive study recently made for New York State furnishes the following data:⁶

Age distribution of 68,181 junior extension workers in New York State, 1920-1924

Age group (years)	1920	1921	1922	1923	1924	1920-1924
6	74	79	75	16	27	271
7	170	226	164	100	81	741
8	471	619	566	200	209	2,215
9	796	1,179	963	745	858	4,541
10	1,319	1,802	1,679	1,867	2,086	8,753
11	1,764	2,155	2,011	2,211	2,458	10,599
12	2,068	2,769	2,465	2,571	2,715	12,588
13	1,870	2,383	2,279	2,426	2,516	11,474
14	1,482	1,809	1,737	1,952	1,911	8,891
15	819	991	1,041	1,071	1,104	5,026
16	287	353	344	461	411	1,856
17	148	142	139	192	172	790
18	56	53	46	71	72	296
19	25	20	12	26	34	117
20	3	6	3	4	2	18
Total	11,342	14,586	13,524	13,973	14,746	68,181
Median	12.5	12.4	12.5	12.7	12.6	12.6

It is true that in New York State a distinct effort has been made to keep the junior extension—boys' and girls' club work—on an educational basis and wherever practicable closely identified with the educational system. This program may be a selective factor resulting in the enrollment of somewhat younger workers than would otherwise be obtained. However, these figures correspond fairly closely with similar data available from other sources, and a distinct

⁶ From an unpublished study by P. R. Young.

drive has been made in New York to procure the enrollment of older boys and girls, without marked influence on the ages of those enrolling. As a group the members of boys' and girls' clubs are largely in the elementary school.

The latest available report of the office of cooperative extension work⁷ contains the following data on the size of organization dealing with boys' and girls' club work:

Leaders of boys' and girls' club work

	1922	1923
State leaders.....	45	42
Assistant State leaders.....	78	60
County leaders.....	205	153

The same source is authority for the statement that in 1923 there were 28,200 clubs, with a membership of 600,957 boys and girls. In addition to the work done by the boys' and girls' club leaders, the 3,500 agents for county agricultural and home demonstration work contribute more or less to the club work.

As this organization deals largely with the teaching of agriculture and home economics to children of the elementary-school period, it is of interest to note its objectives for these activities. The quotations which follow are taken from the most recent reports of the chief of the office of cooperative extension work.⁸

For the past three or four years the effort has been made to make the club activities conform entirely to the farm and farm-home needs of the various communities and counties. The past year's work has brought this objective within reach as a complete attainment. * * * Greater volume, or number of demonstrators per community, has been encouraged in order to more quickly establish new practices. As a result, boys' and girls' club work more successfully and more widely demonstrates better practices than heretofore.

That most improved phases of farm and home practices can be demonstrated by boys and girls is quite generally recognized. In fact, extension workers are realizing that many farm and home practices can be best demonstrated through boys and girls, and the latter will no doubt play an increasingly important part in the prosecution of the extension program in the future.

A large number of counties undertook for the first time during the past year to make provisions for boys' and girls' club work in the community and county extension programs of work as a means of dealing with particular programs. These community programs of work were built on the basis of problems found through intensive study, careful observation, and use of all available statistics.

These statements point clearly to the predominance of the improvement of farming as the objective.

⁷ Report of the Director of the States Relations Service, 1923.

⁸ Reports of the Director of the States Relations Service, 1922 and 1923.

AGRICULTURE IN SECONDARY SCHOOLS

Instruction in vocational agriculture as a part of the program of secondary education is being developed in departments of comprehensive high schools and also in special schools of agriculture. The reports of the Federal Board for Vocational Education are the sources of the most reliable data regarding the work in vocational agriculture of less than college grade. These reports do not separate returns relating to the special schools of agriculture and the high schools, so that it is not possible to present data regarding the relative growth of the two types. It is evident to the observer, however, that in very recent years there has been relatively a decline in the rate of establishment of separate schools as contrasted with 10 to 20 years ago. Recent years have been also the period of the rapid development of the high-school department of vocational agriculture.

The following table taken from the 1924 report (p. 109) of the Federal Board for Vocational Education shows the total expenditures for vocational education in agriculture from 1918 to 1924, so far as the work came under the provisions of the Federal vocational act.

Federal, State, and local expenditures for vocational agricultural education, 1918 to 1924

Year	Total expenditures	From Federal sources	From State and local sources		
			Total	State	Local
United States:					
1924.....	\$5,251,143.76	\$1,896,406.29	\$3,354,737.47	\$1,204,043.73	\$2,150,693.74
1923.....	4,647,042.04	1,669,698.75	2,977,343.29	1,108,461.22	1,868,882.07
1922.....	4,058,440.36	1,435,475.22	2,622,965.14	1,039,487.89	1,583,477.25
1921.....	3,393,088.21	1,192,131.17	2,200,957.04	968,674.16	1,232,282.88
1920.....	2,437,286.00	889,886.29	1,547,399.77	678,824.43	868,575.34
1919.....	1,413,938.49	528,676.13	885,259.36	399,082.80	485,276.56
1918.....	739,933.27	273,282.08	466,651.19	220,713.98	245,937.21

This report is also the source of the following data regarding teachers employed and pupils enrolled:

Teachers and pupils in schools for vocational agriculture

Year	Teachers	Pupils
1918.....	995	15,453
1919.....	1,201	19,933
1920.....	1,570	31,301
1921.....	2,071	43,352
1922.....	2,290	60,236
1923.....	3,012	71,298
1924.....	3,454	85,984

These two tables show a steady and consistent growth in expenditures from all sources and in enrollment of pupils. This is of special interest in view of the farming depression of the past few years.

The enrollment in vocational agriculture for the various types of work is shown by the following figures from the 1924 report of the Federal Board for Vocational Education:

Enrollment in vocational agriculture by types of work

Year	Evening	Part time	All day	Short unit
1918.....			15,453	
1919.....			18,933	
1920.....			31,301	
1921.....	1,139	1,445	40,763	
1922.....	1,333	5,942	62,961	
1923.....	9,319	2,090	57,978	1,911
1924.....	15,227	2,143	65,358	3,256

The enrollment in day schools is primarily in high-school departments of agriculture. From the data given it is apparent that there has been a tendency in the past few years to expand the types of work offered so as to reach other groups of pupils.

Not all the farm boys who have dropped out of school will be interested in preparing for farming. Thousands of them will, however, and they will have little or no opportunity to make a study of the scientific bases of their chosen vocation, before they become adults, unless provisions are made for them in connection with the State programs for vocational education in agriculture. In the past the instruction in vocational agriculture has been confined too exclusively to the high schools. During the past two years the extension of the work beyond the high-school group has relatively gone too largely to the adult farmers. To reach these youths who are just entering upon farming careers is difficult, much more difficult than to attempt to work with adult farmers. That it is not impossible is clearly shown by the results in several States where they are being reached in large numbers.

AGRICULTURE IN COLLEGIATE INSTITUTIONS

In many of the colleges of agriculture there has been a decline in recent years in the enrollment in agriculture. In the land-grant colleges, statistics show the following enrollments in agriculture for the white institutions:

1902-3.....	2,471	1910-11.....	8,859	1918-19.....	10,345
1903-4.....	2,331	1911-12.....	10,701	1919-20.....	15,370
1904-5.....	2,473	1912-13.....	12,462	1920-21.....	15,434
1905-6.....	2,963	1913-14.....	14,844	1921-22.....	15,477
1906-7.....	3,930	1914-15.....	17,169	1922-23.....	14,615
1907-8.....	4,666	1915-16.....	16,874	1923-24.....	13,685
1908-9.....	5,873	1916-17.....	16,409		
1909-10.....	7,229	1917-18.....	13,445		

This change has aroused the interest of the teaching and administrative staffs of the agricultural colleges. Discussions of the cause are necessarily more or less theoretical, but it seems probable that an

important factor is the reaction that followed the marked expansion in enrollment 10 to 15 years ago. At that time large numbers of students entered colleges of agriculture with erroneous ideas of what these colleges could do for them. The possibilities of the college of agriculture as now organized and administered are becoming better understood. The problem remains whether radical changes in the curricula might be made to advantage. It is suggested that an exhaustive study of collegiate instruction in agriculture should be made by a sympathetic but unbiased commission, in order to secure reliable data regarding the needs for modifications in the work of these institutions. The land-grant colleges have had their work in agriculture well under way for about a generation. It seems, therefore, that such a study might furnish data for the formulation of more satisfactory objectives than the present ones.

Evidences of interest in a more scientific determination of objectives in this field appear in the following resolution that was adopted by the subsection on resident teaching in agriculture at the 1923 meeting of the Association of Land-Grant Colleges:

1. *Resolved*, That this association adopt the proposals put forward in the paper by Dean Vivian for a comprehensive study of the objectives in college instruction in agriculture, and an analysis of the determined objectives in terms of their requirements and skills, as a basis for sound curriculum building in collegiate agricultural instruction.

Resolved further, That the association authorize its president to appoint a committee, at least one of whose members is experienced in the technique of job analysis, which shall present to the association at its next annual meeting a workable plan for such a study and providing for the participation of the several colleges in its prosecution.

2. *Resolved*, That if the executive body concur, the executive committee be directed to investigate the possibility of interesting one or more institutions in the matter of specialized research on methods of college instruction, with power to invite such institutions to designate one or more members of their staff to undertake such research as a basis for college instruction in this field.

Further objective evidences of interest in the improvement of collegiate instruction in agriculture are the following:

1. The considerable portion of the program of the agricultural section of the Association of Land-Grant Colleges that in the past few years has been devoted to the discussion of ways and means of improving instruction. This has been especially marked in the last two or three meetings.

2. The frequency in colleges of agriculture with which authorities in educational method are asked to conduct conferences dealing with methods of teaching. Some institutions procure speakers from outside, and others draw from their own resources.

3. Akin to the preceding but somewhat more elaborate in character are courses designed for staff members. Enrollments have been

very satisfactory in two such courses offered in the New York State College of Agriculture. These courses are as follows:

22. *Psychology for Students of Education*. First term. Credit, four hours. Section 2, for members of the college staff. Lectures, M. W. F., 11-12.30.
23. *Problems of Agricultural College Teaching*. Second term. Prerequisite course 22. Lectures, T. Th., 11-12.30.

For the academic year 1925-26 a seminar meeting once a week will be available to members of the staff who have had the two courses described.

At the convention of the Association of Land-Grant Colleges in 1924, a special committee on objectives in college instruction in agriculture recommended that:

1. A permanent central committee of this association charged with the study of the desirable reorganization of the curricula of the agricultural colleges be appointed. The committee should consist of three deans of colleges of agriculture, two men acquainted with the technique of job analysis and curriculum construction, a representative of the Federal Board for Vocational Education, and a representative of the Federal Department of Agriculture.

2. The committee should meet for at least two three-day sessions during the year. * * *

3. The field of agricultural education should be explored and a study made of the major aims and objectives of collegiate training in agriculture. * * *

In the confident opinion that such a study through a period of years will prove one of the most valuable pieces of work every undertaken by this association, your special committee urges the adoption of the recommendations herein contained.

CHAPTER X

PROGRESS IN HOME ECONOMICS EDUCATION

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CONTENTS.—Introduction—Contribution of home economics to general education—Relation of home economics to health—Provides training in child care and welfare—Notable improvement in home economics equipment—Grades receiving food and clothing instruction—Educational tests in home economics—Home economics in business—Home economics research—American home economics in foreign fields—The American home economics association—Some contributions made by the Bureau of Education to the progress of home economics education.

INTRODUCTION

Home economics education during the past biennium has made notable progress in a number of directions. These directions include, among others, a clarification of the contributions of home economics to general education, to health education, to child care and welfare, and a reorganization of the curriculum, based on scientific evidence. This latter problem, together with a scientific selection of home economic objectives to be achieved, has been for some time paramount in the minds of many home economics leaders.

These interests have called for an almost complete restatement of objectives and goals and a revision of subject matter. This has occupied leaders of home economics in a number of States and in many cities. Notable among the latter is Denver, Colo., where the revision of the home economics curriculum was influenced by Briggs's philosophy of education, namely, "To teach pupils to do better the desirable activities that they will perform anyway; to reveal higher types of activities and to make them both desired and, to an extent, possible," and, secondly, that "the curriculum is a series of experiences so selected, guided, and coordinated that what is learned in one experience contributes to the elevation and enrichment of any succeeding series of experiences."

With this outlook upon education, Denver observed in its curriculum-making procedure the three following steps, namely, the selection of present home activities of the schoolgirl; an enrichment of these experiences through subject-matter content, and the elevation and direction of the girl's present home activities and experiences to higher levels, thereby safeguarding her preparation for home activities occurring in her life at some future time.

Besides the problems discussed, time allotment, efficient types of equipment, and opportunities for research in various phases of home

economics education have, during the biennium, been duly recognized.

CONTRIBUTIONS OF HOME ECONOMICS TO GENERAL EDUCATION

A questionnaire was addressed to leading educators of the United States by the Bureau of Education asking their opinion as to the contribution that home economics makes to general education in the elementary and secondary schools and in institutions of higher education. This questionnaire was sent to the presidents, deans of education, deans of women, and heads of home economics departments of State and private universities and colleges, of normal schools, and of State colleges for teachers, to superintendents of schools and supervisors of home economics of cities with a population of 2,500 or more, and to State supervisors of home economics.

Replies to this questionnaire were received from 70 presidents of universities and colleges, 30 presidents of normal schools, 54 deans and professors of education, 37 deans of women, 170 school superintendents, 71 directors of home economics departments of colleges and universities, 33 State and 45 city supervisors of home economics.

Eighty per cent of the presidents of State and private universities, 68 per cent of the deans and professors of education, 58 per cent of the deans of women in the leading universities and colleges, and 100 per cent of the city superintendents of schools, heads of departments, and supervisors of home economics state that "worthy home membership" is the conspicuous contribution of home economics to general education. They believe that this cardinal principle of education is realized through the home economics offerings of educative experiences and opportunities which lead to the development of the following abilities:

1. To live within the laws of health.
2. To appreciate home and family relationship and the place of the home in the community.
3. To contribute to the highest welfare of the child.
4. To budget income and to weigh values regarding time, energy, and resources.
5. To perform daily household processes; to attack and solve home problems.
6. To appreciate the labor involved in the production of all household commodities.
7. To develop a capacity for a higher enjoyment of life.

RELATION OF HOME ECONOMICS TO HEALTH

Home economics makes a positive contribution to health through its teachings of adequate nutrition, clothing and personal hygiene, sanitary housing and living. It is now conceded that of all the

other health factors no one is greater than a proper food supply intelligently used. This principle is now exercised in many city schools. For example, in Columbus, Ohio, the nutrition expert of the home economics staff has outlined for grades one to six the following health rules:

1. Eat one leafy vegetable and some fruit every day.
2. Drink a pint of milk every day and at least four glasses of water.
3. Eat three wholesome meals a day.
4. Chew thoroughly and eat slowly.
5. Meals for children should include milk, vegetables, fruits, grain products, meat or its equivalent, such as fish, eggs, peas, beans, nuts, cheese.
6. Take a bath at least twice a week and keep your clothes clean and neat.
7. Dress in clean comfortable clothing to suit the weather. This health rhyme is the clothing slogan:

"Wool or cotton, fur or leather,
Proper clothing to suit the weather,
Loose it is from neck to feet,
And always tidy, clean, and neat."

8. Sleep at least 10 hours a day, with windows open.

The home economics classes of the Clemens Vonnegut School, of Indianapolis, Ind., have developed a folder for the children of their school and have named it "Good Health for Boys and Girls." This folder asks the following questions:

1. How much and what food does a growing child need each day?
2. Need a child who is now underweight remain underweight?
3. What is a food?
4. What is a calorie?
5. What quantities of food are necessary to yield 100 calories?

In a like manner these home economics classes developed the following personal hygiene and clothing suggestions for girls:

1. Clean the finger nails daily. Do not bite them.
2. Brush teeth thoroughly twice a day. Do not pick them with needles and pins.
3. Bathe at least once a week in winter and twice a week in summer. Use good toilet articles.
4. Wear simple hygienic undergarments and night clothes.
5. Wear the hair in a simple, girlish style. Brush and comb it every night before retiring. Shampoo it every three weeks.
6. Wear substantial stockings suitable for a schoolgirl.
7. Wear shoes according to season. They should be neat and comfortable. Polish often.

8. Rubbers should be worn in rainy weather. Never wear them in the house. Raincoats are a great protection.

9. Wear simple dresses suitable for the occasion and season. Use buttons or fasteners; no pins.

10. Cloaks should be medium or dark in color, of good wool material, styles suitable for several winters.

11. Hats should be simple, serviceable, and appropriate to season and occasion.

12. Knitted and crocheted sweaters and hats are good for girls.

A joint committee of the National Education Association and the American Medical Association, cooperating with a technical committee of 27 in outlining a health-education program for public schools and teacher-training institutions, gave a prominent place to nutrition and to the teaching of foods. Under the caption "School Luncheons as an Educational Feature," this joint committee declared that "The school luncheon can be made a means of providing for the child educational material in a way suited to his needs. In fact, the whole of the daily school program can be planned around a meal without undue emphasis upon the food itself."

The joint committee organized a health course beginning with the kindergarten and extending through the normal school that centered around food.

The State Department of Education of Oklahoma outlined a nutrition and health program for the elementary school, placing emphasis on the right kind of food for growing boys and girls.

In recent years pronounced progress has been made in State and city home economics courses as to the interdependence of foods, clothing, hygienic living, and health. Illustrations of this fact can be taken from practically all home-economics courses. Space limitation confines the illustrations to a small number.

Portland, Oreg.—The major home-economics aims for the seventh and eighth grades are—

1. To know and appreciate the value of the general health rules.

2. To know types of foods and their functions in the body and what are good for babies and children; how to plan attractive and well-balanced meals; how to care for food properly; how to set the table and serve a meal correctly; correct standards of foods, both cooked and uncooked; and to have some knowledge of food industries and a general idea of the cost of food.

3. Good habits in housekeeping duties, as to personal cleanliness and the importance of sanitary handling of foods.

New Mexico.—In the State course of study for the common schools, for the fifth grade in home economics, are these problems:

How can I keep my home clean and in order? What care should I give my clothing? Am I getting the food I need for my school

lunch? What can we do to keep the baby well? What does the baby need to make him grow? How can I keep well and happy?

In the sixth grade, under the topic "The Child: Its Health and the Health of the Family," are studied these problems:

What must be done to keep the baby well? What clothes are best for the baby? What shall we do to make the baby grow? How can the family keep well and happy? What should be done in case of illness in the home?

In the seventh grade, under "Child Care and Health of the Family," are stressed not only the care of the baby but also of the older child, as to the kind of food, clothing, home care, and environment essential to his well-being, how to prevent colds, information essential to prevention and spread of disease, and training in first aid.

Oklahoma.—The State department of education outlines for the ninth-grade girl in home economics such topics as "Foods and Health," under which are stressed the problems: How we help ourselves grow, how much do we weigh, why we should eat vegetables, why we should eat regular meals, what factors affect personal appearance, and other problems affecting health.

Home nursing and child care and elementary dietetics, among other courses, may be elected in the senior high school. Reasons given in the State home economics course of study for planning the first course are that girls may have an opportunity to learn causes and means of transmission of communicable diseases, simple and usable methods of prevention of them; how to secure and maintain physical and mental health from infancy through life; how to be intelligent and helpful in the sick room; and the second course is to teach girls, through diet, right food habits and health.

Indiana.—The State course of study in home economics for secondary schools states that the basis of the food section is the health of the girl in the adolescent period. The food discussion begins with the questions: Why should we eat the right food? What is the relation of diet to attractive appearance, success in athletics, and a good disposition?

Detroit, Mich.—For the sixth grade the work in household arts is divided into two main divisions. They are (a) health, and (b) cooking. The aim of the course is, "To emphasize attractiveness of good health and its advantages, not to make the child health-conscious, but scientifically and inspirationally to teach health as a natural result of right living."

The minor divisions under health are—

1. Personal hygiene.
2. Fresh air and exercise.
3. Rest—amount of sleep necessary.
4. Diet—the foods necessary to promote good health.

New York City.—The high-school girl in the clothing course is taught the interdependence of health and clothing. In this connection the clothing essentials to health outlined are, (a) warmth; (b) ventilation as to weight, porousness, absorption, and conductivity; (c) cleanliness; and (d) freedom.

Cleveland, Ohio.—A garment-making project for sixth-grade girls, the making of doll's clothes, is adapted to the needs and purposes of the sixth-grade classes. Hence no doll is permitted to wear French heels or pointed toes, transparent stockings, unpolished or unlaced shoes. The hygiene, suitability, economy, and care of each garment are discussed. Sixth-grade girls are not considered too young to learn that washable clothes should be washed and ironed frequently, other clothes should be aired and dry-cleaned often.

Des Moines, Iowa.—The clothing course for the seventh-grade girl includes the topics:

1. Standards for hygienic dress (simplicity, appropriateness, cleanliness, inherent properties of fibers).
2. Care of clothing in daily use—airing, folding, laundering, brushing, pressing, and repairing.
3. Formation of healthful habits of work.

Philadelphia, Pa.—In the grades, beginning with 5B, through the elementary clothing courses, the following health principles are taught:

5B. Proper sleeping conditions.

Importance of sleep.

Fresh air an essential.

Cleanliness of person, garments, and bed.

Number of hours of sleep.

Posture in sleeping.

6A. Amount and kind of clothing desirable.

Kinds of material used in making clothing.

How clothing becomes soiled.

Why clothing is washed or cleaned.

Why clothing should be loose.

6B. (1) Cleanliness—

a. Personal—

Body, hands, nails.

b. Clothing—

Clean underwear. Outer garments.

Suggestions for washing colored cotton materials.

Washing cooking outfit.

(2). Neatness—

a. Personal appearance—

Careful adjustment of clothing.

Neatly polished shoes.

Neatly combed hair.

All garments in good repair.

- 7A. (1) Study of the four fibers and their characteristics in regard to—
a. Retention or loss of body heat.
b. Retention or loss of moisture.
c. Laundering properties.
(2) Study of the effect of tight garments, shoes, or bands on circulation and health.
- 7B. (1) Adequate and equal protection of body from low temperature.
(2) Use of bathrobe and bedroom slippers.
(3) Care of the feet (shoes and stockings).
(4) Effect of constricting garments or bands, and of ill-shaped shoes and high heels.
- 8A. Clothing for baby—
a. Importance of cleanliness.
b. Importance of warmth.
- 8B. (1) Some essentials for correct care of skin—
a. Individual towel and wash cloth.
b. Frequent sterilization of towel and wash cloth.
(2) Some essentials for healthy living conditions—
a. Clean bedding with frequent changes of sheets and pillowcases.
b. Cleanly methods in kitchen, and clean, well sterilized, kitchen towels and dishcloth.

HOME ECONOMICS PROVIDES TRAINING IN CHILD CARE AND WELFARE

I. *In Teacher-Training Institutions.*

Training of collegiate character in child care and welfare for the pre-school child began in this country in the Merrill Palmer School of Homemaking, established in Detroit, Mich., in 1920.

This institution during the biennium has cooperated with a number of colleges and universities in providing for the seniors and graduate students of home economics laboratory facilities and courses in the problems of the child.

During the summer of 1924, 27 of the leading universities of America offered some courses in "The Health of the Child" designed for doctors and nurses, while, at the same time, 26 institutions—colleges and normal schools—were aiming through similar courses to give specific training in the problems of the child to the teachers of this country.

In 1924 the Chicago University Cooperative Nursery opened its three-story home and placed the nursery in charge of a graduate of home economics.

The practice houses of the college and university departments of home economics give opportunities to their students for the observation and care of children. This experiment has proved so successful that many of the practice houses are maintaining at least one child of pre-school age, and where this arrangement is impossible home-economics seniors have assigned to them for care and observation young children either in the nutrition clinics of the department of home economics or in the community.

The following topics on child care and training illustrate the emphasis placed by the college department of home economics on this subject. The topics are:

- I. The child in relation to his environment.
- II: The rights of the child.
- III. Maternity problems.
- IV. Care of the newborn infant. Positive health for the pre-school child. Height-weight charts. Clothing in relation to health.
- V. Recognition of common dangers to health.
- VI. Mental and physical growth.

Recently the Laura Spelman Rockefeller Memorial contributed \$250,000 to maintain an institute of child welfare at the University of Minnesota. This institute by means of specialists in the various departments at the university, such as psychology, education, pediatrics, physiology, home economics, and sociology, will conduct studies relative to the child. It will also serve as a training center for nursery-school teachers and for leaders in parent education, and assist in an extension program concerning the education of parenthood.

The State Agricultural and Mechanical Arts College of Oklahoma organized a nursery for pre-school children in connection with its teacher-training courses, and the State course of study for home economics outlines a unit in "child care," for both the elementary and high school.

II. In Elementary and Secondary Schools.

In December of 1924 the Highland Park (Mich.) High School opened in connection with its home economics department a nursery school and enrolled 12 children ranging from 2½ to 4½ years of age. This forward-looking move in education is distinctive, for no other public high school in the United States has attempted to provide a laboratory in the form of a nursery for a course in child care designed for seniors in home economics.

Prerequisites for the child-care courses are nutrition and clothing for children. The following tentative outline for discussion periods in child care is given:

1. General instruction, and discussion of aims of nursery schools.
2. Educational importance of daily routine.
3. Food and principles of nutrition.
4. Play equipment, books, songs, plays, etc.
5. Physical care, food, clothing, medical attention.
6. Behavior problems.
7. Conflict of wills.
8. Punishments.
9. Habit formation.

The day nurseries of Los Angeles, Calif., were taken over for maintenance by the board of education of that city in 1917 and made an integral part of the school system. There are now 16 of these day nurseries which furnish for the elementary-school girl a laboratory for the training in her care of the pre-school child.

In Oakland, Calif., there is a similar organization.

Schenectady, N. Y., has an intermediate school with an enterprising home economics teacher who found that 50 per cent of the girls in this intermediate school "tended baby" when "out of school." Hence she offered to the seventh-grade girls eight 90-minute lessons, including:

1. Information necessary to make the baby grow.
2. Visit to health clinic.
- 3 and 4. Children's garments young girls can make and how to decorate them.
5. Ways and reasons for fastening baby's clothes.
6. Selection of materials for baby's clothes.
7. Baby's diet.
8. Planning and preparation of meals for an older sister and brother.

REPORT OF CHILD CARE AND WELFARE MADE BY THE RESPECTIVE STATE SUPERVISORS
OF HOME ECONOMICS

The status of child care and welfare is reported by State supervisors of home economics of the following States:

Pennsylvania.—Eighty high schools have a child-care course in vocational home economics, with a baby in two of the three teacher-training practice houses.

Delaware.—Child care is not taught as a separate course, but is included in every food and clothing course in the high school.

Iowa.—Rural children in 35 counties have been reached with nutrition projects.

Montana.—In some high schools there are short units in child care. The State college offers a three-credit course with children under observation.

Kentucky.—A few schools offer a unit in child care and infant sewing.

Virginia.—Three children of the Crippled Children's Hospital were adopted by the John Marshall High School classes in home economics. Food, toys, and clothing were provided for them. Another school adopted two first-grade children.

Alabama.—All the high schools give one unit in child care. A number of elementary schools carry on practical projects with children.

New Hampshire.—Child care given in the Nashua public schools in cooperation with the visiting nurse.

Idaho.—Studied as a special unit in every class. Layettees and clothing for younger children made in many schools, special studies of diets, physical care of the baby, training of children.

North Dakota.—Child care is a part of the second-year home economics course in the high schools of the State and a two-point college course in the North Dakota Agricultural College for senior women. It is combined in the normals, State teachers' college, and university with the work in home nursing.

Louisiana.—Advanced courses of the high schools include the work.

Indiana.—High schools emphasize the work. Milk is served to school children; health records are kept of children, often of the younger children at home; doctors and nurses in a home nursing course offer lectures on this point.

Utah.—A mother craft course for high schools includes diet and clothing for children.

Nebraska.—Child care is taught in two-thirds of the 60 vocational schools.

Kansas.—All vocational schools give child care including observation of young children and some personal care.

New York.—For six weeks 130 high schools give 90 minutes daily. This training is part of the four-year home-making course.

New Mexico.—Is included under health of the family.

Vermont.—During the Christmas season, through cooperation of the Vermont Children's Aid Society, home economics classes adopted children dependent on the State.

The home economics girls made clothes, planned the yearly needs of their particular child, and sent off a box to meet these needs. Special child-care units are introduced in the schools at this time. Home nursing is offered in many schools.

West Virginia.—Fifteen high schools reimbursed by Smith-Hughes funds give a unit in child care.

Rhode Island.—Part of the Rhode Island State College course. A play school is maintained one afternoon each week for the pre-school child.

Michigan.—Eighteen of the outstanding home economics seniors at the Michigan State College are admitted to the Merrill Palmer School each year. New and revised courses at all the colleges and normal schools are giving practical work.

Oregon.—The Oregon Agricultural College has an organized course in child care which is open to all students on the campus.

Mississippi.—Child-care units are offered in second year of high school, and many of the home projects are selected in this field.

North Carolina.—Some in connection with the home economics department of the Womans College at Greensboro.

Minnesota.—University offers course in child care and training in connection with the home management houses. Practically all the high schools in the State offer some work, length of course depending upon type of community.

Brookline, Mass.—Physical and mental care of child emphasized in home economics courses.

Detroit, Mich.—Unit course in high schools includes essentials for the mental and physical growth of babies, feeding, bathing, dressing, general care, importance of proper diet, formation of habits. These phases are included in the ninth grade of the intermediate course of study.

Springfield, Mass.—Through the home economics classes, child care is a focal interest.

Long Beach, Calif.—A unit course given for the first time in junior high schools—food, clothing, and simple care of the young child form the basis of the laboratory project.

Newton, Mass.—Special classes in junior and senior high school given by Red Cross nurse.

Los Angeles, Calif.—Sixteen public-school nurseries under the supervision of the department of home economics and correlated with elementary and junior high school.

TIME ALLOTMENT FOR CHILD CARE AND WELFARE IN THE SCHOOLS OF 62 CITIES

Number of cities reporting.....	62
Number of cities giving incidental work.....	23
Number of cities giving work with definite time allotment..	39

Time allotment for child care and welfare

Grade	Number of cities reporting	Number of minutes per period	Number of periods per week	Number of weeks per year
Sixth.....	1	60	1	6
	1	75	(¹)	(¹)
Seventh.....	2	45	1	3
	1	60	3	3
	1	90	5	8
	1	90	8	10
	1	90	(¹)	(¹)
Eighth.....	6			
	1	45	2	
	2	60	3	
	3	80	1	3
	1	100	2	8
	1	120	2	10
	1	168	8	(¹)
	(¹)	(¹)	(¹)	
	10			

¹ No report.

² Lessons per year.

Time allotment for child care and welfare—Continued

Grade	Number of cities reporting	Number of minutes per period	Number of periods per week	Number of weeks per year
Seventh grade of junior high school.....	1	45	¹ 2	-----
	1	50	¹ 5	-----
	1	55	1	2
	1	180	5	20
	4			
Eighth grade of junior high school.....	1	45	¹ 5	-----
	1	50	¹ 1	-----
	1	55	1	(¹)
	2	60	5	(¹)
1	80	(¹)	(¹)	
	6			
Ninth grade of junior high school.....	1	40	1	5
	1	45	2	6
	1	50	2 ¹ / ₂	9
	2	55	3	10
	1	60	(¹)	(¹)
	1	80	(¹)	(¹)
1	120	(¹)	(¹)	
	8			
Ninth grade of senior high school.....	1	40	¹ 5	-----
	1	50	2	(¹)
	1	55	3	(¹)
	1	60	5	(¹)
1	90	(¹)	(¹)	
	5			
Tenth grade of senior high school.....	2	40	¹ 5	-----
	2	45	¹ 16	-----
	1	50	2	2
	1	55	5	3
1	90	8	(¹)	
	7			
Eleventh grade of senior high school.....	2	40	¹ 5	-----
	7	45	¹ 16	-----
	1	45-90	¹ 5	-----
	1	50	1	2
	1	55	2	4-6
	1	60	5	8
1	80	6	9	
1	90	10	10	
	15			
Twelfth grade of senior high school.....	2	40	¹ 5	-----
	4	45	¹ 5	-----
	1	45-90	¹ 2	-----
	1	50	1	2
	1	55	2	4
	1	60	5	4-6
1	60-90	10	10	
1	90	(¹)	(¹)	
	12			

¹ No report.² Lessons per year.³ Lessons per month.⁴ Short units.

NOTABLE IMPROVEMENT IN HOME ECONOMICS EQUIPMENT

Among the most noteworthy advances in home economics equipment is the general sentiment against housing such departments in the basement. This sentiment has gathered in such proportions that home economics departments have been forced to the surface where good light and air are possible. The old-fashioned hollow square is

everywhere being displaced either by the "unit desk arrangement" or unit kitchens. Housekeeping suites are generally used. One of the best examples of this type of equipment is found in New York City.

However, one of the most improved methods for making home economics function in the lives of the girls is the home economics cottage. These cottages have increased in number from 1 in 1907 to more than 200 in 1925. According to Better Homes in America, 64 per cent of this number "were acquired between the years 1920 and 1925." One high school in the past biennium acquired a place for its nursery school.

GRADES RECEIVING FOOD AND CLOTHING INSTRUCTION

The Bureau of Education sent a questionnaire to 116 leading cities of the United States, asking as to the instruction given in food and clothing studies. Replies were received from 97 of these cities. The grades in which foods and clothing are taught, either as required or elective, or both, are shown in the following report:

Number of cities having food and clothing studies in certain grades

Grade	Number of cities reporting	Number of cities in which required—			Number of cities in which elective—		
		Food	Clothing	Both	Food	Clothing	Both
Fourth.....	17	3	17	1			
Fifth.....	33	3	33	1			
Sixth.....	60	24	60	1			
Seventh.....	66	47	49	32			
Eighth.....	84	69	65	38			
<i>Junior high school</i>							
Seventh.....	63	43	49		54	56	50
Eighth.....	66	43	33		61	56	50
Ninth.....	55	8	9		50	52	45
<i>Senior high school</i>							
Tenth.....	16	7	6		14	13	16
Eleventh.....	14	3	2		14	13	11
Twelfth.....	15	2	3		12	13	10
<i>Four-year high school</i>							
Ninth.....	62	9	10	6	51	55	46
Tenth.....	55			2	48	47	41
Eleventh.....	49	2			36	43	33
Twelfth.....	39				33	20	27

EDUCATIONAL TESTS IN HOME ECONOMICS

Among the States reporting the use of educational tests in home economics are New Mexico, California, Utah, Idaho, South Dakota, Oklahoma, Minnesota, Indiana, North Carolina, Louisiana, Vermont, and Pennsylvania.

During the biennium the following home economics educational tests were published.

Home economics information tests for girls completing the eighth grade. New York, Bureau of Publications, Teachers College, Columbia University.

University of Illinois, Bureau of Educational Research. An information test in foods. Urbana, University of Illinois, 1924, pp. 8.

A test for girls completing food preparation courses in the junior high school. Department of Home Economics, University of Chicago.

A new analytic sewing scale, by Katherine Murdoch. Teachers College Record, 1922-23, pp. 453-458.

The Murdoch sewing scale. Manual of directions, by Katherine Murdoch. Teachers College Bulletin 14, Series No. 3, New York, Teachers College, Columbia University, October 7, 1922.

Murdoch Analytic sewing scale for measuring stitches. New York, Bureau of Publications, Teachers College, Columbia University, 1923.

Home economics sewing tests for girls. Anna M. Cooley and Grace Reeves. Teachers College Record, 1923-24, pp. 274-392.

Charts for diagnosing defects in buttonholes. Issued by the Bureau of Educational Measurements and Standards, State Normal School, Emporia, Kans. Brown, Clara M. Modern educational measurements in home economics. Journal of Home Economics, 15, pp. 657-659, November, 1923.

— What can educational measurements do for home economics, Journal of Home Economics, 16, pp. 191-196, April, 1924.

— Construction and use of information tests in home economics. Journal of Home Economics, 16, pp. 251-256, May, 1924.

HOME ECONOMICS IN BUSINESS

Home economics in business is a new venture, but from all reports it is proving a most successful one, for the trained home economics woman is making known to the commercial world the needs of the 20,000,000 home makers. She stands as the coordinator between the home and industry. Her technical and scientific information is appreciated and demanded more and more from food producers and manufacturers of food, household equipment and furnishings, textiles and clothing, and from the industries engaged in banking, milling, dairying, and baking. Home economics workers are now found in all such industries and in a number of others.

Nutrition service for the employees is now made available through the foresight of many of the larger industrial concerns. The employees' health is now recognized as an asset. A number of home-economics women of national reputation have charge of the nutrition service in industrial concerns. Many department stores maintain in their clothing sections trained home-economics lecturers on dress, color, and design for the benefit of their patrons, for it is realized that the clothing teacher is responsible for increasing intelligence in this direction.

Journalism in home economics is practically an unexplored field, yet a number of colleges and universities, realizing its importance, are advising the election of courses in the psychology of advertising, salesmanship, and others.

Home-economics women have opened offices as consultants on the merchandising of home utilities, and, lastly, home economics has invaded the associated advertising clubs of the world in order that the truth concerning utilities for the home may be broadcast.

HOME-ECONOMICS RESEARCH

Home Economics Circular No. 18, published by the Bureau of Education June, 1924, gives the titles of completed research from home-economics departments in American colleges and universities from 1918 to 1923.

AMERICAN HOME ECONOMICS IN FOREIGN FIELDS

The American Home Economics Association in 1920 voted to raise \$6,000 for the support of a professor of home economics for the Constantinople College for Women. This undertaking has proved so successful that two sisters, graduates of the college, have opened a school with most primitive equipment in Tirona, the capital of Albania, and called it Kyrias Collegiate. Here, in this humble beginning, the fundamental principles of home life are to be taught.

In 1922 the United States Department of Agriculture loaned to France a worker to train county demonstration agents. The result was that two young French women were dispatched to this country to receive six months' training, one at Ames, Iowa, and the other at the Georgia State College of Agriculture. Upon their return to France they were each made responsible for the organization of home demonstration work in counties near Paris.

Both New Zealand and Korea claim American pioneers in home economics.

Perhaps the most outstanding accomplishment during the biennium is the survey of Chinese home life, made by the dean of home economics of the Oregon Agricultural College. Twelve hundred and fifty questionnaires were sent to Chinese homes in 16 different Chinese Provinces. This study was made preliminary to the introduction of home economics into Yenching College of Peking.

THE BETTER HOMES IN AMERICA MOVEMENT

The Better Homes in America movement was established in 1922 and reorganized on a national basis in December, 1923. It is an educational movement supported by public gifts and operated for the public service.

It is the aim of Better Homes in America to establish a local committee in every community in America. The chairmen of the local committees are appointed by the officers of the national head-

quarters of the movement, and the other members are selected to represent local civic associations, clubs, schools, parent-teacher associations, chambers of commerce, and other organizations interested in the improvement of the home.

Departments of home economics in our public schools and colleges have found it decidedly worth while to cooperate in the local Better Homes campaign, for participation in Better Homes demonstrations makes it possible for the children of any school to familiarize themselves with standards of home art and household economics, with the principles of selection of furniture and equipment, with budgeting of expenses, and with the whole range of the science and art of home making in so far as these can be imparted to persons of their age and background.

THE AMERICAN HOME ECONOMICS ASSOCIATION

The American Home Economics Association has, through the efforts of its executive secretaries, secured the affiliation of all the States except two, thereby increasing the membership of the association in the past two years from 2,717 to 5,995 and from 13 clubs to 42.

All the States now have well-organized associations engaged in various activities such as outlining the State policies in home-economics education, formulating home-economics information tests, sponsoring nutrition programs, extending their influence to the home makers through the State federated clubs and parent-teacher associations, and specifying their ideals regarding home-economics equipment in no uncertain terms.

Five national meetings have been held at the following places: Cleveland, Corvallis, Chicago, New Orleans, and Buffalo.

SOME CONTRIBUTIONS MADE BY THE BUREAU OF EDUCATION TO THE PROGRESS OF HOME ECONOMICS EDUCATION

The following include some contributions of the home economics section of the Bureau of Education to the progress of home economics education:

The Chicago conference called by the Commissioner of Education in July, 1923, in conjunction with the American Home Economics Association, directed attention to the necessity of better teaching methods in home economics and stimulated the formation of committees to study home economics in public schools.

At the national home economics conference called by the Commissioner of education to Washington, D. C., in April, 1924, the place of home economics in the health and citizenship training program was defined and stated. This conference was attended by 62

home economics supervisors of cities of 10,000 population or more, by 100 home economics teachers, and by 100 other interested persons representing many educative organizations.

In June, 1924, at Buffalo, in connection with the American Home Economics Association, a study was presented to 80 city supervisors concerning the specific contributions made by home economics to wholesome living not made by any other school subject.

The free supply of 10,000 copies of Home Economics Circular No. 18, "Titles of Completed Research from Home Economics Departments in American Colleges and Universities, 1918 to 1923," was almost immediately exhausted.

This circular did two outstanding things which had not been done before. First, it summarized for the colleges and universities the number as well as the subjects of home economics research accomplished in the various colleges and universities in the United States; this information was not available prior to the publishing of Home Economics Circular No. 18; and, secondly, it stimulated research in home economics departments, which now has been given a material impetus by the passage of the Purnell Act.

CHAPTER XI

PROGRESS IN KINDERGARTEN EDUCATION

By NINA C. VANDEWALKER

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CONTENTS.—Increase in kindergarten enrollment—Better adjustment of kindergarten to the school—Progress in teacher-training—Kindergarten legislation—New kindergarten literature—New lines of interest and effort.

INTRODUCTION

Marked progress has been made in the field of kindergarten education during the period from 1922 to 1924. This is shown in the continued increase in the enrollment in the kindergartens of the country; the better adjustment of the kindergarten to the school as a whole; the improvement in the training of kindergarten teachers; and the marked increase in the output of literature bearing on the subject.

I. INCREASE IN KINDERGARTEN ENROLLMENT

During the period from 1920-1922 the number of children enrolled in the kindergartens of the United States showed an increase of 44,881. This brought the total enrollment to 555,830. Of this number 500,807 were enrolled in the public-school kindergartens and 55,023 in those "other than public." During the period from 1922-1924 the number enrolled was 617,373, which was an increase of 61,573. Of these, 562,897 were in the public schools and 54,456 in those of the other type. This was a falling off of 567 in the latter type of kindergartens. The greater increase during the period from 1922-1924 shows that the progress is cumulative. The estimated number of children of 4 and 5 years in the United States for 1920 was 4,765,661. The number enrolled in kindergartens was 11.7 per cent of that number. The estimated number for 1922 is 4,848,902. The increase in the enrollment for 1922-1924 has raised this to 12.7.

In the degree of progress made in each biennium there are marked differences among the States. In 1919-20, for example, the gain of 37,811 for both public and private kindergartens represented 32 States. The aggregate gain of 44,881 in 1920-1922 represented 39 and the District of Columbia. The gain of 61,373 in 1922-1924

represents 39 States and the District of Columbia. The States having gains and losses differ to some extent from year to year. In 1921-22, for example, the States having the greatest numerical gains in enrollment were, respectively: Missouri, 5,849;¹ New York, 5,497; Ohio, 3,696; California, 3,656. In 1922-1924 the list differed in some measure as to the States and the increases in each. They are: California, 14,666; New York, 6,048; Michigan, 5,772; Ohio, 5,732; Massachusetts, 3,862. A number of States report larger increases than usual. Pennsylvania has a gain of over 3,000; Illinois, Iowa, and Texas gains of over 2,000; and nine other States—Colorado, Connecticut, Florida, Georgia, Kansas, Maryland, Minnesota, Nebraska, and Wisconsin—gains of over 1,000 each.

The States also fluctuate in the matter of losses in kindergarten enrollment. Those that reported losses in 1920-1922 were Colorado, Connecticut, Delaware, Idaho, Iowa, Montana, Nevada, New Mexico, and Virginia. These losses in the Western States were not surprising, in view of the agricultural depression in these States. The losses reported in 1922-1924 were in Indiana, Louisiana, Maine, Missouri,² Montana, North Carolina, Rhode Island, South Dakota, and Utah. It is worth noting that but one State, Montana, reports losses for both years. Since the kindergarten gained but a slight foothold in the South for many years, the gains in the Southern States are deserving of special comment. In 1920-1922 all these States showed gains except Virginia. In 1924 Virginia also showed a gain, but Louisiana and North Carolina showed losses. Of these States, the four having the highest gains were Florida, 1,430; Georgia, 1,536; Maryland, 1,613; and Texas, 2,581. A study of the public-school kindergartens and those other than public would doubtless show differences in the groupings and in the changes from year to year, but the general character of the statistics would be much the same. A comparison of the statistics for 1922-1924 with those of 1920-1922 shows the following facts: That the number of school systems having kindergartens has increased from 1,203 to 1,477; that the number of children enrolled has increased from 555,830 to 617,373; the number of kindergartens from 8,889 to 9,813; and the number of teachers from 11,842 to 12,958.

II. BETTER ADJUSTMENT OF THE KINDERGARTEN TO THE SCHOOL

The improvement in the adjustment of the kindergarten to the school is evident, but it has been a matter of progressive development and can not easily be marked off into definite periods. In the

¹ The abnormal gain reported for Missouri in 1920-1922 was clearly erroneous. It is probable that no decrease occurred in that State in 1922-1924.—Editor.

early years of the movement the kindergarten was in the school, but not of it in the sense that its work had a definite relation to that of the grades to follow. There was a definite reason for this. The kindergarten illustrated a conception of education quite new at the time, that of the guidance of children's interests and activities at the successive stages of their development. Its work was therefore in marked contrast to that of the primary grades, which was still conceived of as the mastery of the tools of learning. This made the unification of the work of the two difficult.

THE NEW EDUCATIONAL AIMS THE BASIS FOR UNIFICATION

The advance in psychology in recent years has made great changes in educational theory and practice, and the conception of education as the guidance of children's interests and activities is being gradually accepted as the true one, not for the kindergarten only but, in a greater or less degree, for the school as a whole. In consequence, many changes have been made in the organization and equipment of the elementary school in recent years. Not only have such subjects as play and games, music, and art in its several aspects, been added to the curriculum, but playgrounds, gymnasiums, workshops, and art studios have been provided in order that the work in these subjects might be as effective as possible. The methods, too, have been changed to allow opportunities for initiative and self-expression. Since the new lines of work were of the active type the value of the kindergarten, whose work is largely active, became more apparent. The better knowledge of the child's development which these changes imply made corresponding changes in the kindergarten necessary, as it showed the play material devised by Froebel to lack the qualities that such material should possess. In consequence, there has been a change in the kindergarten materials; the small articles, such as sticks, rings, pricking and sewing cards, and fine weaving mats have been discarded or replaced by larger ones. Building blocks of several kinds are particularly favored to take their place. In this way the working material in the kindergarten and that in the grades have become more nearly alike.

These changes in the kindergarten and primary grades are based upon the recognized fact that the years from 4 to 8 constitute one psychological period, and that, in consequence, the work of the kindergarten and the first and second grades should be of the same general character.

KINDERGARTEN-PRIMARY SUPERVISION A MEANS TO MORE EFFECTIVE UNIFICATION

The unification of the kindergarten and the first grade has been in progress in individual schools and individual communities for several years, but conditions have prevented its complete success. The

pros and cons of the kindergarten have, in fact, been the subject of many discussions, personal and professional, and these have doubtless contributed materially to an understanding of its value. If the work of a school is to be so organized that the work of the kindergarten is to serve as a real basis for that of the first grade, the work of both must be organized to that end.

The appointment of a kindergarten-primary supervisor is one of the means to that end. Such supervisors are relatively new, but the number is rapidly increasing. A study of kindergarten supervision, made by the Bureau of Education in 1918, showed that there were at that time kindergarten supervisors in 131 cities, and the statement was made that "in some instances the supervisor of kindergartens is also the supervisor of primary grades." This implied that the supervision of both kindergarten and primary grades by the same person was unusual. At present 159 cities provide kindergarten supervision in some form. Ten of these have had such supervision for the past year only. In 100 cities the supervision covers both the kindergarten and the primary grades. In 7 of these the supervisors were originally kindergarten supervisors only, but became kindergarten-primary supervisors the past year. In 7 cities the supervision includes the supervision of the kindergarten and all the elementary grades. In 5 the supervision is done by the assistant superintendent.

The 12 largest cities vary in their type of supervision. In 4, Baltimore, Detroit, Los Angeles, and San Francisco, the supervisors are kindergarten-primary supervisors; in the others, Boston, Buffalo, Cleveland, New York City, Philadelphia, Pittsburgh, and St. Louis, they are kindergarten supervisors only. Chicago has no kindergarten supervision.

The standards of preparation have evidently been raised in recent years. Of the 100 kindergarten-primary supervisors, 74 report having had both kindergarten and primary training. Of the entire group, 41 have college degrees; 16 of these hold masters' degrees also.

PROBLEMS THAT NEED SOLUTION

The supervisors who recognize the unification of the kindergarten and primary grades as a means to the increased efficiency of the school have worked for the solution of definite problems. One of these has been the bringing of both the kindergarten and primary rooms up to the standards required by modern educational ideals. In this respect the kindergarten rooms have frequently had the advantage over the primary rooms in the matter of play and work space, and it has been the latter that have needed the greater attention. In the new buildings now in construction the need of adequate play space and equipment for young children is recognized, and

met. Many rooms in old buildings lack these conveniences, but many of such rooms have been improved or play space has been found elsewhere. The kindergarten rooms are usually provided with cupboards and closets in which to keep the material, but with the adoption of the more active types of work the primary rooms need these also. One of the improvements made in these is to make the closet shelves low enough in both types of rooms so that the children themselves can get and put away the material.

The idea of continuity of progress from the kindergarten on has also brought about many changes in the furniture. In this respect, also, the greater changes are likely to be needed in the primary rooms, since the kindergarten has always had movable tables and chairs. The games, dramatizations, and construction work that now constitute a part of the early grade work make movable furniture essential in these grades also, and this has already replaced the stationary seats and desks in many places.

The progressive development of children's ability to use material of different kinds implies a reorganization of the materials used in both kindergarten and primary rooms. Much of the traditional kindergarten material, such as the pricking and sewing cards, the fine weaving mats, etc., are not now approved because of the strain on children's eyes and small muscles. These have been discarded, and other materials, such as small beads, sticks, and blocks, have been replaced by larger material of the same kind. Many new and larger types of building blocks have been devised, and in working out projects the smaller blocks, pegs, and beads can be used. With these changes the equipment and work of the kindergarten can be made to prepare children for the definite art work in the grades. Some differentiation, however, must be made in view of the development of the children's interest and power to use material. Beads and peg boards, for example, have an interest for the youngest kindergarten children but practically none for the children in the primary grades. This reorganization of the play equipment has already been effected in many places and is in process in many others. In the changes suggested and made in the furniture and equipment of the primary rooms in particular much credit is due the National Council of Primary Education.

The fact that these changes are well under way is shown in the replies to a questionnaire on certain phases of kindergarten supervision recently sent out by the bureau for compilation later. The point of this questionnaire was to determine the degree of responsibility in such matters as the planning and equipment of new rooms, the organizing of the curriculum, and related items. Replies were received from 89 of the 159 supervisors. Of these, 15 reported having from 75 to 100 per cent responsibility in the planning of new

kindergarten rooms; a large number that they had some voice in the matter; and only 14 that they had none at all. In some of these replies the explanation was made that this meant that their suggestions were asked for by school principals, superintendents, and architects, and these were carried out if possible. The replies to the questions concerning the purchase of supplies, the organization of work of the kindergarten and primary in relation to each other, and the development of the curriculum were of the same tenor. Indirectly they indicated that strategic work is in process and that it is being done with a fine spirit of cooperation between teachers, supervisors, and school executives.

PROBLEMS OF CLASSIFICATION AND PROMOTION

One of the important problems of the kindergarten-primary supervisor is the prevention of failures on the part of the children and thereby the prevention of "repeaters" often found in such large numbers in the primary grades. One of the main causes of these failures is that children have been classified and promoted on the basis of their chronological age instead of on the basis of their mental maturity as shown by psychological tests. The use of these tests is one of the forward steps in the organization of the school. If the failures due to wrong classification are to be avoided it is evident that children's mental ability should be tested early—at their entrance to the school. Tests for that purpose have been increasingly used with children in the grades, but with the exception of the Binet-Simon tests and the revisions of these, few of those in common use were adapted to children of kindergarten age. Within the past two years, however, several tests suitable for use with kindergarten children have been devised. Among these are the Detroit kindergarten tests and the Pintner-Cunningham tests, both of which are proving very serviceable. It has, therefore, become possible to classify and promote kindergarten children on a scientific basis.

In order to determine to what extent, if any, such tests are used in determining the classification and promotion of kindergarten children, an inquiry covering this subject was sent out during the past year. To this inquiry 95 people replied. Of these, 51 reported that they were using tests in a greater or less degree. The tests used are mainly the Detroit, the Pintner-Cunningham, and the Binet-Simon, or Stanford revision of the Binet test. According to the reports, the tests are used mainly for two purposes: (1) To determine children's readiness for promotion to the first grade and their classification into groups; and (2) to determine what to do with individual children of special types—those who are capable

of doing first-grade work but are below the entering age, those who have reached the promotion age but are below it from the standpoint of ability, and those whose promotion is doubtful for other reasons.

Much would be gained if children were tested on entering kindergarten, physically as well as mentally. An experiment in this direction was made in New York City in 1922 by the New York Chapter of the American Red Cross. The testing of more than 1,000 children is described in a booklet entitled "The Examination of Pre-School Age Children." This was issued by the health service of the organization named.

The testing of kindergarten children is practically a development of the past two years. Fewer than one-third of the cities having kindergarten supervision replied, it is true, and in many cases the use of tests is still limited, but the fact that they are in successful use in so many cities will stimulate their use in others. As the use of tests for determining children's ability in the primary grades is already established, their use in the kindergarten is needed in order that the children who attend it may be more fully prepared for successful work later on.

UNIFICATION OF THE KINDERGARTEN AND PRIMARY CURRICULUM

The complete adjustment of the kindergarten to the school is shown in the unified kindergarten-primary curriculum, which is the product of the past few years. This also has been a matter of progressive development. In the early years of the movement the kindergarten teacher had her outline of work or "program" and the primary teacher her course of study. Both were little more than statements of things to be done or subjects to be taught during a given period. Both were equally formal. The change in educational objectives during the past few years, with the broadening of the elementary curriculum and the changes in method which this entailed, has called a new type of curriculum into existence. With a clearer understanding of the new educational ideals and their implications for the work of the early years the essential unity of the aims and methods of the kindergarten and primary grades became apparent, and the new courses of study gave evidence of this. In 1920 the State of New Jersey published a "Manual for Kindergarten Teachers," which was, in effect, a kindergarten-primary manual in its emphasis upon the unity of the two. In 1922 the Bureau of Education published a kindergarten-first-grade curriculum to indicate how the primary teacher should utilize the work of the kindergarten as shown in the kindergarten curriculum published by the bureau in

1919. Since that time several cities have issued courses of study in which the kindergarten is recognized as the first stage in a complete school system.

III. PROGRESS IN THE TRAINING OF KINDERGARTEN TEACHERS

In the training of kindergarten teachers the progress has been especially marked during the years from 1922-1924. This is shown by the organization of kindergarten training departments in institutions that have not had them before; the movement for the lengthening of existing courses; the reorganization of the separate kindergarten and primary courses into unified kindergarten-primary courses, and the organization of graduate courses for teachers in service. In the past two or three years kindergarten departments or courses have been organized in the City Normal School, Atlanta, Ga.; Cotner College, Bethany, Nebr.; Ashley Hall, Charleston, S. C.; the State Normal Schools of Danbury and New Haven, Conn.; and the Maryland State Normal School, Towson. In this latter case the State of Maryland took over the Baltimore City Teachers Training School, which included a kindergarten department. Emory University, Atlanta, Ga., gave kindergarten courses in its summer session in 1924, and efforts looking to the creation of a kindergarten department as a part of its school of education are in progress. The total number of institutions that give kindergarten training courses is now 155. Of these, 79 are supported by States, 25 by cities, and the remaining 54 by private funds. In addition to these a few institutions give a brief general course in kindergarten education for the purpose of giving all students a general idea of the aims and methods of the kindergarten. There are also 15 or 20 that have kindergartens as a part of the demonstration school and use them for observation work in the methods courses.

LENGTHENING THE KINDERGARTEN TRAINING COURSES

The movement for the lengthening of all teacher-training courses included the kindergarten courses also. This effort was led in large part by the State institutions, and in 1921 the legislatures of several States empowered the normal schools in these States to give courses of more than two years in length and to grant degrees to those completing prescribed four-year courses. The States in this group having publicly supported kindergarten training schools or departments are California, Colorado, Kansas, Michigan, Minnesota, Montana, Nebraska, New Mexico, New York, North Dakota, Ohio, Texas, and Virginia. These States include 40 institutions that give such training, and in those therefore the more adequate courses may be given. Thus far, however, but two States have increased their graduation

requirements. All the courses in the California State teachers colleges have been increased to two and one-half years, and all those in the State teacher-training institutions in New York have been increased to three. Many other institutions, both public and private, are offering additional courses or summer courses of advanced character for which credit toward a degree is given. A few institutions are giving four-year courses. The course at Wellesley College is a graduate course and therefore requires more than four years. The course leading to a degree in the University of Cincinnati is a five-year course.

GRADUATE COURSES FOR KINDERGARTEN TEACHERS

The recent changes in the aims and methods of elementary education have created a need on the part of teachers in service for courses in the application of the new ideas to the daily schoolroom procedure. In order to meet this need many cities have organized extension courses for the several groups of teachers. These are sometimes optional, but more frequently required. Since the changes in the materials and methods of the kindergarten are very marked, courses in kindergarten education are usually included. These usually deal with the newer aspects, such as the use of the new materials, the new methods of recording children's progress, mental measurements, and the unification of the kindergarten and first grade. Such courses are being given in a number of the large cities—Cleveland and Detroit, under the auspices of their respective colleges of education; Baltimore, under the direction of the educational department of Johns Hopkins University; and Cincinnati, under the auspices of the University of Cincinnati.

Closely related to such courses in purpose and character are those given during the summer sessions of State normal schools and teachers colleges and private institutions. Among the State institutions kindergarten courses are given in many of those that give such courses during the year. The number of private institutions that give summer work is comparatively small. The teachers who attend these summer schools are likely to be of varying degrees of experience and to have varied needs. In consequence, varied courses are offered. Like those taking the city extension courses, these teachers wish for credits that will contribute to the securing of promotions or salary increases or that will count toward a degree. The number of teachers who attend summer sessions is astonishingly large, perhaps not fewer than 250,000. This attendance was required in many cases to enable teachers to meet the new professional qualifications that the States had set. Thousands of others attended of their own volition, because they wished to improve their preparation. Among these were many kindergarten teachers.

The offering of advanced courses in kindergarten education and the granting of degrees in that subject have contributed very materially to the progress of the kindergarten movement. Much of the kindergarten training in the past has dealt with the kindergarten only, and thereby prevented the kindergarten graduate from doing the best work because she did not see her own work as a part of the whole educational process. This condition could be remedied only by broadening the training teacher's preparation. That this broadening is in progress is shown by the replies to an inquiry sent out in 1924 asking for the names of the kindergarten instructors in the order of their rank and the degrees, if any, held by each. Replies were received from all but 10. They show that a remarkable advance in scholarship has been made in this group in the past few years. They show that 71 of the heads of the 145 kindergarten training institutions or departments that replied hold college degrees and that a corresponding number of the instructors in the kindergarten subjects in these institutions hold degrees also. Of the entire group, 51 hold master's degrees also, 2 hold doctor's degrees, and 1 the degree of doctor of laws. This progress is cumulative, like that in several other lines, and can not be measured by special years, but those who are familiar with the development of kindergarten training know how great an advance it is.

KINDERGARTEN-PRIMARY COURSES A STEP FORWARD

This larger scholarship on the part of training teachers has been one of the factors in the organization of combined kindergarten-primary courses to supersede the separate kindergarten and primary courses. The lack of unity between the work of the kindergarten and that of the grades has been due in no small degree to the differences in the training of kindergarten and primary teachers. Each may have been good of its kind, but the basis for unity was lacking when prospective kindergarten teachers were instructed in the work of the kindergarten only and primary teachers in that of the grades only. In consequence neither saw her own work in its right relation to that of the other, since neither saw it as a part of a continuous whole. With a larger knowledge of the child's development on the part of both and a type of training that covers both the kindergarten and the primary grades, a secure foundation is laid for the continuity essential to real progress.

The organization of such courses has been a matter of progressive development. A few have been in existence for a number of years, but the majority have been organized within the past five years. In Pennsylvania the curricula of all the State normal schools were reorganized in 1921 so that each school would have four types, each

of which would prepare for a definite type of work. A kindergarten-primary course was one of the four. Action of the same general character was taken by several other States—California, Kansas, Michigan, Minnesota, Nebraska, and perhaps others.

A study made in 1923 of the catalogues of more than 100 institutions that give such courses showed that considerable experimentation will be necessary to make these courses serve the purposes for which they came into existence. If the idea that underlies the course is carried out, the work should cover the four to eight year period; i. e., that of the kindergarten and the first and second grades. It is therefore evident that there should be a fair balance between the time devoted to the work of the children of kindergarten age and those of the primary age. In this respect, however, the courses are still far apart. A number of these, those in the State normal schools and teachers colleges in particular, devote relatively little time to the work for kindergarten children and the major part of it to the grade work. In the private kindergarten training institutions one is likely to find the emphasis on the kindergarten side and but a small amount of time devoted to the primary work.

In consequence, the first ones are in effect primary courses with a slight kindergarten flavor, and the second kindergarten courses with a slight primary flavor. This is doubtless due to the fact that the majority of graduates of the first-named institutions will teach in the primary grades and the majority of those in the second in kindergartens. This may be true, but it is evident that such courses are kindergarten-primary courses in name rather than in fact. The real purpose of such a course should be the preparation of teachers capable of teaching either kindergarten or primary work, or both. Unless this purpose is carried out the preparation of either the kindergarten or primary teacher will be inadequate. In a course in which the emphasis is on the primary side the training of the prospective kindergarten teacher will be weak, and in one in which the emphasis is on the kindergarten the prospective primary teacher will lack adequate training. As a result the work with the children will lack the continuity that it should have during the six to eight year period. A balance between the time devoted to the work of one type and that of the other is therefore essential if a kindergarten-primary course is to be true to its name. The organization of such courses is a step forward, but much remains to be done to make the progress real.

The study referred to was a response to many requests for information and suggestions as to the organization of kindergarten-primary courses, and it has therefore been issued as a Bureau of Education bulletin, entitled "An Evaluation of Kindergarten-

Primary Courses in Teacher-Training Institutions." This contains suggestions as to the means of improving the courses in order that they may accomplish their ultimate purpose—the strengthening of the beginnings of education by a more complete unification of the kindergarten and primary grades.

IV. PROGRESS IN KINDERGARTEN LEGISLATION

In the matter of kindergarten legislation there has been reasonably good progress. Two kindergarten laws were enacted in 1923. The first of these was in New Mexico, which up to that date had no kindergarten law. The second was in Illinois, which, in the same year, amended its permissive law by adding a mandatory-on-petition feature. The two laws are as follows:

New Mexico kindergarten law.—SECTION 1425, New Mexico School Code, 1923: Any school in a district having 200 or more pupils in average daily attendance shall have power to establish and maintain, through their governing authorities, kindergartens for the instruction of resident children of the district between 4 and 6 years of age, the cost thereof to be included in the budget allowance of the district and paid from tax proceeds as other maintenance expenses are paid. The State board of education shall have the power to prescribe the course of training, study, and discipline for said kindergartens. No person shall teach kindergarten schools without a diploma from a reputable kindergarten teacher's institute or without passing an examination in kindergarten work prescribed by the State board of education.

*Illinois kindergarten law.*¹—SECTION 115. The board of school directors shall be clothed with the following powers: * * *

Sixteenth. To establish kindergartens for the instruction of children between the ages of 4 and 6 years, if, in their judgment, the public interest requires it, and to pay the necessary expenses of the same out of the school funds of the district. Upon petition of a majority of the parents or guardians of children between the ages of 4 and 6 residing within any school district where such kindergarten is proposed to be established, the board of directors shall, if funds are available, establish a kindergarten in connection with the public school designated in the petition, and shall maintain such kindergarten as long as the annual average daily attendance therein is not less than 15: *And provided further*, That such petition must be signed by at least 50 persons living within 1 mile of said public school who are parents or guardians of one or more children between the ages of 4 and 6. No one shall be employed to teach in a kindergarten who does not hold a kindergarten certificate as provided by law.

There are now but four States that have not yet adopted kindergarten laws, viz, Arkansas, Georgia, Maryland, and Mississippi. In four others, Massachusetts, Nebraska, New Hampshire, and Rhode Island, kindergartens may be established without legislation for that purpose because of the low age for school entrance.

¹The School Law of Illinois. Circular No. 173. Issued by superintendent of public instruction. 1923. P. 22. Act approved June 29, 1923.

INFORMATION ABOUT KINDERGARTEN LAWS NOW AVAILABLE

One of the difficulties in securing the enactment of kindergarten laws, or the improvement of existing ones, has been that information about these laws and the respects in which they need improvement has been difficult to obtain. Bills have failed of passage because they did not show an acquaintance with the needs and conditions in a given State. To acquaint those interested in kindergarten progress with kindergarten legislation has been one of the needs of this biennium. This information can now be had. An article on kindergarten laws and the points in which those of the different States need improvement was published in the November, 1924, issue of *School Life*, an official publication of the Bureau of Education; and a bulletin entitled "Kindergarten Legislation" has just been issued. The bureau also has a mimeographed circular entitled "Suggestions Concerning Kindergarten Legislation," which can be procured free of charge.

V. NEW KINDERGARTEN LITERATURE

The number of books, bulletins, and circulars concerning the kindergarten and of value to it written during the period from 1922-1924 furnishes additional evidence of the progress of the kindergarten movement. Books on the kindergarten and the conception of education that it illustrates are not lacking, but many of these that have been written belong to an earlier period and do not meet present-day problems. A new type of literature is therefore needed, and the books of the past two years are of the kind to meet the new need.

The first kindergarten books in this country were the works of Froebel, or the translations of these, and the interpretations of their message by William N. Hailman, Susan E. Blow, James L. Hughes, and Denton J. Snider. These constituted a distinct contribution to the literature of American education, and some years later they were followed by a number of books of a different type. Among them were "Children's Rights" and "Kindergarten Principles and Practice," by Kate Douglas Wiggin and her sister, Nora A. Smith; "A Study of Child Nature" and others, by Elizabeth Harrison; and "Love and Law in Child Training," by Emelie Poulsson. The main purpose of these books was to acquaint the public, and mothers in particular, with the kindergarten as an institution and the principles that underlie its procedure. These also had a place in the educational literature of the period.

The better knowledge of the child's development, which recent years have made available, has shown the need of many changes in the curriculum and methods of the schools, the kindergartens included. The grades needed a curriculum broadened to include games

and play for the development of the child's body, experiment and construction for the acquisition of skill, and literature and music for the cultivation of the higher interests. They also needed methods that would allow initiative and self-expression on the part of the children. The kindergarten had games, handwork, song, and story-telling from the beginning, but its play material was open to criticism from the standpoint of size and organization and the methods of using these. Both kindergarten and primary grades, therefore, needed changes in material and methods, although in different lines. In consequence experimentation and adjustment were needed in both kindergarten and grades, separately, and in their relation to each other. The fact that such experimentation was in progress made those who were engaged in it hesitate to publish any conclusions they might draw, knowing that these might be tentative only. This is one reason why so few books on the kindergarten have been written in recent years. Many reports of studies and experiments have been made, some of which have been published in periodicals from time to time. But few of these have been put into permanent form and have not therefore been generally available. The studies entitled "Experimental Studies in Kindergarten Theory and Practice," made by a group of Teachers College specialists of Columbia University, were put into available form, however, and have been helpful and stimulating to other experimenters. The period of experimentation is by no means over, but the principles that are to guide the practice of the future have become fairly clear. As a result, a new educational literature is appearing in all phases of education. The several books that have been written about the kindergarten during the past two years represent the new educational ideals and practice and are therefore greatly needed.

These books may be divided into groups according to the problems with which they deal. The first three deal with current problems of curriculum and method and are therefore grouped together. The first one is "A Conduct Curriculum for the Kindergarten and First Grade." This was directed by Patty Smith Hill and compiled by a group of kindergarten and first-grade teachers from the Horace Mann School. This book is significant, in part because it is the first of a series of monographs on childhood education, and also because it stresses character training as the main objective in the work with young children. It shows how subject matter and method may be organized to that end.

The second of these books, in the order of publication, was "Early Childhood Education," by Lalla H. Pickett, director of the training school, and Duralde Boren, kindergarten director of the East Texas State Normal College, Commerce, Tex. It discusses the underlying principles of education for early childhood, the materials to be

used, and the curriculum of both kindergarten and first grade from the new standpoint. It illustrates the work of these by descriptions of typical days in each.

The third book, entitled "Unified Kindergarten and First-Grade Teaching," was written by S. Chester Parker and Alice Temple, both of the School of Education, University of Chicago. This book traces the history of the effort to unify the kindergarten and the first grade, shows the objectives in a unified program, the psychological organization of the curriculum, and the daily progress.

Closely related to the foregoing, in meeting a current need, is "A Practical Handbook for Students in Observation, Participation, and Teaching in Kindergarten, First, Second, and Third Grades." This book was compiled for use in teacher-training classes by Winifred E. Bain, Gertrude Burns, and Eva Jane Van Sistine, graduate students of the University of Chicago.

The other works on the kindergarten written during this biennium do not constitute a homogeneous group like those already mentioned but are valuable in meeting other needs. One of them is "A Beginner's Book in Religion," by Edna Dean Baker, of the National Kindergarten and Elementary College, Chicago, Ill. This book is practically a manual of suggestions for carrying on a Sunday-school kindergarten, on the basis of present-day educational and religious thought, but is equally valuable for the home.

Another book, "The Unseen Side of the Child's Life," by Elizabeth Harrison, is the third treatise of a trio by the same author and is marked by the same insight into child life that characterizes her other works.

A third book is "Spontaneous and Supervised Play in Childhood," by Alice Corbin Sies, formerly assistant professor of childhood education, University of Pittsburgh, and supervisor of playgrounds for small children, city of Pittsburgh. It is a study of the outdoor play of young children that has many suggestions for both kindergarten and primary teachers.

A book entitled "Parenthood and Child Nurture," by Edna Dean Baker, of the National Kindergarten and Elementary College, will have a great value for parents who wish to know the fundamental facts of their children's development and the methods of utilizing the facts so as to get the best results.

"Children's Drawings," edited and compiled by Stella Agnes McCarty, Goucher College, Baltimore, Md., contains many suggestions for teachers of young children. This study represents the purposing, planning, and collective labors of the child-study committee of the International Kindergarten Union for three years.

The books, "Pioneers of the Kindergarten in America" and "My Garden of Memories," constitute a notable contribution to the

history of the kindergarten movement. The first consists of sketches of the early leaders and was prepared by a committee of the International Kindergarten Union. The second is the autobiography of Kate Douglas Wiggin, who was herself one of the kindergarten pioneers.

The foregoing list would not be complete if it did not mention two books, each of which has a chapter on the kindergarten. The first is "The Preschool Child," by Arnold Gesell, M. D., director of Yale psycho-clinic and professor of child hygiene, Yale University. In this work Doctor Gesell characterizes the kindergarten as "the vestibule of our vast public-school system" and points out the responsibilities that devolve upon it because of its strategic position. This is a work of special significance in view of the present interest in the preschool child. The second book, "The Primary School," by Annie E. Moore, Teachers College, Columbia University, deals with the problems of the primary grades as a whole. The chapter on the kindergarten touches upon its history as a part of the school and its increasing adjustment to the school as a whole.

The literature of the kindergarten has been augmented also from other sources. In September, 1924, a new kindergarten periodical was launched, entitled "Childhood Education," which is the organ of the International Kindergarten Union. A monograph entitled "General Practice in Kindergarten Education in the United States" has been issued by the National Education Association. This is by Mary Dabney Davis, in cooperation with the research committee of the department of kindergarten education of that organization. The educational periodicals have published some 20 articles on the subject and the National Kindergarten Association several leaflets and circulars. The Bureau of Education has published 12 bulletins and circulars on different phases of kindergarten work. Those bearing on the training of kindergarten teachers and on kindergarten legislation have already been mentioned. Among the others are Circular No. 9, "How the Kindergarten Makes Americans," by Earl Barnes; Circular No. 13, "Prefirst-grade Training," by William T. Root; and No. 17, "How the Kindergarten Aids Children's Progress in the Grades."

VI. NEW LINES OF EFFORT

KINDERGARTENS IN CONSOLIDATED RURAL SCHOOLS

The fact that the number of children enrolled in kindergartens constitute but a small proportion of the children of kindergarten age in the country at large has been stated elsewhere. The outstanding reason for this is that nearly 50 per cent of the children in the

country at large live in small rural communities or the open country. Of these children, thousands have had no educational advantages except those which the one-room rural school affords. It is for the purpose of providing educational facilities, comparable in some degree to those of city children, that the consolidated rural school has come into existence. There is no reason why such schools should not include kindergartens or kindergarten-primary departments in which the needs of children from 4 to 6 years of age could be met. The movement for the consolidation of rural schools is still new, however, and has difficulties of its own to meet. It is not, therefore, surprising that only a few of these schools have yet included kindergartens. Several have been established, however—one or more in each of the States of Connecticut, Florida, Michigan, Ohio, and Iowa. The last-named State seems to have taken the lead in the matter, as its school directory for 1923-24 shows kindergartens to have been established in 18 consolidated schools in 15 counties. Of these, 10 are in communities of fewer than 1,000 inhabitants. In one of them the population is only 150.

The fact that kindergartens have been organized in the schools of these widely scattered villages implies an increasing recognition of the needs of children from 4 to 6 years of age, rural as well as urban, that only the kindergarten can truly meet. Rural life may and often does contribute much to a little child's development—in the contact with nature that it affords and the opportunities for play that it provides. The facts of nature need to be interpreted to children, however, if they are to become truly significant. In many schools these facts are given no place on the program, and the children see no connection between the trees, flowers, or sunset within their vision and the story of these as told in poem or picture. The farm affords companionship for the little child, that of parents, brothers, and sisters, and even that of the animals, but it seldom affords the opportunity for that most valuable type of play, that with children of his own age. In this play children need the guidance of an adult, just as they need direction in their nature observation and other activities. The guidance of children's interests and activities into worth-while channels is the specific work of the kindergarten. For the sake of children's fullest development and their greater happiness it is therefore hoped that the number of kindergartens in the consolidated schools may increase.

The needs of children of preschool age are at present in the focus of public attention. The establishing of kindergartens in such schools would furnish one way in which that interest could function for the benefit of the rural children. This movement originated

during the present biennium. It was at the Boston meeting of the National Education Association in 1922 that the first public address on the subject was given by Mrs. Katharine M. Cook, chief of the Rural Division of the U. S. Bureau of Education. It was during the same year that a circular was issued on the subject, entitled "Principles in the Consolidated Rural School." This is Bureau of Education Rural School Leaflet No. 18, written by Mrs. Cook.

THE NURSERY-SCHOOL MOVEMENT

The nursery-school movement is one of great significance for early elementary education, since some of these schools are serving as laboratories for securing more adequate knowledge of young children's development. This movement is new in the United States. A few such schools were organized several years ago, that in the Waldin School, New York City, in 1915; in the Bureau of Educational Experiments in 1919; and in the Merrill-Palmer School, Detroit, in 1920. The movement received a great impetus in 1922 from a course of lectures on the subject given by Miss Grace Owen, one of the leaders of the movement in England, who had been brought to the United States by Teachers College for that purpose. One of the New York day nurseries was used as a demonstration school to illustrate the character of nursery school work. During the same year the Ruggles Street Day Nursery, of Boston, was made into a nursery school. Since that time nursery schools have been organized in several cities. Just how many could not be learned, since many of the 600 day nurseries in the country have adopted the name, sometimes without justification. Day nurseries as such are philanthropic in character, and as a rule lack the scientific and educational aspects that characterize the true nursery school. As far as could be learned, about 25 real nursery schools have been organized in 16 different cities. They are as follows: Boston, Cambridge, Chicago, Cincinnati, Cleveland, Detroit, Highland Park, Los Angeles, Missoula, Montclair, New Haven, New York, Philadelphia, Pocatello, Schenectady, and Washington, D. C.

These nursery schools are of different types and serve different purposes. Some are practically under-age kindergartens, often in public schools. Although it may not be possible to provide all the nursery-school features under these conditions, the children have clean and wholesome rooms, opportunities for play and handwork, usually under the guidance of a trained kindergarten teacher, and medical inspection such as that given the older pupils. Whether the session is for a half day or the whole day, and whether sleeping facilities are provided, depends on the conditions. In some cases the

work is so organized as to include instruction to the mothers. Kindergartens of this kind are to be found in Cincinnati, Cleveland, Washington, D. C., and several other cities.

Of a different type are the neighborhood cooperative nursery schools that have been established in several cities. As a rule these are organized and carried on by a committee of parents, under the guidance of or in cooperation with an expert in child care and training. Nursery schools of this type often serve as a laboratory for the mothers in a scientific study of the development of their own and their neighbors' children. It is in this type of work that the American Association of University Women is rendering a great service. The cooperation is of different types, sometimes financial and sometimes educational. The University Cooperative Nursery School of Chicago is conducted by the University Cooperative Nursery School Association, the university providing the room. In Missoula, Mont., the cooperation is between the parents of the children, the University of Montana, and the American Association of University Women. This organization has been instrumental in organizing 19 nursery schools of this type and 99 preschool study clubs. The participation of this organization in work of this type is very new, the resolution to do so having been made at the national meeting of 1923. The funds for this work are contributed by the Laura Spelman Memorial Fund.

The nursery schools of the types described doubtless contribute to the scientific training of a considerable number of parents, but this is but one of the purposes that the nursery school serves. One of these is the training of nursery school teachers. Since adequately trained teachers are essential to the progress of the movement, several institutions have organized courses and training facilities in these lines.

As far as known the institutions giving such training are the Merrill-Palmer School, Detroit; Teachers College, Columbia University, New York City; the Ruggles Street Nursery School and Training Center, Boston; the Cleveland Kindergarten Training School, Cleveland; Temple University, Philadelphia; and Southern Branch of the University of California, Los Angeles. It is evident that training for nursery school work must be based upon first-hand knowledge of children, and for this the nursery school furnishes one of the opportunities. The content of the courses must follow the lines in which knowledge is most needed. Most of the courses are still in the experimental stage, however, and need not be discussed here.

A number of nursery schools are serving as research centers for still another end. This is the securing of data concerning children's development in specific lines, for use as the knowledge of it may be

needed, or for the formulating of general principles for the guidance of educational procedure. Very valuable work has been done in these and related lines in the Iowa Child Welfare Research Station, the Yale Psycho-Clinic, and the Bureau of Educational Experiments in New York City. Such books as Doctor Gesell's "Preschool Child," Baldwin and Stecker's "Psychology of the Preschool Child," and Johnson's "A Nursery School Experiment" are the results of such experiments and of great value to all students of childhood.

CHAPTER XII

ADULT EDUCATION FOR FOREIGN-BORN AND NATIVE ILLITERATES

By CHARLES M. HERLIHY

State Supervisor of Adult Alien Education for Massachusetts

CONTENTS.—Americanism and Americanization—Significant Federal census data on size of the immigrant education problem—Size of national illiteracy problem among the native born—A national survey of State programs of adult education in 1925—Federal leadership in adult education—References.

AMERICANISM AND AMERICANIZATION

Americanism embraces the ideals of the good citizen in political, social, economic, and cultural relationships. The definition and interpretation of these ideals determine the scope of one's understanding of the movement of Americanization; that is, those programs and activities that aim to promote Americanism.

It is commonly understood that Americanization work is restricted to education and social service for the foreign born. The school programs of English and citizenship for adult aliens are generally termed Americanization. The school supervisors and teachers in this new type of work, however, are the first to deny that the foreign born are the only group that need instruction and help in learning the principles and ideals that govern the conduct of the good citizen. Moreover, the experienced worker with the foreign born realizes that we can not Americanize immigrants until our native born practice in their daily lives those principles which are commonly understood to be the distinguishing marks of citizenship in the United States. Granting the aim of this work to be the promoting of better citizenship, then the correction of every un-American condition may properly be termed "Americanization work."

Consider our outstanding social problems in America to-day. Ignorance based on illiteracy, due in turn to inadequate school support, racial and religious prejudices and intolerance, poverty, dependency, and all types of social inadequacies are certainly not limited to immigrants. And the correction of these conditions is very definitely a part of our national Americanization problem.

In our political life we have the discomfoting situation illustrated in the national election of 1924, when 30,000,000 citizens failed to vote. The percentage of nonvoters in the native-born group was larger in several sections of the country than that of the naturalized

citizens. This neglect of the highest privilege of citizenship by 50 per cent of the eligible voters is a most serious phase of our Americanization problem.

The flood of trashy novels, magazines, motion pictures, and plays that is poured out annually to satisfy the low standards of the American public to-day deserves much more attention from parents, educators, and clergymen than is apparently given. Raising the general level of appreciation is obviously a part of our national problem of bettering citizenship.

The term "Americanization" is in disrepute among a large number of the intelligent leaders of the foreign groups in this country. This is due very largely to the utterances of those Americans who believe that the immigrant must conform absolutely to certain fixed standards of thinking and acting in the United States. Despite the fact that there is no agreement and obviously never will be any agreement as to the definition of these standards, it would be absurd for America to scrap the magnificent contributions which her immigrants have brought not only to our industrial and agricultural productivity, but more important still, to the spiritual and cultural life of America. As a Jewish mother in an English class in Chicago well said:

Some of the things taught me in the Old World which I want my children to preserve are respect for parents, the teacher, and old age. The tradition for thoroughness and honesty of purpose is also one that the people of the New World would do well to follow. The race for success may result in subordinating religion, high moral standards, and the fine arts, and in considering material gain as the height of achievement.

Are not the standards of conduct and the appreciation of the nobler things of life as expressed by this immigrant mother valuable contributions to America?

John Daniels, in *America Via the Neighborhood*, states that Americanization does not mean rigid conformity or injection, but does involve the intelligent participation of native and foreign born in America's upbuilding.

The aim of any sound Americanization program is to promote an intelligent, loyal, united citizenry. The millions of immigrants who have come to America in the past, and those who will continue to come voluntarily in the future, have services to render and gifts to offer, if we but understand their motives and treat them fairly. The evolving of American life and the raising of our standards of citizenship depend on the joint contributions of native and foreign born working together in a spirit of friendly understanding and cheerful cooperation. Americanization applies directly to the immigrant, but the native American must see to it that his life exemplifies the Americanism which we wish the immigrant to emulate.

SIGNIFICANT FEDERAL CENSUS DATA ON SIZE OF THE IMMIGRANT EDUCATION PROBLEM

Granting the general definition that Americanization has to do with promoting good citizenship for the native and foreign born, we shall consider now the problem of education for immigrants, and especially the approximate number that need school help.

No immigrant can participate intelligently in American life unless he has a good working knowledge of English. He must speak and understand our language, and should be able to read and write simple English. Moreover, he should be familiar with the important eras of American history and the significant facts in our national development. He must understand the form of our Government, the duties and privileges of a citizen, and the real meaning of citizenship in our Republic. The ability to use English and a knowledge of American history and Government are not as essential for his Americanization as a genuine feeling of loyalty to the United States. No one can command or control the immigrant's feelings toward America, but fortunately most of these newcomers are well disposed when they come. The schools can teach English, history, and civics, but the inculcation of loyalty can come only through inspiration from contacts with good American citizens.

How many immigrants are there in the United States, and how many need school help in the Americanization process? The 1920 Federal census shows the following:

1. Total number of foreign-born persons.....	13, 712, 754
2. Total number of aliens.....	4, 364, 909
3. Total number of illiterate foreign born (unable to write in any language and presumably unable to read).....	1, 763, 740

It is obvious that all illiterate immigrants who possess normal physical and mental faculties would be helped by attending English classes.

No data are available to show what percentage of the 4,364,909 aliens need school help. Undoubtedly many well-educated immigrants can fit themselves for citizenship by private home study and reading. On the other hand, most aliens, from non-English-speaking countries in particular, would be benefited by instruction in English and citizenship. This means attendance at evening classes by all except those who would benefit from private or correspondence instruction. Regardless of educational attainments, any immigrant who aspires to become a citizen should receive from the United States Government authoritative, definite, practical information as to the methods and requirements of naturalization. On these general principles it is fair to assume that more than 3,000,000 aliens need school help before taking the oath of allegiance to the Government of the United States.

Number of aliens and of foreign-born illiterates, according to States (1920 Federal census)

State	Adult aliens	Foreign-born illiterates	State	Adult aliens	Foreign-born illiterates
Maine.....	40,427	11,604	West Virginia.....	33,382	14,548
New Hampshire.....	34,598	13,746	North Carolina.....	1,772	474
Vermont.....	14,263	4,837	South Carolina.....	1,504	391
Massachusetts.....	442,351	135,720	Georgia.....	3,873	861
Rhode Island.....	57,007	28,169	Florida.....	16,446	2,657
Connecticut.....	159,928	63,131	Kentucky.....	5,272	2,244
New York.....	1,011,120	389,603	Tennessee.....	3,356	1,254
New Jersey.....	275,027	111,595	Alabama.....	3,639	1,893
Pennsylvania.....	541,510	258,812	Mississippi.....	2,065	1,057
Ohio.....	218,288	81,387	Arkansas.....	2,385	1,145
Indiana.....	35,662	17,555	Louisiana.....	18,294	9,707
Illinois.....	272,391	131,986	Oklahoma.....	9,499	5,456
Michigan.....	204,549	70,535	Texas.....	166,061	112,417
Wisconsin.....	98,941	38,359	Montana.....	13,626	5,178
Minnesota.....	72,649	26,242	Idaho.....	66,700	2,501
Iowa.....	29,070	11,004	Wyoming.....	6,756	2,233
Missouri.....	37,093	17,669	Colorado.....	28,142	14,224
North Dakota.....	13,719	7,238	New Mexico.....	14,032	7,250
South Dakota.....	7,500	3,848	Arizona.....	40,785	19,291
Nebraska.....	22,195	9,468	Utah.....	12,984	3,504
Kansas.....	21,306	11,291	Nevada.....	5,044	1,241
Delaware.....	7,164	3,373	Washington.....	52,526	11,630
Maryland.....	30,624	13,575	Oregon.....	23,128	5,172
District of Columbia.....	6,333	1,728	California.....	231,671	69,768
Virginia.....	8,119	2,150			

Care must be exercised in interpreting the above statistics on the number of foreign born reported as aliens in 1920. These totals have been increased by the number of new arrivals and have been decreased by the number who have been naturalized during the five-year period from 1920 to 1925. The number of aliens admitted to citizenship in the United States during the fiscal year July 1, 1923, to June 30, 1924, was 150,510. Using this figure as an average, the total number admitted since 1920 is 750,000, which represents approximately 17 per cent of the total number reported in 1920. A deduction of 20 per cent from the total for any State would give a fair estimate of the number of aliens in 1925.

No statistics are available to show the number of illiterate foreign-born adults who have learned to read and write during the five-year period since 1920.

SIZE OF NATIONAL ILLITERACY PROBLEM AMONG THE NATIVE BORN

The native illiterate population in the United States by the 1920 Federal census, is as follows: Native white illiterates, 1,242,572; native negro illiterates, 1,842,161. It is significant to note that the native illiterate group represents 64 per cent of our total national illiteracy problem. The total number of native illiterates in 1920, however, shows a marked decrease as compared with the number in 1910 and 1900. The 3,000,000 citizens of the United States who are

unable to read and write constitute a challenge to American education. The immediate extension of adequate programs of adult elementary education would insure a marked reduction of illiterates in the census of 1930.

Number of native illiterates, according to States

State	Native white	Native negro	State	Native white	Native negro
Maine.....	8,306	64	West Virginia.....	44,324	10,513
New Hampshire.....	1,973	33	North Carolina.....	104,844	133,674
Vermont.....	3,613	28	South Carolina.....	38,742	181,422
Massachusetts.....	7,780	2,565	Georgia.....	66,796	261,115
Rhode Island.....	2,255	839	Florida.....	13,169	55,630
Connecticut.....	2,927	1,078	Kentucky.....	112,206	40,548
New York.....	28,406	5,032	Tennessee.....	101,809	79,532
New Jersey.....	9,696	5,910	Alabama.....	65,394	210,690
Pennsylvania.....	38,870	14,645	Mississippi.....	22,242	206,818
Ohio.....	33,726	12,715	Arkansas.....	41,411	79,245
Indiana.....	27,929	6,476	Louisiana.....	81,957	206,730
Illinois.....	30,907	10,476	Oklahoma.....	30,418	14,205
Michigan.....	14,172	2,203	Texas.....	80,643	102,053
Wisconsin.....	10,449	182	Montana.....	1,067	87
Minnesota.....	5,955	241	Idaho.....	914	44
Iowa.....	8,275	1,283	Wyoming.....	421	66
Missouri.....	47,066	18,528	Colorado.....	8,624	619
North Dakota.....	1,307	16	New Mexico.....	25,519	228
South Dakota.....	1,490	35	Arizona.....	3,233	338
Nebraska.....	3,360	556	Utah.....	925	59
Kansas.....	7,179	4,228	Nevada.....	157	313
Delaware.....	2,427	4,700	Washington.....	2,379	245
Maryland.....	15,368	35,404	Oregon.....	1,990	89
District of Columbia.....	640	8,053	California.....	8,747	1,570
Virginia.....	70,475	122,322			

The social, political, economic, and cultural losses due to illiteracy can not be estimated. Disrespect for law, disregard for personal and community health standards, suspicion, ignorance, and an undemocratic point of view—all these undesirable conditions are generally found in districts with high percentages of illiterate adults.

A NATIONAL SURVEY OF STATE PROGRAMS OF ADULT EDUCATION IN 1925

In May, 1925, the Federal Commissioner of Education sent a questionnaire¹ on elementary education in English and citizenship for adults to every State superintendent of education in the United States. The questions asked in this report covered the following:

1. State legislation favoring this work.
2. State educational leadership.
3. State financial assistance.
4. Number of local communities providing adult classes.
5. Number of adult students enrolled in 1923 and 1924.
6. State teacher-training help for adult classes.
7. Present outlook for this work.

Returns were received from 44 of the 48 States and from Alaska, Virgin Islands, Canal Zone, and Hawaii.

¹ Results of the questionnaire appear on a following page.

The following summaries show the returns according to geographical districts:

States that have enacted legislation favoring the establishment of adult schools number 34, as follows:

Minnesota.	Michigan.	Rhode Island.
Iowa.	Wisconsin.	Connecticut.
Missouri.	Tennessee.	Montana.
North Dakota.	South Carolina.	Idaho.
South Dakota.	Arizona.	Delaware.
Alabama.	Utah.	District of Columbia.
Mississippi.	Nevada.	New York.
Arkansas.	Washington.	Pennsylvania.
Maine.	Oregon.	California.
New Hampshire.	Virginia.	Alaska.
Wyoming.	Virgin Islands.	
Ohio.	Massachusetts.	

States that furnish leadership for adult education in the State departments of education number 27, as follows:

Alaska.	Minnesota.	Massachusetts.
Virgin Islands.	North Dakota.	Rhode Island.
Vermont.	South Dakota.	Connecticut.
New Hampshire.	New York.	Nevada.
Wyoming.	Pennsylvania.	Oregon.
Utah.	Ohio.	California.
Wisconsin.	Delaware.	Alabama.
District of Columbia.	Mississippi.	South Carolina.
Arkansas.	Maine.	Oklahoma.

States that provide financial aid to local districts conducting adult classes number 24, as follows:

Wyoming.	Minnesota.	Massachusetts.
Alaska.	North Dakota.	Rhode Island.
Virgin Islands.	South Dakota.	Connecticut.
New York.	Nevada.	Pennsylvania.
Washington.	Wisconsin.	California.
Tennessee.	Delaware.	Alabama.
District of Columbia.	Maine.	Virginia.
New Hampshire.	South Carolina.	Arizona.

Local communities in which adult classes are conducted, reported from 28 States, number 1,310.

Students enrolled in classes for adult illiterates and adult foreign born in 25 States numbered approximately 286,000 in 1924.

States conducting special teacher-training courses for adult schools number 14, as follows:

California.	Wisconsin.	North Dakota.
Delaware.	Massachusetts.	Michigan.
South Carolina.	Rhode Island.	Maine.
New York.	Connecticut.	Pennsylvania.
Arkansas.	Oklahoma.	

In addition to the 286,000 students recorded officially from the 25 States in the above survey, there are undoubtedly 50,000 adults enrolled in classes in the larger cities of those States, which have not provided State leadership for this work; for example, Chicago, Detroit, St. Louis, Baltimore, Trenton, New Orleans, and Milwaukee.

This grand total of more than 336,000 adult students is the most significant proof of the strength of the adult elementary education movement in the United States. Despite waning of public interest in Americanization and the serious retrenchment policy in public expenditures, the school programs for native illiterates and adult foreign born have steadily improved during the past five years, and the general outlook for the Nation is most promising.

The 1920 Federal census shows that every State in the Union has more than 10,000 foreign-born adults and native illiterates. Thirty-four States to date have recognized the importance and the need of public-school programs for adults needing elementary civic instruction and have enacted legislation favoring this work. It is significant to note, however, that in only 27 of these States has the work been recognized by the State department of education as deserving the services of a supervisor on full time or part time.

The rapid development and expansion of adult programs in those States where trained leaders have been appointed in the department of education prove the value and need for personal leadership in the 25 States and Territories where no professional leadership has been provided.

Financial aid to local communities conducting adult classes is provided by 27 States. The form of State aid varies considerably, but the general practice in most of the States is to furnish reimbursement on the dollar for dollar basis. The Massachusetts State-aid law,² which has been copied in several Eastern States, is as follows:

SEC. 9. The department, with the cooperation of any town applying therefor, may provide for such instruction in the use of English for adults unable to speak, read, or write the same, and in the fundamental principles of government and other subjects adapted to fit for American citizenship, as shall jointly be approved by the local school committee and the department. Schools and classes established therefor may be held in public-school buildings, in industrial establishments, or in such other places as may be approved in like manner. Teachers and supervisors employed therein by a town shall be chosen and their compensation fixed by the school committee, subject to the approval of the department.

SEC. 10. At the expiration of each school year, and on approval by the department, the Commonwealth shall pay to every town providing such instruction in conjunction with the department one-half the amount expended for supervision and instruction by such town for said year.

The teaching of English and citizenship to adult aliens requires a methodology and subject matter quite distinct from the work in day schools for children. Special training is essential for good teaching

² Gen. Laws, ch. 69, secs. 9 and 10; amended May 27, 1921.

of adults, and the increased enrollment in States where such training has been provided is due in large measure to the indorsements of the new type of teaching by the immigrants and native illiterates who have been taught by trained experts who know what to teach, how to teach, and how much to teach. There is no more important or valuable form of State service than that of training teachers. Fourteen States offer such training. Obviously, there is an urgent need for the immediate expansion of this phase of the work in every State.

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Elementary education in English and citizenship for adults, by States

State	Has the State legislation favoring adult classes in English and citizenship?	Does State department of education help supervise adult classes?	Does State give financial aid to local communities for this work?	Number local communities having classes for foreign-born or native illiterates	Enrollment of adult illiterates and foreign born in all classes in State		Does State conduct special teacher training courses for adult classes?
					Year	Number	
Montana.....	Yes.....	No.....	No.....	Very few.....	1922-23.....	No.....	No.....
Idaho.....	Yes.....	No.....	Yes.....	34.....	1922-23.....	No.....	No.....
Wyoming.....	Yes.....	Yes.....	Yes.....	912.....	1923-24.....	724.....	912.....
Colorado.....	No.....	No.....	No.....	10.....	1923-24.....	90.....	No.....
New Mexico.....	No.....	No.....	Yes.....	5.....	1922-23.....	160.....	No.....
Arizona.....	Yes.....	Yes.....	No.....	4.....	1922-23.....	1,123.....	No.....
Utah.....	Yes.....	Yes.....	No.....	Not known.....	1923-24.....	350.....	No.....
Nevada.....	Yes.....	Yes.....	Yes.....	No data.....	No data.....	No data.....	No.....
Washington.....	Yes.....	No.....	Yes.....	16.....	1922-23.....	1,462.....	No.....
Oregon.....	Yes.....	Yes.....	No.....	No data.....	1923-24.....	3,777.....	No.....
California.....	Yes.....	Yes.....	Yes.....	103.....	1922-23.....	27,463.....	Yes.....
Minnesota.....	Yes.....	Yes.....	Yes.....	40.....	1923-24.....	39,008.....	No.....
Iowa.....	Yes.....	No data.....	No data.....	No data.....	1922-23.....	9,399.....	No.....
Missouri.....	Yes.....	No.....	No data.....	4.....	1923-24.....	10,679.....	No data.....
North Dakota.....	Yes.....	Yes.....	Yes.....	22.....	No data.....	2,283.....	No.....
South Dakota.....	Yes.....	Yes.....	Yes.....	5.....	1922-23.....	964.....	Yes.....
Nebraska.....	No.....	No.....	No.....	0.....	1924.....	No data.....	No.....
Kansas.....	No data.....	No data.....	No data.....	No data.....	No data.....	No data.....	No data.....
Kentucky.....	No.....	No.....	No.....	6.....	No data.....	No data.....	No.....
Tennessee.....	Yes.....	Yes.....	Yes.....	No data.....	No data.....	No data.....	No.....
Alabama.....	Yes.....	Yes.....	Yes.....	No data.....	1922-23.....	5,409.....	No.....
Mississippi.....	Yes.....	Yes.....	No.....	No data.....	1923-24.....	7,488.....	No.....
Arkansas.....	Yes.....	Yes.....	No.....	210.....	1922-23.....	3,460.....	No.....
Louisiana.....	No.....	No.....	No.....	No data.....	1923-24.....	3,901.....	Yes.....
Oklahoma.....	No.....	Yes.....	No.....	500.....	No data.....	No data.....	No.....
Texas.....	No.....	No.....	No.....	8.....	1924.....	6,000.....	Yes.....
New York.....	Yes.....	Yes.....	Yes.....	140.....	No data.....	87,000.....	No.....
New Jersey.....	No report.....	No report.....	No report.....	No report.....	1922-23.....	102,294.....	Yes.....
Pennsylvania.....	Yes.....	Yes.....	Begins 1927.....	60.....	1923-24.....	21,000.....	No report.....

Elementary education in English and citizenship for adults, by States—Continued

State	Has the State legislation favoring adult classes in English and citizenship?	Does State department of education help supervise adult classes?	Does State give financial aid to local communities for this work?	Number local communities having classes for foreign-born or native illiterates	Enrollment of adult illiterates and foreign born in all classes in State		Does State conduct special teacher training courses for adult classes?
					Year	Number	
Ohio.....	Yes.....	Yes.....	No.....	40-60	1922-23	18,000	No.....
Indiana.....	No.....	No.....	No.....	No data.	1923-24	22,000	No.....
Illinois.....	No.....	No.....	No.....	Many, but no data.	No data.	.....	No.....
Michigan.....	Yes.....	No.....	No.....	No data.	No data.	.....	Planning to conduct courses this year.
Wisconsin.....	Yes.....	Yes.....	Yes.....	47	1923-24	2,806	Yes.....
Delaware.....	Yes.....	Yes.....	Yes.....	15	1923-24	5,000	Yes.....
Maryland.....	No.....	No.....	No.....	3	No data.	.....	City course in Baltimore.
District of Columbia.....	Yes.....	Yes.....	Yes.....	No data.	1922-23	815	No.....
Virginia.....	Yes.....	No.....	No.....	No data.	1923-24	971	No.....
West Virginia.....	No report.....	No report.....	No report.....	No data.	No report.	.....	No.....
North Carolina.....	No.....	No.....	No.....	No data.	No data.	.....	No.....
South Carolina.....	Yes.....	Yes.....	Yes.....	310	1922-23	6,428	Yes.....
Georgia.....	No.....	No.....	No.....	No data.	1923-24	9,673	No.....
Florida.....	No report.....	No report.....	No report.....	No data.	No data.	.....	No report.
Maine.....	Yes.....	Yes.....	Yes.....	No data.	1922-23	1,127	Yes.....
New Hampshire.....	Yes.....	Yes.....	Yes.....	18	1923-24	2,078	No.....
Vermont.....	No.....	Yes.....	No.....	17	1922-23	1,262	No.....
Massachusetts.....	Yes.....	Yes.....	Yes.....	No data.	No data.	.....	Yes.....
Rhode Island.....	Yes.....	Yes.....	Yes.....	104	1922-23	28,000	No.....
Connecticut.....	Yes.....	Yes.....	Yes.....	16	1923-24	30,000	Yes.....
				42	1922-23	2,530	Yes.....
					1923-24	3,187	Yes.....
					1922-23	8,970	Yes.....
					1923-24	11,481	Yes.....
Territories and possessions							
Alaska.....	Yes.....	Yes.....	Yes.....	10	1922-23	85	No.....
Virgin Islands.....	Yes.....	Yes.....	Yes.....	1	1923-24	340	No.....
Canal Zone.....	No.....	No.....	No.....	0	1921-24	62	No.....
Hawaii.....	No.....	No.....	No.....	0	0	0	No.....
				80	80	Y. XI. C. A. class.	No.....

FEDERAL LEADERSHIP IN ADULT EDUCATION

From 1915 to 1919 the Federal Bureau of Education provided educational leadership for immigrant education programs in the United States. Mr. H. H. Wheaton and Mr. Fred C. Butler rendered valuable assistance to the school people and representatives of civic organizations who were interested in improving the then limited programs of Americanization. This work of the bureau was discontinued soon after the war, owing to financial retrenchments. The schools suffered when Federal direction was withdrawn, and especially in 1919, when public opinion had been educated as to the need for Americanization programs by the war-time propaganda on this subject.

The State and local directors of school programs for aliens in 1920 organized as a department in the National Education Association. The outstanding aim of this organization has been to secure Federal educational direction for this work. The department of immigrant education was enlarged in 1924 to include the supervisors and teachers of native illiterates, and the name was changed to the National Department of Adult Education of the N. E. A. At the 1925 meeting of this department in Indianapolis, resolutions were adopted indorsing the recently announced competitive examination for the position of specialist in adult education in the United States Bureau of Education. The appointment of such a specialist will undoubtedly strengthen the work nationally and will insure the necessary development of adult-education programs in the large number of States where the ambitious illiterate and immigrant have no opportunity for learning English and preparing for citizenship.

The immigration restriction laws of 1924 have cut down considerably the number of new immigrants to be admitted to the United States in the future, and consequently the number needing instruction in English and citizenship. Attention is called, however, to three significant considerations, as follows:

1. The number of immigrants admitted under the new law in 1924 was 706,896.
2. The total number of illiterate foreign-born persons residing in the United States in 1920 was 1,763,740.
3. The total number of aliens residing in the United States in 1920 was 4,364,909.

Obviously we have a tremendous educational problem on our hand in the number of foreign born now here who need school help, and an annual influx of approximately 500,000 under the new law is large enough to need a continuous program of adult citizenship education.

There is considerable misunderstanding in the minds of many people about the need for further work. Surely the facts set forth in the three considerations listed answer this question in convincing

form. No extended reference will be made in this report to the educational activities of the Bureau of Naturalization. Suffice it to say that this Federal office has furnished the public schools an abundant supply of lesson materials for English and citizenship classes. The schools have been helped also by the lists of names and addresses of applicants for first and second papers provided by the bureau. The school people generally have cooperated with the Bureau of Naturalization in preparing petitioners for naturalization procedure.

The present outlook for effective cooperation between all public agencies that touch the immigrant in his adjustment to the normal life of an American citizen is most hopeful. The schools can not accomplish this work alone. School leaders and teachers must invite and seek the active cooperation of every group of citizens interested in helping immigrants to become truly Americanized.

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CHAPTER XIII

HEALTH AND PHYSIQUE OF SCHOOL CHILDREN

By JAMES FREDERICK ROGERS,

Chief of Division of Physical Education and School Hygiene

CONTENTS.—School housing—Playgrounds—Medical inspection—Dental work—Nutrition—Open-air schools and open-window rooms—The summer camp—Other special schools and classes—Health education—Physical training—Safety and first aid—Preschool work—College health—Health of teachers—Teacher training—Parent-teacher organizations—Legislation—School health agencies

SCHOOL HOUSING

Steady progress in recent years has been made in the safe and healthful housing of school children. From a none too carefully constructed box, poorly lighted, and fitfully warmed by a central stove, which failed in making comfortable the wind-chilled floors, furnished with unsuitable benches and with blackboards which belied the name, and provided externally with toilets which were often striking examples of what such appointments should not be, we have come, in a half century or so, to single or consolidated schools having suitable heating apparatus in the basement, the latest toilet and lavatory arrangements under the same roof, a well-equipped lunchroom, blackboards that are black, abundant illumination, suitable seats, some special features for the comfort of the teacher, and, in a word, all necessary facilities (so far as we can now see them) for the health of all concerned. Many schools have gone still further and have supplied special rooms and equipment for the study of home economics, and have provided materially for the physical development of the child by furnishing gymnasiums, baths, and swimming pools.

In some respects we may have gone too far in the use of creature comforts. We have made use of playrooms and gymnasiums in seasons when the playground would have been far more appropriate, and it has been discovered that frequently the schoolrooms have been kept at such a high temperature as to interfere with the loss of body heat and to cause coincident interference with mental activity.

Perennial reports continue from many quarters of overcrowding and double sessions, and the picture of the safe, sanitary, and well-

equipped school does not hold universally. In many parts of the country deplorable conditions still exist. According to a Parent-Teacher Association survey of the schools of Delaware, "two-thirds of the buildings now in use are violating practically all of the health standards which it is one of the supreme tasks of the school to teach to the children."

The water supply of schools is not always chosen with the care that one would expect. An examination of the supplies of 97 of its rural schools by the State department of health in Connecticut was recently made; of these only 24 were considered satisfactory, and 16 were pronounced unsafe.

PLAYGROUNDS

Toward the middle of the nineteenth century the educator, intent on adding new subjects to the curriculum and zealous to increase the intellectuality of his pupils at all costs, lost sight of the importance of the playground and often begrudged the child his two blissful respites, the traditional recess periods. Old school grounds were encroached upon, and with the rising cost of city lots new school sites were limited to little more than a mere space for the building. However, in the last quarter of the past century an effort at rescue of the playground was begun, and with the efficient assistance of the Playground and Recreation Association of America not only is more adequate room for play now included in the newer school-building programs but opportunity is supplied elsewhere and trained organizers and directors of play are widely employed. In many cities the municipal playgrounds are under the control of the board of education and are directed by employees of that department throughout the summer as well as at other seasons. It is the opinion of the superintendents of schools in 91 out of 136 large cities that all playgrounds should be under the supervision of the department of education.

Out of 164 cities affording information on the subject 143 stated that playgrounds are provided for every new school building. Doubtless in many instances there is much to be desired in the size of these grounds, but in at least one State a minimum standard has been set of 2 acres for every one-teacher school, 3 acres for every two-teacher school, 4 acres for every three-teacher school, and 5 acres for every larger elementary school. Ten acres has been set as the minimum for high schools. These dimensions have been greatly exceeded by many schools in more than one State.

Besides furnishing playgrounds, some effort is made to put the grounds in condition for use on as many days of the year as possible and to make use of them under special or regular teacher supervision

not only during the school session but after school and on Saturday. There is no time in the regular curriculum, unless it should undergo radical revision, for an adequate program of physical training, and it is to wisely supervised after-school and vacation activities that we must look for full value in this kind of work.

MEDICAL INSPECTION

Medical inspection, or health examination (to use a better term), began a half century or so ago in Europe with the examination of the vision of pupils. In many sections of this country it has not in practice advanced beyond this stage of development, and, although 42 States have laws requiring or permitting medical inspection, it is estimated that half of the children of the country have never so much as had their vision tested. The examination of vision was an acknowledgment that the eye is an essential intellectual tool with which the pupil works and with which he works best when it is most nearly perfect. This idea has not, however, as yet penetrated through the dense layer of materialistic tradition with which all our minds are still incrustated; for many a teacher wastes time and effort year after year working not only with pupils handicapped with defective vision, but with children who are dull because deaf, and stupid because of badly fueled brains.

It is true that the mere removal of defects does not affect the hereditary basis of poor or good intelligence. It is inadvisable, however, to attempt to train children who are mentally hampered by remediable bodily defects; though this is carried on to an incredible extent. There are bright spots, it is true, but the general picture the country over is not what could be wished. In at least one European State every child is thoroughly examined, stripped, by a physician three times in his school life, and oftener if his condition seems to warrant it.

There is no longer need for examination for the mere sake of piling up appalling statistics on the subject of human defects. Whether in city or country, East, West, North, or South, the proportion of physical defects is much the same and is a depressing commentary on the fall of man from physical perfection.

Although the examination by a thoroughly trained physician of each child fully stripped would be the ideal practice, the recent tendency has been to make of the school nurse or the regular teacher at least the preliminary examiner. Even where there are other examiners it is the teacher's business to know the instruments upon which she plays, whether they are at their best and remain at their best. Without the use of any kind of special instrument she should know whether a child is doing good work, whether he shows signs of

defective vision, is dull of hearing, can not breathe through his nose, has decayed teeth, is stooped, or shows other evidence of being improvable. As for the detection of communicable disease, the teacher can be the only first-hand observer, and first-hand knowledge of such conditions is the only kind worth while. It needs only a comparatively brief period of instruction and of practice to make the teacher an excellent examiner, and such training promises to be afforded hereafter in her professional education. It has, in fact, been begun in a few teacher-training institutions.

No matter who makes the preliminary examinations, there is need in every school system of a thoroughly trained and well-paid medical inspector and consultant, for the end of such examination is not to find defects but to decide which need to be removed or improved, and to have something done about them.

In the health examination heretofore the persons most concerned and whose cooperation is most needed—the parents—have been ignored. It is notable that in the past few years this method has been undergoing change, and in some cities, where an invitation has been extended, the parents have been present to the extent of 75 per cent. They furnish to the examiner much valuable first-hand information concerning the child's physical history and reduce the labors of the school nurse whose most important business has been the "follow-up" work of home explanation and persuasion after examinations.

It is a high tribute to the usefulness of the school nurse that, although there has been some diminution in the number of full-time school physicians, the number of nurses has increased in both urban and rural regions; and the number of pupils has, in many instances, been reduced to 1,000 per nurse. The employment of school nurses in rural communities is increasing rapidly, and wherever a sufficiently trained and tactful person has been employed she has been found to be indispensable.

A few years ago the administration of medical and mental inspection was about evenly divided between departments of health and departments of education, but there is an increasing balance on the side of educational authority, especially in small cities. In 80 per cent of cities with a population of 10,000 to 100,000 furnishing information on this subject, the administration of medical inspection is under the department of education. This division has been occasioned by the presence of communicable disease, the management of which always falls within the province of the health officials. As these diseases are stamped out the health work will become more exclusively the field of the department of education, though the crest of the wave of public-health activity itself has become purely educational.

Half of the children of the country are in the rural schools, and though these are not better off physically than their city cousins, health work, except in spots, is far from adequate. It is particularly lacking in organization and direction. In most instances it is still waiting on the progress toward better county or district organization in public-health work, if not in education, and these await the approval of the taxpayer.

It is to be regretted that in this country more men broadly interested and qualified for directing the health activities of schools, both urban and rural, can not be given attractive salaries with sufficient time for research, as the opportunities for valuable investigation are unlimited.

DENTAL WORK

There has been a steady development of dental work in schools. In many instances this has been inaugurated by the local dentists, though most satisfactory results are obtained where it has been incorporated as a part of the general health work of the school. Besides the school dentist who attends to fillings, extractions, and alignment, dental hygienists are employed in increasing numbers. In addition to examining and cleaning teeth, these workers assist in the training of the child in the care for the appearance and preservation of these valuable structures.

Mouths which have never been entered by brush or dentifrice may contain the most beautiful teeth, while others which have known the most persistent and approved efforts at artificial cleansing may contain few sound specimens. School work on a large scale has proved conclusively that oral hygiene alone has little effect, at any rate during school life, in reducing the tendencies to decay. On the other hand, recent experiments indicate that the amount of caries is noticeably affected within a few months by the character of the food.

The Children's Bureau, in a study of preschool children in Gary, Ind., found that in those whose diet was almost wholly deficient, or lacked one or more essential food elements, there were 75.6 per cent with carious teeth as compared with 52.1 per cent for others; and in experiments on three groups of 7-year-old children, conducted by Mellanby, Pattison, and Proud in a London hospital, the effect of deficient diet on the extent of existing caries, and on the increase in number of decaying teeth, was evident within a few months.

Though proper nutrition is essential for good teeth, efforts at oral cleanliness are worth while, from the point of view of æsthetics if from no other, and preservation by prompt filling of all cavities is of the utmost importance. The trend, however, in dental prophylaxis is at last toward the removal of the causes of caries through the

use of a diet which will furnish from their prenatal beginning the right materials for the making and maintenance of the teeth.

NUTRITION

For nearly a century and a half it has been found advisable in European States to furnish meals for poorly fed pupils, but otherwise the most fundamental subject in hygiene, namely, nutrition, has until very recently been nearly neglected. The efforts at improving the daily food habits of the child constitute the most important movement in health work of the age and give promise of the most far-reaching results not only healthwise but economically. We have hitherto been too much inclined to take it for granted that a child is "well fed if he does not starve" or that any kind of food will do for him. We are much concerned about the kind and amount of gasoline and oil which we put in an automobile, but it has not entered our heads that the amount and character of work of the school child is at all connected with what he has had for dinner, or, as was long ago pointed out by Voltaire, that his disposition depends on his digestion.

In the efforts at improving the nutrition of the more evidently malnourished children, whether selected by crude measure of relative weight for age and height or by the more trustworthy method of a general examination for all the signs of this condition, special classes have been organized and even open-air treatment has been afforded them. The tendency is, however, except in the most serious cases, to go direct to the root of the matter and secure the right feeding and other conditions affecting nutrition for all children in the home, if possible, and give supplemental feeding in the school only where this is deemed necessary for the time being.

Certainly where children have not sufficient time, or where the distance from home is too great for them to return home at noon, a suitable noon lunch, planned and superintended by the teacher of domestic science, is now deemed essential, and this function is made use of not only for mere feeding but as an objective part of the teaching of hygiene. About one-third of all cities are now furnishing this lunch. In rural schools, where suitable provisions for the noon meal are of especial importance, the serving of hot chocolate or soup with the food brought by the child is arranged for, while suggestions to parents and the distribution of such publications on the subject as those issued by the Bureau of Education have made an improvement in the contents of the lunch basket.

OPEN-AIR SCHOOLS AND OPEN-WINDOW ROOMS

Open-air schools and open-window classes are a part of the special equipment in about 25 per cent of cities having a population

of 30,000 and more and in about 10 per cent of those from 10,000 to 30,000. The proportion has not increased much in a decade. The success of these schools, which grew out of methods employed in sanatoria for the tuberculous, has, of course, depended on much more than pure or cool air; for extra feeding, rest periods, and a sympathetic atmosphere have been as important factors in the results obtained.

Open-window classes have been used for the same type of pupils where no open-air schools exist or for presumably nontuberculous cases of malnutrition.

As Newmayer says, open-window classes were a "confession that only malnutrition cases shall receive fresh air, and this to be given at times at uncomfortable temperature." It is the duty of educators to furnish such a necessity as pure air at a comfortable temperature to every child in every class. "The lack of fresh air in our schools is an indictment against the designers and builders of our school plants." Even if we furnish a pure and not superheated atmosphere to only our tuberculous children, we shall have to make such conditions for a very large per cent of them.

Children who are suffering from active tuberculosis or other serious chronic diseases have no place even in an open-air school. Their physical care is paramount, and they should be placed in a preventorium or sanatorium, where they can have for 24 hours a day the best conditions for healing and recovery. Even in cases of serious malnutrition (which may often be due to tuberculosis) as much progress will be made if the mental work be made decidedly secondary to physical welfare.

The rulings made in New York City as to cases suitable for open-air schools are as follows:

1. Those who show tuberculous infection but have no sign of active disease.
2. Children exposed to active tuberculosis, particularly those of a marked degree of malnutrition.
3. All definitely arrested cases of pulmonary or other forms of tuberculosis.
4. Marked cases of malnutrition.

Besides learning that pure air and comfortable temperature are essential for body-mind activities, we need to be reminded by the more recent studies of nutrition that "the human flower is, of all flowers, the one which has most need of sunlight." In this connection we may well spend some time in informing ourselves as to the work of Doctor Rollier, of Switzerland, who gives his pupils not only pure air but abundant light and bodily movement. His methods are having an influence in schools in other European countries.

THE SUMMER CAMP

The summer-camp idea dates back some centuries, but in practice it has only lately had its phenomenal development. Like other schools, it began and chiefly remains a private institution, but it is made use of to an increasing degree as an adjunct of the school for the treatment of tuberculous or malnourished children. In the camp the child, during a season when he is often left too much to his own ill-considered ways, can be placed without thought that he is being schooled, under an ideal régime for health in which every condition from the foundations of diet and rest, up, can be supervised while he is brought into that intimacy with nature, too much lacking in our modern life. This deserves to become a part of the experience not only of the ailing child or the child with well-to-do parents but of every child and at public if not private expense. The cost might be considerable, but the results would be worth it. In 83 cities the camp has established itself as a part of the recreational system, and it only needs to be absorbed by the schools.

OTHER SPECIAL SCHOOLS AND CLASSES

Besides the open-air schools and classes for those crippled constitutionally by bad feeding or chronic bacterial disease, there has been much progress toward special assistance for those locally crippled in eye, ear, heart, or limb. "Sight saving" or "sight conservation" classes are being established in increasing numbers for children with corneal opacities, pronounced or progressive near sight, or other causes which greatly impair the vision. These classes are given an especially good light; extra large print is used; and the methods of training are especially adapted to these half-blind children.

The number of children who are hard-of-hearing is large, and classes with appropriately adapted methods have been organized in many cities for those children who, because of this defect, can not profit as they should by the regular school activities. A study of best methods of selecting and training such children has recently been undertaken by the American Federation of Organizations for the Hard of Hearing in cooperation with the Bureau of Education.

Children with speech defects are given more attention chiefly through special teachers who work with the children individually or in small classes at special periods in the school day. They help also indirectly by advising the regular teacher as to general methods of handling these children so that they may not suffer from consciousness of their distressing ailments. In the city of Philadelphia 10 of these special teachers are employed.

Children with damaged hearts are given special attention in some of our larger cities by the establishment of special heart clinics

and by placing the children in special classes where their exercise and nutrition can be supervised.

HEALTH EDUCATION

Training in the practice as well as in the theory of hygiene (or health education, as it has been called) is widely adopted in the school program, and excellent progress has been made in the perfection of methods for arousing interest and for securing results. This development has been powerfully stimulated by the efforts of the American Child Health Association, the joint committee of the National Education Association and the American Medical Association, the American Red Cross, the National Tuberculosis Association, the National Child Welfare Association, and other private agencies. Such work hinges on the attitude and degree of cooperation of the home, and this fact is still too much ignored. The work of health education has its objective beginning in the first physical examination of the child, and the presence on that occasion of one or both parents should start the welding of a link of mutual understanding as to what the school is driving at when it attempts to improve the child's daily habits. Periodic weighing and measuring of the child serves as a concrete reminder of his bodily being and as a peg on which to hang health lessons that endure.

This work is placed, in many school systems, under the supervision and direction of a special health teacher or of a physical director or nurse well grounded in these methods, and preparation in this subject has been introduced in teacher-training institutions.

Besides the helps for teachers in the practical teaching of hygiene issued by this bureau, we would mention the reports of the conferences on health education held by the American Child Health Association and the report of the joint committee on health problems in education, issued in 1924, and entitled "Health Education."

There has been increasing improvement in the methods of teaching and in the textbooks used in the elementary school. In high schools, however, except incidentally in connection with general science, biology, or civics (none of which subjects are always required of all pupils), the matters of health are too much neglected for subjects of less moment save for obtaining entrance to college.

There is a steady increase in the number of schools making some effort at presenting the facts connected with sex; and, though progress in this direction seems painfully slow, there is promise that schoolmen are coming to the opinion that this subject is of importance and that they can transmit information on human origin with as much success as those to whom the precious task has hitherto been so generously confided.

The teaching of practical home hygiene, the care of children and of the sick, has found a foothold in many schools to the great benefit of all concerned. This work has been furthered in many quarters through the activity of the American Red Cross.

PHYSICAL TRAINING

There is a most unfortunate confusion of terms and of understanding as to what is meant by physical education. Whereas in some school systems the words are still applied in their former broad meaning as covering all activities having to do principally with bodily development, health, and efficiency; in others they are applied in a limited sense to those more primitive (but none the less essential) body-mind activities in which the larger muscles are brought into play with coincident exercise of underlying functions.

Taking this subject in its narrower meaning, there has been a decided widening of interest in physical education in the past decade, brought about particularly by the war.

The movement for physical training of children in public schools, which arose in Europe in the early years of the nineteenth century, reached this country in due season. The systems adopted from Sweden and Germany were admirably adapted to fit into the routine order of classroom work. It was asserted and hoped that these exercises would counteract the effects of long sitting and of unavoidable bad posture. It was not likely, however, that gymnastics carried on for a few minutes a day could have much developmental or recreative effect or any great mental or moral influence. In fact, the time element in itself (seldom more than 15 minutes a day) negated any notable influence on physical development. Nevertheless, gymnastic exercises did much good, and were worth all the scant time and effort bestowed on them.

Interscholar athletics were pursued in many schools with considerable outlay for coaching and for outfits, but this interest was bestowed where it was least needed from a purely physical standpoint.

The trend has been in late years, so far as the school curriculum and facilities will permit, to add to the formal gymnastic exercises the more natural training afforded by dancing, games, and a general participation in athletics. Methods of classifying elementary and secondary pupils for participation in sports are sought, and rewards of excellence in the way of badges or letters are employed to stimulate interest.

Thirty-three States have passed laws making physical education a part of the school curriculum, and in all but two instances the law is, in effect, mandatory. Fourteen States have appointed State directors, and the preparation of teachers in this subject, as well as

the general organization of this work, is advancing satisfactorily under their direction.

While the content of the course in physical training is broadening, its extent, so far as the school period is concerned, is still small. As a purely instructional exercise perhaps 15 or 20 minutes a day is adequate, but from a "study period" point of view, or rather from a joy-of-living, developmental, and recreative aspect, two hours a day is not too much.

There is a healthy tendency for the educator to view again the recess period with the respect it so long deserved, and some added time is gained for supervised physical activity after school and on Saturdays with direction by special or by regular teachers. Probably the time is not far distant when the special teacher of physical training will begin his work in the afternoon and continue it after school hours and on Saturdays.

The development of playgrounds and swimming pools, with supervision through municipal or school authorities, has added much to the opportunity for physical and therefore mental and moral health of the school child. According to the last report of the Playground and Recreation Association of America, 711 cities now maintain playgrounds, with an expenditure of more than \$20,000,000 a year for their upkeep and supervision. It is not sufficient that playgrounds should exist. They need to be in charge of well-trained directors.

The value of the summer camp as a place for training in physical education and hygiene has been mentioned elsewhere. It is the missing link between school sessions and is a place for physical education in its fullest sense. It should be made the connecting link for all pupils and not simply for those who can afford the present cost of this experience.

Besides the summer camp, the Boy Scouts, Girl Scouts, and Camp Fire organizations have been of much help in promoting physical and social education during vacation periods, and the work of these organizations is becoming more effective as its leaders are better trained. The Young Men's Christian Association and Young Women's Christian Association remain worthy all-the-year promoters of physical, social, and mental health and development.

Among the notable events along the line of the promotion of participation in sane physical activities has been the birth and development of the Women's Division of the National Amateur Athletic Federation of America. The aims of this organization are to secure the adoption by women of those forms of athletics which seem best fitted for them, to have all such athletics supervised by their own sex, and to encourage research in this field. The division already has

a large membership of colleges and secondary schools throughout the country and promises to be a great power for good.

SAFETY AND FIRST AID

In addition to fire drills, the efforts to reduce the number of street accidents has become a fairly necessary part of the school program. The number of accidents from speeding vehicles has been reduced not only by classroom teaching but by closing certain streets for play and the providing of better playgrounds, with special traffic directors in the neighborhood of schools at the beginning and end of sessions.

The teaching of rescue of the drowning and the resuscitation of the partially drowned has been stimulated by the American Red Cross. The subject of first aid has been furthered by the foregoing agency and by the United States Bureau of Mines, as well as independently by the local school nurses and other teachers.

PRESCHOOL WORK

Physical examinations with the purpose of finding and securing the cure of disease or removal of hampering defects were first carried on in this country in universities and colleges. From these higher institutions they filtered into the public schools, and after 50 years it is recognized that it would be wisest to extend the privilege of this examination and bodily betterment to children before they are admitted to school. In Germany, for a number of years, children have been examined on entrance to school and if found malnourished or otherwise unfit are returned to their homes until they are in better condition for school work. In this country more forehanded proceedings have been instituted in a few cities by the examination of children previous to entry.

The nursery school, which prior to the war flourished to some extent in England and Scotland under recognition by the educational authorities, has found a foothold recently in this country. It is not to be confused with the day nursery, but is related on the one hand to this institution and on the other to the elementary schools. We quote from the annual report of Sir George Newman, chief medical officer of the English Board of Education:

It will be generally agreed that the best place for the child under 5 years of age ought to be with his mother in his own home, but when the home surroundings are unsatisfactory and likely to retard the physical and mental development of the child a properly organized nursery school would seem to be the most suitable alternative. Such a school should clearly be free from the type of control and discipline which may be appropriate to older children. It should aim primarily at building up physique and fostering the mental growth of the children it cares for by placing them in happy, healthy surroundings where

they will be fed, warmed, and cleansed and taught by homely methods how to help themselves, contract good habits, and respect the wishes and desires of their fellows. * * * It is generally conceded that the nursery school should be in charge of a specially trained, certificated teacher with less highly qualified assistants for nursing and attendance.

Although the health of the child before he becomes a candidate for school may seem beyond the province of the school, it is of the greatest moment from every point of view that the grist which enters the educational mill should be of the highest quality which heredity will allow. It becomes, then, incumbent on the community of which the school is but a part to see that everything possible is done for the preschool welfare of the child.

Besides the nursery school, there have been developed for the earlier care and guidance of the child and his parents, under public-health administration, habit clinics, infant welfare, and maternal welfare clinics, all of which aid in the delivery to the school of better material on which to exercise its very expensive machinery.

COLLEGE HEALTH

Attempts at putting and keeping the student in his best condition for school work began in higher institutions for learning. There were giants in such work in those days, a third of a century ago, and the health program in the college and university as carried out in a few schools, such as Amherst, Yale, and Harvard, have been surpassed since in only a few institutions, and in a very large percentage it has not yet been approached.

In the matter of exercise, however, there has been progress in most quarters in furnishing all students with facilities for and in the promotion of intramural sports, financed in part by returns from intercollegiate games.

Of 182 colleges and universities of the first rank about 70 per cent require a medical examination of some kind at entrance. About 60 per cent of the schools of liberal arts of these institutions require physical training for men, and of these, 61 per cent allow semester-hour credit. In the schools for women the percentage is somewhat less. Systematic exercise is required usually in the first two years only, but in some it is required for three or four years.

Although the number of colleges giving instruction in personal hygiene has greatly increased, more than 50 per cent of such institutions of the first rank do not yet offer such a course, and comparatively few present the subject of personal and public health adequately.

Courses having reference to parenthood and the maintenance of a healthy home have been considered foreign to the academic atmos-

phere of the college for women, but the endowment and establishment of a "course in eutherics" at Vassar is seemingly an entering wedge in the direction of education which has a direct bearing on the art of living.

HEALTH OF TEACHERS

The health of all workers is looked after to a very considerable extent, and conditions which make for the effectiveness of the teacher are not wholly neglected. The teacher-retirement acts of State and city schools have had their effect in reducing to some extent the anxiety necessarily felt for the future, and anxiety is depressing to physical and mental activities.

Some States and cities have made wise requirements as to the physical condition of teachers, so that the evidently unfit will not fall into an occupation for which they are not well adapted. The schooling in hygiene and physical training which the teacher in training is now receiving also improves her own health.

The improvement in the schools as to ventilation, light, and cleanliness react (unintentionally) for the benefit of the health of the teacher, as do also her efforts at improving the health habits of her pupils. It is easier to work with children who, with a minimum of defects, are clean, well fed, well rested, and sufficiently exercised than with a dirty, malnourished, fatigued, restless, or listless crew.

In providing suitable houses for the teachers in connection with the schools many communities have done much to conserve the energies of the teacher and to improve her work.

TEACHER TRAINING

Facilities for training the grade teacher for work in hygiene and physical training are developing slowly. In some States, notably Connecticut, the departments of education are putting into execution very comprehensive courses of training beginning with physical examinations and the requirements that, within a given time, the candidates shall have their physical defects corrected. If such programs are carried out as planned, the teachers of a few years hence will constitute a strong force for improving personal and public health and vigor.

There has been of late a phenomenal growth in size and number of schools giving professional courses in hygiene and physical education. Whereas 40 years ago there were but two schools giving a two-year course in "gymnastics" or "physical training" to a handful of students, some 50 prominent universities and colleges now give courses in hygiene and physical education leading to a degree in this subject, while the number of State normal and of special

schools giving such courses will bring the total of schools to more than 100.

Very few school nurses have had any special preparation for school work, but opportunities for training in public health nursing are increasing in number, and school work is being included in the courses. Special summer courses have also been arranged for in a few instances.

Courses for oral hygienists are now offered in 10 dental schools, and the number of these schools will be increased in the near future.

Most physicians have had to learn the special problems of their school work chiefly through experience, but the trend of medical instruction toward preventive work is fitting them better than formerly for this task. The special schools in public health, which had their beginning in 1906, now number 12, and these are adding a small quota of better trained workers to the public school field.

PARENT-TEACHER ORGANIZATIONS

Medical inspection brought the school, of necessity, into contact with the home in a new way. The earlier workers in this field, however, exhibited a strangely indifferent attitude toward those most interested, in that they never invited the parents to be present at the examination of their children. This attitude is, however, now corrected to some extent.

The attempt at modifying the fundamental habits of the child, his eating, sleeping, etc., made it again apparent that we must have the thorough cooperation of the home. By tactful address this can be accomplished to an unexpected degree and with a far-reaching benefit on the home, but again the contact has usually been a distant one.

The parent-teacher association, which has spread so widely, serves everywhere to bring the town and gown together in better understanding and has stimulated and improved school work for health, at the same time making the home more sensible with regard to its obligations toward the work of the school.

LEGISLATION

Legislation for health work in the schools in this country may be said to have originated about 40 years ago in the practically universal introduction of the teaching of physiology and hygiene with special reference to the effects of alcohol and narcotics. It was instruction in the effects of these rather than any other feature of hygiene that was aimed at, and the knowledge conveyed as to the mechanism of the human body was incidental.

Legislation for the physical examination of school children began in 1907, when Connecticut made it obligatory for the teachers to test the vision of pupils every three years. At present 42 States have passed laws on the subject. Though in many States the law is only permissive, the majority make it mandatory and specify a full examination.

A State law making physical education a part of the curriculum was first passed in 1904, but up to 1915 only three States had enacted such legislation. The war gave a great impetus in this direction, and by 1924 such laws had been passed by 33 States. In all but two of these States the laws are mandatory in effect. Nearly half of them emphasize the teaching of hygiene, and many of them make provision for teacher training in this work.

Although in 14 States a division of health work under a special director has been created in the department of education, legislation in other States has not led to much improvement of the chaotic condition in the field of general school health administration which exists the country over outside of the cities. To a certain extent improvement along these lines awaits the development of county or district health units.

The operation of the "school hygiene districts," authorized by law of 1924 in New York State, will be looked upon with interest. In such districts—

a committee is created which is authorized to employ a full-time school health director. This committee consists of the city, village, and district superintendents of the district; the chairman of the (county) board of supervisors, and the sanitary supervisor. The county pays one-half of the expense, the State the other half.

In New York \$1,000 State aid is granted to districts that employ full-time medical inspectors and \$700 to districts "that employ full-time dentists, dental hygienists, nurses, health teachers, nutrition or other experts, approved by the commissioner of education."

SCHOOL HEALTH AGENCIES

The existence of manifold agencies, public and private, working for the advancement of health work for the school child, evidences great interest in this work on the part of many persons, but at the same time it indicates that such work is either not fully appreciated by the schools or has not yet been assimilated with the mechanism of the school program. The list of organizations which are doing excellent service in promoting health work in schools is a long one.

CHAPTER XIV

GENERAL UNIVERSITY EXTENSION

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CONTENTS.—Significance of university extension service—Extension activities—Statistical study—New lines of service, or lines having unusual development during the biennium—Extension practices and efforts at standardization.

This report concerns itself with the growth and progress of *general* university extension for the biennial period 1922-1924. By general university extension is meant extension activities of universities and colleges in the fields not covered by agricultural and home economics extension under the Federal subsidy acts through the Federal land-grant colleges.

The report makes no pretense at thoroughness. The limitations of time and resources for securing data render such an ambition impossible. The information upon which the report is based has come largely from universities and colleges holding membership in the National University Extension Association, of which there are 41 at present. The reason for this limitation is the fact that in these institutions the work has been sufficiently standardized to enable some degree of comparison, and to arrive at some evaluation of the results in general terms. There is a further limitation to the report in the fact that data were not available from all the member institutions, though a request for such data was sent to every institution on the list, together with questionnaires concerning matters of special interest and importance. Duplicate requests were sent to those who failed to report the first time.

It is believed that the data and conclusions here reported are indicative of the progress and development in this field of service. Probably in no other field of university work has progress been more notable or more significant.

SIGNIFICANCE OF UNIVERSITY EXTENSION SERVICE

The significance of the service is shown not only by the variety and comprehensiveness of the activities engaged in, but by the ever-increasing number of people reached through the service. When one considers the progress of extension of our leading institutions, including 31 State universities, he is led to the conclusion that before many decades have passed all Americans, both old and young, will have the advantages of university training and university service at

their very doors. Such is indeed the program and the ambition of general university extension.

Is not this as it should be? We have agricultural and home economics extension under Federal subsidy because, in the main, it is desired to increase material production and to conserve resources in the home and on the farm—in a word, to increase the ability to make a living. Shall we not have equal emphasis placed on other vocational and industrial development through instruction given in class and correspondence courses in trades and professions, other than those covered by the extension work of the land-grant colleges, which are equally important in gaining a livelihood for a large portion of people? Should there not be even greater emphasis placed upon the elements of social inheritance whereby we acquire training for making a life, as well as for making a living? These aspects of education belong peculiarly to the field of general university extension.

President Birge, of the University of Wisconsin, whose institution was not only a pioneer in general extension, but which has through the years continued to occupy a position of leadership in this field, declared significantly in 1924 that general university extension is essential not only for individual progress on the part of those who are unable to attend campus classes, but is equally important as a means of preventing the crystallization of social groups. To meet the ever-increasing demands of modern life, in the opinion of President Birge, the social mind must be kept in a state of fluidity. In other words, people must study and read for themselves, must constantly acquire new ideas, and must constantly revise their ideals, if social life in a rapidly changing democracy is to go forward.

Because of its resources of personnel, laboratories, libraries, and research material, the university is best equipped to render this service. Since general extension of knowledge is essential to social and economic development, and the universities are in the most advantageous position to extend it at a minimum of cost, they must furnish this service. In so far as State universities are concerned, probably the large expenditures of money taken from the pockets of the taxpayers of the State can be justified only by rendering service to the whole people.

It has been appropriately stated by leaders in this field of thought that the functions of a modern State university should consist of the following: (1) The teaching of students on the campus; (2) research and the advancement of learning by its faculty; (3) the extension of its resources to the people of the entire Commonwealth.

Notable progress is in evidence in the institutions of the South and West, where extension has found its richest fields of development and where State universities exist in largest numbers.

For convenience this report is divided into four parts: First, extension activities in different institutions; second, statistical data as indices of progress; third, activities that have had unusual development during the period covered by the report; and, fourth, movements for the standardization of extension courses.

The data here presented were secured from two sources, as follows:

1. Published reports and bulletins issued by the various extension divisions, sent in response to a request for such material as would set forth activities and indicate lines of development and progress during the two years covered by the report.

2. Answers to questionnaires.

I. EXTENSION ACTIVITIES

Dean L. E. Reber, of the extension division in the University of Wisconsin, whose services in the field of extension are outstanding, has suggested¹ that extension services should be divided into *formal* instruction and *informal* service. By formal instruction is meant correspondence or home study; class instruction involving systematic and consecutive teaching; study group programs involving a definite program of study for a period of time; short courses, institutes, and conferences, given on the campus or in centers throughout the State; and radio lectures of an organized and consecutive sort. The aim of this type of instruction is systematic and consecutive teaching resulting in the permanent acquisition of a definite portion of knowledge. By informal service is meant service involving flexible methods and materials. The results are often inspirational and informational, but are less permanent than the results of formal instruction. The latter type of service is represented in our general university extension program by a great group of activities which might appropriately be styled the service line of university extension.

A large majority of institutions place great emphasis on the formal side of extension work, and this service may be said to constitute the backbone of university extension. Formal instruction may be of both credit and noncredit types. The credit type covers courses given either by correspondence or class work off the campus, or by means of radio, which are in all essential respects equivalent to courses given on the campus, and with the same prerequisites that are enforced on the campus. Noncredit courses are given by correspondence, class work, radio lectures, study club outlines, etc., the aim being to educate and to give the benefits of college instruc-

¹Proc. National University Extension Association, Madison, Wis., May 8, 9, and 10, 1924, p. 27.

tion without any thought of credit in the institution. It is but fair to say that many of the noncredit courses are in all essential respects of college grade, and it is also true that many of them are much below college grade. For instance, courses for college entrance are often given by correspondence, and courses for teachers' examinations are sometimes offered in this connection. Many other courses that meet special requirements of noncollege grade are included in the list.

In the list of informal instruction and service lines, a survey of the literature reveals the following: Lectures, both singly and in series; lyceum courses; general radio broadcasting, including lectures and entertainment features; package library service; visual education service, including the distribution of films, slides, art collections, exhibits and stereographs (some of this material is used for entertainment features, but a large part of it is educational and informational); general information service, including the answering of inquiries and questions of various groups and individuals throughout the State; women's club work; conducting high-school debating leagues; high-school athletic associations; school and community drama service; school and community music service; bulletin service; contests in literary and other events; school service, especially rural service; welfare week-ends; the conducting of Good Roads essay contests; health service; special fair exhibits; workers' education; technical service; library extension service other than package library service; debate and public discussion outside of, or in addition to, high-school service in this line; Government research or municipal reference bureau; service to women's clubs in assisting in the organization and extension of activities; play and recreation service; community institutes; community center aids; surveys (economic, social, and school); short graduate medical courses; assistance in community organization and improvement; assistance in problems of rural economy and sociology; surveys, information, etc., on community and industrial relations; high-school visitation; music extension; fostering bible study in high schools; forestry extension service; engineering extension service; citizenship education; retail salesmanship, including short courses and institutes on business.

TABLE 1.—*Extension activities of institutions*

Name of institution	Correspondence	Class instruction	Public information ¹	Public lectures	Visual instruction	School or community service	Institutes, conferences, and short courses	P. T. A. or other club service	Study club programs	Community drama	Home reading courses	Graduate medical lectures	Labor education	Municipal reference	Lyceum	Physical training and high-school athletics	Community center	Publications	Community institutes	Radio
University of Alabama	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Arizona	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Arkansas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of California	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Chicago	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Colorado	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Columbia University	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Florida	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Harvard University	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Indiana University	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
State University of Iowa	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Iowa State College	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Kansas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Kentucky	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Massachusetts Department of Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Michigan	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Minnesota	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Missouri	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Nebraska	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of North Carolina	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of North Dakota	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Oklahoma	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Oregon	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Pennsylvania	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Penn State College	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Pittsburgh	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of South Carolina	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of South Dakota	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Southern California	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Texas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Utah	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Virginia	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Washington	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
State College of Washington	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of West Virginia	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University of Wisconsin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Total	29	30	21	23	21	21	18	8	4	7	17	3	4	8	6	6	4	12	4	..

¹ Including package library service

In Table 1 an effort is made to set forth the various types of service, both formal and informal, offered by the different institutions under general heads that are typical of the service found in most institutions. All but seven of the institutions give correspondence courses. Of the 29 institutions listed as giving correspondence courses, all except one or two give college credit for such work, a notable exception being Columbia University. A large majority of them also offer correspondence courses of a noncredit grade. Of the 30 institutions offering class instruction, the vast majority give courses of this kind for credit.

Several extension divisions give noncredit class work, among them, California, Columbia, Massachusetts Department of Education, Michigan, Minnesota, North Carolina, and Wisconsin. There is a well-defined tendency to give work in this connection which might be designated as workers' education, or an Americanization program. Noteworthy examples are the University of California

and the Massachusetts Department of Education, in both of which organizations thousands of students are enrolled. This movement follows, somewhat, the lead of the Workers Education Movement in Great Britain, where tutorial classes have been organized through cooperation between the colleges and the labor organizations. This movement gives promise of splendid results in the program of adult education. A notable by-product is the conclusion reached by those in charge of the movement in Great Britain that adults of non-collegiate grade can, nevertheless, profit greatly by instruction of collegiate grade when such instruction is properly given.

It is interesting to note from the table that, if one takes the first eight lines of service, including correspondence instruction, class instruction, public information, and package library service, public lectures, visual instruction, school or community service, and institutes, conferences, and short courses, one has a large majority of the activities of the various extension divisions. The other activities in which we find three or more institutions participating, up to as many as 12, include 13 different groups of activities. The number of detailed activities included in these groups is indicated by reference to the above list.

II. STATISTICAL STUDY

The list given below indicates the extent of offerings in the two major fields of extension service. The correspondence list carries 48 subjects. Included in the list we find the laboratory sciences of anthropology, bacteriology, botany, chemistry, geology, paleontology, physics, and zoology. The effective teaching of the elementary aspects of the physical and natural sciences is made possible in such institutions as Chicago and Wisconsin by providing small laboratories which are sent to the individual student for experimental purposes. Extra charges for these courses cover the extra cost involved. Reports from these institutions indicate that such an arrangement is satisfactory, and that in this way standard work can be done.

Offerings are more extensive in class centers, with 83 subjects listed, a few of which doubtless overlap.

COURSES OFFERED BY CORRESPONDENCE

- | | | |
|------------------|------------------------------|------------------|
| 1. Accounting. | 8. Chemistry. | 13. Economics. |
| 2. Agriculture. | 9. Church history. | 14. Education. |
| 3. Anthropology. | 10. Comparative religion. | 15. Engineering. |
| 4. Art. | 11. Drawing. | 16. English. |
| 5. Astronomy. | 12. Early Church literature. | 17. Forestry. |
| 6. Bacteriology. | | 18. French. |
| 7. Botany. | | 19. Geology. |

20. German.	30. Meteorology.	39. Preaching and parish ministry.
21. Greek.	31. Music.	40. Psychology.
22. History.	32. New testament.	41. Public school art.
23. History of art.	33. Old testament literature and oriental languages.	42. Religious education.
24. Home economics.	34. Paleontology.	43. Social science.
25. Household administration.	35. Pharmacology.	44. Sociology.
26. Latin.	36. Philology.	45. Spanish.
27. Library economy.	37. Philosophy.	46. Swedish.
28. Library science.	38. Physics.	47. Theology.
29. Mathematics.		48. Zoology.

COURSES OFFERED IN CLASS CENTERS

1. Advertising.	28. Fine arts.	57. Personality analysis.
2. Anthropology.	29. French.	58. Philosophy.
3. Archaeology.	30. Geography.	59. Phonetics.
4. Architecture.	31. Geology.	60. Physical education.
5. Armenian.	32. German.	61. Physical science.
6. Art.	33. Government.	62. Physics.
7. Astronomy.	34. Greek.	63. Physiology.
8. Banking and finance.	35. Health.	64. Political science.
9. Biology.	36. Health education.	65. Portuguese.
10. Botany.	37. Hebrew.	66. Psychiatry.
11. Business administration.	38. History.	67. Psychology.
12. Business law.	39. Household arts.	68. Public speaking.
13. Celtic.	40. Household science.	69. Real estate.
14. Chemistry.	41. Hygiene.	70. Rhetoric.
15. Chinese.	42. Indo-Iranian.	71. Rumanian.
16. Commerce.	43. Industrial management.	72. Salesmanship.
17. Commercial education.	44. Italian.	73. Scandinavian.
18. Corporation finance.	45. Japanese.	74. Selling and advertising.
19. Cost accounting.	46. Journalism.	75. Semitics.
20. Dentistry.	47. Law.	76. Siamese.
21. Drawing.	48. Library economy.	77. Slavonic.
22. Economics.	49. Mathematics.	78. Social science.
23. Education.	50. Medicine.	79. Sociology.
24. Engineering.	51. Money and banking.	80. Spanish.
25. English.	52. Music.	81. Speech.
26. Factory manufacturing.	53. Nature study.	82. Surgery.
27. Finance.	54. Neurology.	83. Zoology.
	55. Oriental seminary.	
	56. Palidology.	

Tables 2 to 4 give statistical data concerning correspondence study and class centers. Table 2 shows the number of new enrollments and the number of individual students enrolled for each of the years 1921 to 1924. By enrollment is meant registering for a correspondence course of unit of instruction. By number of individual students is meant the number of different persons enrolling for correspondence study or class center work. While data are incomplete, the evidence of growth both in enrollments and in number of individuals served is conclusive. Total new enrollments reported for 1921 and 1922 are 81,362, and for the biennial period of 1923 and 1924 the number is 102,025. In individual students enrolled the numbers for the two biennial periods are 49,672 and 57,323, respectively.

TABLE 2.—Number of new enrollments and number of individual students enrolled for correspondence courses

University ¹	Number new enrollments in correspondence courses for years indicated				Number individual students for years indicated			
	1921	1922	1923	1924	1921	1922	1923	1924
University of Alabama	98	167	245	390	98	167	245	390
University of Arizona	202	228	215	226	135	149	143	163
University of Arkansas	261	490	325	527	230	433	285	475
University of California	4,387	5,036	5,060	5,980	(²)	(²)	(²)	(²)
University of Chicago	4,476	4,709	4,729	5,248	(²)	(²)	(²)	(²)
University of Colorado	517	603	875	1,060	(²)	(²)	(²)	(²)
Columbia University	(²)	(²)	(²)	827	(²)	(²)	(²)	(²)
University of Florida	(²)	(²)	(²)	3,947	(²)	(²)	(²)	(²)
Indiana University	847	940	1,005	1,131	742	798	883	992
Iowa State College	25	25	16	17	23	21	16	17
University of Iowa	(²)	(²)	(²)	1,108	(²)	(²)	(²)	961
University of Kansas	2,113	2,485	2,306	2,110	1,597	1,895	1,801	1,664
University of Kentucky	(²)	(²)	408	522	(²)	(²)	(²)	350
Massachusetts Department of Education	5,282	6,362	4,981	4,796	3,707	4,690	3,034	2,639
University of Minnesota	888	1,149	1,302	1,386	779	1,012	1,146	1,235
University of Missouri	868	937	1,629	2,080	713	797	965	1,519
University of Nebraska	709	1,154	1,163	1,279	861	926	931	967
University of North Carolina	111	245	609	1,232	111	202	376	838
University of Oklahoma	(²)	956	1,362	1,216	(²)	917	1,309	1,180
University of Oregon	1,136	1,110	1,328	1,417	828	885	947	1,084
Pennsylvania State College	1,300	1,550	1,429	3,450	580	740	850	1,890
University of Southern California	(²)	(²)	28	174	(²)	(²)	28	174
University of Tennessee	(²)	(²)	178	339	(²)	(²)	150	262
University of Texas	2,706	3,366	4,247	5,253	1,924	2,351	2,596	3,395
University of Utah	670	534	625	582	(²)	(²)	(²)	(²)
State College of Washington	370	478	492	524	126	187	264	282
University of Wisconsin	11,505	10,299	10,566	11,164	10,892	10,156	10,103	10,774
Total	39,471	42,791	45,014	57,985	23,346	26,326	26,072	31,251

¹ The Universities of South Carolina and Virginia do not give correspondence courses.

² No figures available.

TABLE 3.—Number of enrollments and number of individual students in class centers

University ¹	Number of enrollments for years indicated				Number of individual students for years indicated			
	1921	1922	1923	1924	1921	1922	1923	1924
University of Alabama	403	673	1,016	1,020	403	673	1,016	1,020
University of Arizona	177	184	134	165	161	146	131	154
University of Arkansas	82	142	716	840	(²)	(²)	(²)	(²)
University of California	19,755	18,976	23,464	30,138	9,876	(²)	(²)	(²)
University of Colorado	2,550	2,092	1,728	1,858	(²)	(²)	(²)	1,482
Columbia University	(²)	(²)	(²)	17,840	(²)	(²)	(²)	(²)
Indiana University	5,419	6,809	7,264	7,334	3,233	5,044	5,254	5,474
Iowa State College	1,012	1,048	1,064	4,526	(²)	(²)	975	1,428
University of Kansas	626	620	377	494	582	574	354	427
University of Kentucky	(²)	(²)	926	1,226	(²)	(²)	(²)	671
Massachusetts Department of Education	23,141	26,745	27,751	30,011	(²)	(²)	(²)	(²)
University of Minnesota	7,802	7,269	7,237	8,315	4,847	4,461	4,272	4,599
University of Missouri	111	6	121	110	111	6	121	110
University of Nebraska	1,022	545	699	709	964	432	536	594
University of North Carolina	46	199	696	1,406	46	199	600	1,257
University of Oklahoma	183	423	675	867	(²)	(²)	(²)	(²)
University of South Dakota	(²)	(²)	107	297	(²)	(²)	107	297
University of Oregon	2,585	3,106	3,650	3,944	(²)	(²)	(²)	(²)
Pennsylvania State College	580	645	1,300	1,935	200	210	430	635
University of Southern California	(²)	(²)	406	1,752	(²)	(²)	406	840
University of Texas	166	159	211	159	166	133	205	159
University of Utah	1,668	1,398	1,424	3,388	(²)	(²)	(²)	(²)
University of Virginia	415	685	340	242	399	478	279	231
State College of Washington	374	425	1,092	947	345	394	967	835
University of Wisconsin	3,212	4,334	4,749	(²)	(²)	(²)	(²)	(²)
Total	71,329	76,185	87,137	116,528	21,319	12,750	15,673	20,211

¹ The University of Florida reports information not available, and South Carolina and Iowa State Universities have no class center service. Chicago has no extension class center service, though it conducts a down-town college in the city of Chicago.

² 33 in 1923 and 26 in 1924 enrolled as "auditors with no credit."

³ No information available.

TABLE 4.—Number of courses completed by correspondence and in class centers

University	Number of correspondence courses completed for years indicated				Number of courses completed in class centers for years indicated			
	1921	1922	1923	1924	1921	1922	1923	1924
University of Alabama	87	150	220	350	360	600	915	918
University of Arizona	58	78	79	85	83	66	92	103
University of Arkansas	132	194	185	(1)	(?)	(1)	(1)	(1)
University of California	960	1, 148	1, 212	1, 431	(1)	(1)	(1)	(1)
University of Chicago	2, 389	2, 536	2, 669	2, 989	(1)	(1)	(1)	(1)
University of Colorado	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Indiana University	339	446	504	595	4, 996	5, 081	5, 615	5, 802
Iowa State College	(1)	(1)	16	17	(1)	(1)	910	1, 300
University of Kansas	651	845	1, 090	945	438	430	265	342
University of Kentucky	(1)	(?)	210	(1)	(1)	(1)	(1)	(1)
Massachusetts Department of Education	3, 422	4, 899	6, 558	4, 301	12, 170	14, 421	12, 817	15, 806
University of Minnesota	399	445	582	684	(1)	(1)	(1)	(1)
University of Missouri	523	585	666	944	105	6	90	110
University of Nebraska	(1)	334	453	546	(1)	(1)	(1)	(1)
University of North Carolina	(1)	134	357	900	(1)	158	520	1, 114
University of Oklahoma	(1)	(1)	(1)	(1)	183	423	675	867
University of Oregon	298	359	387	458	(1)	(1)	(1)	(1)
Pennsylvania State College	380	425	360	640	405	425	820	1, 235
University of Tennessee	(1)	(1)	50	98	(1)	(1)	50	138
University of Texas	2, 435	2, 826	3, 578	4, 524	153	113	209	147
University of Virginia	(1)	(1)	(1)	(1)	188	469	278	120
University of Wisconsin	4, 436	4, 563	6, 334	8, 058	2, 238	3, 043	3, 903	(1)
Total	16, 509	19, 967	25, 515	28, 392	21, 319	25, 235	27, 159	28, 002

(1) Information not available.

III. NEW LINES OF SERVICE, OR LINES HAVING UNUSUAL DEVELOPMENT DURING THE BIENNIUM

Requests were sent to the different extension divisions asking for information concerning new lines of extension activities begun during the years 1923 and 1924. The results of that inquiry are here indicated:

University of Alabama: Development of package library service to high schools; community service; employment of full-time expert for visual instruction bureau.

University of Arkansas: Broadcasting station established for lectures and entertainment programs; publication of monthly bulletin of public service; circulation of print collection of 300 prints in color.

University of Indiana: Nutrition institute for the State; regional antituberculosis institutes for the States of Indiana, Ohio, Illinois, and Kentucky.

University of Kentucky: Development of women's club work.

Massachusetts Department of Education: Courses broadcasted by radio.

University of Missouri: Play and recitation service; extension class centers developed.

University of North Carolina: Visual instruction service inaugurated.

University of Oklahoma: Workers' education service begun.

University of Oregon: Americanization work; radio broadcasting of university lectures; local history contests; development of welfare week ends, the aim being to give people of the communities practical demonstrations of the services of various State agencies.

Pennsylvania State College: Foreman training; utility economics.

University of South Carolina: Package library service inaugurated.

University of South Dakota: Inaugurated service to debating in the high schools.

University of Southern California: Inaugurated courses in real estate under correspondence study department.

University of Virginia: Temporary organization of Virginia society for crippled children; home reading courses of Bureau of Education; institutes of citizenship; publication of News Letter edited by the department of rural economics and rural sociology; championships in tennis, current and monthly high-school publications, and prizes for the best verse and short story, inaugurated through Virginia High School Literary and Athletic League; package libraries.

State College of Washington: Inaugurated classes in salesmanship and personnel efficiency. These classes are conducted intensively for a period of two weeks each:

In response to the request, "Please give details concerning lines of service that have had unusual development for the years 1923 and 1924," the following information was obtained:

Visual Instruction: The University of Alabama reports that visual instruction made rapid strides, stating, "We obtained the services of a full-time expert, bought some \$2,000 worth of material, and circulated reels of high-grade educational pictures." The University of Colorado reports that motion-picture service, slide service, and art prints were distributed throughout the State. In motion pictures, 144 reels, 41 recreational and 103 educational, were distributed. The educational films were classified under industrial, scenic, historical, patriotic, and health. Seventy-one sets of stereopticon slides on patriotic, scenic, industrial, scientific, and general topics, including war slides, health, religious, etc., were distributed. There were 97 communities served, with a reported attendance of 65,351. The service was well distributed throughout the State, according to the report of the director of extension.

Community Service Work: The University of Alabama reported that the community service work was very successful, more than 500 lectures and addresses being delivered in the State.

Women's Club Work: The University of Alabama reported that the women's club programs furnished by the extension division were very widely used, more than 6,000 women being enrolled in groups in which programs were used. The University of Kentucky also reported unusual development in their women's club work program.

Workers' Education: This phase of extension work had unusual development in the Universities of California and Oklahoma and in the Massachusetts Department of Education. In California hundreds of classes were organized, and these were attended by thousands of students. In addition to the class work, the extension division supervised a number of lectures for the benefit of workers. The University of Oklahoma reported the organization of 24 classes in workers' education, with subjects as follows: Philosophy, 6; economics, 1; psychology, 4; English, 5; arithmetic, 5; debating, 1; Spanish, 1; shorthand, 1. According to the director of extension, 366 persons enrolled in these classes. The work is received with great enthusiasm. In addition to the class work, lecturers in workers' education visited 42 communities, lecturing to 3,550 persons, and holding personal interviews with some 1,250. The total number of persons served through the workers' education program is estimated at 5,282. In the class work special textbooks are used, and the classes constitute discussion groups. The work is for both men and women, and for all trades and occupations.

The adult alien education under the supervision of the extension division of the Department of Education of Massachusetts, as authorized by the general laws of that State about 1920, has had a steady development since it was inaugurated. The work is conducted in what is known as English and citizenship classes in evening schools, in factories, and in neighborhood classes (clubs, homes, churches, day classes). While reports for 1924 were not available, the 1923 report indicates a total of 1,567 classes organized, 849 being in evening schools, 306 in factories, and 412 in neighborhood classes. The work is carried on under the provisions of the law, through the cooperation of industrial plants and public schools, under the general supervision and direction of the extension division. Statistics show that factories in 34 cities and towns cooperated in conducting adult immigrant classes during the school year 1922-23, while 113 cities and towns operated under the provisions of the law in carrying out this type of education. Of these, 74 employed full-time or part-time directors and supervisors for this type of work. Enrollment in classes for adult immigrants increased from 9,030 for the first year after the passage of the act to 27,658 for the year 1922-23.

Merchants' institutes represent types of unusual activity in the Universities of Colorado and Kansas. In Colorado the institutes are held for a period of four to five days, usually under the auspices

of the local chamber of commerce and the university extension division. One or more specialists are brought in for two periods a day for lectures and discussions. These institutes are entirely supported by the local merchants and those desiring to take the course. Statistics indicate that the institutes are largely attended and are very fruitful in stimulating merchants to bring about better business conditions and closer cooperation between the farmers and the business interests of the town. The following is a program showing the topics discussed at a merchants' institute held at Trinidad, Colo., November 2-6, 1925:

Monday, November 2—

9.30 a. m. "Planning for More Business."

7.30 p. m. "The Winning Salesman."

Tuesday, November 3—

9.30 a. m. "How to Get returns from Advertising Expenditures."

7.30 p. m. "The Human Side of Retailing."

Wednesday, November 4—

9.30 a. m. "Retail Credits and How to Control Them."

Noon. "The Merchant and His Problem."

7.30 p. m. "Knowing the Goods You Sell."

Thursday, November 5—

9.30 a. m. "Cost of Operating Retail Stores in Colorado."

Noon. "Building a Community."

7.30 p. m. "Fundamentals of Business from the Personal Standpoint."

Friday, November 6—

9.30 a. m. "How to Write Advertising that Pulls."

Noon. "Teamwork for Community Development."

7.30 p. m. "Cashing in on Sales Opportunities."

The director of extension in the University of Kansas reports that the greatest development in any single activity of extension work during the year 1924-25 was in the merchants' institutes, in which programs were offered in cooperation with the local commercial organizations, ranging in length from two to five days. Speakers were furnished both from the university faculty and specialists from outside to discuss the special problems of retail merchants and general problems having to do with community development. These institutes were conducted in 12 communities, the communities in general bearing practically all of the expenses. The university assisted in only a few cases in bearing the administrative expenses. In addition to general lectures on salesmanship, advertising, store management, etc., regular courses were conducted in such special subjects as show-card writing, window trimming, preparing advertising copy, and accounting. The purpose of these courses is to provide both the

employers and the employees in retail stores with the benefit of the experience of the most successful retailers throughout the country, as well as the information accumulated by such agencies as the Graduate School of Business Research of Harvard University, and many large commercial organizations which are conducting special investigations along retail lines. In addition to the merchants' institutes, a merchants' short course is annually held at the University of Kansas.

Municipal research had unusual development in the University of Colorado. The Bureau of Government Research is headquarters for the Colorado Municipal League, and as such serves as a clearing house of information for municipal officials. Studies requiring investigation, such as installation of bookkeeping systems, efficiency studies of municipal departments, etc., are made for cities or civic organizations at cost; that is, actual necessary traveling expenses. Surveys and reports for State departments, counties, school districts, and towns and cities, covering specific problems confronting these organizations are made and recommendations made looking toward securing greater economy and efficiency in administration. Assistance in legislative drafting is also furnished. The bureau is the headquarters for the State Association of Commercial Organizations, and, as such, renders assistance to chambers of commerce and other commercial and civic organizations in dealing with their problems of organization and operation.

Child health clinics were also a feature of progress made in extension in the State of Colorado. Five State organizations that engage in State-wide health work cooperate in these conferences and clinics, including the Colorado Tuberculosis Association, the State board of health, State dental association, Colorado child welfare bureau, and the bureau of community organization of the extension division. These conferences and clinics are held for the purpose of giving physical examinations to children, preferably children of pre-school age, and of furnishing parents of such children with information concerning the results of the clinics. In addition to the clinics, public lectures on health are given in the community in which the clinics are being held.

Correspondence study work, or class center work, or both, had unusual development, according to reports from the Universities of Indiana, Missouri, North Carolina, Oregon, South Dakota, and Texas.

In Indiana the number of different students enrolled in class centers increased from 3,233 for 1921-22 to 5,406 in 1923-24, an increase of approximately 50 per cent during the biennium.

The development in correspondence instruction in the University of Missouri has been in the general field of agriculture, including animal husbandry, entomology, farm management, field crops, horticulture, poultry husbandry, and soils. These are noncredit courses.

From November 1, 1922, to October 31, 1924, figures furnished for Missouri show that there were 49 extension class centers and 139 different classes conducted. There were 2,307 registrations by 2,158 different students in these classes. University professors traveled to these 49 communities once or twice each week to meet the classes. The director reports that center classes and correspondence instruction work doubled in size during the biennial period.

The University of Oregon had almost 30 per cent increase in enrollments in correspondence study and class centers during the biennial period, notable growth being reported from the Portland center.

The University of South Dakota reports that its correspondence study work has been trebled during the biennial period.

The University of Texas has had an increase of approximately 60 per cent in enrollments for correspondence work during the biennial period.

Package library service had unusual development in the Universities of Indiana, South Carolina, Kentucky, and Texas. In Indiana the circulation increased for the biennial period from 2,359 to 3,812. This service for 1923-24 was furnished to 413 communities, serving 28,212 persons. Hundreds of modern, everyday topics of interest to the people were the bases of package libraries.

The University of South Carolina, through its director of extension, reports that in 1923-24 the package library service had its greatest growth, its work being shown in the following figures: Plays distributed, 2,414; readings, 15,018; reference books, 306; package libraries, 2,466; articles, 15,544; club programs, 735; reading courses, 62.

The University of Kentucky reports a large increase in package library service and study-club programs in connection with the development of women's clubs in the State in 1924. The increase in circulation of package libraries in the University of Texas has been from a little more than 10,000 in 1922 to 12,700 in 1924, an increase of about 30 per cent. There were 1,800 permanent package libraries distributed on more than 1,000 different subjects.

Radio courses were broadcasted by the extension divisions of the University of Arkansas, University of Pittsburgh, University of Oregon, Pennsylvania State College, University of Florida, the Massachusetts Department of Education, and the University of Wisconsin.

In 1924 the Legislature of Florida appropriated \$50,000 for a radio broadcasting station to be placed in the University of Florida under the supervision of the general extension division. Of especial interest in this connection is a report on Massachusetts university extension courses given from Westinghouse Electric broadcasting station WBZ, as reported by Director James A. Moyer. In the

fall of 1923 Director Moyer, with Mr. Dennis A. Dooley, supervisor of university extension classes, saw the utility of radio for purposes of sound instruction, and devised a plan for broadcasting university lectures. It was arranged with G. H. Jaspert, director of station WBZ, Westinghouse Electric Co., to broadcast through that station. The following courses have been given: Household management; radio reception for amateurs; music appreciation; contemporary American literature; short story writers; French lessons; and the making of a music lover. These courses were given largely by members of the faculties of universities, colleges, and public schools. There were from 8 to 10 lectures in each course, with a total of 1,636 students enrolled. An enrollment fee is charged each student, the purpose being to aid in defraying expenses. This matter was arranged in the following manner: Those who desired to receive mimeographed study material and to do the prescribed assignments of study and reading, and receive a special radio certificate, sent an enrollment fee of \$1 to the Department of Education, Boston. Paid enrollments have been received from Canada and from more than one-half of the States of the American Union. They came from as far west as the Rocky Mountains, and as far north as Newfoundland and Labrador. The director states that the experiment is entirely satisfactory, that the work will be continued, and that new courses will be planned to meet developing interests. Among the new courses planned to begin soon after the report was made are; Chief English writers of our day, French conversation and literature, and business psychology. The director further states that there are undoubtedly tremendous possibilities in this method of providing education for adults who want an education, and broadcasting courses will become a significant part of the work done by the Massachusetts Department of Education.

The beginning that has been made in giving courses by radio indicates the possibilities for service in this direction. It is evident from the experiments made that lecture courses, foreign languages, social sciences, and other courses of a similar nature can easily be given by this method, which combines the lecture with written reports. The experience which we have had in this connection indicates that in the future the lecturer may have thousands of students in his classes. This type of work is not confined to universities and colleges. A prominent pastor of one of the Dallas (Tex.) churches now has more than 25,000 students enrolled in his Sunday school lecture class, to whom he lectures every Sunday afternoon from 6 to 7.

A course in real estate is offered by the correspondence study department of the University of Southern California. This course

was adopted by the State Real Estate Association: 58 classes have been organized to pursue the work.

An institute of one week is held in the University of Washington in which graduate medical lectures by the most noted physicians of America and England are given for the benefit of the physicians of the State. In like manner a graduate nurses' institute of intensified advanced instruction is given for graduate nurses each year.

The University of North Carolina offers graduate medical lectures in various communities of the State throughout the summer months. These institutes may be secured by any community in which a sufficient number of physicians desire to secure such lectures and will pay the necessary fee. The work is entirely self-supporting and the university secures for this service outstanding authorities in the United States. The movement has been eminently successful in North Carolina.

Another type of extension service in which North Carolina has taken a position of leadership is the work of the Bureau of Community Drama, working in cooperation with the Carolina Playmakers. The latter is an organization of students and faculty in the University of North Carolina. The purpose of the playmakers is to produce plays as a part of the work in English in the university, and to stimulate the development of play writing of local flavor throughout the State. The purpose of the Bureau of Community Drama is to assist communities in staging native Carolinian plays. Contests in playwriting and playproduction are held and State-wide awards made on the basis of the best production and the best performance. The work has proved eminently successful in that State.

EXTENSION ACTIVITIES WORKING IN CLOSE COOPERATION WITH THE PUBLIC SCHOOLS

An interesting phase of university extension development has been the tendency in certain quarters to work through the public schools, or to cooperate with them in the solution of some of their problems. The director of extension in the University of Virginia reports that "the most outstanding development in the past two years has been in the high-school league, which has extended its activities and effected its organization for the conduct of athletic and literary contests throughout the State." An example of this type of service which has attracted considerable notice throughout the country is found in the University Interscholastic League Bureau of the division of extension of the University of Texas. The work is in the nature of an extension service offered to the schools of the State by the university. Rules and regulations governing the 28 different contests have been worked out, and the conduct of the league is in the hands of an executive committee composed of members of the faculty, appointed annually by the president of the

university. Schools joining the league agree to abide by the rules and regulations and the decisions of the executive committee in all matters of dispute. Member schools pay a graduated fee ranging from \$1 to \$8, depending upon the size and classification of the school.

There is a county executive committee in each county, and a district executive committee in each of the 32 districts into which the counties are grouped. These committees pass on matters of eligibility with respect to their territory, conduct county and district meets, etc.

The winners in the various events in the county meet represent the county in the district meet, and the winners in the district meets in general are brought to Austin in May of each year for the final State championship contests. The pupils are divided into various groups on the basis of schools and ages, and contests are held according to certain eligibility requirements, one of which is that a pupil must be a bona fide student and must be passing in at least three-fourths of his work before being allowed to participate in the contests. Contests are conducted in football, basket ball, track and field events, tennis, debate, declamation, essay-writing, music memory, spelling, journalism, and arithmetic.

Each of the various contests—local, county, district—represents eliminations and the selection of winners for the next higher contest. The winners in the State contests are given the title of champions for the State, and are awarded suitable trophies. Approximately 4,000 schools are annually enrolled in the league. Many thousands of students participate in local, county, and district meets, bringing to the schools hundreds of thousands of parents and stimulating an interest not only in these activities, but in the work of the school in general. Approximately 1,200 boys and girls are active participants in the final State meet. The benefits to the State in raising the standard of scholarship for athletes, and in stimulating better scholarship and educational activities in literary events, have been outstanding.

Another type of extension service in the University of Texas, which works directly through the public schools, is the nutrition and health education program. This program includes two aspects: (a) School-health programs are fostered through the organization of what is known as the Health and Happiness League. Public-school classes become members of this league upon the payment of a nominal fee, and the teachers of the classes agree to use graded lessons on health habits and how to form them, which are furnished to the teachers weekly by the bureau during the school year. (b) A nutrition and health education institute is held each year in connection with the Texas State Teachers' Association meeting, and to this are brought some of the leading authorities on health education in the United States. The bureau also conducts conferences

and furnishes suggestions on health habits and their formation to organizations and individuals throughout the State. Special lectures on health work are provided, and club programs on health education are furnished the club women through the cooperation of the package loan library bureau. Posters and exhibit material are furnished to community, county, and sectional fairs throughout the State.

A unique feature of the health program is the conducting of an experiment in rat feeding, which is carried on in the grades of the public schools under the direct supervision of a nutrition specialist from the university. This experiment has stimulated interest in the work and has been beneficial to communities in which it has been held.

There is a well-marked tendency in certain extension divisions, including the University of Texas, to direct the activities of the visual instruction work in the line of service to public schools in classroom teaching. Films and slides of an educational nature are provided and are sent out to schools desiring to use them in connection with their class instruction. The slide service has been particularly helpful in Texas, where sets of slides worked out on a given topic, with a view to their use in classes in geography, history, nature study, literature, architecture, etc., have been made available. An effort has been made to secure pictures of Texas wild flowers, birds, farm life, and shipping. Various phases of Texas industrial activities, points of historical interest, types of Spanish architecture, etc., have all furnished material for slides. Material has not only been furnished in this way, but an effort has been made to develop technique for its use in the classroom. Reports indicate that the effort has been quite successful.

The extension division of the University of Oklahoma reports a program of tests and measurements, conducted in the public schools, which has stimulated an interest in the test and measurement movement and a knowledge of how to use tests to advantage in the solution of administrative and classroom problems.

The University of North Carolina is fostering a movement, which gives much promise, of furnishing from the university well-trained instructors in education who organize classes in the various communities of the State for the benefit of public school teachers and others interested in the study of education. Practical courses, which the teachers and administrators may use in their daily work, are given, and thus the most advanced thought in educational practice is passed directly to the teachers and school officials. A new organization of this sort in the University of Louisiana has had encouraging success during the last year, and points the way to still greater service in this direction.

The "package library service" in several States is finding its greatest field of usefulness through the public schools. Lists of sub-

jects on which package libraries are available are sent to teachers of English, and from these lists subjects are assigned to pupils for composition work. Pupils secure the package libraries from the university and work out the material for the composition. Such service is of special benefit in those States where public libraries have been slow of development.

Several extension divisions conduct school surveys and school studies. In some cases the study is limited to a single system of schools, and in others it extends to the schools of an entire county. The benefits to the communities studied are unquestionable. They, moreover, stimulate a closer study of school conditions throughout the State.

IV. EXTENSION PRACTICES AND EFFORTS AT STANDARDIZATION

Several studies have been made of practices throughout the country with respect to various aspects of extension work. The most comprehensive one was the study made by a committee appointed at the St. Louis meeting of the National University Extension Association in 1923. The report of this committee was made at the meeting of the association in Madison, Wis., May 8-10, 1924. The committee consisted of W. D. Henderson, director of extension, University of Michigan, chairman; J. C. Egbert, director of extension, Columbia University; H. F. Mallory, director of extension, University of Chicago; W. H. Lighty, secretary of correspondence study, University of Wisconsin; and F. W. Reynolds, director of extension, University of Utah.

The full report of the committee has been published both in the Proceedings of the National University Extension Association, Madison, Wis., meeting of 1924, and also as a special bulletin published by the National University Extension Association. Only a very brief summary of the report will be given here.

The following summary is taken from the committee report:

(a) *Institutions offering extension credit courses.*—Practically all the educational institutions of university grade in this country now have more or less well-established extension divisions as a part of their regular university organization. The notable exceptions are Princeton, Cornell, Ohio State University, and the University of Illinois. It should be noted, however, that the last three institutions named have well-organized agricultural extension departments, but no extension divisions including all phases of academic university activities. Illinois offers a limited amount of extramural work by class instruction through the college of education only.

(b) *Enrollment in university extension credit courses.*—The enrollment in extension credit courses in the institutions enumerated in this report at the close of the last fiscal year was as follows: Extension credit courses, class instruction, 81,550; extension credit courses, correspondence study, 37,400; total enrollment (nearly), 119,000.

From the figures given it is computed that, of the total extension enrollment as given above, 65 per cent represents the total student enrollment; that is, the number of different students enrolled in university extension credit courses during the past fiscal year was, in round numbers, 77,000.

(c) *Extension credit courses like or unlike residence courses.*—In 29 of the 40 institutions listed, extension credit courses are practically the same in character and content as are the corresponding courses offered off the campus.

Extension credit courses differing in certain particulars from the courses given in residence are offered by 11 institutions. In most cases this difference is very slight. In general, the object of this modification is to meet certain peculiar local situations and special cases. It should be noted in this connection, however, that in the case of practically all institutions coming within this latter classification, the courses which differ in any particular from those listed in the regular semester, term, or summer announcement are organized in practically all cases with the approval of the head of the academic department concerned, and in a number of cases approval is required also by the dean of the department or other administrative officer.

(d) *Range and content of subjects offered.*—The data here presented reveal the fact that a grand total of about 5,000 courses are offered through university extension. These courses include 75 different general subjects. By the term "general subjects" we mean department subjects, as, for example, economics, mathematics, philosophy, etc.

(e) *Instructors.*—Twelve of the institutions listed employ as instructors in extension credit courses members of the resident faculty only. In the remaining 18 cases, additional instructors are employed; that is, instructors other than those of the regular resident faculty. In the great majority of these cases, however, such nonresident or special instructors are approved and appointed in accordance with the usual official procedure governing the appointment of members of the resident staff. There are a few exceptions to this rule, however.

(f) *Cost of instruction.*—In the case of extension courses by class instruction, 27 of the institutions giving more or less complete information as to the cost of instruction reported as follows:

Number paying a fixed fee per unit of class work independent of the rank of the instructor.....	10
Number of institutions grading the fees strictly according to the rank of the instructor.....	7
Number of institutions in which variation in instructors' fees depends upon the distance of the class center from the base, the need for special instruction in individual cases, income from the class, and various other conditions.....	10

In the case of correspondence study, a few institutions pay a fixed fee per course, as is done in class instruction. Others pay a definite fee per student per unit of credit. Most institutions, however, pay from 25 to 50 cents per assignment for the reading and correction of papers.

(g) *Preparation and method of conducting correspondence courses.*—Correspondence study outlines are, in general, prepared by regular faculty members, such outlines being subject to the approval of the director of the extension division and of the dean of the department concerned. In general, the reading, correction, and instruction given in connection with correspondence study assignments are done by regularly appointed instructors who have the specific courses in charge. In a few cases, persons below the academic rank of instructor are employed to read and grade papers. The appointment of such persons, however, is in general subject to the approval of the director of the extension division and the head of the department giving credit.

(h) *Income from extension credit courses.*—For extension credit courses by class instruction the fees paid by the students vary from \$2 per unit of credit to \$15. The average fee received, as reported by 30 institutions, is \$5 per credit hour.

The fees received for extension credit courses by correspondence study cover about the same range as in the case of class instruction.

Of the 29 institutions reporting definitely as to the relation of income from extension credit courses to the total cost of conducting the same, 23 report that the fees received are sufficient to cover practically the cost of maintaining the courses, not including office overhead.

(i) *Residence requirements for graduation.*—In general the institutions listed require one year of residence work for graduation, this year in the great majority of cases being the senior year.

In nearly all cases, extension courses do not count as residence courses. There are a few exceptions, as follows: In Indiana, a year's work for the master's degree may be taken in extension classes and counted as residence work; in Minnesota, extension credit courses offered in St. Paul, Minneapolis, and Duluth are recognized as meeting residence requirements for the B. A. degree; in Oregon, extension courses in the Portland center count as residence work; in Pittsburgh, in some special cases; in Syracuse, courses by extension count as residence work; in Wisconsin extension classes in the Milwaukee district are being developed under university administration as residence courses; at Yale, extension courses given under the direction of the department of education count as residence work.

(j) *Undergraduate credit allowed for extension credit courses.*—Of the 35 institutions furnishing data, 3 report "no ruling" as to the total number of hours of credit which may be earned through the medium of extension credit courses; 9 allow one year of credit toward graduation; 11 allow two years; the remaining 12 institutions have set no special limit, subject to the restriction incident to the requirement of the senior year in residence and certain special courses which require the work to be done in residence.

In general, students are allowed to take as many hours of extension credit work as they can carry satisfactorily, this last point to be determined by the director of the extension division in conference with the instructor in charge.

Twelve institutions reporting do not permit students to carry extension credit courses while in residence. The remaining 23 institutions permit students to carry extension courses while in residence, provided permission is granted by the dean.

(k) *Graduate credit allowed for extension credit courses.*—The question of allowing graduate credit for work done in extension classes is subject to great variation. For example, Chicago allows extension credits earned by correspondence to count toward the doctor's degree under certain specific conditions; Colorado, on the other hand, allows credit toward the master's degree but not for the doctor's degree.

Eighteen universities accept credits for graduate work under certain conditions. In general, such credits are allowed subject to the condition that cases be passed upon individually by the dean of the graduate school.

(l) *Attitude of universities regarding extension credits earned in other institutions.*—The University of Oklahoma accepts full credit for work done only through its own extension division.

The following universities accept extension credits only when the work is done under the direction of regularly organized extension divisions: Columbia, Harvard, University of Pennsylvania, Virginia.

The following universities accept full credit for work done in extension courses from institutions which are members of the Association of American Universities: Alabama, Chicago, Kansas, Missouri.

The following universities accept extension credits from any college or university of "high standing": Kentucky, Michigan, Tennessee, Washington State College.

The following universities accept extension credits from those institutions which are members of the National University Extension Association: Colorado, Minnesota, Missouri, Nebraska, South Dakota.

The following institutions accept no correspondence study credits: Columbia, Harvard, Mississippi Agricultural and Mechanical College, University of Pennsylvania, Virginia.

The following universities accept extension credits that have been approved by the institution from which the credits are transferred: Arizona, California, Chicago, Kentucky, Michigan, Nebraska, North Carolina, Oregon, Tennessee, West Virginia, University of Washington.

The following institutions limit the number of extension credits which they will accept: Chicago, 18 majors, about 60 hours; Colorado, one-fourth of requirements for B. A. degree; Kansas, 60 hours; Kentucky, 32 hours; Michigan, 15 hours; Texas, 60 hours; Washington University, St. Louis, none after the sophomore year.

The following recommendations with reference to the standardization of university extension credit courses, conducted both in class centers and by correspondence study, were adopted by the National University Extension Association at Lexington, Ky., 1922:

(a) *Character and content of extension courses.*—The content of extension credit courses shall be practically equivalent to that of similar courses offered in residence. Such courses shall be approved by the head of the department directly concerned and such other authorities as the rules of the institution provide for, and also the names and numbers of such courses shall appear in the proper place in the general announcement.

(b) *Conditions of admission to extension courses.*—Students shall be admitted to extension credit courses, provided that they satisfy the proper official that they can pursue the courses with profit, and provided that they pay the regulation fee.

(c) *Time allotted for extension class work.*—In the case of direct class instruction, extension credit courses shall involve practically the same number of hours of class instruction as are devoted to similar classes in residence, and in the case of correspondence study the extension courses shall be equivalent in scope to those of the corresponding courses offered on the campus.

(d) *Examinations.*—No student shall be given credit in any extension credit course unless he satisfies the instructor of his mastery of the course by means of a thorough examination or other suitable test.

(e) *Extension instructors.*—All instructors of extension credit courses shall be members of the regular university faculty, or shall be appointed as nonresident members of the faculty, their names to appear in the regular faculty list.

(f) *Credits.*—Students who pursue an extension credit course and who meet all the requirements laid down with reference to attendance, class work, and examinations shall be given the same credit as that given for a similar course conducted in residence.

(g) *Records.*—In recording extension credit courses, it is suggested that note shall be made that such credits were earned through extension work, either by direct class instruction or by correspondence study.

CHAPTER XV

PARENT-TEACHER ASSOCIATIONS AT WORK

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Junior Specialist in Home Education

CONTENTS.—Introduction—Training for leadership in parent-teacher associations—Financial work of parent-teacher associations—Scholarship foundations and student loan funds—Parent-teacher movement in States—Field service—National organization of parent-teacher associations—Work of committees—Associations in high schools—Legislation—Preschool study circles, mothers' circles, and reading circles—Methods of reading circles—Bureau of parent-teacher associations—Cooperation of State departments—Parent-teacher associations in churches—National conference on home education—School improvement associations—Rural parent-teacher associations—Literature of parent-teacher associations.

INTRODUCTION

Need of cooperative action for the benefit of the children is at the root of the movement to organize teachers and school patrons into working units as auxiliaries to the schools. For many years parents have turned their children over to the school with little thought of whether the children were physically fit for school life; with little attention to the question of habit-forming during preschool years, and perhaps in many cases with a sigh of relief that with the children's entrance into school the responsibility for matters of morals, manners, and habits were to be placed in the hands of the teachers.

Originally, organizations of parents approached the schools with the desire to do something to benefit them; that is, to improve physical conditions and to offer new opportunities by furnishing equipment for playgrounds, hot lunches, and school equipment usually furnished by the use of school funds but which for one reason or another were not available. All of this was good, and produced results of great value. Material assistance is still necessary in some States because of the existing conditions, and these auxiliaries to the schools continue to supplement inadequate appropriations.

But the sentiment is growing that parents may make their best contribution to the schools by training their children during the preschool period, so that when they enter school they will be physically fit, mentally alert, and morally upright. Parents are already beginning to take back into the home some of the responsibilities which, in the past, they willingly surrendered to the schools.

The parent-teacher associations have emphasized the necessity of an educated parenthood, and to accomplish this they have organized within the associations small groups for the study of child problems. These groups are called mothers' study circles, preschool

study circles, reading circles, etc. The work of these circles is in harmony with the original purposes for which the National Congress of Mothers was formed in 1897. The incorporation of the parent-teacher association in the organization of the National Congress of Mothers took place when mothers discovered that they could do their work better by close association with the teachers, and the further inclusion of fathers as parents interested in the welfare of their children brought about finally another change of name for this organization to include fathers and mothers as well as teachers, when it became the National Congress of Parents and Teachers in 1924.

During the biennium of 1922-1924 new and important levels have been reached, according to reports, in parent-teacher associations in respect to growth, stability of organization, efficiency in methods, responsibility in leadership, and practical results obtained. The gradual molding of many small groups of school patrons into an efficient machine capable of giving effective service to a nation is a task requiring patience, and one that will hardly be accomplished in a decade of efficient management; but this is the goal set by the National Congress of Parents and Teachers.

In 1923 this organization set for itself a program which included an all-the-year-round parenthood; an effort to bring the things of the home back to the home; educating the membership and interpreting the value of education to the American people. This program has formed the foundation of the work of not only the National but of State and local parent-teacher associations.

Several types of auxiliaries to the public schools have appeared from time to time, emphasizing some of the needs of the schools. The names of these organizations have been varied, but their purposes have been more or less common. They are sometimes called home and school associations or parents' leagues, or school improvement associations or leagues, or parent-teacher associations. The parent-teacher associations, however, have reached the stage of development into a state-wide and national movement reaching every State and with the exception of the State of Nevada organized into a national group of considerable size. Nebraska, Minnesota, Oklahoma, Wyoming, and Louisiana associations were formed into State organizations during the past two years.

Other state-wide movements, however, of some importance have developed to meet school needs, such as school improvement associations which in the past accomplished excellent results for the schools of the Southern States and still function in Alabama, Arkansas, Maine, and South Carolina. Another example of state-wide organization of school patrons is to be found in the community leagues of

Virginia. Here and there, city-wide federations of parents or school patrons have supported the interests of the schools. The best examples of these are found in the home and school leagues of Boston and Philadelphia, the parents' league of Washington, D. C., and the Salt Lake City (Utah) home and school leagues.

TRAINING FOR LEADERSHIP IN PARENT-TEACHER ASSOCIATIONS

One of the most difficult problems facing the parent-teacher movement has been that of securing persons who were willing and prepared to lead either locally or in the States. There were no courses on parent-teacher associations in any of the educational institutions until 1922, when Columbia University offered its first course. In 1923 and 1924 this university began to offer credit courses in its summer sessions. This was reported to have been made possible in each case by the cooperation of the National Congress of Parents and Teachers. In 1924 a credit course was offered in the summer session of the University of Georgia for workers in parent-teacher associations. These courses were attended by superintendents of schools, principals, teachers, and parents who studied the problems of organization and development of these groups of parents and teachers. Radcliffe College offered a course, in 1922 and 1923, in the beginning course in education in which there was a treatment of the purposes and activities of parent-teacher associations. Students in this course were required to study and report upon their own communities in Massachusetts.

The demand for trained instructors to give courses in educational institutions was and continues to be greater than the supply, but in spite of this many institutions inaugurated lectures, courses, or institutes during 1924 to develop leadership in these organizations. The following is an incomplete list of the institutions giving such courses during 1924 in some form or other: University of California (southern branch); University of Delaware; George Washington University, District of Columbia; University of Georgia; Indiana University, Biological Station, Winona-Lake, and Fort Wayne Extension Center, Indiana; Chicago-(Ill.) Normal College; State Normal School, Maryland; Boston University; Radcliffe College; Hyannis, Fitchburg, and North Adams (Mass.) normal schools; Central and Northern State Normal Schools and Ypsilanti State Normal College, Michigan; University of Minnesota and five Minnesota teachers' colleges; University of Missouri; State Teachers College, Nebraska; Newark, Ocean City, and Glassboro State Normal Schools, New Jersey; Columbia University; Bowling Green Normal College and Ohio State University; University of Oregon; Winthrop College, South Carolina; East Ten-

nessee and West Tennessee Normal Schools, Tennessee Polytechnic Institute and University of Tennessee; University of Texas and the seven teachers' colleges of Texas; four State normal schools of Virginia.

FINANCIAL WORK OF PARENT-TEACHER ASSOCIATIONS

Parent-teacher associations take the stand generally that equipment for public schools should be provided by public funds. But these same organizations have met emergencies rather than to deprive their children of the necessary and proper means of securing an education.

The almost universal attempt at retrenchment in the use of public funds for educational purposes during the past five years has made it necessary for parent-teacher associations and other similar organizations to assume many financial burdens. The total amount raised and expended by these organizations has reached considerable proportions.

Finance committees devise ways and means of raising funds. In a thoroughly organized State like California, the finance chairman reports to the federation chairman, who reports to the district chairman, who in turn compiles the report and submits it to the State chairman on finance. Even in this State complete financial statements are not available, but 12 out of 15 districts reported that they raised and spent, during 1924, \$160,000. This amount financed various projects, including nutrition, scholarships, and school equipment and play equipment. Three types of organizations, local, State, and National, present three kinds of financing. Membership dues for the national organization are 5 cents per capita for members in each local organization; the State organizations receive a like amount. Local organizations may tax themselves for any amount, and there is a wide range in the amounts which they actually raise. Besides the per capita dues, the national organization of parents and teachers receives the income of a small endowment fund, from loan papers, from bequests, from the annual child welfare day contributions, and from life memberships.

Funds for local parent-teacher associations are raised by numberless methods apart from the per capita dues—by salvage shops, bazaars, county fairs, moving-picture shows, food sales, fathers' dinners, carnivals, teas, plays, candy sales, dances, card parties, penny drives, minstrel shows, etc.

From the incomplete report of parent-teacher associations of Georgia, it appears that more than \$120,000 has been raised and expended by the parent-teacher association for school and association libraries, school lunches, family service work, scholarships,

school and athletic equipment, medical inspection and clinics, scholarship loan funds, and other purposes.

In another Southern State, Mississippi, the parent-teacher associations are reported to have contributed during 1923-24 a total of over \$66,000 for health programs, school and play-ground equipment, libraries, hookworm tests, student loan funds, free lunches to needy children, and aiding school authorities in enforcing the attendance law.

In Delaware the organization is financed by the per capita dues, but it is promoted also by the Service Citizens of Delaware. During 1923-24 nearly \$18,500 was expended by the Service Citizens on the parent-teacher associations.

In Virginia, two organizations serve the public schools, the Community League of Virginia and the State parent-teacher association. The community league, with a reported membership in 1924 of 37,107, is financed by State funds, a community fund, the Laura Spelman Foundation, subscribers, the Virginia Tuberculosis Association, the Carnegie Foundation, and local league dues. The budget of the Virginia community leagues for a year is \$26,625. Local leagues report that they raised \$165,125 during 1924.

SCHOLARSHIP FOUNDATIONS AND STUDENT LOAN FUNDS

Loan funds, under several titles, have been promoted by a committee of the National Congress of Parents and Teachers, which does not furnish funds but promotes the idea throughout the States, acting as clearing house for information on methods of procedure.

In a number of States student loan funds or scholarship foundations have been the means of keeping children in school who could not be maintained by their parents. Many children are kept in the grammar grades or the high school, and a few are sent to college or teacher training schools. In some organizations the children are required to give a note for the loan; in others no pledge is required, but it is expected that the loan will be paid back as soon as the student begins to earn.

The California parent-teacher associations have conducted this work since 1923. The Kansas City (Mo.) council of parent-teacher associations has established a scholarship foundation which is financed by gifts from circles and by private contributions and by one-fourth of the income of the council.

Twenty-three children were enabled to remain in school during 1924 by the student loan fund of the Louisville (Ky.) Parent-Teacher League. In addition to the scholarships, this organization provided car fare to 38 children. Its budget for the year amounted to upwards of \$14,000.

Texas parent-teacher associations have accumulated a student loan fund of \$40,000, which is handled entirely by local clubs.

The movement in Oregon for student loan funds was started in 1923. Tennessee State and local organizations have assisted at least 45 students in the university, State normal schools, high schools, and business colleges.

Michigan parent-teacher associations inaugurated a student loan fund in 1923, which provides mothers with the same amount of money that a girl or boy would earn if taken out of school and put to work. Local organizations raise the funds, and the distribution is made by superintendents of schools, county commissioners, or other county officials.

State organizations of parent-teacher associations in New Jersey, Indiana, and Colorado also provide scholarship funds. In Ohio the student loan committee recommends that parent-teacher associations work through the Harmon Foundation for at least a year.

PARENT-TEACHER MOVEMENT IN STATES

Results of an inquiry instituted by the Massachusetts Parent-Teacher Association and the Massachusetts State department of education have been made public. It appears that 113 towns, out of 316, reported one or more associations each and a total of 273 associations throughout the State; 140 of them are affiliated with the State and National organizations. Thirty-seven towns reported organizations of somewhat similar character, called mothers' clubs, community clubs, etc. One hundred and twelve union superintendents consider the parent-teacher association a vital factor in promoting closer relationship between the school and the home; 28 replied favorably with qualifications, and 20 superintendents have not found that results have been produced; 82 superintendents depend upon these organizations to support programs for educational improvement.

The State organization of Michigan was effected in 1918, and it stood third in size of membership in 1924, when it was reported that 161 cities and towns and 97 rural communities have 521 associations, with a membership of 40,000.

The Ohio Parent-Teacher organization made a gain of 11,000 members during 1923-24, which gives to Ohio the fourth place in size. This increase is reported to be due to membership drives.

Unprecedented growth is reported in Minnesota, whose membership increased 267 per cent in one year; and in West Virginia, with a reported increase of 255 per cent in the same year. Both of these State organizations came into being in 1923. In 1923-24 Illinois showed a gain of 98 per cent in membership.

Membership of State parent-teacher associations, 1924

1. California.....	79,808	27. Wisconsin.....	5,920
2. Illinois.....	54,007	28. Alabama.....	5,293
3. Michigan.....	40,567	29. South Dakota.....	5,034
4. Ohio.....	40,027	30. Nebraska.....	4,874
5. Missouri.....	34,239	31. Rhode Island.....	4,787
6. Washington.....	32,158	32. Idaho.....	3,846
7. Texas.....	30,608	33. Vermont.....	3,824
8. New Jersey.....	29,114	34. Arizona.....	3,798
9. Colorado.....	25,888	35. Virginia.....	3,493
10. Iowa.....	25,126	36. District of Columbia.....	2,900
11. New York.....	24,648	37. North Dakota.....	2,751
12. Pennsylvania.....	20,150	38. West Virginia.....	2,041
13. Kansas.....	17,383	39. South Carolina.....	1,796
14. Indiana.....	16,427	40. Florida.....	1,626
15. Kentucky.....	16,000	41. Wyoming.....	1,228
16. Georgia.....	14,184	42. Maine.....	1,126
17. Minnesota.....	12,551	43. Louisiana.....	967
18. Oregon.....	11,164	44. New Mexico.....	776
19. Mississippi.....	10,504	45. Utah.....	500
20. Massachusetts.....	10,397	46. Nevada.....	444
21. North Carolina.....	19,108	Hawaii.....	254
22. Delaware.....	9,608	47. New Hampshire.....	106
23. Tennessee.....	7,792	48. Arkansas (unorganized).....	70
24. Connecticut.....	7,624		
25. Oklahoma.....	7,617		
26. Maryland.....	6,009		
		Total.....	651,387

FIELD SERVICE

The National Congress of Parents and Teachers employed, during 1923-24, two full-time field secretaries and two part-time workers, whose duties were to train leaders and to extend the work in districts which volunteer workers were unable to reach. This service was furnished in at least nine States. Several State associations, including North Carolina, Texas, Massachusetts, and Virginia, employ field secretaries.

NATIONAL ORGANIZATION OF PARENT-TEACHER ASSOCIATIONS

Thirty-three standing committees and one "bureau" constitute the machinery through which the National Congress of Parents and Teachers works. The standing committees are in five departments, which are under the general supervision of vice presidents. The committees have come into existence from time to time to meet definite needs. The committees assigned to the department of organization and efficiency include parent-teacher associations in churches, preschool circles, child welfare, child-welfare magazine, literature, membership, and publicity. Six committees function under the department of extension, parent-teacher associations in colleges, in high schools, in grade schools, and study circles.

Committees on children's reading, home economics, home education, social standards, standards of literature, and thrift are grouped under the department of home service; and under the department

of public welfare are committees on American citizenship, juvenile protection, legislation, motion pictures, recreation, and safety.

The department of education is made up of committees on art, humane education, illiteracy, kindergarten extension, music, school education, and students' loan fund; and the health department includes child hygiene, physical education, and social hygiene.

The resolutions adopted by an organization usually anticipate its future progress and program. For several years resolutions have been adopted by the parents and teachers on the bill to establish a Federal department of education, with a secretary in the Cabinet; the bill for Federal aid for the promotion of physical education; the bill to reduce the sale of drugs and narcotics; the program for peace; the effort to suppress the sale or distribution of salacious literature; the effort to secure better motion-picture films; and the wiping out of illiteracy.

WORK OF COMMITTEES

A good example of the procedure of a committee is the campaign to eliminate salacious literature from bookstands, which has been instituted by the committee on standards of literature. Three "information forms" have been prepared and distributed.

The first form deals with: The "glorification of the woman libertine," in literature and on the stage; periodical literature ridiculing virtue and making vice attractive, which is sold at reputable bookstores and family drug stores; reputable dealers who do not wish to sell objectionable literature and will welcome some basis for discrimination; the insidious process of becoming accustomed to evil which has led to confusion with regard to standards of decency; the fact that parents are at a loss to know how to select literature for the family reading table; how organizations may be provided with bases for asking cooperation of reputable dealers; to find for reputable dealers a consensus of opinion on dangerous literature of value in shaping their policies; the aid in interpreting and enforcing existing laws which a survey will give public officials; the problem of photoplay regulation and other fields in which confusion as to standards of decency exists.

The second form is addressed to parents, and it takes up questions regarding their own reading habits and the effects of certain types of stories upon the character.

Two other forms contain directions for the procedure of active workers in the survey and a data sheet for use in judging a story.

The parent-teacher associations have been working on this problem for more than three years in the interest of the morals and character of the boys and girls of high-school age.

Another important movement is that of bringing representatives of national organizations together for counsel and advice on questions

of common interest. The National Congress of Parents and Teachers sits in the following councils, although it is not bound by the actions or opinions of the groups: The National American Council and the National Committee on Law Enforcement. It had membership on the (moving picture) committee on public relations, but withdrew just before the committee was dissolved. It has membership upon the committee on public relations of the National Safety Council.

The California Parent-Teacher Association has installed a radio program service to its 32,000 members in Los Angeles and to the Berkeley membership. This new method of informing the parent-teacher associations has also been inaugurated in Missouri and in Boston, where the Massachusetts Parent-Teacher Association gives a 15-minute talk once a week at the Shepard Stores Radio Station.

PARENT-TEACHER ASSOCIATIONS IN HIGH SCHOOLS

Parent-teacher associations in high schools have become a factor in the solution of many of the present-day problems of high-school boys and girls. This is indicated by the reports of their activities in various States. Group action by parents has settled many difficult questions which would have balled individual parents, even when they apply to their own children.

High-school parent-teacher associations in Illinois stress the value of nourishing food, more rest, less excitement, no indiscriminate automobile riding, no cigarette smoking, an appreciation of good music, of good books, and of good times at home, athletics of every kind for every boy and girl, hikes, glee clubs, orchestras and bands, dramatic clubs, neighborhood parties, and suitable dress.

The Austin High-School Parent-Teacher association of Chicago, with 1,573 members, claims to have the largest membership in the State, including a 100 per cent teacher membership.

At Springfield, Ill., the matter of testing the law barring secret societies from high schools was brought before the parent-teacher association in a resolution and adopted. A test case supported by both parents and school officials was tried in the courts. The validity of the law was sustained.

A high-school parent-teacher association in Spokane, Wash., undertook to understand the school better by use of a list of queries prepared by the school principal and used as the basis for the program of the association throughout the year. It brought to the attention of parents such questions as, what course their child is taking; whether the child is ahead or behind her grade; the equipment used for her work; the child's interests in school aside from regular classes; the responsibility for moral training; actual knowledge of the library and whether the child is using it; cooperation

with the teacher. Parent-teacher associations are organized in several high schools in six cities of Washington State.

Not only senior high schools and junior high schools have parent-teacher associations in Oklahoma but also ward schools, the opportunity school, the school for crippled children, and a "find yourself school." The Oklahoma State organization has developed these activities within three years.

LEGISLATION

Since all of the interests of the fireside are affected by National and State legislation, it is considered by parent-teacher associations the duty of all parents to study bills that are introduced into State legislatures and into Congress. Therefore parents are urged to give strict attention to laws affecting child labor, education, and all public welfare measures. In one State the members of parent-teacher associations are urged definitely to study the qualifications of those who aspire to fill public offices in order to work for a better National, State, civic, and community government. Monthly bulletins of these organizations in some States publish a list of the bills pending in the legislature, with comments on the status of the bills and the action taken by the State board of managers for or against them. Other State organizations urge their members to give their assistance in promoting good legislation and in defeating bad legislation.

PRESCHOOL STUDY CIRCLES, MOTHERS' STUDY CIRCLES, AND READING CIRCLES

The formation of preschool study circles, mothers' study circles, and reading circles, fulfills the original purposes for which the National Congress of Mothers came into existence.

Realizing the universal lack of knowledge of child training, the Washington State branch of the National Congress of Parents and Teachers promotes these circles in order to study all problems of child nurture prior to the school age and to promote training for motherhood and home making. Among the subjects in these programs may be found such questions as the child as heir to the past; how the child impulses can be strengthened or subdued; putting good in the place of evil; the blighting effect of fear, etc.

Among the States reporting that special emphasis has been placed upon these study or reading circles are California, Colorado, Georgia, Iowa, Wisconsin, and Washington.

Sixty-one reading circles have been organized in Los Angeles County, Calif., in which it is stressed that the reading circle is the training ground for efficient membership in local associations; that it is a place where every mother may ask herself how nearly she approaches 100 per cent efficiency, and where mothers may work toward this end. Cooperation with the county library is one of the

necessities of this work. In many of the reading circles the home reading courses of the United States Bureau of Education are used as guides to the reading. Leaders are trained in these circles who go into districts to interest the parent-teacher membership in reading.

Council Bluffs, Iowa, reports that 12 preschool-age circles are organized, and others are reported in Des Moines and Iowa City. Membership in these circles includes mothers of children under 6, expectant mothers, recently married women, engaged women, and others who are keenly interested as nurses, kindergarten and primary teachers.

Such circles are organized in seven counties in Colorado, and nine new circles were started during 1923-24. In Georgia the preschool study circles have been active for several years, and the movement has grown and has proved itself valuable. The work is to be operated from the extension department of the State college of agriculture.

Preschool circles have been in operation for several years in Washington State, where it is reported that there are 35 affiliated preschool circles. In a few of the States training for parenthood is emphasized.

Kansas City, Mo., has 42 active circles.

METHODS OF READING CIRCLES

The first large reading circle in California for mothers was organized in Glendale, Los Angeles, by the chairman of the committee on education of the federation of parent-teacher associations. From this organization the idea spread, and there are now 61 circles in Los Angeles. The second largest group is in Berkeley. Methods of this group, as well as of the other circles, are patterned after the original Glendale circle.

The aim is the enrichment of child life through the application of scientific knowledge of child development. Meetings are held in the children's room of the public library once each week from 10 a. m. to 1 p. m. The reading is done by the same person each week, for the listeners grasp the meaning better when they get accustomed to the same voice. Handwork is carried on during the reading, and there are frequent interruptions for discussions and suggestions from personal experiences from members. Each member brings her own light lunch, and a tea committee serves tea. The half-hour for luncheon is the opportunity for mothers to become better acquainted.

The Berkeley circle has chosen the reading course of the United States Bureau of Education, No. 21, "Twenty Good Books for Parents," for their reading. All books in the course are on the library shelves, and from two to six copies of some of the books are provided.

By questions placed upon the blackboard, the leader outlines the reading taken up at each meeting, and reports on the book under consideration are given in response to the roll call. Reviews of

magazine articles enliven the program, and clippings of interest are placed upon the bulletin board. Dues of 25 cents per year are used to meet the expenses of the meeting, for subscriptions to the Child Welfare Magazine, School Life (issued by the Bureau of Education), and the Federation for Child Study bulletin. This is characteristic of the other reading circles in the State of California.

BUREAU OF PARENT-TEACHER ASSOCIATIONS AND COOPERATION WITH UNIVERSITIES

State headquarters for the parent-teacher associations of Indiana are established in the extension division of the Indiana University at Bloomington; the Indiana Parent-Teacher Association functions as a bureau of the extension division. A member of the staff of the university acts as the executive secretary, and the university in addition furnished clerical assistance. The extension division acts in an advisory capacity to the associations on questions of general policy and specific undertakings.

In 1923 Tennessee parent-teacher associations affiliated with the University of Tennessee through its general extension service. An office is furnished to the North Carolina Parent-Teacher Association by the extension division of the North Carolina College for Women, at Greensboro.

COOPERATION OF STATE DEPARTMENTS OF PUBLIC INSTRUCTION

State departments of public instruction cooperate with parent-teacher associations by making surveys, issuing literature, by sponsoring lectures, and by furnishing State headquarters for the associations.

The office of the Texas Congress of Parents and Teachers is located in the State department of education at Austin, and in Massachusetts the university extension department of the State department of education cooperates with the Massachusetts Parent-Teacher Association by offering courses to parents on such subjects as story-telling, appreciation of music, music for mothers, interior home decoration, and child study.

PARENT-TEACHER ASSOCIATIONS IN CHURCHES

The parent-teacher association has found a field of usefulness in the church. In some of the States these organizations are bringing the parents and the teachers of the Sunday schools together.

The home and parent-teacher section of the general Sunday school board of the Methodist Episcopal Church, South, has issued for this work a general leaflet on home and parent-teacher work and another leaflet on the mothers' club of the section on home and parent-teacher work. These leaflets are used as organization leaflets throughout the South.

Organizations in churches are not confined to any one denomination, but reports show that they are organized in Methodist, Christian, Baptist, Congregational, Reformed, and Presbyterian Churches. The only States reporting these organizations are Connecticut, Illinois, Massachusetts, Mississippi, New Hampshire, New Jersey, and Rhode Island, but it is probable that other States have similar organizations.

CONFERENCE ON HOME EDUCATION

The second national conference on home education was called by the United States Commissioner of Education at the University of Minnesota in May, 1924, in conjunction with the annual meeting of the National Congress of Parents and Teachers. Librarians and directors of extensions, as well as leaders in parent-teacher associations, were brought together to discuss problems of adult education of common interest to the whole group. Thirty-three States were represented by a total of 80 delegates, and more than 600 people were in attendance.

The program consisted of discussions on the place of the university extension service in a cooperative plan for the extension of educational opportunities; on cooperation for adult education; courses for parents; the library in the home education movement; how libraries educate; what parent-teacher associations can do for libraries; a State library commission conducting home reading courses; the educational adviser in the public library; practical methods in cooperation in educating for parenthood; psychic values in the home; literature in the home, etc.

The outcome of this conference was the appointment of a national committee of seven to study the whole subject of home education. It consisted of two representatives each of the National Congress of Parents and Teachers, the National University Extension Association, and the American Library Association, and one member from the Bureau of Education.

A report of this conference was issued by the Bureau of Education entitled, "Cooperation in Adult Education," Home Education Circular No. 6, 1925.

SCHOOL-IMPROVEMENT ASSOCIATIONS

Excellent results have been accomplished by an organization of school patrons called "school-improvement associations," which developed in the Southern States some years ago to meet a special need. A few States are still using these organizations as a means of school betterment. In Alabama the division of school and community betterment is an integral part of the State department of education and is supported by State funds. At the request of the State parent-teacher associations, this division includes the organiza-

tion of parent-teacher associations in its activities. A director of community organization is in charge of this work and organizes school-improvement associations or parent-teacher associations at the request of local communities.

It was reported in 1922 that Arkansas had 600 or more school-improvement associations with a membership of approximately 15,000. Since that time, however, the growth and development of parent-teacher associations has reached the point of state-wide organization.

The school-improvement league of the State of Maine was organized in 1898 and was probably the first organization of the kind in the United States. It is an informal organization toward which the State department of education, through an agent for rural education, exercises informal supervision. These leagues are made up of both parents and children. There is no chief State executive officer, but each league has its own staff of officers, whose duties are determined more or less by the individual school. The school-improvement league is a distinctly rural project in the State of Maine, for the larger towns and cities maintain a State parent-teacher association.

A school community organizer, under the direction of the State superintendent of public instruction, organizes school-improvement associations in South Carolina. The work is financed by State funds and by the funds raised by the organizations. The purpose is to unite all the people of the community in the interest of school improvement. Prizes have been awarded to schools making the greatest material improvement during each year. The prize money is used in school improvement. This movement has the active support of the South Carolina Federation of Women's Clubs.

Among organizations of state-wide significance, the community leagues of the Cooperative Education Association of Virginia represent one of the most successful. They provide avenues of cooperation between the citizen and the official in building better community life in Virginia. This movement has the approval and support of the State department and of the governor. Its membership is 75,453, in 1,971 leagues, and is directed by a board made up of officials and citizens. Local leagues operate in the respective communities, and a county organization is maintained.

The activities of these leagues show that they interest themselves in almost every activity in the State, including the county Sunday school convention, the tobacco growers association, county medical society, preservation of antiquities, health clinics, schools' educational programs, public libraries, tuberculosis clinics, home and farm demonstration; and it appears that every curative, preventive, and constructive agency in the State has been influenced by the organization.

The organization of parents and teachers in Virginia, begun in 1920, is also recognized by State officials. Its purposes are confined to education and child welfare, and it is financed by per capita dues.

RURAL PARENT-TEACHER ORGANIZATIONS

The State of Delaware with its typically rural conditions has parent-teacher associations in 84 per cent of the school districts outside of the city of Wilmington.

The plan used in Delaware was the basis of the demonstration in rural organizations in parent-teacher associations in North Dakota, which was initiated in 1924 by the National Congress of Parents and Teachers and the North Dakota Department of Public Instruction. It was intended to demonstrate organization and development of rural parent-teacher associations as an inspiration for all States. This State was chosen because of its typical rural conditions, with nearly 5,000 rural schools, and because of the sympathetic State educational system.

Local agencies in North Dakota have organized whole communities of foreign-born people into parent-teacher groups, and good citizenship has been thus promoted. This has been accomplished usually with the cooperation of the county superintendent of schools.

In one section of the State, Sioux Indian women wearing shawls and moccasins organized a parent-teacher association. Not only Indian women, but Indian men participated in the organization. The majority of the 50 people attending the meeting were Indians.

LITERATURE OF PARENT-TEACHER ASSOCIATIONS

With the growth of parent-teacher associations a demand has developed for literature for programs and for printed material for propaganda. The Child Welfare Magazine, which is the official organ of the National Congress of Parents and Teachers, was for many years the only periodical issued for these organizations. As the incomes of State parent-teacher associations have increased, monthly bulletins have been issued. These bulletins are usually issued to provide a medium for the exchange of plans and results and an opportunity to give and receive help.

In Michigan, it is reported that the parent-teacher bulletin was distributed free to more than 40,000 members. The State organization obtained the assistance of the schools in Detroit, Ann Arbor, Grand Rapids, Saginaw, and Battle Creek, in printing the bulletins.

During the past biennium an increasing number of leaflets and bulletins have been issued by the National and State organizations showing by their subjects the attempt that committees are making to strengthen and guide State and local committees.

CHAPTER XVI
REVIEW OF EDUCATIONAL LEGISLATION, 1923 AND
1924

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CONTENTS.—Introduction—New school codes—Educational surveys—State departments of education—County school organization—The county superintendent—Local school units—Public-school support—The school term—Teachers—School attendance—Physical education and school health—Physically and mentally handicapped children—Conclusion

INTRODUCTION

Within the two-year period covered by this review all States held sessions of their legislative assemblies; and in Massachusetts, Rhode Island, New York, New Jersey, South Carolina, and Georgia, whose legislatures meet annually, there were two sessions. In all there were passed approximately 1,400 educational measures, exclusive of acts of local application and ordinary appropriation bills. This shows an interest in public education which should be gratifying, but in some previous biennial periods there was considerably more school legislation. In the biennium 1919-20, for example, there were passed more than 1,600 educational acts of general application within the respective States where passed.

During a period of one or two years after the close of the World War school legislation flourished. Out of the war had come a new interest in physical education and school hygiene, Americanization, the removal of illiteracy; in short, improvement of the school system all along the line; and this new interest found expression in a large body of constructive school legislation. But by 1921, an odd year in which 42 legislatures were in session, a different temper of the popular mind was making itself felt in State legislatures. From this it soon became plain that in many of the States few, if any, forward steps could be expected in school legislation; in fact, there was positive fear in some quarters that the schools might suffer distinct loss, particularly in the matter of financial support. In most of the States the development of new movements during this period is therefore wanting; and, moreover, new or especially significant phases of older movements and practices are not much in evidence.

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This downward turn of the curve of school legislation may meet the approval of a considerable group of people, for there are considerable numbers who seem to believe that there is already too much law. The proposition that there is already too much law on the statute books is worth brief examination in relation to school laws. It is one which carries some truth, but also a measure of error. In the sense that the laws contain too many prohibitions and restrictions, there is considerable truth in the proposition; but law does not merely prohibit or restrict; it promotes, conserves, guarantees, and protects. In these positive and constructive aspects of the law, there can hardly be an excess. Again, in the sense that statutes are often prolix, and characterized by duplication or needless repetition, it may be said that there is too much law; but these qualities relate to the style in which the statute is written rather than to the nature of the law itself. Still a third sense in which we possibly have too much law is that in some State codes or compiled statutes obsolete and useless provisions are left; the "dead wood" has not been cut away; but here again the fault is of the nature of a fault in style, or perhaps the code commission or other agency designated to codify the statutes has not been given sufficient authority to eliminate obsolete and useless provisions.

As regards school law, therefore, it can not be admitted that there is too much. So long as the public school systems of States remain below standard, as many of them still are, there will be need for more and better means of improvement; and additional or better laws will be necessary to provide more school funds, increase the school term, provide a properly trained teacher for every school-room, and insure the attendance of every child at a school suited to his capacity. Until these things are accomplished, the theory that there is too much school law will be untenable.

NEW SCHOOL CODES

One of the most important educational acts that a State legislature may pass is a complete codification of all its public-school laws, written as a single bill and passed as an act establishing it as the code of school laws of the State. Generally speaking, the enactment of a new school code should have one or both of two purposes:

1. To secure proper arrangement of the law and the elimination of inconsistencies, duplication, and the like.
2. To embody in the new law such organic and substantive changes as may at the time be desirable.

Wherever it is proposed to adopt a new school code, both of these purposes will suggest themselves. In some cases it will be found advisable to try to accomplish both, and in others, only the first mentioned. To include much organic or substantive change in a pro-

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posed school code will endanger its acceptance by the legislature. In such a case it is advisable to make of the proposed code only a recodification of existing laws. If nothing more than proper rearrangement and coordination can be accomplished at one time, the trial is worth the effort in a number of States whose school laws have not been codified in recent years.

Since 1900, 22 States have either adopted complete recodifications of their respective bodies of school law or amended their laws so generally as to reach "school code" proportions. The first State in the list was New Jersey. The legislature of that State in 1903 passed "An act to establish a thorough and efficient system of free public schools, and to provide for the maintenance, support, and management thereof." Other important enactments of codes within this 24-year period were those of New York, Pennsylvania, Illinois, Delaware, West Virginia, Alabama, Texas, Oklahoma, Montana, and Washington.

In the period under review three States adopted new school codes or bodies of school law comparable with complete codes. These were North Carolina and New Mexico in 1923 and Mississippi in 1924.

The new code of North Carolina is divided into 14 "parts," comprising 40 "articles," and is a complete recodification of the State's school laws, except that the laws defining the powers and duties of the State board of education and the superintendent of public instruction, which were not by it amended or revised, were not included in the new code. The codification therefore begins with certain "interpretations" and the county board of education, and thence proceeds through the rest of the school system. This law exemplifies both of the purposes referred to above—that is, it at once rearranges the body of school law and embodies important substantive changes. County school organization is not materially changed; county boards of education are still chosen by the State legislature, and the county superintendent is appointed by the county board. The more important substantive changes were the revision of the system of county school budgets, the provision for a "county-wide plan" for the consolidation of schools, the creation of "special taxing districts" designed to facilitate consolidation, and the amendment generally of the local tax laws. The county remains the unit of local school administration, but cities and "special charter districts" retain their former independence.

The new school code of New Mexico, like that of North Carolina, is at once a rearrangement and a revision of several organic or substantive provisions. It is marked by brevity, and in consequence omits some matters which other States include in their school codes. Some of its more noteworthy provisions are the abolishment of the

county board of education and the substitution of the board of county commissioners, the provision for the appointment (after January 1, 1925) of the county superintendent of schools by the commissioners acting as a county board of education, and the establishment of an elaborate system of school budgeting.

Mississippi's school code, adopted in 1924, is of the kind which is designed primarily as a rearrangement and proper codification of the existing body of school law. It contains few organic changes. Prior to 1924 the pamphlet of school laws published by this State was a mere collection of chapters of legislation passed at different times and of provisions relating to education as they appeared in the general code. The legislature of 1924 arranged this miscellaneous collection in a single act, with major divisions as chapters and minor divisions as sections, numbered consecutively, and in this rearranged body of law there emerged a creditable "school code," particularly as regards form.

EDUCATIONAL SURVEYS

The educational survey has been much discussed and widely used in all sections of the country. In some cases there have been marked benefits to the schools of the State, city, or other unit surveyed; in other cases no very noticeable benefits have immediately resulted. From the standpoint of the reviewer of legislation only the State-wide survey is of much interest, since this is the kind of study that usually recommends legislation and often results in the passage of new laws.

Four States provided by law in 1923 for State educational surveys, and one made similar provision in 1924.

Illinois was one of the States of the first group. By act of June 28, 1923, the Illinois Legislature created a survey commission to be composed of the governor, two members of the senate, two members of the house of representatives, and two citizens appointed by the governor. This commission was authorized to investigate the entire educational system of the State, including school costs, the training of teachers, and the higher institutions, and was directed to report to the legislature of 1925. An appropriation of \$15,000 was made.

A concurrent resolution of the North Dakota Legislature of 1923 authorized the governor to appoint a commission of five members to be known as the "School finance and administration commission," which was directed "to make as thorough and comprehensive a study, investigation, and analysis of the whole problem of school finance, school taxation, and school administration as possible." This survey was proposed in the interest of economy in the conduct of the schools,

and the commission was directed to report not later than September 1, 1924. The concurrent resolution carried no appropriation.

The Texas educational survey, a third one provided for in 1923, was likewise to be an investigation of the entire public-school system. The act provided for the appointment of a commission and for the employment by the commission of a survey director and staff of assistants to conduct the survey. The commission was directed to make its report on or before December 1, 1924. An appropriation of \$50,000 was made to defray the expenses incurred.

A West Virginia act, approved May 1, 1923, created a "public school commission" of seven members to be appointed by the governor. The commission was "to study and investigate the laws and conditions in this State relating to the public-school system and report the results of its investigations, together with its recommendations, to the next session of the legislature." The act itself carried no appropriation, but in the appropriation bill the sum of \$15,000 was allowed for the expenses of the survey.

The act of 1924 which provided for a survey was that of Mississippi. It is entitled "An act providing for an educational survey of the State schools and colleges of the State of Mississippi." A limit of \$10,000 was placed on the cost of the survey, and it was provided that the expense "be paid out of the regular 1924-25 appropriations to the university and colleges on a percentage basis, each institution paying in proportion to its appropriation."

STATE DEPARTMENTS OF EDUCATION

Two phases of State school administration have been much in public print in recent years, and a large body of legislation or proposed-legislation has related to them. These are (1) the composition and organization of the State board of education and (2) the method of choosing the chief State school officer.

The brief statement below shows the principal facts relative to the composition of State boards.

Number of general State boards of education.....	41
Boards composed wholly of ex officio members.....	9
Boards having no ex officio members.....	8
Boards with mixed ex officio and appointive or elective members.....	24
Boards (in preceding item) in which ex officio members predominate.....	4
Boards in which appointive or elective members predominate over ex officio.....	20
Average number of members (41 boards).....	7
Average number of members, exclusive of ex officio boards.....	8
Average term of members, in years.....	6
Boards in whole or in part appointed by governor.....	27
Boards appointed by legislature.....	2
Elected by popular vote.....	1
Otherwise chosen (not ex officio).....	2

From the practice in the several States as indicated by this statement, a reasonably well-defined standard appears. The average State board of education is composed of seven or eight members, a majority of whom are appointed and a minority of whom attain membership by virtue of holding other offices; the board is in whole or in part appointed by the governor; and terms are for 6 years and overlap.

It will be seen that the practice in the States is approaching the standard generally accepted by authorities on school administration. However, there is still too much *ex officio* membership, and the method of selection has the disapproval of what is probably a considerable group of persons who believe that the State board of education, being a legislative body, should be chosen by the people. With respect to *ex officio* membership, it may be said that this kind of board tends to be displaced by one composed of non *ex officio* members chosen for their ability, integrity, and interest in education. The highest class of men in the State can be induced to accept a place on the State board of education if men of like class are placed on the board with them and if they see a real duty to do or function to perform. *Ex officio* membership is therefore unnecessary; and, moreover, members of this kind rarely function properly. The attorney general, secretary of state, or other State officer is concerned with other affairs, his interests are elsewhere, and usually he neglects his educational connection.

As regards the best method of selecting the State board of education, it must be said that the prevailing practice at present is appointment of the members, or a majority of them, by the governor of the State. Possibly there will be a growth of sentiment in favor of popular election when the board's functions as a legislative body are better understood, but for the present, at least, the appointive board prevails decisively.

Present practice in the States with respect to the manner of choosing the chief State school officer deserves some notice here. This officer is elected by popular vote in 32 States; he is appointed by the governor in 6 States and by the State board of education in 8 States. It will be observed that these three groups total only 46. In Idaho and Wyoming there is both a superintendent of public instruction and a State commissioner of education. In each of these cases the superintendent is elected by popular vote and the commissioner is appointed by the State board.

The prevailing practice is election by popular vote. The prevailing opinion among authorities on the subject is that the office should be an appointive one. A difference, therefore, exists between theory and practice. Some States have displaced popular election with

appointment, but the number is not large. In several States where efforts have been made to pass from the elective to the appointive plan the legislatures or the people themselves have rejected the innovation, and popular election continues. Perhaps the people have not yet been educated to appreciate properly coordinated school administrative machinery. It is conceivable that they do not understand the legislative nature of the board and the executive nature of the superintendent, who should be a professional expert. A second probability is that the people are very loath to give up the election of an officer closely connected with the administration of their schools. Possibly it is the State board of education that should be elected. In city school administration the board is in most cases elected and in turn appoints the superintendent, and the tendency is toward the same in county administration. Properly organized State administration does not differ very much in kind.

In the period 1923-24 the body of legislation relating to State departments of education was not very large. Two States, Oklahoma and Kentucky, provided for larger and better organized State education offices. An Oklahoma act of 1923 created in the department of education the following positions: Assistant superintendent, chief clerk, rural school supervisor, agricultural assistant, chief high-school inspector, two assistant high-school inspectors, secretary of the State board of education, and several stenographers' positions and clerkships.

A noteworthy act of constructive legislation was that of the Kentucky legislature of 1924. This act recognizes the State department of education as a department and provides that it shall include "at least the following divisions": (1) Office of superintendent, to include an assistant superintendent and clerical force, (2) statistics, (3) inspection and accounting, (4) certification and examination, (5) rural school supervision, (6) high-school supervision, (7) negro education, (8) vocational education, and (9) additional departments as the superintendent may determine and funds permit. A bill, which in the legislature was a companion bill, proposed to displace the present ex officio State board of education with an appointive board of larger membership, but this failed to become a law.

A type of legislation which has appeared in several States in recent years is the "administrative code." This is a legislative act which reorganizes the executive and administrative branch of the State government by abolishing various departments, boards, commissions, and offices, establishing State "departments" in their place, and completely codifying the administrative law of the State. In such a code the department of education is made coordinate with

others, as, for example, the department of agriculture, banking, or health. Two States in 1923 passed acts of the nature of administrative codes. These were Pennsylvania and Tennessee. Usually the department of education has not been very materially affected by this type of law, but has been merely set in the administrative code in substantially the same form in which it appears in the school law.

Within the period here under consideration, important acts affecting the State board of education were passed in Alabama and Wisconsin. Alabama's board was by act of 1923 increased from 8 to 12 in membership. The governor and State superintendent are retained as ex officio members, and the rest of the members are to be appointed by the governor, one from each congressional district, of which there are 10. Alabama makes other educational use of its congressional districts, as, for example, for the maintenance of district secondary agricultural schools and for the appointment of members of the administrative boards of its higher institutions; so the change made in its State board of education need not be considered radical.

A Wisconsin act of 1923 abolished the State board of education of that State. A certain duality of control and responsibility in the school system of Wisconsin had existed for several years, and this probably entered as a consideration in the repeal here noted. Prior to the passage of the repealing act of 1923 there were a general State board of education and a board created especially for vocational education, and, moreover, there were both a superintendent of public schools and a secretary of the State board of education. The repeal abolished the general educational board and dispensed with its secretary.

With respect to State superintendents, only a few acts of secondary importance were passed in the period reviewed here. Maine and Tennessee changed the titles of their respective school executives to "commissioner of education"; and Illinois and Alabama raised the salaries of their superintendents, the former to \$7,500 and the latter to \$6,000. No State changed the method of choosing its chief State school officer.

COUNTY SCHOOL ORGANIZATION

With respect to the "county unit" of administration, it would appear that in discussions of this subject the approach to it has sometimes been unhappily chosen. By this it is meant that possibly too much interest has been focused on the "unit" and the county administrative machinery. If the whole field of county participation in the provision of public schools were thoroughly

studied, without special emphasis on the "unit" or like single phase, the result should prove informing. Some of the facts relative to this subject are as follows:

Number of States having county school administrative boards.....	21
Number having county superintendents of schools.....	39
Number providing for assistant county superintendents or other supervisory assistants.....	30
Number providing for county school taxes.....	27
Number in which the county has functions in school-fund apportionment.....	36
Number authorizing counties to maintain high schools.....	25
Number authorizing counties to maintain public libraries.....	29

Here is evidence that the county is already an important factor in the public-school system. And why should it not be? In the affairs of civil government, the county is used for various purposes. Elections are held and returns made, courts are convened, taxes are levied and collected, records are preserved, public buildings are provided, roads and bridges are constructed, the poor are cared for, the public health is safeguarded, by means of the county as a unit for such purposes. And notwithstanding aspersions on the county from some quarters, it is performing its civil functions about as well as other governmental units. The point therefore is that it can be used intelligently for school purposes. There would seem little reason why it can not be used as successfully for running schools as, for example, for holding courts or administering health laws.

It appears that some would make the county unit of administration too hard and fast; it has sometimes been urged that the county be made as effectually a school district as the city now is. But this would mean the submergence of the local community district. County school organization should be more flexible than city, so that a measure of local autonomy and local participation may be left to the community.

Within the past two years several legislative acts relating to county school systems were passed. On the administrative side, the county board of education was the subject of legislation in six States.

An Oregon law of 1923 requires that in a county operating as a county unit the county school district must be divided into five divisions, and that one of the five county school directors must reside in each of these divisions.

The State of Texas, which already had county boards of education for high-school purposes, made a beginning in 1923 with the plan of county-unit control of all public schools. The Texas act permits certain counties to submit to a vote of the people the question

whether the county unit of control will be adopted. The act applies to any county having a population of 100,000 or more and therefore affects only the five most populous counties of the State.

A Montana act of 1923 was of the nature of amendment of an earlier local option county unit law of that State. It sought to make the older law more workable. It provides against subdistrict trustees making expenditures in excess of their budgets, authorizes a 1-mill county tax to create a building fund, and defines more clearly the duties of subdistrict trustees as well as those of the county board.

Three other acts of 1923 affected county school administration. One in Tennessee extended the provisions of that State's county unit law to all counties, there having been some counties to which the older law did not apply. The new school code of New Mexico abolished county boards of education and transferred their powers and duties to existing county boards of commissioners, which are to be ex officio county boards of education. The third act of this group was that of North Carolina. That State's county school boards were not changed in composition or organization by the new school code, but the board's functions in relation to the county school budget were materially affected. This budget is now prepared by joint action of the county board of education and the county commissioners, and in case of disagreement appeal may be taken to the superior court.

THE COUNTY SUPERINTENDENT

The county superintendent of schools represents the supervisory and executive side of the county school system. No very important legislation in this field was passed in either 1923 or 1924. However, provisions were made for higher salaries for superintendents in several States. Among these were Colorado, Illinois, Iowa, and Mississippi.

The tendency to raise the qualifications required of county superintendents was noticeable in a few States. Among these were Alabama and New Mexico in 1923 and Kentucky and Mississippi in 1924.

One State in 1923 passed from popular election of the county superintendent to appointment of this important officer by the county board of education. This was New Mexico. Unquestionably the idea of placing in this office only properly qualified and professionally trained persons is a growing one, and the kindred idea that the county superintendent should bear relation to a county board similar

to the relation between city superintendents and their city boards is likewise growing, but State legislatures come slowly to abandon the idea that the county superintendency is an old-time county office, such, for example, as the office of county treasurer.

LOCAL SCHOOL UNITS—CONSOLIDATION

Within the two-year period 1923-24 no organic change was made in any State's system of local school administration. By this it is meant that no State changed from the district system to the township or from district or township to county-unit organization; nor was any change made contrariwise. The most noteworthy legislation respecting local units smaller than the county was the body of legislation relating to the consolidated school.

There would seem to be three or four reasonably well-defined tendencies with respect to the consolidated central school. These are toward the provision of more generous State subvention of this kind of rural school, the adoption of the "county-wide plan" for consolidating districts, the enlargement of the area of the consolidated unit, and better regulation of the conveyance of pupils to school. Several legislatures of 1923 passed acts relating to one or another of these phases of consolidated district organization. Since this kind of school district is treated elsewhere in the Biennial Survey of Education, extended treatment is not included here.

PUBLIC-SCHOOL SUPPORT

There has within the past two years been no marked change in tendencies with respect to public-school support. A few States as such have shown inclination to increase their contributions to the schools, county taxes have remained about as formerly, and the tendency to permit the local district to levy higher rates has appeared in the enactments of a few States.

Some examples of increased State participation in school support within the two-year period were the enactments of Pennsylvania, Illinois, and Oklahoma in 1923 and that of Massachusetts in 1924. The Pennsylvania act was of the nature of an amendment to a teachers' minimum salary law of 1921, which contained a provision for part payment by the State of the minimum salaries required to be paid. Additional aid is provided in the act of 1923 for districts of unusually low assessed valuation, and State subvention of pupil transportation is extended.

An Illinois act of 1923 made some increase in that State's contribution to the schools, but it is perhaps of more interest by reason of the change which it made in the system of distribution of State school funds. Prior to 1924-25, the school year in which this act was put into effect, Illinois distributed its State funds on the school census basis, but this is now displaced by some four bases of distribution. These bases are (1) the "teacher-school day," which is a daily session of not less than 4 hours of class-time work conducted by a full-time elementary teacher with not fewer than five pupils of school age; (2) the teacher basis, account being taken of the amount of training the teacher has received; (3) aggregate days' attendance of pupils; and (4) again the teacher basis, where the teacher is a normal-school graduate who teaches 9 school months in a one-room elementary school district. On the first of these, a flat sum of 70 cents each is allowed, and an additional sum ranging from 50 cents to \$2 per "teacher-school-day" is allowed districts of relatively low assessed valuation in inverse ratio to the valuation. Apportionment is made on the first-mentioned teacher basis as follows: For 18 weeks of normal training, 50 cents per week; 36 weeks of normal training, \$1 per week; graduate of two-year course in State normal school, \$2.50 per week. On the third basis, 1½ cents is apportioned for each day a pupil attends school. Fourth basis, \$100 for each teacher of the class specified and employed as specified.

Chapter 288 of the Oklahoma laws of 1923 proposed an amendment to the constitution of that State. It provided for a State tax levy on an ad valorem basis sufficient to raise a fund equal to at least \$15 per annum for each pupil in attendance as shown by average attendance reports. From this fund \$15 per unit of average attendance was to be apportioned. The proposed amendment was ratified by the people, but was by the State supreme court later declared invalid on the ground of improper submission to the electorate. The same or a similar amendment will be offered in the legislature of 1925.

The Massachusetts act of 1924 amends an earlier law under which State aid is granted to towns of relatively low assessed valuation in inverse ratio to the valuation. The act of 1924 raises from \$2,500,000 to \$3,000,000 the property assessment which a town may have and come within the class entitled to State aid for its public schools.

It was said in an earlier paragraph that county taxes have remained during the past two years about as they formerly were. There is one exception to this general statement: Utah in 1923 changed its system of county school taxation. In that State tax levies in county school districts of the first class, which are whole

counties in most cases, are now limited as follows: In a district with assessed valuation of \$2,000 to \$2,500 per child of school age, 12 mills; in a district with valuation of \$2,500 to \$3,000 per child, 10 mills; \$3,000 to \$4,000 per child, 8½ mills; \$4,000 to \$5,000 per child, 7½ mills; more than \$5,000 per child, 7 mills; but these limitations can not in any case operate to reduce a levy below that of 1922. This would seem a more rational basis of limiting tax levies than limiting them in a stated flat rate, as, for example, where a flat rate of 10 mills is made the maximum limit for all counties or districts without regard to assessed valuation.

With respect to district-school taxes, little discussion need be introduced here. Several years ago there was a marked tendency to increase rates of district levies both by local action and, where legislation was necessary to permit higher rates, by action of State legislatures. But in more recent years there has not been so much legislation on the subject. Within the period here under review, Ohio, Utah, Nevada, and one or two other States passed laws of some importance in the field of local-school taxation.

Before the subject of school support is passed, two or three phases of it which have in recent years received more than ordinary notice both in educational circles and in State legislatures may be adverted to here. One of these is the proportion of the burden of public-school support which the State as such is carrying—that is, the proportion which the State as distinguished from the smaller units, county and school district, has assumed.

The results of changes in school support in recent years are shown in the report entitled "Statistics of State School Systems," published by the Bureau of Education. The statement is a percentage analysis of school funds received from taxation and appropriations and shows for the country as a whole the percentages received, respectively, from State, county, and local school district.

Percentages of school funds received

Year	From State	From county	From smaller local unit
1918	14.8	8.0	77.2
1920	15.0	11.6	73.4
1922	16.0	10.5	73.5

It is, of course, not contended that these figures are conclusive, but there is certainly evidence here that the State has not lost ground as a contributor to school support, but has made some slight gain. Such evidence should be gratifying to those who hold the view that the State should be relatively a larger contributor than it is.

Another phase of the problem of school support which has received more than ordinary attention in recent years is seen in various efforts and proposals to provide school revenues from sources other than the usual property tax. That "new sources of revenue" must be found is the belief of various authorities on the subject. It is urged by many that every person having taxable ability should pay some kind of tax to his State, and that some system of taxation should be adopted to reach every form of taxable ability with justice to all. That is to say, that not merely a property tax should be levied, but, for example, also income, inheritance, corporation, franchise, "severance" or production, and possibly luxury and sales taxes. There is doubtless a measure of reason in this view, for such is the complexity of our modern economic system that forms of taxation supplementary to the general property tax would seem imperative. It is hardly fair that a farm or other real estate, easily reached for the purpose of a property tax, should pay its full quota of a levy, while other kinds of taxable ability, as, for example, various forms of "intangibles," escape with little or no toll taken from them.

But it is from the standpoint of school revenues that we are concerned here. With supplementary or multiple tax systems as a theory or a mere economic principle we are not particularly concerned. The argument for sources of revenue other than the general property tax is here based on the needs of the schools. The property tax for school purposes can hardly be said to have broken down, but some hold that it has become antiquated; in some sections it certainly appears unequal to the burden of properly supporting the schools without income from other sources. There are some States in which twice as much money as is now expended could be expended on the schools without just charge of extravagance. At present the schools of those States are poor in quality, terms are too short, and many communities are still without high-school privileges. But already complaint of high taxes is heard. In some cases at least, these complaints are justifiable, for high taxes on infertile or thin farm lands may become practically confiscatory. Therefore other sources of school revenues must be found, and this is essentially a problem for the school men of the country.

THE SCHOOL TERM

The problem of the short school term is usually a problem either of school revenues or of child labor on the farm. By this it is meant that the short term is usually due either to want of sufficient funds to maintain the schools for a longer period in the year or to parental disposition to put the children to work instead of keeping

them in school. It is to correct the first-mentioned condition that school revenue laws are passed and systems of school support improved from time to time by State legislatures. It is to the last-mentioned condition that legislatures give attention when they pass minimum term laws. Some notice will be given here to legislation aimed directly at the short school term.

A Kansas act of 1923 (ch. 181) relates specifically to the school term. It requires that schools be maintained not less than eight months within each school year. Under the provisions of this act any school district which is unable, with a 10-mill levy on its taxable property, to maintain its school as required receives aid from the State and county in an amount equal to the difference between its total income and the sum necessary to maintain the eight-months term. Of this aid the State pays three-fourths, and the county one-fourth.

A Minnesota act of 1923 amended section 2796 of the general statutes of that State by increasing from five to seven the number of months of school which districts must maintain. In a companion act the distribution to a school district of the school endowment fund of the State is made contingent upon the maintenance of a school for seven months.

The new school code of North Carolina provides for a six-months term of schools in counties and places upon the county the responsibility and expense of maintaining the schools not less than six months, but a State "equalizing fund" is provided by appropriation for the purpose of aiding counties of relatively low assessed valuation.

The practice of requiring local school units to maintain school for not less than a specified term is almost universal in the States, and the tendency is constantly to make this required term longer. But the standard nine months' term is a consummation to be attained in the future in most of the States.

TEACHERS

Phases of teaching service usually seen in school legislation have been noticeable in the legislation of the past two years, but in less extent than in some former periods. These phases are what are thought of here as the general welfare of the teacher, teacher training and the means of giving it, and the qualifications required.

Legislation affecting the general welfare of teachers includes enactments relating to salaries, tenure, and pensions. The peak of legislation relating to teachers' salaries was reached several years ago; hence the number of laws passed on the subject within the

period here considered is not large. The Legislature of Colorado amended an act of 1921 which was of the nature of a minimum-salary law and which was designed to insure a minimum pay of \$75 per month for each teacher. The amendment of 1923 regulated the distribution on the teacher basis of the county tax levied for the purpose. It provided that no school should receive county funds for salary payment for a longer term than 9½ months, and that the local district must levy at least 3 mills on the dollar of its assessed valuation. A New York act of 1923 added to an earlier law the provision that the annual increment to the salary of a teacher in the kindergarten or the first eight grades shall be not less than \$75 a year in any city of less than 50,000 population, or in any union free-school district employing a superintendent or maintaining an academic or high-school department. An Ohio act, also passed in 1923, authorized the establishment of pay-roll accounts in depositories in city school districts so that teachers may be paid in cash.

With respect to the tenure of teachers there was no outstanding legislation in either 1923 or 1924. However, New Jersey amended in a minor particular its older law on the subject. The amendment requires teachers holding positions to give boards of education 60 days' notice of an intention to resign. Eleven States now have laws designed to give public-school teachers more security in their positions after a reasonable period of probationary service.

Pension legislation has within the past two years received more of the attention of legislators than either salaries or tenure. However, few acts were passed which established pension systems where they had not previously existed. Laws putting new retirement plans into operation were passed in Maine, where a new system to be maintained jointly by teachers' assessments and State contribution and to provide annuities in accordance with McClintock's tables will in the course of time displace the provisions of an older law; in Alabama, where the county boards of education of the three largest counties of the State—Jefferson, Montgomery, and Mobile—were authorized to create and maintain retirement funds; and in Washington State, where a contributory system applicable to all school districts not having their own local retirement funds was provided. The application of retirement plans was made broader and extended to other classes of teachers, usually those in certain State institutions or other State service, in California, Indiana, Nevada, Pennsylvania, and Rhode Island. The Michigan teachers' retirement system was reorganized, and in New York provision was made for the discontinuance of local district pensions in favor of participation in the State retirement fund. On the whole, the older tendency

to make retirement plans more liberal with respect to the teacher and to organize them on a sound actuarial basis has continued through the period comprehended in this study.

THE TRAINING OF TEACHERS

New Jersey in 1923 provided for the establishment of a new State normal school at Paterson and for the support and management of the same. In Alabama, a normal school at Daphne which had previously been rated a nonstandard school was by legislative act put on the basis of a "Class A normal school," of which there are now five in the State. A Maryland act of 1924 provided \$205,000 for buildings and equipment for the new normal school previously located at Salisbury on the "Eastern Shore" of that State. A Georgia act of the same year provided for the introduction of teacher training in one of the State agricultural schools maintained in congressional districts.

Teachers' colleges, by change of name, displaced State normal schools in several States, and generally a four-year course of study was authorized in addition to the usual two-year course. In Colorado under an act of 1923 the normal school at Gunnison was designated "The Western State College of Colorado." All State normal schools of Texas were changed to teachers' colleges in 1923, and in the same year Utah made its normal school a department of the university, to be known as the "State school of education."

The support of teacher-training institutions continues reasonably liberal in spite of efforts in some quarters to cut down State appropriations. A phase of the subject which by this time would seem to deserve more than passing notice is seen in the scholarships now provided in several States. In 1923 two States made provisions of this kind. The Delaware Legislature authorized the State board of education to create at the University of Delaware not to exceed 60 scholarships of the value of \$200 each and to be awarded on "satisfactory assurance" that the holder will teach in the elementary schools for two years after graduation. The Utah Legislature created at the State School of Education 100 scholarships of the value of \$25 each. The Utah scholarships exempt holders from the payment of a registration fee.

TEACHERS' QUALIFICATIONS

This is a subject of constant legislation. The tendency is continually to raise the qualifications required of teachers, or at least to eliminate certificates of the lower grades. At present the standard which the States, by legislation and otherwise, are working toward is high-school graduation plus two years of normal training

for every teacher in the elementary schools. But as yet this standard has been attained in but few States. Within the two-year period considered in this review about one-third of the States passed laws relating to the qualifications required of teachers. These acts varied from unimportant amendments in some cases to complete revision of the State's law on the subject in others.

Two important aspects of certification have been noticeable in the legislation of recent years. One of these is a tendency to vest in the State department of education all authority in the granting of certificates and by the same measure to take this authority away from county superintendents, except as they may serve as agents of the State department. The other aspect is that seen in laws which conceive all certificates as divided into two general classes—namely, standard and nonstandard or "provisional." In this classification the standard may, for example, represent graduation from a high school and two years of normal training in addition, while the nonstandard certificate may represent all grades below the standard, as first, second, and third grades. In such a plan it is usually provided that the holder of the highest grade of nonstandard certificate may "build" to a standard. An Indiana act of 1923 exemplifies the first of the aspects or tendencies above mentioned, and a Kentucky act of 1924 exemplifies the second.

SCHOOL ATTENDANCE

The present status of compulsory school attendance in this country may be shown in outline by means of a brief statement of facts from attendance requirements of State laws. The statement follows:

Number of States fixing 7 years as the age when attendance must begin..	28
Number fixing 8 years for such age.....	20
Number fixing 14 years as the age to which attendance must continue....	7
Number fixing 15 years for such upper age limit.....	3
Number fixing 16 years for such age.....	38
Number requiring attendance for full school term.....	36
Number requiring attendance for less than full term.....	12

Within the past two years Connecticut, Delaware, Florida, Kansas, Minnesota, Rhode Island, South Dakota, Texas, and Wyoming passed acts relating to school attendance. All of these were amendments of earlier laws. The Connecticut act adds to that State's law the provision that a child over 14 years of age whose physical or mental condition is such that his attendance at school would be impracticable can not be compelled to attend even though his schooling is deficient. The Delaware act gives justices of the peace jurisdiction in cases of violation of the attendance requirements; in some States this matter of jurisdiction is one of the weak points in attendance laws. The Florida act authorizes the employment of

county superintendents of schools as attendance officers. Minnesota and South Dakota provided for excusing children from school for a brief period each week for the purpose of receiving religious instruction. A Rhode Island act more clearly defined delinquent children and provided for dealing with them. Wyoming extended the age limits prescribed in its laws and now requires attendance for the full school term between the ages of 7 and 16, unless the work of the eighth grade is completed. Kansas and Texas amended their attendance laws generally. In the former, children between 7 and 16 years old are now required to attend school for the entire term; in the latter, those between 8 and 14 must attend at least 100 days each year.

From this brief survey of the attendance legislation of the past two years, it will be seen that the tendency is toward the standard indicated in the preceding paragraph. Without doubt the conception is now reasonably well fixed in the American mind that children should be required to go to school, or, to put it in a more American way, should be guaranteed the opportunity of going to school, at least until the work of the elementary grades is done.

PHYSICAL EDUCATION AND SCHOOL HEALTH

This general subject falls into three parts, namely, child health provisions of a general nature, physical examination or medical inspection, and physical training.

A Rhode Island act of 1923 concerns more than one phase of school health. It provides for State subvention of medical inspection and school health work. Under its terms any town or city providing for the inspection of pupils by physicians or for nurse visitation is entitled to receive from the State one-half of its annual expenditure for the purpose, if the work has the approval of the State board of education, but not more than \$250 is allowed to any town or city. School boards are authorized to employ school physicians and visiting nurses; and pupils, teachers, and janitors must be examined at least once a year. An act of the Washington Legislature of 1923 authorized any school district of the first class to furnish milk to public-school pupils under 14 years of age. A Wisconsin act of the same year provided for instruction in the public schools in the symptoms of disease and the proper care of the body. An Oregon act authorized the board of education of any city having a school enrollment of 25,000 or more to provide for dental inspection and for dental clinics and treatment of public-school pupils. Legislation of 1924 included a Massachusetts act, authorizing towns and cities to establish health camps, within or without the town or city limits, for underweight and undernourished children; a New York act, authorizing the State commissioner

of education to appoint a specialist for eyes and ears; another New York act, authorizing the county supervisors of any county to establish a school hygiene district and permitting union free school districts and city districts of less than 50,000 inhabitants to become part of any such county school hygiene district; and a Kentucky act, authorizing the establishment of playgrounds and recreation centers.

Some legislation relating to the physical examination of school pupils has already been noticed under Rhode Island and Oregon. Other States which passed laws on this subject within the period considered here were Connecticut, Nebraska, and South Carolina. The Connecticut act provides that the State board of education furnish test cards and blanks for testing the eyesight of school children and requires that superintendents, principals, or teachers in towns not employing school physicians shall make the tests annually instead of triennially as formerly. Under the Nebraska act no child can be compelled to submit to physical examination by other than the teacher if the parent's written objection to the examination has been delivered to the child's teacher, but this provision can not operate as an exemption from the quarantine laws of the State. The South Carolina act requires that physical examination of pupils be made within the first three months of attendance each year.

There has been directed at medical inspection laws some criticism which deserves a measure of notice. One criticism has been in substance that medical inspection merely discovers the physical defect and does little or nothing about it after it is discovered, that it is a sort of Hygeian procedure which includes diagnosis without the application of a remedy. A few years ago there was more justice in this criticism of the inspection law than there is at the present time, for there is now more "follow up" of the examination or inspection than there formerly was. With the widespread and growing practice of employing school nurses, the development of closer relations between the school and the home, and the possible growth generally of a better appreciation of sound bodies, there has undoubtedly been effected a closer relation between the physical examination of the pupil on the one hand and constructive effort on the other to remedy any defect that may have been discovered.

With respect to physical education laws, there has been some very noteworthy legislation within the past two years. The Legislatures of Iowa, Minnesota, Wisconsin, Tennessee, and South Carolina passed new laws on the subject. The Iowa law provides that there must be established in all public elementary and secondary schools "physical education, including effective health supervision and health instruction of both sexes," and requires that every pupil physically able shall take the prescribed course, but no child is compelled to

take the training if his parent or guardian files a written statement that it conflicts with his or her religious belief. The State superintendent of public instruction is authorized to prepare a manual for teachers, and teacher-training institutions must provide courses in physical education. The new Minnesota act requires physical education in public schools and teacher-training institutions and provides for a State director. The Tennessee act likewise requires physical education in public schools and training institutions, but makes no provision for a State director or supervisor of the subject. The Wisconsin act is not unlike that of Minnesota—that is, it requires physical education courses both in the public schools and in normal schools and provides for a State supervisor. All of the acts above mentioned were passed in 1923. South Carolina passed its law in 1924. This law contains substantially the same provisions as that of Iowa, except that it has no clause exempting a child on the ground of parental objection. Ohio had a physical education law prior to 1923, but in that year it revised its law generally.

To the reviewer of school legislation, physical education laws lack a certain definiteness which would seem necessary to make them most effective. It appears that promoters in this branch of education, or others interested, have as yet failed to work out a well-defined program which has been widely accepted; hence legislation on the subject is wanting in definite aims or objectives. However, as the laws provide for State directors and State supervision, better State programs will be evolved, the States will learn one from another, and more definite nation-wide objectives will doubtless come to the fore.

PHYSICALLY AND MENTALLY HANDICAPPED CHILDREN

This is a heading meant to include such unfortunate children as the crippled, the deaf, and the mentally backward. Laws with respect to these several groups are of very much the same character and may be considered together. In recent years there would seem to be a new interest in this field, or perhaps it should be called a tendency to change the program with respect to the physically and mentally handicapped. The older "institutional" plan of handling these groups of children is, where practicable, giving way to the "special class" plan maintained by local administrative units. A number of the States now specifically authorize local school boards to establish and maintain schools or classes for the deaf, the crippled, or the mentally retarded, and in several cases State funds are granted in aid of these special schools or classes.

Only a brief enumeration of laws can be given here. With respect to special classes for the deaf, Massachusetts in 1923 authorized its State department of education to cooperate with the school committees of not more than six towns in the establishment of classes for

deaf pupils. A Michigan act authorized the board of education of any school district to provide special classes for the deaf and also for the blind. A Minnesota law now empowers the State commissioner of education to grant permission to school districts to establish and maintain special classes for deaf children where five or more such children may attend, and a State subvention of \$250 per child is allowed.

The Legislatures of Illinois and Michigan passed acts in 1923 authorizing local school boards to establish and maintain classes for crippled children, and in each case the State grants funds in aid of these classes. A New Jersey act of 1923 authorizes counties to participate in the maintenance of homes and hospitals for crippled children. An Oregon act of the same year directs school districts to create "crippled children's instruction funds," to be used in employing visiting teachers for the crippled. A New York act of 1924 provides a "teacher's quota"—that is, a sum from the State treasury, apportioned on the teacher basis—for each teacher of a special class for physically defective children, including the deaf, the blind, and the crippled. A Kentucky act of 1924 provides for special classes for children with defective eyesight.

Two States in 1923 made special provisions for mentally backward children. A New York act authorized the State commissioner of education to apportion for each teacher of a special class for children of retarded mental development one-half of the salary paid, but not to exceed \$1,000 per teacher. An Oregon act applies to cities of 10,000 inhabitants or more. It provides for the establishment of a department of research and guidance in any city of this group and for the maintenance of special classes for "educationally exceptional children," by which is meant both those who are able to advance more rapidly than the average child and those who may be retarded.

CONCLUSION

But for space limitation, some treatment of various other subjects could be introduced here. Legislative enactments with respect to high schools, vocational education, institutions of higher learning, the regulation of schoolhouse construction, and possibly some other subjects not treated in this review present phases of interest, but the field of school legislation is an extensive one, and not all legislative acts can be noted in a brief review of this kind. Discussion of several of the subjects omitted from this chapter will be found in other chapters of the Biennial Survey of Education.

CHAPTER XVII

EDUCATIONAL BOARDS AND FOUNDATIONS

By HENRY R. EVANS

Editorial Division, Bureau of Education

CONTENTS.—General Education Board—Rockefeller Foundation—Carnegie Corporation of New York—Carnegie Foundation for the Advancement of Teaching—Jeanes fund—John F. Slater fund—Phelps-Stokes fund—Baron de Hirsch fund—American-Scandinavian Foundation—American Field Service fellowships for French universities—Juillard Musical Foundation—Commission for relief in Belgium Educational Foundation—Kahn Foundation for the foreign travel of American teachers—Commonwealth fund—Engineering-Economics Foundation—Julius Rosenwald fund.

GENERAL EDUCATION BOARD

The General Education Board has, since its foundation in 1902, to July 1, 1924, appropriated \$116,727,895.38 for various phases of educational endeavor. Of this sum, \$59,313,857.68 was paid to or set aside for colleges and other institutions for whites, \$6,902,813.91 for educational institutions for negroes; and \$999,207.09 for miscellaneous objects.¹

The sum of \$11,370,260.39 was appropriated by the board for the year ended June 30, 1924. Of this amount, \$4,683,333 represents appropriations from principal and \$6,686,927.39 appropriations from income.

The income receipts of the General Education Board were as follows: Balance, July 1, 1923, \$9,240,224.48; proceeds of sale of real estate, \$342,502.22; refunds on account of other payments made in previous years, \$17,590.85; income for the year, \$6,361,821.04. Total, \$15,962,139.29.

The statement of disbursements of income for educational purposes is as follows:

For whites.—Art exhibition of work of Professor Cizek's pupils \$5,000. Colleges and schools: Endowment and general purposes, \$1,113,241.94; to increase teachers' salaries, \$667,203.58; fellowships and scholarships, \$63,151.84. Indiana demonstration county educational units, \$31,966.88; Indiana State department of education, \$6,000; Kentucky Educational Association, \$2,281.05; Lincoln School, \$166,624.64; medical schools, \$1,874,098.23; professors of secondary education, \$55,897.94; rural school agents, \$83,617.67; State agents

¹ Data compiled from report filed with the Secretary of the Interior.

for secondary education, \$59,714.67; teachers' certification law of Indiana, \$793.69; vocational arts survey, \$5,735.70.

For negroes.—Colleges and schools: Endowment and general purposes, \$389,376.34; to increase teachers' salaries, \$89,000. County training schools, \$89,732.06; critic teachers, \$11,848.53; expenses of students at summer schools, \$7,249.24; John F. Slater fund, \$17,657.05; medical schools, \$160,777.53; negro rural school fund, \$77,050; rural school agents, \$70,541.60; scholarships, \$450; summer schools, \$33,874.52.

Miscellaneous.—American Classical League, \$32,005.24; Bureau of Educational Measurements, \$1,953.66; conferences, \$2,051.79; division of educational relations, \$2,730.16; educational investigation and research, \$100.28; general survey of educational conditions and needs in Indiana, \$33.95; improvement of accounting systems in educational institutions, \$4,711.70; national committee on mathematical requirements, \$19,228.30; public-school finance, \$18,750; report on medical education, \$4,799.87; rural-school supervision, \$20,014.90; study of distribution of physicians in the United States, \$4,686.62; study of museums, \$16,966.95; survey of Greenwich (Conn.) public schools, \$148.09; surveys (miscellaneous), \$45,498.85. Total, \$5,256,565.06. Administration, \$313,870.98. Grand total, \$5,570,436.04.

Income on hand June 30, 1924, as accounted for on balance sheet, \$10,391,703.25.

President: Wickliffe Rose, 61 Broadway, New York, N. Y.

Secretary: Abraham Flexner, 61 Broadway, New York, N. Y.

ROCKEFELLER FOUNDATION

The activities of the Rockefeller Foundation for 1924 are summarized as follows by George E. Vincent, president of the foundation:²

During the year 1924 the International health board, the China medical board, the division of medical education, and the division of studies of the Rockefeller Foundation (1) underwrote to the amount of \$350,000 a plan for publishing an international abstract journal of the biological sciences; (2) began issuing bulletins which report progress in medical education in many countries; (3) helped to spread internationally knowledge about medical equipment and teaching methods through surveys by staff members, commissions of scientists, visiting professors, and travelling fellows; (4) hastened developments in the medical schools of the universities of Oxford, Cambridge, Edinburgh, Wales, Montreal, McGill, São Paulo, Hongkong, and Slam, and of the American University at Beirut; (5) maintained a modern medical school and teaching hospital in Peking; (6) aided 3 other medical schools and 17 hospitals in China; (7) helped to improve the teaching of physics, chemistry, and biology in two Chinese and nine foreign institutions in China and in the Government University in Slam; (8) had a part in the development of professional training for sanitarians and hygienists at Harvard University and

² Rockefeller Foundation: A Review for 1924, p. 48. New York, 1925.

in schools and institutes in London, Prague, Warsaw, and São Paulo; (9) gave funds for nursing education at Yale University and in schools and hospitals in Brazil, France, Yugoslavia, Poland, and the Philippines; (10) kept a mobile staff on guard against yellow fever in Mexico and Central America; (11) at the request of Brazil joined in an attack upon this disease from 11 centers along the northern coast; (12) helped to show the possibilities of malaria control in 13 American States and made malaria surveys or studies in Haiti, Porto Rico, Nicaragua, Brazil, Italy, Palestine, Queensland, and the Philippines; (13) either continued or began antihookworm work in conjunction with 32 States and countries in the West Indies, Central America and Mexico, South America, Europe, and the Far East; (14) contributed to the budgets of rural health services in 207 counties in 24 American States and in New Brunswick, Brazil, France, and Czechoslovakia; (15) continued to aid the epidemiological intelligence service of the health section of the League of Nations; (16) contributed to the League of Nations' international study tours or interchanges for 99 health officers from 20 countries; (17) provided directly or indirectly fellowships for 864 individuals of 33 different nations; (18) lent staff members and made minor gifts to many Governments and institutions for various kinds of counsel and aid; (19) assisted mental-hygiene projects both in the United States and in Canada, demonstrations in dispensary development in New York City, the growth of antituberculosis work in France, and other undertakings in public health, medical education, and allied fields.

During the year 1924, 864 individuals from 33 different countries received from the foundation some form of fellowship stipend, either directly through a board or indirectly through an independent administrative agency. The total amount expended upon fellowships for the year was \$585,148.

The income from investments was a little more than eight millions, of which \$7,288,823 was required to meet the obligations which came due during the year.

President: George E. Vincent, 61 Broadway, New York, N. Y.

Secretary: Edwin R. Embree, 61 Broadway, New York, N. Y.

THE CARNEGIE CORPORATION OF NEW YORK

The Carnegie Corporation comprises two trusts, as follows: One for the promotion and dissemination of knowledge and understanding among the people of the United States and one for like objects in Canada and other British dominions. According to the report of President F. P. Keppel for the year ended September 30, 1924, the assets of the corporation on October 1, 1923, amounted to \$133,659,024.17, of which \$124,936,274.44 constituted the value of the original endowment and the remainder cash and securities accumulated out of the income. During the year the income of the corporation was \$7,397,714.13. During the year ending September 30, 1924, the corporation expended \$12,948,619.10 for educational and other endeavors in the United States. Of this total, \$12,349,110.72 was based on grants voted by the trustees in previous years. For the furtherance of knowledge and understanding in Canada and other British dominions the amount paid out was \$89,399.29, of

which \$29,500 was based on grants voted in previous years. During the same period grants were voted from income of the principal fund amounting to \$2,448,540.94, of which \$1,615,599.98 was absolute and \$808,940.96 was conditional. For the fund applicable elsewhere than in the United States of America the total of grants was \$757,575.01.

During the foregoing fiscal year the corporation made "the largest distribution of funds in its history and at the same time increased its obligations by the smallest annual sum since the year of its organization." Carnegie Institute, of Pittsburgh, received \$16,327,376.25, of which sum \$8,000,000 was paid over to the Pittsburgh authorities in June, 1924. Other grants are as follows:

National Research Council and National Academy of Sciences, \$5,000,000; educational institutions in eastern Canada, \$3,000,000; Institute of Economics, \$1,650,000; National Bureau of Economic Research, \$150,000; Institute for Research in Land Economics and Public Utilities, \$62,500; Food Research Institute, located at Stanford University, California, \$704,000; American Law Institute, engaged in formulating a restatement of the law, \$1,075,000; Johns Hopkins Medical School for an outpatient building and diagnostic clinic, \$2,000,000; New York Academy of Medicine, \$1,000,000.

American Library Association, for general support and for the conduct of certain special activities, \$164,100; Carnegie Endowment for International Peace, to aid in publishing an economic and social history of the World War, \$350,000; Harvard University, for the training of personnel for museum service, \$100,000; Institute of International Education, \$182,500; Society for the Promotion of Engineering Education, \$108,000; University of California, for a study of pyorrhea and its possible relation to other human maladies, \$85,000; National Institute of Public Administration, \$40,000; committee on legal aid work, \$85,000; Union University for the Albany Medical College, \$52,500; Junior College, St. John's, Newfoundland, \$75,000, and University of King's College, for endowment, \$600,000 (part of \$3,000,000 gift for education in eastern Canada); and to various agencies for research in insulin, \$43,000.

President: Frederick P. Keppel, 522 Fifth Avenue, New York, N. Y.

Secretary: James Bertram, 522 Fifth Avenue, New York, N. Y.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

The Carnegie Foundation for the Advancement of Teaching, in its report for the year ending June 30, 1924, further develops the foundation's plan of insurance and annuities, through the Teachers Insurance and Annuity Association, and presents the current results of a continuous study of pension systems. During the year the

trustees received a total income of \$1,355,193.54 for general purposes, in addition to \$55,412.24 from the endowment of the division of educational inquiry, \$755,193.54 from the general endowment and \$600,000 from the Carnegie Corporation of New York on account of its appropriation of \$600,000 a year for 10 years. The current expenditures were as follows: (a) General endowment.—Retiring allowances and pensions in institutions on the associated list, \$1,069,315; retiring allowances and pensions granted to individuals, \$95,514.84; total retiring allowances and pensions, \$1,164,829.84. Expenses of administration, \$66,013.10; publication, \$5,399.62; total, \$71,412.72. (b) Division of educational inquiry.—General, \$11,814.85; study of legal education, \$9,185.47; study of training of teachers, \$3,361.76; study of dental education, \$3,503.85; study of intercollegiate athletics, \$456.47; study of education in the Maritime Provinces, \$575.01; total, \$27,747.39. Grand total, \$1,263,989.95.

The list of institutions associated with the foundation was increased by the addition of George Peabody College for Teachers, on November 29, 1923; the University of Colorado and the University of British Columbia, on May 2, 1924.

The executive committee decided—

That war service with the United States Food Administration, the Council of National Defense, the Belgian Relief Commission, and Y. M. C. A. work with the American Expeditionary Force should be counted as professional; that involuntary discontinuance of teaching because of war conditions should not terminate a teacher's expectations from the foundation; that service with foreign governments, or as secretary to the governor of a State, or as city manager could not be counted as professional, but did not terminate expectations from the foundation; and that teachers who are primarily professional practitioners and officers holding professional titles, but receiving no compensation from their universities, have no expectations from the foundation.

Bar-admission requirements and the status of dental education are discussed in the report. Pension systems and pension legislation in this and other countries are considered at length, with emphasis on the activities of the National Educational Association with regard to teachers' retirement, etc. A plea for optimism in education is made; the results of our last half-century's progress in organized education are set forth; and the simplification of our "complex educational machine" is urged.

President: Henry S. Pritchett, 522 Fifth Avenue, New York, N. Y.

Secretary: Clyde Furst, 522 Fifth Avenue, New York, N. Y.

JEANES FUND

The Anna T. Jeanes Fund was established for the improvement of negro rural schools. According to information furnished by Dr. James H. Dillard, president, the fund cooperated during the session

ending June 30, 1924, with public-school superintendents in 283 counties in 15 States.

The 302 supervising teachers,³ who are paid partly by the counties and partly through the Jeanes Fund, visited regularly in these counties 9,928 country schools, making in all 41,212 visits, and raising for the purpose of school improvement \$502,972. The total amount of salary paid to the supervising teachers was \$252,574, of which the sum of \$144,423 was paid by the public-school authorities and \$108,151 through the Jeanes Fund.

These traveling teachers, who work under the direction of the county superintendents, do all in their power to assist and encourage the rural teachers. They introduce simple home industries into the small country schools; give talks and lessons on sanitation, cleanliness, etc.; promote the improvement of schoolhouses and school grounds; and organize clubs for the betterment of the school and neighborhood.

President: James H. Dillard, Charlottesville, Va.

Secretary: John T. Emlen, Fourth and Chestnut Streets, Philadelphia, Pa.

JOHN F. SLATER FUND

The following appropriations covering the year 1923-24 were made by the education committee of the John F. Slater Fund: County training schools, \$25,000; special work, \$2,000; city schools, \$2,500; Hampton Institute, \$5,000; Tuskegee Institute, \$5,000; private secondary schools, \$12,500; colleges, \$16,200; total, \$68,800. Statistics showing the work of the county training schools for the session ending 1924 are as follows: Number of schools, 204; number of teachers, 1,297; pupils in high-school grades, 6,189; salaries from public-tax funds, \$594,268; salaries through State board, \$60,300; average amount for salaries from public funds, \$2,913; amount contributed by General Education Board for building and equipment, \$54,292. Total amount for session 1923-24 for all purposes from public-tax funds, \$726,126.

These county training schools are a significant feature in the work of negro education in the South. Sixty-six of these schools in 1923-24 had teachers' homes and 47 had dormitories. Nearly all had boarders in near-by homes. "It is becoming evident," say the Proceedings and Reports for 1924, "that these training schools will ultimately become high schools. A few of them have already established a four-year high-school course." The schools are located in

³ Including nine State supervising teachers. Five counties had two Jeanes teachers, and one county had three. Two teachers worked in two counties.

⁴ Proc. and reports of the John F. Slater Fund for the year ending Sept. 30, 1923.

Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia. Appropriations amounting to \$4,500 (\$2,000 being contributed by the General Education Board) were made to local boards of education for the promotion of industrial work in 26 schools, these appropriations being made "with the understanding that at least an equal amount should be devoted to this purpose from public-school funds."

The schools benefiting by these appropriations are located in Arkansas, Kentucky, Mississippi, North Carolina, Tennessee, and Texas.

President: James H. Dillard, Box 418, Charlottesville, Va.

Secretary: Gertrude C. Mann, Box 418, Charlottesville, Va.

PHELPS-STOKES FUND

The Phelps-Stokes Fund, established under the will of Caroline Phelps Stokes, who died in 1909, was incorporated in 1911. The act of incorporation directs the trustees to use the income for "the erection or improvement of tenement-house dwellings in New York City and for educational purposes in the education of negroes, both in Africa and the United States, North American Indians, and needy and deserving white students." The capital of the fund is approximately \$1,000,000.

According to data furnished by Dr. Anson Phelps Stokes, president, the chief activity of the corporation during the biennium under review has been the educational survey of East Africa, made in cooperation with the British Colonial Office, the International Education Board, and foreign mission societies of Great Britain.

A commission on education in East Africa was organized in the fall of 1923, with Dr. Thomas Jesse Jones, educational director of the Phelps-Stokes fund, as chairman. This commission had the active support of the British Colonial Office, which appointed Maj. H. Vischer, secretary of its advisory committee on education in Tropical Africa, to accompany it on its travels. The report of the commission, entitled "Education in East Africa," has been published, which in scope is similar to the report on West, South, and Equatorial Africa, described in the last biennial survey of the Bureau of Education.

The Phelps-Stokes Fund has encouraged the visits of African teachers and workers to America, and some 25 or more have already come to see what is being done in American schools, especially in such institutions as Hampton and Tuskegee and the negro rural schools in the South.

The fund has undertaken to make a resurvey of negro colleges in the United States, including all institutions which give collegiate and professional training of advanced character to colored students. The study will be made in the winter of 1925-26, in cooperation with the Association of Negro Colleges and other organizations.

In addition to the support of the African education commissions and related activities, the Phelps-Stokes Fund has continued to make small appropriations (usually in amounts ranging from \$200 to \$2,000) to schools and other organizations for negroes, and to various agencies working for improved race relations.

President: Anson Phelps Stokes, 1767 Q Street NW., Washington, D. C.

Secretary: I. N. Phelps Stokes, 100 William Street, New York, N. Y.

BARON DE HIRSCH FUND

The Baron de Hirsch Fund was organized on March 13, 1890, and incorporated on February 12, 1891, under the New York membership corporations law, for the purpose of Americanizing and assimilating the immigrants with the masses and teach them to become good and self-supporting citizens, and to prevent, by all proper means, their congregating in large cities. The endowment fund given by the Baron and Baroness de Hirsch amounts now to \$3,800,000.

The activities of the fund are as follows: (1) The promotion of agricultural instruction through subsidies to the National Farm School at Doylestown, Pa., and the granting of scholarships to Jewish young men at the State Institute of Applied Agriculture at Farmingdale, Long Island, N. Y., as well as other New York State agricultural schools. These are substitutes for the Baron de Hirsch Agricultural School, formerly maintained by the fund for many years at Woodbine, N. J. (2) Aid to agriculturists by way of selection of farm lands and loans on real or chattel security through the Jewish Agricultural Society. (3) Baron de Hirsch Trade School, New York City, which offers to Jewish young men free instruction in the following trades: Machinery, plumbing, electrical, sign painting, printing, automechanics, and operating engineering. (4) Immigration port work through subsidized societies located in New York and Baltimore.

The fund has latterly concentrated more on trade and agricultural instruction and extensive aid to farmers and given up some of its pioneer Americanization work and charitable pecuniary aid.

President: S. G. Rosenbaum, 207 West Twenty-fourth Street, New York, N. Y.

Secretary: Max J. Kohler, 253 Broadway, New York, N. Y.

AMERICAN-SCANDINAVIAN FOUNDATION

The American-Scandinavian Foundation was endowed in 1911 by the late Niels Poulson, with an annual income of \$20,000 or more "to maintain an interchange of students and teachers, and to support other forms of educational intercourse between the United States and Scandinavia." Its income from endowment is supplemented by annual dues of members of the foundation and contributions from private individuals and business houses for special purposes. During the past 13 years the foundation has awarded stipends to 350 students. From 1919 to 1925 it has conducted an annual exchange of 20 American, 10 Swedish, 5 Norwegian, and 5 Danish students, awarding to each of these a stipend of \$1,000. Beginning with the year 1925 there was incorporated a new student program of industrial apprentice fellowships, which will bring to the United States a number of Scandinavian students for practical studies in American industries.

President: Hamilton Holt, 25 West Forty-fifth Street, New York, N. Y.

Secretary: James Creese, 25 West Forty-fifth Street, New York, N. Y.

AMERICAN FIELD SERVICE FELLOWSHIPS FOR FRENCH UNIVERSITIES

The American Field Service Fellowships for French Universities is administered by the Institute of International Education, with headquarters in New York City. Its purpose is to endow fellowships for American students in French universities; to increase appreciation of French learning; to secure an occasional fellowship in America for a French student; and to foster international understanding. Eleven awards of fellowships were made for the year 1925-26.

President: Paul D. Cravath, 52 William Street, New York, N. Y.

Secretary: Stephen P. Duggan, 522 Fifth Avenue, New York, N. Y.

JUILLARD MUSICAL FOUNDATION

The Juillard Musical Foundation, established by gift of the late Augustus D. Juillard, awards fellowships for advanced study to qualified music students of American birth or citizenship, preferably over 16 and under 30 years of age, who are required to study under the direct auspices of the foundation in New York City. The amount received from the estate of Mr. Juillard is over \$13,000,000, the income of which is expended under the direction of a board of trustees.

The foundation grants scholarships to American students in schools and colleges of America to pay for tuition in whole or part.

Scholarship students must be in the third or fourth year of a regular course. The foundation assists musical organizations and movements that are rendering good service and that are not operating for profit.

President: Frederick A. Juillard, 11 West Fifty-seventh Street, New York, N. Y.

Secretary: Eugene A. Noble, 49 East Fifty-second Street, New York, N. Y.

COMMISSION FOR RELIEF IN BELGIUM EDUCATIONAL FOUNDATION

The Commission for Relief in Belgium Educational Foundation during the year 1924, continued its graduate exchange fellowships, with 32 Belgian students, including 8 renewals, of the 1924-25 group in the United States; and 10 American students, including 3 renewals, of the 1924-25 group in Belgium. Among the other activities of the commission were continued financial aid to the Universities of Brussels and Louvain and the school of mines, and support of three Belgian visiting professorships to the United States and two American visiting professorships to Belgium; made a gift of 617,872 francs to the École Supérieure de Jeunes Filles for the purchase of a building in Brussels; made an initial grant of 40,000 francs to the Cercle des Alumni de la Fondation Universitaire of Belgium for its general expenses; and expended \$45,527 on account of the foundation's earlier appropriation of \$50,000 for steel book stacks for the University of Louvain library building.

President: Perrin C. Galpin, 42 Broadway, New York, N. Y.

Secretary: Belle S. Collins, Ben Hur Building, Crawfordsville, Ind.

KAHN FOUNDATION FOR THE FOREIGN TRAVEL OF AMERICAN TEACHERS

The Kahn Foundation for the foreign travel of American teachers was organized in New York City on January 6, 1911. The founder was Albert Kahn, of Paris. The essential object of the foundation is "to enable men of proved intellectual attainments to enjoy, during one year or more, sufficient leisure and freedom from all professional pursuits or preoccupations and to enter into personal contact with men and countries they might otherwise never have known." The stipend of the single Kahn fellowship awarded for the year 1925-26 was \$5,000.

President: Edward D. Adams, 598 Madison Avenue, New York, N. Y.

Secretary: Frank D. Fackenthal, Substation 84, New York, N. Y.

COMMONWEALTH FUND

The Commonwealth Fund, during the fiscal year ending September 30, 1924, continued its activities in the field of child welfare. The child health demonstrations in Fargo, N. Dak., completed its second year on December 31; those in Athens, Ga., and Rutherford County, Tenn., were begun in January, 1924. The fourth and last of these demonstrations was made in Marion County, Oreg., on February 1, 1925. Work in child guidance and demonstrations of visiting teachers were carried on in various cities. Support was voted to the College of Physicians and Surgeons of Columbia University toward the training of psychiatrists and two fellowships of \$3,500 were maintained "in connection with the demonstration clinics operated by the national committee for mental hygiene, for psychiatrists who wish to secure practical experience in child-guidance work."

Nineteen grants, totaling \$293,106.03, were approved by the board, 8 of which were for projects relating to child welfare and 11 for a variety of purposes.

President: Max Farrand, Yale University, New Haven, Conn.

Secretary: Samuel P. Capen, University of Buffalo, Buffalo, N. Y.

ENGINEERING-ECONOMICS FOUNDATION

The Engineering-Economics Foundation is "a research foundation established on university principles." It is a private institution, supported by private funds, and is in contact with universities, research foundations, professional schools and colleges, both in the United States and foreign countries.

To quote from one of its publications:

The foundation works in the field, where the men are engaged in the actual personal problems of their daily work, not in academic halls, where men are concerned with the problems of preparing for practice. In other words, the foundation is decentralized, not centralized. It works in three divisions:

(1) The civilian staff college division; (2) the division of industrial staff education; (3) the extension division.

Staff education, as provided by the foundation, is concerned with providing, in advance of emergency, the only insurance which will give protection against confusion in emergency—that, in this case, is the organized knowledge and skill required to carry on civilian (nonmilitary) staff work of direction and plan in time of emergency, be it national emergency—fire, flood, earthquake, tornado, pestilence, famine, war, or economic emergency—defined as dislocation of the normal processes of supply and demand.

President: Hollis Godfrey, 3 Joy Street, Boston, Mass.

Secretary: Charles E. Eyanson, 3 Joy Street, Boston, Mass.

JULIUS ROSENWALD FUND

The Julius Rosenwald Fund was incorporated in 1917, under the laws of the State of Illinois, for charitable, scientific, educational, and religious purposes. Its total expenditures for such causes up to and including June 30, 1925, has been \$2,856,063.24. The most conspicuous activity of the fund has been in connection with aiding in the construction of rural schools for negroes in Maryland, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Oklahoma, Arkansas, Tennessee, and Kentucky.

President: Julius Rosenwald, Homan Avenue and Arthington Street, Chicago, Ill.

Secretary: Frances W. Shepardson, Homan Avenue and Arthington Street, Chicago, Ill.

CHAPTER XVIII

WORK OF THE BUREAU OF EDUCATION FOR THE NATIVES OF ALASKA

By WILLIAM HAMILTON

Assistant Chief, Alaska Division, Bureau of Education

CONTENTS.—Introduction—Medical relief—Industrial education—Reindeer service—Transportation of appointees and supplies.

INTRODUCTION

Through its Alaska division the Bureau of Education is required to make provision for the education of the natives of Alaska, extend to them all possible medical relief, train them to self-support, and, so far as possible, relieve worthy cases of destitution. The work is under the supervision of the chief of the Alaska division, with headquarters in Seattle, Wash., which is more readily accessible from all parts of Alaska than is any point within Alaska itself. The Seattle office functions as a purchasing and disbursing agent for all of the bureau's activities in Alaska; it selects and recommends to the Commissioner of Education for appointment all of the bureau's employees in Alaska; it expends or invests, as requested, funds sent to it by employees in Alaska, by the cooperative stores of the natives, or by individual natives of Alaska; it also sells commodities, such as furs, ivory, and reindeer meat, for the natives and remits, deposits, or expends the proceeds as directed.

The field force in Alaska during the fiscal year ended June 30, 1924, included 1 superintendent of education of natives of Alaska, with duties of a general supervisory character, 5 district superintendents, 151 teachers, 8 physicians, 21 nurses, 12 hospital attendants, and 8 herders in charge of reindeer belonging to the Government. Eighty-three schools were in operation, with an enrollment of 3,910. The teachers not only carried on the educational work in the schoolrooms, but, in many instances, were responsible for the relief of destitution, for the extending of medical aid to natives in the vicinity of the school, and for the supervising of the industries and of the reindeer herds tributary to the school.

The bureau's work was carried on in 116 buildings, including school buildings, teachers' residences, hospitals, and orphanages, valued at \$273,550.

The educational statistics for the year are as follows:

Total number of days in actual attendance.....	367,396
Total number of pupils enrolled during year.....	3,910
Average daily attendance throughout the year.....	2,652
Percentage of attendance.....	67.7
Average number in each schoolroom each day.....	26.9
Total schoolrooms open.....	101
Average number of days in the school year.....	135.12
Cost of school per day per child, based on actual attendance.....	\$0.70
Cost of school per year per child, based on actual attendance.....	\$97.65
Cost of school per year per child, based on total enrollment.....	\$66.23
Spent during the year for repairs on the school buildings and not counted as a part of the operation of the schools.....	\$7,193.23
Spent for new buildings.....	\$8,153.33

MEDICAL RELIEF

In its endeavor to afford medical relief and to safeguard the health of the native races of Alaska, the Bureau of Education maintains hospitals at Juneau, Kanakanak, Akiak, Nulato, and Noorvik, which are important centers of native population in southern, western, central, and Arctic Alaska, separated from each other by many hundreds of miles.

The hospitals, physicians, and nurses serve only the thickly populated districts. In the outlying areas the teachers must, of necessity, extend medical aid to the best of their ability. Accordingly, the teachers in settlements where the services of a physician or nurse are not available are supplied with household remedies and instructions for their use. Each hospital is a center of medical relief for a very wide territory, and each physician must make extended tours throughout his district. In the great majority of the native settlements, the teachers are the only "doctors" and "health officers." It often becomes the duty of a teacher to render first aid to the injured or to care for a patient through the course of a serious illness. The school is often the only place within a radius of several hundred miles where the natives can obtain medicines and medical treatment, and they often travel many days to secure the relief desired.

Inadequate as the medical service is to meet the needs of the entire native population, it has nevertheless accomplished gratifying results as is indicated by the following statement of services rendered during the year:

Patients or cases handled through the 5 hospitals.....	9,559
Total treatments, outside and clinical.....	24,433
Days of hospital care.....	14,156
Number of times medical assistance was rendered by teachers.....	17,709

INDUSTRIAL EDUCATION

In the day schools industrial education supplements to some extent the academic work, but one of the greatest needs in connection with the present educational system is that more training of a vocational character be provided. It is important that as much training as possible be given to enable the natives of Alaska more readily to earn a livelihood in the changing conditions with which the advance of civilization has confronted them.

Many natives, with very little supervision, would become excellent carpenters. In all parts of Alaska their skill in carving proves that the making of furniture could be made a very remunerative native industry. In the native houses well-constructed articles of furniture could be made to take the place of the cheap and often unsatisfactory furniture which they now buy in stores. In the shops they could be taught how to make cooking utensils, sled runners, anchors, chains, and rigging for their boats. In Alaska almost all communication is by water. The aboriginal races of Alaska have always been expert builders of canoes. In the progressive villages power boats and small schooners have replaced the primitive native canoe. Boat building would, therefore, be a very important subject of instruction. The natives could also be taught how to construct and repair engines for their power boats. Their skill in sewing and in the making of ceremonial robes shows that they would make excellent tailors. With very little training they would excel in mechanical trades, such as typesetting and printing. In the weaving of baskets they are proficient. This talent, which in some parts of Alaska appears to be disappearing among the rising generation, could be fostered.

Special industrial schools are in process of organization at Eklutna, near Anchorage, on the Alaska Railroad, at Kanakanak in southwestern Alaska, and at White Mountain on the Seward Peninsula, where buildings have been erected and to which teachers have been sent to develop courses in such activities as carpentry, boat building, carving, the tanning of reindeer hides and of the skins of fur-bearing animals, the curing of fish, tailoring, nursing, home economics, sanitation, and physical education.

REINDEER SERVICE

Originating, in 1892, in importation of reindeer from Siberia to furnish subsistence for the Eskimos in the neighborhood of Bering Strait, the reindeer industry has expanded until it has assumed chief importance in the bureau's industrial activities in behalf of the natives. Herds are now maintained near all of the principal native settlements of western Alaska from the Arctic Ocean to the Pacific

Ocean; in the interior near Mount McKinley National Park; along the Alaska Railroad; on Kodiak Island west of the Gulf of Alaska; along the Alaska Peninsula; and on the Aleutian Islands. So rapidly have the herds increased that the total number of reindeer in Alaska in June, 1924, was estimated at 350,000, of which about 235,000 were owned by the natives. One of the principal problems confronting the Bureau of Education at this time is the reorganization of the reindeer industry on a cooperative basis so as to make it possible to handle more efficiently the increasing herds and market the surplus meat. This reorganization will attempt to care not only for the distribution of the herds, as in the past, but for handling the industry on a business basis. The present commercial value of Alaskan reindeer herds is approximately \$8,750,000; \$1,550,000 more than the sum paid for the Territory by the United States in 1867. This does not take account of more than 200,000 reindeer slaughtered in the past and used as meat by the natives or sold by them, nor does it include the benefit derived by the natives through participation in this great industrial success.

TRANSPORTATION OF APPOINTEES AND SUPPLIES

One of the greatest problems in connection with the work of the bureau in Alaska has been the transportation of appointees and supplies from Seattle to the remoter settlements. In April, 1920, the U. S. S. *Boxer*, a wooden vessel which had been used as a training ship for naval cadets, was transferred from the Navy Department to the Interior Department for use by the bureau in connection with its work in Alaska. Funds to cover the expense of fitting the vessel for service in Alaskan waters were provided in the Interior Department appropriation act approved May 24, 1922. During the winter months of 1922-23 a Diesel engine was installed in the vessel and it was refitted for its work in the waters of the Pacific and Arctic Oceans as far north as Point Barrow.

Annually the *Boxer* carries from Seattle to the coast villages of Alaska and to the distributing points at the mouths of the great rivers teachers, physicians, and nurses, together with a heavy tonnage of supplies and equipment. On its southward voyages it brings out employees whose terms of service have expired, and carries reindeer meat, furs, and other valuable commodities which the Eskimos wish to be sold for them through the Seattle office of the Alaska division.

During the winter of 1923-24 in a four-months cruise in Southeastern Alaska the *Boxer* served as a floating school for 20 native young men, with the ship's officers as instructors in navigation, radio telegraphy, the operation and care of Diesel engines, dynamos, and marine machinery, also in cooking, personal hygiene, and physical

training, as well as in general elementary subjects, with special emphasis on speaking and writing English.

During its cruise in the summer of 1924, in addition to performing its routine duties, the *Boxer* rescued the crews of the *Lady Kindersley* and the *Arctic*, schooners which had been caught in the ice near Point Barrow, the northwesternmost cape of the continent. This action saved the lives of these men. The *Boxer* also took on board at Point Barrow a party of eight men of the United States Geological Survey and conveyed them to Nome. But for this service, these men would have been compelled to wait at Point Barrow for two months until the freeze up, and then would have had to proceed to Nome by dog sled, with great loss of time, and at a cost to the Government of thousands of dollars.

CHAPTER XIX

STATISTICAL SUMMARY OF EDUCATION, 1923-24

By

FRANK M. PHILLIPS
Chief of the Division of Statistics

The following bulletins containing educational statistics for the school year ending June 30, 1924, have been issued:

State School Systems	1925, No. 42
City School Systems	1925, No. 41
Public High Schools	1925, No. 40
Private High Schools and Academies	1925, No. 23
Kindergartens	1925, No. 20
Teachers Colleges and Normal Schools	1925, No. 28
Universities, Colleges, and Professional Schools	1925, No. 45

This report attempts to give brief summaries of the data contained in these seven publications, and to add such material as may seem to be of value.

Table 1.—This table presents a summary of the enrollments in various types of schools, classified by control, public or private.

Table 2.—In this table the per capita costs are based upon the total enrollments as reported either by State or by local authorities. The total cost includes current expenses and capital outlays, but does not include payments for debt services. For college and university costs the total receipts, excluding additions to endowments, are used. The per capita costs for public elementary and for public high schools are estimated from city school reports and from the few State reports where it is possible to divide the expenditure between elementary and high schools. For private elementary and for private high schools the per capita costs are estimated to be the same as for public schools of the same type.

Tables 3 and 4 present historical summaries concerning gifts and endowments to education. The bureau has gathered this information for even-numbered years only since 1916.

Table 5.—This table shows distribution of teachers by sex and by type of school for each 10-year period from 1890 to 1924. The percentage of men teachers has been gradually decreasing during this period until 1924. For 1890 it is 35.8 per cent; 32.6 per cent for 1900; 25.2 per cent for 1910; 18.5 per cent for 1920; and 21.2 per cent for 1924.

Table 6.—This table presents a summary of enrollments by type of school, by 5-year periods from 1890 to 1924. The public elementary

school enrollment shows an increase of 67 per cent for this period; the private elementary schools show a loss of .11 per cent. Kindergarten enrollments have increased 1,882 per cent, those of public high schools 1,570 per cent, private high schools 168 per cent, preparatory departments of colleges 20 per cent, secondary students in normal schools 331 per cent, and all secondary-school pupils 946 per cent. There is an increase of 606 per cent in normal-school enrollments, 445 per cent in college and university enrollments, and 139 per cent in commercial-school enrollments. These increases are shown graphically for colleges and for secondary schools.

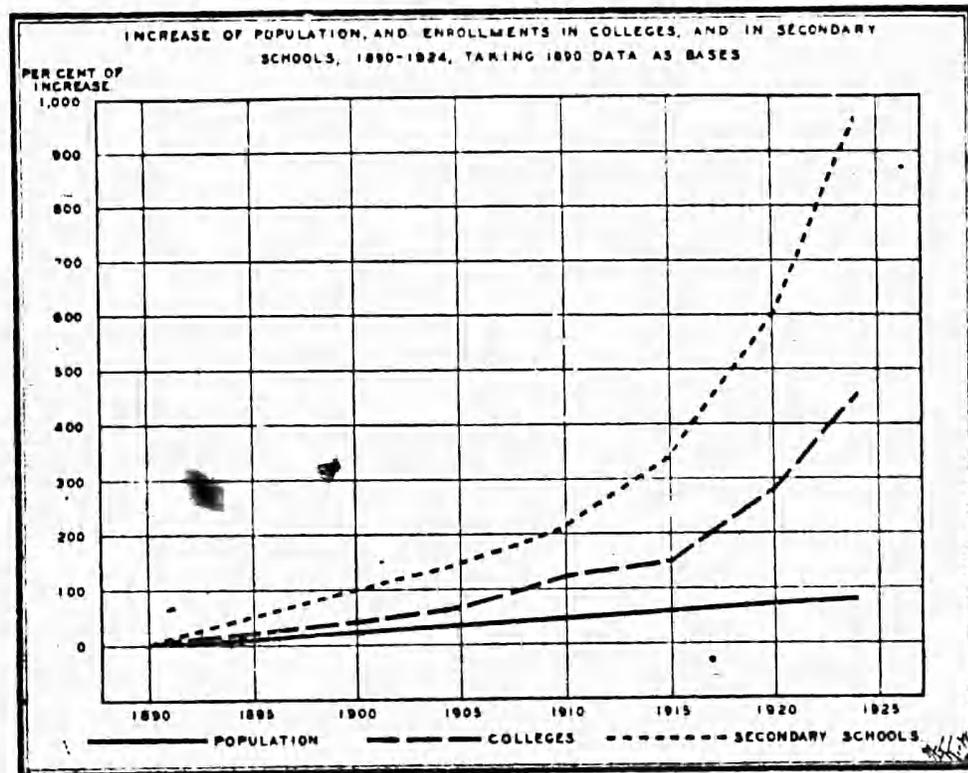


Table 7.—In this table enrollments in elementary schools, high schools, teacher-training institutions, and colleges are classified according to public and private control, and are given by States.

VALUE OF SCHOOL PROPERTY

The States report a total valuation of public elementary and secondary school property of \$3,744,780,714. Private high schools and academies report \$396,616,100. Exclusive of endowments, teachers colleges and normal schools report property valued at \$136,623,958, and colleges and universities at \$1,056,929,060. If the value of school property used by the private elementary schools be estimated at \$300,000,000, and \$12,862,722 be included as endowment owned by teacher-training institutions, and \$814,718,813 as productive funds of colleges and universities, the total value of property used by all types of schools mentioned above is \$6,462,531,367.

The average value of public-school property per pupil enrolled has increased from \$129 in 1922 to \$154 in 1924. This increase is due not so much to increased values of real estate as it is to newer and better buildings, better equipment, and more extensive grounds. It is safe to say that our public-school children were never better housed than at present, although there is still room for improvement. A large number of cities report considerable congestion. The percentage of public-school expenditures going for sites, buildings, and contents for 1920 is 14.8 per cent; for 1922 it is 19.4 per cent; and for 1924 it is 21.3 per cent. This increase over previous years reflects the efforts of school districts toward resuming building programs that were curtailed during the war period or held in abeyance when building costs began to increase so rapidly above the pre-war figures.

In the matter of permanent school funds for public-school education, Texas leads with a total of over \$80,000,000. Minnesota has forty-four million, Virginia and Oklahoma have nearly twenty-four and one half million each, and South Dakota has twenty-four million in a permanent school fund. North Dakota, Washington, Montana, Indiana, New Jersey, Missouri, Wyoming, Kansas, and Nebraska each has a permanent school fund of over \$10,000,000.

Nearly a half billion dollars of public-school resources are in school lands. Minnesota leads with \$85,000,000, South Dakota has seventy-five million, Montana forty-six million, Colorado forty-one million, and eight other States have unsold lands valued at over \$10,000,000 each.

TABLE 1.—School and college enrollments in 1923-24

Schools	Public	Private	Total
Kindergartens.....	564,363	64,456	618,819
Elementary schools (primary and grammar).....	20,334,567	1,418,689	21,753,256
City schools (included with elementary and high).....	11,223,184	.....	11,223,184
Total elementary and kindergarten enrollment.....	20,898,930	1,473,145	22,372,075
Secondary (high schools and academies).....	3,389,878	254,119	3,643,997
Preparatory departments of colleges.....	14,365	47,493	61,858
Secondary courses in normal schools and teachers colleges.....	30,282	4,950	35,232
Total secondary students.....	3,434,525	306,562	3,741,087
Teachers colleges.....	134,431	5,589	140,029
Normal schools (not in secondary courses).....	95,566	10,074	105,640
Total normal schools and teachers colleges.....	229,997	15,672	245,669
Universities, colleges, and professional schools (not including preparatory).....	241,265	423,001	664,266
Industrial schools for delinquents, 1922.....	65,550	.....	65,550
Schools for the deaf, 1922.....	13,649	716	14,365
Schools for the blind, 1922.....	4,947	.....	4,947
Schools for the feeble-minded and subnormal, 1922.....	62,013	1,386	63,399
Schools for Indians.....	23,589	6,970	30,559
Government schools in Alaska.....	3,910	.....	3,910
Other public schools in Alaska.....	3,975	.....	3,975
Commercial and business schools, 1925.....	.....	188,368	188,368
Grand total (excluding duplicates).....	24,956,187	2,415,820	27,372,007

1 Includes 2,911 in city schools.

2 Includes 23,253 in city schools.

TABLE 2.—School enrollment and estimated costs in 1923-24

Classification	Enrollment	Estimated per pupil cost	Total cost, including outlays
Public elementary schools (including kindergartens)	20,898,930	\$58.93	\$1,231,554,330
Public high schools	3,389,878	173.72	589,189,606
Private elementary schools (including kindergartens)	1,473,145	58.93	86,812,435
Private high schools and academies	254,119	173.72	44,145,553
Universities and colleges (includes preparatory students):			
Public	255,630	593.75	151,781,079
Private	470,494	402.14	189,203,947
Teachers colleges (includes all courses)	158,349	141.34	22,380,385
Normal schools (includes all courses):			
State	92,163	178.52	16,452,652
City	13,065	153.08	2,000,019
County	2,658	181.68	482,729
Private	14,066	241.33	3,539,418
Industrial schools for delinquents, 1922	65,550	289.14	18,952,835
Schools for the deaf, 1922:			
State	10,738	618.00	6,636,084
City (included with city schools)	2,911		
Private	716	846.00	605,736
Schools for the blind, 1922	4,947	585.00	2,893,906
Schools for the feeble-minded and subnormal, 1922:			
State	38,761	357.00	13,837,677
City (included with city schools)	23,252		
Private	1,386	906.00	1,255,716
Government schools in Alaska	3,910	88.56	346,281
Other public schools in Alaska	3,975	118.60	471,439
Government Indian schools	23,589	269.10	6,347,797
Other schools for the Indian	6,970		
Private commercial and business schools, 1925	188,368		
Teachers colleges:			
Extension courses	32,362		
Practice and model schools (elementary)	25,577		
State normal schools:			
Extension courses	16,619		
Practice and model schools (elementary)	32,095		
Private normal schools:			
Extension courses	308		
Practice and model schools (elementary)	5,340		
Colleges, universities, and professional schools:			
Extension and correspondence courses	140,846		
Winter short courses	4,012		
Total (excluding duplicates)	27,620,166		2,386,889,132

¹ Partly estimated.

² Estimated same as cost of public schools.

³ Receipts, excluding additions to endowments.

⁴ The items beginning "Teachers colleges, extension courses," are not included in Table 1.

TABLE 3.—Gifts and bequests to education, 1914-1924

Institutions	1914	1916	1918	1920	1922	1924
Universities and colleges	\$26,670,017	\$30,196,006				
Schools of theology	1,558,281	2,257,359	\$27,450,945	\$25,296,159	\$77,400,756	\$81,784,738
Schools of law	203,067	128,588				
Schools of medicine	1,495,773	2,253,598				
Public normal schools	607,431	758,998	40,548	34,310		
Private normal schools	116,283	143,012	616,817	2,096,687	930,034	1,793,741
Private high schools	706,546	1,357,719	1,748,258	(1)	(1)	
Total	31,357,398	37,095,280	29,856,568	67,417,156	78,330,790	83,578,479

¹ No data.

TABLE 4.—Gifts and bequests to education from 1871 to 1924

1871	\$8,593,740	1890	\$8,011,019	1908	\$19,703,421
1872	10,072,540	1891	8,519,233	1909	21,192,450
1873	11,225,977	1892	8,721,902	1910	24,755,663
1874	6,053,804	1893	8,207,090	1911	27,634,029
1875	4,126,562	1894	10,855,365	1912	30,061,310
1876	4,691,845	1895	8,240,876	1913	29,651,879
1877	3,015,256	1896	11,677,048	1914	31,357,398
1878	3,103,289	1897	10,049,141	1915	26,023,246
1879	5,249,810	1898	10,981,209	1916	37,095,280
1880	5,518,501	1899	25,332,792	1918	29,856,568
1881	7,440,224	1900	13,066,561	1920	67,417,156
1883	7,141,363	1901	21,158,400	1922	78,330,790
1884	11,270,286	1902	20,348,739	1924	83,578,479
1885	9,314,051	1903	17,915,075		
1886	5,976,168	1904	17,261,375		
1887	7,512,910	1905	21,827,875		
1888	6,648,368	1906	23,347,070		
1889	6,942,058	1907	28,585,780		
				Total, excluding	
				1882, 1917, 1919,	
				1921, and 1923.	906,719,601

TABLE 5.—Distribution of teachers for five periods

Teachers in—	1890		1900		1910		1920		1924		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total
Public elementary schools.....	121,877	232,925	116,416	286,274	91,591	389,952	63,024	513,272	76,816	540,262	617,078
Public high schools.....	3,648	5,472	10,172	10,200	18,890	22,777	32,386	69,572	51,915	92,315	144,230
Private elementary schools (estimated).....	6,807	15,199	6,648	19,768	3,171	29,372	6,322	38,977	7,122	44,414	51,536
Private high schools.....	3,272	3,937	4,275	6,842	4,512	6,634	5,698	9,248	6,192	9,511	15,703
Universities and colleges:											
Preparatory departments.....	5,060	1,083	2,433	1,008	2,716	1,216	2,714	1,568	2,615	1,757	4,372
Collegiate departments.....			8,450	939	13,428	1,549	21,644	6,469	28,872	9,133	38,025
Other departments.....							982	1,239	1,073	1,255	2,328
Colleges for women:											
Preparatory departments.....											
Collegiate departments.....	595	1,700	703	1,754	91	525	(1)	(1)	(1)	(1)	(1)
Professional schools:											
Theology.....	744		994		1,453						
Law.....	346		1,004		1,534						
Medicine.....	2,851		4,483		7,586						
Dentistry.....	541		1,118		1,546						
Pharmacy.....	183		493		815						
Veterinary medicine.....	98		185		351						
Teachers colleges and normal schools, public:											
Normal departments.....			385	1,236	1,105	2,060	2,963	5,161	3,862	6,038	9,920
Other departments.....			133	611	587	1,042			364	472	836
Teachers colleges and normal schools, private:											
Normal department.....			535	382	255	320	597	866	375	679	1,054
Other departments.....			237	283	248	277			328	379	707
Commercial and business schools.....	1,133	460	1,413	699	1,736	1,200	2,976	3,189	1,910	2,196	4,105
Schools for defectives and delinquents.....	564	962	1,650	1,650	1,134	2,352	1,165	2,744	1,127	2,992	4,119
Indian and Alaskan schools.....	644	965	1,189	1,793	1,702	2,456	141	652	266	809	1,075
Kindergartens:											
Public.....	1,060	4,950	1,350	7,150	1,500	8,007		10,022		10,852	10,852
Private.....								717		2,140	2,140
Total.....	149,428	267,653	163,999	339,599	158,574	471,633	151,215	663,958	194,642	712,000	906,642

† Included in universities and colleges.

‡ Professional departments.

§ Figures for 1918.

¶ Figures for 1922.

* Does not include 1,832 men and 817 women duplicates, in universities, colleges, and professional schools.

TABLE 6.—*Kindergarten, elementary, commercial, secondary, normal school, and college enrollments, 1890-1924*

Schools	1890	1895	1900	1905
Kindergartens (public and private).....	1 31, 227	1 65, 296	225, 394	1 205, 118
Public elementary schools (including public kindergartens).....	12, 519, 518	13, 893, 666	14, 983, 859	15, 788, 598
Private elementary schools (largely estimated).....	1, 661, 897	1, 211, 220	1, 240, 925	1, 347, 000
Total elementary and kindergarten.....	14, 181, 415	15, 104, 886	16, 224, 784	17, 135, 598
Public high schools.....	202, 963	350, 069	519, 251	679, 702
Private high schools.....	94, 931	118, 347	110, 797	107, 337
Preparatory schools (in colleges and universities).....	51, 749	57, 403	56, 285	63, 421
Secondary students in normal schools.....	8, 170	13, 863	9, 570	15, 824
Total secondary students.....	357, 813	539, 712	695, 903	866, 154
Normal schools and teachers' colleges (excluding secondary students).....	34, 814	58, 564	69, 593	65, 300
Colleges, universities, and professional schools (excluding preparatory students).....	121, 942	144, 706	167, 999	199, 043
Total college and normal students.....	156, 756	203, 270	237, 592	264, 343
Private commercial and business schools.....	78, 920	96, 135	91, 549	146, 086
Schools	1910	1915	1920	1924
Kindergartens (public and private).....	1 185, 471	486, 800	510, 949	618, 519
Public elementary schools (including public kindergartens).....	16, 868, 791	18, 375, 225	19, 378, 927	20, 598, 030
Private elementary schools (largely estimated).....	1, 558, 437	1, 615, 091	1, 485, 561	1, 472, 145
Total elementary and kindergarten.....	18, 427, 228	19, 990, 316	20, 864, 488	22, 372, 075
Public high schools.....	915, 061	1, 328, 084	1 2, 199, 389	3, 389, 678
Private high schools.....	117, 400	155, 044	1 213, 620	254, 119
Preparatory schools (in colleges and universities).....	66, 042	67, 440	59, 309	61, 558
Secondary students in normal schools.....	12, 890	13, 504	22, 058	35, 232
Total secondary students.....	1, 111, 393	1, 564, 072	2, 494, 676	3, 741, 087
Normal schools and teachers' colleges (excluding secondary students).....	88, 561	100, 325	135, 412	245, 669
Colleges, universities, and professional schools (excluding preparatory students).....	266, 654	303, 233	462, 445	664, 266
Total college and normal students.....	355, 215	403, 558	597, 857	909, 935
Private commercial and business schools.....	155, 244	183, 268	335, 161	1 188, 388

1 1888.

1 1892.

1 Public only.

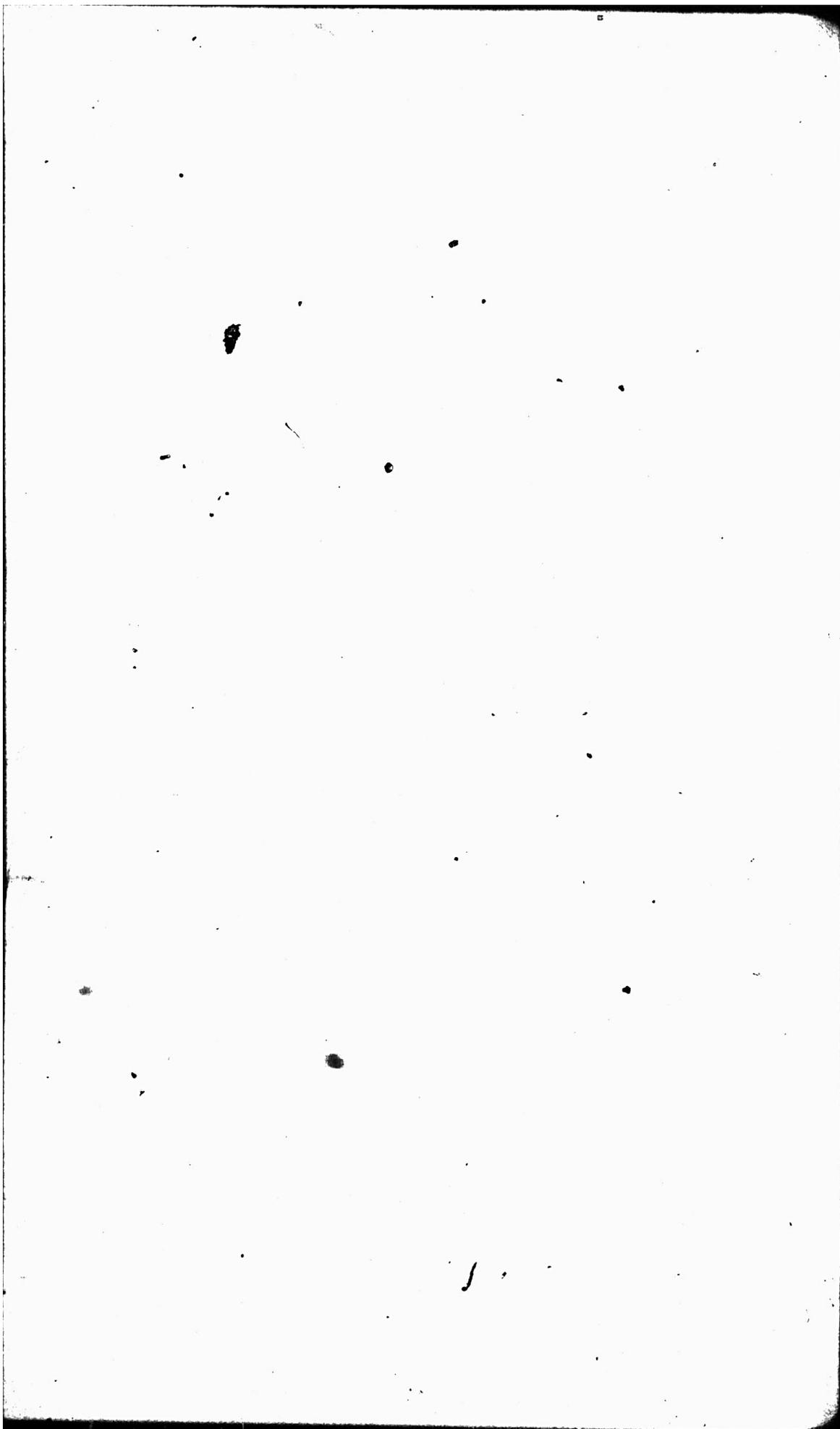
1 1909.

1 From State reports.

1 1925.

TABLE 7.—Enrollment in certain types of schools, by States, 1923-24

State	Elementary schools and kindergartens		Secondary schools		Normal schools and teachers' colleges		Universities, colleges, and professional schools	
	Public	Private (largely estimated)	Public	Private	Public	Private	Public	Private
1	2	3	4	5	6	7	8	9
Continental United States.....	20,898,930	1,473,145	3,434,525	306,562	229,907	15,672	241,265	423,001
Alabama.....	543,262	15,567	59,644	7,678	6,461	460	4,232	2,431
Arizona.....	64,958	1,657	9,094	835	907		1,733	
Arkansas.....	474,427	2,452	27,805	2,930	1,739		1,389	1,823
California.....	713,596	28,527	306,952	11,344	5,334	151	18,514	14,868
Colorado.....	198,636	2,846	49,425	1,109	4,432	95	4,068	3,568
Connecticut.....	249,036	54,605	39,962	6,696	4,038	172	413	5,607
Delaware.....	33,430	370	5,213	508			536	
District of Columbia.....	59,838	9,485	12,226	3,263	527	70	76	12,525
Florida.....	243,218	5,542	23,301	1,353			2,152	797
Georgia.....	683,816	9,485	64,995	5,738	1,304		5,070	4,469
Idaho.....	97,244	1,200	19,988	689	1,355	265	2,041	507
Illinois.....	1,098,298	177,259	218,924	32,049	13,167	1,522	11,391	44,134
Indiana.....	510,630	34,338	113,091	4,417	4,653	2,862	8,181	11,512
Iowa.....	438,113	23,436	96,931	11,772	7,415	18	9,686	12,258
Kansas.....	349,051	19,315	77,063	4,400	8,616		7,087	7,949
Kentucky.....	526,949	11,494	41,957	10,203	4,487		3,005	3,742
Louisiana.....	319,225	22,491	41,730	3,483	2,111		1,998	1,477
Maine.....	120,028	16,101	27,182	5,482	2,091		1,276	11,712
Maryland.....	228,212	23,374	28,303	4,038	1,960	38	5,557	7,928
Massachusetts.....	609,098	137,739	128,757	15,287	4,344	1,585	654	39,206
Michigan.....	685,238	105,375	135,476	8,385	14,543		14,125	5,770
Minnesota.....	457,153	41,395	88,696	7,245	7,057	116	10,024	6,378
Mississippi.....	530,797	5,400	39,303	3,529	1,432		3,288	2,146
Missouri.....	630,720	47,288	109,379	7,520	12,806	5	5,390	15,314
Montana.....	98,010	2,736	19,777	1,103	906		2,260	216
Nebraska.....	277,327	20,789	59,340	3,990	4,011	38	7,414	4,885
Nevada.....	13,284	40	2,680				855	
New Hampshire.....	63,489	22,067	19,865	4,691	1,155		1,188	2,285
New Jersey.....	582,360	33,228	82,136	8,509	3,003	144		6,224
New Mexico.....	80,368	4,840	8,819	986	1,110		773	
New York.....	1,641,801	90,480	295,401	36,486	12,164	844	16,576	67,720
North Carolina.....	752,585	17,312	42,309	8,289	2,029	1,704	4,463	6,363
North Dakota.....	151,262	3,201	24,350	555	4,558		2,179	387
Ohio.....	981,663	93,321	219,262	13,667	8,741	21	19,747	20,930
Oklahoma.....	575,420	2,701	81,963	1,636	13,298		5,877	3,019
Oregon.....	140,791	11,723	34,737	1,843	1,644	258	5,970	2,983
Pennsylvania.....	1,587,200	176,488	217,289	19,617	15,755	213	3,580	45,659
Rhode Island.....	93,291	24,655	12,619	2,227	955		452	2,507
South Carolina.....	441,056	6,040	26,809	3,129	543	22	3,905	3,920
South Dakota.....	137,460	3,205	26,759	1,246	3,790	147	1,922	1,397
Tennessee.....	610,552	18,050	48,251	7,472	5,633	3,293	1,821	8,273
Texas.....	1,017,814	13,652	178,658	8,624	13,094	42	10,092	15,286
Utah.....	109,970	1,571	23,746	3,709		27	3,257	1,465
Vermont.....	52,340	5,344	11,773	2,287			1,160	885
Virginia.....	506,628	7,531	50,549	7,888	6,317	929	4,926	6,558
Washington.....	255,504	23,885	61,412	2,954	4,761	141	8,741	1,576
West Virginia.....	369,269	7,054	32,973	1,926	4,366		2,720	1,782
Wisconsin.....	424,193	84,862	112,646	5,590	13,246		8,076	7,560
Wyoming.....	43,114	949	8,742	215			825	
<i>Outlying possessions</i>								
Alaska.....	3,511		464					
American Samoa.....	1,495	4,157						
Canal Zone.....	3,708		297					
Guam.....	2,645	126	9	28				
Hawaii.....	49,014	7,331	1,900	2,439	409			
Philippine Islands.....	1,091,427	47,038	41,292	16,791	1,562			
Porto Rico.....	205,633	466	7,387	5,692				
Virgin Islands.....	3,050	1,343	62					



CHAPTER XX

STATISTICS OF STATE SCHOOL SYSTEMS, 1923-24

The data presented in this report relate to schools supported by public funds, and include kindergartens, elementary grades, and high schools. Data for junior colleges and other colleges supported by public funds have been omitted where it was possible to identify them. Table 4 contains enrollments, or estimates of enrollments, in private elementary and high schools, but neither enrollments nor expenditures of private schools have been included in the other tables.

Increases are noted in 1924 over 1920 both in numbers and in percentages of enrollments. If we assume all children enrolled in 1920 to be of school age, 5 to 17 inclusive, 77.8 per cent of those of school age were enrolled in public schools. In 1924 this had increased to 82.8 per cent. In 1920, 58.2 per cent of those of school age were in school every day, and in 1924, 65.2 per cent were in average daily attendance. The per cent of those enrolled who were in average daily attendance in 1920 was 74.8, and in 1924 the per cent was 78.8. In 1920, 7.91 per cent of the school census were enrolled in public high schools; in 1924 this had increased to 11.55 per cent. In 1924, 20,898,930 pupils were enrolled in the public elementary schools, and 3,389,878 in the public high schools. Although the general increase in enrollment in 1924 is about $4\frac{1}{2}$ per cent over that of 1922, seven States, Delaware, Idaho, Iowa, Kentucky, Louisiana, Maine, and Montana, show losses during this two-year period. Fifteen States show losses in the elementary grades, but the increases in high-school enrollment more than make up the losses in eight States. The increase in percentage of enrollment in the high school is from 12.3 per cent in 1922 to 14 per cent in 1924. This high-school enrollment does not include elementary grades in junior high schools.

The number of teachers employed increased from 722,976 in 1922 to 761,308 in 1924. In 1922 there were 34.2 elementary pupils enrolled to each elementary teacher; in 1924 there were 33.9. The corresponding figures for high-school pupils enrolled per high-school teacher are 22.2 and 23.5.

TABLE 1.—Statistical summary of elementary and secondary schools combined, 1870-1924

Items	1870	1880	1890	1895	1900	1905	1910	1915	1920	1924
I.—General statistics										
Total population 1.....	88,568,371	50,155,783	62,622,250	68,844,341	75,602,515	82,584,061	91,872,296	100,399,318	105,710,620	112,078,611
Children 5 to 17 years of age (inclusive) 1.....	12,055,443	15,065,767	18,543,201	19,911,050	21,404,322	23,410,900	24,298,948	26,423,100	27,728,788	29,345,911
Pupils enrolled (excluding duplicates).....	6,871,522	9,867,505	12,722,581	14,243,765	15,503,110	16,468,300	17,813,852	19,704,209	21,578,316	24,288,808
Pupils enrolled in public high schools.....	1,86,227	110,277	202,863	350,099	619,251	679,702	915,041	1,328,944	2,192,389	3,389,878
Average daily attendance.....	4,077,347	6,144,143	8,153,635	9,548,722	10,632,772	11,481,531	12,827,307	14,965,800	16,150,035	19,132,451
Total number of days attended by all pupils.....	539,053,423	800,719,970	1,098,232,725	1,231,775,201	1,534,822,633	1,732,845,238	2,011,477,065	2,489,084,558	2,615,161,151	3,219,069,331
Men teachers.....	77,529	122,796	126,525	129,708	126,588	110,537	110,481	118,419	95,654	128,731
Women teachers.....	122,986	163,798	238,397	268,336	286,474	349,737	412,729	485,852	583,648	632,577
Total teachers.....	200,515	286,593	363,922	398,042	423,062	460,269	523,210	604,301	679,533	761,308
Number of schoolhouses.....	116,312	178,122	224,526	239,630	248,279	258,826	265,474	279,941	271,319	263,280
Value of all school property.....	\$130,383,008	\$209,571,718	\$342,531,791	\$440,666,022	\$550,069,217	\$733,446,805	\$1,091,007,512	\$1,567,391,225	\$2,409,719,120	\$3,744,780,714
II.—Financial statistics										
Revenue receipts:										
From income of permanent funds and lands.....										
From county and local taxes and appropriations.....		\$7,744,765	\$7,744,765	\$7,800,740	\$9,152,274	\$13,194,042	\$14,096,555	\$17,079,977	\$28,036,066	\$24,666,275
From State taxes and appropriations.....		\$97,222,426	\$97,222,426	\$118,915,304	\$149,489,845	\$210,167,770	\$312,221,582	\$456,056,495	\$758,896,561	\$1,280,722,813
From all other sources.....		\$28,345,323	\$28,345,323	\$24,638,068	\$37,886,740	\$44,349,295	\$64,604,701	\$91,104,045	\$134,278,753	\$237,659,875
Total.....		\$11,882,292	\$11,882,292	\$15,210,769	\$23,240,130	\$34,107,962	\$42,140,859	\$24,511,076	\$50,008,896	\$75,398,962
Expenditures:										
For sites, buildings, furniture, libraries, and apparatus.....		\$28,207,041	\$28,207,041	\$29,436,940	\$35,450,820	\$56,416,168	\$69,978,370	\$102,766,375	\$153,542,362	\$388,469,143
For salaries of superintendents, supervisors, principals, and teachers.....	\$37,832,566	\$55,942,972	\$91,836,484	\$113,872,388	\$137,687,746	\$177,462,961	\$253,915,170	\$345,006,445	\$613,404,578	\$978,064,705
For all other purposes.....		\$22,463,190	\$22,463,190	\$32,499,951	\$41,831,052	\$57,737,511	\$102,356,694	\$157,697,965	\$269,263,779	\$454,210,088
Total.....	\$63,396,666	\$78,094,687	\$140,506,715	\$175,809,279	\$214,964,618	\$291,616,660	\$426,250,434	\$605,469,785	\$1,036,151,209	\$1,820,743,936
III.—Derivative statistics										
Per cent school population is of total population.....	31.3	30.1	29.6	28.9	28.2	28.4	28.4	28.3	28.2	26.2
Per cent of total population enrolled.....	17.82	19.67	20.32	20.69	20.51	19.94	19.56	19.63	20.4	21.7
Per cent of children 5 to 17 years of age (inclusive) enrolled.....	87	64.50	68.61	71.84	72.43	70.35	73.49	74.87	77.8	82.8

	1.2	1.1	1.6	2.5	3.3	4.1	6.1	6.7	10.2	14
Per cent of pupils in high school	59.3	62.3	64.1	67	68.6	69.7	72.1	76.1	74.8	78.8
Per cent of children enrolled attending each-day	132.2	130.3	134.7	139.5	144.3	150.9	157.5	159.4	161.9	168.3
Average number of days the schools were in session	78.4	81.1	86.3	93.5	99	105.2	113	121.2	121.2	132.6
Average number of days attended by each pupil enrolled	44.7	53.1	59.2	66.9	71.8	74	83	90.4	94.3	109.6
Per cent of child 5 to 17 years of age (inclusive)	38.7	42.8	34.5	32.6	29.9	24	21.1	19.6	14.1	10.9
Average annual salaries of all teachers	\$189	\$195	\$252	\$286	\$325	\$386	\$485	\$543	\$571	\$1,227
Per cent of revenue derived from—										
Permanent funds and lands			5.4	4.4	4.2	4.4	3.2	2.9	2.7	1.5
State taxes			18.4	19.6	17.2	14.7	14.9	15.5	13.8	14.7
County and local taxes			67.9	67.3	68	69.6	72.1	77.5	78.2	79.1
All other sources			8.3	8.7	10.6	11.3	9.8	4.1	5.3	4.7
Per cent of expenditure devoted to—										
Sites, buildings, etc.			18.6	16.7	16.5	19.3	16.4	17	14.8	21.3
Salaries	59.7	71.6	65.4	64.8	64	60.9	59.6	57	59.2	53.7
All other purposes			16	18.5	19.5	19.8	24	26	26	25
Total expenditure per capita of population	\$1.64	\$1.56	\$2.24	\$2.55	\$2.84	\$3.53	\$4.64	\$6.03	\$9.80	\$16.25
Total expenditure per pupil in average attendance	\$15.55	\$12.71	\$17.23	\$18.41	\$20.21	\$25.40	\$33.23	\$40.43	\$64.16	\$95.17
Average total expenditure per day for each pupil attending (cents)	11.8	9.7	12.8	13.2	14	16.8	21.1	25.4	39.6	56.6

† United States census reports or estimates thereon
 ‡ For 1871.
 § From reports of public high schools.
 ¶ From reports of State departments of education.
 ** Includes 231 part-time teachers in Massachusetts.
 †† Includes \$57,317 not distributed as to source

† Several States not included in this average.
 ‡ Computed from number of teaching positions.
 § Computed from number of teaching positions plus 6,583 supervisors and 13,638 principals.
 ¶ Computed from number of teaching positions plus 7,924 supervisors and 17,881 principals.



TABLE 2.—Pupils enrolled (excluding duplicates within States), 1923-24

State	Elementary and kindergarten pupils			Secondary pupils ¹			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	2	3	4	5	6	7	8	9	10
Continental United States.....	10,567,014	10,331,910	20,898,930	1,607,418	1,782,460	3,389,878	12,174,432	12,114,376	24,288,808
Alabama.....	272,124	271,138	543,262	25,943	31,970	57,913	268,067	303,108	601,175
Arizona.....	32,525	31,423	64,958	4,331	4,971	9,302	37,866	36,114	73,980
Arkansas.....	238,022	236,403	474,427	12,349	14,982	27,331	250,371	251,387	501,758
California.....	366,237	347,359	713,596	158,558	152,978	308,534	521,793	500,337	1,022,130
Colorado.....	101,226	97,410	198,636	22,900	25,659	48,559	124,126	123,069	247,195
Connecticut.....	127,074	121,962	249,036	20,704	19,187	39,891	147,778	141,149	288,927
Delaware.....	17,031	16,399	33,430	2,356	2,787	5,143	19,387	19,186	38,573
District of Columbia.....	28,666	30,172	58,838	6,596	6,581	12,177	35,262	36,753	72,015
Florida.....	120,039	123,179	243,218	10,545	12,555	23,100	150,884	135,734	286,618
Georgia.....	831,446	852,370	1,683,816	30,729	32,668	63,397	362,175	385,038	747,213
Idaho.....	50,232	47,012	97,244	9,180	10,546	19,726	59,412	57,558	116,970
Illinois.....	563,614	534,684	1,098,298	106,786	111,005	217,791	670,349	645,689	1,316,038
Indiana.....	259,812	250,818	510,630	54,172	58,764	112,936	313,884	309,582	623,466
Iowa.....	221,009	217,104	438,113	42,631	52,725	95,356	263,640	269,829	533,469
Kansas.....	179,113	169,938	349,051	34,539	40,911	75,450	213,652	210,849	424,501
Kentucky.....	267,431	259,518	526,949	17,312	23,521	40,833	264,743	283,039	567,782
Louisiana.....	173,174	176,051	349,225	17,765	23,827	41,592	190,970	199,878	390,848
Maine.....	61,389	58,696	120,085	12,521	14,357	27,078	73,910	73,196	147,106
Maryland.....	116,683	111,529	228,212	12,598	15,492	28,090	129,261	127,021	256,302
Massachusetts.....	312,174	296,924	609,098	61,363	67,115	128,478	373,637	364,039	737,676
Michigan.....	347,040	338,198	685,238	67,603	65,880	133,483	414,643	404,078	818,721
Minnesota.....	233,284	223,869	457,153	38,680	48,612	87,292	271,964	272,481	544,445
Mississippi.....	247,351	233,446	480,797	14,001	16,173	30,174	261,852	269,619	531,471
Missouri.....	298,960	331,760	630,720	47,323	50,771	98,094	346,283	382,531	728,814
Montana.....	50,084	47,932	98,016	8,919	10,858	19,777	59,003	58,790	117,793
Nebraska.....	141,836	135,491	277,327	21,194	27,731	48,945	163,030	163,242	326,272
Nevada.....	6,919	6,365	13,284	1,196	1,409	2,605	8,196	7,774	15,970
New Hampshire.....	32,759	30,730	63,489	5,021	5,844	10,865	37,780	36,574	74,354
New Jersey.....	297,457	284,903	582,360	40,908	41,228	82,136	338,365	326,131	664,496
New Mexico.....	40,418	39,050	79,468	3,697	4,363	8,060	44,115	44,313	88,428

New York ¹	848, 174	763, 627	1, 041, 801	143, 876	146, 974	200, 850	692, 050	340, 001	1, 832, 651
North Carolina	376, 750	375, 835	752, 585	18, 166	22, 285	40, 461	394, 816	398, 130	763, 046
North Dakota	77, 892	73, 370	151, 262	10, 114	13, 421	23, 535	88, 006	86, 791	174, 797
Ohio	503, 766	478, 097	981, 863	105, 689	112, 665	218, 254	606, 455	590, 662	1, 200, 117
Oklahoma	294, 284	281, 136	576, 420	35, 440	42, 834	78, 280	326, 730	323, 970	653, 700
Oregon	73, 014	67, 777	140, 791	16, 170	18, 543	34, 719	89, 190	86, 320	173, 510
Pennsylvania	808, 924	778, 276	1, 597, 200	101, 716	114, 247	215, 063	910, 640	862, 523	1, 803, 163
Rhode Island	47, 369	45, 922	93, 291	6, 013	6, 596	12, 609	53, 382	52, 518	105, 900
South Carolina	214, 363	226, 663	441, 056	11, 326	14, 843	26, 369	225, 889	241, 536	467, 425
South Dakota	71, 459	63, 001	137, 460	10, 710	14, 418	23, 128	82, 109	80, 419	162, 588
Tennessee	309, 163	301, 389	610, 562	20, 508	26, 174	46, 682	329, 671	327, 563	657, 284
Texas	519, 778	498, 036	1, 017, 814	81, 195	95, 646	176, 841	600, 973	568, 682	1, 194, 656
Utah	55, 002	51, 968	106, 970	11, 219	12, 133	23, 352	66, 221	64, 101	130, 322
Vermont	26, 379	25, 961	52, 340	5, 934	5, 839	11, 773	32, 813	31, 800	64, 113
Virginia	252, 342	254, 286	506, 628	21, 949	27, 501	49, 450	274, 291	281, 787	550, 078
Washington	131, 470	124, 034	255, 504	28, 648	32, 538	61, 386	160, 316	150, 572	316, 890
West Virginia	180, 967	188, 302	369, 269	13, 108	17, 083	30, 141	194, 075	205, 335	390, 410
Wisconsin	216, 870	207, 323	424, 193	62, 864	58, 698	111, 562	269, 734	266, 021	535, 755
Wyoming	21, 909	21, 206	43, 114	3, 862	4, 762	8, 634	25, 791	25, 937	51, 741
<i>Outlying possessions</i>									
Alaska	1, 751	1, 760	3, 511	243	221	464	1, 994	1, 981	3, 975
American Samoa	807	687	1, 495	126	171	297	1, 807	1, 687	1, 494
Canal Zone	1, 871	1, 837	3, 708	5	4	9	1, 997	2, 008	4, 005
Guam	436	1, 209	2, 645	1, 065	835	1, 900	1, 441	1, 213	2, 694
Hawaii	25, 489	23, 625	49, 014	27, 983	13, 309	41, 292	26, 554	24, 360	50, 914
Philippine Islands	636, 605	464, 822	1, 091, 427	4, 101	8, 286	7, 387	664, 558	468, 131	1, 132, 719
Porto Rico	114, 163	91, 470	205, 633	31	31	62	118, 264	94, 796	213, 020
Virgin Islands	1, 477	1, 673	3, 060	31	31	62	1, 508	1, 604	3, 112

¹ Includes pupils in local normal and vocational schools of secondary grade.
² Distribution estimated.
³ Not including 48,437 boys and 40,664 girls in part-time and continuation schools.
⁴ Figures for 1923.

TABLE 3.—Distribution of pupils by grades, in public schools only, partly estimated

Pupils	1913	1914	1915	1916	1917 ¹	1918	1919 ²	1920	1921 ³	1922	1923 ⁴	1924
Total enrollment.....	18,609,040	19,153,786	19,704,209	20,351,087	20,602,002	20,853,516	21,215,916	21,578,316	22,408,772	23,239,227	23,764,017	24,288,808
Number in elementary and high schools ¹	18,339,317	18,762,843	19,205,126	19,917,665	20,351,370	20,288,386	20,398,996	20,612,917	21,364,532	22,116,146	22,541,653	23,067,161
In high schools ¹	1,333,356	1,432,095	1,561,566	1,710,872	1,794,892	1,633,821	2,005,294	2,131,655	2,428,617	2,725,579	2,900,826	3,176,074
In elementary schools.....	16,905,961	17,330,548	17,733,570	18,206,793	18,556,478	18,354,565	18,393,712	18,481,262	18,935,915	19,390,567	19,640,827	19,891,087
Per cent in each grade:												
First.....	23.2	23.0	22.8	22.6	23.0	23.4	23.1	22.9	21.9	21.1	20.9	20.6
Second.....	14.6	14.4	14.3	14.2	14.1	14.1	14.0	14.0	14.2	14.4	14.1	13.9
Third.....	13.7	13.6	13.6	13.6	13.6	13.7	13.4	13.2	13.5	13.7	13.8	13.8
Fourth.....	13.3	13.2	13.2	13.2	13.2	13.2	13.4	13.5	13.2	12.9	13.1	13.3
Fifth.....	11.3	11.4	11.4	11.4	11.5	11.5	11.5	11.4	11.5	11.5	11.8	12.0
Sixth.....	9.4	9.6	9.7	9.8	9.9	9.9	10.0	10.0	10.2	10.4	10.4	10.5
Seventh.....	7.8	7.9	8.0	8.1	8.1	8.0	8.2	8.4	8.6	8.8	8.9	9.1
Eighth.....	6.7	6.8	7.0	7.1	6.6	6.2	6.4	6.6	6.9	7.2	7.0	6.8
Per cent in high school:												
First year.....	41.0	40.8	40.9	40.5	41.4	42.2	41.9	41.7	42.0	42.3	40.6	39.2
Second year.....	26.9	26.8	26.7	26.5	26.5	26.2	26.2	26.1	26.7	27.2	27.2	27.1
Third year.....	18.6	18.6	18.4	18.5	18.1	17.7	17.8	18.0	18.0	17.9	18.6	19.2
Fourth year.....	13.5	13.8	14.0	14.1	14.0	13.9	14.1	14.2	13.3	12.6	13.6	14.5
Number in each grade:												
First.....	4,372,193	3,986,029	4,043,254	4,114,735	4,197,874	4,281,013	4,253,355	4,225,097	4,154,921	4,084,145	4,093,964	4,108,782
Second.....	2,468,270	2,495,599	2,535,900	2,585,365	2,583,845	2,582,325	2,580,980	2,579,668	2,682,768	2,783,870	2,772,496	2,759,123
Third.....	2,316,117	2,374,283	2,411,768	2,476,124	2,487,829	2,499,584	2,471,188	2,442,782	2,649,468	2,650,154	2,698,983	2,741,771
Fourth.....	2,248,463	2,287,632	2,340,831	2,403,297	2,410,194	2,417,090	2,438,703	2,500,316	2,501,711	2,563,105	2,579,826	2,654,548
Fifth.....	1,910,374	1,975,683	2,021,627	2,076,574	2,091,471	2,107,368	2,106,552	2,105,736	2,172,423	2,239,110	2,316,395	2,386,081
Sixth.....	1,590,160	1,663,733	1,720,156	1,794,266	1,802,700	1,829,838	1,834,943	1,848,952	1,930,649	2,012,346	2,046,033	2,078,720
Seventh.....	1,318,665	1,369,133	1,418,686	1,474,750	1,471,507	1,468,263	1,512,732	1,537,701	1,631,028	1,704,855	1,757,490	1,810,124
Eighth.....	1,132,699	1,178,477	1,241,350	1,262,682	1,211,156	1,129,634	1,175,273	1,230,913	1,312,947	1,404,982	1,375,660	1,346,338
Number in high school:												
First year.....	546,676	594,295	638,677	692,903	743,064	793,224	840,602	887,980	1,019,686	1,151,392	1,178,638	1,244,601
Second year.....	358,673	383,801	416,935	460,225	476,406	492,588	525,239	558,010	649,745	741,479	788,218	862,688
Third year.....	248,004	266,370	287,826	316,511	324,163	331,815	357,843	383,870	436,470	489,070	546,653	610,279
Fourth year.....	180,003	197,629	218,618	241,233	251,259	261,285	281,540	301,795	322,716	343,638	383,917	439,156

¹ Excluding kindergarten pupils, and excluding in 1918, 1919, 1920, 1921, 1922, 1923, and 1924, junior college, postgraduate high-school, and postgraduate elementary pupils.
² Enrollment in 1912, 1918, 1920, 1922, and 1924, reported to the Bureau of Education by the departments of education of the several States; enrollment for 1911, 1913, 1915, 1916, and 1918 computed from enrollment reported to the bureau by the several high schools.
³ The class beginning in 1913.
⁴ Estimated from 1916 and 1918.
⁵ Estimated from 1918 and 1920.
⁶ Estimated from 1920 and 1922.
⁷ Not including 529,236 kindergarten pupils and 698,846 undistributed.
⁸ Totals from Table 29.
⁹ Estimated from 1922 and 1924.
¹⁰ Not including 609,659 kindergarten pupils and 611,988 undistributed.



TABLE 4.—Pupils enrolled in private and parochial schools, 1923-24, largely estimated

State	Pupils in elementary schools ¹			Pupils in secondary schools			Total pupils in elementary and secondary grades		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	682,259	790,886	1,473,145	122,821	131,298	254,119	805,080	922,184	1,727,264
Alabama	6,807	8,760	15,567	2,606	3,264	5,870	9,413	12,024	21,437
Arizona	762	895	1,657	363	472	835	1,125	1,367	2,492
Arkansas	1,430	1,022	2,452	933	1,288	2,221	2,363	2,310	4,673
California	13,862	14,665	28,527	3,008	6,230	9,238	16,870	20,895	37,765
Colorado	1,311	1,535	2,846	217	561	781	1,528	2,009	3,537
Connecticut	27,303	27,302	54,605	3,430	3,266	6,696	30,733	30,568	61,301
Delaware	192	178	370	303	205	508	496	383	879
District of Columbia	4,370	5,115	9,485	1,376	1,752	3,128	5,746	6,867	12,613
Florida	3,076	2,466	5,542	493	761	1,254	3,569	3,227	6,796
Georgia	4,370	5,115	9,485	1,878	2,029	3,907	6,248	7,144	13,392
Idaho	400	800	1,200	119	337	456	519	1,137	1,656
Illinois	49,155	128,104	177,259	12,934	14,066	27,000	62,089	142,190	204,279
Indiana	17,273	17,065	34,338	1,952	1,527	3,479	10,225	18,592	28,817
Iowa	11,718	11,718	23,436	5,189	5,180	10,369	16,898	16,898	33,796
Kansas	9,657	9,658	19,315	1,454	1,993	3,447	11,111	11,651	22,762
Kentucky	3,498	7,996	11,494	2,788	3,760	6,548	6,286	11,766	18,042
Louisiana	10,593	11,898	22,491	1,296	1,447	2,743	11,889	13,345	25,234
Maine ²	8,101	8,000	16,101	2,636	2,846	5,482	10,737	10,849	21,586
Maryland	10,009	13,365	23,374	1,673	1,408	3,081	11,682	14,773	26,455
Massachusetts	68,869	68,870	137,739	5,917	7,902	13,819	74,786	76,772	151,558
Michigan	52,277	53,098	105,375	3,114	4,201	7,315	55,391	57,299	112,690
Minnesota	20,657	20,738	41,395	2,450	2,882	5,332	23,107	23,620	46,727
Mississippi	2,480	2,980	5,460	1,594	1,373	2,967	4,078	4,353	8,431
Missouri	21,619	25,669	47,288	2,756	3,072	5,828	24,375	28,741	53,116
Montana	961	1,775	2,736	330	615	945	1,291	2,390	3,681
Nebraska	10,501	10,288	20,789	1,142	1,847	2,989	11,643	12,135	23,778
Nevada	20	20	40	0	0	0	20	20	40
New Hampshire	10,878	11,209	22,087	3,178	1,373	4,551	14,056	12,582	26,638
New Jersey	14,943	18,285	33,228	4,608	3,288	7,896	19,641	21,573	41,214
New Mexico	2,201	2,639	4,840	360	626	986	2,561	3,265	5,826
New York	43,979	46,501	90,480	18,503	16,306	34,809	62,482	62,807	125,289
North Carolina	7,834	9,478	17,312	2,545	3,425	5,970	10,379	12,903	23,282
North Dakota	1,652	1,649	3,301	177	353	530	1,729	2,002	3,731
Ohio	47,133	40,188	87,321	4,926	6,107	11,033	52,059	52,285	104,344
Oklahoma	1,200	1,501	2,701	575	797	1,372	1,775	2,298	4,073
Oregon	6,119	5,604	11,723	590	603	1,193	6,709	6,207	12,916
Pennsylvania	86,436	90,035	176,471	8,873	7,468	16,341	95,326	97,503	192,829
Rhode Island	12,073	12,882	24,955	1,247	960	2,207	13,320	13,562	26,882
South Carolina	3,059	3,581	6,640	1,459	1,004	2,463	4,518	4,585	9,103
South Dakota	1,656	1,549	3,205	306	577	882	1,961	2,126	4,087
Tennessee	7,911	10,139	18,050	3,061	1,789	4,850	10,972	11,928	22,900
Texas	6,905	6,747	13,652	1,586	2,536	4,122	8,491	9,283	17,774
Utah	465	1,106	1,571	657	1,687	2,344	1,122	2,793	3,915
Vermont	2,692	2,652	5,344	1,057	1,140	2,197	3,749	3,792	7,541
Virginia	3,284	4,297	7,581	3,597	2,347	5,944	6,831	6,644	13,475
Washington	14,474	9,411	23,885	717	1,092	1,809	15,191	10,508	25,699
West Virginia	3,359	3,695	7,054	728	789	1,517	4,087	4,494	8,571
Wisconsin	42,431	42,431	84,862	1,945	2,580	4,525	44,376	45,011	89,387
Wyoming	437	512	949	91	124	215	528	636	1,164
Outlying possessions									
American Samoa	2,157	2,000	4,157				2,157	2,000	4,157
Guam	79	52	131	0	19	28	86	69	155
Hawaii	3,962	3,269	7,231	1,204	1,235	2,439	5,168	4,604	9,772
Philippine Islands	24,678	23,260	47,938	12,383	4,408	16,791	37,061	27,668	64,729
Porto Rico	219	247	466	2,427	3,265	5,692	3,646	3,512	7,158
Virgin Islands	606	737	1,343				606	737	1,343

¹ Includes kindergarten pupils when reported.² Not including 1,513 boys and 1,699 girls, contract pupils who are tabulated with public-school enrollment.

TABLE 5.—Pupils enrolled in public elementary and secondary schools at different periods

State	1870-71 ¹	1879-80	1889-90	1899-1900	1909-10	1919-20	1923-24
1	2	3	4	5	6	7	8
Continental United States	7,561,582	9,867,505	12,722,581	15,503,110	17,813,852	21,578,316	24,288,808
Alabama	141,312	179,490	301,615	376,423	424,611	569,940	601,175
Arizona	0	4,212	7,989	16,504	31,312	76,505	73,980
Arkansas	69,927	81,972	223,071	314,662	395,978	483,172	501,768
California	91,332	158,765	221,756	269,736	368,391	698,238	1,022,130
Colorado	4,357	22,119	65,400	117,555	168,798	220,232	247,195
Connecticut	113,588	119,694	126,505	155,228	190,353	261,463	288,927
Delaware	20,068	27,823	31,434	36,895	35,950	38,483	38,573
District of Columbia	15,157	26,439	36,906	46,519	55,774	65,298	72,015
Florida	14,000	39,315	92,472	108,874	148,089	225,160	266,318
Georgia	49,578	236,533	381,297	482,673	555,794	1,660,918	747,213
Idaho	906	5,834	14,311	34,669	76,168	115,192	116,970
Illinois	672,787	704,041	778,319	958,911	1,002,687	1,127,560	1,316,038
Indiana	450,067	511,283	512,955	564,807	531,459	566,288	623,566
Iowa	341,938	426,057	493,267	566,223	510,661	514,521	533,469
Kansas	89,777	231,434	399,322	389,582	398,746	406,880	424,591
Kentucky	178,457	1276,000	399,660	500,294	494,863	1,535,332	567,782
Louisiana	57,639	77,642	120,253	196,169	263,617	354,079	390,848
Maine	152,600	149,827	139,676	130,918	144,278	137,681	147,106
Maryland	115,683	162,431	184,251	222,373	238,393	241,618	256,302
Massachusetts	273,661	306,777	371,492	474,891	535,869	623,586	737,576
Michigan	292,466	362,556	427,032	504,985	541,501	691,674	818,721
Minnesota	113,983	180,248	280,960	399,207	440,083	503,597	544,445
Mississippi	117,000	236,654	334,158	386,507	469,137	1,412,670	660,971
Missouri	330,070	482,986	620,314	719,817	707,031	672,483	726,814
Montana	1,657	4,270	16,980	39,430	66,141	126,576	117,793
Nebraska	23,265	92,549	240,300	288,227	1,281,375	311,821	326,272
Nevada	3,108	9,045	7,387	6,676	10,200	14,114	15,970
New Hampshire	71,957	64,341	59,813	65,688	63,972	64,205	74,354
New Jersey	169,430	204,961	234,072	322,575	429,797	594,780	664,496
New Mexico	1,320	4,755	18,215	36,735	56,304	81,399	86,428
New York	1,028,110	1,031,593	1,042,160	1,209,574	1,422,969	1,719,841	1,932,651
North Carolina	115,000	252,612	322,533	400,452	520,404	691,249	793,046
North Dakota	1,660	13,718	35,543	77,686	139,802	168,283	174,797
Ohio	719,372	729,499	797,489	829,160	838,080	1,020,663	1,200,117
Oklahoma				99,602	422,399	589,282	653,700
Oregon	21,000	37,533	63,254	89,405	118,412	151,028	175,510
Pennsylvania	834,614	937,310	1,020,522	1,151,880	1,282,965	1,610,459	1,693,163
Rhode Island	34,000	40,604	52,774	67,231	80,061	93,501	106,900
South Carolina	66,056	134,072	201,260	281,891	340,415	478,045	467,425
South Dakota	(¹)	(¹)	78,043	98,822	126,253	146,955	162,588
Tennessee	140,000	200,217	447,950	485,354	521,753	619,852	667,294
Texas	63,504	1,220,000	466,872	659,598	821,631	1,035,648	1,194,655
Utah	10,992	24,326	37,279	73,042	91,611	117,406	130,322
Vermont	65,384	75,325	65,608	65,966	66,615	61,785	64,113
Virginia	131,088	220,736	342,269	370,595	402,109	505,190	556,078
Washington	5,000	14,780	55,964	115,104	215,688	291,053	316,890
West Virginia	76,999	142,850	193,004	232,343	276,458	346,256	399,410
Wisconsin	265,285	299,457	351,723	445,142	464,311	465,243	535,755
Wyoming	450	2,907	7,052	14,512	24,584	43,112	51,748
Outlying possessions							
Alaska						3,360	3,075
American Samoa							1,494
Canal Zone						8,486	4,005
Guam							2,654
Hawaii						41,350	50,914
Philippine Islands						935,678	1,132,719
Porto Rico						180,458	213,020
Virgin Islands							3,113

¹ Estimated.

² Figures for 1919.

³ Included with North Dakota.

TABLE 6.—Per cent of the total population enrolled in school and ratio of enrollment to school population at different dates

State	Per cent of total population enrolled in public schools								Ratio of number of children enrolled in public schools to population 5 to 17 years of age, inclusive							
	1870-71	1879-80	1889-90	1899-1900	1909-10	1919-20	1923-24	1870-71	1879-80	1889-90	1899-1900	1909-10	1919-20	1923-24		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Continental U. S.	19.1	10.7	20.3	20.5	19.4	20.4	21.7	0.615	0.655	0.686	0.724	0.731	0.778	0.828		
Alabama	13.9	14.2	19.9	20.6	19.9	24.3	24.6	.404	.426	.558	.617	.627	.741	.741		
Arizona		10.4	13.4	13.4	15.4	22.9	18.8		.532	.527	.519	.620	.890	.711		
Arkansas	13.7	10.2	19.8	24.0	25.3	27.6	27.4	.403	.308	.554	.710	.800	.857	.842		
California	15.6	18.4	18.4	18.2	15.5	20.3	26.1	.636	.734	.774	.796	.786	1.025	1.311		
Colorado	9.3	11.4	15.9	21.8	21.1	23.4	24.6	.423	.608	.722	.882	.896	.950	.979		
Connecticut	20.8	19.2	17.0	17.0	17.3	18.9	19.2	.808	.770	.720	.745	.738	.808	.807		
Delaware	15.8	19.0	18.7	20.0	14.3	17.3	16.6	.500	.652	.662	.753	.715	.733	.719		
District of Columbia	11.2	14.9	16.0	16.7	16.9	14.9	14.8	.416	.554	.631	.708	.833	.843	.809		
Florida	7.2	15.6	24.6	20.6	19.7	23.2	24.9	.212	.442	.711	.666	.681	.826	.891		
Georgia	4.1	15.3	20.8	21.8	21.3	23.9	24.7	.119	.462	.585	.653	.668	1.740	.763		
Idaho	5.6	17.9	17.0	22.7	23.4	26.7	24.3	.461	.779	.627	.792	.879	.948	.847		
Illinois	26.0	22.9	20.3	19.9	17.8	17.4	19.1	.810	.746	.720	.727	.717	.721	.790		
Indiana	26.3	25.9	23.4	22.4	19.7	19.3	20.5	.786	.824	.792	.811	.784	.794	.864		
Iowa	28.2	26.2	25.8	25.4	23.1	21.4	21.5	.844	.835	.855	.891	.869	.861	.883		
Kansas	22.3	23.2	28.0	26.5	23.7	23.0	23.5	.742	.732	.886	.892	.887	.879	.962		
Kentucky	13.2	16.7	21.5	23.3	21.7	22.2	22.9			.696	.763	.736	.762	.793		
Louisiana	7.7	8.3	10.8	14.2	16.0	19.7	21.0	.248	.259	.316	.436	.508	.635	.679		
Maine	24.3	23.1	21.1	18.9	19.5	17.9	18.9	.874	.898	.859	.814	.845	.763	.794		
Maryland	14.6	17.4	17.7	18.7	18.4	16.7	16.9	.467	.581	.604	.670	.699	.669	.690		
Massachusetts	18.3	17.2	16.6	16.9	15.9	16.2	18.1	.723	.718	.728	.762	.706	.713	.791		
Michigan	24.0	22.2	20.4	20.9	19.3	18.9	20.1	.797	.781	.735	.771	.780	.793	.857		
Minnesota	24.5	23.1	21.6	22.8	21.2	21.1	21.5	.789	.759	.746	.776	.779	.818	.830		
Mississippi	13.7	20.9	25.9	24.9	26.1	23.1	32.0	.406	.613	.706	.733	.804	.698	.963		
Missouri	18.7	22.3	23.2	23.2	21.5	19.8	21.1	.560	.689	.744	.786	.818	.783	.848		
Montana	7.5	10.9	12.9	16.2	17.6	23.1	18.7	.702	.638	.711	.728	.807	.922	.721		
Nebraska	16.6	20.5	22.7	27.0	23.7	24.1	24.3	.588	.685	.754	.895	.865	.905	.921		
Nevada	7.0	14.5	16.1	15.8	11.1	18.2	20.6	.540	.797	.738	.741	.739	.915	.977		
New Hampshire	22.4	18.5	15.9	16.0	14.9	14.5	15.2	.913	.813	.713	.740	.696	.643	.731		
New Jersey	18.3	18.1	16.2	17.1	17.0	18.8	19.3	.632	.648	.622	.685	.700	.774	.789		
New Mexico	4.4	4.0	11.9	18.8	17.2	22.6	23.7	.044	.133	.423	.614	.592	.754	.779		
New York	20.2	20.3	17.4	16.6	18.6	16.6	17.6	.830	.771	.707	.696	.678	.728	.774		
North Carolina	10.5	18.1	19.9	21.1	23.6	27.0	29.1	.312	.559	.564	.636	.735	.824	.882		
North Dakota	9.3	10.2	19.6	24.3	24.2	26.0	25.7	.393	.417	.713	.813	.854	.846	.810		
Ohio	26.5	22.8	21.7	19.9	17.6	17.7	19.3	.840	.767	.765	.784	.738	.766	.841		
Oklahoma			25.0	25.5	29.1	29.7					.798	.829	.926	.940		
Oregon	21.6	21.5	20.2	21.6	17.6	19.3	21.0	.677	.750	.748	.821	.792	.841	.903		
Pennsylvania	23.2	21.9	19.4	18.3	16.7	18.5	19.0	.764	.744	.695	.689	.667	.715	.748		
Rhode Island	15.1	14.7	15.3	15.7	14.8	15.6	10.7	.592	.596	.627	.668	.631	.654	.701		
South Carolina	9.1	13.5	17.5	21.0	22.4	24.4	26.5	.273	.406	.471	.607	.673	.839	.780		
South Dakota	(*)	(*)	23.7	24.6	21.6	23.1	24.6	(*)	(*)	.810	.795	.777	.829	.882		
Tennessee	10.9	19.5	25.3	24.0	24.0	26.5	27.3	.320	.582	.741	.751	.795	.876	.896		
Texas	7.3	13.8	20.9	21.6	21.1	22.2	23.8	.210	.424	.595	.647	.672	.734	.797		
Utah	18.6	16.9	17.9	26.4	24.6	26.1	26.9	.534	.506	.553	.810	.843	.872	.888		
Vermont	19.8	22.6	19.7	19.2	18.7	17.5	18.2		.872		.822	.808	.734	.756		
Virginia	10.5	14.6	20.7	20.0	19.6	21.9	22.9	.823	.450	.605	.632	.643	.783	.774		
Washington	18.6	19.7	16.0	22.2	19.0	21.5	21.8	.690	.724	.706	.879	.853	.941	.941		
West Virginia	16.9	23.1	25.3	24.2	22.8	23.7	25.3	.495	.692	.753	.786	.779	.708	.848		
Wisconsin	24.6	22.8	20.9	21.5	19.9	17.7	19.3	.739	.738	.698	.725	.724	.682	.763		
Wyoming	4.6	14.0	11.0	15.7	16.9	22.2	23.0	.453	.774	.545	.657	.797	.916	.942		
Outlying possessions																
Alaska						6.1	7.2						.298			
American Samoa							18.6									
Canal Zone						15.3	16.4						.884			
Guam							20.0									
Hawaii						16.2	17.6									
Philippine Islands						9.0	9.9									
Porto Rico						13.9	15.3									
Virgin Islands							12.0									

* Approximate.
 † Enrollment figures for 1919.
 ‡ Enrollment figures from report of the Bureau of the Census.

§ Included in report for North Dakota.
 ¶ Population for December 31, 1918.
 ** Pupils of legal school age.



TABLE 7.—Average daily attendance and aggregate days attended, 1923-24

State	Average daily attendance			Aggregate number of days attended		
	Elementary ¹	Secondary ²	Total	Elementary ¹	Secondary ²	Total
1	2	3	4	5	6	7
Continental U. S.	10,637,964	1,789,340	12,427,304	1,499,390,875	264,869,448	1,764,260,323
Alabama	371,479	46,712	418,191	48,112,848	7,694,303	55,807,151
Arizona	47,419	7,492	54,911	7,828,255	1,287,980	9,116,235
Arkansas	338,332	24,506	362,838	44,943,897	4,180,668	49,124,565
California	564,401	141,778	706,179	102,083,826	25,903,528	127,987,354
Colorado			179,476			31,228,824
Connecticut	206,962	30,786	237,748	37,874,046	5,095,410	43,569,456
Delaware	27,654	4,314	31,968	4,848,019	820,426	5,668,445
District of Columbia	48,667	10,862	59,529	8,760,060	1,055,111	10,715,171
Florida			197,482			28,315,384
Georgia			545,465			76,365,100
Idaho			88,805			14,279,468
Illinois	905,569	186,920	1,092,489	164,362,849	35,514,800	199,877,649
Indiana	440,685	106,658	553,343			95,174,996
Iowa			449,392			79,087,654
Kansas	298,999	64,841	363,840	52,314,825	11,347,175	63,662,000
Kentucky	380,879	33,683	414,562	62,083,277	5,928,208	68,011,485
Louisiana			299,736			45,525,036
Maine	105,430	24,458	129,888	18,378,038	4,430,796	22,808,834
Maryland	179,526	24,236	203,762	33,222,976	4,509,781	37,732,757
Massachusetts	501,388	104,621	606,009	91,081,033	19,068,234	110,149,267
Michigan			650,472			115,784,016
Minnesota			429,882			76,888,016
Mississippi	367,919	20,724	388,643	49,669,065	3,523,080	53,192,145
Missouri			579,513			97,638,504
Montana	79,544	16,810	96,354	13,468,776	2,996,064	16,464,840
Nebraska			263,572			45,594,156
Nevada	10,171	2,183	12,354	1,821,180	386,190	2,207,370
New Hampshire	50,193	0,777	50,970	8,632,827	1,710,921	10,343,748
New Jersey	483,388	73,693	557,081	10,885,980	13,835,484	104,721,464
New Mexico	68,093	6,343	74,436	9,991,996	1,094,436	11,086,432
New York	1,389,849	220,227	1,610,076			302,481,811
North Carolina			571,359			81,932,881
North Dakota			144,263			23,803,438
Ohio	818,965	194,157	1,013,122	144,263,805	34,815,999	179,079,804
Oklahoma	380,274	60,761	441,035	61,747,158	10,366,159	72,113,317
Oregon	119,321	29,802	149,123	20,726,896	5,214,982	25,941,878
Pennsylvania	1,301,029	194,813	1,495,842	235,072,054	35,800,595	270,872,649
Rhode Island	79,107	10,170	89,277	13,397,385	1,978,255	17,375,640
South Carolina			324,822			38,626,273
South Dakota			132,022			22,641,773
Tennessee	411,941	36,104	448,045	59,838,476	6,670,556	66,509,032
Texas			976,204			132,275,685
Utah	97,842	12,342	110,184	16,497,509	2,103,306	18,600,815
Vermont	47,878	9,620	57,498	7,068,782	1,590,642	9,289,424
Virginia			417,785			66,845,609
Washington	197,056	50,325	247,381	34,640,605	9,224,056	43,864,661
West Virginia	287,710	22,840	310,550	47,184,440	4,019,840	51,204,280
Wisconsin			454,907			80,344,393
Wyoming	34,284	6,862	41,146	6,000,215	1,202,463	7,202,678
<i>Outlying possessions</i>						
Alaska	2,764	1,373	3,137	474,274	65,133	539,407
American Samoa			1,428			287,028
Canal Zone	3,042	250	3,292	522,536	42,897	565,433
Guam			2,336			427,448
Hawaii			47,518			9,075,688
Philippine Islands	920,290	86,833	1,007,123	177,615,970	7,108,769	184,724,739
Porto Rico	174,688	6,275	180,963	31,828,219	1,190,845	33,019,064
Virgin Islands	2,967	20	2,987	602,301	4,060	606,361

¹ Includes kindergartens.² Includes local normal and vocational schools.³ For States reporting distribution.⁴ Estimated.⁵ Not including pupils in vocational and continuation schools.

TABLE 8.—Average daily attendance in elementary and secondary schools at different dates

State	1870-71 ¹	1879-80	1889-90	1899-1900	1909-10	1919-20	1923-24
1	2	3	4	5	6	7	8
Continental United States.....	4,545,317	6,144,143	8,153,635	10,632,772	12,827,307	16,150,035	19,132,451
Alabama.....	107,666	117,978	182,447	297,805	266,589	367,554	418,191
Arizona.....		2,847	4,702	10,177	20,094	46,420	54,911
Arkansas.....	46,600	¹ 54,700	¹ 148,714	195,401	255,135	326,053	362,838
California.....	64,286	100,966	446,589	197,395	286,744	480,864	700,179
Colorado.....	2,611	12,618	38,715	73,291	107,320	150,090	179,476
Connecticut.....	62,683	73,546	83,656	111,564	² 147,190	205,213	237,748
Delaware.....	12,700	17,439	19,649	¹ 25,300	22,559	27,368	31,968
District of Columbia.....	10,261	20,637	28,184	35,463	44,627	52,739	60,529
Florida.....	10,900	27,045	64,819	75,003	103,892	165,720	197,482
Georgia.....	31,377	145,190	240,791	298,237	346,295	467,081	¹ 545,465
Idaho.....	600	3,863	19,500	21,962	51,137	84,642	88,805
Illinois.....	341,686	431,638	538,310	737,576	779,040	950,090	1,092,489
Indiana.....	295,071	321,659	342,275	429,566	420,780	457,113	553,343
Iowa.....	211,562	259,836	306,309	373,474	360,178	405,867	449,392
Kansas.....	52,891	137,669	243,300	261,783	291,329	309,505	363,840
Kentucky.....	129,866	178,000	225,729	310,339	315,196	¹ 342,669	414,862
Louisiana.....	40,500	¹ 54,800	87,536	146,323	182,659	256,133	299,736
Maine.....	100,392	103,115	98,364	97,697	106,955	115,885	129,898
Maryland.....	56,435	85,778	102,351	134,400	145,762	175,312	203,762
Massachusetts.....	201,750	233,127	273,910	366,136	444,090	519,905	606,009
Michigan.....	193,000	¹ 240,000	¹ 282,000	355,226	443,458	521,251	650,472
Minnesota.....	50,694	¹ 78,400	127,025	243,224	348,500	394,859	429,582
Mississippi.....	90,000	156,761	207,704	224,526	261,364	¹ 259,982	¹ 288,643
Missouri.....	187,024	¹ 281,000	384,627	460,012	490,390	531,221	579,513
Montana.....	1,100	¹ 3,000	¹ 0,596	¹ 26,800	41,314	91,744	96,354
Nebraska.....	14,300	60,156	146,139	181,874	191,076	232,515	263,572
Nevada.....	1,800	5,401	5,064	4,698	¹ 7,400	10,625	12,354
New Hampshire.....	48,150	48,966	41,526	47,276	50,101	53,245	59,970
New Jersey.....	86,812	115,194	133,286	207,947	324,239	476,261	556,081
New Mexico.....	880	3,150	¹ 13,000	22,433	37,389	59,442	64,456
New York.....	493,648	573,089	642,984	857,488	1,122,649	1,361,600	1,610,056
North Carolina.....	73,000	170,100	203,100	206,918	331,335	473,552	571,359
North Dakota.....	1,040	¹ 8,530	20,694	43,500	90,149	128,436	144,263
Ohio.....	432,452	476,279	549,269	610,365	648,544	698,712	1,013,122
Oklahoma.....				63,718	278,650	355,908	441,086
Oregon.....	15,000	27,435	43,335	64,411	103,553	136,575	149,123
Pennsylvania.....	567,188	601,627	682,941	854,640	1,001,464	1,266,350	1,495,842
Rhode Island.....	22,485	27,217	33,905	47,124	61,487	73,387	89,277
South Carolina.....	44,700	¹ 90,600	147,799	201,296	243,901	331,451	324,822
South Dakota.....	(¹)	(¹)	48,327	¹ 68,000	80,032	98,907	132,022
Tennessee.....	89,000	208,528	323,548	338,566	363,953	457,503	448,045
Texas.....	41,000	¹ 132,000	291,941	438,779	544,691	745,667	976,204
Utah.....	12,819	17,178	20,967	50,595	69,246	97,745	110,184
Vermont.....	44,100	48,606	45,887	47,020	52,104	50,186	57,498
Virginia.....	77,402	128,404	196,290	216,464	259,394	351,171	417,785
Washington.....	3,300	10,546	86,946	74,717	158,064	211,239	247,381
West Virginia.....	51,336	91,604	121,700	151,264	189,900	256,479	310,550
Wisconsin.....	132,000	¹ 156,000	200,457	¹ 209,800	320,439	368,712	454,907
Wyoming.....	250	1,920	¹ 4,700	¹ 9,650	16,730	33,397	41,146
<i>Outlying possessions</i>							
Alaska.....						2,505	8,137
American Samoa.....							1,429
Canal Zone.....							2,282
Guam.....						2,575	2,836
Hawaii.....							67,518
Philippine Islands.....						38,451	967,123
Porto Rico.....						766,833	180,963
Virgin Islands.....						145,250	2,077

¹ Approximate.² High-school attendance not reported.³ Figures for 1910.⁴ Included with North Dakota.

TABLE 9.—Average length of school term and school attendance

State	Average number of days schools were in session, 1871-1924									Average number of days attended by each pupil enrolled, 1924	Number attending daily for each 100 enrolled, 1924
							1923-24				
	1870-71	1879-80	1889-90	1899-1900	1909-10	1919-20	Elementary schools in 30 States ¹	Secondary schools in 30 States ²	All schools		
1	2	3	4	5	6	7	8	9	10	11	12
Continental U. S.	132	130	135	144	158	161.9	170.4	181.1	168	132.5	78.8
Alabama	67	81	74	78	117	123.1	130.0	165.0	133	92.8	69.6
Arizona		109	126	125	136	162.6	165.0	172.0	166	123.2	74.2
Arkansas			75	78	107	126.3	133.0	171.0	135	97.9	72.3
California	123	147	158	166	175	174.0	181.0	183.0	181	125.2	89.1
Colorado	92	132	144	160	156	167.9			174	126.8	72.6
Connecticut	172	179	183	189	185	183.5	183.0	185.0	183	150.8	82.3
Delaware	132	158	166	170	173	181.7	175.0	190.0	177	147.0	82.9
District of Columbia	200	193	178	179	181	178.0	180.0	180.0	180	148.8	82.7
Florida			120	93	106	133.1			143	100.3	74.2
Georgia	59	65	83	112	144	145.0			140	102.2	73.0
Idaho	45	94	70	106	137	172.7			161	122.1	75.9
Illinois	147	150	155	152	171	170.9	181.0	190.0	183	151.8	83.0
Indiana	99	136	130	152	147	155.8			172	152.6	88.7
Iowa	130	148	156	160	172	174.0			176	148.3	84.2
Kansas	116	120	135	126	164	164.0	175.0	175.0	175	150.0	85.7
Kentucky	110	102	94	118	125	121.0	163.0	176.0	164	119.8	73.0
Louisiana	65	79	101	120	136	148.9			152	116.5	76.7
Maine	98	109	112	141	159	169.2	174.0	181.0	176	155.1	88.3
Maryland	183	187	184	183	185	179.6	185.0	186.0	185	147.2	79.5
Massachusetts	169	177	177	189	186	179.4	182.0	182.0	182	149.3	82.2
Michigan	140	150	156	164	171	172.0			178	141.4	79.4
Minnesota	83	94	128	169	149	160.0			179	141.2	79.0
Mississippi	110	75	86	101	123	122.0	135.0	170.0	137	93.0	66.0
Missouri	90	104	129	144	155	162.8			168	134.0	79.5
Montana	89	96	143	107	185	166.4	169.0	178.0	171	139.8	81.8
Nebraska	72	82	140	135	174	164.0			173	139.7	80.8
Nevada	142	143	140	154	145	167.0	179.0	177.0	179	138.2	77.4
New Hampshire	70	105	118	148	164	174.0	172.0	175.0	172	139.1	80.7
New Jersey	178	192	192	186	184	189.0	188.0	188.0	188	157.6	83.8
New Mexico	111	111	67	97	100	165.0	172.0	172.0	172	124.8	72.6
New York	176	179	187	175	188	188.0			188	156.5	83.3
North Carolina	50	50	59	71	102	134.0			143	103.3	72.1
North Dakota	75	96	113	156	147	166.9			165	136.2	82.5
Ohio	165	152	162	165	170	165.0	176.0	179.0	177	149.2	84.4
Oklahoma				96	140	166.4	162.0	171.0	164	110.3	67.5
Oregon	90	90	118	117	138	152.0	174.0	175.0	174	147.8	85.0
Pennsylvania	127	133	148	167	170	176.8	181.0	184.0	181	150.2	83.0
Rhode Island	170	184	188	191	193	182.1	195.0	195.0	195	164.1	94.3
South Carolina	100	70	70	88	103	109.6			119	82.6	60.5
South Dakota	(⁴)	(⁴)	145	129	166	167.0			172	139.8	81.2
Tennessee	77	68	86	96	130	133.5	145.0	185.0	148	101.2	68.2
Texas	140	72	100	108	131	155.6			136	110.7	81.7
Utah	152	128	133	151	165	166.4	169.0	170.0	169	142.7	84.5
Vermont	116	126	136	156	160	162.0	161.0	172.0	162	144.9	80.7
Virginia	93	113	118	120	140	147.0			160	120.2	75.1
Washington	80	91	97	128	172	176.4	176.0	179.0	177	138.4	78.1
West Virginia	77	90	97	106	134	138.9	164.0	176.0	165	128.2	77.8
Wisconsin	155	165	159	160	180	175.3			177	150.0	84.9
Wyoming		119	120	110	141	152.0	175.0	175.0	175	139.2	79.5
<i>Outlying possessions</i>											
Alaska						177.4	172.0	175.0	172	135.7	78.9
American Samoa									201	192.1	95.6
Canal Zone						164.6	172.0	171.0	172	141.2	82.2
Guam							183.0	183.0	183	161.1	85.0
Hawaii						181.0			191	178.3	90.8
Philippine Islands						193.0	193.0	193.0	193	163.1	84.5
Porto Rico						181.0	182.0	190.0	183	155.0	85.0
Virgin Islands							203.0	203.0	203	194.9	96.0

¹ Estimated.² Includes kindergartens.³ Includes local normal and vocational schools.⁴ Figures for 1919.⁵ Included in report for North Dakota.

TABLE 10.—Administrative officers, supervisors, and principals, 1923-24

State	Administrative officers and assistants (superintendents)					Supervisors of instruction			Principals			Total number of teachers, supervisors, and principals
	State officers	County superintendents	City superintendents	Other superintendents	Total	Elementary schools	Secondary schools	Total	Elementary schools	Secondary schools	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U. S.	760	3,488	6,490	1,528	12,256	3,631	1,194	7,924	9,461	3,852	17,881	774,114
Alabama	9	73	43		125	96	8	104	91	54	145	14,047
Arizona	6	32	33		61	53	6	116	94	30	124	2,613
Arkansas	12	75	32		119		1		25	103	128	11,537
California	13	93	66	98	270	218		218	2,589	388	2,977	30,616
Colorado	4	63	100		167	2	94	98	245	86	331	9,365
Connecticut	65		27	52	144	355	52	307	516	100	616	9,311
Delaware	9		8	13	30	7	6	13	27	15	42	1,378
District of Columbia			3		3	31		31	43	20	63	2,587
Florida	8	63			71	7	1	8			(1)	7,844
Georgia	18	160	75		253			(4)			(1)	17,687
Idaho	4	61	52		117	119	118	337	38	135	143	4,329
Illinois	11	200	330		541			(1)			(1)	42,863
Indiana	14	92	134		240	132	97	279	524	929	1,453	20,230
Iowa	11	99	957	(1)	1,067			(1)			(1)	25,813
Kansas	8	122	87		217	135	33	168	223	78	298	18,650
Kentucky	2	120	89		211		184	184	251	236	487	13,126
Louisiana	15	64	2		81			27			313	11,094
Maine	11		8	137	156			(1)			(1)	6,172
Maryland	6	26	12		44	75	6	81			(1)	7,511
Massachusetts	41		57	158	256			4561	605	167	772	24,412
Michigan	9	83	800		892			1,563			1,109	29,092
Minnesota	22	106	521		649				592		592	20,610
Mississippi		82	21		103						69	14,677
Missouri	16	114	75		205	112	26	138	105	33	138	23,715
Montana	8	85		222	315	6		6	69		69	3,774
Nebraska	6	93	90		189			136			205	14,435
Nevada	5	16	5		26	3		6		9	13	793
New Hampshire	3		12	56	71	34	14	48	21	35	69	2,967
New Jersey	12	21	50		83	450	81	531	605	94	699	21,132
New Mexico	5	31	51	16	103			25			283	3,126
New York	138		60	275	473	1,132	57	1,189	1,156	169	1,325	64,004
North Carolina	35	100	124		259			(1)			(1)	21,434
North Dakota	9	116	160		285			243			514	9,021
Ohio	30	174	128	150	482	371	125	496	715	394	1,099	30,436
Oklahoma	8	154	337		499	130	51	181	94	41	135	18,349
Oregon	4	36	35		75	25	10	35	105	20	125	7,352
Pennsylvania	82	158	165	18	423			(1)			1,259	51,520
Rhode Island	7		9	28	44		136	136				3,207
South Carolina	14	46	82		142	10		10	150	249	399	11,499
South Dakota	11	127	199		337			(1)			(1)	8,138
Tennessee	10	95	90		195			(1)			(1)	15,685
Texas	4	252	816		1,072			(1)			(1)	35,459
Utah	2		8	35	45			46			21	4,230
Vermont	5	0	5	97	107			72	20	186	106	8,016
Virginia	14	89	20		123							16,400
Washington	10	45	275	110	440			150			804	10,530
West Virginia	4	55	46	58	163	184	125	309	280		289	12,440
Wisconsin	15	72	94		181			256	223	400	623	18,379
Wyoming	5	21	76		102	44	3	47	81	27	108	2,896
Outlying possessions												
Alaska	1				1			6			6	192
American Samoa					2		1	1	4		4	46
Canal Zone	1				1	3	1	4	3	2	5	121
Guam	1				1		1	1	16	1	17	98
Hawaii	2				8			68			71	1,746
Philippine Islands	6			55	61	648		648	1,008	84	1,092	25,743
Porto Rico	18			76	89				717		117	4,678
Virgin Islands	3				3				1		1	111

1 Included with teachers.
 2 Estimated.
 3 Included in column 4.

4 Not including 581 part-time supervisors and teachers.
 5 Figures for 1922.
 6 Cities and villages only.

TABLE 11.—Number and sex of teachers employed, not including superintendents, supervisors, and principals, when separately reported, 1923-24

State	Elementary ¹			Secondary ²			Total			Total number of teaching positions
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11
Continental U. S.	76,816	540,262	617,078	51,915	92,315	144,230	128,731	632,577	761,308	748,309
Alabama	2,024	10,819	12,843	949	1,233	2,182	2,973	12,052	15,025	14,698
Arizona	253	1,998	2,251	191	339	530	444	2,337	2,781	2,373
Arkansas	3,566	7,340	10,906	639	647	1,286	4,105	7,987	12,092	11,408
California	765	17,687	18,452	3,063	5,886	8,949	3,848	23,573	27,421	27,421
Colorado	436	6,736	7,172	1,018	748	1,766	1,454	7,484	8,938	8,938
Connecticut	95	6,530	6,625	580	1,077	1,657	681	7,607	8,288	8,288
Delaware	73	1,037	1,110	85	170	255	158	1,207	1,365	1,323
Dist. Columbia	131	1,865	1,996	184	358	542	315	2,223	2,538	2,493
Florida	1,106	6,403	7,509	227	576	803	1,333	6,979	8,312	7,836
Georgia	1,648	13,476	15,124	1,209	1,354	2,563	2,857	14,830	17,687	17,687
Idaho	417	2,865	3,282	432	508	940	879	3,373	4,252	4,249
Illinois	3,963	29,785	33,748	3,494	5,623	9,117	7,457	35,408	42,865	42,865
Indiana	3,223	10,748	13,971	2,157	2,846	5,003	5,380	13,594	18,974	18,548
Iowa	412	18,084	18,496	2,359	5,078	7,437	2,771	23,162	25,933	25,815
Kansas	1,612	12,623	14,235	1,633	2,518	4,051	3,145	15,041	18,186	18,186
Kentucky ³	3,261	9,662	12,923	790	943	1,733	4,061	10,605	14,656	12,455
Louisiana	1,286	8,073	9,359	322	1,073	1,395	1,608	9,146	10,754	10,754
Maine ³	309	5,205	5,514	479	851	1,330	788	6,050	6,844	6,172
Maryland	553	6,063	6,616	533	793	1,326	1,066	6,856	7,942	7,430
Massachusetts	799	16,670	17,469	2,065	3,545	5,610	2,864	20,215	23,079	23,079
Michigan	3,857	21,033	24,890	3,428	5,200	8,628	4,285	23,633	27,918	27,000
Minnesota	1,062	14,198	15,260	544	4,214	4,758	1,606	18,412	20,018	20,018
Mississippi	3,521	9,886	13,407	406	795	1,201	3,927	10,681	14,608	14,608
Missouri	4,179	16,105	20,284	650	2,505	3,155	4,829	18,610	23,439	23,439
Montana	367	4,895	5,262	386	709	1,095	753	5,604	6,357	5,699
Nebraska	427	11,483	11,910	1,098	1,276	2,374	1,525	12,759	14,284	14,034
Nevada	37	574	611	58	125	183	95	699	794	774
New Hampshire	251	2,167	2,418	216	394	610	407	2,501	3,028	2,863
New Jersey	893	15,759	16,652	1,198	2,242	3,440	2,091	18,001	20,092	19,902
New Mexico	468	1,917	2,385	125	308	433	593	2,225	2,818	2,818
New York	4,056	48,204	52,260	3,187	8,045	11,232	7,243	56,249	63,492	63,492
North Carolina	3,120	16,940	20,060	550	892	1,442	3,670	17,832	21,502	21,434
North Dakota	1,054	6,885	7,939	305	494	800	1,449	7,379	8,828	8,264
Ohio	3,991	24,968	28,959	3,869	5,790	9,659	7,860	30,764	38,624	37,841
Oklahoma	2,513	11,735	14,248	1,841	2,213	3,990	4,354	13,948	18,302	18,033
Oregon	514	5,044	5,558	627	1,007	1,634	1,141	6,051	7,192	7,192
Pennsylvania	5,285	35,602	40,887	3,043	5,431	8,474	9,228	41,033	50,261	50,261
Rhode Island	96	2,744	2,840	174	378	552	270	3,122	3,392	3,071
South Carolina	1,507	8,681	10,088	100	902	1,002	1,607	9,483	11,090	11,090
South Dakota	645	6,401	7,046	532	815	1,347	1,178	7,216	8,394	8,138
Tennessee	2,824	11,040	13,864	797	1,677	2,474	3,621	12,726	16,347	15,695
Texas	3,033	22,084	25,117	4,365	5,977	10,342	7,398	28,061	35,459	35,459
Utah	752	2,620	3,372	427	364	791	1,179	2,984	4,163	4,163
Vermont	87	2,318	2,405	176	396	572	263	2,714	2,977	2,838
Virginia	1,095	12,417	13,512	923	2,055	2,978	2,018	14,472	16,490	16,490
Washington	403	6,904	7,307	740	1,523	2,263	1,149	8,427	9,576	9,576
West Virginia	3,702	8,433	12,135	623	905	1,528	4,325	9,338	13,663	11,860
Wisconsin	901	13,610	14,511	1,161	1,828	2,989	2,062	15,438	17,500	17,500
Wyoming	214	2,187	2,401	134	289	423	348	2,420	2,768	2,741
Outlying possessions										
Alaska	7	141	148	19	26	44	26	166	192	192
American Samoa	28	9	37				28	9	37	41
Canal Zone	38	63	101	4	13	17	42	76	115	115
Guam	37	41	78	1	1	2	38	42	80	80
Hawaii	124	1,265	1,389	65	167	232	189	1,432	1,621	1,582
Philippine Islands	14,129	9,955	24,084	569	335	924	14,718	10,290	25,008	25,008
Porto Rico	1,306	3,155	4,461	99	165	264	1,405	3,320	4,725	4,561
Virgin Islands	35	72	107	2	1	3	87	73	110	110

¹ Includes kindergarten teachers.² Includes teachers in local normal and vocational schools.³ Distribution estimated.

TABLE 12.—Salaries of teachers and percentage of men teachers

State	Average annual salaries of teachers, supervisors, and principals, 1923-24	Percentage of men teachers						
		1870-71 ¹	1879-80	1889-90	1899-1900	1909-10	1919-20	1923-24
1	2	3	4	5	6	7	8	9
Continental United States.....	\$1,227	41.0	42.8	34.5	29.9	21.1	14.1	16.9
Alabama.....	635	66.8	63.8	62.9	30.1	35.0	20.3	19.8
Arizona.....	1,523	47.5	47.5	38.8	27.3	17.0	16.8	16.0
Arkansas.....	595	75.6	78.4	68.5	59.7	47.0	31.2	34.0
California.....	1,820	40.0	33.6	21.4	17.8	13.8	12.2	14.0
Colorado.....	1,279	48.6	36.4	26.2	20.9	15.6	9.2	16.3
Connecticut.....	1,508	22.1	22.8	13.4	19.0	6.2	7.3	8.2
Delaware.....	1,272	29.9	46.6	31.0	25.3	13.7	10.8	11.6
District of Columbia.....	1,727	8.2	7.8	13.0	13.1	11.5	11.9	12.4
Florida.....	698	65.7	61.6	48.0	36.9	25.7	15.8	16.0
Georgia.....	577	71.4	65.2	53.3	44.0	24.4	13.1	16.2
Idaho.....	1,154	64.3	57.4	33.4	31.2	25.5	14.8	20.7
Illinois.....	1,490	43.5	39.7	32.5	26.4	18.5	15.0	17.4
Indiana.....	1,422	60.5	57.5	51.1	46.2	35.7	16.9	28.4
Iowa.....	1,061	39.0	33.6	20.6	17.2	9.8	8.2	10.7
Kansas.....	1,087	47.2	45.1	40.8	32.7	18.0	12.1	17.3
Kentucky.....	876	66.0	64.6	49.8	45.5	41.7	21.0	27.6
Louisiana.....	890	50.9	46.1	44.7	47.9	21.4	13.7	15.0
Maine.....	832	24.4	27.2	16.0	16.4	11.2	8.5	11.5
Maryland.....	1,324	45.0	42.6	37.8	21.7	17.1	11.5	13.7
Massachusetts.....	1,637	12.7	13.2	9.8	8.8	9.1	8.6	12.4
Michigan.....	1,327	26.3	29.2	22.3	20.3	14.0	11.5	15.4
Minnesota.....	1,277	33.7	35.9	23.9	19.4	12.0	8.8	8.0
Mississippi.....	456	60.8	61.2	49.6	44.2	31.0	22.0	26.9
Missouri.....	1,033	65.3	58.1	44.4	37.6	26.4	16.2	20.6
Montana.....	1,096	60.3	38.5	22.9	16.6	12.0	10.7	11.9
Nebraska.....	1,027	51.9	40.7	27.1	21.8	11.9	7.3	10.7
Nevada.....	1,369	32.4	46.7	16.3	11.1	10.8	9.0	12.0
New Hampshire.....	1,063	15.0	16.8	9.8	8.9	7.1	8.3	15.4
New Jersey.....	1,786	32.5	28.5	18.4	12.9	12.3	10.6	10.4
New Mexico.....	992	91.7	78.0	62.2	55.2	34.4	20.6	21.0
New York.....	1,942	22.9	26.0	16.9	14.9	11.7	10.3	11.4
North Carolina.....	715	73.2	71.3	59.1	49.4	28.5	15.8	17.1
North Dakota.....	875	24.7	40.8	28.3	28.8	17.4	12.3	16.4
Ohio.....	1,362	43.2	47.8	43.1	40.4	31.1	18.0	20.4
Oklahoma.....	1,014				42.8	26.2	18.9	28.8
Oregon.....	1,221	51.7	48.3	43.3	28.4	19.4	12.8	15.9
Pennsylvania.....	1,395	42.8	45.5	34.2	32.0	22.6	16.3	18.4
Rhode Island.....	1,459	20.4	20.2	12.6	9.5	8.9	7.8	8.0
South Carolina.....	676	62.4	59.5	49.6	43.5	23.1	14.7	11.5
South Dakota.....	946	(¹)	(¹)	20.0	24.4	16.6	10.5	14.0
Tennessee.....	690	75.0	74.4	61.8	54.0	37.0	22.4	22.2
Texas.....	788	77.3	75.0	61.1	48.9	30.8	18.0	20.9
Utah.....	1,208	55.0	54.5	46.6	36.5	26.6	24.9	28.3
Vermont.....	846	16.5	16.8	12.0	13.6	8.9	3.7	8.8
Virginia.....	743	64.5	61.8	41.5	31.5	19.9	10.9	12.2
Washington.....	1,448	46.5	37.4	40.6	28.9	20.0	13.9	12.0
West Virginia.....	1,119	79.0	75.2	63.4	57.9	48.0	28.7	31.7
Wisconsin.....	1,376	28.8	28.9	19.8	18.4	11.8	8.9	11.8
Wyoming.....	1,105	8.6	44.3	22.4	15.6	12.8	11.0	12.6
<i>Outlying possessions</i>								
Alaska.....	1,727						11.0	13.5
American Samoa.....	267							75.7
Canal Zone.....	1,423						31.4	35.6
Guam.....	287							47.5
Hawaii.....	1,491						11.1	11.7
Philippine Islands.....							60.6	68.9
Porto Rico.....	852						27.8	29.7
Virgin Islands.....	581							33.6

¹ Estimated.¹ Included in North Dakota.

TABLE 13.—Schools and school buildings, 1923-24

State	Consolidated schools		One-room school-houses used	School buildings used		
	Established this year	Total number		For elementary schools	For secondary schools exclusively	Total
1	2	3	4	5	6	7
Continental United States.....	1,053	14,134	157,034	155,206	14,758	263,280
Alabama.....	49	455	3,365	6,320	107	6,427
Arizona.....	12	36	235			252
Arkansas.....		170	3,800	6,520	102	6,622
California.....	7	149	1,765	5,068	332	5,400
Colorado.....		166	1,779	2,604	88	2,692
Connecticut.....			603	1,441	57	1,498
Delaware.....	2	14	267	415	5	420
District of Columbia.....				144	13	157
Florida.....		151	945	2,417	15	2,432
Georgia.....	212	510	4,350			8,033
Idaho.....	1	46	1,001	1,665	42	1,707
Illinois.....		123	10,085			14,022
Indiana.....	138	1,024	3,452	7,136	99	7,235
Iowa.....		368	9,558			11,885
Kansas.....	9	172	7,278			9,326
Kentucky.....	40	344	6,122	6,929	659	7,588
Louisiana.....		301	1,681			3,465
Maine.....		38	2,142	2,770	95	2,865
Maryland.....			1,450	2,432	94	2,456
Massachusetts.....				2,774	210	2,984
Michigan.....		250	6,111			8,700
Minnesota.....	13	375	7,525	9,129	75	9,204
Mississippi.....		1,260	800			6,000
Missouri.....	16	226				10,092
Montana.....	6	98	2,481	3,510	51	3,561
Nebraska.....		98	6,402	7,224	210	7,434
Nevada.....		10	253	348	15	363
New Hampshire.....	1	21	701	1,077	29	1,106
New Jersey.....	4	274	579	2,106	104	2,210
New Mexico.....			832	1,358	28	1,386
New York.....	29	433	8,433			11,828
North Carolina.....	200	691	2,989			7,360
North Dakota.....	17	472	4,293	5,075	21	5,096
Ohio.....		1,736	5,021	8,839	581	9,720
Oklahoma.....	5	440	1,647	6,187	74	6,261
Oregon.....	8	60	1,648	2,665	118	2,763
Pennsylvania.....	38	423	8,219	13,493	382	13,875
Rhode Island.....	1	5	107	405	13	508
South Carolina.....	36	342	2,561	4,468	126	4,594
South Dakota.....		125	4,630			5,319
Tennessee.....	80	632	4,024			6,685
Texas.....	75	788	5,048	12,121	157	12,278
Utah.....			86	664	46	710
Vermont.....		59	1,126	1,419	24	1,443
Virginia.....		625	3,440	6,368	21	6,409
Washington.....	20	337	1,614	2,987	129	3,116
West Virginia.....	29	204	5,045	7,557	238	7,795
Wisconsin.....		74	6,472	8,137	140	8,277
Wyoming.....		53	1,170	1,352	28	1,380
<i>Outlying possessions</i>						
Alaska.....			53	77	0	77
American Samoa.....	1	3	38	42	0	42
Canal Zone.....				20	0	20
Guam.....			4	20	0	20
Hawaii.....	1	1	22	587	29	616
Philippine Islands.....			2,100	6,358	40	6,398
Porto Rico.....	300	300	403	2,424	17	2,441
Virgin Islands.....			0	22	0	22

1 Total for 36 States.

2 Estimated.

3 Figures for 1922.

4 Number of consolidated districts, elementary.

TABLE 14.—Value of public property used for school purposes, 1923-24

State	Value of sites and buildings	Value of equipment (furniture, apparatus, libraries, etc.)	Value of all property used for school purposes	Average value of school property per pupil enrolled
1	2	3	4	5
Total for States reporting.....	\$2,783,980,963	\$279,288,113	\$3,744,780,714	\$154
Alabama.....	29,118,387	3,479,914	32,598,301	54
Arizona ¹			12,131,500	164
Arkansas.....	21,322,635	2,919,722	24,242,357	48
California.....	208,100,047	26,524,533	234,624,580	230
Colorado.....	38,656,938	4,443,883	43,100,821	174
Connecticut.....			65,175,224	226
Delaware.....			5,820,641	150
District of Columbia.....			15,242,000	212
Florida.....	22,176,561	2,573,543	24,750,084	93
Georgia.....	25,038,391	4,235,214	29,273,605	39
Idaho.....	17,116,672	2,567,020	19,683,692	108
Illinois.....	239,546,075	20,412,791	259,958,866	198
Indiana.....	103,398,556	6,700,740	110,099,296	177
Iowa.....	97,383,457	5,876,649	103,260,106	104
Kansas.....			72,348,432	170
Kentucky.....			36,110,583	64
Louisiana.....	29,329,512	3,452,114	32,781,626	84
Maine.....	23,473,614	2,449,621	25,923,235	176
Maryland.....			28,264,507	110
Massachusetts.....	134,331,588	10,692,263	145,023,851	197
Michigan.....			191,422,457	233
Minnesota.....			127,702,557	235
Mississippi.....			21,793,087	39
Missouri.....	91,769,066	8,671,070	100,440,136	138
Montana.....	24,361,794	3,442,456	27,804,250	236
Nebraska.....	55,400,529	6,180,659	61,641,188	189
Nevada.....	3,717,219	621,459	4,338,678	272
New Hampshire.....	12,581,390	1,734,590	14,315,980	193
New Jersey.....	159,019,578	11,528,271	170,547,849	257
New Mexico.....	8,015,092	1,058,987	9,074,079	103
New York.....	431,005,799	28,808,280	459,814,079	238
North Carolina.....			59,768,005	75
North Dakota.....			37,111,668	212
Ohio.....	155,185,200	15,898,052	171,083,252	143
Oklahoma.....	60,432,481	11,996,612	72,429,093	111
Oregon.....	31,030,834	4,037,468	35,074,302	200
Pennsylvania.....	301,114,270	30,070,974	331,185,244	184
Rhode Island.....	16,950,144	1,684,275	18,634,419	176
South Carolina.....	26,197,122	2,271,710	28,468,832	61
South Dakota.....	27,662,669	3,376,641	31,039,310	191
Tennessee.....	29,827,202	2,971,740	32,798,942	50
Texas.....	98,717,228	15,606,602	114,323,830	96
Utah.....	18,982,546	2,532,671	21,515,217	165
Vermont.....			8,620,947	134
Virginia.....	40,888,192	3,795,547	44,683,739	80
Washington.....	54,249,462	7,151,411	61,400,873	194
West Virginia.....	43,454,488	4,894,259	48,348,747	121
Wisconsin.....	95,833,635	12,481,625	108,315,260	203
Wyoming.....	8,525,750	1,641,747	10,171,497	197
<i>Outlying possessions</i>				
Alaska.....	600,000	75,000	675,000	170
American Samoa.....	61,000	9,000	70,000	469
Canal Zone.....			550,000	137
Guam.....	110,000	8,000	118,000	44
Hawaii.....	4,833,439	553,313	5,386,752	106
Philippine Islands.....			15,950,063	14
Porto Rico.....	6,000,000	2,000,000	8,000,000	38
Virgin Islands.....			125,250	40

¹ Estimated.² Figures for 1922.³ Figures for 1923.

TABLE 15.—Permanent school funds and school lands, 1923-24

State	X Permanent school funds				X Unsold school lands	
	State	County	Local	Total	Number of acres	X Value
1	2	3	4	5	6	7
Continental United States				\$430,680,172	40,611,422	\$454,834,704
Total for States reporting distribution	\$344,103,522	\$22,985,809	\$34,320,654			
Alabama	3,115,854		14,587	3,130,441	130,000 ¹	2,000,900
Arizona	964,736			964,736	7,298,324	21,894,730
Arkansas	119,058			119,058	196,300	150,000
California	9,252,499			9,252,499	790,179	1,500,000
Colorado				17,235,269	2,735,354	41,030,310
Connecticut	2,022,892		975,886	2,998,778	0	0
Delaware	944,407		60,000	1,004,407	0	0
Florida				2,352,543	201,918	0
Georgia			135,000	135,000	0	0
Idaho	9,164,188			9,164,188	2,469,357	24,663,557
Illinois	948,955		7,441,924	8,390,879	2,403	12,948,180
Indiana	12,456,967		2,461,631	14,917,598		0
Iowa				4,800,000	0	0
Kansas	10,404,982			10,404,982	0	0
Kentucky	2,013,536		381,900	2,395,436	0	0
Louisiana			12,540,000	12,540,000	118,252	1,791,775
Maine	545,878		592,575	1,138,453	0	0
Maryland	1,231,448			1,231,448	0	0
Massachusetts	5,000,000			5,000,000	0	0
Michigan	500,000			5,500,000		
Minnesota	44,106,999			44,106,999	600,000	85,000,000
Mississippi				4,704,480	(²)	0
Missouri		9,860,704	2,539,197	12,399,901	0	0
Montana	17,567,882			17,567,882	4,600,000	46,000,000
Nebraska				10,177,895	1,588,479	22,226,414
Nevada	2,881,413			2,881,413	28,300	30,000
New Hampshire	59,723		554,629	614,352	0	0
New Jersey	11,737,768		708,574	12,446,342	(³)	2,850,000
New Mexico	1,100,233			1,100,233	8,711,324	84,845,296
New York	9,371,863			19,371,863	0	0
North Carolina	1,186,106			1,186,106		
North Dakota	19,912,155			19,912,155	1,405,582	23,894,808
Ohio	4,110,200			4,110,200	8,993	488,031
Oklahoma	24,401,114			24,401,114	300,000	5,208,000
Oregon	422,788			422,788		
Pennsylvania	837,789			837,789	0	0
Rhode Island	275,969			275,969	0	0
South Carolina	63,511			63,511	0	0
South Dakota	24,137,505	0	0	24,137,505	2,137,053	74,796,853
Tennessee	2,512,500			2,512,500	0	0
Texas	70,696,830	9,700,000		80,396,830	300,000	600,000
Utah	4,872,254			4,872,254	2,500,000	6,250,000
Vermont	1,365,947		1510,000	1,875,947	47,220	1,770,000
Virginia	5,546,766	3,425,045	15,504,751	24,476,562	0	0
Washington	18,665,232			18,665,232	1,450,272	14,502,990
West Virginia	1,000,000			1,000,000	0	0
Wisconsin	3,631,202			3,631,202	12,802	120,000
Wyoming	10,955,373			10,955,373	3,079,310	30,793,100
<i>Outlying possession</i>						
Guam	30,000			30,000		

¹ Figures for 1922.² 37 city lots additional.³ Chiefly in Chicago real estate.⁴ Includes estimates of royalties.

on acre ore of approximately \$80.

000,000.

⁵ Acreage undetermined.⁶ Riparian lands.⁷ Estimated.

TABLE 16.—Indebtedness, sinking funds, and payments on indebtedness, 1923-24

State	School bonds outstanding and other forms of debt	Total amount in school sinking funds	Bonds and other indebtedness paid	Transfers to sinking funds	Interest paid on indebtedness	Refunds
1	2	3	4	5	6	7
Continental United States	\$1,460,621,583	\$82,839,791	\$90,055,335	\$8,908,508	\$28,962,573	\$3,143,286
Alabama	7,986,097		214,513		222,961	30,901
Arizona	9,653,098	2,258,843	338,217		469,737	
Arkansas	9,396,650		285,594			(1)
California	142,792,075		4,909,063		5,125,623	
Colorado	28,973,013		429,182		1,260,003	
Connecticut			1,069,682	353,949	757,638	
Delaware	1,211,178	6,000,000	50,995		54,354	2,716
Florida	20,052,561				1,212,001	
Georgia	18,732,791				260,604	
Idaho	11,800,713	773,803	1,553,267	747,643	812,662	24,948
Illinois	74,795,774		2,531,863		3,323,931	
Indiana	5,889,390				2,449,304	
Iowa	53,639,618	0				
Kentucky			4,335,595		(1)	(1)
Louisiana			655,253		951,496	273,511
Maine			49,659		312,740	
Maryland	13,560,712		631,182		657,082	
Michigan	110,344,455		15,659,689			
Minnesota	72,490,179	11,068,856	3,923,861		(1)	
Mississippi	9,038,360				169,909	
Missouri	26,311,628					
Montana	12,952,940	1,346,865	623,884	72,737	703,999	17,286
Nebraska	30,704,103	1,083,208	488,081		1,140,985	34,977
Nevada	1,232,792	131,398	207,664	(1)	(1)	(1)
New Hampshire	3,540,964	17,166	420,936		190,277	
New Jersey	116,919,064	10,681,942	3,852,018	767,360	4,887,795	
New Mexico	6,257,934	251,132	495,452	111,054	328,423	
New York	109,820,814	53,451	7,870,168	53,451	4,282,798	175,059
North Carolina	1,000,000		830,777		322,486	2,348,288
North Dakota	18,616,170	2,830,535	3,269,446	1,303,408	669,731	
Ohio	208,492,452	11,407,567	9,745,850		12,209,547	
Oklahoma	32,576,718	4,538,077	1,741,686		2,431,238	
Oregon	12,408,979		2,862,760		272,478	
Pennsylvania	152,362,813	13,769,820	10,005,542	4,384,826	4,958,557	285,700
Rhode Island	6,030,167					
South Carolina	4,147,835	831,691		331,691	557,776	
South Dakota	19,711,992	1,262,474	2,414,268		1,069,782	
Tennessee	4,229,000		968,372			
Texas	36,330,603	5,885,513	1,350,281	459,901	2,394,030	
Utah	11,670,572	509,562	420,669		602,377	
Vermont	1,348,348	90,000	242,619		(1)	
Virginia			2,571,980			
Washington	27,355,762	2,175,077	2,020,738		1,534,644	
West Virginia	12,967,400	1,262,606	717,300		583,515	
Wisconsin	21,063,246	5,111,505	319,139		605,604	
Wyoming	5,212,623				74,566	

1 Included in column 4.
 2 For districts only.
 3 Figures for 1922.

4 Transfers only.
 5 State bonds only.

TABLE 17.—Receipts from permanent school funds and leases of school lands, 1923-24

State	Receipts from—		Total receipts from permanent funds and leases of school lands			
	Permanent funds	Leases of school lands	State	County	Local	Total, including undistributed items
1	2	3	4	5	6	7
United States.....	\$20,465,091	\$4,201,184	\$21,401,654	\$372,065	\$1,079,987	\$24,666,275
Alabama.....	173,569		173,569			173,569
Arizona.....	114,826	163,574	278,399			278,399
Arkansas.....	65,725	(¹)	65,725			65,725
California.....	464,746		464,746			464,746
Colorado.....	855,594		855,594			855,594
Connecticut.....	203,702	0	123,282		80,420	203,702
Delaware.....	45,149	0	42,452		2,697	45,149
Florida.....	105,839		105,839			105,839
Georgia.....		0				0
Idaho.....	611,115	152,489	763,604			763,604
Illinois.....	439,818	1,147,153	56,756		1,530,215	1,586,971
Indiana.....	381,909					381,909
Iowa.....						
Kansas.....	516,363	0	516,363			516,363
Kentucky.....	(¹)	0				(¹)
Louisiana.....	101,625	42,828		42,828	101,625	144,453
Maine.....	64,522	0	32,752		31,770	64,522
Maryland.....		0				
Massachusetts.....	309,163	0	309,163			309,163
Michigan.....	350,000		350,000			350,000
Minnesota.....	1,741,261		1,741,261			1,741,261
Mississippi.....		235,224	73,330		161,894	235,224
Missouri.....						
Montana.....	613,959	295,131	909,092			909,092
Nebraska.....	687,777	386,875	1,074,652			1,074,652
Nevada.....	131,360	34,613	165,973			165,973
New Hampshire.....	29,152	0	2,389		26,763	29,152
New Jersey.....	477,650		450,000	27,650		477,650
New Mexico.....	32,705	488,597	521,302			521,302
North Carolina.....	44,604	13,821	58,325			58,325
North Dakota.....	2,464,498	290,000	2,464,498			2,464,498
Ohio.....	247,403	15,000	247,403		15,000	262,403
Oklahoma.....	1,924,675	662,254	1,924,675			1,924,675
Oregon.....	422,788		422,788			422,788
Pennsylvania.....	28,070	0	28,070			28,070
Rhode Island.....	29,120	0	11,985		17,135	29,120
South Carolina.....	3,262	0	3,262			3,262
South Dakota.....	1,730,550	(¹)	1,730,550			1,730,550
Tennessee.....	150,750		150,750			150,750
Texas.....	3,674,757		2,842,570	832,187		3,674,757
Utah.....	296,521		296,521			296,521
Vermont.....	63,209	12,468	63,209		12,468	75,677
Virginia.....	169,311	0	169,311			169,311
Washington.....	784,086	255,155	1,039,241			1,039,241
West Virginia.....	71,085	0	71,085			71,085
Wisconsin.....	97,593		97,593			97,593
Wyoming.....	713,575	(¹)	713,575			713,575

¹ Included in column 2.² Distribution estimated.³ Included in column 10, Table 20, total revenue receipts.⁴ Included in Table 18, with receipts from taxation and appropriation.

TABLE 18.—Income from appropriation and taxation, 1923-24

State	State	County	Local	Total, including undistributed items
1	2	3	4	5
Continental United States	\$237,639,875	\$149,497,649	\$1,073,607,847	\$1,518,382,688
Alabama	4,734,412	4,038,551	2,538,140	11,311,103
Arizona	1,406,525	2,295,160	3,198,577	6,900,262
Arkansas	2,673,035		6,165,376	8,838,411
California	18,650,356	28,239,215	88,013,779	84,903,860
Colorado	146,000	4,838,332	13,312,225	18,296,557
Connecticut	1,563,608		20,664,317	22,227,925
Delaware	2,175,726		637,872	2,813,598
District of Columbia	3,035,861		4,588,791	7,624,652
Florida	400,246	4,478,875	2,867,800	8,756,111
Georgia	4,257,052	3,552,479	4,401,800	12,211,331
Idaho	81,994	2,397,452	5,956,228	8,435,674
Illinois	8,081,390	186,799	99,451,323	107,719,512
Indiana				52,969,896
Iowa	2,006,419		41,071,028	43,077,447
Kansas	168,750	(¹)	40,778,659	40,947,409
Kentucky	5,272,032	4,391,276	6,902,537	16,565,845
Louisiana	4,195,129	11,030,990	365,205	15,591,324
Maine	2,636,786		6,747,566	9,384,352
Maryland	3,281,664	4,421,654	7,278,996	14,982,314
Massachusetts	6,282,735		61,494,887	67,777,622
Michigan	11,734,349		50,922,643	62,656,992
Minnesota	8,154,193		35,517,443	43,671,636
Mississippi	3,680,000	2,011,306	3,743,817	9,435,123
Missouri	4,183,137	226,746	42,081,992	46,491,875
Montana	118,133	4,356,897	5,913,376	10,388,406
Nebraska	276,466		19,747,571	20,024,037
Nevada	245,965	1,058,896	395,014	1,699,875
New Hampshire	690,755		5,233,131	5,923,886
New Jersey	14,646,824	230,935	50,357,427	65,235,186
New Mexico	50,300			3,698,231
New York	39,788,788		139,177,453	178,966,241
North Carolina	1,535,259	15,462,315	6,009,365	23,006,939
North Dakota	4,262,478	966,141	12,000,000	17,228,619
Ohio	3,323,012	27,066,371	67,889,538	98,278,921
Oklahoma	650,000	3,209,501	19,169,281	23,028,782
Oregon	2,080,136	2,933,763	8,018,830	13,012,729
Pennsylvania	26,044,257		105,896,861	131,911,128
Rhode Island	391,007		7,272,480	7,663,487
South Carolina	2,842,202	1,541,765	5,974,175	10,358,142
South Dakota	218,890	258,107	13,571,836	14,048,833
Tennessee	3,591,860	8,319,079	2,321,508	14,732,447
Texas	16,228,480		17,149,944	33,378,424
Utah	3,312,664		5,588,839	8,901,503
Vermont	556,440		3,586,748	4,143,188
Virginia	5,257,826	3,201,919	8,251,290	16,711,035
Washington	6,358,627	3,929,357	15,808,147	26,096,131
West Virginia	1,699,310		20,066,827	21,766,137
Wisconsin	78,493,855	4,111,160	31,489,661	89,094,676
Wyoming	1,203,142	742,608	2,762,784	4,708,534
<i>Outlying possessions</i>				
American Samoa				18,196
Canal Zone	217,051			217,051
Hamp	54,248			54,248
Hawaii	970,625	2,571,820		3,542,445
Philippine Islands	7,325,434	1,251,816	2,360,534	10,937,784
Puerto Rico				4,472,344
Virgin Islands				94,690

¹ Federal appropriation.² Included in column 4.³ Distribution estimated.

TABLE 19.—Income from Federal Government, from all other sources, and total revenue receipts, 1923-24

State	Federal aid for vocational education	Receipts from other revenue sources than those designated in Tables 17 and 18				Total revenue receipts			
		State	County	Local	Total, including undistributed items	State	County	Local	Grand total, including undistributed items
Continental United States.....	\$3,985,814	\$2,985,735	\$4,705,705	\$59,544,922	\$71,403,048	\$265,983,078	\$155,108,109	\$1,136,192,756	\$1,618,437,825
Alabama.....	112,761	44,916	691,031	1,726,266	6,065,638	5,028,899	3,229,171	13,323,728	
Arizona.....	20,000	230,581	34,838	470,576	1,935,505	2,500,317	3,233,415	7,669,237	
Arkansas.....	63,429	312	454,640	454,952	2,802,501	6,620,016	9,422,517	12,224,517	
California.....	123,288		3,477,844	3,477,844	19,238,340	28,239,215	41,491,123	88,968,678	
Colorado.....	35,419		3,305,705	3,305,705	1,037,013	4,838,352	16,617,930	22,493,278	
Connecticut.....	49,967		915,635	915,635	1,736,857		21,660,373	23,397,239	
Delaware.....	17,525		4,804	4,804	2,235,703		640,569	2,921,076	
District of Columbia.....			8,578	8,578	3,035,861		4,997,369	7,683,230	
Florida.....	35,416		7,632	7,632	547,601	4,478,875	3,875,522	8,901,998	
Georgia.....	110,488		612,975	612,975	4,367,540	3,552,479	4,401,800	12,934,734	
Idaho.....	16,965		662,508	662,508	862,563	2,397,452	6,618,736	9,878,751	
Illinois.....	244,481		665,836	665,836	8,382,627	6,186,799	101,677,374	110,246,800	
Indiana.....	111,374		1,111,374	1,111,374	2,076,948		41,071,028	56,378,704	
Iowa.....	70,529		795,042	795,042	739,694	795,042	40,778,659	44,656,383	
Kansas.....	54,581							42,313,395	
Kentucky.....	80,599				5,352,631	4,391,276	6,802,537	16,346,444	
Louisiana.....	62,576		361,714	361,714	4,257,705	11,073,818	828,544	16,160,067	
Maine.....	20,563		265,231	265,231	2,692,101		7,144,567	9,836,668	
Maryland.....	42,830	20,774	27,007	141,612	3,345,168	4,515,485	7,309,033	15,166,656	
Massachusetts.....	445,522		279,741	279,741	6,737,420		61,774,628	68,512,048	
Michigan.....	136,198		6,824,294	6,824,294	12,220,547		57,746,937	69,967,494	
Minnesota.....	90,543		4,328,698	4,328,698	9,985,907		39,846,141	49,832,136	
Mississippi.....	60,596		698,131	698,131	3,813,916	2,011,306	4,593,842	10,419,964	
Missouri.....	130,295		284,409	284,409	4,316,432	226,746	42,081,992	46,624,170	
Montana.....	22,327				1,049,562	4,356,897	6,197,785	11,604,234	

New York	40,700	474,000	474,000	1,937,818	20,220,567	21,018,382
New York	10,810	45,272	45,272	422,253	505,014	1,821,435
New Hampshire	16,610	41,740	41,740	710,719	5,300,719	5,011,438
New Jersey	117,880	248,316	248,316	1,521,414	50,593,418	65,075,732
New Mexico	16,971	89,164	89,164	587,573	267,910	4,324,668
New York	388,767	8,184,208	8,184,208	40,177,555	147,361,661	187,880,216
North Carolina	97,056	8,960,328	8,960,328	1,602,075	16,074,594	6,245,979
North Dakota	23,863	1,012,846	1,012,846	6,750,539	966,731	24,122,648
Ohio	171,070	4,892,719	4,892,719	3,741,485	27,065,371	20,790,826
Oklahoma	71,252	1,248,413	1,248,413	2,645,927	3,224,928	103,405,113
Oregon	20,250	1,019,426	1,019,426	2,512,174	2,983,733	26,273,122
Pennsylvania	296,681	8,135,723	8,135,723	26,366,018	114,002,684	14,484,193
Rhode Island	37,606	75,725	75,725	430,598	7,365,310	140,371,602
South Carolina	62,576	1,190,765	1,190,765	2,908,040	1,541,765	7,795,908
South Dakota	23,452	1,318,220	1,318,220	1,974,882	288,107	11,623,745
Tennessee	89,873	80,264	80,264	3,832,483	10,303,165	17,123,045
Texas	162,465	4,076,223	4,076,223	21,211,370	832,187	17,037,720
Utah	20,000	161,999	161,999	3,657,413	5,750,808	43,269,734
Vermont	16,084	65,503	65,503	634,733	3,665,719	9,408,271
Virginia	84,404	1,558,730	1,558,730	5,583,717	3,201,919	4,800,452
Washington	50,837	841,251	841,251	7,675,844	3,926,357	18,995,662
West Virginia	53,426	211,356	211,356	2,025,177	16,644,398	28,249,299
Wisconsin	244,481	1,358,785	1,358,785	3,837,729	4,111,160	22,081,704
Wyoming	16,581	230,175	230,175	1,933,298	742,008	40,797,335
<i>Outlying possessions</i>						5,668,965
American Samoa						15,196
Canal Zone						217,051
Guam						55,864
Hawaii						3,542,445
Philippine Islands						11,513,313
Porto Rico						4,472,344
Virgin Islands						94,699

1 Includes Federal aid for vocational education, column 2.

2 Federal aid only. State revenue included in column 10.

TABLE 20.—Nonrevenue receipts, total of all receipts, and balance on hand, 1923-24

State	Nonrevenue receipts					Total revenue and nonrevenue receipts, excluding balance on hand				Total, including undistributed items	Balance on hand from school year 1923-24
	From loans and bond sales	From sales of property and proceeds of insurance adjustments	Other nonrevenue receipts	Total	State	County	Local	Total, including undistributed items			
	1	2	3	4	5	6	7	8	9	10	
Continental United States.....	\$205,314,829	\$7,690,442	\$27,115,770	\$340,091,047	\$271,072,106	\$150,445,267	\$1,405,546,200	\$1,955,528,872	\$488,854,303		
Alabama.....	971,095	52,597	61,434	1,085,037	5,065,658	5,379,096	3,983,441	14,408,765	883,972		
Arizona.....	750,524	49,824		800,348	1,935,565	2,500,317	4,042,763	8,478,585	3,462,515		
Arkansas.....	536,395			536,395	2,802,501		7,156,411	9,958,912	2,066,500		
California.....	22,962,976			22,962,976	19,238,340	28,239,215	64,474,069	111,951,654	35,616,584		
Colorado.....					1,037,013	4,838,332	16,617,930	22,493,275	5,068,961		
Connecticut.....	2,426,507		100,252	2,526,759	1,730,857		24,190,131	25,925,888			
Delaware.....	188,944		5,288	194,232	2,295,703		640,560	3,124,013	620,694		
District of Columbia.....		9,295		9,295	3,035,861		4,597,369	7,633,230	340,955		
Florida.....	3,828,217		1,010,239	4,838,456	547,601		3,875,522	13,740,474	3,238,918		
Georgia.....	3,297,724			3,297,724	4,367,640		4,401,800	16,252,518	3,528,147		
Idaho.....	645,006		69,636	714,642	692,643		7,547,347	10,807,362	226,534		
Illinois.....	6,335,815	1,453,077	7,443,058	15,231,950	8,362,627		116,509,824	125,076,750	28,491,124		
Indiana.....	12,762,513		2,318,381	15,080,894	111,374			72,374,268	27,253,666		
Iowa.....			280,035	280,035	2,076,945		41,071,028	44,936,417	13,483,550		
Kansas.....					739,694		795,042	42,313,306			
Kentucky.....	4,096,454		1,240,305	5,336,759	5,352,631		10,293,415	21,708,203	1,813,061		
Louisiana.....	5,163,262		77,204	5,240,466	4,287,705		5,981,806	21,540,530	4,207,092		
Maine.....			590,610	590,610	2,552,101		7,735,177	10,427,278	864,353		
Maryland.....	6,094,235		55,640	6,149,875	3,345,198		12,339,719	21,286,531	974,264		
Massachusetts.....					6,737,457		61,774,628	68,512,048			
Michigan.....	20,678,271		12,643,542	33,321,813	12,220,547		91,068,780	108,289,297	14,068,084		
Minnesota.....	8,267,881		472,160	8,740,041	9,945,997		48,616,182	58,602,179	11,761,272		
Mississippi.....					8,813,916		4,593,842	10,419,094	860,000		
Missouri.....					4,315,432		42,051,992	46,624,170	16,407,480		
Montana.....	708,407		14,635	723,042	1,049,532		6,920,827	12,327,276	2,323,427		

Nebraska.....	1,995,207	1,895,428	1,902,818	1,068,808	281,087,184	21,314,982	6,866,303
Nevada.....	11,544	15,976	711,419	267,910	10,976,533	2,314,982	1,163,302
New Hampshire.....	654,404	719,967	1,521,404	267,910	5,965,379	6,376,778	253,308
New Jersey.....	31,352	156,088	1,087,573	267,910	68,019,599	80,501,913	14,418,839
New Mexico.....					4,490,736		1,023,679
New York.....	83,642,848	83,642,848	40,177,855	16,736,201	231,004,509	271,112,064	129,827,382
North Carolina.....	9,819,342	10,480,940	6,890,463	986,141	10,976,533	34,018,597	1,163,302
North Dakota.....	2,990,354	2,990,354	4,296,341	27,096,371	16,003,200	23,730,180	6,209,470
Ohio.....	24,796,084	26,706,532	3,741,485	3,264,540	72,597,257	130,111,645	70,544,453
Oklahoma.....	2,112,284	2,517,324	2,645,927	2,645,927	22,879,859	28,210,446	6,868,210
Oregon.....	3,541,387	3,650,159	2,512,174	2,933,753	12,088,416	18,114,363	3,494,455
Pennsylvania.....	20,715,169	29,715,169	26,890,018	26,890,018	143,717,753	170,046,771	22,959,051
Rhode Island.....	1,319,364	1,319,364	8,684,674	8,684,674	8,684,674	9,118,272	791,966
South Carolina.....	1,816,129	1,810,129	2,908,040	1,541,763	8,984,099	13,438,874	1,287,289
South Dakota.....	1,416,225	1,618,498	1,974,882	238,107	16,508,354	18,741,843	6,781,399
Tennessee.....	1,553,598	1,575,061	3,832,483	10,592,376	4,187,922	18,612,781	2,898,545
Texas.....	9,821,522	10,181,186	21,211,870	832,187	31,407,365	53,450,922	9,330,420
Utah.....	269,830	403,059	3,657,413	3,657,413	6,153,807	9,811,280	1,476,911
Vermont.....			5,684,733	3,201,919	3,965,719	4,300,452	
Virginia.....	4,062,143	4,062,143	5,883,717	3,201,919	14,502,169	23,287,805	1,466,173
Washington.....	1,721,391	1,721,391	7,673,544	3,929,357	18,365,789	20,970,680	5,018,596
West Virginia.....	143,091	143,091	2,025,177	2,025,177	20,199,018	22,224,795	3,151,101
Wisconsin.....	7,998,248	8,771,330	3,837,729	4,111,100	32,848,446	49,568,665	14,624,280
Wyoming.....	1,430,356	1,542,490	1,933,268	742,608	4,833,449	7,211,365	1,201,002
<i>Outlying possessions</i>							
Alaska.....						471,439	
American Samoa.....						18,196	
Canal Zone.....		520	7,004	2,571,820		217,571	
Hawaii.....			970,625	1,231,816		3,542,445	
Philippine Islands.....						11,513,313	62,045
Porto Rico.....						4,472,344	

TABLE 21.—Percentage analysis of revenue receipts, 1923-24

State	Total revenue receipts						Receipts from taxation and appropriation		
	Receiving and distributing body			Source of revenue			State	County	Local
	State	County	Local	Permanent school funds and leases of school lands	Taxation and appropriation	Other sources			
1	2	3	4	5	6	7	8	9	10
Continental U. S.	17.1	10.0	72.9	1.5	93.8	4.7	16.3	10.2	73.5
Alabama	38.0	37.8	24.2	1.3	84.9	13.8	41.9	35.7	22.4
Arizona	25.2	22.6	42.2	3.6	90.0	6.4	20.4	33.3	46.3
Arkansas	29.7		70.3	.7	33.8	5.5	30.2		69.8
California	21.6	31.7	46.7	.5	95.4	4.1	21.9	33.3	44.8
Colorado	4.6	21.5	73.9	3.8	81.3	14.9	.8	28.4	72.8
Connecticut	7.4		92.6	.9	95.0	4.1	7.0		92.0
Delaware ¹	77.7		22.3	1.6	96.3	2.1	77.3		22.7
Dist. Columbia	39.8		60.2		99.9	.1	39.8		60.2
Florida	6.2	50.3	43.5		98.3	.6	4.6	51.2	44.2
Georgia ¹	35.5	28.8	35.7		94.4	5.6	34.9	29.1	36.0
Idaho	8.7	24.3	67.0	7.7	85.4	6.9	1.0	28.4	70.6
Illinois	7.6	.2	92.2	1.4	97.7	.9	7.5	.2	92.3
Indiana ²	(¹)	(¹)	(¹)	.7	95.7	3.6	(¹)	(¹)	(¹)
Iowa ³	4.8		95.2		96.5	3.5	4.7		95.3
Kansas	1.7	1.9	96.4	1.2	96.8	2.0	.4		99.6
Kentucky	32.7	26.9	40.4		99.5	.5	32.4	27.0	40.6
Louisiana	26.4	68.5	5.1	.9	96.5	2.6	26.9	70.8	2.3
Maine	27.4		72.6	.7	96.4	2.9	27.8		72.2
Maryland	22.0	29.8	48.2		98.8	1.2	21.9	29.5	48.6
Massachusetts	9.8		90.2	.5	98.9	.6	9.3		90.7
Michigan	17.5		82.5	.5	89.6	9.9	18.7		81.3
Minnesota	20.0		80.0	3.5	87.6	8.9	18.7		81.3
Mississippi	36.6	19.3	44.1	2.2	90.6	7.2	39.0	21.3	39.7
Missouri	9.2	.5	90.3	(¹)	99.7	.3	9.0	.5	90.5
Montana	9.0	37.6	53.4	7.8	89.5	2.7	1.1	42.0	56.9
Nebraska	6.5		93.5	5.0	92.6	2.4	1.4		98.6
Nevada ¹	22.5	54.4	21.1	8.6	88.5	2.9	14.5	62.3	23.2
New Hampshire	11.8		88.2	.5	98.5	1.0	11.7		88.3
New Jersey	23.0	.4	76.6	.7	98.7	.6	22.5	.3	77.2
New Mexico	(¹)	(¹)	(¹)	12.1	85.5	2.4	(¹)	(¹)	(¹)
New York	21.4		78.6		95.4	4.6	22.2		77.8
North Carolina	7.5	66.6	25.9	.2	95.4	4.4	6.7	67.2	26.1
North Dakota	32.5	4.7	62.8	11.9	83.1	5.0	24.7	5.6	68.7
Ohio	3.6	26.2	70.2	.3	95.0	4.7	3.4	27.5	69.1
Oklahoma	10.1	12.3	77.6	7.3	87.7	6.0	2.8	13.9	82.3
Oregon	17.3	20.3	62.4	3.0	89.8	7.2	15.8	22.6	61.6
Pennsylvania	18.8		81.2	.2	93.8	6.0	19.7		80.3
Rhode Island	5.5		94.5	.4	98.3	1.3	5.1		94.9
South Carolina	25.0	13.3	61.7	.2	89.0	10.8	27.4	14.9	57.7
South Dakota	11.5	1.8	87.0	10.1	82.0	7.9	1.6	1.8	96.6
Tennessee	22.5	60.5	17.0	.9	86.5	12.6	24.4	56.5	19.1
Texas	49.0	1.9	49.1	8.5	77.1	14.4	48.6		51.4
Utah	38.5		61.5	2.1	94.6	2.3	37.2		62.8
Vermont	14.8		85.2	1.8	95.3	1.9	13.4		86.6
Virginia	30.0	17.2	52.8	.9	89.9	9.2	31.4	19.2	49.4
Washington	27.2	13.9	58.9	3.7	92.4	3.9	24.4	15.0	60.6
West Virginia	6.2		90.8	.3	98.5	1.2	7.8		92.2
Wisconsin	9.4	10.1	80.5	.3	95.8	3.9	8.9	10.5	86.6
Wyoming	34.1	13.1	52.8	12.6	83.1	4.3	25.6	15.7	58.7
<i>Outlying possessions</i>									
American Samoa					100.0				
Canal Zone	100.0								
Guam	100.0				100.0		100.0		
Hawaii	27.4	72.6			97.1	2.9	100.0		
Philippine Islands		29.4	70.6		100.0		27.4	72.6	21.4
Porto Rico					94.8	5.2	67.1	11.3	21.4
Virgin Islands					100.0				
					100.0				

¹ \$44,804 not distributed to State, county, or local.² \$612,975 not distributed to State, county, or local.³ \$56,267,330 not distributed.⁴ No distribution available.⁵ \$1,788,441 not distributed to State, county, or local.⁶ Included in column 6.⁷ \$45,272 not distributed to State, county, or local.

TABLE 22.—Percentage analysis of expenditures, 1923-24

State	Total expenditures, excluding payment of bonds							Total expenditures, excluding payments for outlays and of bonds		
	General control	Instruction				Miscellaneous current expenses	Outlays	General control	Instruction	Miscellaneous current expenses
		Salaries	Text-books and other supplies	Instruction in evening schools	Total					
1	2	3	4	5	6	7	8	9	10	11
Continental U. S.	3.0	52.3	2.8	0.3	55.4	20.5	21.1	3.8	70.3	25.5
Alabama	4.3	66.0	.9	.3	67.2	11.5	17.0	5.2	81.0	13.8
Arizona	5.2	49.9	4.1		54.0	23.9	16.9	6.3	64.9	28.8
Arkansas	3.0	72.7	4.2	.2	77.1	12.6	7.3	3.3	83.1	13.6
California	2.2	44.8	3.4		48.2	15.7	33.9	3.4	72.9	23.7
Colorado	1.6	52.2			52.2	30.5	15.7	1.9	61.9	30.2
Connecticut	3.7	56.2	5.5		61.7	19.6	15.0	4.3	72.6	23.1
Delaware	3.5	54.7	4.2	1.1	60.0	17.3	19.2	4.2	74.3	21.4
Dist. Columbia	1.5	67.0	3.0	1.0	71.0	16.4	11.1	1.7	79.9	18.4
Florida	11.0	44.2	3.0		47.2	18.1	23.7	14.4	61.8	27.8
Georgia	2.8	59.0	1.5		60.5	14.9	21.8	3.7	77.3	19.0
Idaho	4.3	55.7	3.4		59.1	27.3	9.3	4.8	65.1	30.1
Illinois	3.4	55.2	2.9	.5	58.6	20.2	17.8	4.1	71.3	24.6
Indiana	1.9	56.2	1.8	.2	58.2	31.9	8.0	2.0	63.3	34.7
Iowa	1.1	64.9	.7		65.6	33.3		1.1	68.6	33.3
Kansas	1.6	57.4			57.4	24.3	16.7	1.9	68.9	29.2
Kentucky	5.4	66.9			66.9	11.8	15.9	6.5	79.5	14.0
Louisiana	2.6	50.8	1.7	.3	52.8	18.5	26.1	3.5	71.5	25.0
Maine	2.6	50.7	5.3	.3	56.3	25.6	15.5	3.1	66.6	30.3
Maryland	2.2	48.5	3.0	.4	51.9	15.2	30.7	2.1	74.9	22.0
Massachusetts	3.0	57.0	4.2	.3	61.5	18.2	17.3	3.6	74.4	22.0
Michigan	1.1	47.6			47.6	27.1	24.2	1.5	62.8	35.7
Minnesota	2.6	47.5	3.1		50.6	25.1	21.7	3.3	64.7	32.0
Mississippi	3.2	68.0		.1	68.1	17.5	11.2	3.7	76.7	19.6
Missouri	.6	53.3			53.3	22.0	24.1	.8	70.2	29.0
Montana	6.1	58.8	4.3		63.1	25.9	3.9	6.3	65.7	28.0
Nebraska	3.3	55.4	5.0		60.4	19.0	17.3	4.0	73.0	23.0
Nevada	5.0	51.4	5.3	.4	57.1	17.5	20.4	6.3	71.8	21.9
New Hampshire	6.2	54.1	5.2		59.3	25.7	8.8	6.8	65.0	28.2
New Jersey	2.4	47.8	3.3	.5	51.6	21.6	24.4	3.1	68.3	28.6
New Mexico	6.5	63.2	1.5	.1	66.8	21.6	5.1	6.8	70.4	22.8
New York	2.4	52.7	2.7	1.0	56.4	13.8	27.4	3.3	77.6	19.1
North Carolina	4.0	49.5	.5		50.0	13.4	32.6	6.0	74.1	19.9
North Dakota	3.0	47.2	1.2	.1	48.5	38.3	10.2	3.4	54.0	42.6
Ohio	3.1	43.3	3.8	.2	47.3	25.8	23.8	4.0	62.2	33.8
Oklahoma	3.9	57.0	1.2	.1	58.3	24.8	13.0	4.5	67.0	28.5
Oregon	2.4	54.7	2.4	.1	57.2	18.4	22.0	3.1	73.3	23.6
Pennsylvania	4.8	47.9	6.3		54.2	18.2	22.8	6.2	70.2	23.6
Rhode Island	3.4	54.4	2.9	1.3	58.6	17.0	21.0	4.3	74.2	21.5
South Carolina	2.9	60.6			60.6	15.3	21.2	3.7	76.9	19.4
South Dakota	3.4	49.4	1.4	.1	50.9	27.0	18.7	4.1	62.6	33.3
Tennessee	5.6	64.4	1.4		65.8	12.0	16.6	6.8	78.9	14.3
Texas	4.6	50.2	2.3	.1	52.6	20.5	22.3	5.9	67.7	26.4
Utah	4.5	54.7	5.5		60.2	22.0	13.3	5.2	69.4	25.4
Vermont	5.2	63.4	4.6	.0	68.0	24.8	2.0	5.3	69.4	25.3
Virginia	2.2	60.3	1.1	.2	61.6	16.3	19.9	2.8	76.8	20.4
Washington	4.0	55.7	4.0		59.7	24.9	11.4	4.5	67.4	28.1
West Virginia	3.9	62.1	2.0	.1	64.2	17.8	14.7	3.6	74.7	20.7
Wisconsin	2.8	57.1	3.1	.4	60.6	22.1	14.5	3.3	70.9	25.8
Wyoming	5.8	54.9	3.9		58.8	21.9	13.7	6.5	68.1	25.4
<i>Outlying possessions</i>										
Alaska	5.4	70.3		.2	70.5	16.8	7.3	5.8	76.1	18.1
American Samoa		80.9	18.1		97.0	3.0			97.0	3.0
Canal Zone	2.4	78.9	6.6		83.5	11.8	2.3	2.5	85.4	12.1
Guam	6.1	50.4	1.8		52.2	8.1	33.6	9.2	78.7	12.1
Hawaii	1.6	72.8	6.1		77.9	6.7	13.8	1.9	90.4	7.7
Puerto Rico	3.3	88.5	4.5	.4	93.4	2.5	.9	3.3	94.2	2.5
Virgin Islands	10.1	68.0	7.6		75.6	6.3	8.1	11.0	82.4	6.6

TABLE 23.—Payments for general control and instruction, 1923-24

State	General control				Instruction				Total payments for instruction
	3	3	4	5	6	7	8	9		10
Continental United States.....	\$14,482,064	\$28,187,240	\$4,867,736	\$54,753,279	\$949,877,465	\$14,908,285	\$36,570,211	\$4,728,644	\$1,006,084,615
Total for States reporting distribution.....	57,900	626,701	28,971	613,572	8,492,138	27,372	109,805	40,542	9,669,857
Alabama.....	14,842	89,884	21,959	417,866	3,960,800	48,049	278,550	14,406	4,304,929
Arizona.....	30,249	59,294	30,000	287,125	6,861,655	308,676	305,172	(1)	7,271,533
Arkansas.....	132,053	305,959		2,787,187	55,712,571		3,938,273		59,959,520
California.....	229,216	\$ 146,000		375,216	\$ 11,975,630				\$ 11,975,630
Colorado.....	209,334	580,542	133,353	923,229	4,044,284	346,535	1,039,666	(4)	15,430,496
Connecticut.....	14,842	89,884	5,986	110,712	1,752,941	67,859	48,875	34,604	1,923,779
Delaware.....	30,249	59,294	10,200	99,799	4,467,815	54,913	144,115	70,036	4,736,879
District of Columbia.....	132,053	305,959		\$ 1,359,169	\$ 5,476,269	7,300	366,401		5,850,000
Florida.....	492,614	492,614		492,614	10,200,212		\$ 253,882		10,454,094
Georgia.....	62,525	297,007	26,834	386,366	4,963,560	102,123	204,228		5,299,911
Idaho.....	1,785,653	1,827,059	262,025	3,875,039	63,881,413	(1)	3,329,015	607,548	67,817,976
Illinois.....	525,718	1,949,021	7,653	3,482,412	28,702,083	(1)	945,390	77,643	29,785,116
Indiana.....	238,502	277,050		465,552	27,383,191	297,763	(1)		27,680,954
Iowa.....	588,243	565,138		565,138	20,263,438	(1)	(1)		20,263,438
Kansas.....	31,062	471,937		940,045	11,498,223	(1)	(1)	(1)	11,498,223
Kentucky.....	32,748	215,944	14,554	502,999	9,871,095		338,361	52,554	10,262,610
Louisiana.....	98,378	288,900	55,875	263,046	5,135,155	275,544	261,185	34,498	5,706,380
Maine.....	588,243	1,520,153		443,533	9,642,757	327,339	296,636	73,417	10,640,149
Maryland.....	\$ 130,000	\$ 800,000		2,108,398	39,971,963	1,013,864	1,924,623	224,131	43,134,581
Massachusetts.....	8,541	307,111	4,000	1,413,895	26,319,448	(1)	1,737,601		28,067,049
Michigan.....	160,947	474,775	20,600	285,196	24,498,347			8,500	24,498,347
Minnesota.....				636,331	6,336,195	211,621	247,553		6,785,369
Mississippi.....									
Missouri.....									
Montana.....									

Nebraska.....	276,257	574,133	32,929	896,319	14,822,440	749,682	778,831	7,630	16,150,062
Nevada.....	13,916	87,025	4,123	105,004	4,085,527	31,907	80,897	(1)	1,206,281
New Hampshire.....	82,759	252,172	24,956	359,887	3,155,160	119,835	184,459	(1)	3,498,474
New Jersey.....	849,099	676,149	360,606	1,885,824	37,737,646	1,037,262	1,599,825	366,193	40,759,956
New Mexico.....	6,343	285,072	6,707	308,122	3,101,967		71,454	5,000	3,178,411
New York	641,761	3,116,225	1,186,672	5,944,658	128,195,998	2,123,370	4,419,589	2,321,501	137,060,437
North Carolina.....	133,252	914,396	148,295	1,264,004	15,334,712		140,185		15,474,907
North Dakota.....	(1)	508,231		408,231	7,890,488	203,108		5,886	8,099,482
Ohio.....	1,474,361	1,869,495	450,387	3,794,243	53,966,129	1,320,901	3,495,300	319,225	58,791,555
Oklahoma.....	204,985	1,008,035	66,019	1,279,038	18,669,266	13,798	3,391,184	20,612	19,034,460
Oregon	316,527	316,527	75,145	391,672	8,976,763		394,488	1,333	9,372,584
Pennsylvania.....	3,409,960	2,204,376	1,509,005	7,123,371	71,848,672	2,801,360	6,685,939	117,310	81,336,001
Rhode Island.....	(1)	260,169	30,116	290,285	4,673,971	(1)	246,940		5,044,221
South Carolina.....	96,979	371,940		371,940	7,789,225	220,121			7,769,225
South Dakota.....	307,284	426,423		523,402	7,697,836			14,911	7,632,868
Tennessee.....	422,608	508,481	72,661	948,426	10,833,936		240,233		11,074,169
Texas.....	219,276	2,043,592	97,178	2,563,378	27,949,719	1,067,102	234,282	68,677	29,319,780
Utah.....	22,532	174,214	26,994	420,484	5,111,843	252,296	263,232	(1)	5,627,371
Vermont.....	53,309	180,268	5,065	207,965	2,550,988	61,535	125,814	992	2,739,390
Virginia.....		388,530	11,706	453,545	12,249,594	125,877	87,179	34,250	12,496,866
Washington.....	188,773	630,550	66,644	1,096,024	15,244,320	1,110,165			16,354,485
West Virginia.....	408,444	692,563	60,165	885,967	13,935,311	166,686	291,113	13,181	14,406,291
Wisconsin.....	59,903	254,551	10,294	1,246,172	25,291,702	497,023	891,234	175,166	26,855,185
Wyoming.....				324,738	3,200,950	119,740	108,192		3,428,882
Outlying possessions									
Alaska.....	3,535	21,650		25,185	331,596	(1)	(1) 650	1,104	332,680
American Samoa.....		(1)		5,479	12,290	1,508	7,524		14,746
Canal Zone.....		5,479	300	3,400	172,235	7,256	1,000		187,015
Guam.....		3,100		3,400	28,171		1,000		29,171
Hawaii.....	(1)	57,260		57,260	2,603,720		183,810		2,787,530
Philippine Islands.....				145,384	3,983,541	147,009	53,542	19,583	4,208,625
Porto Rico.....				9,600	64,436	7,195			71,631
Virgin Islands.....									

1 Included in column 6.
 2 Estimated; includes State and county superintendents only.
 3 Includes city superintendents.
 4 Includes in distribution of school expenditures.
 5 Includes \$621,127 for other expenses of general control.
 6 Distribution estimated on 1920 figures.
 7 Included with supplies and other expenses of instruction.
 8 Vocational school only; expenses for other evening schools distributed among other items.
 9 Estimated.
 10 Included in column 8.
 11 Includes \$17,971 for other expenses of general control.
 12 Included in column 3.
 13 Included in vocational and other schools.
 14 U. S. Navy.
 15 Included in Table 25, column 2.



TABLE 24.—Payments for operation of school plant, maintenance, auxiliary agencies, fired charges, interest on indebtedness, and capital outlay

State	Operation of school plant				Maintenance				Auxiliary agencies				Capital outlay			
	Wages of janitors, engineers, etc.	Fuel, light, power, janitors' supplies, etc.	Total cost of operation		Libraries	Promotion of health	Transportation of pupils	Other auxiliary agencies	Total for auxiliary agencies	Fired charges (pensions, rent, insurance, contributions, contingencies)	Interest on indebtedness	New building and grounds, alterations (not repairs)	Cost of new equipment (not replacements)	Total payments for capital outlay		
Continental U.S. reporting distribution	\$40,739,408	\$41,762,430	\$167,401,754	\$83,549,092	\$4,823,408	\$5,028,208	\$26,983,016	\$16,804,117	\$5,638,749	\$3,884,731	\$38,962,573	\$271,760,299	\$30,634,342	\$388,469,143		
Alabama	283,300	278,646	511,946	268,713	43,743	14,361	423,991	20,468	502,263	143,860	222,961	2,127,354	325,968	2,453,322		
Arizona	297,656	182,512	480,167	505,904	42,297		114,984	178,034	335,315	115,512	1,290,996	53,888	1,344,886			
Arkansas	165,612	55,200	220,812	969,089		()	()		3,828,770	1,160,619	492,227	200,000	42,080,511			
California			6,325,008	3,005,740	1,266,151	()	()	2,560,619		1,359,401	5,125,623		3,603,376			
Colorado			5,387,200								1,264,003					
Connecticut	1,094,286	1,144,727	2,239,013	1,028,782	49,356	192,854	524,448	111,793	878,451	757,638	3,474,369	264,804	3,739,173			
Delaware	93,360	111,801	205,161	114,961	2,645	8,651	100,778	28,529	140,068	37,936	54,354	42,069	615,900			
Dist. Columbia	261,954	251,214	613,168	302,799		86,210	2,840	81,964	121,024	54,526	671,056	69,142	740,198			
Florida	190,383	46,668	237,051	300,907	10,192		403,940		414,132	85,256	1,212,001	2,611,800	2,940,386			
Georgia	287,441	288,472	535,913	686,232	21,886	18,968	420,364		461,218	608,440	260,604	3,516,099	3,774,854			
Idaho	385,436	995,449	980,885	211,587	57,411	13,348	238,622	18,318	327,699	116,882	704,661	132,265	836,926			
Illinois	5,506,698	4,712,733	10,279,431	5,334,742	401,073	204,546	277,937	2,020,878	2,904,454	1,511,178	3,323,931	19,026,431	1,604,119			
Indiana	2,080,860	2,260,621	4,331,381	2,232,294	502,388	163,094	3,336,407	208,211	4,207,100	3,114,460	2,449,304	2,996,020	1,101,687			
Iowa		17,448,994	17,448,994		373,283	()	1,953,962	4,269,360	6,598,625	()	()	()	()			
Kansas			8,582,698	()	()	()	()	()	()	()	()	()	()			
Kentucky			2,027,248	()	()	()	()	()	()	()	()	()	()			
Louisiana			932,372	459,845	33,425	()	1,017,895	()	1,061,020	191,780	951,496	4,570,628	509,589			
Maine	415,487	544,763	960,250	534,040	66,688	461,679	461,679	182,945	711,292	312,740	1,493,321	71,210	1,564,531			
Maryland	648,942	531,728	1,080,670	598,079	11,243	190,848	192,074	179,909	574,674	211,310	657,052		6,286,391			
Massachusetts			6,770,282	2,926,652	26,678	663,748	1,291,703	656,080	2,710,209	363,373	10,978,027	1,115,876	12,093,905			

Michigan.....	20,388,527	1,653,229	419,746	2,052,975	169,900	20,079,759	100,000	20,079,759
Minnesota.....	5,719,112	1,78,485	1,423,428	1,802,513	4,282,980	1,000,000	100,000	1,043,783
Mississippi.....	685,000	60,000	800,000	802,400	(¹)	(¹)	(¹)	11,000,980
Missouri.....	10,104,417	(¹)	(¹)	590,689	703,999	309,473	108,725	415,794
Montana.....	1,122,535	99,754	14,892	301,965	166,849	309,473	108,725	415,794
Nebraska.....	2,222,920	79,642	238,779	516,006	309,273	3,874,143	789,639	4,643,782
Nevada.....	83,510	87,688	5,435	60,901	17,199	893,238	38,609	431,848
New Hampshire.....	264,720	625,889	139,280	504,528	36,098	831,439	83,231	514,600
New Jersey.....	3,222,363	2,672,189	783,103	2,748,378	611,049	18,236,416	1,022,821	19,258,237
New Mexico.....	148,883	157,187	79,304	2,748,378	611,049	18,236,416	1,022,821	19,258,237
New York.....	13,062,140	518,576	833,206	3,890,341	4,123,835	53,775,161	10,973,767	66,748,958
North Carolina.....	1,519,377	66,513	654,645	3,727,158	213,543	1,195,075	1,680,668	10,089,893
North Dakota.....	4,539,929	43,311	15,325	1,037,124	814	1,849,731	139,643	1,709,385
Ohio.....	8,758,797	223,805	347,437	4,189,125	3,362,549	27,633,623	1,923,559	29,457,052
Oklahoma.....	2,063,131	108,682	217,530	1,361,707	582,462	3,671,710	678,858	4,250,568
Oregon.....	1,723,653	18,685	289,315	308,000	131,632	3,421,460	189,204	3,610,664
Pennsylvania.....	5,241,473	316,983	778,329	3,103,593	4,184,961	32,497,216	1,619,768	34,116,984
Rhode Island.....	821,581	246,710	86,336	126,022	171,419	1,689,855	116,541	1,806,426
South Carolina.....	654,927	100,000	174,002	201,074	400,599	2,379,665	340,065	2,719,790
South Dakota.....	2,050,217	49,542	325,306	374,850	174,339	2,533,098	370,135	2,904,133
Tennessee.....	373,697	33,586	20,769	358,800	285,051	2,402,055	397,340	2,799,405
Texas.....	1,189,111	191,496	245,078	358,800	285,051	2,402,055	397,340	2,799,405
Utah.....	393,650	8,081	179,658	371,154	830,477	11,708,062	663,036	12,401,098
Vermont.....	265,190	8,081	263,511	304,330	76,048	1,123,728	120,039	1,243,767
Virginia.....	1,331,762	439,572	29,812	304,874	35,335	82,419	82,419	82,419
Washington.....	2,399,535	(¹)	203,433	600,762	943,634	3,642,164	398,319	4,040,603
West Virginia.....	742,153	1,203,433	866,021	1,149,805	513,195	2,060,212	1,049,349	3,109,561
Wisconsin.....	1,781,447	1,203,433	117,349	246,435	267,359	2,433,429	739,846	3,173,274
Wyoming.....	178,368	22,405	170,295	1,759,615	1,568,156	5,561,903	848,233	6,430,136
Outlying possessions	227,326	22,405	216,330	316,425	308,071	864,338	137,556	801,894
Alaska.....	63,182	10,865	1,000	1,000	3,907	34,590	34,590	34,590
American Samoa.....	16,685	9,747	(¹)	(¹)	4,000	2,500	2,500	5,100
Canal Zone.....	7,035	2,000	(¹)	(¹)	2,000	18,294	2,500	18,794
Guam.....	82,716	124,120	19,167	31,694	(¹)	405,119	69,196	494,315
Hawaii.....	(¹)	(^{1})	(^{1})	(^{1})	(^{1})	403,541	5,915	409,456
Philippine Islands.....	2,480	13,389	960	49,525	1,008	900	6,820	37,777
Porto Rico.....	2,480	13,389	960	49,525	1,008	900	6,820	37,777
Virgin Islands.....	2,480	13,389	960	49,525	1,008	900	6,820	37,777

¹ Included in column 9.
² Includes rent and insurance.
³ Includes rent.
⁴ Includes in column 4.
⁵ Under naval hospital control.
⁶ Included in Table 25, column 4.
⁷ Included in Table 25, column 5.
⁸ Included in column 6.
⁹ Figures for 1922.

TABLE 25.—Recapitulation of expenditures, 1923-24

State	General control	Instruction	Miscellaneous current expenses	Total current expenses	Outlays, new buildings, sites and new equipment	Total current expenses and outlays	Debt service		
							Payments of short-term loans	Payments to sinking funds	
	1	2	3	4	5	6	7	8	9
Continental United States	\$54,753,279	\$1,006,084,615	\$371,436,899	\$1,432,274,793	\$388,469,143	\$1,820,743,936	\$108,123,532	\$9,127,637	
Alabama	613,572	9,699,857	1,649,643	11,953,072	2,453,322	14,396,394	214,613		
Arizona	417,896	4,304,929	1,107,696	6,630,480	1,344,896	7,975,376	339,217		
Arkansas	287,125	7,271,533	1,189,901	8,748,559	692,227	9,440,786	1,285,594		
California	2,787,187	58,936,520	19,443,760	82,190,467	42,060,511	124,240,978	4,966,063		
Colorado	376,216	11,973,630	7,006,604	19,357,450	3,603,376	22,960,826	429,182		
Connecticut	923,226	15,430,485	4,903,894	21,287,598	3,739,173	24,996,771	1,039,692	353,949	
Delaware	110,712	1,923,779	553,036	2,587,526	615,966	3,203,492	50,965		
District of Columbia	99,799	4,738,879	1,091,517	6,928,196	740,196	6,668,363			
Florida	1,359,169	5,850,000	2,246,347	9,455,516	2,940,386	12,398,902			
Georgia	492,614	10,454,004	2,571,407	13,518,116	3,774,854	17,292,969			
Idaho	386,366	5,299,911	2,449,715	8,135,992	836,926	8,972,918	1,553,266	747,643	
Illinois	3,875,039	67,817,976	23,353,736	95,046,751	20,630,550	115,677,301	2,631,863		
Indiana	949,021	29,783,116	16,334,539	47,068,676	4,100,707	51,169,383	5,889,390		
Iowa	465,552	27,680,954	14,047,619	42,194,125	6,000,000	48,194,125	113,436,411		
Kansas	565,138	20,263,438	8,588,698	29,411,274	5,874,764	35,286,038			
Kentucky	940,045	11,498,223	2,027,248	14,465,516	2,729,488	17,195,004	*4,335,595	()	
Louisiana	502,999	10,267,610	3,586,513	14,352,122	5,099,217	19,452,339	655,253		
Maine	263,046	5,706,380	2,595,644	8,565,070	1,564,531	10,129,601	49,650		
Maryland	443,153	10,640,149	3,121,215	14,204,517	6,285,381	20,489,898	631,182		
Massachusetts	2,108,398	43,134,581	12,770,516	58,013,495	12,063,905	70,077,400			
Michigan	930,000	39,407,174	22,441,502	62,778,676	20,079,759	82,858,435	15,659,689		
Minnesota	1,413,895	23,057,049	13,877,487	43,348,431	12,043,788	55,392,199	3,923,861		
Mississippi	319,632	6,096,500	1,717,300	8,753,452	1,100,000	9,853,452			
Missouri	295,498	24,499,347	10,104,417	34,899,260	11,090,590	45,989,850			
Montana	659,331	6,786,369	2,892,596	10,334,296	415,798	10,750,093	623,684	72,737	
Nebraska	896,319	16,150,962	5,091,754	22,193,036	4,643,782	26,772,818	488,081		
Nevada	105,094	1,206,261	368,536	1,679,861	431,848	2,111,709	1,207,684	()	
New Hampshire	359,987	3,459,474	1,498,068	6,317,429	514,600	6,832,029	420,936		
New Jersey	1,885,824	40,759,966	17,094,063	69,710,443	19,238,237	78,948,680	3,852,019	767,860	
New Mexico	308,122	3,178,411	1,027,227	4,513,700	243,391	4,757,151	496,452	111,066	

New York	5,944,654	137,000,437	33,701,055	176,706,130	94,748,958	243,455,088	7,870,199	53,451	
North Carolina	1,234,994	15,471,907	4,101,216	20,860,137	10,080,896	30,980,022	830,737	327,456	
North Dakota	508,211	8,099,482	4,386,598	14,992,311	1,709,385	16,704,696	3,280,440	1,300,408	
Ohio	3,794,243	58,791,555	31,033,338	94,519,136	29,457,082	125,976,218	9,745,850		
Oklahoma	1,279,038	19,034,460	8,085,718	28,366,216	4,250,508	32,649,784	5,571,705		
Oregon	391,672	9,372,544	3,017,100	12,781,362	3,610,664	16,392,026	2,862,760		
Pennsylvania	7,123,371	81,336,001	27,333,437	115,792,790	34,116,984	149,909,783	10,005,542	4,364,826	
Rhode Island	200,285	5,044,221	1,495,839	6,900,345	1,508,426	8,606,771			
South Carolina	371,960	7,769,225	1,964,376	10,105,551	2,719,780	12,825,341		331,691	
South Dakota	523,402	7,602,868	4,210,467	12,696,737	2,904,133	15,570,870	2,414,268		
Tennessee	948,426	11,074,169	2,010,091	14,032,686	2,799,405	16,832,091	986,372		
Texas	2,563,378	29,319,780	11,403,019	43,286,777	12,401,088	55,687,875	1,350,281	459,901	
Utah	420,484	5,627,371	2,057,894	8,108,749	1,243,767	9,349,516	440,669		
Vermont	207,865	2,730,329	994,942	3,944,136	82,419	4,026,555	124,619	(*)	
Virginia	453,545	12,496,896	3,315,731	16,296,172	4,040,503	20,306,675	12,571,980		
Washington	1,099,024	16,354,485	6,802,632	24,253,141	3,109,561	27,362,702	2,020,739		
West Virginia	885,967	14,406,201	3,988,418	19,280,676	3,173,274	22,453,950	717,300		
Wisconsin	1,246,172	26,858,125	9,800,016	37,001,313	6,430,136	44,431,449	5,111,505	219,129	
Wyoming	324,738	3,428,862	1,279,650	5,053,270	801,894	5,855,164			
<i>Outlying possessions</i>									
Alaska	25,185	332,680	78,974	436,849	34,560	471,439			
American Samoa		14,746	450	15,196		15,196			
Canal Zone	5,479	187,016	26,432	218,926	5,190	224,116			
Guam	3,400	29,171	4,500	37,671	18,794	53,865			
Hawaii	57,290	2,787,530	238,530	3,083,320	494,315	3,577,635			
Philippine Islands				11,125,423	409,456	11,534,879			
Porto Rico	145,384	4,203,675	112,995	4,462,654	37,777	4,499,431			
Virgin Islands	9,600	71,631	5,748	86,979	7,730	94,699			

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* Includes payments of interest on indebtedness.
 † Figures for 1922.
 ‡ Includes interest and refunds.
 § Included in column 8.



TABLE 26.—Percentage of attendance—School funds and lands—Per capita costs, 1923-24

State	Cost of education													
	Per cent of total enrollment in high school		Per cent of school term not attended		Income from funds and lands per pupil enrolled		Total estimated population, 1924		Total per capita of population		Per pupil attending		Daily cost per pupil attending	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States.....	14.0	21.3	\$1.02	112,078,611	\$18.25	\$58.97	\$15.99	\$74.86	\$20.30	11	44	13		
Alabama.....	9.6	30.5	29	2,445,551	5.88	19.85	4.08	28.53	5.87	21	21	4		
Arizona.....	12.2	25.8	3.76	394,831	20.23	89.63	18.18	120.75	24.49	73	73	16		
Arkansas.....	5.5	27.7	.13	1,834,596	5.15	17.44	1.38	24.11	1.91	18	18	1		
California.....	30.2	30.9	.45	3,913,236	31.75	80.41	41.14	116.39	59.55	64	64	33		
Colorado.....	19.6	27.4	3.46	1,004,803	22.85	78.31	14.58	107.86	20.08	62	62	12		
Connecticut.....	13.8	17.7	.71	1,503,869	16.62	73.57	12.94	89.41	15.73	49	49	9		
Delaware.....	13.3	17.1	1.17	232,590	13.77	67.08	15.97	80.94	19.27	46	46	11		
District of Columbia.....	16.9	17.3		486,926	13.69	82.32	10.28	99.58	12.43	55	55	7		
Florida.....	8.7	25.9	.40	1,068,520	11.60	35.52	11.04	47.90	14.89	33	33	10		
Georgia.....	8.5	27.0		3,028,728	6.71	18.09	5.06	24.78	6.92	18	18	6		
Idaho.....	16.9	24.1	6.53	481,125	15.65	69.56	7.16	91.62	9.42	57	57	6		
Illinois.....	16.6	17.0	1.21	6,877,737	16.82	72.22	15.68	87.00	18.88	48	48	10		
Indiana.....	18.1	11.3	.61	3,036,775	16.85	75.48	6.58	85.06	7.41	50	50	4		
Iowa.....	17.9	15.7		2,487,106	16.97	79.09	11.25	93.89	13.35	53	53	9		
Kansas.....	17.8	14.2	1.22	1,805,555	19.54	66.28	13.84	80.84	16.15	46	46	9		
Kentucky.....	7.2	27.0		2,475,370	6.95	25.48	4.81	34.89	6.58	21	21	4		
Louisiana.....	10.7	23.3	.37	1,864,385	10.42	36.46	13.00	47.88	16.86	32	32	11		
Maine.....	18.4	11.7	.44	779,900	12.99	56.22	10.64	65.94	12.05	38	38	7		
Maryland.....	11.0	20.5		1,521,190	13.47	55.42	24.52	69.71	30.85	30	30	17		
Massachusetts.....	17.4	17.9	.42	4,077,569	17.19	78.65	16.40	95.73	19.96	53	53	11		
Michigan.....	16.3	20.6	.43	4,066,223	20.38	76.88	24.53	96.51	30.87	54	54	17		
Minnesota.....	16.0	21.0	3.20	2,531,473	21.88	79.62	22.12	100.84	28.02	56	56	16		
Mississippi.....	6.4	32.0	.42	1,790,618	5.49	15.57	1.96	22.47	2.83	16	16	2		
Missouri.....	13.5	20.5		3,455,376	13.31	47.89	1.52	60.22	19.14	36	36	11		
Montana.....	16.8	18.2	7.71	629,003	17.09	87.73	3.31	107.25	4.32	63	63	3		

STATE SCHOOL SYSTEMS, 1923-1924

Nebbraska.....	16.0	19.2	3.29	1,344,652	19.91	67.82	14.23	83.94	17.62	49	10
Nevada.....	16.8	22.7	10.39	77,407	27.28	105.19	27.04	133.94	34.96	76	20
New Hampshire.....	14.6	19.4	10.39	448,882	12.99	71.82	6.82	88.67	8.38	51	5
New Jersey.....	12.4	16.2	.72	3,442,695	22.94	89.86	28.98	107.20	34.58	57	18
New Mexico.....	9.1	27.4	5.90	3,373,699	12.66	51.04	2.75	70.03	3.78	41	2
New York.....	13.1	16.7	.....	10,978,642	22.18	91.43	34.64	109.75	41.46	58	22
North Carolina.....	5.1	28.0	.07	2,722,609	11.38	26.34	12.72	36.56	17.66	26	12
North Dakota.....	13.5	17.5	14.10	870,232	24.60	85.80	9.78	103.96	11.85	63	7
Ohio.....	18.2	15.6	.22	6,219,330	19.93	78.76	24.56	93.30	29.08	53	16
Oklahoma.....	12.0	32.5	2.94	2,200,307	14.84	43.44	6.50	64.39	9.64	39	6
Oregon.....	19.8	15.1	2.41	834,665	19.64	72.82	20.57	85.71	24.21	49	14
Pennsylvania.....	12.0	17.1	.02	9,208,986	16.28	64.22	18.92	77.41	22.81	43	13
Rhode Island.....	11.9	15.7	.27	633,036	13.60	64.21	17.06	76.17	20.23	39	10
South Carolina.....	5.6	30.5	.07	1,761,746	7.28	21.62	5.82	31.11	8.37	26	7
South Dakota.....	15.5	18.8	10.64	660,956	23.56	77.91	17.86	95.94	22.00	56	13
Tennessee.....	7.1	31.9	.23	2,408,846	6.99	21.35	4.26	31.32	6.25	21	4
Texas.....	14.8	18.3	3.08	5,018,602	11.10	36.23	10.38	44.34	12.70	33	9
Utah.....	17.9	15.5	2.20	484,645	19.29	62.20	9.54	73.57	11.29	44	7
Vermont.....	18.4	10.3	1.18	352,428	11.43	61.62	1.29	68.60	1.43	43	1
Virginia.....	8.9	24.9	.30	2,423,942	8.38	29.25	7.27	38.93	9.67	24	6
Washington.....	19.4	21.9	3.28	1,456,106	18.79	76.53	9.81	98.04	12.57	55	7
West Virginia.....	7.6	23.3	.18	1,576,143	14.25	48.27	7.94	62.09	10.22	38	6
Wisconsin.....	20.8	15.1	.18	2,770,291	16.00	70.74	12.00	83.32	14.14	47	8
Wyoming.....	10.7	20.5	13.79	1,216,853	26.91	97.27	15.80	122.33	19.49	70	11
<i>Outlying possessions</i>											
Alaska.....	11.7	21.1	.....	55,036	8.57	109.90	8.70	139.26	11.03	82	6
American Samoa.....	.....	4.4	.....	8,056	1.80	10.17	.....	10.64	.....	53	1
Canal Zone.....	7.4	17.8	.....	24,484	9.15	54.66	1.30	66.50	1.58	39	1
Guam.....	.....	12.0	.....	13,375	4.21	13.97	7.08	15.87	8.05	9	4
Hawaii.....	.....	6.6	.....	288,872	12.38	60.56	9.71	64.89	10.40	34	5
Philippine Islands.....	.....	15.5	.....	11,462,324	1.01	9.82	.36	11.62	4.43	6	.....
Porto Rico.....	.....	13.1	.....	1,363,437	3.23	20.95	.18	24.65	.21	14	.....
Virgin Islands.....	2.0	4.0	.....	26,061	3.64	27.95	2.48	29.12	2.58	14	1

TABLE 27.—Statistics of elementary and secondary schools for 13 States, 1923-24

I.—ELEMENTARY DAY SCHOOLS¹

State	Teachers, principals, and supervisors	Average daily attendance	Salaries of teachers, principals, and supervisors	Payments for current expenses ²	Payments for outlays	Average annual salaries of teachers, principals, and supervisors	Cost per pupil attending	
							For current expenses	For outlays
1	2	3	4	5	6	7	8	9
Alabama.....	12,749	371,479	6,849,844	7,884,789	1,802,641	\$537	\$21.23	\$4.85
Arizona.....	2,099	47,419	3,074,956	4,297,760	769,729	1,465	90.63	16.23
Arkansas.....	10,302	338,332	5,243,544	6,124,354	519,171	509	18.10	15.35
California.....	21,269	564,401	34,357,901	45,033,259	2,378,963	1,616	79.79	39.65
Connecticut.....	7,496	206,962	11,107,621	15,751,407	1,855,563	1,482	76.11	8.96
Dist. Columbia.....	2,021	48,667	3,057,572	3,946,221	362,891	1,513	81.09	7.46
Indiana.....	14,457	446,685	19,314,913	28,004,859	2,172,521	1,336	62.69	4.86
Montana.....	4,722	79,544	4,857,787	6,824,696	332,795	1,029	85.80	41.84
Nevada.....	591	10,171	783,120	1,125,916	264,322	1,325	110.70	25.99
New Jersey.....	17,595	483,388	29,609,781	41,720,562	13,807,437	1,683	86.31	28.56
Oklahoma.....	14,234	380,274	13,076,050	16,802,289	2,326,432	919	44.18	6.12
Oregon.....	5,683	119,321	6,398,294	8,501,890	2,076,955	1,126	72.01	17.41
West Virginia.....	10,722	287,710	10,266,422	13,160,747	2,198,274	958	45.74	7.64
Total.....	123,930	3,384,353	147,997,805	199,268,749	50,867,694	1,203	58.88	15.00

II.—SECONDARY DAY SCHOOLS³

Alabama.....	2,198	46,712	2,642,294	3,211,750	650,681	1,202	68.76	13.93
Arizona.....	514	7,492	905,874	1,378,204	575,157	1,762	183.96	76.77
Arkansas.....	1,235	24,506	1,618,411	2,337,080	173,056	1,310	95.37	70.62
California.....	9,357	141,778	21,354,670	29,244,398	19,671,547	2,282	206.27	138.75
Connecticut.....	1,815	30,786	2,936,663	4,887,619	2,148,414	1,618	158.76	69.79
Dist. Columbia.....	544	10,862	1,410,243	1,797,361	377,307	2,592	165.47	34.74
Indiana.....	5,773	106,658	9,447,169	13,717,156	1,928,186	1,636	128.61	18.08
Montana.....	1,062	16,810	1,468,408	2,149,270	83,003	1,396	127.86	4.94
Nevada.....	168	2,183	302,407	448,681	167,526	1,800	206.53	76.74
New Jersey.....	3,537	73,593	8,127,865	11,216,261	5,450,800	2,298	162.41	74.07
Oklahoma.....	4,111	60,761	5,533,216	7,886,651	1,924,136	1,346	129.80	31.67
Oregon.....	1,664	29,802	2,578,469	3,424,950	1,533,710	1,550	114.92	51.46
West Virginia.....	1,728	22,840	3,654,023	4,635,218	975,000	2,116	202.04	42.69
Total.....	33,095	574,783	61,979,712	86,334,599	35,658,523	1,873	150.20	62.04

¹ Includes kindergartens.² Not including general control and interest on indebtedness.³ Includes local normal and vocational schools of secondary grade.

TABLE 28.—Distribution of pupils, enrolled in school in 25 States, according to the length of the school term, 1923-24

State	80 days or fewer	81-100 days	101-120 days	121-140 days	141-160 days	161-180 days	181-200 days	Over 200 days	Total enrollment
1	2	3	4	5	6	7	8	9	10
Total for 25 States.....	229, 717	167, 533	277, 357	285, 900	1, 074, 897	3, 727, 204	1, 225, 982	63, 904	7, 052, 494
Alabama.....	79, 804	61, 867	102, 867	70, 746	42, 558	242, 698	635	.....	601, 175
Arkansas.....	75, 888	63, 995	102, 968	58, 437	86, 001	113, 872	6, 662	3, 940	511, 758
California.....	39	24	61	70	8, 685	282, 286	311, 113	59, 035	662, 213
Connecticut.....	.....	.....	.....	.....	.....	31, 946	252, 683	.....	284, 629
Delaware.....	3, 129	1, 512	1, 780	2, 760	6, 150	17, 040	6, 202	.....	38, 573
Dist. Columbia.....	.....	.....	.....	.....	.....	72, 573	.....	.....	72, 573
Idaho.....	4, 014	1, 244	1, 768	7, 605	18, 798	79, 959	3, 440	.....	116, 819
Indiana.....	.....	.....	.....	.....	.....	614, 655	.....	.....	614, 655
Kansas.....	.....	.....	.....	.....	125, 863	298, 618	.....	.....	424, 501
Maine.....	.....	.....	43	901	17, 614	113, 636	28, 189	.....	160, 383
Maryland.....	4	8	3	12	143	531	1, 694	18	2, 413
Massachusetts.....	.....	.....	.....	.....	89	325, 503	401, 082	.....	726, 674
Montana.....	1, 410	655	1, 954	3, 183	8, 366	76, 420	25, 805	.....	117, 703
Nevada.....	3	4	83	157	1, 091	12, 385	2, 247	.....	15, 970
New Hampshire.....	.....	.....	.....	.....	.....	67, 866	4, 405	.....	72, 270
New Mexico.....	.....	.....	.....	6, 898	15, 583	65, 138	809	.....	88, 428
North Dakota.....	2, 715	1, 401	2, 718	24, 040	29, 655	112, 652	1, 605	11	174, 797
Oklahoma.....	4, 702	8, 095	37, 967	60, 956	179, 679	411, 571	72	.....	703, 042
South Dakota.....	.....	.....	.....	444	36, 757	120, 400	4, 459	.....	162, 060
Utah.....	43	37	23	3, 714	21, 093	73, 569	31, 843	.....	130, 322
Vermont.....	.....	.....	.....	.....	400	63, 813	.....	.....	64, 213
Washington.....	40	35	357	601	7, 330	164, 085	142, 698	.....	315, 146
West Virginia.....	.....	.....	.....	.....	371, 222	30, 122	.....	.....	401, 344
Wisconsin.....	57, 928	28, 651	24, 770	45, 376	94, 691	287, 580	.....	.....	538, 994
Wyoming.....	.....	5	.....	.....	3, 100	48, 296	339	.....	51, 740
<i>Outlying possessions</i>	.....	.....	.....	.....	.....	.....	.....	.....	.....
Alaska.....	13	19	.....	16	71	3, 573	283	.....	3, 975
Virgin Islands.....	.....	.....	.....	.....	.....	.....	3, 112	.....	3, 112

¹ 161 days or more.

TABLE 29.—Enrollment of pupils by grades, 1923-24

State	In kindergartens and elementary grades										In secondary grades					Grand total
	Kindergarten	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total of kindergartens and elementary	First year	Second year	Third year	Fourth year	Total secondary	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental U. S.	609,659	4,103,782	2,750,123	2,741,771	2,656,548	2,383,681	2,079,124	1,810,124	1,346,338	20,500,746	1,244,001	862,088	610,279	459,156	3,176,074	23,676,820
Alabama	744	164,816	77,623	77,222	72,342	59,776	48,877	41,862	(1)	543,262	23,387	16,881	10,968	7,677	57,913	601,175
Arizona	2,142	19,403	9,991	9,053	8,158	7,082	5,862	4,863	4,035	70,439	3,017	2,310	1,815	1,461	8,003	79,042
Arkansas	58	108,516	68,238	63,474	62,025	54,310	47,196	37,691	32,919	474,427	9,952	7,472	5,530	4,377	27,331	501,758
California	52,531	135,179	83,491	80,166	82,013	78,607	69,036	64,783	61,747	713,553	59,211	41,174	29,263	21,890	151,888	865,121
Colorado	6,954	36,104	25,509	25,813	25,396	23,364	20,783	18,276	16,435	168,636	18,801	13,150	9,344	7,264	48,569	247,196
Connecticut	15,642	38,342	31,981	32,362	31,842	29,291	26,057	22,914	20,605	249,036	15,445	10,802	7,076	5,968	39,891	288,927
Delaware	72	8,892	4,452	4,683	4,368	4,355	3,649	3,211	2,749	33,421	2,357	1,246	917	623	5,145	38,564
Dist. Columbia	4,981	8,964	6,948	7,014	6,813	6,715	6,014	5,387	5,187	57,923	4,997	3,411	2,142	1,627	12,177	70,100
Florida	19	67,712	32,598	33,537	31,435	26,352	21,055	16,581	13,829	243,118	9,639	6,145	6,212	3,104	26,100	268,218
Georgia	2,734	198,520	123,846	104,114	99,752	72,020	52,273	40,557	(1)	683,816	29,592	15,761	10,730	6,320	59,403	743,219
Idaho	110	15,043	12,635	12,798	12,768	12,732	11,712	10,762	10,228	98,788	7,485	5,226	4,034	3,030	19,775	118,563
Illinois	50,626	187,453	141,043	142,724	140,428	129,182	114,915	101,064	90,873	1,098,298	84,302	58,948	41,898	32,574	217,740	1,316,038
Indiana	10,911	77,651	63,001	66,068	67,372	64,541	58,296	53,369	49,421	510,030	39,839	30,690	22,806	19,541	112,936	623,566
Iowa	13,272	84,701	61,398	60,053	57,364	52,434	48,400	41,679	42,127	461,428	44,969	27,834	17,377	10,245	100,445	561,873
Kansas	6,049	34,035	28,006	27,579	27,245	26,040	23,898	23,261	21,755	217,858	26,837	21,901	16,847	14,925	80,000	298,458
Kentucky	3,830	97,405	68,573	75,479	76,826	57,751	56,290	36,308	37,226	509,678	15,568	10,449	7,222	6,141	39,380	549,058
Louisiana	3,395	101,191	54,173	52,756	48,974	38,791	28,198	21,747	(1)	349,225	15,621	11,874	8,316	5,812	41,623	390,848
Maine	6,567	19,213	15,264	15,269	15,054	13,895	13,344	11,298	11,102	121,006	9,090	7,191	5,867	4,842	26,900	147,906
Maryland	4,241	39,904	30,451	30,985	28,752	28,782	24,224	19,248	* 7,551	246,921	10,687	7,270	5,249	4,069	27,275	244,196
Massachusetts	26,255	77,879	70,381	69,614	68,446	65,269	61,257	53,370	45,178	537,049	37,214	31,436	23,777	18,879	111,006	648,655
Michigan	71,779	102,764	84,670	84,340	82,565	74,002	66,381	62,655	55,113	684,269	43,907	31,130	22,265	17,713	115,015	799,284
Minnesota	22,455	71,868	55,234	55,007	53,331	52,725	47,167	44,641	45,198	447,624	27,224	21,196	15,819	14,120	78,359	525,983
Mississippi	505	116,933	69,594	70,414	69,282	63,733	56,694	44,856	44,833	541,854	11,683	8,171	5,806	4,514	30,174	572,028
Missouri	16,815	120,906	80,997	81,992	80,644	74,185	65,992	58,033	52,186	630,720	37,979	26,565	18,875	14,675	98,094	728,814
Montana	1,148	17,049	12,686	12,751	13,135	11,929	11,504	9,940	10,279	100,421	6,736	5,489	4,235	3,229	19,689	120,110

Nebraska ¹	9, 238	50, 878	35, 614	34, 039	35, 459	32, 610	29, 017	25, 517	22, 146	277, 327	18, 050	13, 255	9, 418	7, 322	44, 946	294, 372
Nevada	2, 216	1, 690	1, 747	1, 750	1, 690	1, 549	1, 440	1, 225	1, 156	13, 254	3, 802	3, 029	2, 281	1, 897	2, 033	15, 917
N. Hampshire	1, 966	9, 355	7, 483	7, 359	7, 298	6, 829	6, 440	5, 943	5, 315	58, 048	3, 808	3, 029	2, 281	1, 897	2, 033	11, 947
New Jersey	41, 173	95, 604	70, 183	69, 739	66, 992	63, 183	56, 333	47, 483	38, 175	548, 855	32, 297	21, 383	14, 670	11, 382	79, 732	628, 887
New Mexico ²	17, 076	17, 076	10, 321	10, 444	10, 276	9, 453	8, 408	7, 395	6, 680	80, 368	3, 120	2, 183	1, 531	1, 206	8, 060	88, 428
New York	112, 381	238, 864	195, 374	200, 007	202, 001	191, 964	175, 299	154, 707	133, 985	1, 604, 592	131, 754	74, 876	48, 073	31, 935	286, 638	1, 891, 210
North Carolina	110	206, 612	112, 517	107, 750	98, 967	81, 182	61, 538	51, 979	(f)	720, 655	30, 560	19, 903	13, 455	9, 442	73, 360	794, 015
North Dakota	617	27, 245	19, 500	18, 268	18, 972	16, 303	15, 362	14, 927	16, 303	8, 629	8, 629	4, 772	4, 065	23, 535	174, 797	
Ohio	32, 408	140, 072	123, 850	128, 061	124, 169	116, 494	103, 468	94, 794	85, 425	950, 741	70, 615	52, 255	37, 857	30, 408	191, 135	1, 141, 876
Oklahoma	4, 456	119, 941	71, 196	74, 973	74, 673	67, 754	58, 356	49, 930	45, 745	567, 024	29, 532	20, 254	12, 834	9, 247	71, 967	1, 638, 991
Oregon	524	22, 488	16, 927	17, 768	17, 774	19, 380	16, 210	15, 067	15, 132	141, 290	12, 971	9, 050	7, 059	5, 639	34, 719	176, 009
Pennsylvania ³	24, 707	319, 351	203, 828	205, 257	202, 929	194, 895	166, 069	146, 038	131, 325	1, 587, 201	83, 614	58, 455	41, 556	32, 308	215, 963	1, 803, 163
Rhode Island	5, 343	14, 880	11, 980	12, 123	11, 928	10, 973	9, 761	8, 584	7, 719	53, 291	4, 882	3, 415	2, 426	1, 886	12, 809	1, 105, 900
South Carolina	5, 303	133, 367	75, 872	63, 988	54, 965	43, 018	20, 875	22, 360	(f)	423, 748	18, 580	12, 120	8, 580	4, 401	43, 686	467, 434
South Dakota	761	22, 382	17, 021	17, 142	17, 685	17, 026	15, 937	15, 529	14, 842	138, 355	8, 262	6, 213	4, 754	4, 177	23, 406	161, 761
Tennessee	739	163, 079	84, 437	82, 916	79, 764	67, 317	52, 369	41, 064	33, 266	604, 991	21, 192	13, 674	9, 340	6, 080	49, 292	654, 283
Texas	16, 703	294, 766	144, 854	146, 983	141, 294	128, 024	108, 805	95, 285	83, 614	1, 017, 814	74, 094	48, 657	33, 583	20, 507	176, 841	1, 194, 655
Utah	1, 896	16, 774	13, 789	14, 158	13, 486	13, 472	11, 751	11, 308	10, 401	106, 965	4, 019	6, 570	4, 443	3, 305	23, 327	1, 130, 322
Vermont ⁴	444	10, 902	6, 721	6, 802	6, 692	6, 156	5, 476	4, 816	4, 331	52, 340	4, 558	3, 188	2, 266	1, 761	11, 773	64, 113
Virginia	1, 664	119, 239	80, 518	75, 259	69, 736	56, 911	47, 537	39, 096	(f)	489, 960	21, 381	13, 013	9, 030	5, 743	40, 767	539, 727
Washington	2, 496	38, 539	31, 818	32, 348	33, 116	32, 273	28, 775	26, 312	25, 925	254, 002	22, 691	16, 324	11, 981	10, 380	61, 386	315, 988
West Virginia	823	78, 570	51, 823	53, 156	52, 526	43, 360	34, 371	26, 012	23, 761	364, 402	9, 991	8, 423	6, 016	4, 872	29, 302	363, 704
Wisconsin	26, 545	64, 965	53, 265	51, 346	49, 759	47, 045	42, 248	41, 967	39, 448	416, 483	27, 494	23, 184	18, 103	15, 262	84, 043	600, 531
Wyoming	7, 770	7, 196	5, 802	5, 788	5, 332	5, 102	4, 572	4, 370	3, 862	43, 114	3, 076	2, 358	1, 566	1, 151	8, 171	51, 285
<i>Outlying possessions</i>																
Alaska	117	698	473	492	451	373	355	309	243	3, 511	171	119	92	72	454	3, 965
American Samoa	753	251	193	188	71	15	10	7	6	1, 494						1, 494
Canal Zone		751	591	604	537	404	323	263	215	3, 708	133	75	50	26	284	3, 992
Hawaii		1, 129	618	446	306	78	40	11	17	2, 645	9				9	2, 654
Guam		13, 917	7, 670	6, 812	6, 107	4, 982	3, 688	2, 692	1, 915	47, 763	1, 210	774	590	447	3, 011	50, 774
Philippine Islands		356, 657	241, 584	190, 561	138, 313	77, 239	49, 273	37, 794	(f)	1, 091, 421	21, 339	10, 700	5, 894	3, 375	41, 298	1, 132, 719
Porto Rico		64, 655	44, 490	40, 265	22, 863	12, 393	8, 633	6, 377	5, 650	205, 226	3, 338	2, 125	1, 242	719	7, 424	212, 760
Virgin Islands		677	506	555	403	391	309	133	76	3, 050	41	16	5		62	3, 113

¹ Data largely taken from statistics of kindergartens, 1923-24.
² On 7-year plan.
³ Distribution estimated on basis of 32 States with 8 elementary grades.
⁴ Not including approximately 131,000 pupils in 1-teacher schools.

⁵ Ninth grade, 2,783 pupils.
⁶ 3 counties and Baltimore City on 8-year plan.
⁷ Ninth grade, 4,865 pupils.

TABLE 30.—Statistics of white and of colored school population, enrollment, and teachers in 16 States, 1923-24

State	Population, 5 to 17 years of age (inclusive)		Per cent of school population		Enrollment in elementary and secondary schools		Per cent of school population enrolled in public schools		Number of teachers	
	White	Colored	White	Colored	White	Colored	White	Colored	White	Colored
1	2	3	4	5	6	7	8	9	10	11
Alabama.....	502,085	309,037	61.9	38.1	417,237	183,938	83.1	59.5	11,813	3,212
Arkansas.....	442,104	153,723	74.2	25.8	379,656	122,102	85.9	79.4	9,624	2,468
Delaware.....	46,211	7,460	56.1	13.9	32,407	6,166	70.1	82.7	1,156	209
Dist. Columbia.....	59,271	23,625	71.5	28.5	49,153	22,862	82.9	96.8	1,755	783
Florida.....	199,364	99,533	66.7	33.3	195,204	71,114	97.9	71.4	6,201	1,511
Georgia.....	563,318	416,366	57.5	42.5	472,020	275,193	83.8	66.1	12,532	5,155
Louisiana.....	354,536	221,010	61.6	38.4	258,713	132,135	73.0	59.8	8,406	2,348
Maryland.....	306,276	64,968	82.5	17.5	207,282	49,020	67.7	75.5	6,648	1,294
Mississippi.....	283,320	310,842	47.7	52.3	272,720	288,251	96.3	92.8	9,395	5,213
North Carolina.....	613,136	285,890	68.2	31.8	544,142	248,004	88.7	87.1	16,283	5,120
Oklahoma.....	624,655	70,952	89.8	10.2	607,205	46,495	97.2	65.6	16,097	1,505
South Carolina.....	276,431	323,203	46.1	53.9	238,900	228,516	86.4	70.7	7,413	3,677
Tennessee.....	600,195	131,750	82.0	18.0	538,271	118,963	89.7	90.3	13,923	2,424
Texas.....	1,259,449	239,895	84.0	16.0	952,152	185,043	75.6	77.1	31,268	4,191
Virginia.....	498,804	219,934	69.4	30.6	398,665	157,413	79.9	71.6	12,918	3,572
West Virginia.....	448,034	23,085	95.1	4.9	376,348	23,062	84.0	99.9	12,857	806
Total.....	7,077,189	2,901,073	70.9	29.1	5,740,084	2,159,177	83.9	74.4	179,189	43,288

TABLE 31.—School term and school attendance of white and of colored pupils in 16 States, 1923-24

State	Length of school term (days)		Average number of days attended by each pupil enrolled		Per cent of school term wasted		Per cent of pupils attending daily	
	In white schools	In colored schools	In white schools	In colored schools	In white schools	In colored schools	In white schools	In colored schools
1	2	3	4	5	6	7	8	9
Alabama.....	143	112	100	78	30	31	70	69
Arkansas.....	137	130	101	80	26	31	73	69
Delaware.....	178	176	150	130	16	26	85	74
Dist. Columbia.....	180	180	148	151	18	16	82	84
Florida.....	154	114	114	84	26	26	74	74
Georgia.....	145	131	109	90	24	32	76	68
Louisiana.....	171	113	133	84	22	25	78	75
Maryland.....	187	175	152	126	18	29	81	77
Mississippi.....	158	114	113	73	28	36	72	64
North Carolina.....	146	135	110	89	25	40	75	66
Oklahoma.....	165	144	111	97	33	33	67	67
South Carolina.....	148	87	105	59	29	32	71	68
Tennessee.....							68	70
Texas.....	136	130	120	97	12	26	88	74
Virginia.....	170	144	131	92	23	34	77	70
West Virginia.....	170	160	129	113	24	30	76	70

TABLE 32.—Enrollment of white and of colored pupils in 16 States according to the year of advancement, 1923-24

Year of advancement	White pupils		Colored pupils	
	Number	Per cent of total	Number	Per cent of total
1	2	3	4	5
Kindergarten				
First	42,782	0.69	3,556	0.19
Second	1,221,694	19.75	618,963	32.96
Third	772,579	12.49	314,663	16.76
Fourth	775,189	12.53	279,357	14.88
Fifth	760,884	12.29	232,183	12.36
Sixth	673,860	10.89	172,838	9.20
Seventh	549,177	8.88	112,927	6.01
Eighth	484,166	7.83	73,248	3.90
	178,975	2.89	17,413	.93
First year high	296,423	4.79	25,608	1.36
Second year high	199,822	3.23	14,481	.77
Third year high	137,069	2.22	8,412	.45
Fourth year high	94,334	1.52	4,350	.23
Total	6,186,954	100.00	1,877,949	100.00

TABLE 33.—Enrollment of colored pupils in 16 States, 1923-24

State	Kindergarten and elementary			Secondary			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Alabama	85,547	95,235	180,782	1,046	2,110	3,156	86,593	97,345	183,938
Arkansas	58,340	61,924	120,264	699	1,139	1,838	59,039	63,063	122,102
Delaware	2,848	4,109	5,957	71	138	209	2,919	3,247	6,166
Dist. Columbia	9,117	10,081	19,198	1,288	2,376	3,664	10,405	12,457	22,862
Florida ¹	32,570	37,633	70,203	220	691	911	32,790	38,324	71,114
Georgia	127,217	145,225	272,442	1,285	1,466	2,751	128,502	146,691	275,193
Louisiana	60,582	68,645	129,227	1,363	1,545	2,908	61,945	70,190	132,135
Maryland	23,036	23,831	46,867	719	1,434	2,153	23,755	25,265	49,020
Mississippi	131,638	150,848	282,486	2,687	3,078	5,765	134,325	153,926	288,251
North Carolina	116,918	127,008	243,926	2,386	2,592	4,978	119,304	129,600	248,904
Oklahoma	22,137	22,181	44,318	785	1,392	2,177	22,922	23,573	46,495
South Carolina	104,497	122,495	226,992	510	1,014	1,524	105,007	123,509	228,516
Tennessee	55,654	59,715	115,369	1,162	2,432	3,594	56,816	62,147	118,963
Texas	85,630	88,670	174,300	3,910	6,833	10,743	89,540	95,503	185,043
Virginia	72,941	80,684	153,625	1,804	1,984	3,788	74,745	82,668	157,413
West Virginia	10,638	11,456	22,094	380	588	968	11,018	12,044	23,062
Total	999,310	1,108,740	2,108,050	20,315	30,812	51,127	1,019,625	1,139,552	2,159,177

¹ Distribution estimated.

TABLE 34.—Statistics of colored schools—Attendance and teachers in 16 States, 1923-24

State	Average daily attendance			Aggregate days attended			Teachers							
	Elementary schools		Secondary schools	Elementary schools		Secondary schools	Elementary schools		Secondary schools		Total			
	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Alabama	125,385	127,797	13,860,368	405,385	14,265,753	599	2,523	3,122	44	46	90	643	2,569	3,212
Arkansas	82,293	83,855	10,641,693	234,300	10,875,993	685	1,691	2,376	45	47	92	730	1,738	2,468
Delaware	4,373	4,567	770,344	33,276	803,620	23	172	195	6	8	14	29	180	2,009
District of Columbia	16,013	19,141	2,882,273	563,077	3,445,350	59	567	626	72	85	157	131	652	783
Florida		52,440			5,984,435							206	1,305	1,511
Georgia		188,507			24,694,417		4,483	4,982	99	74	173	596	4,557	5,155
Louisiana		98,790			11,163,270		483	1,915	483	43	90	240	1,915	2,348
Maryland		35,060			6,124,611		1,007	1,204	43	47	90	240	1,064	1,294
Mississippi		185,048			21,085,472							1,431	3,782	5,213
North Carolina		164,698			22,168,351							1,025	4,045	5,120
Oklahoma		31,262			4,498,126		237	1,115	115	75	190	352	953	1,305
South Carolina		155,561			13,546,444		716	3,605	43	29	72	759	2,918	3,677
Tennessee		83,125			17,943,458		408	1,841	66	109	175	474	1,950	2,424
Texas		137,787			14,515,066							1,966	3,195	4,191
Virginia		110,790			2,595,200							472	3,100	3,572
West Virginia		16,220			173,719,556							226	590	806
Total	1,411,552	1,411,552	173,719,556	187	173,719,556	8,740	34,543	43,288						

1 Total, not including 83,125 in Tennessee

1 Figures for 1923.

TABLE 35.—Enrollment of colored pupils by grades in 16 States, 1923-24

State	In kindergarten and elementary grades										In secondary grades					Grand total
	Kindergarten	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total of kindergarten and elementary	First year	Second year	Third year	Fourth year	Total secondary	
Alabama	1,644	3,251	2,529	2,611	2,350	2,106	1,689	1,375	1,346	18,901	1,441	822	491	331	3,085	183,808
Arkansas	1,413	3,251	2,529	2,611	2,350	2,106	1,689	1,375	1,346	18,901	1,441	822	491	331	3,085	122,102
Delaware	1,413	3,251	2,529	2,611	2,350	2,106	1,689	1,375	1,346	18,901	1,441	822	491	331	3,085	6,166
District of Columbia	1,644	3,251	2,529	2,611	2,350	2,106	1,689	1,375	1,346	18,901	1,441	822	491	331	3,085	21,986
Florida	30,414	10,500	10,500	9,941	8,027	5,155	3,268	1,847	1,051	70,203	465	268	133	65	911	71,114
Georgia	97,004	57,511	43,789	32,612	22,431	12,109	6,616	3,043	2,314	272,072	1,948	821	251	70	3,110	275,182
Kentucky	11,056	7,339	7,585	6,964	5,959	3,786	3,043	2,314	()	48,036	1,162	863	374	223	2,622	50,658
Louisiana	48,565	22,015	20,227	16,927	11,778	6,272	3,443	()	()	129,227	1,306	850	482	268	2,906	132,135
Maryland	11,376	7,111	6,958	6,958	6,385	4,972	3,373	2,324	715	43,219	857	725	501	258	2,341	45,560
North Carolina	60,645	40,085	35,999	29,894	22,180	14,202	8,519	()	()	241,434	2,709	1,496	781	877	5,653	247,087
Oklahoma	12,879	6,100	6,237	5,875	4,711	3,761	2,674	2,081	()	44,318	943	589	362	283	2,177	46,495
South Carolina	70,707	36,920	28,612	22,306	15,280	8,260	4,822	()	()	186,891	2,601	1,285	632	110	4,628	191,510
Tennessee	38,192	17,993	16,799	16,799	15,063	11,280	7,331	5,065	3,209	114,032	1,641	767	396	309	3,113	118,045
Texas	53,521	25,478	26,121	22,922	19,489	14,320	10,537	()	()	174,300	5,024	2,986	1,863	899	10,743	185,043
Virginia	45,005	28,037	26,752	20,782	17,097	10,640	6,787	()	()	152,585	2,425	1,387	1,178	299	5,269	157,874
West Virginia	3,984	3,254	3,703	3,703	2,848	2,235	1,762	1,216	1,071	22,077	373	229	197	168	968	23,045
Total	3,556	618,983	314,693	279,357	232,183	172,838	112,927	73,248	17,413	1,825,108	25,506	14,481	8,412	4,350	52,751	1,877,949

1 On seven-year basis.

CHAPTER XXI

CITY SCHOOL SYSTEMS, 1923-24

INTRODUCTION

This report presents the statistics of public schools in cities for the school year 1923-24. The cities are grouped according to the population groups as set forth by the Bureau of the Census. The various tables describe these groups with respect to size. Every city in Group I made a report. Groups II and III are 98 per cent complete. This degree of completeness is due largely to the fact that some cities were visited by field agents of the bureau, who obtained many reports by personal solicitation and collaboration. Careful estimates have been made for cities which failed to report. Summary tables are given by States for cities in Group IV. The other groups are reported in detail.

In Groups I, II, and III, 773 cities report 23,225 schools and 14,922 buildings. The schools were in session for an average of 185 days, 19.4 per cent of the population were enrolled, 81.4 per cent of those enrolled were in average daily attendance, and 36.3 pupils were enrolled per teacher employed.

TABLE 1.—Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1923-24

Items	Group I. Cities of 100,000 population and more	Group II. Cities of 30,000 to 100,000 population	Group III. Cities of 10,000 to 30,000 population	Groups I, II, and III combined, unless otherwise indicated
<i>I.—Distribution of attendance and personnel in day schools</i>				
Kindergartens:				
City school systems reporting kindergartens.....	62	127	200	389
Supervisors and principals.....	53	27	4	84
Teachers (women).....	5,924	1,905	1,258	9,087
Enrollment—				
Boys.....	174,163	44,502	27,218	245,883
Girls.....	174,564	45,000	27,419	246,983
Aggregate days' attendance.....	35,724,298	10,412,849	6,566,417	52,703,564
Average daily attendance.....	189,909	56,384	35,933	282,226
Number of schools.....	3,832	1,005	1,170	6,007
Elementary schools:				
City school systems reporting.....	68	186	519	773
Supervisors and principals.....	5,646	2,949	3,006	11,601
Teachers—				
Men.....	3,051	981	996	5,028
Women.....	87,346	34,859	33,845	156,050
Enrollment—				
Boys.....	1,868,037	673,320	677,301	3,218,658
Girls.....	1,821,809	657,433	663,822	3,142,764
Aggregate days' attendance.....	573,703,109	201,417,371	201,213,598	976,334,078
Average daily attendance.....	3,053,600	1,098,114	1,107,540	5,259,154
Number of schools.....	4,979	3,134	4,252	12,365

TABLE 1.—Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1923-24—Continued

Items	Group I. Cities of 100,000 population and more	Group II. Cities of 30,000 to 100,000 population	Group III. Cities of 10,000 to 30,000 population	Groups I, II, and III combined, unless otherwise indicated
<i>I.—Distribution of attendance and personnel in day schools—Continued</i>				
Junior high schools:				
City school systems reporting junior high schools.....	37	84	168	289
Supervisors and principals.....	258	231	195	684
Teachers—				
Men.....	1,852	892	587	3,331
Women.....	6,924	4,144	2,844	13,912
Enrollment—				
Boys.....	124,475	72,800	50,526	247,801
Girls.....	124,226	74,665	53,272	252,163
Aggregate days' attendance.....	40,810,352	22,057,292	15,915,143	78,782,787
Average daily attendance.....	218,381	121,974	88,367	428,722
Number of schools.....	245	224	227	696
High schools:				
City school systems reporting high schools.....	68	180	494	742
Supervisors and principals.....	563	372	702	1,637
Teachers—				
Men.....	9,100	3,469	3,774	16,343
Women.....	14,431	7,501	8,757	30,689
Enrollment—				
Boys.....	821,070	131,358	147,922	600,350
Girls.....	328,102	147,516	170,858	646,476
Aggregate days' attendance.....	100,642,028	42,988,197	49,793,594	193,423,819
Average daily attendance.....	537,610	234,999	274,816	1,047,425
Number of schools.....	362	263	570	1,195
Special schools for the deaf, the blind, the feeble-minded, etc.:				
City school systems reporting special schools.....	59	87	(1)	146
Supervisors and principals.....	115	21		136
Teachers—				
Men.....	174	36		210
Women.....	2,996	502		3,498
Enrollment—				
Boys.....	38,236	5,605		43,841
Girls.....	24,765	3,570		28,335
Aggregate days' attendance.....	9,903,545	1,342,130		11,245,675
Average daily attendance.....	52,466	7,225		59,691
Number of schools.....	1,821	334		2,155
Vocational schools (full-time):				
City school systems reporting vocational schools.....	29	30	(1)	59
Supervisors and principals.....	48	22		70
Teachers—				
Men.....	641	215		856
Women.....	480	144		624
Enrollment—				
Boys.....	21,038	4,013		25,051
Girls.....	15,710	1,762		17,472
Aggregate days' attendance.....	3,942,738	804,836		4,747,574
Average daily attendance.....	20,431	4,398		24,829
Number of schools.....	64	39		103
Normal schools:				
City school systems reporting normal schools.....	24	9	(1)	33
Supervisors and principals.....	29	2		31
Teachers—				
Men.....	98	1		99
Women.....	380	18		398
Enrollment—				
Boys.....	582	3		585
Girls.....	10,643	277		10,920
Aggregate days' attendance.....	1,746,563	45,311		1,791,874
Average daily attendance.....	9,383	249		9,632
Number of schools.....	32	9		41
Colleges (under city board of education):				
City school systems reporting colleges.....	4	7	(1)	11
Supervisors and principals.....	5	4		9
Teachers—				
Men.....	127	44		171
Women.....	65	33		98
Enrollment—				
Boys.....	2,350	729		3,079
Girls.....	1,604	925		2,529
Aggregate days' attendance.....	479,522	193,024		672,546
Average daily attendance.....	2,529	1,007		3,536
Number of schools.....	5	7		12

¹ The items of this class for Group III not tabulated in detail.

TABLE 1.—Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1923-24—Continued

Items	Group I. Cities of 100,000 population and more	Group II. Cities of 30,000 to 100,000 population	Group III. Cities of 10,000 to 30,000 population	Groups I, II, and III combined, unless otherwise indicated
II.—Total population and attendance and personnel in public day schools				
Total population (census 1920)	27, 449, 936	9, 275, 256	8, 292, 403	45, 017, 595
Superintendents and assistant superintendents	257	244	549	1, 050
Supervisors and principals	6, 717	3, 628	3, 909	14, 254
Teachers:				
Men	15, 043	5, 638	5, 430	26, 111
Women	118, 546	49, 106	46, 953	214, 605
Enrollment:				
Boys	2, 549, 951	932, 330	907, 693	4, 389, 974
Girls	2, 501, 423	931, 148	920, 424	4, 352, 995
Aggregate days' attendance	767, 002, 155	279, 261, 010	274, 114, 684	1, 320, 377, 849
Average daily attendance	4, 084, 209	1, 524, 440	1, 512, 299	7, 120, 948
Average length of school term in days	188	183	181	185
Total number of schools	11, 340	5, 615	6, 270	23, 225
School buildings	6, 245	3, 635	5, 042	14, 922
III.—Report of attendance and personnel in part-time and continuation schools				
City school systems reporting part-time and continuation schools	46	98	(1)	144
Supervisors and principals	91	61	(1)	152
Teachers:				
Men	640	291	(1)	931
Women	721	380	(1)	1, 101
Enrollment:				
Boys	101, 365	25, 109	(1)	126, 504
Girls	86, 318	25, 793	(1)	112, 111
Number of schools	132	123	(1)	256
IV.—Distribution of attendance and personnel in public night schools and Americanization classes				
Number of school systems reporting night schools	66	138	238	442
Number of school systems reporting Americanization classes	46	80		126
Supervisors and principals in night schools	655	188	159	1, 002
Supervisors and principals in Americanization classes	235	75		310
Teachers:				
Elementary schools	3, 674	1, 290	1, 547	6, 511
High schools	5, 729	1, 317	463	7, 509
Vocational schools	1, 820	1, 278	318	3, 416
Americanization classes	2, 414	1, 130		3, 544
Enrollment:				
Elementary schools	181, 099	39, 055	41, 911	262, 065
High schools	283, 439	62, 158	12, 935	358, 532
Vocational schools	94, 129	37, 695	8, 207	140, 031
Americanization classes	139, 635	43, 179		182, 814
V.—Distribution of attendance and personnel in public summer schools				
Number of school systems reporting summer schools	47	81	109	237
Supervisors and principals	448	125	63	636
Teachers:				
Elementary schools	5, 342	1, 202	629	7, 173
Junior high schools	221	144	56	421
High schools	2, 110	357	239	2, 706
Enrollment:				
Elementary schools	168, 674	42, 986	17, 152	228, 812
Junior high schools	7, 963	4, 336	1, 523	13, 842
High schools	74, 298	9, 734	5, 796	89, 828
VI.—Receipts of city school systems				
From the United States for vocational education	\$1, 124, 674	\$225, 245	— ⁽¹⁾	\$1, 349, 919
From the State	62, 632, 457	18, 840, 292	\$18, 489, 243	97, 961, 992
From the county	10, 724, 468	8, 099, 492	5, 360, 857	24, 184, 817
From other civil divisions for tuition	1, 063, 740	1, 359, 597	3, 030, 934	5, 454, 271

¹ The items of this class for Group III not tabulated in detail.

² Included in State moneys.

TABLE 1.—Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1923-24—Continued

Items	Group I. Cities of 100,000 population and more	Group II. Cities of 30,000 to 100,000 population	Group III. Cities of 10,000 to 30,000 population	Groups I, II, and III combined, unless otherwise indicated
VI.—Receipts of city school systems—Continued				
From general property taxes and city appropriations for maintenance	\$358,448,831	\$116,388,957	\$100,707,317	\$575,545,105
From taxation for debt service	26,405,595	11,936,210	9,124,158	47,465,963
All other local revenue	9,032,512	3,197,608	2,852,430	15,082,550
From loans and bond sales	159,843,741	33,167,021	28,128,538	221,139,300
From sales of property	1,960,410	767,223	972,155	3,699,788
Other nonrevenue receipts	762,957	902,463	1,306,065	2,971,505
Balance from previous school year	202,152,931	39,081,484	32,792,857	273,997,272
Total amount available	834,182,116	233,935,592	200,764,574	1,268,882,282
VII.—Expenses, outlays, and other payments for school purposes				
General control:				
Business	7,635,598	2,045,425	1,565,810	11,246,833
Educational	4,491,103	2,274,027	3,372,518	10,137,648
Expenses of instruction (day schools):				
Salaries and expenses of supervisors and principals	26,560,625	9,339,163	8,083,781	43,983,569
Salaries of teachers	272,484,268	84,532,034	72,057,773	429,074,075
Textbooks, school-library books, stationery, supplies, and other expenses of instruction	14,325,262	5,189,078	4,787,936	24,302,276
Expenses of instruction in part-time and continuation schools	3,312,405	874,174	388,232	4,574,811
Expenses of instruction in public night schools and Americanization classes	6,068,547	1,302,082	436,291	7,806,920
Expenses of instruction in summer schools	1,450,211	323,644	142,835	1,916,690
Operation of plant—janitors' salaries, fuel, light, etc.	34,571,645	14,583,986	13,833,252	62,988,883
Repairs and replacements	20,214,849	5,887,211	4,390,219	30,492,279
Auxiliary agencies	12,106,070	3,705,131	3,007,357	18,818,558
Fixed charges—pensions, rent, insurance, etc.	6,169,079	2,375,554	2,367,205	10,911,838
Interest on indebtedness (paid from current funds)	23,467,482	8,028,856	7,900,655	39,396,993
Total current expenses	432,857,144	140,460,365	122,333,864	695,651,373
Outlays—capital acquisition and construction	147,376,154	42,379,894	36,702,163	226,458,211
Expenses of debt service ¹	51,870,399	16,111,805	10,942,663	78,924,864
Grand total expenditures	632,103,694	198,952,064	169,978,690	1,001,034,448
VIII.—Distribution of expenses of instruction in public day schools				
Kindergartens:				
Salaries and expenses of supervisors and principals	148,883	58,449	7,410	214,742
Salaries of teachers	10,790,339	2,647,306	1,652,017	15,089,662
Total	10,939,222	2,705,755	1,659,427	15,304,404
Elementary schools:				
Salaries and expenses of supervisors and principals	20,533,235	6,809,718	5,608,224	32,951,177
Salaries of teachers	171,589,354	51,060,715	44,277,075	266,927,144
Textbooks, supplies, and other expenses of instruction	8,709,322	2,970,895	2,958,381	14,647,698
Total	200,831,911	60,850,328	52,843,680	314,525,919
Junior high schools:				
Salaries and expenses of supervisors and principals	1,309,576	713,418	455,163	2,478,157
Salaries of teachers	18,885,918	7,934,124	5,090,016	31,850,058
Textbooks, supplies, and other expenses of instruction	1,105,131	505,373	377,190	1,987,694
Total	21,300,625	9,152,915	5,862,369	26,315,909
High schools:				
Salaries and expenses of supervisors and principals	3,761,896	1,622,383	1,996,371	7,380,650
Salaries of teachers	59,827,382	21,150,339	20,872,305	101,850,006
Textbooks, supplies, and other expenses of instruction	3,470,652	1,556,905	1,437,051	6,464,608
Total	67,059,930	24,329,627	24,305,727	115,695,264

¹ Not including interest, payments made from sinking funds, and payments made from money received by issue of new bonds to redeem old bonds.

TABLE 1.—Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1923-24—Continued

Items	Group I. Cities of 100,000 population and more	Group II. Cities of 30,000 to 100,000 population	Group III. Cities of 10,000 to 30,000 population	Groups I, II, and III combined, unless otherwise indicated
VIII.—Distribution of expenses of instruction in public day schools—Continued				
Special schools for the deaf, the blind, the feeble-minded, etc.:				
Salaries and expenses of supervisors and principals.....	\$337, 283	\$42, 064	(¹)	\$379, 347
Salaries of teachers.....	7, 063, 304	901, 691	.....	7, 964, 995
Textbooks, supplies, and other expenses of instruction.....	443, 248	30, 936	.....	474, 184
Total.....	7, 843, 835	974, 691	.....	8, 818, 526
Vocational schools (full time):				
Salaries and expenses of supervisors and principals.....	249, 387	80, 740	(¹)	330, 127
Salaries of teachers.....	2, 439, 527	712, 020	.....	3, 151, 547
Textbooks, supplies, and other expenses of instruction.....	412, 181	103, 729	.....	515, 910
Total.....	3, 101, 095	896, 489	.....	3, 997, 584
Normal schools under city boards of education:				
Salaries and expenses of supervisors and principals.....	174, 553	4, 191	(¹)	178, 744
Salaries of teachers.....	1, 486, 555	32, 112	.....	1, 518, 667
Textbooks, supplies, and other expenses of instruction.....	156, 706	521	.....	157, 227
Total.....	1, 817, 814	36, 824	.....	1, 854, 638
Colleges under city boards of education:				
Salaries and expenses of supervisors and principals.....	45, 812	8, 200	(¹)	54, 012
Salaries of teachers.....	401, 900	93, 727	.....	495, 627
Textbooks, supplies, and other expenses of instruction.....	28, 022	8, 369	.....	36, 391
Total.....	475, 734	110, 296	.....	586, 030
IX.—Expenses of debt service				
Redemption of bonds by payment from—				
Current funds.....	7, 715, 849	5, 357, 834	\$4, 007, 417	17, 081, 100
Sinking funds.....	4, 365, 928	2, 391, 381	2, 445, 782	9, 203, 071
Issue of new bonds.....	4, 902, 000	4, 218, 000	6, 013, 680	15, 133, 680
Payments to sinking funds.....	8, 739, 740	3, 919, 378	1, 757, 685	14, 416, 803
Payments of interest from—				
Current funds.....	23, 467, 482	8, 028, 856	7, 900, 655	39, 396, 993
Sinking funds.....	3, 177, 105	2, 410, 969	98, 414	5, 686, 488
Redemption of short-term loans.....	34, 987, 547	6, 634, 569	5, 025, 848	46, 647, 964
Refunds and other expenses of debt service.....	427, 260	200, 024	151, 713	778, 997
Total ²	75, 337, 878	24, 215, 661	18, 843, 318	118, 396, 857
X.—Bonds and sinking funds (thousands of dollars)				
School bonds outstanding.....	622, 318	243, 524	192, 033	1, 057, 875
Other forms of school debt.....	46, 802	4, 494	6, 513	57, 809
Total amount in sinking funds.....	48, 748	13, 758	9, 079	71, 585
XI.—Taxation and values				
Assessed valuation of property taxed for school purpose (thousands of dollars).....	43, 710, 471	11, 385, 484	9, 027, 132	64, 123, 087
True valuation of property assessed for school purposes (thousands of dollars).....	51, 276, 849	15, 959, 357	14, 046, 200	81, 282, 406
Ratio of assessed valuation to true property value.....	85. 24	71. 34	64. 27	78. 89
Amount derived from tax on property (thousands of dollars).....	417, 694	138, 832	115, 556	672, 082
Average rate of taxation for all school purposes (mills).....	8. 15	8. 70	8. 23	8. 27
Value of school properties (thousands of dollars).....	1, 177, 958	487, 707	461, 063	2, 126, 728

¹ The items of this class in Group III not tabulated in detail.

² Does not include salaries of teachers in two junior colleges which did not report salaries.

³ Does not include payments from sinking funds and from receipts from new bonds issued to redeem old bonds.

TABLE 2.—Combined summary of personnel and attendance in city public schools, 1923-24, for all cities of 2,500 population and more

State	Day schools										Night schools			Summer schools		
	City school systems	Superintendents	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	City school systems	Supervisors, principals, and teachers	Enrollment	City school systems	Supervisors, principals, and teachers	Enrollment		
			Men	Women	Boys	Girls										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Continental United States.....	2,881	2,842	19,197	34,880	279,372	5,617,149	6,817,017	1,688,945,230	9,295,942	623	10,573	782,634	346	11,747	355,266	
Alabama.....	40	40	140	217	2,581	59,427	63,908	16,137,018	92,515	2	38	1,712	1	1	28	
Arizona.....	16	17	63	118	2,994	20,869	19,976	4,980,124	28,287	5	43	1,454	6	46	1,149	
Arkansas.....	41	39	96	219	1,532	37,906	38,999	10,857,054	63,285	3	22	1,065	3	6	71	
California.....	108	109	1,139	2,370	15,840	315,116	308,154	472,642	472,642	34	1,216	105,146	1	946	28,411	
Colorado.....	27	30	2,252	3,365	2,854	58,833	59,813	15,883,928	88,049	6	95	2,369	8	148	5,187	
Connecticut.....	76	81	525	510	7,026	131,378	127,810	40,027,917	216,329	34	592	19,112	7	222	7,445	
Delaware.....	4	5	33	43	455	8,808	8,883	2,700,756	14,631	1	22	948	1	34	881	
Dist. of Columbia.....	1	3	96	289	2,193	35,005	36,969	10,775,681	59,865	1	167	9,675	1	172	4,839	
Florida.....	30	35	175	151	2,182	41,179	42,299	11,661,085	68,145	3	21	612	1	(1)	92	
Georgia.....	58	73	198	451	3,836	78,945	82,874	24,219,018	134,066	4	129	4,678	3	50	989	
Idaho.....	20	25	57	170	905	18,439	18,715	5,106,959	29,243	1	2	39	2	5	109	
Illinois.....	176	164	837	2,001	19,063	397,179	391,438	130,827,099	689,989	14	1,310	61,956	13	690	20,578	
Indiana.....	93	101	816	1,436	7,487	149,802	151,983	45,866,397	251,731	22	381	11,650	6	346	14,294	
Iowa.....	82	77	544	580	5,583	92,969	95,498	28,360,283	159,081	12	147	4,770	4	63	1,665	
Kansas.....	62	60	408	560	3,994	75,984	78,142	21,860,503	125,051	8	180	6,481	13	128	3,785	
Kentucky.....	49	53	218	333	2,963	59,557	62,195	17,972,922	97,868	3	61	2,286	3	46	2,141	
Louisiana.....	38	35	202	246	2,974	57,831	59,499	16,439,015	83,577	2	197	13,760	4	24	484	
Maine.....	56	53	168	290	2,489	40,358	39,733	12,138,263	68,177	11	221	5,360	1	6	141	
Maryland.....	17	26	257	417	3,083	66,915	67,868	20,710,286	110,338	1	250	17,108	1	99	4,332	
Massachusetts.....	169	176	1,252	1,943	18,099	338,836	330,882	103,948,085	573,454	75	2,377	63,261	33	705	24,749	
Michigan.....	93	101	883	1,649	11,894	232,975	229,324	70,664,272	372,357	37	1,303	51,852	20	698	21,889	
Minnesota.....	59	70	431	714	6,478	109,921	112,793	34,477,426	189,259	21	375	9,803	9	409	12,977	
Mississippi.....	32	34	116	93	1,340	27,097	30,322	7,787,888	43,721	4	4	21	4	66	1,336	
Missouri.....	63	68	484	864	6,915	154,641	156,605	43,742,941	237,239	5	668	20,453	6	842	17,049	
Montana.....	17	16	79	59	1,035	18,459	18,824	5,302,961	29,908	1	1	17	2	28	7,885	

Nebraska.....	81	202	261	46,808	48,025	14,061,112	87,943	7	324	8,314	8	67	2,087
Nevada.....	3	2	12	2,211	2,107	620,511	3,547	1			1	2	54
New Hampshire.....	27	95	196	19,929	1,226	6,081,519	34,821	11	184	4,040	2	44	1,016
New Jersey.....	123	916	1,502	267,058	259,311	81,031,101	427,793	41	1,063	34,575	24	1,111	34,346
New Mexico.....	12	42	49	8,547	8,580	2,303,891	12,934	1	7	331	2	20	423
New York.....	171	2,360	4,633	833,551	805,338	249,333,383	1,320,410	74	2,806	126,978	15	1,495	49,400
North Carolina.....	55	215	291	65,849	70,132	19,001,243	1,391	5	59	1,391	6	66	2,069
North Dakota.....	12	48	80	9,727	10,377	3,118,272	17,423	3	36	869	2	11	268
Ohio.....	145	1,185	2,619	354,972	351,985	111,923,768	611,923	30	1,174	35,603	28	915	26,496
Oklahoma.....	63	334	4,676	81,052	83,809	22,614,681	128,420	5	1,110	4,492	7	128	2,513
Oregon.....	23	167	265	44,936	45,476	13,236,541	71,735	4	157	5,495			
Pennsylvania.....	310	1,498	3,526	542,264	540,182	166,590,677	860,859	41	1,492	53,132	33	873	24,842
Rhode Island.....	27	187	224	53,697	54,236	15,641,181	86,838	15	435	12,696	3	23	666
South Carolina.....	32	122	158	38,253	42,033	10,909,460	61,796	5	56	779	3	27	432
South Dakota.....	14	81	97	11,699	12,219	3,728,325	20,897	4	20	326	2	25	784
Tennessee.....	47	189	323	66,773	74,674	19,344,932	110,449	4	120	3,960	2	101	3,742
Texas.....	118	624	1,063	178,322	185,006	49,316,247	278,954	9	373	14,429	16	231	7,437
Utah.....	17	105	373	32,596	32,033	9,496,395	54,342	3	25	527	1	2	75
Vermont.....	29	65	79	13,262	13,566	3,957,927	23,261	4	27	735			
Virginia.....	39	248	308	66,766	72,431	20,832,813	115,702	7	238	7,613	11	285	7,319
Washington.....	35	334	624	81,082	81,304	23,774,503	129,889	8	142	9,823	7	90	1,917
West Virginia.....	36	201	431	42,551	43,595	13,226,204	74,314	6	51	1,190	10	164	4,394
Wisconsin.....	82	422	924	117,653	117,780	36,306,275	300,081	12	825	34,293	12	279	9,529
Wyoming.....	8	58	48	9,452	9,607	2,669,022	15,131	5	49	773	1	6	141

! Including estimates for all cities not reporting.
 ; Not reported.



TABLE 3.—Combined summary of expenditures, value of school properties, and number of schools and buildings in city public school systems, 1923-24, for all cities of 2,500 population and more

State	1									
	2	3	4	5	6	7	8	9	10	Capital outlays
Continental United States.....	34,315	24,459	2,644,283	\$568,697,665	\$7,931,233	\$1,970,630	\$48,090,659	\$846,126,707	\$272,799,636	
Alabama.....	287	284	13,523	2,901,816	7,214	2,845	100,256	3,727,195	1,312,301	
Arizona.....	159	171	9,955	1,854,875	8,151	10,852	93,313	2,687,732	700,214	
Arkansas.....	244	239	9,917	1,934,811	731,018	450	146,872	2,584,318	352,535	
California.....	1,963	1,922	159,476	37,050,805	57,921	133,644	1,452,739	51,310,009	26,323,353	
Colorado.....	364	267	23,877	6,051,999	238,243	29,488	440,405	8,627,633	3,756,891	
Connecticut.....	1,099	835	58,534	12,866,231	7,200	31,199	736,833	19,069,529	4,076,793	
Delaware.....	45	42	3,708	892,799	71,964	5,826	23,135	1,250,260	246,514	
District of Columbia.....	295	157	15,242	4,554,521	9,343	19,870	355,855	6,060,989	741,004	
Florida.....	183	168	12,469	2,329,008	6,142	7,948	86,896	5,977,730	3,604,961	
Georgia.....	478	427	19,494	4,580,003	302	350	272,861	2,436,982	262,102	
Idaho.....	111	111	6,864	1,538,567	483,268	275,543	272,861	2,436,982	262,102	
Illinois.....	1,905	1,342	192,466	41,745,458	108,368	113,783	1,098,453	62,378,034	13,520,394	
Indiana.....	925	701	76,482	15,078,728	21,732	11,018	1,327,330	23,086,300	7,514,990	
Iowa.....	809	551	55,493	9,790,296	33,494	26,543	1,208,679	15,143,528	4,195,749	
Kansas.....	611	454	32,803	6,940,867	15,449	7,638	722,118	10,538,176	3,868,022	
Kentucky.....	408	311	17,302	4,035,988	62,698	3,659	133,378	5,493,314	1,240,867	
Louisiana.....	328	257	17,114	4,004,971	34,030	600	358,450	6,594,396	1,780,240	
Maine.....	140	694	14,274	3,083,554	79,978	19,777	20,386	4,618,479	948,801	
Maryland.....	375	232	19,903	6,068,020	768,199	92,370	608,266	8,712,402	5,598,338	
Massachusetts.....	2,533	2,241	161,005	36,434,109	368,607	185,289	1,580,181	54,743,699	11,776,968	
Michigan.....	1,735	928	137,943	25,191,887	146,557	75,269	3,895,416	40,264,475	14,167,874	
Minnesota.....	1,929	497	71,251	12,613,760	178,286	4,116	1,714,477	21,407,756	9,272,697	
Mississippi.....	175	145	7,423	1,401,797	280	57,977	57,977	1,853,493	630,268	
Missouri.....	1,600	608	66,624	13,677,071	76,057	137,405	1,101,511	21,862,417	6,439,524	
Montana.....	138	122	9,355	1,897,000	28,824	12,012	315,314	3,016,318	322,809	
Nebraska.....	399	237	31,369	4,975,289	21,963	360	587,850	7,703,867	2,779,278	
Nevada.....	16	14	1,256	1,235,668	473,053	1,536	21,963	3,377,843	53,356	
New Hampshire.....	316	261	9,987	1,865,457	1,618	1,536	174,504	3,045,179	314,270	
New Jersey.....	1,477	813	139,696	30,794,394	3,063	164,532	3,963,144	47,304,854	14,045,690	
New Mexico.....	64	52	3,079	716,567	1,618	3,063	64,384	1,013,673	145,686	

New York.....	1,833	412,519	108,769,289	2,449,699	9,874,243	159,440,060	57,555,028
North Carolina.....	292	24,951	4,184,363	8,204	353,077	5,604,722	2,881,163
North Dakota.....	59	6,699	1,032,021	4,273	110,845	1,682,310	87,227
Ohio.....	1,834	229,799	38,049,656	367,913	6,111,548	59,628,790	18,803,069
Oklahoma.....	393	33,118	6,853,284	23,885	771,541	10,046,728	3,395,444
Oregon.....	208	17,286	4,334,233	37,784	238,453	5,839,154	2,770,343
Pennsylvania.....	2,166	250,060	48,805,938	467,537	3,862,556	75,604,318	24,769,897
Rhode Island.....	436	18,437	4,607,612	97,516	348,310	6,980,036	1,025,604
South Carolina.....	192	10,391	1,816,914	6,358	73,787	2,299,653	1,549,764
South Dakota.....	85	7,993	1,218,633	7,636	184,313	2,011,005	472,807
Tennessee.....	292	18,587	3,793,148	25,993	106,003	5,033,727	1,029,060
Texas.....	887	64,870	12,734,347	89,186	952,227	17,209,510	5,091,498
Utah.....	148	12,742	2,751,435	12,693	316,995	4,209,135	403,671
Vermont.....	173	4,664	1,096,960	3,110	6,480	1,702,879	147,935
Virginia.....	273	22,472	5,005,169	66,780	225,399	6,775,804	2,142,526
Washington.....	365	35,430	8,145,163	52,690	723,162	11,940,953	1,539,187
West Virginia.....	267	24,240	4,208,524	10,330	241,252	6,011,612	1,202,203
Wisconsin.....	537	66,798	12,550,309	181,863	324,125	19,437,915	4,610,479
Wyoming.....	71	4,193	1,021,661	1,057	3,445	1,427,809	395,877

¹ Includes interest paid from current funds only.

TABLE 4.—Summary of personnel and attendance in city public schools, 1923-24
GROUP IV.—CITIES OF 2,500 TO 10,000 POPULATION

State	Population	Day schools										Night schools			Summer schools		
		City school systems	Super-intendents	Super-visors and principals	Teachers		Enrollment		Aggregate attendance	Average daily attendance	City school systems reporting	Super-visors, principals, and teachers	Enrollment	City school systems reporting	Super-visors, principals, and teachers	Enrollment	
					Men	Women	Boys	Girls									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Continental United States	9,868,969	12,108	1,792	4,943	8,769	64,767	1,227,175	1,264,022	368,567,381	2,174,994	181	1,135	22,006	109	811	22,784	
Alabama	126,977	29	27	24	56	607	15,531	16,635	4,044,969	23,064	1	2	38	1	1	26	
Arizona	75,683	14	15	66	94	677	13,250	13,165	3,365,423	18,619	4	30	1,028	5	46	1,149	
Arkansas	151,462	36	34	42	782	782	20,798	22,188	5,935,084	34,826	15	88	3,307	1	4	112	
California	364,065	77	58	260	420	2,864	44,322	53,083	15,360,500	86,927	2	3	36	3	25	47	
Colorado	90,743	20	20	86	122	877	16,609	16,838	4,353,372	25,453	2	3	3	3	2	4	
Connecticut	228,992	48	44	84	93	1,505	26,554	26,206	7,944,944	43,479	9	26	590	1	2	29	
Delaware	10,569	3	3	9	9	65	1,183	1,205	373,340	1,982	2	11	210	1	1	43	
Florida	119,067	24	30	92	71	837	16,204	16,916	4,562,750	27,180	2	11	210	1	2	29	
Georgia	202,532	46	56	47	137	1,139	20,921	23,054	6,486,782	36,305	1	1	1	1	1	43	
Idaho	82,643	18	23	35	137	683	13,747	14,066	3,772,776	21,774	1	1	1	1	2	29	
Illinois	592,583	120	107	156	356	3,323	60,593	61,077	19,168,384	104,900	1	1	35	3	96	4,393	
Indiana	311,080	62	62	260	422	1,761	35,752	36,750	11,238,420	63,437	3	26	601	1	2	14	
Iowa	271,345	63	56	178	225	2,080	30,665	33,299	9,335,225	54,880	2	4	63	1	3	53	
Kansas	200,215	45	43	183	223	1,458	29,956	27,724	7,908,222	44,950	1	7	154	4	13	208	
Kentucky	194,446	41	40	64	145	1,148	23,174	24,685	7,037,400	39,149	1	7	154	2	5	77	
Louisiana	132,015	32	21	44	91	894	16,620	17,208	4,881,296	27,896	1	1	1	2	9	120	
Maine	212,638	47	43	86	196	1,444	23,692	23,611	7,045,636	40,020	2	31	373	1	6	141	
Maryland	52,247	12	15	44	50	324	6,091	6,572	1,896,171	10,362	1	1	1	1	1	1	
Massachusetts	506,171	103	92	245	305	3,091	51,924	51,131	16,281,863	91,158	17	82	825	2	7	122	
Michigan	335,958	63	60	293	367	2,464	44,205	45,804	14,103,966	74,189	14	59	1,357	7	28	1,052	
Minnesota	225,871	48	49	153	220	1,953	29,245	31,454	9,554,004	63,265	14	147	2,613	3	31	826	
Mississippi	103,920	23	25	67	48	610	12,141	13,043	3,320,828	18,519	1	1	1	1	1	1	
Missouri	231,978	50	44	114	177	1,495	29,842	30,704	8,471,331	48,569	3	49	1,199	1	1	21	
Montana	51,806	11	10	17	14	338	5,962	5,966	1,728,859	9,633	1	1	17	1	4	188	

Nebraska.....	122,697	26	-22	81	118	912	15,982	16,937	4,737,344	36,793	4	71	1,509	4	20	664
Nevada.....	7,382	2	2	1	6	47	719	675	210,590	1,204	1	36	344	1	2	54
New Hampshire.....	86,022	10	17	21	276	465	7,014	6,642	2,035,238	11,787	2	26	485	2	44	1,010
New Jersey.....	397,533	81	53	199	276	2,910	53,412	53,599	16,217,047	87,270	8	26	485	6	23	723
New Mexico.....	49,803	11	11	29	44	334	6,253	6,370	1,728,271	9,728	1	73	1,592	1	2	16
New York.....	486,798	111	64	228	319	3,635	60,150	60,738	18,408,848	99,651	23	73	1,592	1	6	56
North Carolina.....	179,883	41	35	62	263	1,323	26,835	28,385	7,870,022	44,709	1	3	48	3	39	1,315
North Dakota.....	41,792	9	9	22	35	298	4,512	4,892	1,452,745	8,238	1	7	12	1	1	96
Ohio.....	504,692	95	86	268	334	2,930	58,833	59,475	18,173,402	103,251	4	22	305	9	74	2,082
Oklahoma.....	222,216	51	45	170	336	1,794	37,486	39,014	10,778,216	61,156	1	15	45	3	9	143
Oregon.....	90,432	19	16	72	116	1,732	13,678	13,756	3,704,265	21,550	2	36	287	3	9	143
Pennsylvania.....	1,149,595	231	126	366	970	6,133	132,173	133,672	41,846,432	228,982	11	68	823	12	125	4,159
Rhode Island.....	87,818	16	16	44	53	453	9,104	9,277	2,737,599	14,982	4	26	412	1	3	110
South Carolina.....	121,203	26	23	44	85	857	19,532	22,094	5,460,321	32,136	2	27	324	2	20	265
South Dakota.....	62,133	12	10	46	68	458	7,202	7,755	2,358,381	13,198	3	14	187	1	3	40
Tennessee.....	163,518	41	36	58	128	962	20,681	23,108	5,838,667	34,896	1	5	48	1	3	40
Texas.....	394,066	88	78	189	381	2,525	55,891	58,701	16,023,350	88,410	5	26	412	5	17	272
Utah.....	54,367	14	13	38	202	445	10,767	10,704	3,103,407	18,325	1	27	87	1	17	272
Vermont.....	117,465	26	20	44	56	620	9,136	9,202	2,720,019	16,032	2	9	102	4	34	476
Virginia.....	123,723	28	20	57	83	860	16,089	16,048	4,789,651	26,839	2	7	258	3	8	79
Washington.....	106,718	25	23	77	141	802	16,283	16,761	4,589,273	25,686	2	7	258	3	8	79
West Virginia.....	106,651	25	18	84	189	762	15,023	15,680	4,604,609	25,931	2	5	65	6	81	2,112
Wisconsin.....	282,439	61	54	98	294	1,825	29,451	30,962	9,097,805	154,546	10	77	1,938	4	15	217
Wyoming.....	32,072	6	6	35	36	276	4,898	5,109	1,407,384	8,129	4	37	1,690	4	6	217

! Includes estimates for all cities not reporting.

TABLE 5.—Summary of expenditures, value of school properties, and number of schools and school buildings in city public school systems, 1923-24

GROUP IV.—CITIES OF 2,500 TO 10,000 POPULATION

State	Number of schools	Number of school buildings	Value of school properties (thousands of dollars)	Salaries of supervisors, principals, and teachers in day schools	Night school and Americanization class expenses	Summer school expenses	Interest on indebtedness	Total current expenses	Capital outlays
1	2	3	4	5	6	7	8	9	10
Continental United States	11,090	9,537	537,535	\$95,640,021	\$124,313	\$53,940	\$7,723,668	\$149,505,336	\$46,341,625
Alabama	107	91	3,231	529,968	450		47,342	756,742	788,155
Arizona	111	136	6,745	1,255,135	6,638	10,852	30,832	1,873,749	261,257
Arkansas	164	164	3,959	800,546			67,847	1,233,375	131,863
California	503	482	26,127	5,752,050	12,700	818	273,959	8,245,006	3,687,366
Colorado	125	121	5,356	1,417,095	230	7,090	124,814	2,125,674	297,839
Connecticut	399	378	8,052	2,057,122	6,288		118,643	3,337,492	721,993
Delaware	11	10	861	89,486			9,390	125,777	6,666
Florida	94	85	5,783	919,664			132,578	1,279,824	334,369
Georgia	150	159	5,492	1,095,541			32,194	1,470,776	342,738
Idaho	89	88	4,736	1,126,397			182,129	1,773,615	172,098
Illinois	475	437	38,175	4,382,290		330	239,188	6,745,954	2,960,405
Indiana	280	257	13,931	2,856,893	2,007	150	132,342	4,337,967	1,075,981
Iowa	339	244	17,087	2,938,508	40	360	352,692	4,563,768	1,205,775
Kansas	238	202	12,114	2,249,466		975	185,638	3,349,900	593,648
Kentucky	182	152	5,970	1,193,620		250	72,627	1,741,233	704,145
Louisiana	114	116	5,668	1,198,319			69,914	1,762,238	518,116
Maine	534	504	7,515	1,558,075	3,746	600	7,846	2,425,107	619,122
Maryland	48	46	1,670	350,306			1,136	465,682	93,206
Massachusetts	764	694	20,622	4,603,832	5,969	1,700	72,515	7,252,151	1,183,325
Michigan	520	345	26,036	4,145,684	6,166	5,061	496,376	7,122,964	2,360,621
Minnesota	295	211	23,412	3,252,324	20,135	1,203	306,549	5,759,568	2,714,490
Mississippi	84	67	2,928	615,747			10,500	826,515	335,838
Missouri	245	232	13,411	2,018,951	1,528		271,452	4,428,363	1,711,913
Montana	57	55	3,335	494,692			204,196	836,177	201,669
Nebraska	186	136	8,454	1,480,745	11,306	2,395	78,008	2,247,270	836,317
Nevada	6	5	370	93,325		360		123,746	9,061
New Hampshire	153	132	2,128	529,592	2,403	1,536	8,754	838,355	154,608
New Jersey	417	274	27,185	5,324,382	4,905	3,735	546,867	8,469,969	3,162,940
New Mexico	54	43	2,299	522,048		688	32,190	727,240	89,225
New York	532	343	36,849	6,206,362	17,733		889,900	10,090,631	5,357,071
North Carolina	14	137	9,601	1,509,889			75,113	1,890,146	1,445,273
North Dakota	44	35	2,535	458,553		364	51,799	780,870	80,569
Ohio	457	388	35,942	4,617,206	1,082	1,166	643,475	7,785,602	2,524,049
Oklahoma	244	231	13,101	2,508,841		150	299,500	3,688,548	1,025,149
Oregon	90	87	4,478	1,101,461			97,925	1,578,441	304,179
Pennsylvania	887	748	54,699	9,858,943	5,345	2,025	845,169	16,161,806	4,068,046
Rhode Island	167	157	2,380	528,921	3,190	500		889,237	100,806
South Carolina	133	125	4,688	635,370	5,695	1,800	19,573	1,043,699	206,856
South Dakota	66	61	4,758	718,184	862		78,455	1,181,148	74,231
Tennessee	158	138	5,294	987,224			80,966	1,361,328	267,976
Texas	308	394	15,485	2,919,982		600	232,317	3,978,933	844,141
Utah	96	88	3,478	836,308			35,026	1,331,794	134,746
Vermont	190	148	3,260	779,540	279			1,238,128	133,253
Virginia	97	84	5,606	926,042	343	828	60,447	1,267,244	447,821
Washington	113	122	5,698	1,272,988	1,220	180	81,202	1,883,642	361,612
West Virginia	122	119	7,414	1,383,164	400	2,870	48,231	1,876,518	634,075
Wisconsin	368	233	17,694	2,728,489	3,287	2,354	122,508	4,446,015	949,765
Wyoming	37	33	1,963	506,866	420		3,445	756,489	64,656

1 Includes estimates for all cities not reporting.

COMPARATIVE DATA

The following tabulation presents some comparisons between 1922 and 1924 for cities in the first three groups:

Pupils per teacher, salary of teachers, and per pupil cost of instruction, for certain types of schools in Groups I, II, and III

Type of school	1922			1924		
	Average number of pupils enrolled per teacher	Average annual salary of teachers	Average annual cost of instruction per pupil enrolled	Average number of pupils enrolled per teacher	Average annual salary of teachers	Average annual cost of instruction per pupil enrolled
Kindergarten.....	50.2	\$1,524	\$30.76	54.2	\$1,561	\$31.08
Elementary.....	37.6	1,517	47.51	39.5	1,676	49.44
Junior high.....	28.9	1,638	64.63	28.9	1,847	72.78
High.....	25.7	1,938	86.89	26.5	2,166	92.79
Special.....	19.6	1,909	103.92	19.5	2,148	122.18
Vocational.....	27.5	2,056	98.09	28.7	2,129	94.01
Normal.....	18.8	2,534	160.09	23.2	3,066	161.20

Slight increases are noted in size of classes in kindergartens, elementary schools, high schools, normal schools, and vocational schools. The salary trend is upward for every type of school, the largest increase being in city normal schools, where a 20 per cent increase occurs. Per pupil cost of instruction increases for every type of school excepting vocational schools. The data for city colleges are too incomplete to make comparisons with 1922.

PER CAPITA COSTS

No tables are presented in this bulletin showing per capita costs of education in cities, as that material was presented in Statistical Circular No. 4. A study of 35 representative cities in Group I shows an average total cost, excluding debt service, of \$95.64 per pupil in average daily attendance, which is an increase of \$10.96 over that for 30 representative cities of this class for 1922. This is an expenditure of 3.4 per cent for general control, 76.9 per cent for instruction, 9.6 per cent for operation of plant, 5.6 per cent for maintenance, 2.5 per cent for auxiliary agencies, and 2 per cent for fixed charges.

In Group II, 55 representative cities had an average total cost of \$87.12 per pupil, an increase of \$7.08 over the average for 40 representative cities of this class for 1922. Of this total expenditure, 3.4 per cent is for general control, 77 per cent for instruction, 11.1 per cent for operation of plant, 4 per cent for maintenance, 2.8 per cent for auxiliary agencies, and 1.7 per cent for fixed charges.

In Group III, 55 representative cities have an average total cost of \$73.90 per pupil in average daily attendance, an increase of \$0.18 over that for 50 representative cities of this class for 1922. Of this

total cost, 3.6 per cent is for general control, 77.9 per cent for instruction, 11.5 per cent for operation of plant, 3.6 per cent for maintenance, 1.9 per cent for auxiliary agencies, and 1.5 per cent for fixed charges.

In Group IV, 50 representative cities show an average total cost per pupil of \$74.91, an increase of \$10.78 over that for 50 representative cities of this class for 1922. The total cost is divided as follows: 5.5 per cent for general control, 72.3 per cent for instruction, 13 per cent for operation of plant, 3.9 per cent for maintenance, 3.6 per cent for auxiliary agencies, and 1.7 per cent for fixed charges.

The total range of per pupil costs for 1924 for the cities included above is as follows: Group I, from \$35.74 to \$133.32; Group II, \$35.52 to \$125.05; Group III, \$24 to \$110.85; and Group IV, from \$34.25 to \$165.51.

The following tables present in detail the personnel and financial statistics for cities of 10,000 population or more:

TABLE 6.—Personnel, number of day schools and school buildings, city public schools, 1923-24

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

1 Cities	2 Popu- lation, 1920	3 Average school term (days)	4 Super- intend- ents and assist- ant super- intend- ents	5 Super- visors and prin- cipals	6 Teachers		7 Enrollment		8 Boys	9 Girls	10 Aggregate attendance (days)	11 Average daily attend- ance	12 Num- ber of schools	13 School build- ings
					Men	Women	Boys	Girls						
Alabama: Birmingham.....	178,806	176	3	46	95	892	20,683	22,266	64	60	32,799	64		
California: Los Angeles.....	579,877	188	9	319	746	4,990	97,743	96,484	261	551	142,312	261		
Oakland.....	216,261	185	4	82	149	1,200	24,426	24,047	57	136	37,444	57		
San Francisco.....	508,676	202	6	107	188	1,741	36,294	34,883	103	161	54,437	103		
Colorado: Denver.....	266,491	182	4	81	148	1,229	27,949	28,634	80	138	40,483	80		
Connecticut: Bridgeport.....	143,555	186	3	51	36	657	13,183	12,680	35	78	22,879	35		
Hartford.....	138,098	183	1	33	83	838	14,182	13,625	21	32	21,705	21		
New Haven.....	162,637	190	4	78	92	805	17,630	16,464	62	96	29,578	62		
Delaware: Wilmington.....	110,168	184	2	33	34	390	7,625	7,678	32	34	12,649	32		
District of Columbia: Washington.....	437,571	180	3	95	289	2,193	35,005	36,969	157	295	59,865	157		
Georgia: Atlanta.....	208,560	182	4	87	173	1,203	22,445	22,667	66	103	42,499	66		
Illinois: Chicago.....	2,701,706	196	7	300	1,065	10,236	232,169	226,940	393	734	409,938	393		
Indiana: Indianapolis.....	314,194	178	4	128	206	1,339	37,415	28,840	87	87	45,054	87		
Iowa: Des Moines.....	126,468	178	1	48	90	774	14,404	14,522	89	108	23,080	89		
Kansas: Kansas City.....	101,177	172	1	59	63	517	11,237	11,345	58	94	18,452	58		
Kentucky: Louisville.....	242,068	186	5	76	112	916	19,483	20,367	74	128	31,296	74		
Louisiana: New Orleans.....	387,219	177	6	102	119	1,443	27,748	28,233	92	162	42,827	92		
Maryland: Baltimore.....	783,826	188	5	187	323	2,413	63,571	53,661	150	288	87,149	150		

TABLE 6.—Personnel, number of day schools and school buildings, city public schools, 1923-24—Continued
GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

Cities	1	2	Average school term (days)	3	4	5	Teachers		Enrollment		10	11	12	13
							6	7	8	9				
Massachusetts:														
Boston		748,090	185	107	6	478	2,947	70,143	68,063	21,070,873	113,789	163	280	
Cambridge		108,694	176	41	2	65	4,404	10,181	9,137	2,776,407	15,766	78	42	
Fall River		120,465	183	27	2	40	601	10,009	9,972	3,043,540	16,620	82	55	
Lowell		112,759	175	20	1	59	601	6,918	6,829	2,206,235	12,639	58	69	
New Bedford		121,217	190	52	3	26	563	10,073	10,158	3,304,734	17,388	65	38	
Springfield		120,614	191	49	1	116	728	12,531	12,035	3,804,715	19,972	71	44	
Worcester		179,754	188	54	3	94	862	20,893	21,065	5,561,341	29,582	127	72	
Michigan:														
Detroit		988,678	190	212	3	551	4,076	90,770	87,686	26,734,814	140,759	429	210	
Grand Rapids		137,634	192	61	3	-121	814	11,925	11,955	3,935,699	20,499	110	44	
Minnesota:														
Minneapolis		380,582	183	105	5	216	2,001	39,011	39,697	12,047,675	65,834	203	96	
St. Paul		234,668	183	73	3	110	1,103	20,028	19,543	6,015,728	32,828	189	72	
Missouri:														
Kansas City		324,410	190	101	4	287	1,614	32,851	32,420	9,880,855	52,022	180	93	
St. Louis		772,897	190	152	7	254	2,380	61,216	60,784	16,878,060	88,832	320	126	
Nebraska:														
Omaha		191,601	186	67	4	90	1,064	19,529	19,523	5,969,482	32,225	109	57	
New Jersey:														
Camden		116,309	187	40	1	63	589	11,651	11,241	3,189,382	17,061	70	42	
Jersey City		298,103	192	54	3	121	1,104	24,643	23,549	7,615,619	39,768	69	39	
Newark		414,524	186	75	6	286	1,798	42,879	41,065	12,800,699	66,106	190	66	
Paterson		136,875	192	50	2	87	727	13,133	12,428	4,062,252	21,200	74	26	
Trenton		119,289	189	42	1	74	536	9,954	9,795	3,005,392	15,901	68	32	
New York:														
Albany		113,344	190	38	1	33	420	7,598	6,902	2,140,802	11,267	97	20	
Buffalo		506,775	188	100	7	169	2,419	38,823	36,431	11,749,309	62,496	259	230	
New York		5,620,048	190	1,141	35	3,234	23,344	558,633	536,351	165,181,950	868,934	1,623	620	
Rochester		266,750	184	126	13	261	1,482	28,187	23,486	7,578,536	41,112	169	57	
Syracuse		171,717	181	46	12	89	1,700	13,842	13,567	4,102,978	22,068	90	41	
Yonkers		100,176	185	47	3	61	562	10,682	10,028	3,310,783	17,890	58	28	

TABLE 6.—Personnel, number of day schools and school buildings, city public schools, 1923-24—Continued
 GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

Cities	1	2	3	4	5	Teachers		Enrollment		10	11	12	13
						Men	Women	Boys	Girls				
California—Continued.													
Pasadena.....		45,354	176	1	22	106	437	8,066	7,614	2,079,741	11,817	48	28
Sacramento.....		63,906	188	2	35	67	437	7,200	7,917	2,179,473	11,612	41	24
San Diego.....		78,831	189	2	26	92	484	9,260	9,027	2,781,229	14,733	52	34
San Jose.....		39,642	131	3	13	46	262	5,128	5,166	1,529,508	8,451	19	10
Stockton.....		40,296	181	1	8	67	205	4,800	4,559	1,406,287	7,769	29	22
Colorado:													
Colorado Springs.....		30,105	180	1	27	32	196	4,115	4,043	1,063,780	6,021	35	21
-- Pueblo--													
District No. 1.....		43,050	177	1	15	13	121	2,342	2,370	605,340	3,420	17	9
District No. 20.....			177	1	16	14	176	3,258	3,301	877,442	4,957	21	12
Connecticut:													
Meriden.....		34,764	181	1	24	13	163	3,030	3,017	942,248	5,194	29	19
New Britain.....		59,316	187	1	17	24	324	6,851	6,901	1,846,064	9,872	32	24
Stamford.....		40,067	185	2	23	16	269	5,348	5,112	1,502,900	8,471	30	20
Waterbury.....		91,715	185	3	28	55	546	9,104	8,816	2,750,680	14,868	58	34
Florida:													
Jacksonville.....		91,558	180	1	27	27	527	9,014	9,140	2,604,148	14,467	23	23
Pensacola.....		31,035	164	1	18	8	149	2,517	2,812	746,839	4,556	18	20
Tampa.....		51,608	180	1	10	14	252	4,792	4,831	1,522,425	8,458	12	14
Georgia:													
Augusta.....		52,548	183	1	17	33	307	6,302	7,013	1,745,334	9,538	70	59
Columbus.....		31,125	177	1	5	21	149	3,428	3,611	1,059,632	6,061	28	16
Macon.....		52,995	189	1	13	36	296	7,151	7,638	2,142,315	11,335	46	46
Savannah.....		83,252	182	3	16	24	244	6,183	7,240	1,953,224	10,732	18	17
Illinois:													
Aurora--													
East side.....		36,397	191	1	8	15	107	1,902	1,884	600,964	3,147	18	9
West side.....			184	1	5	13	68	1,143	1,199	355,994	1,935	10	6
Danville.....		44,995	190	1	13	5	124	4,301	4,124	1,422,255	7,486	15	15
Decatur.....		33,776	186	2	4	14	180	3,718	3,640	1,208,108	6,497	17	17
Decatur.....		43,818	180	1	18	33	246	4,542	4,708	1,353,048	7,549	17	17

	194	1	20	25	202	6,403	6,306	2,016,870	10,401	36	37
East St. Louis.....	66,797	1	5	4	128	2,036	1,905	581,844	3,025	21	9
Evanston.....	37,224	2	2	2	64	1,102	1,067	347,560	1,931	8	4
District No. 75.....	38,442	1	23	16	195	3,968	3,535	1,036,935	6,098	45	20
District No. 76.....	30,734	1	19	10	152	2,823	2,737	828,307	4,589	32	14
Joliet.....	39,858	1	15	10	196	3,176	3,000	886,420	5,332	20	10
Moline.....	76,121	1	35	54	379	7,415	7,838	2,254,134	12,119	52	23
Oak Park.....	35,978	1	18	25	158	2,947	2,558	868,003	4,832	22	10
Peoria.....	65,651	1	29	47	386	6,050	6,018	1,930,966	10,438	52	23
Quincy.....	36,177	1	16	17	158	2,737	2,701	819,168	4,452	32	21
Rockford.....	59,183	1	22	47	312	5,961	5,847	1,794,373	9,606	33	16
Rock Island.....	35,967	1	14	28	169	3,767	3,582	1,134,196	5,969	16	8
Springfield.....	85,264	1	28	82	352	6,636	6,631	2,342,291	12,263	64	19
East Chicago.....	86,549	1	37	76	364	6,989	6,873	2,019,405	11,035	47	24
Evansville.....	55,378	2	20	54	280	7,087	7,087	2,280,684	11,209	36	16
Fort Wayne.....	36,004	1	17	31	237	4,301	4,119	1,391,575	7,310	31	17
Gary.....	30,067	1	21	17	134	3,214	3,364	890,637	5,003	13	13
Hammond.....	36,524	1	25	47	205	3,820	3,680	1,130,904	6,284	14	14
Kokomo.....	70,963	2	19	56	420	7,989	7,856	2,313,260	12,175	39	22
Muncie.....	66,063	2	39	39	406	6,755	7,294	2,160,300	11,370	49	31
South Bend.....	45,566	1	20	24	327	4,639	4,614	1,496,472	8,133	43	28
Terre Haute.....	30,162	2	22	24	216	4,438	4,370	1,324,066	7,455	35	18
Iowa:.....	56,777	1	25	38	271	5,121	4,901	1,501,480	7,821	51	22
Cedar Rapids.....	39,141	1	13	12	144	2,225	2,178	676,424	3,698	28	13
Council Bluffs.....	71,227	2	48	40	416	7,104	7,133	2,392,125	13,364	59	31
Davenport.....	36,230	1	23	10	110	2,037	2,037	648,675	3,551	23	12
Dubuque.....	50,022	1	23	7	100	1,766	1,838	659,870	3,473	15	8
Des Moines.....	72,217	1	26	29	259	5,360	5,309	1,476,271	8,608	50	26
Iowa City.....	57,121	1	44	43	509	8,995	9,006	2,519,100	14,313	66	33
Keokuk.....	41,534	1	15	16	163	3,310	3,471	1,058,241	5,408	18	16
Waterloo.....	43,874	2	16	11	230	3,707	3,783	1,182,940	6,226	23	16
East side.....	31,791	1	26	11	269	6,341	6,000	1,752,921	10,251	20	21
West side.....	66,272	2	11	9	96	1,750	1,602	523,314	2,860	17	17
Kansas:.....	65,254	1	23	34	389	5,954	5,889	1,878,824	10,211	63	53
Topeka.....	37,748	1	9	30	347	5,864	5,576	1,847,176	10,039	32	32
Wichita.....	43,184	1	10	20	177	2,774	2,841	833,863	4,704	21	21
Kentucky:.....	36,214	1	18	15	237	4,526	4,267	1,463,472	7,833	17	7
Covington.....	40,120	1	18	12	161	3,009	3,031	1,020,422	5,573	30	20
Lexington.....	41,029	2	15	20	251	4,184	4,090	1,424,887	7,938	24	20
Louisiana.....	63,884	1	23	29	168	2,799	2,840	832,601	5,057	25	25
Shreveport.....	60,203	2	19	21	228	4,003	4,283	1,319,864	7,262	33	26
Lewiston.....	31,791	1	11	9	96	1,750	1,602	523,314	2,860	17	17
Portland.....	65,254	2	23	34	389	5,954	5,889	1,878,824	10,211	63	53
Massachusetts:.....	37,748	1	9	30	347	5,864	5,576	1,847,176	10,039	32	32
Brookline.....	43,184	1	10	20	177	2,774	2,841	833,863	4,704	21	21
Chelsea.....	36,214	1	18	15	237	4,526	4,267	1,463,472	7,833	17	7
Chicopee.....	40,120	1	18	12	161	3,009	3,031	1,020,422	5,573	30	20
Everett.....	41,029	2	15	20	251	4,184	4,090	1,424,887	7,938	24	20
Fitchburg.....	63,884	1	23	29	168	2,799	2,840	832,601	5,057	25	25
Haverhill.....	60,203	2	19	21	228	4,003	4,283	1,319,864	7,262	33	26
Holyoke.....		2	18	30	228	4,003	4,283	1,319,864	7,262	33	31

3 For entire partial.

TABLE 6.—Personnel, number of day schools and school buildings, city public schools, 1923-24—Continued
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

Cities	1	2	Average school term (days)	Super-intendents and assistant super-intendents	Super-visors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Numbers of schools	School buildings
						Men	Women	Boys	Girls				
Massachusetts—Continued.													
Lawrence		94,270	178	2	40	27	370	6,815	6,284	2,103,748	11,837	38	33
Lynn		99,148	166	2	14	44	441	7,875	7,735	2,441,388	14,445	61	45
Malden		49,103	180	1	20	16	209	4,352	4,326	1,354,362	7,508	19	18
Medford		39,038	180	1	13	31	229	4,281	3,986	1,252,117	6,975	30	19
Newton		46,054	177	2	20	53	319	5,085	4,955	1,509,329	8,554	42	26
Pittsfield		41,763	150	1	28	21	291	4,186	4,145	1,131,339	7,119	35	23
Quincy		47,876	181	2	18	30	279	5,508	5,327	1,722,698	9,517	35	22
Salem		42,529	180	1	12	17	168	2,710	2,710	838,533	4,945	21	21
Somerville		53,091	179	1	20	36	371	7,535	7,629	2,421,535	13,829	21	26
Taunton		37,137	189	1	8	9	191	2,977	2,975	990,290	5,397	30	30
Waltham		30,916	181	1	7	10	152	2,311	2,098	677,852	3,748	26	16
Michigan:													
Battle Creek		36,164	188	2	15	29	205	4,159	4,185	1,170,600	6,227	39	17
Bay City		47,554	183	2	20	29	240	5,010	4,150	1,370,121	7,487	43	19
Flint		91,599	186	2	25	44	581	11,528	11,508	3,376,533	17,966	64	23
Hamtramck		48,515	194	1	11	14	238	4,916	4,916	1,505,197	7,760	13	7
Highland Park		46,499	191	1	14	49	319	5,257	5,025	1,454,480	7,638	20	8
Jackson		48,374	187	2	13	29	218	4,462	4,376	1,330,967	7,119	55	20
Kalamazoo		48,487	194	1	19	48	243	4,493	4,638	1,372,051	7,458	36	12
Lansing		57,327	184	2	35	79	333	6,869	6,866	2,019,929	10,977	65	23
Muskegon		36,570	188	2	19	35	218	3,554	3,546	1,176,153	6,079	32	14
Pontiac		34,273											
Saginaw—													
East side			190	2	18	27	192	4,499	4,092	1,101,297	5,786	28	16
West side			189	1	11	27	149	3,018	2,872	887,269	4,695	25	12
Minnesota:													
Duluth		98,917	190	4	39	55	589	10,240	10,248	3,309,665	17,988	96	39
Missouri:													
St. Joseph		77,939	179	1	43	31	383	7,651	7,633	2,005,090	11,189	47	36
Springfield		39,631	175	1	11	32	223	6,228	6,763	1,649,025	9,423	29	24

TABLE 6.—*Personnel, number of day schools and school buildings, city public schools, 1923-24—Continued*
 GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

Cities	1	2	3	4	5	Teachers		Enrollment		10	11	12	13
						Men	Women	Boys	Girls				
Pennsylvania—Continued.													
Bethlehem.....	1	193	17	46	255	4,991	5,392	4,991	1,736,048	8,994	35	27	
Chester.....	1	190	12	31	239	4,596	4,596	4,596	1,161,237	6,110	25	45	
Easton.....	1	190	6	29	154	3,291	3,291	3,291	1,060,475	5,682	19	23	
Erie.....	2	196	31	46	447	8,503	8,763	8,503	2,701,626	13,855	57	16	
Harrisburg.....	1	189	10	32	327	6,985	7,081	6,985	2,294,620	12,077	36	31	
Hazleton.....	1	180	36	44	167	3,603	3,737	3,603	1,236,794	6,465	20	15	
Johnstown.....	1	200	29	44	380	5,907	5,907	5,907	1,941,667	10,786	50	25	
Lancaster.....	1	180	19	29	158	4,338	4,367	4,338	1,694,000	7,970	21	21	
McKeesport.....	1	180	15	35	230	4,895	5,143	4,895	1,555,200	8,040	16	15	
New Castle.....	1	193	10	40	262	5,429	5,429	5,429	1,714,691	9,520	20	16	
Norristown.....	1	185	30	44	328	7,216	7,216	7,216	2,315,765	12,550	33	9	
Wilkes-Barre.....	1	196	21	22	169	3,654	3,654	3,654	1,132,059	5,806	18	17	
Williamsport.....	1	180	7	39	205	3,844	3,844	3,844	1,221,266	6,785	27	26	
York.....	1	180	11	15	134	2,285	2,391	2,285	726,084	4,034	32	16	
Rhode Island:													
Newport.....	1	180	16	20	304	5,266	5,350	5,266	1,455,103	8,084	39	28	
Pawtucket.....	1	180	8	6	139	2,549	2,718	2,549	785,011	4,411	21	21	
Woonsocket.....	1	179	18	22	222	4,929	4,929	4,929	1,470,306	8,214	14	12	
South Carolina:													
Charleston.....	1	177	30	48	391	6,457	6,457	6,457	1,532,418	8,807	18	18	
Tennessee:													
Columbia.....	1	177	20	20	224	4,296	4,296	4,296	1,103,380	6,415	22	19	
Chatanooga.....	1	173	18	14	161	3,680	3,680	3,680	1,037,806	5,798	12	12	
Knoxville.....	1	173	30	35	475	8,454	8,901	8,454	2,443,567	13,575	41	24	
Texas:													
Austin.....	1	173	16	17	199	3,325	3,325	3,325	867,629	4,958	12	13	
Beaumont.....	1	173	19	28	287	5,362	5,362	5,362	1,391,772	7,988	18	18	
El Paso.....	1	173	14	26	156	3,638	3,638	3,638	1,904,060	5,257	13	13	
Galveston.....	1	173	1	1	1	1	1	1	1	1	1	1	
Waco.....	1	173	1	1	1	1	1	1	1	1	1	1	
Wichita Falls.....	1	173	1	1	1	1	1	1	1	1	1	1	

Utah: Ogden.....	32, 804	172	2	17	45	203	4, 687	4, 626	1, 361, 735	7, 917	14	13
Virginia: Lynchburg.....	30, 070	187	1	20	13	167	3, 169	3, 804	1, 028, 745	5, 501	24	16
Newport News.....	32, 596	185	1	17	16	138	2, 826	3, 148	856, 156	4, 636	10	10
Petersburg.....	31, 012	182	1	19	13	141	2, 769	3, 094	910, 056	5, 001	11	10
Portsmouth.....	54, 397	185	1	14	10	225	4, 583	4, 985	1, 485, 735	8, 031	22	22
Roanoke.....	50, 642	174	1	22	25	345	-6, 054	6, 580	1, 854, 530	10, 639	18	17
Washington: Tacoma.....	98, 965	183	1	40	77	459	10, 321	10, 500	3, 054, 501	16, 091	49	40
West Virginia: Charleston.....	39, 608	178	1	14	34	274	4, 379	4, 480	1, 465, 875	8, 236	22	19
Huntington.....	50, 177	174	1	22	54	325	5, 700	5, 668	1, 632, 900	9, 385	25	21
Wheeling.....	56, 208	185	1	19	44	244	3, 562	3, 715	1, 259, 027	6, 097	13	16
Wisconsin: Green Bay.....	31, 017	184	1	22	17	159	2, 649	2, 649	830, 027	4, 499	25	16
Kenosha.....	40, 472	188	1	18	22	258	4, 203	4, 201	1, 241, 036	6, 802	45	17
La Crosse.....	30, 421	187	2	10	20	151	2, 726	2, 949	900, 050	4, 826	33	11
Madison.....	38, 378	177	1	24	35	291	4, 244	4, 160	1, 279, 208	7, 220	48	14
Oshkosh.....	33, 162	180	1	16	15	162	2, 703	2, 728	900, 148	4, 726	30	16
Racine.....	58, 563	190	1	21	35	294	4, 934	4, 733	1, 679, 340	8, 830	31	16
Sheboygan.....	30, 955	190	1	14	35	177	2, 857	2, 849	1, 939, 285	4, 794	22	9
Superior.....	39, 671	184	1	17	36	253	4, 820	4, 936	1, 283, 825	6, 078	41	13

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Alabama: Anniston.....	17, 734	177	1	3	4	80	1, 806	1, 800	486, 059	2, 746	10	9
Bessemer.....	18, 674	175	1	8	5	92	2, 065	2, 470	614, 250	3, 510	10	10
Dothan.....	10, 634	173	1	4	2	55	1, 186	1, 262	303, 442	1, 754	7	6
Florence.....	10, 529	176	1	5	8	57	1, 398	1, 451	411, 136	2, 336	6	6
Gadsden.....	14, 737	177	1	6	5	76	1, 971	2, 110	532, 956	3, 007	9	9
Phoenix.....	10, 374	168	1	14	7	168	3, 631	3, 671	839, 579	4, 998	29	20
Selma.....	15, 589	175	1	3	4	67	1, 332	1, 509	387, 987	2, 217	7	9
Tuscaloosa.....	11, 996	166	1	14	7	168	3, 931	3, 671	839, 579	4, 998	29	20
Arizona: Phoenix.....	29, 063	168	1	13	17	149	3, 238	3, 140	775, 122	4, 670	19	15
Tucson.....	20, 292	166	1	12	17	172	3, 402	3, 589	1, 051, 218	5, 973	16	16
Arkansas: Fort Smith.....	28, 870	176	1	6	13	93	2, 068	2, 187	671, 212	3, 321	13	11
Hot Springs.....	11, 695	172	1	1	8	66	2, 187	2, 255	546, 300	3, 035	12	11
North Little Rock.....	14, 048	180	1	1	13	114	2, 624	2, 623	824, 670	4, 831	13	13
Pine Bluff.....	19, 280	170	1	13	13	114	2, 624	2, 623	824, 670	4, 831	13	13
California: Alameda.....	28, 806	185	1	14	30	168	3, 283	3, 390	966, 104	5, 221	13	8
Alhambra.....	13, 204	170	1	14	26	127	2, 807	2, 922	733, 794	4, 101	16	19
Bakersfield.....	18, 638	178	2	12	6	140	2, 582	2, 646	722, 067	4, 087	25	15
Eureka.....	12, 923	187	1	8	14	77	1, 526	1, 574	463, 687	2, 479	11	8

1 Data of 1921-22.

TABLE 6.—Personnel, number of day schools and school buildings, city public schools, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Popu- lation, 1920	Average school term (days)	Super- intend- ents and assist- ant super- intend- ents	Super- visors and princi- pals	Teachers		Enrollment		Aggregate attend- ance (days)	Average daily attend- ance	Num- ber of schools	School build- ings
					Men	Women	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13
California—Continued.												
Glendale.....	13,536	177	1	16	9	139	2,921	2,844	820,729	4,637	26	12
Pomona.....	13,505	169	1	9	22	127	2,168	1,907	551,278	3,262	19	12
Richmond.....	16,843	188	2	9	17	141	2,478	2,594	750,308	3,091	18	27
Riverside.....	19,341	168	1	14	44	166	3,117	3,168	802,953	4,777	25	24
San Bernardino.....	18,721	169	1	16	24	146	3,306	3,188	852,757	5,048	22	17
Santa Ana.....	15,485	176	1	15	31	162	3,360	3,217	839,439	4,765	24	24
Santa Barbara.....	19,441	188	2	14	17	108	2,673	2,480	683,751	3,637	16	10
Santa Cruz.....	10,917	185	1	8	19	80	1,342	1,367	422,639	2,286	11	8
Santa Monica.....	13,252	180	1	10	28	164	3,067	2,929	833,609	4,631	20	11
Vallejo.....	21,107	189	1	7	8	71	1,263	1,231	372,945	1,973	16	10
Venice.....	10,385	183	1	8	1	57	1,456	1,360	374,235	2,045	11	9
Colorado:												
Boulder.....	11,006	180	1	8	18	81	1,527	1,521	440,468	2,447	8	8
Greeley.....	10,868	177	1	7	8	78	1,321	1,405	378,151	2,137	10	8
Trinidad.....	10,906	184	1	12	10	97	1,712	1,701	686,369	3,181	10	7
Connecticut:												
Ansonia.....	17,643	177	1	13	8	89	1,803	1,891	586,047	3,311	8	8
Bristol.....	20,620	182	1	27	4	137	2,435	2,450	750,750	4,125	15	15
Danbury.....	22,325	185	1	11	6	95	1,865	1,863	579,080	3,130	14	14
Derby.....	11,238	181	1	4	2	48	867	936	275,002	1,508	5	5
East Hartford.....	11,648	181	1	6	2	75	1,672	1,503	473,727	2,616	10	10
Enfield.....	11,719	180	1	3	3	73	1,405	1,419	434,368	2,413	15	15
Fairfield.....	11,475	188	2	9	1	101	1,789	1,739	537,680	2,860	23	16
Greenwich.....	22,123	187	1	20	6	169	2,504	2,405	775,963	4,149	25	16
Manchester:												
Districts 1-8.....	18,370	184	1	5	0	45	832	748	262,632	1,373	9	9
District 9.....	185	185	1	18	5	79	1,268	1,145	445,807	2,410	14	6
Middletown.....	22,129	190	1	2	14	71	1,309	1,328	428,303	2,254	8	4
Milford.....	10,163	190	1	8	1	64	1,311	1,201	379,240	1,966	14	9
Naugatuck.....	13,091	183	1	1	6	78	1,432	1,329	434,702	2,373	17	11
New London.....	25,688	181	1	14	0	129	2,339	2,340	674,850	3,850	21	9

Norwalk	27,743	188	1	11	132	2,676	2,779	4,624	91	19
Norwich	29,685	187	1	8	116	2,251	2,159	3,738	35	19
Stonington	10,236	190	1	3	52	1,064	955	1,704	13	9
Stratford (P. O., Bridgeport)	12,347	189	1	3	93	2,016	1,976	3,342	11	11
Torrington	22,055	183	1	11	133	2,356	2,365	4,254	16	15
Wallingford	12,010	185	1	11	70	1,350	1,402	2,371	16	12
Windsor (P. O., Willimantic)	13,801	183	1	4	68	1,062	886	1,822	10	10
Florida:										
Key West	18,749	180	1	1	93	1,399	1,363	2,462	8	8
Miami	29,571	162	1	19	217	4,554	4,772	6,803	9	12
St. Petersburg	14,237	162	1	8	107	2,709	2,405	4,219	9	9
Georgia:										
Albany	11,555	176	1	0	66	1,283	1,587	441,790	9	9
Athens	16,748	177	1	4	99	2,003	2,047	496,839	10	16
Brunswick	14,413	180	1	4	54	1,153	1,360	336,650	7	6
Lagrange	17,038	176	1	0	94	1,803	1,863	2,681	10	10
Rome	13,282	179	1	2	65	1,551	1,750	491,256	11	10
Valdosta	10,783	176	1	2	54	1,175	1,175	1,907	7	7
Waycross	18,068	180	1	1	66	1,547	1,800	567,730	9	8
Idaho:										
Boise	21,393	185	1	13	123	2,645	2,511	756,650	14	15
Pocatello	15,001	172	1	9	99	2,047	2,138	579,533	8	8
Illinois:										
Alton	24,682	191	1	9	115	2,646	2,465	806,784	19	15
Belleville	24,823	194	1	3	75	1,642	1,534	536,490	23	10
Berwyn										
District 98	14,150	185	1	0	30	780	880	292,695	2	3
District 100										
Bloomington	28,725	188	1	2	48	1,130	1,137	393,543	5	5
Blue Island	11,424	177	1	1	152	2,413	2,636	772,605	21	11
Chicago	15,203	182	1	0	45	885	885	267,592	7	6
Carle	10,928	173	1	9	82	1,698	1,760	444,080	13	12
Centralia	12,491	177	1	6	65	1,353	1,405	387,247	10	10
Champaign	15,873	182	1	12	57	1,353	1,351	381,435	7	7
Chicago Heights	19,653	188	1	1	100	1,765	1,778	550,334	10	10
Elgin	27,454	185	1	6	81	1,662	1,628	572,194	9	9
Forest Park	10,768	180	1	15	136	2,259	2,234	708,765	12	12
Fresport	19,689	186	1	0	34	814	720	279,408	4	4
Galesburg	23,834	200	1	1	94	1,748	1,733	560,790	9	9
Granite City	14,757	192	1	8	141	2,348	2,440	815,000	16	16
Herrin	10,966	181	1	5	109	2,095	1,980	643,199	8	8
Jacksonville	16,713	180	1	0	50	1,573	1,581	475,544	7	7
Kankakee	16,753	182	1	8	76	1,240	1,358	397,367	9	9
Kewanee	16,026	179	1	7	88	1,547	1,554	480,288	10	12
La Salle	13,050	192	1	3	76	1,437	1,447	442,309	8	8
Lincoln	11,882	182	1	0	42	938	969	241,759	6	6
Mattoon	13,552	181	1	4	60	1,309	1,429	320,271	9	9
Maywood	12,072	186	1	1	73	1,860	1,779	474,414	9	9
Melrose Park	7,147	181	1	7	83	872	761	580,160	7	7
Murphysboro	10,708	181	1	0	36	772	764	249,418	7	7
Ottawa	10,816	191	1	0	40			244,873	11	6

* Estimated.

TABLE 6.—Personnel, number of day schools and school buildings, city public schools, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Population, 1920	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers			Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
					Men	Women	Boys	Girls					
1	2	3	4	5	6	7	8	9	10	11	12	13	
Illinois—Continued.													
Pekin.....	12,086	189	1	4	11	79	1,361	1,316	478,932	2,626	9	9	
Streator.....	14,779	188	1	7	2	59	1,114	1,001	334,086	1,777	12	9	
Urbana.....	10,244	180	1	10	11	66	1,227	1,227	410,673	2,281	7	7	
Waukegan.....	19,226	185	1	0	3	104	1,996	1,870	600,484	3,246	14	10	
Indiana:													
Anderson.....	29,767	180	1	11	34	182	3,559	3,257	881,140	4,895	15	14	
Bloomington.....	11,595	180	1	11	20	75	1,532	1,711	517,680	2,876	7	6	
Clinton.....	10,962	180	1	9	6	57	1,195	1,233	418,140	2,323	7	6	
Crawfordsville.....	10,159	178	1	7	10	68	1,227	1,187	343,025	1,927	15	10	
Elkhart.....	24,277	180	1	8	28	136	2,364	2,446	777,920	4,420	12	10	
Elwood.....	10,790	186	1	4	18	58	1,190	1,369	383,526	2,131	7	6	
Frankfort.....	11,585	177	1	13	15	58	1,263	1,343	394,906	2,231	6	6	
Huntington.....	14,000	177	1	10	11	86	1,459	1,463	438,232	2,476	13	7	
Jeffersonville.....	10,098	180	1	10	11	44	862	963	290,070	1,612	7	6	
La Fayette.....	22,496	184	1	15	25	109	895	2,025	596,528	3,242	10	9	
Leporte.....	15,158	190	1	1	10	86	1,428	1,290	462,650	2,435	9	6	
Logansport.....	21,626	175	1	16	22	100	2,126	2,077	579,775	3,313	15	12	
Marion.....	23,747	176	1	18	32	116	2,575	2,408	564,048	3,148	17	17	
Michigan City.....	19,457	182	1	13	13	91	1,883	2,954	570,636	3,144	17	11	
Michawaka.....	15,195	190	1	17	11	89	2,084	2,098	683,430	3,597	12	8	
New Albany.....	22,992	177	1	5	18	94	2,014	2,036	584,454	3,307	15	15	
Newcastle.....	14,458	176	1	3	15	62	1,534	1,591	478,368	2,718	7	7	
Peru.....	12,410	180	1	3	11	63	1,175	1,255	377,357	2,097	10	8	
Richmond.....	26,765	186	2	8	35	149	2,487	2,545	771,677	4,140	23	13	
Vincennes.....	17,160	180	1	11	12	84	1,736	1,638	516,690	2,871	16	8	
Whiting.....	10,145	190	1	6	16	45	1,018	982	324,849	1,710	9	6	
Iowa:													
Joone.....	12,451	180	1	5	6	80	1,365	1,348	469,548	2,609	8	8	
Burlington.....	24,057	179	1	16	18	145	2,408	2,320	741,418	4,142	26	13	
Clinton.....	24,151	182	1	16	8	109	1,874	1,860	568,544	3,124	20	20	
Fort Dodge.....	19,347	188	1	25	8	124	2,739	2,697	599,066	3,273	20	11	

Fort Madison	12,066	176	1	5	4	54	927	905	312,752	1,777	12	6
Iowa City	11,267	178	1	7	2	70	953	1,006	293,522	1,649	8	10
Keokuk	14,423	174	1	14	6	72	1,318	1,394	398,716	2,234	9	10
Marshalltown	15,731	172	1	12	8	107	1,770	2,594	512,319	2,976	17	9
Masson City	20,065	174	1	15	5	141	2,536	1,774	707,658	4,067	24	17
Muscataine	16,068	181	1	12	7	93	1,475	1,631	470,202	2,065	11	10
Ottumwa	23,033	181	1	17	18	150	3,210	3,067	933,870	5,270	14	14
Kansas:												
Arkansas City	11,263	172	1	3	11	91	2,072	2,045	535,636	3,114	14	9
Atchison	12,630	175	1	4	7	64	1,137	1,185	324,153	1,852	13	7
Chanute	10,286	180	1	10	12	81	1,160	1,438	411,948	2,294	8	8
Coffeyville	13,452	173	1	7	23	89	1,960	2,043	512,636	2,969	12	11
Eldorado	10,995	176	1	5	12	74	1,310	1,367	368,652	2,066	8	8
Emporia	11,273	173	1	12	15	67	1,449	1,474	399,803	2,311	13	8
Fort Scott	10,663	180	1	3	10	69	1,444	1,693	427,526	2,375	8	8
Hutchinson	23,298	172	1	16	14	144	2,866	2,877	785,182	4,965	22	16
Independence	11,920	180	1	1	17	82	1,452	1,572	443,065	2,457	9	9
Lawrence	12,455	182	1	6	18	91	1,485	1,558	469,577	2,580	13	10
Leavenworth	16,912	172	1	10	5	86	4,269	1,392	408,435	2,363	15	11
Parsons	16,028	175	1	13	17	74	1,654	1,717	487,725	2,787	8	7
Pittsburg	18,052	174	1	3	13	110	2,343	2,363	659,460	3,790	9	9
Salina	15,065	174	1	3	18	119	1,865	2,014	551,378	3,178	21	15
Kentucky:												
Ashland	14,729	173	1	14	12	151	2,565	2,605	739,575	4,275	13	14
Henderson	12,169	186	1	7	11	63	1,334	1,305	382,602	2,037	9	8
Newport	29,317	192	1	9	6	86	1,712	1,597	542,268	2,824	8	8
Owensboro	17,424	185	1	4	15	98	1,864	1,992	553,520	2,992	12	11
Paducah	24,735	180	2	13	9	101	2,408	2,390	655,380	3,641	13	12
Louisiana:												
Alexandria	17,510	174	2	10	8	91	1,878	2,128	520,782	2,988	7	6
Baton Rouge	21,782	176	1	9	7	126	2,558	3,196	865,614	4,863	11	11
Lake Charles	13,088	176	1	7	6	103	1,303	1,571	497,279	2,828	7	7
Monroe	12,675	176	1	4	4	58	1,185	1,163	337,744	1,919	7	4
Maine:												
Albany	16,985	179	1	6	8	97	1,557	1,691	522,077	2,909	30	28
Augusta	14,114	178	1	10	3	74	1,165	1,266	343,929	1,928	21	16
Bangor	25,978	173	1	11	22	160	2,726	2,338	739,748	4,276	38	30
Bath	14,731	183	1	1	2	44	878	927	289,352	1,578	9	9
Biddeford	18,008	177	1	8	8	45	600	564	187,534	1,059	18	18
Sanford	10,091	187	1	5	4	52	843	785	249,309	1,333	9	9
Waterville	13,351	180	1	7	4	82	1,133	1,120	360,540	2,003	11	10
Maryland:												
Annapolis	11,214	184	1	2	4	46	822	934	273,161	1,485	4	4
Cumberland	29,837	181	3	17	10	124	2,610	2,745	833,333	4,363	16	13
Frederick	11,066	183	1	3	17	65	1,340	1,442	417,201	2,278	8	8
Hagerstown	28,064	184	1	4	13	111	2,481	2,514	864,864	4,701	11	11
Massachusetts:												
Adams	12,967	181	1	8	1	53	933	805	293,572	1,625	9	9
Amesbury	10,036	180	1	2	8	44	658	693	208,319	1,156	7	7
Andover	18,665	181	1	13	10	134	2,090	1,977	652,324	3,604	13	8
Attleboro	19,731	183	1	12	7	120	1,981	1,951	637,249	3,478	19	19
Belmont	10,749	176	1	7	10	73	1,361	1,379	417,957	2,372	11	6

TABLE 6.—Personnel, number of day schools and school buildings, city-public schools, 1922-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	1	2	3	4	5	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Num-ber of schools	School build-ings
						Men	Women	Boys	Girls				
Massachusetts—Continued.													
Beverly		22,561	181	1	15	11	161	2,495	2,471	809,061	4,470	13	13
Braintree		10,580	178	1	5	5	74	1,249	1,243	354,073	2,157	18	10
Clinton		12,979	178	1	5	5	55	1,007	1,035	323,960	1,820	12	12
Danvers		11,108	178	1	9	7	54	998	896	306,492	1,779	10	11
Dedham		10,792	183	1	5	5	83	1,400	1,368	470,208	2,607	9	8
Easthampton		11,261	185	1	1	4	49	832	853	257,431	1,389	6	6
Franklinham		17,033	175	1	9	12	110	1,855	1,813	596,323	3,403	19	18
Gardner		16,971	179	1	2	7	78	1,460	1,505	477,390	2,705	11	11
Gloucester		22,947	173	1	8	11	136	2,173	2,101	667,500	3,865	22	22
Greenfield		15,769	185	1	5	9	98	1,642	1,624	535,953	2,902	22	22
Leominster		19,744	188	1	5	13	95	1,610	1,501	622,960	2,776	16	14
Marlboro		15,028	181	1	3	5	61	1,080	1,065	331,046	1,828	5	5
Methuen		18,204	174	1	13	9	96	1,686	1,652	532,942	3,067	11	11
Millis		15,180	171	1	5	5	97	1,771	1,683	535,056	3,126	19	19
Natick		13,471	172	1	5	3	77	1,439	1,366	455,392	2,550	20	20
Newburyport		10,907	172	1	2	5	63	1,167	1,128	361,596	2,044	11	11
North Adams		15,618	176	1	4	5	58	1,055	1,065	368,841	1,924	8	8
Northampton		22,282	178	1	14	7	107	1,763	1,855	545,586	3,103	20	10
Northbridge		21,951	186	1	7	5	103	1,753	1,751	583,698	3,138	20	19
Norwich		10,174	180	1	3	3	60	920	920	309,183	1,725	11	11
Norwood		12,627	180	1	11	3	94	1,537	1,503	513,368	2,850	9	10
Peabody		19,552	180	1	12	9	103	1,839	1,710	583,390	3,241	12	12
Plymouth		13,045	184	1	10	4	78	1,325	1,294	420,072	2,263	19	19
Revere		28,823	178	1	16	20	215	3,904	3,584	1,166,863	6,549	17	14
Seaus (P. O., Lynn)		10,874	180	1	5	6	80	1,345	1,306	431,820	2,399	16	12
Southbridge		14,245	184	1	4	4	44	780	806	252,824	1,375	11	11
Wakefield		13,026	180	1	8	10	88	1,620	1,579	518,837	2,890	11	11
Watertown		21,457	174	1	9	11	114	2,016	1,984	609,101	3,506	13	12
Webster		13,258	184	1	7	3	42	694	706	231,874	1,264	8	7
Westfield		18,004	182	1	10	3	111	2,044	2,082	677,330	3,732	8	17
West Springfield		13,443	187	1	8	7	107	1,471	1,491	505,810	2,714	17	15

Weymouth.....	15,067	181	1	8	12	84	1,590	509,635	2,812	15
Winchester.....	10,485	182	1	3	8	90	947	305,788	1,076	10
Wintthrop.....	15,455	178	1	4	12	77	1,525	489,423	2,747	5
Woburn.....	16,574	174	1	2	5	88	1,761	530,514	3,042	14
Michigan										
Adrian.....	11,878	182	1	5	8	71	1,301	402,766	2,213	14
Alpena.....	11,101	192	1	8	7	45	942	283,200	1,475	10
Ann Arbor.....	19,516	190	1	7	22	138	2,170	677,027	3,583	15
Benton Harbor.....	12,233	191	1	7	9	86	1,341	521,834	2,731	14
Calumet.....	22,369	196	1	13	21	110	1,788	629,336	3,211	24
Escanaba.....	13,103	191	1	12	13	75	1,315	459,164	2,404	16
Holland.....	12,183	190	1	7	12	90	1,420	465,690	2,497	13
Ironwood.....	15,739	190	1	7	18	99	2,023	698,961	3,679	7
Ishtepeming.....	10,500	184	1	6	7	68	1,219	382,702	2,060	12
Marquette.....	12,718	191	1	6	7	52	1,061	298,418	1,816	8
Monroe.....	11,573	195	1	1	6	68	1,053	356,265	1,827	13
Owosso.....	12,575	191	1	5	8	87	1,649	537,257	2,907	6
Port Huron.....	25,944	190	1	15	16	150	2,883	890,400	4,688	8
Sault Ste. Marie.....	12,096	190	1	9	13	80	1,505	483,343	2,471	17
Traverse City.....	10,925	188	1	17	4	52	1,363	342,348	1,821	8
Wyandotte.....	18,145	196	1	5	14	91	1,813	584,080	2,980	6
Minnesota										
Austin.....	10,118	171	1	6	6	51	812	223,929	1,306	9
Faribault.....	11,089	192	1	10	34	236	2,899	858,840	5,007	26
Hibbing.....	12,469	172	1	8	8	77	1,143	328,348	1,909	5
Mankato.....	13,722	180	1	10	10	101	1,266	359,460	1,997	8
Rochester.....	15,873	190	1	5	16	68	1,017	317,160	1,762	8
St. Cloud.....	14,022	190	1	6	23	158	2,055	690,493	3,634	6
Virginia.....	19,143	185	1	15	10	90	1,374	448,255	2,423	12
Winona.....	10,937	176	1	7	3	51	1,000	327,536	1,861	10
Mississippi										
Biloxi.....	10,601	178	1	3	3	64	1,398	385,512	2,165	6
Columbus.....	11,560	178	1	11	5	69	1,254	453,039	2,545	8
Greenville.....	13,270	178	1	9	12	112	2,861	779,640	4,380	9
Hattiesburg.....	22,817	176	1	8	2	107	1,989	645,246	3,098	12
Jackson.....	13,637	177	1	8	9	188	2,376	745,347	4,211	14
Leavelle.....	23,399	175	1	0	4	60	1,103	371,000	2,120	15
Meridian.....	12,008	176	1	0	4	63	1,285	361,680	2,055	6
Natchez.....	18,072	190	1	3	9	71	1,492	426,170	2,243	6
Vicksburg.....	10,252	175	1	13	6	68	1,318	886,925	2,211	8
Missouri										
Carroll.....	10,392	180	1	6	9	70	1,304	413,460	2,297	10
Cartago.....	19,306	178	1	7	6	101	2,065	587,758	3,302	8
Columbia.....	11,696	178	1	5	8	98	1,976	528,728	3,074	9
Hannibal.....	14,490	178	1	3	7	59	1,220	373,800	2,100	10
Independence.....	29,902	178	1	13	6	176	3,629	1,055,006	6,977	14
Jefferson City.....	12,808	176	1	2	4	63	1,432	386,848	2,198	8
Joplin.....	21,144	170	1	11	9	122	2,216	693,267	3,573	23
Moberly.....										9
St. Louis.....										13

TABLE 6.—Personnel, number of day schools and school buildings, city public schools, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	1	2	Average school term (days)	Super-intendents and assistant super-intendents	Super-visors and principals	Teachers		Enrollment		Aggregate attendance (days)	Average daily attendance	Number of schools	School buildings
						Men	Women	Boys	Girls				
Montana:													
Ammonia.....	11,068	193	1	3	5	61	947	937	317,495	1,645	6	6	
Billings.....	15,100	182	1	8	5	103	2,089	2,153	471,734	3,147	8	8	
Great Falls.....	24,121	183	1	15	10	164	2,906	3,046	900,909	4,923	29	16	
Helena.....	12,057	185	1	14	8	60	1,183	1,775	328,375	2,031	9	9	
Missoula.....	14,000	179	1	4	3	70	1,269	1,289	363,150	2,031	10	10	
Nebraska:													
Grand Island.....	13,947	174	1	8	12	90	1,801	1,932	518,172	2,978	21	9	
Hastings.....	11,647	180	1	10	5	87	1,519	1,543	404,683	2,581	15	7	
North Platte.....	10,466	176	1	4	3	57	1,276	1,332	433,886	2,465	11	7	
Nevada:													
Reno.....	12,016	175	1	1	7	75	1,512	1,432	409,921	2,342	10	9	
New Hampshire:													
Berlin.....	16,104	182	1	12	16	51	849	841	244,972	1,346	8	7	
Concord.....	22,167	177	2	16	16	98	1,618	1,630	478,709	2,709	25	19	
Dover.....	13,029	167	1	1	6	43	789	742	228,904	1,371	12	12	
Keene.....	11,210	174	1	5	5	56	983	1,181	375,729	2,148	16	13	
Laconia.....	10,897	178	1	4	4	43	673	718	222,405	1,250	8	7	
Nashua.....	28,379	169	2	7	11	118	2,117	1,979	611,390	3,611	33	23	
Portsmouth.....	13,569	184	1	6	9	70	1,227	1,272	387,915	2,109	15	10	
New Jersey:													
Asbury Park.....	12,400	185	1	9	12	91	1,659	1,615	441,231	2,385	7	7	
Belleville.....	15,660	193	1	6	3	115	2,419	2,136	731,719	3,791	7	7	
Bloomfield.....	22,019	190	1	15	23	129	2,613	2,692	797,430	4,197	16	9	
Bridgeton.....	14,323	187	1	6	9	78	1,632	1,646	492,920	2,643	8	8	
Carters.....	11,047	188	1	0	0	64	1,364	1,068	411,988	2,361	5	4	
Clifton.....	26,470	190	1	13	8	179	3,845	3,769	1,198,420	6,264	28	13	
Englewood.....	11,627	189	1	9	12	82	1,527	1,346	446,157	2,361	12	6	
Garfield.....	19,381	191	1	7	10	147	3,494	3,332	1,104,178	5,781	14	8	
Gloucester.....	12,162	185	1	2	4	46	996	968	239,575	1,295	9	8	
Hackensack.....	17,667	189	1	1	19	158	2,400	2,333	744,849	3,941	24	8	
Harrison.....	15,731	188	1	13	7	66	1,260	1,200	376,000	2,000	4	3	

Irvington	192	1	14	20	149	3,069	3,027	918,628	4,784	10	11
Keamy	183	3	22	19	160	2,900	2,836	878,363	4,801	24	11
Long Branch	189	1	9	9	95	1,937	1,943	560,111	3,107	12	10
Millville	188	1	5	7	82	1,627	1,614	508,352	2,704	7	7
Montclair	183	2	16	36	228	3,364	3,686	1,032,689	5,643	21	12
Morristown	192	1	3	14	69	1,175	1,118	352,650	1,896	8	6
North Bergen	186	1	14	2	162	3,128	2,840	908,544	4,732	15	10
Phillipsburg	188	1	6	12	77	1,618	1,656	540,867	2,880	10	8
Plainfield	186	1	10	20	178	3,208	3,205	967,811	6,317	18	11
Rahway	186	1	9	6	68	1,379	1,178	379,254	2,030	7	6
South Orange	183	1	13	8	109	1,809	1,732	534,726	2,922	14	8
Summit	188	1	17	6	60	1,129	1,036	328,868	1,747	10	6
Town of Union (P. O., Weehawken)	192	1	7	1	60	1,070	1,111	309,500	1,612	6	4
Weehawken	183	1	13	17	175	3,552	3,337	1,067,260	5,530	17	6
West New York	188	1	9	14	98	1,787	1,771	548,900	2,925	14	9
West Orange	180	1	13	5	100	2,204	2,210	577,630	3,206	10	9
New Mexico:											
Albuquerque	186	1	7	7	90	1,464	2,583	465,000	2,500	8	7
Blairia	191	1	6	2	49	1,004	971	280,882	1,502	7	4
Bosco	187	1	10	2	52	1,134	1,039	368,104	1,920	13	9
Cobles	184	1	8	7	41	645	661	198,261	1,060	6	4
Corning	187	1	13	5	64	1,247	1,185	399,687	2,135	11	2
District No. 9	184	1	8	6	116	1,768	1,715	550,030	2,886	17	5
District No. 13	184	1	13	17	64	1,260	1,317	415,888	2,224	8	4
Cordland	187	1	8	2	71	1,124	1,308	374,592	1,961	10	6
Dunkirk	184	1	6	7	59	1,133	1,198	341,320	1,855	9	6
Fulton	192	1	6	1	62	2,078	2,132	637,974	3,358	18	5
Gaines	186	1	5	6	64	1,046	1,061	322,390	1,734	5	4
Glens Falls	186	1	5	1	64	1,373	1,423	427,751	2,288	11	6
Gloversville	187	1	10	4	94	1,114	1,123	338,776	1,802	7	4
Herkimer	187	1	8	3	61	989	1,007	305,665	1,637	7	4
Hornell	187	1	2	8	64	1,652	1,686	541,501	2,820	13	4
Hudson	187	1	10	3	102	1,885	1,957	545,573	1,824	11	6
Ithaca	182	2	10	8	81	2,174	2,116	687,655	3,648	9	9
Johnstown	189	1	15	4	107	4,478	1,540	449,387	2,300	11	5
Kingston	189	1	6	9	76	1,478	1,640	687,655	3,648	9	9
Lackawanna	187	1	10	9	76	1,478	1,540	449,387	2,300	11	5
Little Falls	190	1	15	3	68	2,022	1,904	602,498	3,188	18	6
Lockport	188	1	13	4	73	1,452	1,532	476,956	2,537	9	9
Middletown	191	1	11	4	71	1,449	1,346	437,692	2,292	13	7
North Tonawanda	185	1	5	4	65	1,046	1,069	325,045	1,757	9	9
Ogdensburg	191	1	6	8	128	2,424	2,459	779,719	4,090	19	10
Olean	187	1	6	2	55	889	898	283,679	1,517	7	6
Oneida	186	1	14	1	51	1,216	1,210	355,055	1,909	8	6
Oneonta	187	1	7	1	58	1,055	1,022	332,673	1,779	8	6
Oswining	190	1	14	9	92	1,715	1,699	532,380	2,802	15	12
Owego	187	1	4	4	70	1,422	1,344	442,068	2,364	11	6
Plattsburgh	188	1	8	4	40	682	1,768	201,348	1,071	13	8
Port Chester	191	1	10	4	131	2,215	2,252	745,856	3,905	14	8
Port Jervis	186	1	10	3	54	977	969	305,072	1,641	12	7

TABLE 6.—Personnel, number of day schools and school buildings, city public schools, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Popu- lation, 1920	Average school term (days)	Super- intend- ents and assist- ant super- intend- ents	Super- visors and prin- cipals	Teachers			Enrollment		Aggregate attendance (days)	Average daily attend- ance	Num- ber of schools	School build- ings
					Men	Women	Boys	Girls					
1	2	3	4	5	6	7	8	9	10	11	12	13	
New York—Continued													
Rensselaer	10,823	186	1	7	0	59	888	890	283,376	1,416	6	3	
Rome	26,341	188	1	12	5	119	2,945	2,945	732,976	3,890	19	10	
Saratoga Springs	13,181	186	1	8	4	63	1,109	1,091	359,116	1,932	12	7	
Tonawanda	10,068	191	1	12	0	1,028	1,028	1,044	320,689	1,679	11	5	
Watervliet	16,073	188	1	9	1	67	1,198	1,153	358,735	1,908	11	8	
White Plains	21,031	187	2	20	19	155	2,485	2,492	764,865	4,004	22	13	
North Carolina:													
Asheville	28,504	177	1	14	24	179	3,338	3,561	941,463	5,319	24	15	
Durham	21,719	182	2	11	17	136	2,599	2,824	780,872	4,346	8	10	
Gastonia	12,871	180	1	9	7	94	1,847	1,860	464,940	2,683	6	6	
Greensboro	11,296	180	1	3	6	87	1,666	1,816	313,740	1,743	8	9	
High Point	19,861	175	2	11	24	153	2,620	2,873	791,700	4,524	10	19	
New Bern	14,302	180	1	11	13	135	2,688	2,708	792,000	4,400	12	11	
Raleigh	12,186	180	1	3	4	61	1,308	1,410	353,700	1,965	6	6	
Rocky Mount	24,418	178	1	16	8	169	3,042	3,440	1,017,170	5,765	12	12	
Salisbury	12,742	176	1	6	2	77	1,664	1,905	478,625	2,735	7	6	
Wilson	13,884	176	1	9	10	86	1,932	1,886	535,216	3,041	8	6	
North Dakota:													
Fargo	10,612	180	1	6	3	68	1,496	1,589	401,040	2,228	6	6	
Ohio:													
Alliance	21,961	186	1	18	20	152	2,496	2,496	784,178	4,216	20	11	
Ashtabula	14,010	175	1	7	17	79	1,404	1,594	460,775	2,633	7	7	
Barberton	10,476	180	1	1	8	75	1,315	1,395	420,576	2,336	8	6	
Bedsire	21,603	179	1	12	20	154	2,609	2,694	837,809	4,681	12	12	
Bucyrus	22,082	176	1	7	11	120	2,173	2,162	639,120	3,745	14	14	
Cambridge	18,811	183	1	13	18	90	2,109	2,141	636,251	3,597	8	10	
Chillicothe	15,911	178	1	4	10	77	1,894	1,766	564,694	3,173	9	9	
Cleveland Heights	10,425	180	1	2	11	58	935	1,074	327,060	1,817	7	7	
	13,104	174	1	2	15	84	1,810	1,863	563,884	3,241	9	8	
	15,831	180	1	6	9	77	1,688	1,759	509,601	2,839	6	6	
	15,236	186	2	16	34	166	2,811	2,773	848,648	4,598	17	8	

	175	1	3	11	73	1,206	1,274	384,500	1,220	8	7
Cochran	10,447	1									
Cuyahoga Falls	10,300	1	8	12	81	1,694	1,574	565,248	3,072	7	6
East Cleveland	27,292	1	7	20	113	2,202	2,143	682,186	3,723	9	11
East Liverpool	21,411	1	7	14	85	1,880	1,798	553,736	3,183	12	12
East Youngstown	20,474	1	7	14	85	1,880	1,798	553,736	3,183	12	12
Elyria	17,021	1	8	8	66	1,208	1,212	370,326	2,047	10	7
Findlay	12,468	1									
Fremont	14,007	1	7	19	59	1,723	1,598	533,957	2,983	8	8
Ironton	12,683	2	10	16	78	1,533	1,622	461,970	2,010	7	7
Kenmore	14,706	1	9	35	126	2,745	2,629	795,766	4,620	12	12
Lancaster	27,824	1	8	15	76	1,500	1,533	483,756	2,658	11	11
Mansfield	15,140	1	6	19	140	2,989	3,052	822,195	5,300	17	16
Marion	27,891	1	9	15	72	1,583	1,483	465,024	2,688	7	7
Martins Ferry	11,634	1	13	12	99	1,947	1,905	570,968	3,268	10	9
Massillon	17,428	1	12	16	141	2,655	2,721	859,572	4,548	11	13
Middletown	23,594	1	10	15	134	2,623	2,697	839,595	4,563	17	17
Newark	26,718	1	3	15	63	1,304	1,235	437,683	2,400	8	7
New Philadelphia	10,718	1	3	16	81	1,674	1,614	490,506	2,819	10	10
Niles	13,080	1	5	17	91	1,797	1,695	543,780	2,962	11	6
Norwood	24,966	1	4	11	68	1,322	1,465	423,924	2,342	9	9
Piqua	15,044	1	1	10	66	1,222	1,148	351,232	2,007	6	6
Salem	10,305	1	8	15	102	1,882	1,876	637,598	3,562	8	8
Sandusky	22,897	1									
Steubenville	28,508	1									
Tiffin	14,375	1	20	8	51	1,083	1,045	348,065	1,902	5	5
Warren	27,050	1	2	35	133	3,783	3,587	1,076,010	5,785	23	14
Zanesville	24,589	1	8	13	86	3,018	3,085	920,340	5,113	16	16
Oklahoma:											
Ardmore	14,181	1	8	14	75	1,807	1,844	491,376	2,592	8	8
Bartlesville	14,417	1	7	12	98	1,521	1,633	470,289	2,657	8	8
Chickasha	10,179	1	10	12	71	1,671	1,754	491,300	2,890	10	8
Enid	16,576	1	10	17	123	2,327	2,298	655,025	3,743	13	12
Guthrie	11,757	1	3	17	88	1,423	1,574	471,275	2,693	12	8
McAlester	12,085	1	3	12	77	1,166	1,189	386,672	2,197	8	8
Oklmulgee	17,430	1	14	23	133	2,498	2,426	636,250	3,750	15	13
Sapulpa	11,634	1	12	17	97	1,767	1,818	472,150	2,698	9	9
Shawnee	15,348	1	5	19	103	2,158	2,394	623,880	3,468	15	12
Oregon:											
Astoria	14,027	1	6	9	81	1,220	1,287	378,331	2,150	8	8
Eugene	10,593	1	8	16	78	1,635	1,771	457,989	2,640	7	7
Salem	17,679	1	13	16	122	2,191	2,208	598,734	3,441	10	10
Pennsylvania:											
Ambridge	12,730	1	7	6	76	1,442	1,357	433,440	2,408	6	6
Beaver Falls	12,802	1	1	11	67	1,323	1,300	390,626	2,170	9	9
Berwick	12,181	1	6	8	72	1,631	1,768	538,622	3,068	7	7
Bradford	20,579	1	14	5	93	1,718	1,642	500,200	2,990	6	6
Bradford	15,525	1	8	12	73	1,347	1,404	431,217	2,398	6	6
Bristol	10,273	1	0	4	52	1,185	1,087	344,760	1,768	7	7
Butler	23,778	1	5	15	127	2,710	2,761	862,008	4,789	8	8
Canonsburg	10,632	1	6	9	68	1,570	1,544	497,700	2,765	7	12

* For entire county.

† Estimated.

‡ Data for 1921-22.

TABLE 6.—Personnel, number of day schools and school buildings, city public schools, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	1	2	3	4	5	Teachers		Enrollment		10	11	12	13
						6	7	8	9				
Pennsylvania—Continued													
Carbondale.....		18,640	188	1	5	9	94	2,067	1,998	703,098	3,551	10	10
Carlisle.....		10,916	190	1	2	9	50	1,117	1,192	374,867	1,973	8	8
Carnegie.....		11,516	183	1	1	8	60	1,184	1,163	383,771	2,009	4	4
Carrick (P. O., Pittsburgh).....		10,504	200	1	3	3	38	775	745	241,795	2,574	9	3
Chambersburg.....		13,171	180	1	1	14	67	1,461	1,502	463,320	2,321	9	9
Charleroi.....		11,516	180	1	4	10	65	1,442	1,464	417,853	2,753	5	5
Chairton.....		10,777	190	1	7	7	88	1,740	1,785	571,303	3,007	8	8
Coatesville.....		14,515	190	1	1	23	88	1,586	1,595	523,070	2,925	9	9
Columbia.....		10,836	190	1	3	6	53	916	991	342,408	1,802	8	8
Connellsville.....		13,804	180	1	4	15	80	1,655	1,651	526,500	2,106	6	6
Dickson City.....		11,049	181	1	1	4	57	1,319	1,137	381,186	3,003	6	6
Donora.....		14,131	190	1	5	11	83	1,741	1,693	540,540	2,634	6	6
DuBois.....		13,691	190	1	8	5	74	1,417	1,479	474,120	3,880	8	8
Dunmore.....		20,250	195	1	4	12	104	2,400	2,462	842,766	4,372	11	11
Duquesne.....		19,011	180	1	13	4	90	2,070	2,015	664,354	3,984	8	8
Farell.....		13,586	180	1	5	11	84	1,704	1,871	573,120	2,977	8	8
Greensburg.....		13,053	180	1	6	10	80	1,732	1,667	532,793	3,270	9	9
Homestead.....		20,452	180	2	9	15	103	1,861	1,814	599,669	3,217	7	7
Jeanette.....		10,627	180	1	5	7	58	1,361	1,310	417,060	3,405	7	7
Kingston.....		15,286	190	1	7	10	102	1,946	2,036	667,690	3,719	12	11
Lebanon.....		24,643	190	1	7	17	99	2,134	2,211	706,610	2,638	14	14
McKees Rocks.....		16,713	200	1	1	2	66	1,541	1,483	487,600	2,954	6	6
Mahanoy City.....		15,599	180	1	1	6	66	1,627	1,636	531,703	2,441	8	8
Meadville.....		14,568	180	1	9	8	81	1,328	1,440	439,380	2,704	6	6
Monessen.....		18,179	180	1	8	18	128	2,610	2,627	846,720	4,704	8	8
Mount Carmel.....		17,469	180	1	1	4	60	1,620	1,441	494,640	2,748	8	8
Nanticoke.....		22,614	190	1	1	19	123	2,664	2,408	880,080	4,632	11	11
New Kensington.....		11,967	180	2	0	14	62	1,357	1,301	442,720	2,452	6	6
North Braddock.....		14,928	180	0	0	9	90	1,805	1,734	528,930	3,630	6	6
Oil City.....		21,274	190	1	10	7	178	1,916	1,987	653,400	3,630	14	14
Old Forge.....		12,237	190	1	0	13	64	1,771	1,682	593,969	2,968	10	9

Olyphant.....	10,236	1	2	3	74	1,304	1,198	421,430	2,218	8
Phoenixville.....	18,484	1	5	4	39	851	879	283,489	3,014	6
Pittston.....	18,497	1	5	4	99	1,890	1,953	683,046	3,070	9
Plymouth.....	16,500	1	8	6	67	1,828	2,246	583,244	3,808	7
Pottstown.....	21,876	1	5	11	81	1,879	1,473	561,600	3,266	20
Pottsville.....	10,311	1	3	12	74	1,890	1,939	620,640	2,103	12
Punxsutawney.....	21,204	1	5	8	51	1,245	1,245	378,533	3,179	4
Shamokin.....	21,747	1	2	10	84	1,796	1,701	572,231	4,065	7
Sharon.....	191	1	5	6	108	2,317	2,228	731,728	3,607	8
Shenandoah.....	13,428	1	5	15	89	2,040	2,150	698,937	2,212	12
Steelton.....	15,721	1	5	17	51	1,260	1,260	615,866	3,087	7
Sunbury.....	10,908	1	4	6	90	1,648	1,725	565,612	2,037	8
Swisvale.....	12,363	1	5	5	60	1,166	1,117	360,639	2,659	6
Tamaqua.....	15,692	1	15	11	51	1,343	1,374	473,834	3,547	7
Uniontown.....	14,372	2	8	12	89	1,925	2,006	602,648	2,781	7
Warren.....	21,490	2	3	8	102	1,692	1,676	690,630	4,061	6
Washington.....	11,717	1	3	12	118	2,278	2,249	729,180	1,959	6
West Chester.....	24,403	1	9	23	61	1,051	1,126	306,333	4,072	5
Wilkesburg.....	12,496	1	7	7	134	2,477	2,459	732,900	2,962	6
Woodlawn.....	11,375	1	6	8	89	1,772	1,754	538,154	1,976	13
Bristol.....	24,174	1	10	3	58	1,110	1,149	359,152	1,892	10
Central Falls.....	29,407	1	8	2	62	1,245	1,134	353,804	5,216	10
Cranston (P. O., Providence).....	10,077	1	3	2	166	3,014	2,950	925,841	4,430	24
Cumberland (P. O., Valley Falls).....	21,793	1	7	5	123	2,839	3,948	736,485	3,981	16
East Providence.....	13,481	1	3	14	83	1,651	1,603	462,680	2,660	22
Warwick.....	15,461	1	12	3	72	1,422	1,241	408,456	2,209	19
West Warwick.....	10,570	1	14	9	110	2,528	2,736	677,672	3,683	10
South Carolina.....	23,127	1	8	8	81	2,115	2,200	592,020	4,642	12
Anderson.....	22,638	1	12	13	170	3,019	3,140	812,350	4,323	7
Florence.....	14,537	1	13	11	112	2,591	2,868	765,171	4,323	18
Greenville.....	26,202	1	22	18	78	1,473	1,488	443,904	2,473	9
Spartanburg.....	18,960	1	13	11	189	3,024	2,976	928,040	5,226	8
South Dakota.....	12,442	1	14	4	80	2,648	2,741	695,256	3,928	16
Aberdeen.....	10,274	1	5	12	114	2,180	2,117	664,680	3,830	12
St. Louis Falls.....	15,494	1	6	6	64	1,804	1,910	436,696	2,584	9
Tennessee.....	11,791	1	2	11	126	2,200	2,231	545,052	3,102	8
Jackson.....	10,522	1	3	16	45	1,067	1,011	280,440	1,538	13
Jackson City.....	11,356	1	3	16	96	1,786	1,892	531,168	3,018	7
Texas.....	10,589	1	5	3	49	1,209	1,145	379,723	1,665	8
Ablene.....	17,065	1	0	8	63	1,262	1,245	373,412	2,171	6
Amarillo.....	12,394	1	3	3	63	1,262	1,245	373,412	2,171	6
Brownsville.....	22,710	1	0	5	22	590	512	133,392	794	7
Brownsville.....	14,371	1	1	14	77	2,118	2,201	520,369	2,974	4
Cleburne.....	17,065	1	1	1	60	1,497	1,584	426,624	1,684	10
Corpus Christi.....	14,371	1	1	1	69	1,639	1,859	467,668	2,719	7
Corpus Christi.....	14,371	1	1	1	69	1,639	1,859	467,668	2,719	7
Corpus Christi.....	14,371	1	1	1	69	1,639	1,859	467,668	2,719	7
Del Rio.....	14,371	1	1	1	69	1,639	1,859	467,668	2,719	7
Demson.....	14,371	1	1	1	69	1,639	1,859	467,668	2,719	7
Greenville.....	14,371	1	1	1	69	1,639	1,859	467,668	2,719	7
Laredo.....	14,371	1	1	1	69	1,639	1,859	467,668	2,719	7
Marshall.....	14,371	1	1	1	69	1,639	1,859	467,668	2,719	7
Marshall.....	14,371	1	1	1	69	1,639	1,859	467,668	2,719	7
Estimated.....										

TABLE 6.—Personnel, number of day schools and school buildings, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

Cities	Popula- tion, 1920	Average school term (days)	Super- intend- ents and assist- ant super- intend- ents	Super- visors and princi- pals	Teachers			Enrollment		Aggregate attendance (days)	Average daily attend- ance	Num- ber of schools	School build- ings
					Men	Women	Boys	Girls					
1	2	3	4	5	6	7	8	9	10	11	12	13	
Texas—Continued													
..... Palestine.....	11,039	174	1	1	10	57	1,200	1,342	337,978	1,948	10	11	
..... Paris.....	13,040	177	1	3	18	88	2,194	2,381	570,648	3,224	17	11	
..... Port Arthur.....	22,251	175	1	7	26	154	3,696	3,734	980,875	5,605	12	6	
..... Ranger.....	16,205	174	1	3	9	30	1,012	1,013	245,688	1,412	8	8	
..... San Angelo.....	10,050	173	1	2	5	61	1,007	1,138	294,619	1,703	8	8	
..... Sherman.....	15,031	173	1	6	14	86	1,775	1,831	483,881	2,797	8	8	
..... Temple.....	11,033	172	1	8	9	69	1,363	1,331	403,512	2,346	11	10	
..... Texasana.....	11,480	174	1	4	11	55	1,440	1,626	398,285	2,289	13	9	
..... Tyler.....	12,085	176	1	7	7	71	1,527	1,925	485,936	2,761	8	7	
..... Provo.....	10,303	167	1	3	31	58	1,720	1,670	504,674	3,022	6	6	
..... Vermont.....	10,008	162	1	0	6	59	1,513	1,760	430,768	2,834	8	8	
..... Barre.....	22,779	183	1	15	13	118	1,538	1,536	444,725	2,436	19	10	
..... Rutland.....	14,964	185	1	6	5	59	1,085	1,078	362,415	1,969	8	7	
Virginia:													
..... Alexandria.....	18,060	183	1	7	9	69	1,535	1,661	490,969	2,683	6	6	
..... Charlottesville.....	10,688	180	1	3	5	69	1,514	1,617	448,051	2,489	4	4	
..... Danville.....	21,539	179	1	9	7	113	1,670	1,929	547,561	3,069	10	9	
..... Staunton.....	10,623	180	1	5	4	42	881	853	262,229	1,457	5	5	
Washington:													
..... Aberdeen.....	15,337	180	1	12	8	96	1,897	1,881	572,040	3,178	13	13	
..... Bellingham.....	25,585	180	1	17	27	146	2,971	3,058	852,285	4,744	14	13	
..... Everett.....	27,644	183	1	14	26	155	3,445	3,573	1,025,715	5,605	19	11	
..... Hoquiam.....	10,058	177	1	6	5	56	1,280	1,231	363,204	2,052	7	7	
..... Vancouver.....	12,637	181	1	6	9	74	1,695	1,671	477,252	2,637	9	8	
..... Walla Walla.....	13,803	181	1	9	13	98	1,945	1,770	537,377	2,969	7	7	
..... Yakima.....	18,539	180	1	17	17	121	2,596	2,620	712,438	3,958	11	11	

TABLE 7.—Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923-24
GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Kindergartens					Elementary schools					Junior high schools					High schools					
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Alabama:																					
Birmingham						64	39	745	35,939	28,949							6	7	239	6,626	5,775
California:																					
Los Angeles	268	2	306	19,348	8,730	200	42	3,585	129,210	97,489	12	7-9	29	596	18,770	13,650	17	59	1,162	26,554	21,079
Oakland	94	1	47	3,845	1,861	46	23	670	29,908	23,441	15	7-9	17	276	7,080	6,632	5	19	297	6,783	5,802
San Francisco	49	1	49	3,203	1,808	86	92	1,385	55,558	42,654	3	7-9	3	75	1,855	1,643	6	9	400	9,925	8,528
Colorado:																					
Denver	53		62	4,863	2,559	61	69	733	29,701	23,243	6	7-9	5	239	6,283	5,505	5	5	245	6,173	5,350
Connecticut:																					
Bridgeport	24		30	1,170	894	32	46	506	20,730	18,502	1	7-9		9	324	288	3	5	133	3,357	2,965
Hartford	9		54	2,563	1,633	19	25	676	21,059	16,417							2	6	176	3,906	3,439
New Haven	35	1	60	3,048	2,355	55	66	618	25,070	22,141							2	3	183	6,349	4,700
Delaware:																					
Wilmington	2		2	72	64	30	30	331	12,517	10,475							2	3	91	2,714	2,110
District of Columbia:																					
Washington	107	2	195	4,981	2,833	140	67	1,555	50,277	42,723	6	7-9	6	159	3,291	2,969	7	14	492	11,642	10,256
Georgia:																					
Atlanta	39		45	1,588	1,500	55	78	995	33,421	31,461	4	7-9	4	169	5,720	5,400	4	4	181	4,257	4,018
Illinois:																					
Chicago	268		546	42,902	21,586	270	273	8,179	348,897	326,510							24	25	2,183	59,731	55,391
Indiana:																					
Indianapolis						83	118	1,125	43,654	36,844							4	10	419	10,601	8,210
Iowa:																					
Des Moines	44	1	52	3,292	1,053	51	39	649	17,460	14,618	5	7-9	3	109	3,263	2,900	5	4	145	4,804	4,389
Kansas:																					
Kansas City	24		14	1,014	651	50	52	384	16,120	13,246	3	7-9	3	86	2,919	2,461	4	4	94	2,405	2,006
Kentucky:																					
Louisville	40	1	40	2,356	1,115	68	67	718	31,057	24,262							5	5	219	5,371	4,997
Louisiana:																					
New Orleans	49	1	45	3,393	2,692	89	92	1,288	46,502	34,824	2	7-9	2	26	927	800	4	4	162	4,507	3,964

Maryland:	101	4,161	2,500	131	162	1,864	81,121	65,756	10	7-9	14	326	9,906	8,725	5	6	339	9,640	8,562
Baltimore.....	69	10,135	6,539	72	120	2,273	102,745	86,167							15	40	715	23,191	19,300
Massachusetts:	33	1,829	1,522	28	31	361	13,082	11,600							2	6	139	3,668	3,233
Boston.....	14	1,006	1,800	52	22	479	15,947	13,167	1	7-9	1	25	612	518	1	3	97	2,149	2,007
Fall River.....	15	79	373	34	14	236	8,015	7,684	5	7-9	4	80	2,490	2,400	1	1	96	1,494	1,488
Lowell.....	16	1,194	652	34	49	499	17,234	15,023	8	7-9	6	222	4,940	4,363	3	3	182	3,127	2,782
New Bedford.....	22	2,174	990	35	39	470	14,010	11,601	8	7-9	6	222	4,940	4,363	4	4	206	3,127	2,782
Springfield.....	44	3,120	1,641	52	49	652	33,332	22,748										4,842	4,638
Worcester.....	143	20,769	9,564	140	181	3,002	119,812	98,328	7	7-9	8	287	8,238	7,566	10	11	743	22,071	18,598
Michigan:	35	2,345	1,785	36	39	511	13,698	12,391	5	7-9	3	153	2,951	2,770	3	4	123	3,188	2,750
Detroit.....	74	9,197	5,032	79	73	1,201	46,713	40,363	8	7-9	10	327	9,056	8,251	7	16	445	11,517	10,528
Grand Rapids.....	110	4,879	1,741	66	63	1,802	27,989	23,087							5	7	250	5,837	5,253
Minnesota:	78	5,713	3,435	83	87	1,213	43,071	35,316	3	7-9	3	141	4,206	3,588	5	5	322	8,944	7,335
St. Paul.....	182	9,491	7,177	107	140	1,779	94,492	67,870	1	7-9	1	52	1,356	1,159	6	6	506	14,913	11,405
Missouri:	52	2,992	1,964	52	62	743	27,929	23,558							4	4	316	7,982	6,590
Nebraska:	16	959	485	39	37	488	17,726	14,206	1	7-8	1	27	611	1,490	1	1	85	2,330	1,601
Omaha.....	7	672	300	35	50	941	40,193	33,155							2	2	219	6,344	5,456
New Jersey:	102	10,535	5,053	53	64	1,500	60,772	50,317	3	7-9	3	66	2,808	2,357	4	4	273	7,556	6,480
Camden.....	24	2,276	891	24	42	617	18,773	16,361							2	5	135	4,016	3,486
Jersey City.....	27	1,983	1,259	27	35	354	11,814	9,904	2	7-9	3	139	3,857	3,202	1	3	84	1,883	1,387
Newark.....	25	1,153	756	53	34	320	10,910	8,542							1	1	83	1,802	1,526
Paterson.....	69	6,129	3,887	166	80	1,875	50,895	48,743							8	5	478	11,086	8,973
Trenton.....	472	6,781	3,904	88	1,043	18,641	611,484	668,129	46	7-9	11	2,020	63,662	59,391	34	59	3,914	124,944	92,136
New York:	47	2,071	1,300	39	37	935	28,065	26,097	4	7-9	18	365	5,969	4,851	4	19	232	4,861	3,725
Albany.....	33	1,369	865	23	43	478	19,710	16,576	4	7-10	2	35	962	1,835	3	4	167	4,526	3,847
Buffalo.....	22	2,428	1,282	30	33	695	15,637	13,922							2	3	97	3,336	2,703
Rochester.....	60	3,771	2,590	67	64	1,151	24,148	22,726							5	5	229	5,221	4,816
Syracuse.....	72	13,390	7,730	111	140	2,467	97,396	82,972	2	7-9	3	61	1,245	1,075	5	9	304	7,037	6,117
Yonkers.....	102	6,996	3,975	649	47	649	24,858	22,265	18	7-9	15	853	23,989	22,490	12	14	613	15,774	13,477
Ohio:	52	2,029	1,462	43	31	800	19,509	17,148	11	7-9	16	348	9,244	8,006	6	6	209	5,373	4,901
Akron.....	45	4,416	3,535	45	62	1,171	29,153	27,087							5	5	149	4,510	4,086
Cincinnati.....	19	1,394	988	44	32	541	22,249	18,810	8	7-9	8	116	3,312	2,947	4	8	228	6,330	4,513
Cleveland.....	4	499	226	70	59	976	40,540	32,164							2	2	125	3,225	2,659
Columbus.....	152	9,897	7,631	180	236	4,644	240,716	180,472	8	7-9	8	422	11,645	9,940	6	6	310	8,949	7,600
Dayton.....	100	8,748	4,290	132	207	1,764	75,972	61,967	6	7-9	7	151	4,089	3,524	11	11	1,103	31,717	25,914
Toledo.....	4	146	97	42	12	312	12,268	10,688	3	7-9	6	104	3,379	2,863	2	2	459	14,185	10,775
Youngstown.....	33	1,548	1,346	43	43	543	22,601	19,247							2	2	75	1,814	1,525
Oregon:	46	2,608	1,945	95	53	863	34,138	28,456							4	7	248	3,590	3,347
Portland.....	152	9,897	7,631	180	236	4,644	240,716	180,472	8	7-9	8	422	11,645	9,940	6	6	310	8,949	7,600
Pennsylvania:	100	8,748	4,290	132	207	1,764	75,972	61,967	6	7-9	7	151	4,089	3,524	11	11	1,103	31,717	25,914
Philadelphia.....	4	146	97	42	12	312	12,268	10,688	3	7-9	6	104	3,379	2,863	2	2	459	14,185	10,775
Pittsburgh.....	33	1,548	1,346	43	43	543	22,601	19,247							2	2	75	1,814	1,525
Reading.....	46	2,608	1,945	95	53	863	34,138	28,456							4	7	248	3,590	3,347
Scranton.....	152	9,897	7,631	180	236	4,644	240,716	180,472	8	7-9	8	422	11,645	9,940	6	6	310	8,949	7,600
Scranton.....	33	1,548	1,346	43	43	543	22,601	19,247							2	2	75	1,814	1,525
Rhode Island:	46	2,608	1,945	95	53	863	34,138	28,456							4	7	248	3,590	3,347
Providence.....	152	9,897	7,631	180	236	4,644	240,716	180,472	8	7-9	8	422	11,645	9,940	6	6	310	8,949	7,600

* In 1920.

* Data of 1921-22.

1 Estimated.

TABLE 7.—Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923-24—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Kindergartens				Elementary schools				Junior high schools				High schools									
	Number of schools	Superintendents and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Superintendents and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Superintendents and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Superintendents and principals	Teachers	Enrollment	Average daily attendance	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Tennessee:																						
Memphis.....						41	11	675	29,606	21,608							4		146	3,729	3,298	
Nashville.....						34	37	359	20,940	16,467							2	2	85	2,644	2,268	
Texas:																						
Dallas.....	28		20	2,119	987	44	59	465	29,771	21,296							5	5	220	7,206	6,265	
Fort Worth.....	30		25	1,629	747	32	43	500	19,314	15,343							8	8	223	5,542	4,520	
Houston.....	15	1	15	808	559	54	43	640	22,498	19,488	5	7-9	5	103	2,854	2,567	3	3	131	4,079	3,332	
San Antonio.....						39	40	444	19,533	13,494	10	6-8	17	226	3,113	4,742	3	5	155	3,298	2,513	
Utah:																						
Salt Lake City.....	25	1	42	1,831	1,107	31	34	587	18,906	17,663	7	7-9	8	162	6,939	3,786	2	4	118	2,745	2,501	
Virginia:																						
Norfolk.....	9		11	432	1,300	36	29	540	17,311	14,342	3	7-9	4	106	2,470	2,093	2	2	107	2,741	2,157	
Richmond.....	21	1	22	866	597	60	39	532	20,980	17,746	4	6-8	5	116	3,417	2,704	3	4	136	4,287	3,405	
Washington:																						
Seattle.....	44		22	1,819	946	82	80	988	40,260	32,452							8	12	406	12,397	10,830	
Spokane.....						39	38	453	16,404	13,427							2	2	174	5,163	4,011	
Wisconsin:																						
Millwaukee.....	67		166	7,872	5,254	67	76	1,134	52,194	43,091							7	7	361	10,309	8,428	

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:																						
Mobile.....	8		15	354	229	18	11	189	7,210	5,814							2	1	62	1,923	1,636	
Montgomery.....						15	17	162	7,135	5,560							2	1	43	1,226	1,061	
Arkansas:																						
Little Rock.....						20	14	191	9,313	7,480	4	7-9	4	83	2,898	2,365	2	4	53	1,833	1,434	
California:																						
Berkeley.....	17	6	17	1,113	538	17	17	169	7,325	5,200	4	7-9	6	119	3,272	2,729	1	3	84	2,118	1,931	
Fresno.....	12		12	1,068	473	18	24	283	10,912	8,974	4	7-9	3	133	5,821	1,364	1	1	63	2,060	1,613	

Long Beach	26	1,925	963	21	26	361	14,498	10,471	4	7-9	7	144	3,925	3,061	146	4,180	3,086
Escondido	17	1,487	762	23	13	260	8,860	6,700	4	7-9	4	77	2,061	1,776	165	3,230	2,564
Sacramento	20	1,238	547	18	27	322	10,326	5,446	4	7-9	4	77	2,061	1,776	137	3,063	2,377
San Diego	20	1,735	872	27	20	313	11,264	9,124	3	7-9	4	120	2,681	2,498	107	2,301	2,010
San Jose	9	645	241	9	11	196	6,484	5,543							103	3,265	2,667
Stockton	8	445	200	20	7	190	7,026	5,907							72	1,888	1,662
Colorado																	
Colorado Springs	13	527	278	18	23	147	5,630	4,196	1	7-9	1	9	261	193	62	1,707	1,337
Pueblo	8	359	193	8	14	99	3,579	2,612							27	774	615
Dist. No. 1	8	476	329	11	14	122	4,388	3,365							36	892	655
Dist. No. 20																	
Connecticut																	
Meriden	10	688	410	14	23	117	4,433	3,859							45	1,066	925
New Britain	14	1,493	747	13	12	186	8,533	6,322	2	7-9	4	79	2,436	1,791	58	1,188	934
Stamford	10	945	612	19	22	221	8,086	6,721							53	1,429	1,138
Waterbury	23	1,101	1,550	32	25	437	14,171	11,935							177	2,648	2,383
Florida																	
Jacksonville	10	645	1,380	20	23	413	14,169	11,326	2	7-9	2	78	2,102	1,728	63	1,863	1,413
Pensacola	13	601	384	16	16	126	4,311	3,660							32	1,018	896
Tampa	11	601	384	9	7	169	6,498	5,709	2	7-9	2	64	2,154	1,896	33	981	833
Georgia																	
Augusta	10	645	1,380	57	13	243	11,002	7,807							88	1,722	1,311
Columbus	13	601	384	13	3	130	5,381	4,753							29	1,067	914
Macon	11	601	384	45	12	274	13,003	9,535							58	1,786	1,500
Savannah	14	1,101	1,550	14	12	169	9,531	7,634	3	7-9	3	70	2,748	2,327	29	1,144	1,771
Illinois																	
Aurora	6	226	161	8	6	69	2,327	1,917	1	8	1	6	243	219	38	961	829
East side	4	196	127	4	4	52	1,581	1,310							24	546	486
West side																	
Chicago																	
Danville	15	720	375	23	13	189	8,425	7,486							42	1,308	1,155
Decatur	16	429	311	17	2	152	6,070	5,342							57	1,299	1,092
East St. Louis	14	1,101	1,550	14	13	150	5,983	4,952	2	7-9	2	72	1,968	1,605	44	1,115	943
East St. Louis	33	1,101	1,550	33	18	251	11,146	8,850	1	7-9	1	22	1,638	1,608	2	1,115	943
Evanston																	
Dist. No. 75	12	390	1,200	9	5	123	3,552	2,826									
Dist. No. 76	4	213	1,146	4	2	62	2,016	1,796									
Joliet	22	720	375	23	2	104	6,883	5,323									
Moline	18	429	311	13	17	108	3,714	3,205									
Oak Park	10	513	368	10	15	199	5,863	4,964									
Peoria	10	513	368	10	15	199	5,863	4,964									
Quincy	21	1,501	1,142	21	32	298	11,320	8,834									
Rockford	5	160	180	12	14	116	3,139	3,070	3	7-9	3	31	1,139	1,066	102	2,328	2,047
Rockford	4	167	131	20	26	313	9,029	8,060									
Rock Island	4	167	131	14	15	126	4,277	3,497									
Springfield	14	310	124	18	21	260	9,203	7,534									
Indiana																	
East Chicago	6	392	300	7	12	134	5,219	4,255	2	7-8	1	33	1,099	888	22	669	626
Evansville	17	991	877	20	23	205	9,238	8,580									
Fort Wayne	19	1,436	795	22	35	298	9,578	8,102									
Gary	14	1,361	764	16	15	246	10,897	8,951									
Hammond	14	749	604	15	15	178	5,992	5,304									

Includes 4 assistants

Gave one-half time only

Estimated

TABLE 7.—Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923-24—Continued
 GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Kindergartens						Elementary schools						Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Indiana—Continued.																							
Kokomo.....						12	16	115	5,439	4,028	1	8-9	1	27	621	574	1	5	36	1,139	975		
Muncie.....	16		31	1,261	930	12	18	166	5,327	4,352	12	19	16	302	2,062	1,601	1	6	60	1,552	1,378		
South Bend.....	20	1	18	861	641	23	32	259	10,445	8,089	3	7-9	2	53	1,503	1,302	2	2	90	1,977	1,605		
Terre Haute.....	17		23	660	516	17	11	149	5,025	4,373	4	7-9	5	102	2,062	1,867	2	4	74	1,449	1,330		
Lowa:																							
Cedar Rapids.....	17		14	670	500	16	20	158	5,617	5,576	3	7-9	3	91	2,151	1,513	2	2	68	1,521	1,350		
Council Bluffs.....	27		15	827	448	16	19	146	5,482	4,321	2	7-9	4	28	726	624	1	1	50	1,435	1,150		
Davenport.....	10		10	374	1,300	10	5	87	2,518	2,107	2	7-9	4	28	2,060	2,524	1	3	25	693	1,527		
Des Moines.....	26		27	1,119	1,071	26	40	252	8,327	7,970	3	7-9	3	106	2,980	2,853	1	4	59	1,632	1,292		
St. Louis.....	10		10	385	331	11	15	69	2,530	2,185	1	8-9	3	22	586	526	1	4	19	573	509		
Waterloo.....	7		6	283	273	7	14	69	2,501	2,476	1	8-9	3	22	586	526	1	4	19	573	509		
East side.....	16		8	797	420	24	22	194	7,024	5,857	4	7-9	3	32	1,261	1,011	1	1	32	1,491	1,240		
West side.....	33		17	1,121	815	27	38	333	11,096	8,816	5	7-9	5	121	3,784	3,003	1	1	81	2,080	1,679		
Kansas:																							
Topeka.....	2		8	601	233	12	12	116	4,566	3,722	2	7-8	2	21	793	690	2	1	34	818	763		
Wichita.....	8		17	494	408	11	12	156	4,932	3,936	2	7-9	2	31	1,385	1,280	2	2	33	679	602		
Kentucky:																							
Covington.....	1		3	80	68	17	24	193	10,079	8,413	1	8-9	3	22	586	526	2	2	84	2,182	1,770		
Lexington.....	13		24	682	443	16	10	82	2,747	2,302	1	8-9	3	22	586	526	1	1	25	605	568		
Louisiana:																							
Shreveport.....	9		20	472	313	31	8	266	9,305	7,931	1	7-9	5	168	1,605	1,099	1	1	91	2,135	2,108		
Maine:																							
Lewiston.....	13		24	682	443	36	20	281	8,653	7,419	2	7-9	2	29	861	661	2	2	116	2,551	2,302		
Portland.....	9		20	472	313	11	8	119	3,684	3,136	3	7-9	5	168	1,605	1,099	1	1	58	1,459	1,255		
Massachusetts:																							
Brockton.....	23		10	129	4,370	23	10	129	4,617	4,370	2	7-9	2	29	861	661	1	1	46	1,186	975		
Brookline.....	18		17	178	6,684	18	13	178	6,684	4,716	1	7-8	2	33	861	661	1	1	23	1,373	1,217		
Chelsea.....																							
Chicago.....																							
Chicago.....																							

Fitchburg	4	217	125	24	19	147	4,204	3,851	5	7-9	3	54	1,121	1,010	1	1	60	1,349	1,678
Haverhill	10	627	326	28	17	186	0,518	5,631	3	7-9	3	54	1,121	1,010	1	1	67	1,406	1,678
Holyoke	1	51	129	17	14	136	4,948	4,543	8	7-9	3	54	1,121	1,010	1	1	42	1,845	1,678
Lawrence	1	51	129	32	39	339	11,115	10,087	4	7-9	4	107	2,577	2,330	2	2	128	3,004	3,023
Lynn	1	772	536	41	8	245	9,890	8,985	4	7-9	4	107	2,577	2,330	2	2	50	1,401	1,401
Malden	18	772	536	17	19	165	7,016	6,053	3	7-9	3	70	1,984	1,714	1	1	60	1,187	1,187
Medford	1	426	232	22	13	123	5,022	4,139	6	7-9	3	24	535	467	4	4	78	1,868	1,868
Newton	1	426	232	19	13	207	6,519	5,570	1	7-9	1	24	535	467	2	2	89	890	890
Pittsfield	1	426	232	18	13	183	8,812	7,940	7	7-9	1	61	1,487	1,255	1	1	44	1,320	1,320
Quincy	6	284	201	18	15	221	8,922	8,452	3	7-9	5	113	3,694	3,331	1	1	53	1,174	1,174
Salem	7	382	300	16	11	117	8,827	8,827	3	7-9	5	113	3,694	3,331	2	2	72	2,047	2,047
Springfield	1	568	335	18	6	163	5,049	4,583	2	7-9	4	30	773	657	1	1	37	903	903
Waltham	1	568	335	13	2	86	2,728	2,463	2	7-9	4	30	773	657	1	1	27	312	268
Middlesex:																			
Battle Creek	18	536	384	14	12	137	5,239	3,776	1	7-8	1	28	878	743	1	2	52	1,541	1,541
Bay City	19	450	385	19	16	146	6,282	5,225	2	7-9	2	44	333	1,120	1	2	52	1,000	1,000
Flint	40	542	1,300	21	21	457	17,680	14,236	1	7-9	1	43	1,048	881	1	2	71	1,436	1,436
Hamtramck	6	631	928	6	9	187	7,832	5,782	1	7-9	1	43	1,048	881	1	2	133	2,323	2,478
Highland Park	7	703	441	7	11	194	5,946	4,238	2	7-9	2	61	1,823	1,565	2	2	41	1,040	969
Jackson	22	969	475	15	8	109	4,597	3,648	6	7-9	5	94	2,052	1,906	1	3	67	1,066	1,014
Kalamazoo	10	1,017	523	10	9	157	4,833	3,961	6	7-9	4	99	2,717	2,409	1	3	84	1,066	1,066
Lansing	39	1,317	957	19	27	197	7,904	6,210	2	7-9	4	99	2,717	2,409	1	3	67	1,040	1,289
Muskegon	17	628	278	13	13	174	5,257	4,744	4	7-9	4	99	2,717	2,409	2	3	63	1,216	1,057
Saginaw	4	156	134	16	14	112	6,073	3,617	3	7-9	3	61	1,428	1,261	1	1	39	852	694
East side	10	376	200	8	7	78	3,212	2,624	2	7-9	2	52	1,485	1,146	1	1	29	608	584
West side	36	1,698	1,348	38	30	368	12,763	11,506	5	7-9	6	120	2,634	2,544	3	2	92	2,631	2,303
Minnesota:																			
Duluth	2	100	65	36	37	308	12,609	9,001	4	7-9	5	62	3,428	2,680	2	1	52	2,269	1,869
St. Joseph	2	100	65	23	6	141	8,101	5,513	4	7-9	5	62	3,428	2,680	2	1	52	1,462	1,230
Springfield	27	1,068	796	19	23	235	9,261	7,638	2	7-9	5	55	1,408	1,122	1	3	83	1,571	1,249
Montana:																			
Butte	16	822	500	27	21	193	7,107	5,609	1	7-9	2	44	1,123	980	2	2	91	1,477	1,408
Nebraska:																			
Lincoln	12	784	414	12	84	226	8,164	6,500	1	7-9	2	44	1,123	980	1	3	85	2,131	1,705
New Hampshire:																			
Manchester	11	1,218	638	12	15	391	11,765	10,609	1	7-9	1	46	1,132	1,033	1	5	60	2,017	1,377
New Jersey:																			
Athlantic City	18	1,105	573	17	15	192	6,374	5,857	1	7-9	1	46	1,132	1,033	1	3	82	1,922	1,687
Bayonne	14	975	644	9	20	325	11,579	9,948	1	7-9	1	46	1,132	1,033	1	1	79	2,068	1,814
East Orange	9	681	411	6	8	274	9,097	7,900	1	7-9	2	44	1,123	980	1	1	44	1,009	910
Elizabeth	9	681	411	6	8	274	9,097	7,900	1	7-9	2	44	1,123	980	1	1	37	768	710
Hoboken	6	527	327	7	18	96	3,719	3,020	1	7-9	2	44	1,123	980	1	1	34	715	635
New Brunswick	10	1,433	764	10	23	184	4,718	4,047	1	7-9	2	44	1,123	980	2	1	62	1,448	1,268
Orange	8	748	460	12	23	204	10,384	8,947	1	7-9	2	44	1,123	980	1	1	30	729	651
Passaic	13	460	204	8	12	141	7,226	6,113	1	7-9	2	44	1,123	980	1	1	30	729	651
Perth Amboy	6	460	204	8	12	141	7,226	6,113	1	7-9	2	44	1,123	980	1	1	30	729	651
West Hoboken	6	460	204	8	12	141	7,226	6,113	1	7-9	2	44	1,123	980	1	1	30	729	651

* Includes one junior high school principal.

† Estimated.

TABLE 7.—Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923-24—Continued
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Kindergartens						Elementary schools						Junior high schools						High schools				
	Num ber of schools	Super- visors and prin- cipals	Teachers	Enroll- ment	Average daily attendance	Num ber of schools	Super- visors and prin- cipals	Teachers	Enroll- ment	Average daily attendance	Num ber of schools	Grades in- cluded	Super- visors and prin- cipals	Teachers	Enroll- ment	Average daily attendance	Num ber of schools	Super- visors and prin- cipals	Teachers	Enroll- ment	Average daily attendance		
1	3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
New York:																							
Amsterdam.....	10	1	13	470	312	11	17	159	4,902	4,313	1	8-9	1	19	649	1,620	1	3	26	633	502		
Auburn.....	9	12	24	364	215	12	12	123	3,588	2,795	1	8-9	1	19	649	1,620	1	3	26	633	502		
Binghamton.....	16	16	24	1,045	859	15	20	334	9,050	7,868	1	8-9	1	19	649	1,620	1	3	26	633	502		
Elmira.....	11	11	11	579	351	12	14	162	4,967	4,059	2	8-9	1	19	649	1,620	2	3	63	1,808	1,255		
Jamestown.....	22	16	16	664	478	14	14	173	5,563	4,702	2	7-8	2	44	893	475	2	4	63	1,808	1,255		
Mount Vernon.....	10	10	19	975	487	10	13	192	6,591	6,012	1	7-8	1	18	523	475	2	2	66	1,812	1,431		
Newburgh.....	9	9	18	790	446	10	12	126	4,500	3,772	1	7-8	1	18	523	475	1	1	60	1,444	1,044		
New Rochelle.....	13	13	25	949	697	14	22	232	8,012	7,078	1	7-9	8	146	3,094	3,222	2	2	73	2,021	1,722		
Niagara Falls.....	8	8	8	447	266	10	24	115	4,491	3,738	7	7-9	8	146	3,094	3,222	2	2	73	2,021	1,722		
Poughkeepsie.....	22	22	33	1,261	720	21	31	321	10,767	9,415	7	7-9	8	146	3,094	3,222	2	2	73	2,021	1,722		
Schenectady.....	4	4	4	148	102	5	5	48	1,431	1,194	1	7-9	8	146	3,094	3,222	2	2	73	2,021	1,722		
Troy.....	14	14	17	569	377	14	18	163	5,463	5,007	1	7-9	8	146	3,094	3,222	2	2	73	2,021	1,722		
Lansingburgh dist. Union district.....	17	17	28	1,453	1,060	12	15	127	4,631	3,946	1	7-9	8	146	3,094	3,222	2	2	73	2,021	1,722		
Utica.....	12	12	12	465	345	12	16	127	4,631	3,946	1	7-9	8	146	3,094	3,222	2	2	73	2,021	1,722		
Watertown.....	18	18	20	218	7,406	1	20	218	9,304	7,406	1	7-9	2	83	879	751	2	2	57	1,818	1,505		
North Carolina:																							
Charlotte.....	9	9	8	187	7,661	9	8	187	7,661	6,118	1	7-9	2	83	879	751	2	2	57	1,818	1,505		
Wilmington.....	17	17	20	226	9,383	17	20	226	9,383	7,022	1	7-9	2	83	879	751	2	2	57	1,818	1,505		
Winston-Salem.....	10	10	5	392	278	31	27	371	14,027	12,324	1	7-9	2	83	879	751	2	2	57	1,818	1,505		
Ohio:																							
Canton.....	4	4	4	202	147	14	15	135	5,496	4,562	1	7-8	2	44	893	860	1	1	40	1,091	2,717		
Hamilton.....	9	9	15	831	534	9	15	210	5,228	4,757	2	7-8	2	44	893	860	1	2	83	2,006	1,975		
Lakewood.....	13	13	14	1,331	4,668	13	14	131	4,668	4,565	2	7-8	3	42	1,091	1,105	2	5	60	1,539	1,363		
Lima.....	14	14	14	472	4,472	14	14	180	6,449	4,472	4	7-9	4	44	1,543	1,487	1	1	43	1,587	1,428		
Lorain.....	5	5	4	221	149	16	16	167	6,979	5,152	4	7-9	4	64	2,289	1,861	2	1	56	1,142	941		
Portsmouth.....	21	21	20	189	7,559	21	20	189	7,559	6,396	4	7-9	4	64	2,289	1,861	2	1	48	1,502	1,301		
Springfield.....	14	14	13	142	6,630	14	13	142	6,630	4,360	1	7-9	4	64	2,289	1,861	2	1	48	1,502	1,301		
Oklahoma:																							
Muskogee.....	3	3	3	2,097	1,423	3	3	103	3,097	2,423	3	7-9	3	7	116	1,105	2	2	64	1,659	1,423		

TABLE 7.—Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923-24—Continued
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools					High schools					
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Wisconsin:																					
Green Bay.....	7		14	440	282	14	16	92	3,131	2,550	1	7-9	1	10	473	2	5	52	1,177	1,161	
Kenosha.....	24		19	996	330	12	14	134	4,751	3,988	3	7-9	3	87	1,742	1	1	32	834	1,670	
La Crosse.....	18		9	503	317	8	8	92	3,262	2,853	1	8-10	1	15	401	1	1	50	1,342	1,248	
Madison.....	24		18	654	406	14	16	164	4,668	4,136	2	7-8	1	15	475	2	5	88	2,229	1,936	
Oshkosh.....	11	1	20	740	442	11	12	86	3,059	2,928	1	7-10	1	2	92	85	1	3	62	1,399	1,194
Racine.....	12		22	951	802	11	13	133	5,142	4,883	2	7-9	5	72	1,904	1	1	41	1,112	1,883	
Sheboygan.....	8		20	810	552	8	11	121	3,511	3,083	1	7-9	1	4	1,047	1	2	42	1,046	864	
Superior.....	20		18	939	627	11	15	170	5,516	3,339	8	7-9	4	4	1,556	1	2	54	1,745	1,564	

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Alabama:																						
Anniston.....	8	3	63	3,117	2,317	1	7-9	8	338	225	1	1	1	13	204							
Bessemer.....	7	6	65	3,756	2,897	6	7-9	8	338	225	1	1	1	2	213							
Dothan.....	6	2	43	2,006	1,407	1	7-9	1	1	1	1	1	1	2	806							
Florence.....	5	4	51	2,427	1,983	1	7-9	1	1	1	1	1	1	14	613							
Gadsden.....	8	6	66	3,373	2,549	1	7-9	1	1	1	1	1	1	14	442							
Selma.....	5	2	50	2,312	1,756	1	7-9	1	1	1	1	1	1	15	343							
Arizona:																						
Phoenix.....	12		14	487	251	17	14	161	7,115	4,747	1	7-9	1	40	987							
Tucson.....	4		4	167	76	14	12	122	5,224	3,768	1	7-9	1	1	826							
Arkansas:																						
Fort Smith.....	14	10	129	5,089	4,355	14	10	19	834	614	2	7-9	2	60	1,618							
Hot Springs.....	9	5	63	3,034	2,498	9	5	63	3,034	2,498	2	7-9	2	24	407							
North Little Rock.....	10	10	56	3,689	2,505	10	10	10	528	370	1	7-9	1	8	230							
Pine Bluff.....	10	10	85	3,744	3,519	10	10	85	3,744	3,519	1	7-9	1	21	580							
California:																						
Alameda.....	5		5	337	165	7	13	133	4,419	3,805	1	7-9	1	60	1,927							
Albany.....	7		7	303	178	6	10	86	3,787	2,729	1	7-9	1	58	1,582							
Bakersfield.....	12		16	712	508	12	12	180	4,818	3,724	1	7-9	1	1	1,194							

TABLE 7.—Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens						Elementary schools						Junior high schools						High schools				
	Number of schools	Superintendents and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Superintendents and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Superintendents and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Superintendents and principals	Teachers	Enrollment	Average daily attendance		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Kentucky:																							
Ashland						10	12	107	4,079	3,373	1	7-9	1	17	495	1,409	2	1	29	596	1,493		
Henderson						6	4	46	1,914	1,455	1	7-8	1	9	304	278	2	2	19	421	224		
Newport						8	7	86	2,834	2,396	1	7-8	1	1	1	1	1	1	15	475	428		
Owensboro						10	3	79	3,114	2,372	3	7-8	1	10	711	578	2	1	32	742	630		
Paducah						10	11	66	3,379	2,554	3	7-8	1	16	711	578	2	1	28	708	509		
Louisiana:																							
Alexandria	3	4	4	96	76	3	8	64	3,231	2,347	1	7-8	1	17	592	483	1	2	31	678	570		
Baton Rouge						8	6	89	4,513	3,799	1	7-8	1	17	592	483	2	2	27	647	581		
Lake Charles						6	6	85	2,559	2,379	1	7-8	1	1	1	1	1	1	24	515	449		
Monroe	2	2	2	68	51	4	3	50	2,034	1,638	1	7-8	1	1	1	1	1	1	10	246	200		
Maine:																							
Auburn						27	4	67	2,254	1,972	2	8-9	2	18	494	462	1	1	20	500	475		
Augusta	5			138	102	15	6	52	1,718	1,307	1	7-8	1	4	1	1	1	4	20	575	519		
Bangor	10			485	337	27	8	104	3,188	2,691	1	7-8	1	1	1	1	1	3	20	575	519		
Bath						8	1	35	1,246	1,078	1	7-8	1	1	1	1	1	1	15	391	1,248		
Biddeford						17	4	43	953	817	1	7-8	1	1	1	1	1	1	10	271	243		
Barnard						8	4	40	1,283	1,033	1	7-9	1	16	562	508	1	1	16	365	300		
Waterville						9	5	58	1,383	1,230	1	7-9	1	16	562	508	1	1	12	308	265		
Maryland:																							
Annapolis	2	1	1			2	1	29	1,231	1,053	2	7-8	3	14	981	786	2	2	21	525	452		
Cumberland	12	12	12			12	12	89	3,574	2,930	2	7-8	3	14	981	786	2	2	31	800	635		
Frederick	2	2	2			6	2	49	2,033	1,627	1	7-8	3	14	981	786	2	2	33	749	651		
Hagerstown	9	9	9			9	3	100	4,183	3,963	1	7-8	3	14	981	786	2	2	24	812	708		
Massachusetts:																							
Adams	8	7	43			8	7	1,538	1,357	1,357	1	7-8	1	10	180	159	1	1	11	200	268		
Amesbury	5	5	21			5	10	73	2,006	1,778	2	7-9	2	34	876	778	1	1	21	463	400		
Arlington	3	3	7	418	1,371	15	10	85	3,191	2,823	1	7-8	1	11	346	318	1	1	30	766	670		
Attleboro	3	3	8			18	10	96	3,191	2,823	1	7-8	1	11	346	318	1	1	23	670	609		
Belmont	4	4	6	281	162	5	6	43	1,453	1,357	1	7-8	1	11	346	318	1	1	29	670	609		
Beverly	12	13	128			12	13	128	3,481	3,481	1	7-8	1	11	346	318	1	1	23	670	609		
Braintree	8	7	56			12	4	56	1,899	1,677	1	7-8	1	11	346	318	1	1	44	1,116	969		
Canton	11	11	45			11	11	45	1,588	1,453	1	7-8	1	11	346	318	1	1	16	371	320		
Danvers	11	9	43			11	9	43	1,438	1,317	1	7-8	1	11	346	318	1	1	17	454	405		

TABLE 7.—Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens						Elementary schools						Junior high schools						High schools				
	Number of schools	Superintendents	Teachers	Enrollment	Average daily attendance	Number of schools	Superintendents	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Superintendents	Teachers	Enrollment	Average daily attendance	Number of schools	Superintendents	Teachers	Enrollment	Average daily attendance		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Minnesota—Continued.																							
Mankato.....	4		4	161	112	4		36	1,108	921	2	7-9	1	20	502	405	1	2	25	530	471		
Rochester.....	5		5	183	130	7	6	53	1,419	1,000	1	7-9	1	22	567	430	1	2	24	431	328		
St. Cloud.....	4		4	123	70	5	4	52	1,226	1,042	1	7-9	1	47	976	863	1	1	30	721	650		
Virginia.....	12		11	307	269	11	3	88	2,228	1,830	1	7-9	1	14	430	304	1	1	27	581	531		
Winona.....	11		8	239	154	8	13	52	1,660	1,378	1	8-9	1				1	1	26	530	497		
Mississippi:																							
Biloxi.....						5	6	40	1,821	1,621	2	7-8	1	9	383	299	1	1	14	270	240		
Columbus.....						6	1	36	1,409	1,409	2	7-8	1				2	2	22	476	457		
Greenville.....	2		2	83	77	6	9	54	2,363	2,182	1	7-9	1	13	998	645	2	2	18	281	276		
Jackson.....						9	7	84	4,316	3,285	1	7-9	1	12	474	399	2	1	27	803	450		
Laurel.....	4		4	218	130	6	5	67	3,020	2,112	2	6-8	1	13	654	491	2	2	18	508	457		
Meridian.....						11	5	97	3,719	3,000	1	7-8	1	13	854	491	2	2	37	806	730		
Natchez.....	4		4	87	70	4		30	1,530	1,400	1	7-8	1	8	337	250	1	1	22	475	400		
Vicksburg.....						5		53	2,545	1,855	1	7-8	1				1	1	13	264	200		
Missouri:																							
Cape Girardeau.....						6	2	52	2,257	1,637	1	7-9	1				2	1	28	728	603		
Carthage.....	4		4	161	112	9	11	46	1,612	1,612	2	7-9	1	11	363	299	1	2	22	688	599		
Columbia.....	5		5	183	130	6	5	47	1,890	1,546	3	7-9	1	23	637	600	2	1	32	829	751		
Hannibal.....	4		4	123	70	9	3	64	3,032	2,317	3	7-9	1	15	608	489	2	2	20	410	385		
Independence.....						8	2	80	2,488	1,946	1	7-8	1				1	1	28	744	639		
Jefferson City.....	6		3	160	100	7	2	41	2,050	1,620	1	7-8	1	13	654	491	2	2	22	425	380		
Ioplin.....						21	11	141	6,216	4,692	1	7-8	1	8	337	250	2	2	51	1,300	1,235		
Moberly.....						7	1	49	2,366	1,715	1	7-8	1				2	2	18	582	483		
Sedalia.....						11	9	92	3,681	3,094	1	7-8	1				2	2	39	977	779		
Montana:																							
Anaconda.....						5	2	40	1,373	1,168	1	7-9	1				1	1	26	511	477		
Billings.....						7	7	79	3,304	2,391	1	7-9	1	22	719	628	1	1	29	918	766		
Great Falls.....	16		8	535	366	11	12	98	3,489	2,892	1	7-8	1	22	719	628	1	2	46	1,209	1,037		
Helena.....						8	8	44	1,647	1,252	1	7-8	1				1	1	24	595	523		
Missoula.....						10	4	73	2,508	2,031	1	7-8	1				1	1	24	595	523		
Nebraska:																							
Grand Island.....	12		6	441	352	7	6	65	2,459	1,959	1	7-9	1	11	303	212	1	1	20	530	425		
Hastings.....	8		4	200	161	5	7	41	1,318	1,037	1	7-9	1	22	688	612	1	2	20	647	480		
North Platte.....	4		4	206	263	5	2	28	1,380	1,278	1	7-9	1	14	565	505	1	1	10	947	809		

TABLE 7.—Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens						Elementary schools						Junior high schools						High schools				
	Number of schools	Superintendents	Teachers	Enrollment	Average daily attendance	Number of schools	Superintendents	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Superintendents	Teachers	Enrollment	Average daily attendance	Number of schools	Superintendents	Teachers	Enrollment	Average daily attendance		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
New York—Continued.																							
Herkimer	1	1	1	55	31	3	4	51	1,687	1,429													
Hornell	5	3	2	282	185	8	9	62	1,782	1,560													
Hudson	2	2	2	114	64	3	3	46	1,733	1,433													
Illion	3	3	3	145	108	3	5	39	1,356	1,113													
Ithaca	5	9	9	161	140	7	7	63	2,143	1,832													
Johnstown	5	5	5	178	149	5	7	50	1,511	1,346													
Kingston	3	3	3	381	255	13	13	82	3,207	2,757													
Lackawanna	4	4	4	192	180	4	4	66	2,435	1,991													
Littles Falls	4	4	4	349	235	9	13	89	1,772	1,526													
Lockport	8	8	8	349	235	9	13	89	1,772	1,526													
Middletown	5	5	5	241	166	7	10	54	2,295	1,860													
North Tonawanda	8	8	8	422	333	10	10	52	2,108	1,778													
Ogdensburg	2	2	2	83	56	4	4	39	1,177	1,413													
Olean	2	2	2	102	58	5	5	32	3,496	2,066													
Oneida	1	1	1	64	31	6	6	42	1,737	1,337													
Oswego	3	3	3	113	63	11	13	64	1,622	1,394													
Peekskill	4	4	4	127	77	5	7	54	2,367	1,924													
Plattsburgh	3	3	3	113	77	8	8	29	1,029	1,809													
Port Chester	6	6	6	414	311	7	9	104	3,488	3,094													
Port Jervis	5	5	5	218	154	6	9	40	1,302	1,139													
Rensselaer	2	2	2	90	40	6	7	44	1,348	1,062													
Rome	9	9	9	526	301	9	11	92	3,453	3,025													
Saratoga Springs	6	6	6	215	164	6	6	43	1,465	1,342													
Tonawanda	5	5	5	237	126	5	8	38	1,405	1,210													
Watervliet	7	7	7	302	124	7	7	51	1,746	1,438													
White Plains	6	6	6	338	143	12	18	118	3,613	3,089													
North Carolina:																							
Asheville	9	9	9	494	295	13	13	136	5,279	4,123													
Durham	7	7	7	489	303	11	13	113	4,411	3,259													
Gastonia	5	5	5	303	183	5	8	78	3,303	2,259													

School System	Enrollment	Teachers	Salaries	Expenses	Income	Surplus	Per Capita	Per Pupil	Per Teacher	Per Sq. Ft.	Per Pupil	Per Teacher	Per Sq. Ft.	Per Pupil	Per Teacher	Per Sq. Ft.	Per Pupil	Per Teacher	Per Sq. Ft.	
Goldstone	74	6	3,020	1,512	3,202	1	7-8	1	14	313	273	19	1	1,155	402	1,049	1,023	1,011	1,011	1,011
Greensboro	120	10	4,025	3,202	3,737	2	7-8	1	14	313	273	19	1	1,155	402	1,049	1,023	1,011	1,011	1,011
High Point	47	4	2,276	1,611	1,611	2	7-8	1	24	734	551	28	2	1,063	770	1,049	1,023	1,011	1,011	1,011
New Bern	131	10	5,288	4,813	4,813	1	7-8	1	24	734	551	28	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Raleigh	61	6	3,053	2,206	2,206	1	7-8	1	24	734	551	28	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Rocky Mount	73	6	2,994	2,353	2,353	1	7-8	1	24	734	551	28	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Salisbury	52	4	2,983	1,872	1,872	1	7-8	1	24	734	551	28	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Wilson	88	10	2,790	2,560	2,560	2	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Fargo	49	3	1,806	1,538	1,538	1	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Grand Forks	47	6	1,571	1,328	1,328	1	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Minot	127	11	4,222	3,670	3,670	1	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Ohio:	97	13	3,390	2,867	2,867	1	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Alliance	82	7	3,394	2,894	2,894	1	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Ashtabula	65	5	2,946	2,527	2,527	1	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Barberton	35	3	1,126	1,013	1,013	1	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Bellaire	74	8	2,866	2,483	2,483	1	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Bucyrus	63	5	2,742	2,303	2,303	1	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Cambridge	103	12	3,102	2,483	2,483	1	7-9	2	33	917	693	45	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Chillicothe	53	6	1,510	1,350	1,350	1	7-8	1	11	358	380	23	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Cleveland Heights	68	5	2,743	2,592	2,592	1	7-8	1	11	358	380	23	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Coshocton	91	7	3,102	2,663	2,663	1	7-8	1	11	358	380	23	2	1,063	770	1,049	1,023	1,011	1,011	1,011
East Youngstown	68	6	2,861	2,418	2,418	1	7-9	1	17	600	534	31	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Elyria	116	11	4,477	3,707	3,707	1	7-9	1	17	600	534	31	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Findlay	33	4	1,161	956	956	1	7-9	1	17	600	534	31	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Fremont	47	6	2,206	2,099	2,099	1	7-8	1	12	450	377	19	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Kenmore	65	6	2,470	2,012	2,012	1	7-8	1	12	450	377	19	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Lancaster	124	11	4,030	3,494	3,494	1	7-9	1	17	600	534	31	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Mansfield	51	9	1,872	1,579	1,579	1	7-9	1	24	791	714	28	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Marietta	109	14	4,289	3,682	3,682	2	7-9	3	23	932	838	37	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Marion	47	5	1,904	1,635	1,635	1	7-8	1	12	476	430	28	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Martins Ferry	76	9	3,010	2,494	2,494	1	7-8	1	12	476	430	28	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Massillon	116	10	4,477	3,707	3,707	1	7-8	1	12	476	430	28	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Middletown	117	10	4,477	3,707	3,707	1	7-8	1	12	476	430	28	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Newark	53	9	1,952	1,635	1,635	1	7-9	1	17	600	534	31	1	1,063	770	1,049	1,023	1,011	1,011	1,011
New Philadelphia	70	9	2,693	2,293	2,293	1	7-9	1	17	600	534	31	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Niles	76	5	2,368	2,025	2,025	1	7-9	1	17	600	534	31	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Norwood	57	4	2,178	1,933	1,933	1	7-8	1	11	430	340	22	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Piqua	34	4	1,371	1,120	1,120	1	7-8	1	11	430	340	22	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Salem	80	7	2,878	2,681	2,681	1	7-8	1	11	430	340	22	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Sandusky	37	4	1,508	1,316	1,316	1	7-8	1	11	430	340	22	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Tiffin	133	12	4,680	3,665	3,665	2	7-9	3	66	1,440	1,152	37	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Warren	113	14	4,888	4,070	4,070	1	7-9	3	66	1,440	1,152	37	1	1,063	770	1,049	1,023	1,011	1,011	1,011
Zanesville	44	6	2,390	1,579	1,579	1	7-9	3	24	772	1,600	21	3	1,063	770	1,049	1,023	1,011	1,011	1,011
Oklahoma:	62	6	2,138	1,801	1,801	1	7-9	1	25	654	551	23	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Ardmore	43	6	2,108	1,775	1,775	1	7-9	1	19	795	695	21	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Battlesville	64	9	2,632	2,032	2,032	2	7-9	4	36	1,130	949	40	3	1,063	770	1,049	1,023	1,011	1,011	1,011
Chickasha	58	5	2,067	1,884	1,884	1	7-9	1	14	347	312	30	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Enid	64	7	2,067	1,884	1,884	1	7-9	1	14	347	312	30	2	1,063	770	1,049	1,023	1,011	1,011	1,011
Guthrie	64	7	2,067	1,884	1,884	1	7-9	1	14	347	312	30	2	1,063	770	1,049	1,023	1,011	1,011	1,011
McAlester	84	11	3,299	2,298	2,298	2	7-9	2	43	1,050	946	29	3	1,063	770	1,049	1,023	1,011	1,011	1,011
Ocmulgee	84	11	3,299	2,298	2,298	2	7-9	2	43	1,050	946	29	3	1,063	770	1,049	1,023	1,011	1,011	1,011

Date of 1921-22

Estimated



TABLE 7.—Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens					Elementary schools						Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Oklahoma—Continued.																						
Sapulpa						7	10	71	2,197	1,747							2	2	42	1,211	951	
Sasawnee						9	2	70	3,173	2,236	3	7-9		23	934	1,825	3	3	29	1,446	405	
Oregon:																						
Astoria						7	4	65	1,943	1,645							1	2	25	564	505	
Eugene						6	7	55	2,342	1,764							1	1	38	1,084	876	
Salem						6	9	63	2,281	1,690	3	7-9	3	42	1,069	926	1	1	43	1,029	825	
Pennsylvania:																						
Ambridge						5	6	68	2,390	2,063							1	1	13	409	345	
Beaver Falls						6	5	57	2,063	1,675							1	1	21	530	495	
Berwick						6	4	66	2,897	2,634							1	2	14	502	464	
Bradford						4	10	79	2,886	2,579							1	1	19	475	411	
Bradford J.						5	7	57	2,042	1,776							1	1	28	709	621	
Bristol						6	6	44	2,003	1,595							1	1	12	219	173	
Builer						6	3	60	2,930	2,635	1	7-9	1	27	963	848	1	1	46	1,578	1,308	
Canonsburg						6	3	65	2,742	2,424	1						1	3	12	372	341	
Carlsdale						0	4	79	3,309	2,889							1	1	24	756	682	
Carlisle						3	2	41	1,903	1,514							1	1	18	506	459	
Carnegie						3	3	55	1,994	1,796							1	1	13	353	311	
Carrick						2	3	28	1,150	963	2	7-10		13	370	346						
Chambersburg						8		54	2,297	1,982									27	666	612	
Charlton						4	2	53	2,367	1,867							1	2	22	539	434	
Charlton						5	5	51	2,464	2,094	2	7-9	1	18	594	516	1	1	16	467	395	
Coatesville						4	4	59	2,080	1,836	3			28	641	540	1	1	24	451	375	
Columbia						4	7	42	1,373	1,307	1	7-8		5	139	130	1	1	12	385	365	
Connellsville						5	3	63	2,148	1,864	1	7-8		21	516	464	1	1	19	642	597	
Dickson City						6	1	55	2,300	1,970							1	1	6	186	180	
Donora						4	4	78	2,992	2,636							1	1	16	442	367	
Du Bois						5	7	59	2,365	2,134							1	1	20	531	500	
Dunmore						10	2	163	4,309	3,651							1	2	13	558	471	
Duquesne						7	10	73	3,726	3,267							1	1	13	359	328	
Farewell						7	4	73	3,123	2,698							1	1	22	545	488	

TABLE 7.—Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools					High schools						
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Tennessee:																						
Jackson						6	11	55	3,821	2,772	1	1-8	1	11	798	529	2	1	18	700	627	
Johnson City						10	13	81	3,272	2,867	1	1-8	1	20	410	361	2	1	20	616	672	
Texas:																						
Ablene						6	4	49	2,683	1,772	1		2	24	729	626	2	1	27	1,081	812	
Amarillo						11	1	83	2,820	1,763	1						1	3	30	882	713	
Brownsville						1	2	38	1,845	1,376	1						1	1	11	263	182	
Cleburne						6	6	84	2,271	2,271	1						1	1	27	779	747	
Corpus Christi						4	4	38	2,989	1,326	1						1	1	14	422	339	
Corsicana						4	4	38	1,932	1,326	1						1	1	14	422	339	
Del Rio						6	1	49	1,974	1,649	1						1	2	22	533	522	
Denison						3	3	18	968	598	1						1	1	9	224	196	
Greenville						3	2	64	3,431	2,257	1						2	1	28	868	717	
Laredo						5	5	51	2,372	1,796	1						2	1	23	709	628	
Marshall						5	5	52	2,999	2,319	1						2	1	11	275	220	
Palentine						8	8	53	3,183	2,529	1						2	1	11	275	220	
Paris						8	8	46	1,904	1,434	1						2	1	27	969	942	
Port Arthur						10	2	69	3,376	2,307	2						2	2	21	638	514	
Ranger						5	6	122	6,135	4,655	5						2	1	32	1,003	849	
San Angelo						5	6	122	6,135	4,655	5						2	1	32	1,003	849	
Sherman						7	2	34	1,623	1,125	1						1	1	14	402	289	
Temple						6	5	50	1,737	1,267	1						1	1	16	428	436	
Texas						6	5	69	2,040	2,040	1						1	1	31	829	737	
Texas						8	3	41	2,017	1,692	1						2	1	21	677	654	
Texas						8	3	41	2,243	1,647	1						2	1	22	677	654	
Texas						6	6	51	2,473	2,086	1						2	1	27	970	695	
Texas						6	6	51	2,473	2,086	1						2	1	27	970	695	
Utah:																						
Provo						4	1	47	2,615	1,774	1						1	2	25	498	461	
Vermont:																						
Barre						7		44	2,581	2,237	1						1	1	20	682	697	
Burlington						10	9	73	1,708	1,208	1						1	4	33	764	680	
Rutland						6	2	34	1,194	1,126	1						1	1	19	607	549	
Virginia:																						
Alexandria						6	6	61	2,750	2,303	1						1	2	17	440	380	

TABLE 8.—Night schools and summer schools in city school systems, 1923-24—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Night schools						Summer schools							
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
Norfolk, Va.	2	6	74	200	2,431	2	39	10	27	860	216	404		
Richmond, Va.	9	27	55	892	2,407	6	70	32	2,107	1,412				
Seattle, Wash.	4	7	12	23	1,025	2,788	1,583	3	30	17	644	648		
Spokane, Wash.	2	6	37	1,026	1,979	2	11	9	187	224				
Milwaukee, Wis.	13	50	41	99	2,351	1,729	14,895	5	127	45	5,496	1,424		
Total	655	3,674	5,729	1,820	181,069	283,439	94,129	448	5,342	221	2,110	168,674	7,983	74,298

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Berkeley, Calif.	2		54		2,530								
Long Beach, Calif.			64		5,231								
Pasadena, Calif.	1	(1)	17		450	1,874							
Sacramento, Calif.	4	12	22		635	3,260							
San Diego, Calif.	1		66		5,739								
San Jose, Calif.	1		58		4,835		1	3		176			
Stockton, Calif.	1		17		2,632								
Pueblo, Colo.													
District No. 1	1		16		282		1	16		431			
District No. 20	1		22				1	38		1,304			
Meriden, Conn.	1	13			138		1	9		292			
New Britain, Conn.	4	31			1,385		1	22		1,054			
Stamford, Conn.	5	24	6		943	206							
Waterbury, Conn.	2	131			5,486								
Jacksonville, Fla.	1	9			402								
Savannah, Ga.	1	1	2		12	48	32	2	22	(1)	15	6	
Cicero, Ill.										413	329	136	
Decatur, Ill.	1		26		1,623		1	26		751			
Evanston (Dist. No. 76)	1						1					203	
Ill.													
Peoria, Ill.	1	4			200		1	4		225			
Quincy, Ill.	5	29			176		2	9		157		115	
Rockford, Ill.	3	10	25	10	374	629	261	1	12		5	256	
Rock Island, Ill.	1			5			132					117	
East Chicago, Ind.				58			1,394		23	10	9	1,343	226
Evansville, Ind.	1			21			522	18	77		25	2,815	916
Fort Wayne, Ind.	1			6			235						
Gary, Ind.								18	106		22	7,169	678
Hammond, Ind.			(1)				48						
Kokomo, Ind.			13				415						
Muncie, Ind.			21				1,503						
South Bend, Ind.	7		25	15		920	400						
Terre Haute, Ind.	2		18				903	2	1		16	18	396
Cedar Rapids, Iowa	1		15			1,362							
Davenport, Iowa	1			21			490						
Dubuque, Iowa	1	1	3	3	25	142	44		15			487	
Sioux City, Iowa	1		8	4		185	85						
Waterloo, Iowa													
East side	2				49								
West side	1				33								
Topeka, Kans.	1				31								
Wichita, Kans.	2	27		33	1,424		1,474	6	18			227	
Covington, Ky.	4				113				4	9	12	613	423
Lewiston, Me.	2	30			741								
Portland, Me.	1		48			2,084							
Brockton, Mass.	2	27	28		499	426			12		8	274	198
Brookline, Mass.	1	7		24	226		498		5			81	
Chelsea, Mass.	1	21	7	5	490	145	116						
Chicopee, Mass.	3	12		18	318		349						

(1) Not reported.

(2) Night school activities reported under Americanization statistics.

TABLE 8.—Night schools and summer schools in city school systems, 1923-24—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Lorain, Ohio	1			5			183							
Portsmouth, Ohio	1			9			185			6			352	
Springfield, Ohio	1		35				859							
Oklahoma City, Okla.	1			20			1,900		32				960	
Tulsa, Okla.	4	12	49		263	2,025		3	45		22		787	441
Allentown, Pa.	1	1	5	5	43	224	126				6			312
Altoona, Pa.	1	2	6	14	180	377	574		2				41	
Bethlehem, Pa.	1			17			454							
Chester, Pa.	1	21			719									
Easton, Pa.	1	2	3		40	112				8			410	
Erie, Pa.	1		25	23		1,054	734	1	23		3		594	51
Harrisburg, Pa.	1	1	1	11	31	32	386		28	15			772	325
Johnstown, Pa.	2	3	10	8	85	219	263	2	8		4		109	30
Lancaster, Pa.	1	10		3	194		38							
McKeesport, Pa.	1	5		1	160		18							
New Castle, Pa.								2	10	13			240	305
Wilkes-Barre, Pa.	3	6	33		150	1,081		2	16		7		523	265
Williamsport, Pa.	1	2	8		72	208								
Newport, R. I.	1	3	4	1	72	126	20							
Pawtucket, R. I.	5	23	35		897	1,103								
Woonsocket, R. I.	7	37	11		866	506								
Charleston, S. C.	3	7		5	114		59	1	6		3		214	
Columbia, S. C.	3	7		2	149		27		3				60	107
Austin, Tex.	1	15			626									
Beaumont, Tex.	1		18			461		1			12			155
El Paso, Tex.	1	40	37	4	1,196	1,294	52							
Galveston, Tex.	2	17			540									
Wichita Falls, Tex.								1	1		6		41	245
Ogden, Utah			17			400								
Lynchburg, Va.	1	20			406			1	2				75	
Petersburg, Va.	1	12			246			1	13				384	
Roanoke, Va.	1	12	6	3	575	139	175	1	4		5		176	280
Charleston, W. Va.								2	10		14		132	382
Huntington, W. Va.									7	8	4		210	271
Wheeling, W. Va.		20		13	676		169		18	9	5		420	205
Kenosha, Wis.				69			962		19				669	
La Crosse, Wis.	2			41			1,815	5	27		11		835	405
Madison, Wis.				56			1,631							
Oshkosh, Wis.	3			33			675							
Racine, Wis.				87			1,488			9	13		262	329
Sheboygan, Wis.				33			998		8				230	
Superior, Wis.	1			24			769							
Total	188	1,290	1,317	1,278	39,055	62,158	37,695	125	1,202	144	357	42,986	4,336	9,734

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Tucson, Ariz.		13			426									
Fort Smith, Ark.								1	5				71	
Alameda, Calif.	1		19			1,100								
Alhambra, Calif.	1		6			711								
Eureka, Calif.	1		20			511								
Pomona, Calif.			1			112								
Richmond, Calif.	1	9			454									
San Bernardino, Calif.	1	23			1,081									
Santa Barbara, Calif.	1	18			948									
Santa Cruz, Calif.			1			32								
Santa Monica, Calif.	1	1	4		313	1,412								

TABLE 8.—Night schools and summer schools in city school systems, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools						Summer schools							
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Boulder, Colo.								1			8			197
Grseley, Colo.								1	5	1		160	40	
Trinidad, Colo.					110									
Ansonia, Conn.		3			80									
Bristol, Conn.		4			321									
Danbury, Conn.		6			329									
Derby, Conn.		7			71									
East Hartford, Conn.		2			3									
Enfield, Conn.		3			75									
Greenwich, Conn.		6			226									
Middletown, Conn.		18			290									
Millford, Conn.		5	2		165	54			22		2	675		55
Naugatuck, Conn.			2			38								
New London, Conn.		5	7		208	202								
Norwalk, Conn.		12			145			1	18			108		
Norwich, Conn.		5			203									
Stonington, Conn.		4			119									
Stratford, Conn.		1			28									
Torrington, Conn.		4	3		84	44			14		5	242		75
Wallingford, Conn.		10			268									
Windham, Conn.		8			217									
Albany, Ga.		7			320									
Athens, Ga.		5			273				1			18		
Waycross, Ga.		3			98									
Boise, Idaho		2			39				3			80		
Blue Island, Ill.		1	3			95			1			25		
Cairo, Ill.		4			133									
Elgin, Ill.											7			209
Granite City, Ill.		8				66					2			46
La Salle, Ill.		3			92									
Lincoln, Ill.		2			34									
Maywood, Ill.														
Melrose Park, Ill.									4			110		
Streator, Ill.		1			35									
Anderson, Ind.				25			719							
Elkhart, Ind.			19			285								
Huntington, Ind.				10			335							
La Porte, Ind.		11			117									
Logansport, Ind.		18			321									
Marion, Ind.		5			172									
Mishawaka, Ind.		22			675									
New Albany, Ind.		1			15									
Richmond, Ind.		19			412									
Vincennes, Ind.		5			213									
Whiting, Ind.		26			1,225			2	7	4	4	311	107	100
Fort Dodge, Iowa		29			1,092									
Marshalltown, Iowa		6			98				7			150		
Muscatine, Iowa		12			60									
Chanute, Kans.			10			221			1			24		
Coffeyville, Kans.		2			78			1	16	3	2	465	60	59
Hutchinson, Kans.								1	3	3		125	168	
Independence, Kans.									5	5	4	380	74	100
Parsons, Kans.		6			142				4	1	2	92	36	99
Pittsburg, Kans.		2			17				4	3		132	94	
Salina, Kans.		12			215			1	8	3	1	118	72	67
Alexandria, La.		3			69				5		7	89		217
Baton Rouge, La.									3			58		
Auburn, Me.		5			64									
Augusta, Me.		12			110									
Bangor, Me.		1	38			767								
Bath, Me.		13			320									
Biddeford, Me.		17			503									
Sanford, Me.		18			299									

TABLE 8.—Night schools and summer schools in city school systems, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools						Summer schools							
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Waterville, Me.		3			99									
Amesbury, Mass.	2	10	6		103	135								
Arlington, Mass.		7			180									
Attleboro, Mass.	2	8			261				7			165		
Beverly, Mass.	3	8	3	12	161	61	336		7			249		
Clinton, Mass.	1	3	6		89	135								
Dedham, Mass.		2	2		44	34								
Easthampton, Mass.		5			109				5			80		
Gardner, Mass.		5	2		218	33								
Gloucester, Mass.	1	24			732									
Greenfield, Mass.	1	2			55									
Leominster, Mass.	1	13	5		233	100			3			133		
Marlborough, Mass.	1	1	4		12	96								
Melrose, Mass.		5			72									
Methuen, Mass.	2	5	7		102	94								
Milford, Mass.		5			94									
Natick, Mass.			2			39								
North Adams, Mass.	1	8	7		144	225								
Northampton, Mass.	1	8			147				10			220		
Northbridge, Mass.	1	5			127				5			127		
Norwood, Mass.	1	8			229				4	1		88	27	
Peabody, Mass.		3			67									
Plymouth, Mass.	1	5			118				4			107		
Revere, Mass.	5	4	31		42	305			8			289		
Southbridge, Mass.	2	10	10		182	174								
Wakefield, Mass.		3			70				3			104		
Watertown, Mass.	3	9	9		169	62								
Webster, Mass.	1	2	5	6	77	105	140							
Westfield, Mass.		5			65				5		1	119		36
West Springfield, Mass.	2		10			191			2			45		
Winchester, Mass.		2	2		24	41			2			44		
Winthrop, Mass.	1	2	3		48	46								
Woburn, Mass.	1	6			115				4			51		
Alpena, Mich.		5			24									
Ann Arbor, Mich.		8			233				22		11	504		295
Benton Harbor, Mich.		10			97									
Calumet, Mich.	1	21			477				3		13	150		390
Escanaba, Mich.		2			31									
Ironwood, Mich.	1	15			422									
Marquette, Mich.		4			90									
Port Huron, Mich.			10			200								
Sault Ste. Marie, Mich.	1	6			106				6			225		
Traverse City, Mich.			4			57			2			80		
Wyandotte, Mich.	1	4	13		200	300			3		5	105		98
Fairbault, Minn.		1			16									
Hibbing, Minn.									2	26		489		136
Mankato, Minn.	1	12			180				1		6			10
Rochester, Minn.		5			100						10			264
St. Cloud, Minn.	1	19			508									
Virginia, Minn.	1	41			1,230				6	2	2	358	78	13
Winona, Minn.	1	1	6		23	100								
Greenville, Miss.	1	3			21				1	7	2	196		41
Jackson, Miss.									4	4	4	100	100	100
Laurel, Miss.									3	28	6	556	54	112
Natchez, Miss.										3			77	
Joplin, Mo.									4		5	58		57
Great Falls, Mont.														
Grand Island, Nebr.	1			38			891		2	10	7	281	244	177
Hastings, Neb.										1		37		
Berlin, N. H.	1	10			342				1			30		

TABLE 8.—Night schools and summer schools in city school systems, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools						Summer schools							
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Concord, N. H.		2			27									
Dover, N. H.		5			89									
Keene, N. H.		2			22									
Laconia, N. H.		16			275									
Nashua, N. H.		23			616									
Asbury Park, N. J.		7			171									
Bloomfield, N. J.	1	17			457									
Bridgeton, N. J.								1	2				49	
Carteret, N. J.		3			126									
Clifton, N. J.		7			384									
Englewood, N. J.		3			120				4				113	
Garfield, N. J.		3			148									
Hackensack, N. J.	1		10			171		1	16				330	
Harrison, N. J.		7			221									
Irvington, N. J.	1	5			233				8				245	
Kearny, N. J.		16			346				25				623	
Long Branch, N. J.	1	4			86									
Montclair, N. J.	3	31			620			2	30				723	
Morristown, N. J.		1			45									
North Bergen, N. J.		7			250									
Plainfield, N. J.	1	8			316									
Rahway, N. J.		8			209									
Summit, N. J.		2			43				3				96	
Weehawken, N. J.									1				65	
West New York, N. J.	1	24			862									
West Orange, N. J.	1	5			65			1	8				163	
Albuquerque, N. Mex.		7			331				13		5		271	136
Batavia, N. Y.		5			99									
Beacon, N. Y.		3			23									
Cohoes, N. Y.		3			104									
Corning (district No. 13), N. Y.		2			62									
Cortland, N. Y.	2	4			51									
Dunkirk, N. Y.	1	22			409			1	3				92	
Fulton, N. Y.	1	2			40									
Geneva, N. Y.		11			126									
Glens Falls, N. Y.		1	2	1	37	45	56							
Gloversville, N. Y.	1	4	3		149	74								
Herkimer, N. Y.		6			85									
Hornell, N. Y.		2			139									
Hudson, N. Y.				10			181							
Ithaca, N. Y.	2	1	19	13	22	591	220	2	18				276	
Johnstown, N. Y.		2	1		79	19								
Kingston, N. Y.		4	2		102	31								
Little Falls, N. Y.		18			227									
Lockport, N. Y.	1	3	2	8	33	136	223							
Middletown, N. Y.		2	4		41	44								
North Tonawanda, N. Y.	1	11			353									
Olean, N. Y.	2	15			600									
Oneida, N. Y.	1	2			26									
Ossining, N. Y.		1			44									
Oswego, N. Y.	1	17			394									
Peekskill, N. Y.		2			73									
Plattsburg, N. Y.		5			102									
Port Chester, N. Y.		6			231									
Port Jervis, N. Y.			3			81								
Rome, N. Y.	1	9			242									
Tonawanda, N. Y.	1	2			34									
White Plains, N. Y.	1	9	9		419	217		1	16		9	822		170
Durham, N. C.	5	21	7		630	305		1			75			71
Greensboro, N. C.			7			67								

TABLE 8.—Night schools and summer schools in city school systems, 1923-24—
Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
High Point, N. C.			6			126								
Fargo, N. Dak.	1	19				550								
Grand Forks, N. Dak.		9				307								
Barberton, Ohio	1	5				139		1	6		4	187		65
Chillicothe, Ohio		1	4			25	100		1	1	2	21		43
Cleveland Heights, Ohio									4		8	300		
Coshocton, Ohio		2				275						117		271
East Youngstown, Ohio	1	8				219								
Elyria, Ohio				6			118							
Findlay, Ohio			3				60		3			98		
Fremont, Ohio		5				85								
Lancaster, Ohio									4			150		
Marion, Ohio	1	2				40		1	5			182		
Martins Ferry, Ohio			5				129							
Niles, Ohio									4		6	98		104
Norwood, Ohio									4		1	111		28
Piqua, Ohio	1		6				54		2		1	41		23
Sandusky, Ohio			8				84		9		4	471		97
Warren, Ohio	1	21				450								
Zanesville, Ohio									5		2	182		52
Guthrie, Okla.									8		3	40		37
McAlester, Okla.									4		2	70		36
Okmulgee, Okla.	1	4				69								
Shawnee, Okla.	1	3				190								
Astoria, Oreg.	2	7				268								
Braddock, Pa.		4				229								
Bradford, Pa.		2				94								
Butler, Pa.								1			3			165
Clairton, Pa.		1	2			93	23							
Coatesville, Pa.		12				293								
Greensburg, Pa.		4				70			4		4	209		158
Homestead, Pa.	1	17				500								
Lebanon, Pa.										1		46		
Monessen, Pa.	1	16				106		1	4		1	358		54
Nanticoke, Pa.	1	16				535			2		3	58		80
North Braddock, Pa.									16		2	659		73
Old Forge, Pa.		1				20								
Pittston, Pa.		1				44								
Shamokin, Pa.		10				178								
Steelton, Pa.	1	9				176								
Warren, Pa.									4			97		
West Chester, Pa.	1	11				191		2	4		3	129		43
Woodlawn, Pa.		5				190					2			21
Bristol, R. I.	2	5	7			124	316							
Central Falls, R. I.	5	34	30			720	1,021		2	12		342		
Cranston, R. I.	3	6	7			149	207							
Cumberland, R. I.	1	3	2			135	55							
East Providence, R. I.	1	4				142								
Warwick, R. I.		3				50								
West Warwick, R. I.	2	14	8			238	172							
Anderson, S. C.	1	4				108								
Aberdeen, S. Dak.	1	5				129		1	4		4	122		
Sioux Falls, S. Dak.									16			386		276
Johnson City, Tenn.	1	4				100								
Cleburne, Tex.								1			5			136
Corsicana, Tex.								1	3		2	62		55
Denison, Tex.											4			110
Paris, Tex.									2		2	30		40
Port Arthur, Tex.	1	2				187		1	5		3	80		46
Texarkana, Tex.									2		3	22		57
Provo, Utah				2				36						

TABLE 8.—Night schools and summer schools in city school systems, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools						Summer schools										
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students					
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High			
															2	3	4	5	6	7	8	9	10	11	12	13	14	15
Barre, Vt.		4			153												
Burlington, Vt.	1	14			444												
Rutland, Vt.		4			51												
Alexandria, Va.																	
Charlottesville, Va.										2	2			84		50	
Aberdeen, Wash.	1	6			192			2	4		5		173			176	
Bellingham, Wash.	1		11			280											
Everett, Wash.	1	7	11		197	367											
Hoquiam, Wash.	1	5			128			1	4					65			
Yakima, Wash.								1	2		2			35		35	
Bluefield, W. Va.		3	1		41	8		2	5		6			60		98	
Morgantown, W. Va.	1	8			201									92			
Appleton, Wis.																	
Beloit, Wis.	1			20													
Eau Claire, Wis.	1			25													
Fond du Lac, Wis.	1			19													
Janesville, Wis.	1			11												142	
Manitowoc, Wis.	1			36													41
Marinette, Wis.	1			35							4						
Stevens Point, Wis.	1			3													
Wausau, Wis.	1			19													
West Allis, Wis.	1			19												20	36
Cheyenne, Wyo.		11	1		88	5		2	3		1		121				20
Total	159	1,547	463	318	41,911	12,035	8,207	63	929	56	239	17,152	1,523	5,706			

TABLE 9.—Americanization classes in city public school systems, 1923-24

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Super- visors and princi- pals	Teach- ers	Stu- dents	City	Super- visors and princi- pals	Teach- ers	Stu- dents
Los Angeles, Calif.	1	41	3,363	Albany, N. Y.	1	27	655
San Francisco, Calif.		6	802	Buffalo, N. Y.	3	174	5,263
Bridgeport, Conn.	2	48	1,877	New York, N. Y.	128	605	66,199
Hartford, Conn.	7	64	1,751	Rochester, N. Y.		107	4,193
New Haven, Conn.	1	24	1,090	Syracuse, N. Y.		58	1,902
Wilmington, Del.	1	55	1,258	Yonkers, N. Y.		9	606
Washington, D. C.	1	28	2,044	Akron, Ohio	1	57	2,828
Atlanta, Ga.		3	263	Cincinnati, Ohio	2	45	1,979
Chicago, Ill.	1	37	2,900	Columbus, Ohio	3	23	939
Des Moines, Iowa	1	7	316	Dayton, Ohio		7	255
Baltimore, Md.	2	5	124	Toledo, Ohio	1	34	1,039
Boston, Mass.		85	2,023	Philadelphia, Pa.	8	19	12,929
Cambridge, Mass.	1	85	1,700	Pittsburgh, Pa.	29	194	5,105
Fall River, Mass.	1	77	562	Reading, Pa.	1	9	248
Lowell, Mass.	1	14	303	Providence, R. I.		28	196
New Bedford, Mass.	1	164	2,618	Nashville, Tenn.		2	23
Worcester, Mass.	12	71	1,743	Dallas, Tex.		6	357
Detroit, Mich.	9		538	Houston, Tex.		1	91
Minneapolis, Minn.		14	1,115	Salt Lake City, Utah		5	109
St. Paul, Minn.	6	51	1,456	Norfolk, Va.		7	171
Omaha, Neb.	5	17	467	Richmond, Va.		7	183
Camden, N. J.		8	305	Seattle, Wash.		4	869
Newark, N. J.	5	84	3,843	Milwaukee, Wis.		8	265

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Montgomery, Ala.	1	15		Duluth, Minn.	2	37	1,371
Pueblo (Dist. 20), Colo.	1	2	62	Bayonne, N. J.		8	457
Stamford, Conn.	2	13	670	Elizabeth, N. J.		2	62
Aurora, Ill.				Hoboken, N. J.	1	25	684
East side		6	90	New Brunswick, N. J.		16	784
West side		1	26	Orange, N. J.		6	255
Moline, Ill.		4	55	Passaic, N. J.		16	777
Rock Island, Ill.	1	2	44	West Hoboken, N. J.	1	8	522
Fort Wayne, Ind.		6	230	Amsterdam, N. Y.	1	17	381
Gary, Ind.	13	73	12,814	Binghamton, N. Y.		27	777
Kokomo, Ind.		1	28	Elmira, N. Y.		38	286
South Bend, Ind.		13	390	Jamestown, N. Y.	1	31	839
Terre Haute, Ind.	1	1	30	Mount Vernon, N. Y.	1	12	658
Council Bluffs, Iowa		3	73	Newburgh, N. Y.		5	115
Dubuque, Iowa		2	72	New Rochelle, N. Y.		1	112
Sioux City, Iowa		3	125	Niagara Falls, N. Y.	1	26	1,063
Shreveport, La.		2	32	Poughkeepsie, N. Y.	1	9	386
Portland, Me.	1	3	224	Schneectady, N. Y.	7	56	1,217
Brookline, Mass.		4	89	Troy (Union dist.), N. Y.	1	14	491
Chelsea, Mass.	2	32	784	Utica, N. Y.		80	1,269
Chicopee, Mass.	1	9	219	Canton, Ohio	1	39	1,157
Everett, Mass.	1	21	287	Hamilton, Ohio		1	60
Fitchburg, Mass.	2	13	270	Lakewood, Ohio	1	7	188
Haverhill, Mass.	2	21	310	Lorain, Ohio		5	395
Holyoke, Mass.	1	46	892	Allentown, Pa.	1	6	696
Lawrence, Mass.	3	46	1,050	Easton, Pa.		4	125
Lynn, Mass.	1	38	657	Erie, Pa.	1	15	662
Malden, Mass.	1	23	766	Harrisburg, Pa.		4	139
Medford, Mass.	1	4	66	Johnstown, Pa.	1	9	452
Newton, Mass.	2	17	309	McKeesport, Pa.		2	87
Pittsfield, Mass.	2	11	752	Norristown, Pa.		3	84
Salem, Mass.	5	15	330	Wilkes-Barre, Pa.		5	244
Somerville, Mass.	3	15	554	Newport, R. I.		3	44
Taunton, Mass.	1	11	237	Charleston, S. C.		3	47
Waltham, Mass.	1	14	422	El Paso, Tex.		2	20
Hamtramck, Mich.		12	646	Ogden, Utah		5	139
Highland Park, Mich.		7	310	Tacoma, Wash.		19	824
Kalamazoo, Mich.		4	112	Charleston, W. Va.		3	68
Muskegon, Mich.		3	108	Wheeling, W. Va.	2	6	147
Saginaw, Mich.				Kenosha, Wis.		46	504
East side		13	267				
West side	1	3	54				

TABLE 10.—Receipts of city school systems, 1923-24
GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	From United States for vocational education	From the State	From the county	From local sources					Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue	9						10	11	12	13
Alabama:													
Birmingham		(1)	\$781,757	\$4,414	\$729,808	\$1,948,623	\$22,264	\$7,360,000	\$207,115			\$1,745,388	
California:													
Los Angeles	(1)	\$3,139,351	5,014,647	418	10,191,273	409,900	564,167	1,173,666	9,134,789			37,457,442	
Oakland		914,692	1,256,891		1,908,113	400,900		384,460	1,335,036			6,027,813	
San Francisco		447,563			4,044,300	717,813	106,358	5,750,471	1,658,562			13,760,069	
Colorado:													
Denver		154,137		5,373	3,931,752	183,968	236,732	2,452,558	3,010,644	37,020		10,071,312	
Connecticut:													
Bridgeport		86,007		11,216	1,789,752			1,173,666				3,060,641	
Hartford		80,946		4,358	2,457,239			384,460				3,352,917	
New Haven												2,926,042	
Delaware:													
Wilmington		756,367		4,500	548,988					4,886		1,380,017	
District of Columbia:													
Washington		3,035,861		8,578	4,588,791							7,974,185	
Georgia:													
Atlanta		158,698			1,774,592							2,151,671	
Illinois:													
Chicago		3,301,741		8,601	42,249,495			28,150,000	23,100			77,307,502	
Indiana:													
Indianapolis		449,702		36,930	5,027,865			1,776,818	19,679	100,783		8,010,003	
Iowa:													
Des Moines		5,078		23,303	2,735,830	248,637	48,007	270,328	48,950	97,336		4,638,000	
Kansas:													
Kansas City		4,178		30,863	1,454,018	253,623	73,715	960,000	473,842			3,306,983	
Kentucky:													
Louisville		428,920		2,516	3,136,296			1,767,400	14,640			2,512,859	
Louisiana:													
New Orleans		625,728										5,578,676	
Maryland:													
Baltimore		1,073,287		10,063,535	1,171,970							15,564,076	

TABLE 10.—Receipts of school systems, 1923-24—Continued
GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	From United States for vocational education	From the State	From the county	From local sources			All other local revenue	Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service						
	2	3	4	5	6	7	8	9	10	11	12	13
Tennessee:												
Memphis			\$554,612		\$1,098,855		\$97,452	\$12,252			\$754,770	\$2,475,689
Nashville		()	634,911		214,728		17,196		\$1,082		127,038	1,027,177
Texas:												
Dallas		\$287,018		\$1,830	1,456,912		381,107	982,500				3,388,328
Fort Worth	\$1,177	324,357		16,977	965,882		47,108	390			57,306	1,608,787
Houston	7,149	468,772		3,782	1,640,082	\$162,176	20,311		43		78,256	2,252,372
San Antonio	10,132	502,133	1,620	780	1,305,947	244,407	76,167	1,702,000	23,050		1,106,867	4,910,967
Utah:												
Salt Lake City	3,585	810,808			1,297,201	254,842	29,263		22,158		155,723	2,573,580
Virginia:												
Norfolk	10,196	202,370		1,317	1,723,843		42,834				12,134	1,948,542
Richmond		300,068			1,560,110						120,336	2,024,600
Washington:												
Seattle	10,552	1,425,841	686,404	32,029	2,983,258	985,963	59,240		14,396		12,282	4,180,940
Spokane		560,201	278,302	17,948	971,575	313,074	35,391				973,019	3,161,550
Wisconsin:												
Madison	12,388	628,254	508,575	73,818	6,769,480		134,057	200,000	1,606	102,546	5,963,194	14,393,908

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:												
Mobile		\$68,711			\$418,838		\$867	\$85,000	\$1,750		\$15,367	\$564,299
Montgomery		46,806	\$62,000		173,396			329,788	2,085	\$5,252		633,561
Arkansas:												
Little Rock	\$1,885	69,153		\$2,200	649,603		8,855	220,000	1,700		12,899	971,385
California:												
Berkeley	6,124	298,357	378,679		772,696	\$227,620			29,000	18,845	65,881	1,757,402
Fresno	2,691	334,690	489,081		690,060	141,832	22,107				108,843	1,756,613
Long Beach	2,038	335,436	631,305		1,106,235	294,486	228,292	2,100,000			238,751	4,965,815
Pasadena	2,038	246,291	436,107		1,145,785	196,778	3,867		71,003	16,403	1,036,491	2,168,793
Sacramento	5,907	308,535	630,437	4,000	270,342	268,817	12,187		11,484		1,040,580	2,682,867

San Diego.....	5, 872	334, 288	507, 872	47, 604	669, 054	70, 059	8, 003	1, 250, 000	670	288, 585	3, 284, 424
San Jose.....		211, 201	307, 118		271, 704	36, 013	23, 939	716, 000		70, 308	1, 707, 044
Stockton.....		209, 327	303, 130		376, 021	47, 104	10, 044	704, 085	4, 682	129, 240	1, 027, 777
Colorado:											
Colorado Springs.....		21, 372			647, 859	70, 059	13, 800	704, 085	4, 682	50, 520	1, 518, 892
Pueblo.....		16, 802	93, 070	2, 008	256, 978	36, 013	16, 104	146, 364	345	32, 823	600, 497
District No. 1.....					482, 989	47, 104	14, 775	598, 773	2, 070	53, 545	1, 190, 356
District No. 20.....											
Connecticut:											
Meriden.....		20, 548		526	472, 774	704, 131	384	131, 268			494, 232
New Britain.....		41, 048		26, 499	803, 689		262				1, 575, 639
Stamford.....		29, 529		27, 366	667, 405		63				724, 423
Windsor.....		8, 262		17, 542	1, 848, 343						2, 005, 465
Florida:											
Jacksonville.....		26, 651	136, 269		503, 087	12, 800	10, 873	61, 011	3, 443	478, 811	1, 288, 656
Pensacola.....		12, 405	162, 940		57, 561	50, 042	3, 108	175, 000		10, 162	360, 567
Tampa.....		28, 578	432, 148			60, 000					696, 724
Georgia:											
Augusta.....		81, 972	609, 036		203, 000	20, 000	8, 807	60, 000	2, 081	7, 503	767, 335
Columbus.....		32, 106	1, 200				40, 107		904	9, 046	320, 944
Macon.....		87, 185	357, 841				13, 652		1, 852		483, 023
Savannah.....		90, 000	328, 545				43, 375	342, 600		1, 059	845, 579
Illinois:											
Aurora.....		2, 475									
East side.....											
West side.....											
Chicago:											
Deerfield.....		32, 403		13, 038	264, 606	25, 437	7, 906	162, 000	0, 201	148, 386	637, 060
Decatur.....		59, 956		9, 211	110, 010		2, 187	160, 960	1, 426	18, 536	340, 268
East St. Louis.....		44, 407		1, 353	458, 974		11, 227	120, 000		94, 107	754, 955
Evanston.....		51, 468		21, 821	468, 212		17, 067		14, 924	740, 664	1, 300, 432
Joliet.....		91, 867		15, 607	728, 428	46, 579	50, 190	508, 667	1, 286	181, 565	1, 397, 471
District No. 73.....				15, 521	913, 223		1, 508				1, 204, 079
District No. 78.....				103	424, 371		6, 754				
Joliet.....		21, 133			183, 320						
Moline.....		13, 341			472, 240	64, 787	4, 040	300, 000	571	44, 640	498, 102
Oak Park.....		78, 877		5, 631	433, 381	46, 377	7, 053		30, 718	1, 458	196, 661
Peoria.....		39, 603			531, 851		17, 067	119, 157		27, 111	921, 873
Quincy.....		77, 855		14, 927	1, 480, 277		25, 338		5, 328	26, 431	585, 832
Rock Island.....		28, 945			930, 278	126, 765	13, 240		3, 031	177, 243	734, 129
Springfield.....		74, 546		51, 090	494, 215		2, 952	1, 270, 048	6, 680	267, 318	1, 340, 932
East Chicago.....		32, 632		3, 846	762, 560		10, 881	70, 243		23, 410	801, 385
Evansville.....		67, 596		19, 276			4, 986			32, 266	2, 508, 409
Fort Wayne.....										87, 458	563, 840
Gary.....		67, 133	2, 760		601, 711			932, 653	1, 571	350, 210	1, 069, 904
Hammond.....		122, 816		40, 063	1, 077, 642		20, 833		831	955, 188	2, 232, 393
Kokomo.....		127, 017	()	13, 659	1, 378, 487	239, 913	14, 635	984, 485	9, 400	398, 971	3, 211, 045
Muncie.....		102, 108		5, 052	1, 108, 699	39, 331	26, 830	496, 000	169, 360	132, 964	1, 949, 512
South Bend.....		98, 647		12, 708	698, 345	111, 465	15, 444	34, 100		97, 866	1, 316, 269
Terre Haute.....		40, 668		13, 601	548, 273	65, 778	4, 013	1, 077, 116	1, 875	276, 772	1, 710, 201
		62, 020	()	23, 260	1, 563, 007		18, 653		3, 848	328, 354	1, 023, 846
		105, 231		26, 334	1, 074, 261	118, 141	8, 388		3, 163	598, 063	3, 403, 512
										333, 804	1, 724, 368

Estimated; part of county school system.

Included in following column.

TABLE 10.—Receipts of city school systems, 1923-24—Continued
 GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance, adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
	2	3	4	5	6	7	8	9	10	11	12	13
Iowa:												
Cedar Rapids	8656	\$45,522		\$15,000	\$1,210,252	\$51,928	\$23,356	\$102,600	81,397		\$71,352	\$1,453,790
Council Bluffs	1,444	20,741		19,901	555,305	65,000	10,552	165,000	1,311		120,202	947,026
Des Moines	2,956	39,762		246	990,863	67,886	43,334	350,507		\$579	281,274	1,761,952
Dubuque		23,513			480,195		8,741	179,000			155,387	948,503
Sioux City		38,500			1,494,175	112,100	15,200	425,000			160,610	2,245,585
Waterloo— East side		10,461		4,659	372,608		2,645				25,427	415,800
West side		608		3,773	364,329		3,106					403,113
Kansas:												
Topeka		13,739		1,624	857,706	85,555	25,939	51,022	331	48,127	128,132	1,186,226
Wichita	5,077	27,585			1,613,906						800,623	2,474,036
Kentucky:												
Covington	800	89,560		1,200	300,399	31,135	4,800	147,474	500		42,360	617,028
Lendington		73,192			291,840		13,222		600	1,316	48,286	429,656
Louisiana:												
Shreveport						310,330		1,000,000				1,310,330
Maine:												
Lewiston	155	45,300		9,291	163,257		605				4,190	213,516
Portland		120,228			619,879		698	169,000				948,096
Massachusetts:												
Brockton		83,917		1,651	853,531		3,923					943,022
Brookline	479	40,242			604,281	62,388	18,355	135,000	23	1,773	85,716	955,256
Chelsea	330	60,838		1,332	548,885	49,501	2,163					653,049
Chicopee	827	35,183			400,501		100					446,611
Everett	915	64,637		1,245	594,805	57,700	1,134				8	662,744
Fitchburg		44,710		7,334	739,191		144					849,075
Haverhill		54,618			534,274		5,623					614,515
Holyoke	4,068	38,207			876,040							918,315
Lawrence	4,264	121,347		8,670	1,110,897		1,939				24,140	1,235,488
Lynn	117,443	117,443			945,770		1,700	725,000	519		227,720	1,068,481
Malden		56,067			932,099		296					1,572,682
Medford	180	51,967			507,168							559,451

Newtown	6, 374	366, 736	7, 640	789, 752	4, 686	100, 000	1, 700	260, 493	1, 167, 848
Pittsfield	4, 431	59, 313	18, 517	483, 820	1, 032			16, 670	664, 408
Quincy	6, 034	58, 100	10, 656	725, 641	5, 277			41, 658	795, 305
Salem		40, 244	3, 346	408, 652				2, 655	447, 400
Somerville	2, 833	98, 382	10, 565	983, 699	11, 935	476, 005	2, 655	365, 283	1, 106, 849
Taunton	814	46, 872	7, 257	402, 500	1, 125	525, 000	2, 400	176, 728	469, 476
Waltham	362	35, 646	6, 164	343, 100		429, 000	7, 600	213, 811	400, 018
Michigan									
Battle Creek	1, 917	95, 887	10, 224	640, 292	20, 538		1, 659	200, 493	1, 138, 511
Bay City		169, 673	7, 89, 147	789, 147	31, 517			16, 670	1, 077, 189
Flint	923	207, 522	\$1, 200	1, 614, 933	191, 569			41, 658	2, 098, 491
Huntsbruck	823	192, 339	64	434, 220	75, 183			365, 283	1, 700, 388
Highland Park	982	107, 607	3, 346	1, 017, 124	289, 601			92, 765	2, 133, 913
Jackson	3, 108	139, 703	6, 209	529, 986	130, 045			452, 750	961, 675
Kalamazoo		132, 952	22, 434	778, 804	68, 365			218, 811	2, 168, 167
Lansing	7, 939	154, 566	5, 000	1, 280, 750	105, 562			874, 384	1, 746, 110
Marquette		104, 753		453, 269	8, 278			31, 717	599, 904
Poshtac									
Michigan - East side	189	128, 920	9, 420	479, 859	23, 414			413, 395	1, 140, 396
Michigan - West side	6, 086	90, 758	7, 173	366, 601	22, 100			28, 914	630, 637
Minnesota									
Duluth	6, 698	204, 204	5, 904	1, 581, 391	31, 721			166, 985	2, 237, 083
Missouri									
St. Joseph	478	93, 189	7, 541	1, 015, 281	54, 748			163, 208	1, 334, 491
Springfield		70, 837		322, 977	14, 347			311, 501	797, 271
Nebraska									
Lincoln	2, 147	40, 157	6, 684	1, 213, 701	46, 320			245, 629	1, 738, 522
New Hampshire									
Manchester									
New Jersey									
Atlantic City	5, 915	336, 243	4, 392	700, 000	3, 154			385, 706	2, 009, 559
Bayonne	4, 724	461, 078	36, 865	875, 915	12, 198			130, 733	2, 336, 390
East Orange		234, 470		1, 731, 809	5, 383			96, 550	1, 119, 416
Elizabeth	2, 708	369, 567	540	940, 495	10, 403			980, 651	2, 624, 781
Hoboken	1, 189	341, 689	1, 425	934, 069	21, 761			47, 605	955, 069
New Brunswick	1, 062	100, 854	47, 544	364, 140	7, 019			53, 186	696, 778
Orange	2, 612	158, 916	1, 075	384, 060	3, 476			522, 341	1, 746, 423
Passaic	2, 010	257, 936	1, 075	785, 213	4, 431			61, 183	894, 130
Perth Amboy		110, 243	1, 146	464, 554	3, 830			148, 460	685, 013
West Hoboken		203, 315	10, 212	273, 310	3, 830			47, 779	1, 772, 613
New York									
Amsterdam	2, 766	106, 504	300	464, 621	130, 043			98, 213	536, 973
Auburn	2, 046	104, 516	8, 683	316, 965	5, 875			670, 204	2, 212, 145
Binghamton	819	27, 466		785, 938	11, 028			618, 155	1, 370, 951
Elmira	3, 967	8, 750	12, 240	540, 793	37, 764			577, 192	1, 373, 762
Jamestown	1, 685	137, 087	7, 068	516, 443	31, 136			694, 684	2, 635, 431
Mount Vernon	6, 554	153, 090	5, 664	1, 018, 964	53, 529			103, 808	2, 397, 577
Newburgh		171, 622		294, 725	19, 280			6, 280	

* The bond issue of 1922 is excluded.

† Data of 1921-22.

* Estimated; part of parish school system.

TABLE 10.—Receipts of city school systems, 1923-24—Continued
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	1	From local sources					8	9	10	11	12	13
		2	3	4	5	6							7
New York—Continued.												
New Rochelle.....	8286	\$166,437	\$13,364		\$6,555	\$764,856	\$2,710		\$5,979	\$11,954	\$596,926	\$1,557,253
Niagara Falls.....	3,050	213,966				829,024	12,096			1,374,767	1,374,767	2,435,437
Poughkeepsie.....	1,465	93,968				230,000	34,870			145,042	145,042	514,245
Schenectady.....	3,405	374,055				1,276,936	17,639	\$164,000		273	1,765,435	3,998,334
Troy.....												
Lansingburgh district.....	136	43,731				114,147	594			10,205	775	169,592
Union district.....	2,922	145,531			2,125	653,068	370	32,000			16,697	852,733
Dutch.....	4,635	294,539				1,071,470	3,985	597,628			151,931	2,118,268
Watertown.....		94,553			3,964	275,304	20,112				175,429	644,036
North Carolina.												
Charlotte.....		2,704	322,500		7,363	324,291	1,750	60,000			1,861	720,499
Wilmington.....	534	296	247,000		6,540	267,923	11,116	169,521			20,676	548,301
Winston-Salem.....		(1)				83,194	6,180	700,000				1,282,376
Ohio.												
Canton.....		5,954				1,775,220	39,360	172,020			940,472	3,007,088
Hamilton.....	1,733	1,338			10,982	332,658	7,666	249,694			215,942	1,031,367
Lakewood.....		370				967,858	31,795	533,538		3,169	780,931	2,401,053
Lima.....		6,001			26,932	583,046	17,702	157,702		4,210	644,677	1,440,029
Lorain.....		847			6,250	601,527	7,045	107,327		3,035	345,416	1,273,325
Portsmouth.....		3,612			5,711	274,726	7,106	372,932			113,096	1,453,879
Springfield.....		4,440			28,996	557,408	18,773	149,125			602,724	1,550,415
Oklahoma.												
Muskogee.....		16,743			2,273	456,513	10,547	107,023			8	593,107
Oklahoma City.....	2,906	60,477	54,069		9,072	1,518,824	95,434	269,291			2,348,371	4,371,168
Tulsa.....		45,753			9,323	2,252,556	95,563	283,611			1,687,509	4,365,512
Pennsylvania.												
Allentown.....		192,121			9,064	967,242	2,521	125,000		5,254	509	1,301,945
Altoona.....		118,167			26,271	644,029	648	754,117		1,043	111,465	930,642
Bethlehem.....		140,676			11,735	786,015	12,162	288,000		210	129,184	1,828,213
Chester.....	5,200	121,476			30,630	644,333	2,781	678,727		963	7,784	1,221,904
Easton.....		95,631			15,115	546,134	21,269	200,000		77,455	73,886	1,365,743
Erie.....		293,656			12,912	1,674,937	38,663	3,446				2,374,698

TABLE 10.—Receipts of city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

City	From United States for vocational education	From the State	From the county	From local sources				All other local revenue	Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other divisions for tuition	General property taxes and city appropriations	From taxation for debt service	8							9	10	11	12	13
Alabama:													
Anniston		\$46,603	\$92,895	\$1,996	\$62,638	\$17,850	\$10,764	\$139,000			\$35	\$671	\$290,208
Bessemer		(1)	24,858	3,247	38,285		1,578	143,243			23,359	2,140	321,346
Dodham		16,000	20,000	2,456	38,138		411				10,534	629	78,184
Florence		396	31,000	25	38,892							170	77,928
Gadsden		(1)	75,000		23,884	6,310	1,740	4,456				317	88,705
Selma												7,096	114,030
Arizona:													
Phoenix		115,866	185,534		377,289	123,031	196					43,369	430,824
Tucson					94,510		2,399					753,372	1,264,538
Arkansas:													
Fort Smith		23,072			322,800		5,842	180,600		\$7,250		1,735	541,617
Hot Springs		14,201			149,335		651						164,277
North Little Rock		20,000		63	97,215		441						117,719
Pine Bluff		23,631			149,886		281					2,002	175,800
California:													
Alameda		130,598	372,224		64,584		1,339	600,000		29,875		770,469	1,372,086
Alhambra		86,458	144,792		280,325		11,905					438,032	1,562,112
Bakersfield		99,745	177,612		100,364					368		48,950	427,962
Eureka		65,971	89,185		132,961		6,001			15,105		65,287	374,810
Glendale		92,420	132,591		171,197		9,819			3,535		501,511	902,591
Pomona		153,554	43,633	25,197	190,447		3,001	290,767		1,000		70,742	724,564
Riverdale		131,996	155,196		238,007	58,034	3,279	400,000		30,467		421,987	1,039,006
San Bernardino		115,820	157,737		156,077		4,044	150,000		3,007		409,131	1,128,787
Santa Ana		121,718	279,428		101,168		6,559	450,000		3,000		418,700	1,363,744
Santa Ana		85,355	134,245		288,885		10,969					179,263	1,835,395
Santa Barbara		62,936	88,607		128,703							8,451	242,265
Santa Cruz		99,141	160,748		315,350							29,255	221,975
Santa Monica		42,470	98,425		91,800		824	1,075,000		235		28,609	586,589
Vallejo		51,365	74,778		68,577							245,853	371,728
Venice												46,841	268,442
Colorado:													
Boulder		8,385	63,023	8,479	190,155	65,536	5,164	81,030				245,853	586,589
Greeley		43,453	69,253	6,965	192,675	27,184	4,070					25,675	371,728
Grand					134,308		38,057					46,841	268,442

TABLE 10.—Receipts of city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				All other local revenue	Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	From local revenue						
1	2	3	4	5	6	7	8	9	10	11	12	13	
Illinois—Continued													
Elgin.....		\$23,089		\$10,753	\$456,820		\$1,730	\$227,000	\$92			\$24,476	\$745,970
Forest Park.....		14,413		7,656	68,098			60,111	2,458			19,069	164,749
Freeport.....		13,453		11,465	223,648		140					123,891	379,652
Galesburg.....		25,380			328,303		1,172					5,998	372,341
Granite City.....		20,003			409,384		3,000		2,000			9,196	443,583
Harris.....		18,000			88,000								106,000
Jacksonville.....		18,533		18,802	35,762	\$30,750	2,952						206,799
Kankakee.....		27,536		9,431	206,000								242,967
Kewanee.....		17,659		41	174,668	4,000	718		650	\$1,195		45,216	241,102
La Salle.....		16,911		2,409	113,872		1,531	45,983				52,422	140,616
Lincoln.....		17,177		8,065	100,000	39,000	424					30,366	211,288
Mattoon.....		15,355			165,196		6,442						163,874
Maywood.....		23,413											195,051
Melrose Park.....		12,911		450	61,905	6,003	480					69,031	170,769
Ottawa.....		12,647		550	163,034	18,206		55,000	150,000			399,437	399,437
Pekin.....		17,917		814	96,000	35,000	596					130,327	130,327
Streator.....		13,244		12,783	151,851	21,972		40,658				1,405	241,923
Urbana.....		24,400			202,894		3,659	218,222				8,360	457,535
Waukegan.....													
Indiana:													
Anderson.....		64,098		14,272	290,251	24,551	7,662	170,943	88			118,671	690,536
Bloomington.....		22,162		52,785	164,876	25,626	3,730			18,041		52,585	340,005
Climont.....		18,853		12,888	124,067		1,213					158,719	158,719
Crawfordsville.....		13,754		13,016	187,857	17,926	1,415					67,258	304,723
Elkhart.....		36,969		37,984	479,341		7,870	150,330	4,218	1,686		378,481	1,096,869
Elwood.....		10,742		12,008	140,341		2,718					124,445	290,310
Frankfort.....		17,359		19,016	167,052	29,212	10,279	62,637				99,882	408,361
Huntington.....		32,624		13,946	239,914		4,935					131,764	423,213
Jeffersonville.....		33,223		13,938	70,421	7,304	1,634					58,946	167,339
La Fayette.....		30,262		9,775	295,247		4,904					380,153	728,092
Laporte.....		20,229		13,328	181,019	41,957	6,135	70,000				261,397	606,497
Logansport.....		18,965		12,769	268,651	53,304	6,135	151,251				150,876	698,177
		43,068		12,692	276,724	30,091	12,396	143,061				549,701	1,073,685

Michigan City	41,686	(1)	7,391	249,739	21,197	3,071	194,674	6,892	4,259	142,343	468,027
Mishawaka	19,024	597	17,996	387,238	34,866	11,581	104,115	110		104,115	763,869
New Albany	35,065	1,273	10,012	122,418	28,728	2,436	159,877	6,892	646	69,619	249,366
Newcastle	25,858	6,887	7,718	141,396	27,279	2,436	31,032	3,000		199,024	419,024
Perru	16,077	3,725	6,887	147,760	79,557	4,807	68,241	1,267	387	281,249	371,016
Richmond	37,344	8,950	25,905	344,905	79,557	4,807	68,241	1,267		102,428	812,492
Vincennes	28,248	8,950	9,453	174,269	4,017	8,742	43,000	11,264	2,721	219,355	388,308
Whiting	17,845	10,187	8,950	220,967	30,510	7,131	223,000			36,860	534,544
Boons	7,985	13,398	10,187	150,578	15,887	2,271					468,551
Burlington	22,217	8,617	13,398	390,701	68,542	9,523				104,004	548,468
Clinton	14,485	9,859	8,617	288,853	68,542	12,329				143,205	531,325
Fort Dodge	31,957	3,624	9,859	397,146	35,752	1,264				108,846	560,137
Fort Madison	9,933	4,411	3,624	133,055	25,428	1,594				12,786	196,414
Iowa City	6,464	8,190	11,320	182,056	25,428	1,796	533,000	4,437		47,175	274,894
Keokuk	1,989	8,469	4,411	204,745	27,396	6,667				12,321	771,069
Marshalltown	1,538	8,991	8,469	253,611	62,738	8,232	92,112	280	1,746	36,606	323,308
Mason City	850	11,974	11,974	450,226	17,777	3,142				7,527	628,178
Muscataine	12,532	7,805	17,777	216,885	45,466	14,199				109,111	265,668
Ottumwa	11,156	18,689	18,689	284,991	45,466	14,199					483,664
Kansas											
Arkansas City	1,027	12,030	1,746	129,046	30,000	6,610				87,108	268,467
Atchison	4,032	2,518	2,518	169,141	9,011	4,360				8,847	189,362
Chanute	3,034	3,416	3,416	179,604	37,477	2,548		965		196,734	196,734
Coffeyville	4,569	1,335	3,416	159,331	72,473	1,520		3,273		108,067	318,671
Eldorado	641	2,987	1,335	202,788	8,736	11,630		12,676		1,279	278,701
Emporia	5,078	2,987	2,987	190,872	57,984	17,354	152,320	2,005		4,620	419,628
Fort Scott	5,550	11,851	2,987	395,006	68,390	52,644	6,260	1,203	6,069	24,279	243,301
Hutchinson	14,130	8,624	11,851	233,617	40,750	16,686	227,128	3,996		101,121	797,651
Independence	3,585	14,668	14,668	216,383	50,642	12,968				47,672	421,616
Lawrence	1,677	1,009	1,009	233,629	59,130	8,543	83,677			53,200	423,234
Lawrenceville	3,095	4,456	4,456	302,836	41,309	8,248					423,234
Parsons	2,288	2,107	2,107	165,100	31,156	744	160,000	401		587	226,731
Pittsburg	9,340	2,107	2,107	90,827	9,684	9,684	100,000	1,018		2,178	297,536
Salina	6,738	3,000	3,000	141,353	3,847	4,814				15,650	386,656
Kentucky											
Abland	41,899	41,400	2,010	87,737	29,027	2,162					128,903
Henderson	24,248	38,666	8,488	146,676	43,292	4,663			480	3,664	230,284
Newport	40,664	1,662	1,662	111,963	19,030	9,574	6,102	1,538		43,606	318,412
Owensboro	36,704	41,712	41,712	133,529	63,276	24,909	41,200			132,667	230,060
Paducah	41,712	2,010	2,010	87,737	29,027	2,162				4,365	1,446,836
Louisiana											
Alexandria	34,500	41,400	2,010	146,676	43,292	4,663	1,250,000	310		78,409	323,892
Baton Rouge	50,542	38,666	8,488	95,198	9,574	9,574			295	5,740	182,966
Lake Charles	24,986	2,010	2,010	63,276	24,909	24,909					88,245
Monroe											
Maline											
Auburn	29,685	3,323	3,323	236,521	3,323	933					266,206
Augusta	30,126	14,202	14,202	119,947	14,202	3,940					154,329
Bangor	53,560			292,870							394,572

1 Included in column 6.

TABLE 10.—Receipts of city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Maine—Continued												
Bath.....		\$15,567			\$77,917		\$185				\$512	\$63,996
Biddeford.....		28,536			76,000		5,197					105,321
Standford.....		27,881			125,319		1,416				2,041	117,933
Waterville.....		25,274										154,050
Maryland												
Annapolis.....		24,640		1,000	60,406		1,000					87,106
Cumberland.....		53,521			181,253		100	\$106,378	\$450	\$703	20,995	343,292
Hagerstown.....		64,479			170,688		1,112					258,407
Massachusetts												
Adams.....		11,391		2,272	124,000							137,663
Amesbury.....		10,050		9,689	96,989		696		158			119,962
Arlington.....		30,282		1,196	331,769		3,477					369,514
Attleboro.....		30,021		3,451	288,288	\$39,305	1,230					362,275
Belmont.....		16,645		584	177,985		832				48	196,064
Beverly.....		35,020			374,684	310,518						730,222
Braintree.....		18,749		423	207,724		35					224,931
Clinton.....		16,622		962	153,302		238					151,164
Danvers.....		13,261		4,227	129,082							146,590
Deedham.....		17,576		11,237	191,630		11,306					231,809
Easthampton.....		9,972		2,309	135,000		3,197					150,478
Frammingham.....		25,596		4,137	270,000		3,481					304,214
Gardner.....		21,038		4,860	197,967							223,385
Gloucester.....		30,400		3,027	294,525		1,439					329,391
Greenfield.....		20,770			212,911	41,000		157,361				451,192
Leominster.....		19,122		224	190,014		2,221			585		211,357
Marlboro.....		13,651			122,000	2,960	1,226					140,646
Melrose.....		24,794			268,331							268,126
Methuen.....		21,200		3,887	216,117		479					261,683
Milford.....		15,657		2,756	164,503		1,715					184,631
Natick.....		15,504			148,000		2,487					165,934
Newburyport.....					128,544	21,503						200,534
North Adams.....		31,745		2,216	229,655		1,153			50,000		294,709

Norhampton	23,873	2,558	255,172	31,700	815					262,418
Northbridge	19,839	2,522	128,196	31,700	466					148,859
Norwood	20,814	2,867	260,476	77,645	983		91			316,715
Peabody	22,625	1,076	169,211		15				6,395	278,029
Plymouth	17,338		190,642		321					207,968
Essex	27,916	547	509,681		15					509,581
Saugus	8,262	1,313	131,214		321			50,000		210,000
Southbridge	23,992	11,236	113,379		150					123,104
Wakefield	24,598	879	198,000		72					234,200
Watertown	10,056	3,732	290,934		801				1,007	287,212
Woburn	38,210	3,820	128,874		217					143,889
Westfield	20,690	250	274,883		8,169					303,692
West Springfield	18,643	81	260,124		8,884					281,948
Weymouth	14,066	2,008	166,299		338					185,023
Winchester	17,800	231	163,244		684					179,856
Winthrop	18,620		168,072		6,846		67			195,897
Woburn	23,109	12,681	136,582		4,900					183,605
Michigan:										
Adrian	44,344	2,231	367,802	104,393	8,273			202,500	8,680	207,988
Alpena	40,359	31,433	182,166		3,499			553,725	1,463	355,770
Ann Arbor	68,540	5,040	139,488	11,686	13,647			103,071	108	1,117,042
Benton Harbor	58,453	13,524	170,000		5,551			147,312		245,801
Calumet	44,069	1,215	265,455	48,015	1,013			927,661		390,874
Escanaba	59,571	1,040	36,024		3,637			50,700		320,827
Holland	41,020	8,989	96,000		4,534					597,691
Ironwood	37,712	9,597	126,225		4,525					1,447,305
Ishpeming	40,342	8,246	236,750		14,092					275,778
Marquette	84,191	8,246	196,353	111,310	6,484			143,000	600	18,624
Monroe	43,282	5,260	204,992		1,935			50,000		31,424
Owosso	31,989	16,863	120,438	20,000	3,704			5,000		116,800
Port Huron	63,538	5,579	175,134	172,577	22,235			50,012		18,608
Sault Ste. Marie	36,353	300	108,475		744					521,427
Traverse City	50,899	12,306	192,076	22,028	18,348			21,600	1,163	267,456
Wyandotte	24,845		267,466	9,319	16,020			400,000	2,500	575,589
Minnesota:										
Faribault	36,149	2,218	176,006		753					264,469
Hibbing	25,635	13,634	784,283		941					868,037
Mankato	47,981	1,211	232,072	77,164	2,134					550,437
Rochester	30,477	7,750	65,097		1,000					98,253
St. Cloud	15,697	3,080	65,390	22,937	1,850					80,940
Virginia	14,700		86,974							100,598
Winona	13,624	3,682	162,969		1,519					230,310
Wisconsin:										
Biloxi	16,461	1,553	87,989	15,865	2,576			508,094	166	137,967
Columbus	30,091	1,009	131,967	19,477	2,576					683,599
Greenville	17,742	3,462	46,485		1,580					80,014
Jackson	17,516		68,768							108,978
Laurel										
Meridian										
Natchez										
Vicksburg										

* Estimated; part of county school system.

TABLE 10.—Receipts of city school systems, 1922-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	From United States for vocational education	From the State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Missouri:												
Cape Girardeau.....		\$19,239	\$1,063	\$2,021	\$114,546	\$24,184	\$9,043		\$59		\$8,956	\$170,711
Carthage.....		1,106		8,816	149,785		3,194				11,903	174,894
Columbia.....		19,868		4,305	106,422	22,405			5,004	\$3,627	60,208	221,949
Hannibal.....		36,046			153,004		4,485	\$26,000	11,731	19,125	85,835	339,326
Independence.....		30,126		3,450	135,359	7,608	18,755		64		7,707	203,159
Jefferson City.....		12,944	2,068	1,987	79,191	27,045	3,627				46,475	173,417
Joplin.....		34,820	7,560		269,521	60,181	13,837		31,099	984	161,379	666,852
Moberly.....		11,944	2,460		99,994	18,355	9,388		86		76,344	221,411
Sedalia.....		26,157	2,550	4,481	165,515	71,037	465	343,367	565	704		614,830
Montana:												
Anaconda.....		20,683			154,279	8,306	2,514				59,034	245,726
Billings.....		28,219	68,853		155,858	56,940	4,899				63,088	374,567
Great Falls.....		86,744	120,005	3,424	277,324	30,217					72,568	548,483
Helena.....		18,770			187,405	26,908	1,118		492		30,042	275,735
Missoula.....		24,957	77,642		86,485	38,626	1,064		179		25,321	254,274
Nebraska:												
Grand Island.....		11,163		7,978	260,375	29,796	5,611	117,921	919	615	33,869	434,378
Hastings.....		7,701		9,759	162,050		6,504					219,823
North Platte.....		3,776		1,732	172,068	9,200		122,268		1,734	645	311,412
Nevada:												
Reno.....		54,251	113,270		54,404	28,172	577	30,000			66,760	347,434
New Hampshire:												
Berlin.....		16,243		1,943	190,802		499					209,487
Concord.....		3,212		4,488	270,021	19,085	1,088			5,019	4,459	307,382
Dover.....		1,832			103,964	5,963	1,245		21		1,027	114,052
Keene.....					165,162		8,539		34		1,743	175,478
Laconia.....					128,391		2,876				1,068	132,365
Nashua.....				7,731	329,619		5,457					342,807
Portsmouth.....				5,690	145,552	14,183	1,404				284	167,113
New Jersey:												
Asbury Park.....		60,070	326	25,793	163,677	38,720	283	18,823	5,884		108,608	312,508
Belleville.....		101,140			143,450	73,090	4,644	91,850				617,791

Bloomfield	124, 010	4, 385	308, 505	33, 262	2, 806	6, 042	18, 800	454, 268
Bridgeton	25, 688	26, 080	153, 758	33, 262	2, 034	60, 227	81, 681	290, 469
Carteret	35, 412	1, 655	117, 200	33, 262	4, 482	77, 064	48, 540	207, 011
Clifton	116, 890	1, 360	316, 352	33, 262	100	4, 100	1, 949	565, 309
Englewood	50, 816	37, 927	212, 000	45, 827	5, 255	100, 000	50, 805	308, 885
Garfield	77, 272	17, 077	222, 714	45, 827	1, 144	100, 000	7, 923	123, 770
Glastonbury	83, 290	2, 827	81, 106	79, 173	6, 774	68, 540	8, 297	747, 082
Hackensack	66, 811	51, 723	387, 549	27, 422	1, 643	49, 937	49, 937	607, 880
Harrison	131, 201	1, 785	305, 800	46, 921	3, 076	68, 540	28, 286	910, 652
Irvington	166, 353	21, 009	384, 379	122, 655	2, 302	115, 000	5, 328	300, 961
Kearny	63, 298	10, 884	195, 000	21, 010	1, 271	115, 000	81	260, 072
Long Branch	35, 455	6, 050	196, 901	176, 785	1, 575	387, 000	216, 689	1, 679, 335
Millville	176, 350	19, 016	660, 000	176, 785	19, 225	387, 000	228, 979	228, 979
Montclair	28, 900	438	163, 184	84, 568	12, 083	68, 773	60, 258	743, 594
Morristown	178, 284	14, 662	407, 700	84, 568	12, 083	68, 773	60, 258	743, 594
North Bergen	30, 900	30, 734	161, 000	62, 092	58, 276	5, 950	6, 043	287, 585
Phillipsburg	150, 751	4, 830	403, 405	24, 173	2, 235	33, 364	99, 419	807, 637
Plainfield	57, 616	5, 208	139, 985	123, 185	6, 331	181, 058	80, 852	236, 246
Railway	80, 733	16, 488	120, 015	15, 605	3, 121	181, 058	42, 917	1, 449, 689
South Orange	54, 583	11, 368	168, 049	111, 296	3, 042	132, 271	62, 747	502, 925
Summit	76, 317	5, 318	380, 038	54, 757	1, 858	132, 271	703, 170	314, 404
Weehawken	188, 420	9, 302	255, 905	57, 176	13, 745	442	477, 209	1, 016, 688
West New York	93, 800	53, 878	277, 813	255, 905	711	60, 449	132, 368	468, 576
West Orange	38, 312	38, 312	104, 116	134, 957	267	60, 449	70, 532	266, 479
New Mexico:								173, 289
Albuquerque	9, 302		255, 905	57, 176	13, 745	442	477, 209	1, 016, 688
New York:								
Batavia	53, 878		277, 813		711	60, 449	132, 368	468, 576
Beacon	31, 115		104, 116		267	60, 449	70, 532	266, 479
Coboes	38, 312		134, 957					173, 289
Cornings								
District No. 9	22, 786	6, 328	119, 551		2, 380	363, 292	164, 734	308, 451
District No. 13	20, 854	2, 276	49, 856		1, 341		5, 014	83, 575
Cortland	15, 921	2, 625	148, 093	36, 304	3, 604		68, 986	658, 079
Dunkirk	73, 523	2, 625	255, 444	36, 304	4, 057		145, 872	517, 021
Fulton	38, 098		151, 600		4, 503		108, 586	305, 968
Geneva	49, 166		198, 899		3, 487		473, 602	702, 728
Glens Falls	38, 384		173, 092		48, 531		216, 605	448, 722
Glensville	47, 874	1, 229	281, 945		1, 053		383, 215	383, 215
Herkimer	37, 115	1, 054	140, 105		187		87, 049	268, 103
Hornell	53, 325	3, 000	240, 670		4, 322		120, 812	660, 829
Hudson	45, 751	3, 467	112, 733		6, 473		201, 421	412, 326
Illion	68, 303	27, 155	254, 386		1, 864		2, 614	170, 863
Ithaca	38, 802	4, 030	126, 302		539		25, 845	465, 974
Johnstown	75, 522	1, 435	226, 990		6, 425		17, 412	347, 053
Kingston	44, 418	4, 507	169, 025		1, 312		30, 091	812, 571
Lackawanna	33, 550	4, 507	317, 686		17, 492		73, 602	279, 297
Little Falls	65, 066	277	241, 877		2, 014		282, 729	990, 597
Lockport	46, 908		206, 258		17, 186		179, 939	614, 044
Middletown	34, 846		206, 258		17, 186		2, 963	685, 598
North Tonawanda								

TABLE 10.—Receipts of city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	1	2	3	4	From local sources			9	10	11	12	13
					5	6	7						8
New York—Continued												
Ogdensburg.....			\$32,896		\$2,066	\$90,653		\$129,152	\$155		\$4,884	\$189,109
Olean.....			67,682		4,663	255,917	\$61,892		583		113,959	642,592
Onesida.....			38,072		106,191	131,033					51,357	200,712
Ontonaga.....			12,780	\$21,828	630	131,033					11,821	178,843
Oswego.....			26,109		1,713	153,652				\$148,841	19,327	348,919
Peekskill.....			61,114		660	228,900		30,000		228	15,702	306,284
Plattsburgh.....			46,472		660	163,986				3,743	4,566	231,405
Port Chester.....			18,046			106,947						138,836
Port Jervis.....			73,623			325,749		135,371		7,237	42,355	586,073
Ranxasler.....			36,864			143,299				4,454	258,194	447,475
Roseton.....			30,444			107,196				2,456	8,468	154,564
Routte.....			72,004		300	292,392					190,662	566,190
Saratoga Springs.....			38,797		836	160,292				9,049	386,221	635,271
Tonawanda.....			26,721		840	120,745				38,172	37,929	284,481
Watervliet.....			30,965		840	118,040						182,824
White Plains.....			127,195		12,963	521,963	14,354	40,000			353,006	1,079,750
North Carolina												
Abeville.....				129,748		180,581		(¹)			16,794	431,262
Durham.....			3,166	215,687		96,737	70,920	50,000		2,561		504,964
Gastonia.....			650	94,000	5,000	120,000						219,650
Greensboro.....						133,100	20,400				7,600	162,100
High Point.....					5,675	231,322						372,919
New Bern.....				92,952	919	84,961		309,500			5,173	493,687
Raleigh.....			675			88,586	2,700			135		94,200
Rocky Mount.....						343,275		451,967				812,416
Salisbury.....				75,000	556	134,500				13,000	22,169	175,868
Wilson.....						67,530		20,000			7,966	190,713
North Dakota						104,089						132,918
Fargo.....			2,977	19,462	10,927	390,421	69,700	1,730			2,610	492,437
Grand Forks.....			21,117	9,660	2,883	224,092		195,000			23,734	281,031
Minot.....			17,310		6,690	199,114	61,082					536,058

TABLE 10.—Receipts of city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	From United States for vocational education	From State	From the county	From local sources				Loans and bond sales	Sales of property and proceeds of insurance adjustments	Other non-revenue receipts	Balance from previous school year	Amount available for use
				Other civil divisions for tuition	General property taxes and city appropriations	From taxation for debt service	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Pennsylvania—Continued.												
Cannonsburg.....		\$34,884		\$12,232	\$105,429	\$32,969	\$1,404	\$100,199	\$6,200	\$16	\$11,491	\$272,855
Carlisle.....		53,658		1,620	175,249	2,753	2,753	112,000		381	115,827	495,457
Carrick.....		32,210		7,038	95,090		13,708				1,012	149,067
Carnegie.....		31,130		11,987	143,646		6,055				11,774	204,992
Chambersburg.....		17,008		24,475	154,913		2,954	36,000		3,983	3,044	215,548
Charleroi.....		43,081		13,341	130,533		1,337	43,130			610	244,783
Charton.....		38,480		14,014	148,250	42,280	1,979	26,000	270		96,569	324,247
Coatesville.....		47,019		20,538	200,657		4,466	556,976		11,187	30,410	904,512
Columbia.....		61,491		20,538	183,954		4,466	56,000				320,449
Connellsville.....		27,946		2,736	94,060	3,853	3,410	13,500			7	142,132
Dickson City.....		27,492		13,090	211,598		659					260,673
Donora.....		43,515		3,474	145,304		232	32,244			490	173,945
DuBois.....		46,140		2,114	111,012	75,961	3,457	32,244			1,891	268,329
Dunmore.....		44,051		42	109,515	39,349	3,457	57,959				255,551
Duquesne.....		54,078		4,858	219,102		6,556	177,175	35		12,873	454,042
Farrall.....		47,596		7,156	274,385		1,098				314,097	653,974
Greensburg.....		47,528		26,890	239,064		4,670	50,000	963	6,726	3,678	298,162
Hornetead.....		62,886		21,782	256,649		4,670				8,810	397,556
Jennette.....		32,533		17,664	253,251		2,844				47,415	389,807
Kingston.....		54,962		1,690	154,076		3,300	39,000	19		11,731	257,867
Lebanon.....		62,952		9,511	353,758		3,116	100,200			4,921	618,630
McKees Rocks.....		31,200		6,014	250,701	21,128	4,773	25,000		470	57,634	430,412
Mahanoy City.....		39,535		6,818	142,504	19,465	612	180,501		319	1,110	385,981
Meadville.....		43,812		20,897	128,152	27,810	1,829	50,000	100		47	169,164
Monessen.....		69,437		11,179	184,200		3,028	50,000			6,872	335,020
Mount Carmel.....		84,008		6,895	301,116		1,502	190,000			30,594	595,354
Nanticoke.....		74,023		1,068	108,525		1,502	3,000			254	154,184
New Kensington.....		33,508		11,523	289,159		1,520	2,000	10,329	4,919	69,063	447,162
North Braddock.....		47,650		6,272	153,105		3,523	60,000			30,012	233,667
Oil City.....		65,758		6,690	253,026	47,595	18,453	369,751			7,900	399,564
					285,496							801,613

Old Forge	52,451	92,373	1,890	68,397	168	13,983	203,490
Olyphant	39,874	178,661	1,030	5,000		13,491	237,300
Phoenixville	25,720	94,022	2,937	75,091		186,738	159,213
Pittston	51,214	196,266	3,300			156,040	514,085
Plymouth	37,971	145,804	16,210			14,214	360,470
Pottstown	31,395	210,155	18,533	169,883		7,276	278,276
Pottsville	45,662	131,887	20,246	20,246		290,892	370,864
Pottsville	31,718	101,205	4,902	4,000		581,764	176,706
Pottsville	50,730	219,972	5,985	304,218	1,481	804,900	581,764
Pottsville	61,703	303,425	1,867	82,009	9,807	222,223	804,900
Sharon	61,975	164,570	4,641			2,182	308,577
Shenandoah	34,100	177,727	1,565			2,964	220,166
Shenandoah	52,313	211,883	314			14,867	364,735
Sunbury	35,207	218,003				4,455	362,045
Swissvale	28,124	75,384	1,280			12,752	191,927
Tamaqua	55,653	222,566	8,989			10,819	191,927
Uniontown	56,561	229,447	2,776			56,036	447,851
Warren	68,263	271,275	153,743			6,531	509,275
Washington	43,350	124,161	22,014			6,740	275,091
West Chester	83,753	467,180	9,872			1,856	576,682
Wilkinsburg	47,129	223,924	14,658			446,438	738,821
Woodlawn							
Rhode Island							
Bristol	11,026	112,509	5,695			45,680	174,910
Central Falls	11,941	141,760	332			55,636	217,252
Cranton	14,517	346,466	1,163	4,846		229,647	563,729
Cumberland	9,342	60,867	1,240			198,511	338,399
East Providence	12,798	232,329	186			27,863	275,125
Warwick	10,494	177,100	8,023			44,220	240,411
West Warwick	9,519	126,558					144,437
South Carolina							
Anderson	17,708	105,884				12,501	186,280
Florence	40,500	92,500	1,500			28,697	111,500
Greenville	(1)	22,000	6,622			2,381	339,333
Spartanburg	15,843	169,612	1,145				234,375
South Dakota							
Aberdeen	31,085	216,673	1,762			155,035	478,781
Sioux Falls	52,289	373,194	25,472			890,371	1,455,182
Tennessee							
Jackson	16,450	40,795	105			7,092	120,768
Johnson City	45,008	100,673					145,782
Texas							
Ablene	45,004	63,519	5,686			9,688	191,537
Amarillo	49,284	224,860	6,086			20,807	802,751
Brownsville	47,614	40,000					111,614
Cheburne	6,890	82,695	12,309			685	179,882
Corpus Christi	35,570	51,561	3,455			4,435	97,774
Corpus Christi	35,304	82,714	6,100			14,649	141,767
Corpus Christi	18,068	23,736	6,728			12,215	56,604
Del Rio	61,176	84,669	8,132			43,029	167,996
Denison	33,132	65,899	2,132			24,749	160,224
Greenville							
Laredo	76,108	16,985	506				131,170

* Included in column 6.

TABLE 10.—Receipts of city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	1	2	3	4	5	From local sources			8	9	10	11	12	13
						Other civil divi- sions for tuition	General property taxes and city appro- priations	From taxation for debt service							All other local revenue
Texas—Continued.														
Marshall			\$68,983		\$6,155	\$38,460			\$1,656		\$3,202		\$21,137	\$139,593
Palestine			31,620	3343	2,513	44,066			5,351				9,150	83,076
Paris			56,668	551	1,253	88,292			909	\$41,000			5,918	194,591
Port Arthur			90,156	508		276,742	\$109,969		40,020		2,467	\$5,357	517,571	1,042,790
Ranger			24,902			94,835						60	107,273	119,737
San Angelo			29,911	5,313	2,138	62,368			1,503				4,980	158,336
Sherman			43,920	367	91,738	91,738			4,454		1,598		11,788	131,070
Temple			34,716	434	4,833	77,242			10,258				2,019	150,285
Texarkana			36,385			69,517			11,069		296		33,008	385,126
Tyler			48,120	552	1,059	69,678			11,862	40,000			213,855	
Utah:														
Provo			102,864	1,097		84,648			8,968				1,897	199,494
Vermont:														
Barré			5,372		10,720	107,399			952					124,433
Rutland			4,615	8,025	6,013	195,241			1,772					206,653
Rutland			2,919			126,261			3,484		22,500		8,456	169,633
Virginia:														
Alexandria			38,577		6,878	76,166			2,817					124,438
Charlottesville			22,775		12,949	65,360		20,420	8,965	242,240			422,749	
Danville			36,998			130,181			3,188					170,365
Staunton			19,797		1,858	63,941								85,596
Washington:														
Aberdeen			85,937	43,828	2,788	97,623		48,314	1,873	100,000			41,147	421,510
Bellingham			144,776	70,802	1,500	157,412		77,070	6,468				79,747	537,775
Everett			165,391	77,991	10,460	190,572		53,008	7,666				3,490	498,578
Hoquiam			58,434	29,449		51,728			1,500				14,119	155,270
Vancouver			79,341	31,439		56,700		43,139	14,872				4,903	229,894
Walla Walla			102,918	46,907	8,635	98,867		49,948	3,830				47,756	398,861
Yakima			143,066	62,202	13,313	107,356			3,747				24,285	354,001

TABLE 11.—Expenses, burlays, and other payments, city school systems, 1923-24
GROUP I.—CITIES OF 100,000 POPULATION AND MORE*

City	General control		Full-time day schools	Part-time and continuation schools	Evening schools ¹	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service ²	Grand total expenditures	
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama:												
Birmingham	\$19,727	\$27,618	\$14,606	\$1,691,834		\$6,600		\$892	\$1,699,326	\$19,810		\$1,719,136
California:												
Los Angeles	509,193	190,171	338,655	15,425,886	\$116,903	344,400	\$130,919	\$1,789,831	16,018,108	13,282,313	\$2,397,517	31,997,938
Oakland	44,829	54,614	72,545	3,794,257	59,826	42,467		298,485	4,165,085	1,420,628	155,073	5,749,766
San Francisco	79,637	55,255	73,844	5,092,728	40,534	137,372		314,813	5,585,447	1,700,729	403,000	7,699,173
Colorado:												
Denver	79,030	73,853	209,678	4,031,020		44,700	12,062	207,500	4,295,272	2,311,131	2,822	6,609,225
Connecticut:												
Bridgeport	29,597	24,607	45,611	1,771,263		30,063	4,256	13,000	1,818,582	1,173,665	88,000	3,080,248
Hartford	91,043	7,000	101,122	2,514,065		89,956		192,708	2,793,669	790,956	385,630	3,970,257
New Haven	33,201	26,838		2,157,117		18,293	16,537		2,191,947	343,505		2,535,452
Delaware:												
Wilmington	9,246	14,595	39,726	1,077,579	20,123	7,200	5,826	13,785	1,124,513	239,948	5,500	1,369,961
District of Columbia:												
Washington	47,048	42,490	131,486	5,978,155		71,964	19,870		6,069,969	741,094		6,810,993
Georgia:												
Atlanta	31,511	7,654		2,113,849				2,525	2,116,374	2,805,060		5,011,464
Illinois:												
Chicago	896,997	531,658	1,374,423	39,802,174	484,839	454,753	253,696	746,031	41,742,185	7,251,991	23,100,000	72,094,156
Indiana:												
Indianapolis	113,072	53,452	337,876	4,707,685		8,295		363,681	5,109,661	1,298,748	52,713	6,451,122
Iowa:												
Des Moines	53,056	50,725	14,737	2,558,511		4,409	9,189	189,395	2,760,503	909,152	51,000	3,717,655
Kansas:												
Kansas City	40,305	9,089	43,018	1,494,912		23,029		324,441	1,667,232	1,134,307		2,801,539
Kentucky:												
Louisville	62,839	36,452	18,514	2,128,762	1,052	14,243	7,388	9,427	2,160,872	280,741	10,061	2,451,674
Louisiana:												
New Orleans	3,800	43,549	50,733	3,471,271		61,520		108,718	3,611,509	377,831		4,019,340
Maryland:												
Baltimore	44,327	98,656	244,180	6,864,600		79,868	18,377	692,670	7,565,415	5,336,889	770,329	13,672,630
Massachusetts:												
Boston	377,594	210,405	293,085	11,959,426	131,270	165,609	33,721	584,535	12,874,561	3,313,891	485,070	16,673,522
Cambridge	19,250	26,397	45,361	1,484,391		31,203	8,973	1,117,052	1,561,519	265,801		1,827,320
Fall River	20,212	26,387	68,122	1,695,503	79,289	48,931	369	1,821,092	1,821,092	538,407		2,377,499
Lowell	6,500	20,755	41,377	1,343,065		52,835	5,992	1,401,732	1,401,732	58,656		1,460,387

New Bedford.....	16,206	36,594	44,907	1,470,279	75,563	43,799	1,837	131,300	1,722,638	9,060	214,809	1,945,656
Springfield.....	18,333	48,610	44,543	2,470,614	25,039	51,230	11,109	145,306	2,701,318	920,012	200,500	3,921,830
Worcester.....	22,430	35,732	75,886	2,643,799	31,234	43,845	6,475	58,000	2,803,353	875,067	235,500	3,913,920
Michigan:												
Detroit.....	182,632	279,328	331,265	14,112,145	202,809	246,769	158,394	2,008,130	16,728,247	2,240,043	9,220,962	31,188,952
Grand Rapids.....	31,047	33,849	29,729	2,346,861	50,400	38,043		152,855	2,587,649	1,686,781	118,816	4,388,246
Minnesota:												
Minneapolis.....	77,839	97,496	155,133	6,278,129	-6,297	53,722	39,837	792,229	7,170,214	3,159,517	594,618	10,924,349
St. Paul.....	36,267	40,501	63,995	2,917,497		14,502	6,011	250,000	3,188,016	1,776,638		4,964,668
Missouri:												
Kansas City.....	138,031	76,237	360,900	5,276,188	21,413	33,404	9,655	497,486	5,838,146	2,387,678	448,626	8,674,450
St. Louis.....	182,514	121,031	196,189	7,907,603	60,922	143,364	127,750	118,980	8,358,519	1,894,380	250,994	10,483,863
Nebraska:												
Omaha.....	93,982	43,960	115,619	3,315,514		40,582	9,617	473,604	3,839,317	1,459,517	234,870	5,533,704
New Jersey:												
Camden.....	16,262	12,158	27,394	1,617,182	5,788	5,788		146,915	1,769,865	583,803	21,304	2,374,972
Jersey City.....	29,728	81,058	139,165	3,439,040	21,503	65,916	32,726	586,585	4,145,770	1,539,030	341,231	6,020,031
Newark.....	133,350	131,775	221,490	7,167,760	56,709	176,041	60,705	388,988	8,070,263	1,178,866	263,734	9,492,923
Paterson.....	38,466	13,300	44,076	1,968,781	28,192	34,528	3,209	238,650	2,301,358	313,685	518,127	3,333,170
Trenton.....	39,943	37,389	34,610	1,673,657	23,406	17,863	6,228	86,581	1,807,765	1,196,879		3,036,767
New York:												
Albany.....	5,201	14,488	30,579	1,200,250	30,044	21,519		154,320	1,386,133	17,519	171,300	1,575,042
Buffalo.....	79,592	10,000	124,021	8,332,001	92,523	251,484	36,794	716,396	9,429,198	2,392,503	558,000	12,379,701
New York.....	1,463,902	495,340	3,769,151	95,701,164	715,409	1,821,125	158,931	6,125,805	104,322,434	40,682,906	1,601,800	146,808,640
Rochester.....	78,172	40,020	230,087	5,448,202	87,585	81,643		481,112	6,098,542	1,135,842	1,562,247	8,796,631
Syracuse.....	11,750	15,884	48,532	2,008,628	39,405	34,588		2,080,621	4,460	4,460		2,085,081
Yonkers.....	19,529	24,065	37,648	2,205,223	21,980	21,477		214,697	2,463,377	1,007,029	220,590	3,690,996
Ohio:												
Akron.....	30,006	28,951	61,886	2,570,264	23,408	40,503	3,475	363,721	3,001,371	667,187	434,958	4,103,516
Cincinnati.....	65,070	85,878	133,473	4,954,371	120,772	67,945	16,853	453,978	5,613,819	975,065	272,885	6,861,769
Cleveland.....	309,756	175,310	305,680	12,923,714	15,308	122,539		1,109,900	14,173,461	4,501,520	726,362	19,401,643
Columbus.....	33,372	32,918	57,430	3,075,194	9,782	11,655	11,538	464,450	3,572,619	1,871,252	574,800	6,018,731
Dayton.....	40,917	18,787	30,846	2,079,290	67,081	35,263	4,621	225,300	2,409,547	964,950	112,561	3,487,058
Toledo.....	54,695	20,234	213,978	3,648,767	31,455	33,997	1,562	3,715,801	3,715,801	1,501,622	969,968	6,187,421
Youngstown.....	19,286	17,257	36,242	2,043,960	4,113	3,200		248,724	2,067,765	232,618	783,594	3,063,977
Oregon:												
Portland.....	112,092	37,972	11,362	3,496,233		36,365		103,716	3,636,394	2,063,772	178,500	5,906,606
Pennsylvania:												
Philadelphia.....	406,922	305,732	510,069	20,238,450		221,389	79,037	1,350,425	21,890,201	8,391,030	821,026	31,102,257
Pittsburgh.....	258,927	90,540	124,261	8,696,839	90,073	135,443	6,936	3,636,942	8,924,261	3,135,971	55,443	12,116,706
Reading.....	45,836	17,142	31,024	1,206,020	26,616	7,818	4,564	5,083	1,250,101	797,961	146,724	2,194,786
Scranton.....	41,081	15,267	43,203	1,723,104	24,653	17,127	2,450	123,399	1,890,733	776,615	136,720	2,804,268
Rhode Island:												
Providence.....	42,397	37,809	49,636	2,959,113		48,083		306,960	3,314,196	885,549		4,149,706
Tennessee:												
Memphis.....	15,973	39,855	9,554	1,478,200		21,882		81,170	1,561,252	362,786	253,337	2,217,325
Nashville.....	13,472	12,290	6,402	673,258		4,111		677,369		84,342		712,075

† Includes, promotion of health, transportation of pupils, school gardens, tuition pay-
 ments to other school corporations, etc.
 ‡ Includes Americanization classes.
 § Not including interest paid from sinking funds.
 ¶ Column 9 not included.
 * Paid from sinking funds.
 † Includes \$176,150 paid from sinking funds.
 ‡ Includes \$80,000 paid from sinking funds.
 § Estimated.
 ¶ Includes \$232,232 paid from sinking funds.



TABLE 11.—Expenses, outlays, and other payments, city school systems, 1923-24—Continued
GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
Texas:	2	3	4	5	6	7	8	9	10	11	12	13
Dallas.....	\$24,309	\$28,009	\$320,078	\$2,094,258	\$1,143	\$29,863	\$10,530	\$18,224	\$2,152,905	\$527,742	\$76,338	\$2,756,985
Fort Worth.....	12,194	20,113	26,154	1,325,004	2,139	2,139	.....	112,326	1,442,612	40,586	133,186	1,616,384
Houston.....	41,753	25,467	26,407	1,899,896	18,070	25,256	.....	140,310	2,083,522	92,865	74,425	2,250,812
San Antonio.....	30,179	27,268	12,129	1,650,227	.....	4,590	38,938	10 183,253	1,708,854	1,612,628	400,560	3,717,040
Utah:												
Salt Lake City.....	38,080	26,799	22,145	1,895,545	19,670	7,800	.....	233,816	2,156,831	168,013	80,828	2,405,672
Virginia:												
Norfolk.....	20,024	8,000	6,630	1,376,347	.....	22,045	12,865	.....	1,411,257	500,891	.....	1,912,138
Richmond.....	12,335	13,414	43,012	1,704,796	3,442	27,001	14,033	10,007	1,759,279	190,526	.....	1,949,805
Washington:												
Seattle.....	79,477	49,657	113,411	4,244,886	.....	27,616	7,647	497,667	4,777,816	471,855	618,000	5,867,671
Spokane.....	27,279	13,938	28,433	1,687,354	.....	13,271	.....	11 97,236	1,704,067	141,023	313,074	2,163,164
Wisconsin:												
Milwaukee.....	68,838	34,180	213,227	6,203,679	337,400	124,644	37,988	51,000	6,757,721	1,116,131	.....	7,873,852

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:												
Mobile.....	\$4,990	\$12,055	\$5,904	\$361,198	.....	.....	.....	.....	\$368,320	\$22,171	\$174,369	\$564,860
Montgomery.....	3,188	9,092	1,776	259,929	.....	.....	.....	.....	264,101	218,964	102,424	685,489
Arkansas:												
Little Rock.....	16,771	7,228	.....	579,372	.....	\$164	.....	10,961	560,353	203,263	41,000	834,616
California:												
Berkeley.....	21,213	26,536	24,504	1,209,900	\$30,553	19,095	.....	11 150,445	1,266,643	191,640	227,620	1,685,903
Fresno.....	27,540	17,637	17,365	1,279,456	.....	.....	.....	1 120,345	1,279,456	189,598	141,832	1,610,886
Long Beach.....	18,192	18,288	27,768	1,532,414	10,700	.....	.....	1 165,245	1,843,114	1,827,998	3,671,082	
Pasadena.....	33,807	19,621	36,020	1,774,254	.....	16,272	.....	1 139,789	1,792,534	1,008,198	196,778	2,997,510
Sacramento.....	14,369	17,437	24,885	1,645,801	30,105	24,044	.....	223,818	1,623,768	764,141	75,000	2,462,909
San Diego.....	52,072	12,931	34,462	1,605,677	6,387	42,610	.....	1 144,050	1,655,674	218,885	120,185	1,994,524
San Jose.....	.....	18,233	9,163	788,593	.....	38,050	1,907	1 46,630	828,559	213,414	108,959	1,150,833
Stockton.....	9,752	8,523	4,328	739,946	8,461	23,469	.....	61,115	832,991	223,764	54,000	1,110,665

TABLE 11.—Expenses, outlays, and other payments, city school systems, 1923-24—Continued
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	General control		Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational								
1	2	3	6	7	8	9	10	11	12	13
Iowa:										
Cedar Rapids.....	\$11,300	\$16,420	\$747,992	\$4,600	\$1,615	\$35,336	\$939,543	\$378,099	\$70,046	\$1,287,691
Council Bluffs.....	6,302	10,491	545,867	546	546	38,047	581,160	197,231	20,000	798,391
Davenport.....	14,321	11,913	867,889	4,352	6,270	47,590	924,901	312,965	61,000	1,298,796
Dubuque.....	13,643	5,729	411,591	1,735	8,815	68,171	491,362	273,458	254	1,265,094
Shoer City.....	14,910	18,900	1,256,120	1,500	4,000	112,100	1,373,720	149,500	10,000	1,533,220
Waterloo.....	2,976	6,634	302,535	190	190	30,965	333,660	.....	11,850	345,510
East side.....	3,400	7,100	226,958	287	287	56,775	284,020	.....	20,000	304,020
West side.....	12,735	13,064	806,068	133	133	14,435	822,279	212,183	72,446	1,108,908
Topeka.....	37,394	8,467	1,235,075	6,603	8,048	19,234,891	1,369,517	629,102	.....	1,998,619
Kansas:										
Wichita.....	3,645	5,885	339,565	1,200	1,200	28,323	343,345	26,680	171,792	567,596
Covington.....	7,519	4,802	388,351	.....	.....	8,962	.....	43,231	188	436,764
Lexington.....	2,025	9,950	401,329	450	450	128,060	527,829	784,000	93,000	1,404,829
Louisiana:										
Shreveport.....	1,234	3,646	189,674	3,684	.....	.....	193,368	1,509	.....	194,817
Maine:										
Lewiston.....	4,579	11,258	839,833	14,333	.....	.....	854,166	273,075	1,613,940	1,741,181
Massachusetts:										
Brockton.....	300	14,328	863,087	7,785	13,300	2,300	886,472	9,700	46,400	896,172
Brookline.....	3,698	19,037	596,840	11,271	3,542	666	631,765	195,632	.....	873,797
Chelsea.....	667	7,960	625,458	21,654	4,455	22,088	650,854	25,012	.....	676,866
Chicago.....	.....	12,218	437,031	6,401	4,455	1,615	449,502	48,040	30,000	536,542
Everett.....	.....	8,214	572,377	17,896	9,682	34,611	634,596	369,531	81,214	1,065,311
Fitchburg.....	4,720	11,918	488,743	8,898	15,245	26,200	548,156	228,467	31,500	898,022
Haverhill.....	.....	12,993	607,854	8,199	9,672	.....	625,625	.....	.....	625,625
Holyoke.....	11,533	16,716	785,916	29,809	19,965	1,797	837,487	80,325	113,000	1,030,812
Lawrence.....	6,163	17,577	1,195,756	37,545	25,834	44,051	1,258,135	416,089	.....	1,787,224
Lynn.....	63,133	38,245	1,140,483	23,762	16,230	3,188	1,227,704	79,863	110,500	1,347,204
Malden.....	1,500	10,542	563,524	13,918	4,697	3,250	585,289	.....	19,200	604,382
Medford.....	2,072	12,275	581,127	3,420	1,508	.....	586,055	70,700	.....	656,755
Newton.....	7,613	12,851	653,712	13,142	688	87,304	947,542	20,303	.....	967,845
Pittsfield.....	14,039	19,199	628,153	4,966	786	.....	734,423	158,543	.....	892,966
Quincy.....	3,769	29,439	738,673	15,532	5,744	2,363	762,312	538,189	.....	1,300,501

Salem	4, 774	10, 807	9, 940	401, 360	2, 065	3, 065	63, 317	405, 306	53, 317	428, 022
Somerville	13, 507	8, 178	8, 178	967, 036	17, 303	17, 303	289, 930	985, 739	289, 930	1, 276, 678
Taunton	5, 959	13, 007	13, 007	402, 019	5, 415	5, 415	305, 000	443, 715	305, 000	789, 218
Waltham	5, 851	17, 649	17, 649	303, 450	2, 892	10, 825	152, 831	338, 208	152, 831	522, 059
Michigan:										
Battle Creek	10, 880	8, 761	26, 389	607, 784	3, 103	3, 103	82, 350	639, 642	82, 350	756, 992
Bay City	6, 142	7, 651	8, 137	638, 668	5, 413	5, 413	80, 265	683, 770	80, 265	871, 667
Flint	26, 722	16, 189	43, 850	1, 171, 981	2, 000	10, 716	1, 160, 027	1, 435, 069	1, 160, 027	3, 075, 926
Hamtramck	14, 862	14, 429	18, 265	1, 010, 711	9, 040	9, 040	749, 610	1, 285, 853	749, 610	1, 331, 368
Highland Park	22, 599	23, 076	60, 642	1, 165, 676	2, 834	2, 834	144, 080	1, 313, 100	144, 080	2, 103, 966
Jackson	10, 626	17, 037	11, 160	608, 013	6, 522	6, 522	37, 130	659, 560	37, 130	716, 270
Kalamazoo	21, 391	13, 991	876, 050	876, 050	6, 166	6, 166	1, 001, 991	1, 001, 991	1, 001, 991	1, 823, 482
Lansing	12, 338	14, 968	43, 760	863, 320	3, 925	11, 337	879, 618	744, 836	879, 618	1, 880, 358
Manistigon	11, 304	12, 440	74, 013	673, 255	16, 926	6, 401	45, 389	744, 836	45, 389	841, 767
Pontiac	7, 929	9, 763	23, 795	553, 922	5, 401	5, 401	70, 530	624, 452	70, 530	955, 348
Saginaw	12, 664	14, 663	29, 576	603, 653	11, 223	6, 700	55, 900	677, 735	55, 900	1, 050, 354
East side	7, 529	9, 443	22, 452	466, 285	3, 261	2, 175	61, 365	533, 086	40, 000	1, 026, 641
West side	47, 042	23, 873	54, 444	1, 668, 373	31, 745	31, 745	156, 079	1, 862, 707	339, 643	2, 362, 862
Minnesota:										
Duluth	18, 146	12, 336	14, 019	989, 689	1, 665	1, 665	55, 352	1, 045, 676	106, 782	1, 116, 725
St. Joseph	7, 275	8, 116	2, 800	473, 024			43, 856	519, 480		1, 026, 270
Springfield	34, 176	25, 249	18, 665	1, 049, 113	20, 398	20, 398	111, 174	1, 074, 807	254, 784	1, 083, 915
Nebraska:										
Lincoln	1, 355	17, 807	18, 362	726, 947	12, 800	12, 800	114, 858	854, 606	97, 687	1, 076, 458
New Hampshire:										
Manchester	9, 954	40, 848	43, 536	1, 336, 155	2, 983	18, 604	146, 226	1, 503, 978	50, 975	2, 065, 941
New Jersey:										
Atlantic City	49, 164	25, 040	49, 472	1, 512, 014	8, 118	33, 805	144, 666	1, 700, 346	595, 240	2, 345, 866
Bayonne	13, 439	12, 867	21, 273	892, 073	2, 925	2, 925	82, 897	977, 895	55, 183	1, 072, 652
East Orange	23, 813	17, 887	23, 523	1, 362, 374	10, 390	10, 390	159, 413	1, 489, 091	400, 266	1, 946, 341
Elizabeth	21, 085	24, 423	51, 018	1, 363, 466	10, 714	20, 626	154, 633	1, 484, 518	4, 301	1, 259, 112
Hoboken	4, 185	9, 722	9, 944	516, 058	6, 794	20, 626	58, 317	594, 031	126, 415	768, 915
New Brunswick	6, 628	8, 526	14, 547	522, 381	7, 510	8, 084	36, 475	667, 592	31, 712	623, 681
Orange	14, 014	12, 573	26, 099	1, 011, 694	34, 497	18, 398	60, 728	1, 131, 675	529, 199	1, 697, 084
Pasaic	3, 185	8, 149	9, 141	559, 808	7, 534	2, 294	43, 689	613, 325	218, 887	837, 712
Ferth Amboy	8, 627	5, 829	12, 900	608, 923	6, 500	6, 143	24, 650	646, 216	58, 907	617, 198
West Hoboken	4, 771	15, 459	16, 207	471, 000	21, 483	5, 261	26, 940	530, 874	406, 742	1, 119, 814
New York:										
Amsterdam	5, 370	10, 494	8, 028	417, 567	2, 019	6, 890	3, 594	433, 762	3, 594	459, 696
Auburn	3, 763	14, 351	30, 446	991, 770	8, 464	19, 518	77, 008	1, 066, 760	110, 209	1, 206, 969
Binghamton	3, 060	10, 057	13, 835	546, 319	9, 155	9, 320	29, 148	595, 270	369, 620	979, 790
Elmira	8, 953	13, 372	17, 837	647, 653	10, 000	6, 726	72, 471	738, 647	457, 133	1, 232, 319
Jamestown	12, 127	10, 367	77, 609	1, 015, 321	11, 127	11, 127	79, 406	1, 123, 298	641, 121	1, 823, 419
Mount Vernon	10, 214	6, 741	11, 615	361, 791	1, 447	1, 447	7, 171	377, 483	6, 568	380, 053
Newburgh	11, 097	12, 399	31, 996	951, 492	8, 399	9, 196	80, 720	1, 051, 071	170, 805	1, 221, 888
New Rochelle	8, 477	15, 388	949, 884	949, 884	9, 301	14, 785	178, 237	1, 152, 307	885, 688	2, 067, 875
Niagara Falls	3, 510	9, 900	12, 416	433, 522	5, 698	5, 698	7, 796	447, 698	7, 796	466, 035
Poughkeepsie	14, 338	15, 002	34, 522	1, 496, 615	34, 817	18, 706	146, 695	1, 698, 483	34, 300	1, 972, 242
Schenectady										

* Estimated.

** Includes \$3,958 paid from sinking funds.

** Includes \$115,000 paid from sinking funds.

** Includes \$2,733 paid from sinking funds.

** Includes \$105,878 paid from sinking funds.

TABLE 11.—Expenses, outlays, and other payments, city school systems, 1923-24—Continued
 GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
New York—Continued.												
Troy												
Lansingburgh district	\$2,453	\$5,847	\$2,500	\$153,440				\$4,775	\$158,215	\$1,516	\$3,812	\$103,543
Unkon district	4,158	8,743	46,874	683,445	86,347	\$7,739	\$5,470	41,788	754,789	32,504	68,135	855,428
Utica	10,646	8,076	19,782	1,247,023	19,346	28,726		102,433	1,397,588	419,079	134,065	1,950,732
Watertown		10,094	5,389	487,660	4,868	2,360		34,806	529,082	30,316	38,800	698,796
North Carolina:												
Charlotte	780	14,197	6,714	469,626		857	1,301	8,325	480,109	34,390	156,000	669,499
Wilmington	3,080	7,813	9,324	257,208				6,058	283,266	53,600	150,212	467,078
Winston-Salem		12,358		492,482				94,395	589,877	627,000	68,499	1,282,376
Ohio:												
Canton	14,563	11,038	91,891	1,297,025		17,974		4,335,401	1,314,999	302,425	90	1,617,504
Hamilton	2,931	9,800	30,875	469,212		1,344		4,147,061	470,556	97,750	184,580	752,896
Lakewood	19,739	12,575	12,868	985,021		7,842	7,534	235,083	1,235,480	419,139	125,500	1,780,119
Lima	7,755	6,945	7,299	482,928		4,887		4,731,498	497,815	527,232	134,257	1,149,304
Lorain	6,684	8,873	41,968	532,429		5,533	1,185	108,358	644,502	87,559	212,802	944,863
Pertsmouth	2,708	6,850	6,401	411,845				4,662,219	411,945	62,257	176,219	650,321
Springfield	7,136	7,403	6,280	690,517		4,505		4,971,129	697,943	104,948	240,392	1,103,283
Oklahoma:												
Muskogee	6,860	8,956	6,972	462,631				49,016	471,678	25,180	114,219	611,077
Oklahoma City	47,750	23,043	38,957	1,792,328	5,137	10,642	7,992	271,553	2,087,650	1,463,136	40,000	3,590,786
Tulsa	39,235	28,293	16,711	1,081,448		13,243		1,185,655	1,094,691	292,115	10,631	1,907,437
Pennsylvania:												
Allentown	18,420	23,782	47,684	907,138	14,854	7,528	1,150	110,896	1,041,566	278,492	375,784	1,695,812
Altoona	17,877	10,122	22,428	704,019		3,198	3,316	68,625	776,158	334,932	139,527	1,250,637
Bethlehem	15,725	11,943	23,938	689,133	4,700	1,944		150,794	846,571	403,242	113,485	1,363,298
Chester	9,802	19,017	11,425	673,670				1,894	678,252	346,746	178,896	1,204,894
Easton	20,107	15,384	31,095	493,326				41,898	501,222	313,476	177,129	991,829
Erie	41,868	22,637	143,802	1,558,041	3,299	18,021	8,998	137,908	1,726,357	573,328	777,064	2,377,349
Harrisburg	25,711	14,105	36,884	1,111,946	5,983	6,011		94,071	1,124,877	209,621	280,133	1,620,631
Hasleton	10,608	8,140	18,187	461,511	6,000			30,166	506,676	9,854	10,134	526,664
Johnstown	19,340	13,628	16,198	961,257	5,500	7,127	961	107,055	989,345	273,819	198,231	1,461,396
Lancaster	13,772	8,116	6,300	511,082		2,213		60,483	579,278	192,105	104,597	876,040
McKeesport	26,902	10,276	11,920	641,453	4,441	2,458		56,163	707,515	152,113	42,046	901,723



CITY SCHOOL SYSTEMS, 1923-1924

New Castle	10,978	5,473	6,737	609,949	5,700	5,000	3,196	74,375	741,347	155,309	29,770	920,490
Norristown	6,671	8,432	8,047	314,875	2,540	7,373	6,570	40,855	341,910	173,360	31,262	566,552
Wilkes-Barre	27,852	13,311	22,404	508,315	2,540	1,471		30,818	683,076	471,190	40,137	1,484,403
Williamsport	15,052	6,540	8,189	508,858	24,966	1,471		1,073	513,902	26,447	75,562	615,711
York	18,845	6,690	15,987	531,256	24,966			13,874	536,373	40,916	41,198	638,487
Rhode Island:												
Newport	15,935	7,824	250	354,398		2,011		356,409	356,409		36,000	392,409
Pawtucket	2,949	15,942	6,900	765,905		13,689		779,494	779,494			779,494
Woonsocket	4,625	7,954	2,984	308,441		9,548	660	6,750	325,399	1,313	5,172	331,884
South Carolina:												
Columbia	5,726	6,015	2,985	294,021		663		33,007	302,492	151,957	73,973	528,422
Tennessee:												
Chattanooga	3,737	8,748	10,631	448,089				3,947	451,936	340,367		792,333
Knoxville	2,796	8,580	14,104	718,420					718,420			718,420
Texas:												
Austin	7,135	8,048	1,707	364,731		2,963		2,874	370,568	5,265	14,771	375,833
Beaumont	20,364	9,445	5,525	344,640		2,483	1,430	1,901	350,454	8,447		373,672
El Paso	5,868	12,169	12,402	940,392		10,887		114,855	1,075,174	10,862		1,092,536
Galveston	5,868	2,300	2,205	331,216		3,590			334,806	410,902		745,708
Waco	9,716	7,557	1,375	477,639				33,954	477,639	13,231	32,000	522,870
Wichita Falls	8,477	7,896	1,965	337,778			2,132	73,501	413,411	340,559	1,894	756,864
Utah:												
Ogden	2,380	8,545	1,018	418,107		4,893	600	47,008	575,666	85,263		660,929
Virginia:												
Lynchburg	5,308	7,069	5,123	304,809		5,623	2,580		313,102	790		313,892
Newport News	4,705	5,230	4,757	296,959		3,440	1,867	42,211	329,170	325,008	22,888	677,366
Petersburg	5,577	6,121	7,019	244,395		2,400		22,068	271,776	49,641	9,929	331,346
Portsmouth	28,472	5,497	4,943	374,289			6,910	85,500	376,689	3,599		380,288
Roanoke	6,908	8,871	5,168	494,813		8,322			569,545	596,447		1,191,992
Washington:												
Tennon	6,908	18,219	34,255	1,407,525		2,594		39,179	1,449,298	438,055	1,569,377	3,446,730
West Virginia:												
Charleston	11,727	9,679	29,054	582,158		734	3,454	75,795	662,393	213,587	74,346	950,326
Huntington	3,800	13,008	113,009	944,457		1,335	7,062	58,116	1,010,970	34,673	75,000	1,120,643
Wheeling	3,015	10,500	23,682	528,732		4,200	2,000	5,175	540,107		10,000	550,107
Wisconsin:												
Green Bay	14,407	11,869	23,004	396,404		9,941		45,210	431,614	465,326	219,000	1,115,940
Kenosha	7,375	7,726	1,190	392,329		25,216	7,178		716,025	423,902		1,139,927
La Crosse	4,935	13,929	2,333	770,672		26,618		21,280	424,723	6,761	68,666	431,484
Madison	17,841	6,606	26,842	443,315		42,103		94	497,191	144,291		1,012,148
Oshkosh	10,253	17,841	8,023	822,967		3,386	3,633		488,898	224,106		713,004
Sheboygan	7,671	8,080	12,303	531,630		625	1,600		536,329	34,504		570,833
Superior		4,531	5,618	696,708					536,978	105,961		642,939
									566,706	212,280		778,988

† Paid from sinking funds
 ‡ Data of 1921-22
 * Includes \$94,208 paid from sinking funds.
 ** Includes \$39,969 paid from sinking funds.
 †† Includes \$41,375 paid from sinking funds

† Includes \$88,134 paid from sinking funds.
 ‡ Includes \$13,619 paid from sinking funds.
 * Includes \$25,199 paid from sinking funds.
 †† Included in following column.

TABLE 11.—Expenses, outlays, and other payments, city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama:												
Anniston.....		\$4,200		\$97,032				\$5,549	\$102,551	\$45,546	\$92,250	\$240,417
Bessemer.....	\$160	5,176		117,690				17,850	135,510	196,302		331,812
Dothan.....	392	4,761	\$3,004	68,245				8,500	76,745	1,411	28	78,184
Florence.....		4,450		68,132					68,132	6,061		74,193
Gadsden.....		3,786	687	88,456				28	88,484	1,106		88,590
Selma.....	690	5,680		87,199				3,310	90,509	12,324	6,310	109,143
Arizona:												
Phoenix.....	3,554	9,893	6,310	372,202				1,126	373,328	6,102	18,500	379,430
Tucson.....	900	11,499	7,952	377,787		\$1,513		61,355	440,655	432,855		892,010
Arkansas:												
Fort Smith.....	5,635	6,961	245	321,763			\$150	34,535	326,748	1,118	156,400	544,266
Hot Springs.....	600	6,000		125,120				14,854	139,974	7,799	13,000	160,765
North Little Rock.....	600	3,060		91,546				4,005	95,551		10,000	105,551
Pine Bluff.....	900	4,550		153,667				14,650	168,317	8,500	57,500	234,317
California:												
Alameda.....	11,616	14,932	5,017	531,197		9,274		20,577	561,048	116,650	16,015	698,713
Alhambra.....	2,038	7,065	8,567	420,546		4,742		49,355	474,643	476,263	43,921	994,867
Bakersfield.....		12,920	4,439	376,044				26,750	402,794	24,464	79,000	506,258
Eureka.....		10,297	13,137	242,219		3,811		6,000	252,040	23,925		275,965
Glendale.....		18,576	8,600	351,233				51,874	403,107	488,462		891,569
Pomona.....	162	11,483	10,307	344,759				36,315	375,044	21,184	11,500	407,728
Richmond.....		24,803	13,726	567,375				567,375	1,134,750	149,644		1,716,019
Riverside.....	1,279	8,383	15,955	485,282				39,538	524,820	404,531		929,351
San Bernardino.....	5,967	9,975	10,720	440,072		4,364		48,310	444,370	196,672		641,042
Santa Ana.....	8,810	7,400	20,778	501,828		3,200		10,350	523,328	435,385		958,713
Santa Barbara.....	653	20,273	10,767	390,537				1,320	391,857	733,384		1,125,241
Santa Cruz.....	45	6,948	8,185	253,396		630		10,350	264,384	37,723		302,107
Santa Monica.....	9,761	9,419	7,863	533,540		4,508		1,324	539,372	482,265	48	1,021,715
Vallejo.....	3,114	7,419	3,870	207,716				26,953	234,669	5,390	38,721	280,068
Venice.....	2,080	6,000	31,855	194,834					194,834			194,834
Colorado:												
Boulder.....	1,000	5,065	450	218,706			2,000	20,236	240,942	232,214	43,220	516,376
Greeley.....	3,600	6,900	5,490	203,359		75	1,571	10,313	217,318	22,528	11,000	250,846
Trinidad.....	4,997	5,068	451	196,236		1,364		16,893	214,723	26,060		240,813

Connecticut:	1,000	4,000	2,291	228,921	1,857	2,863	230,778	8,553	17,800	239,331
Arsenal	4,451	4,927	11,442	331,477	3,975	2,863	338,316	45,276	17,800	401,391
Bristol	4,567	6,394	6,724	266,253	2,053	5,584	268,306	3,441	7,000	271,747
Danbury	4,470	4,700	2,915	122,365	4,447	13,500	128,416	19,084	7,000	154,500
Derby	6,009	6,009	6,010	176,840	665	13,500	191,005	3,621	7,715	194,626
East Hartford	3,980	3,980	9,647	158,878	2,831	20,370	161,709	2,715	35,000	164,424
Enfield	2,800	2,800	15,951	205,457	4,400	20,370	208,554	18,160	35,000	208,554
Fairfield	9,258	9,258	14,570	478,566	4,391	20,370	503,327	18,160	35,000	556,487
Greenwich	2,750	2,750	4,979	121,778	1,376	7,965	129,763	130,000	28,583	259,763
Manchester—	7,501	7,501	6,266	245,177	1,626	25,328	270,505	16,125	22,716	315,213
Districts 1-8	5,956	5,956	5,370	200,727	1,376	7,966	211,325	2,262	40,000	234,041
District 9	5,701	5,701	1,405	134,583	2,041	12,340	147,594	2,262	40,000	189,856
Middletown	3,320	3,320	4,201	219,292	2,605	27,577	221,910	89,177	15,000	223,282
Millford	6,441	6,441	4,201	300,326	1,013	27,577	332,615	2,325	10,000	303,734
Naugatuck	6,438	6,438	8,134	298,172	2,200	10,795	301,409	2,325	3,537	276,198
New London	10,995	10,995	3,227	260,853	1,533	10,795	262,661	2,300	2,300	276,198
Newark	4,800	4,800	12,502	114,566	609	17,417	115,642	3,053	8,000	117,942
Newark	4,437	4,437	5,841	210,904	1,318	17,417	230,248	11,570	16,000	241,301
Stonington	7,147	7,147	6,128	321,463	2,019	10,568	323,663	4,988	74,680	351,233
Stratford	7,788	7,788	10,858	170,065	1,879	46,368	182,682	2,120	74,680	187,668
Torrington	4,151	4,151	6,628	150,166	1,879	46,368	198,443	2,120	74,680	275,186
Wallingford	4,920	4,920	1,800	73,948	1,783	72,831	73,948	62,500	79,981	136,448
Windsor	3,375	3,375	1,800	331,343	1,783	26,397	405,967	285,253	51,888	771,201
Florida:	6,027	6,027	5,060	152,192	5,686	15,000	152,192	218,859	18,000	422,619
Key West	3,045	3,045	8,960	80,886	5,279	5,686	86,422	67,948	18,000	167,370
Key West	3,700	3,700	2,424	146,480	76,939	15,000	151,759	8,208	160,057	160,057
Miami	2,566	2,566	3,823	76,939	142,783	15,000	76,939	57,639	134,578	134,578
St. Petersburg	3,450	3,450	3,823	127,783	65,938	7,900	142,783	9,094	151,877	151,877
Georgia:	3,200	3,200	300	65,938	63,080	7,900	65,938	6,000	5,000	68,413
Albany	4,060	4,060	300	63,080	68,466	1,443	70,880	6,000	5,000	81,880
Albany	3,960	3,960	300	68,466	68,466	1,443	69,909	6,000	5,000	69,909
Atlanta	6,736	6,736	6,184	337,829	302	52,731	391,212	7,591	32,688	431,491
Brunswick	5,868	5,868	12,207	234,154	302	38,001	272,155	102,418	32,439	407,012
Waycross	9,714	9,714	3,871	250,278	17,411	17,411	267,689	15,522	16,100	269,311
Idaho:	4,850	4,850	3,571	165,172	9,448	9,448	174,620	19,309	17,000	210,929
Boise	3,800	3,800	532	46,913	245	245	47,158	433	47,158	47,591
Prosser	4,560	4,560	3,368	96,834	9,000	9,000	96,834	5,548	20,000	106,382
Illinois:	3,734	3,734	2,560	267,739	1,170	3,398	376,739	117,924	6,700	514,663
Bellefonte	5,923	5,923	1,440	120,643	1,452	3,398	125,211	1,022	2,000	132,933
Bellefonte	3,929	3,929	1,440	197,457	1,452	4,457	203,396	1,321	2,000	206,717
Bellefonte	1,571	1,571	1,571	132,314	6,161	6,161	138,475	6,004	86,000	232,479
Bellefonte	5,227	5,227	128,380	128,380	128,380	128,380	128,380	3,706	3,706	132,086

ii Date of 1921-22.

* Paid from sinking funds



TABLE 11.—Expenses, outlays, and other payments, city school systems, 1923-24—Continued
 GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Illinois—Continued.												
Champaign.....	\$1,183	\$7,175	\$4,117	\$228,024				\$10,215	\$238,239	\$100,846	\$11,030	\$356,116
Chicago Heights.....	1,635	8,582	1,100	145,469				15,693	161,162	17,951	9,000	188,113
Elgin.....	6,070	8,653	3,190	367,392				22,442	389,834	9,496	322,500	721,830
Forest Park.....	1,961	3,160	700	75,695					73,685	13,256	65,277	154,228
Freeport.....	450	5,000	2,615	203,693		\$1,920		1,075	205,988	8,967	10,000	225,655
Galesburg.....	1,322	8,141	3,381	290,366					290,366	39,122		329,488
Granite City.....	6,741	5,500	3,120	269,612					289,889	64,985	9,000	363,874
Herrin.....		3,600		113,000				20,277	115,700	2,000		117,700
Jacksonville.....	2,665	4,080	2,530	162,106				17,837	179,943	9,695	15,000	204,638
Kankakee.....	4,000	5,800	1,500	192,555				350	193,105		3,500	196,605
Kewanee.....	3,444	4,954	2,988	164,867				16,196	181,063	44,956	6,500	234,519
La Salle.....	1,678	5,129	3,116	82,094		551		5,469	88,111	15,641	4,000	107,752
Lincoln.....	1,878	5,200	3,061	174,341		876		3,017	178,234	1,862	5,000	185,096
Mattoon.....	1,115	5,135	1,250	112,252				8,782	121,034		26,516	147,550
Maywood.....	2,721	4,350	561	144,045			1,000	12,599	157,644	1,962	56,500	216,106
Melrose Park.....	747	5,300	1,343	81,963				400	82,363	6,008	3,000	91,366
Ottawa.....	809	11,254	7,661	164,582				4,206	168,788	91,007	14,000	273,795
Springer.....	771	6,763	2,565	134,477				1,502	135,979	7,212	5,000	148,191
Urbana.....	3,023	4,026	2,394	133,598				12,310	145,908	1,979	8,000	155,887
Waukegan.....	6,471	5,175	2,404	229,431				17,420	246,851	70,470	102,604	428,925
Indiana.												
Anderson.....	642	8,265	5,241	369,775	\$240	2,407		18,860	391,282	113,435	7,000	511,717
Bloomington.....	300	7,127	5,380	185,374				12,176	197,550	88,394	25,926	311,770
Clinton.....	1,354	5,458	1,431	115,572				6,278	121,848	5,102		122,653
Crawfordsville.....	1,577	8,384	4,814	188,338				10,240	198,578			203,680
Elkhart.....	5,497	7,443	7,726	331,734		1,483		27,675	340,892	87,478	55,000	503,370
Elwood.....	867	6,181	1,527	138,392				141,542	141,542	9,407	6,000	155,949
Frankfort.....	3,175	5,104	9,166	164,776				13,197	177,973	81,835		262,808
Huntington.....	450	6,460	1,733	249,112		1,349		12,428	262,859	1,900		264,689
Jeffersonville.....		3,300		88,059				2,285	88,059			88,059
La Fayette.....	765	6,371	12,544	303,702				17,038	303,702	206,044		509,683
Laporte.....	2,651	6,126	1,106	193,026		881		19,072	195,520	296,044	41,957	504,421
Logansport.....	3,898	7,465	27,368	300,201		1,021		19,072	320,229	170,430		500,659
Marion.....	1,162	8,449	1,646	288,641		1,554		20,100	310,265	231,821		562,084

Michigan City.....	7, 829	7, 980	254, 509	252, 424	40, 000	21, 197	324, 286
Mishawaka.....	4, 091	6, 174	252, 327	251, 417	853, 357	2, 500	641, 274
New Albany.....	4, 616	1, 891	200, 679	204, 716	11, 354	7, 000	228, 074
Newcastle.....	5, 111	1, 891	151, 633	198, 247	126, 897	20, 000	315, 140
Perru.....	2, 260	3, 637	176, 301	191, 352	165, 365	50, 000	208, 062
Richmond.....	6, 221	6, 554	397, 831	439, 770	33, 267	10, 500	655, 135
Vincennes.....	6, 900	4, 359	202, 019	211, 405	158, 999	5, 000	245, 072
Whiting.....	7, 360	905	222, 652	256, 870	158, 999	5, 000	415, 875
Iowa:							
Boone.....	644	5, 330	156, 041	172, 196	17, 617	10, 000	172, 166
Burlington.....	3, 435	1, 023	381, 018	389, 092	32, 564	20, 012	417, 309
Clinton.....	5, 594	8, 835	297, 425	304, 210	18, 087	15, 000	356, 786
Fort Dodge.....	3, 791	1, 039	113, 629	131, 965	69, 010	5, 000	391, 146
Fort Madison.....	6, 000	1, 269	114, 700	184, 291	3, 457	1, 000	200, 975
Lowa City.....	3, 324	1, 206	173, 168	197, 396	43, 714	21, 000	192, 748
Keokuk.....	2, 833	1, 965	179, 785	197, 396	11, 200	27, 063	641, 110
Marshalltown.....	4, 328	8, 579	248, 398	249, 034	70, 150	1, 000	281, 334
Mason City.....	5, 900	8, 579	343, 163	382, 208	1, 267	1, 000	478, 460
Muscatine.....	7, 726	1, 114	199, 941	207, 196	105, 464	11, 000	200, 433
Ottumwa.....	3, 942	1, 574	359, 447	414, 784	105, 464	11, 000	531, 248
Kansas:							
Arkansas City.....	1, 860	385	197, 540	215, 264	10, 403	8, 000	223, 667
Atchison.....	1, 262	3, 475	154, 775	172, 798	7, 220	11, 785	190, 015
Chanute.....	2, 038	2, 567	151, 156	157, 449	1, 622	44, 183	171, 356
Coffeyville.....	2, 543	1, 778	198, 718	232, 482	103, 121	61, 239	380, 086
Eldorado.....	5, 590	2, 802	194, 977	208, 838	7, 312	9, 000	277, 389
Emporia.....	2, 031	2, 621	196, 646	206, 569	129, 341	335, 910	335, 910
Fort Scott.....	2, 664	6, 406	157, 034	173, 968	42, 989	216, 957	216, 957
Hutchinson.....	3, 750	1, 192	424, 366	497, 259	205, 062	672, 321	672, 321
Independence.....	1, 886	11, 093	242, 352	271, 040	127, 281	9, 000	801, 697
Lawrence.....	1, 935	11, 211	228, 571	258, 839	545, 858	39, 173	801, 697
Leavenworth.....	2, 370	3, 566	181, 697	181, 697	33, 662	10, 642	257, 327
Parsons.....	1, 069	4, 022	211, 521	213, 223	13, 829	34, 000	301, 139
Pittsburg.....	1, 913	3, 643	228, 568	318, 995	70, 782	34, 000	389, 777
Salina.....	1, 663	56	290, 067	217, 793	27, 836	11, 272	256, 901
Kentucky:							
Ashland.....	1, 100	978	217, 793	108, 898	2, 500	16, 325	111, 398
Henderson.....	1, 119	2, 313	108, 898	173, 330	556	148, 820	190, 211
Newport.....	2, 415	1, 445	170, 323	167, 636	148, 820	56, 200	310, 456
Owensboro.....	1, 224	3, 372	146, 636	167, 063	6, 358	28, 169	284, 577
Paducah.....	618	6, 030	167, 063	19, 138	45, 220	23, 000	285, 912
Louisiana:							
Alexandria.....	1, 855	6, 900	165, 070	213, 231	47, 951	7, 392	162, 646
Baton Rouge.....	260	181, 481	181, 481	155, 254	7, 392	93, 747	103, 187
Lake Charles.....	1, 625	184, 917	184, 917	103, 187	196, 059	5, 000	280, 786
Monroe.....	1, 625	103, 187	103, 187	148, 612	148, 612	5, 000	154, 212
Maine:							
Auburn.....	1, 723	6, 554	195, 413	196, 059	93, 747	5, 000	379, 931
Augusta.....	4, 829	4, 502	149, 717	148, 612	1, 190	5, 000	154, 212
Bangor.....	5, 338	13, 621	368, 656	374, 931	11, 350	5, 000	379, 931

† Includes \$16,325 paid from sinking funds.

‡ Estimated.

§ Paid from sinking funds.



TABLE 11.—Expenses, outlays, and other payments, city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures		
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Maine—Continued												
Bath.....	\$1,255	\$2,257	86,078	880,544		\$1,580				\$1,348		\$88,422
Biddeford.....	1,400	4,000	1,325	104,079		2,347						106,426
Sanford.....	885	3,531	1,325	109,281		2,183						111,464
Waterville.....		4,267		126,352								126,352
Maryland												
Annapolis.....		7,981		81,172		110	\$1,400	\$4,560		1,221	\$1,617	90,080
Cumberland.....	1,410	2,067	1,510	229,394						107,996		337,800
Frederick.....	350	2,000	610	120,187						50,796		170,983
Hagerstown.....	2,422	3,309	3,500	244,482						8,230	4,207	256,919
Massachusetts												
Adams.....	1,117	4,470	3,829	128,844				14,040		1,173	18,000	162,057
Amesbury.....	26	5,373	4,418	118,126						1,771		118,897
Arlington.....	167	6,839	10,307	373,674		1,081	481	19,450		83,372	39,500	517,568
Attleboro.....	3,317	6,360	10,738	277,422	88,228	2,082	612	7,585		9,220	22,500	327,649
Belmont.....	2,633	5,090	4,529	191,687				25,806		6,932	43,000	267,425
Beverly.....	4,688	6,480	9,664	378,035	12,013	6,688		22,362		349,849	37,525	806,472
Braintree.....	2,411	4,100	7,274	179,768	4,490			5,155		41,673	13,500	244,686
Clinton.....	282	6,370	4,187	142,124	6,229	1,471		280		1,345	4,000	156,444
Danvers.....		5,582	4,981	145,046						521		146,567
Dedham.....	1,123	6,283	5,658	199,092	65	835		19		3,667		203,678
Easthampton.....	245	1,834	8,928	119,617	2,173	1,532	500			1,094		124,916
Frammingham.....	4,294	8,978	13,186	299,792	3,509	2,636		28,330				304,267
Gardner.....	1,976	6,540	7,319	183,404	6,294	644		8,175			14,750	214,275
Gloucester.....	3,640	7,723	7,104	305,652	2,984	6,963		14,248		24,920	19,000	373,467
Greenfield.....		6,247	5,537	233,592		3,312		18,000		1,988	23,000	278,892
Leominster.....		8,873	12,059	222,827		2,381	438			3,394		229,049
Marlboro.....		6,180	8,070	144,319	5,401	789		960			12,000	163,469
Melrose.....		9,166	6,260	256,053		2,183		258,236		335,000		593,236
Methuen.....	19	8,497	10,666	215,801	4,656	2,145						224,371
Milford.....		5,015	9,528	156,259		580		1,960		1,143	7,201	166,143
Natick.....		6,100	8,669	172,215	437	269				11,942		184,893
Newburyport.....		6,336	2,446	137,767		2,713		10,503		367	11,000	159,637
North Adams.....	457	7,998	5,615	256,548	8,238	562		12,145		5,175	23,392	308,211
Northampton.....		8,334	7,560	225,041		562		3,148		9,071		289,143
Northbridge.....	981	4,313	8,074	144,765	4,864	1,220				4,581		867,155

Norwood.....	8,007	11,447	354,534	1,219	592	19,720	276,037	25,283	31,700	338,000
Plymouth.....	6,146	15,052	237,492	948	414	33,045	291,022	2,721	44,000	338,343
Revere.....	3,875	34,504	214,376	6,824	1,200	7,049	530,785	210,899	12,000	217,801
Saugus.....	4,430	6,963	163,451	3,290	270		172,500	19,571		204,071
Southbridge.....	5,250	6,236	105,206	7,522			108,496	3,813		112,309
Wakefield.....	7,982	2,342	221,658	2,694	543		229,450	4,568		234,018
Waltham.....	5,752	15,480	308,801	1,900			313,115	108,994		422,081
Woburn.....	4,637	7,803	116,001	1,512	200	8,300	127,546	1,761		129,307
Westfield.....	5,575	8,217	245,294	1,133	225	18,628	254,134	31,497		308,111
West Springfield.....	6,339	13,838	253,300	790	414	7,581	273,261	44,721		345,482
Weymouth.....	5,890	3,746	194,810	471			211,356	234,768		453,124
Winchester.....	4,449	3,567	177,046	685			178,961	3,067		182,028
Winthrop.....	4,100	2,916	195,806				202,577			202,577
Woburn.....	7,801	7,818	192,217	156	414		186,905	31,749		228,654
Michigan:										
Adrian.....	4,000	5,156	127,354	1,523		6,133	133,643	8,972	201	201,390
Alpena.....	9,804	31,861	421,155	1,004	5,134	58,375	487,418	458,968	46,018	962,432
Ann Arbor.....	8,350	5,087	207,933	2,208	2,371	20,312	229,219	12,246	5,000	246,495
Benton Harbor.....	6,000	1,365	185,366	4,308		4,900	281,116	69,774	37,000	307,564
Calamet.....	6,600	1,881	297,250	328		17,845	200,790	282,063	3,000	490,274
Escanaba.....	11,333	1,314	162,551			14,615	316,153	168,510	34,000	518,663
Holland.....	6,288	1,662	148,041			1,163	163,714	79,416		243,138
Ironwood.....	7,852	5,756	155,265			16,850	148,369	4,370		152,739
Marquette.....	7,459	2,499	194,058			16,903	172,115	23,497	22,000	217,612
Monroe.....	9,271	9,348	385,853	2,174	1,716	12,495	402,238	194,885	110,000	515,846
Owosso.....	8,969	1,398	224,951	749	1,174	9,853	235,127	3,693	17,056	532,540
Port Huron.....	4,575	1,266	135,029	127		17,000	152,156	72,408	20,000	255,876
Sault Ste. Marie.....	10,275	8,934	277,245	5,319	1,952	70,113	334,629	47,714	87,808	490,151
Traverse City.....	5,980	4,068	142,301	117		1,400	143,818	4,426	20,300	168,544
Wyandotte.....	37,163	227,139	1,318,480	14,162	10,946	176,008	1,519,596	970,557		2,490,153
Minnesota:										
Faribault.....	2,347	6,191	193,316	804	3,512	22,049	219,681	1,853		221,534
Hibbing.....	5,790	2,378	273,311	1,003		(a)	274,314	42,262	40,256	358,812
Mankato.....	8,119	7,476	163,935	3,045	2,250		196,980	8,052		203,012
Rochester.....	1,961	49,215	630,438	6,164		10,163	644,852	199,228	10,000	844,080
St. Cloud.....	21,140	6,723	239,355	1,158			250,076	56,031		316,707
Virginia.....	3,599	300	91,228			13,250	106,478	290,000		338,478
Winona.....	3,000	1,000	68,778	250	1,616	4,400	73,178	15,000		73,428
Wisconsin:										
Biloxi.....	4,250	1,000	83,732		2,500		85,598	15,000		100,598
Columbus.....	4,200	2,141	161,688			13,700	164,188	4,387	18,968	187,543
Greenville.....	6,063	2,306	128,923			11,877	142,623	257,163	7,400	144,723
Jackson.....	9,769	4,680	169,521			2,260	181,398	87,600		446,161
Leavelle.....			84,207				86,457		500	174,567
Meridian.....										
Vicksburg.....										

(a) Included in column 12.

(b) Estimated to be one-third of entire county system.

TABLE 11.—Expenses, outlays, and other payments, city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Missouri:												
Cape Girardeau.....	\$2,536	\$4,000	\$1,065	\$140,406				\$11,060	\$151,475	\$2,466	\$25	\$151,500
Carthage.....	2,821	4,225	1,242	122,365				13,745	136,110	32,466		138,576
Columbia.....	10,987	4,000		158,391				9,510	167,901	32,975		200,876
Hannibal.....	1,100	3,825	350	171,052				3,880	174,932	32,615		207,547
Independence.....	760	4,050	2,983	174,329				8,412	182,741	1,438		184,199
Jefferson City.....	3,498	4,150	185	107,548				4,155	113,703	4,188		117,891
Joplin.....	5,468	4,566		371,208				17,673	388,881	24,145		413,026
Merberly.....	400	2,600	3,730	113,175				6,500	118,675			118,675
Sedalia.....	633	7,414	2,749	200,374				36,441	238,815	241,994	34,323	513,082
Montana:												
Anaconda.....	2,568	5,027	5,277	170,841				34,290	170,841	6,371	1,125	171,966
Billings.....	4,943	5,596	5,500	231,306				19,980	266,596	2,342		272,967
Great Falls.....	8,345	7,944	4,226	388,058				29,922	409,038	2,829		410,290
Helena.....	4,214	6,702	51,168	245,948				16,184	275,870	2,341	6	278,689
Missoula.....	3,209	6,678	1,910	172,813				29,924	188,997	151,262	11,120	191,344
Nebraska:												
Grand Island.....	1,691	7,430	2,440	200,016		\$3,771		558	233,711	5,374		396,083
Hastings.....	1,506	4,850	1,984	188,008				460	188,566	70,034		193,940
North Platte.....	14	7,068	1,301	119,736				21,963	120,196	44,275	34,000	190,230
Nevada:												
Reno.....	600	7,600		202,134				23,295	224,097	10,273	33,500	302,372
New Hampshire:												
Berlin.....	200	8,126	16,050	189,010	\$3,650	5,512		7,965	221,467	23,866	12,000	265,240
Concord.....	2,418	4,559	19,315	264,013		330		104,683	271,428	2,123	7,998	307,314
Dover.....	50	6,839	6,839	102,998		752		5,507	109,683	5,507	15,000	114,804
Keene.....	1,040	5,966	32,272	174,185		500		123,995	179,779	1,308	34,344	200,286
Laconia.....	100	6,881	6,216	111,823		1,400		10,772	123,995	18,275	10,500	139,533
Nashua.....	100	8,500	9,063	283,809		3,067		3,683	296,876	15,513		351,495
Portsmouth.....		9,536	285	150,308					153,991			165,004
New Jersey:												
Asbury Park.....	6,493	7,846	7,150	262,494		1,340		19,113	282,947	15,286	20,327	318,560
Belleville.....	4,980	1,618	5,196	253,857				37,369	293,226	179,296	29,029	501,338
Bloomfield.....	2,473	7,985	8,406	431,519		4,551		20,040	466,217	293,042	30,000	798,268
Bridgeton.....	2,947	4,592	3,414	192,944			8,666	20,000	213,618	61,522		275,152
Cartersville.....	4,179	4,866	6,341	161,857		558		18,501	175,915	16,000	14,508	206,423

Clinton.....	6, 637	431, 833	1, 762	675	44, 553	480, 244	99, 105	28, 500	607, 854
Englewood.....	2, 458	262, 768			24, 900	318, 243	978	16, 130	335, 351
Garfield.....	3, 748	346, 216			29, 109	375, 325	66, 481	16, 718	438, 524
Gloucester.....	1, 692	110, 661	2, 599	2, 599	4, 200	116, 088	3, 121	10, 500	119, 209
Hackensack.....	7, 537	489, 124	1, 832	432	33, 043	527, 376	74, 220	14, 500	616, 036
Harrison.....	6, 839	170, 750	3, 444	2, 050	11, 423	184, 337	80, 852	11, 455	191, 537
Irvington.....	8, 087	441, 050	3, 424	3, 216	32, 466	485, 461	192, 790	35, 183	580, 768
Kearny.....	10, 350	549, 058	1, 893		87, 492	646, 860	100, 596	15, 000	874, 843
Long Branch.....	3, 921	285, 007	1, 000		8, 360	288, 000	33, 758	12, 649	403, 596
Long Hill.....	18, 444	171, 510	6, 299	11, 176	113, 719	180, 870	477, 594	63, 066	227, 277
Montclair.....	19, 950	626, 592	2, 219		11, 160	957, 785	238, 407	7, 202	1, 498, 445
Morristown.....	6, 000	217, 626	2, 259		11, 160	229, 035	2, 150	32, 213	238, 407
North Bergen.....	9, 088	546, 959	1, 250		53, 345	602, 523	27, 496	662, 202	662, 202
North Plainfield.....	2, 490	204, 764	4, 901		206, 014	206, 014	68, 773	274, 787	274, 787
Phillipsburg.....	5, 525	387, 578	2, 291		43, 063	635, 542	101, 380	19, 000	755, 922
Plainfield.....	6, 583	199, 045			15, 410	216, 746	8, 763	8, 763	228, 822
Rahway.....	11, 334	373, 901	2, 291		47, 278	121, 179	722, 401	48, 364	1, 191, 944
South Orange.....	7, 000	296, 582		478	36, 989	303, 549	180, 734	28, 351	512, 824
Summit.....	9, 588	226, 718	3, 600	258	6, 854	234, 074	185, 061	40, 000	881, 374
Summit.....	3, 440	575, 688	1, 040	906	71, 295	656, 293	385, 339	13, 463	881, 374
West New York.....	9, 850	346, 706	1, 618	2, 406	44, 219	392, 871	56, 361	342, 794	342, 794
West Orange.....	15, 059	250, 216	1, 092		29, 803	278, 868	221, 470	100, 930	601, 268
New Mexico:									
Albuquerque.....	9, 987	243, 406	1, 092		2, 775	122, 153	41, 765	4, 946	168, 853
Batavia.....	6, 756	117, 379	520			170, 833	2, 418		173, 271
Beacon.....	6, 177	158, 906							
Coboes.....	4, 529								
Corning.....	2, 483	116, 101	452		2, 616	111, 553	117, 287	26, 226	252, 076
District No. 9.....	475	71, 761	2, 016			74, 369	240	3, 000	77, 609
District No. 13.....	1, 903	162, 630	4, 394		16, 304	164, 646	434, 150	20, 000	598, 796
Cortland.....	1, 663	301, 983	805		22, 921	322, 681	7, 600	19, 000	350, 281
Dunkirk.....	1, 673	149, 496	3, 408		23, 834	172, 820	43, 631	3, 530	235, 451
Fulton.....	2, 347	164, 841	1, 565		20, 917	192, 888	213, 416	12, 655	411, 834
Geneva.....	3, 635	168, 467	1, 830		7, 576	183, 247	27, 930	10, 749	427, 379
Glens Falls.....	8, 456	335, 134	8, 939		26, 336	314, 540	90, 822	16, 466	383, 219
Gloversville.....	2, 067	122, 896	1, 259		19, 498	138, 422	350, 452	17, 000	265, 710
Herkimer.....	4, 949	241, 217	11, 539		10, 079	273, 513	128, 538	2, 008	620, 915
Hornell.....	4, 194	133, 142	1, 906		100	145, 017	537		273, 583
Hudson.....	5, 505	136, 749	5, 396	2, 375	2, 579	136, 849	71, 226	22, 549	160, 294
Ilion.....	3, 248	283, 080	2, 960		0, 583	286, 522	10, 484	50, 236	417, 984
Ithaca.....	9, 911	148, 039	1, 312		9, 200	154, 222	4, 082	10, 836	165, 642
Johnstown.....	6, 638	265, 412	1, 245		13, 082	302, 560	51, 072	28, 478	330, 120
Kingston.....	8, 241	222, 776	1, 285		1, 063	224, 011	20, 264	5, 000	280, 083
Lackawanna.....	4, 496	152, 976	2, 763		14, 063	169, 508	19, 805	19, 805	360, 736
Little Falls.....	1, 867	294, 079	1, 200		227	299, 872	63, 864	22, 486	453, 216
Lockport.....	6, 664	229, 839	2, 706		2, 096	247, 828	185, 583	307, 060	307, 060
Middletown.....	7, 288	131, 920	2, 970		2, 970	234, 626	49, 948	23, 750	180, 037
Middletown.....	7, 713	132, 069	2, 900		2, 768	165, 266	183, 089	32, 491	180, 037
North Tonawanda.....	6, 581	896, 120				139, 772	2, 892	6, 000	584, 001
Ogdensburg.....	8, 794	137, 006							148, 964
Olean.....	4, 522								
Oneida.....	5, 027								

* Estimated.

TABLE 11.—Expenses, outlays, and other payments, city school systems, 1923-24—Continued
 GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures	
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
New York—Continued.												
Oriskany	\$1,400	\$5,524	\$3,416	\$150,080	\$4,504	\$400		\$153,530	\$6,787	\$10,510	\$170,827	
Oswego	1,574	6,530	6,988	187,653	192	192		177,649	12,336	140,299	317,948	
Oswego		7,616	14,770	260,705	4,675	5,118		271,279	31,704	5,268	283,613	
Peachkill	1,080	8,174	4,315	187,636	2,538	3,376		200,597	5,130	7,000	240,589	
Plattsburgh		7,685	4,312	114,781		699		118,968	178,764	34,000	131,398	
Port Chester	2,918	5,900	3,649	323,307	1,902	3,337		358,061	180,419	4,000	571,826	
Port Jervis		6,068	2,805	151,437		1,511		178,211	886		186,630	
Rensselaer	1,000	5,290	4,021	147,203	3,000	3,455		155,203	95,253	23,200	158,089	
Rome		8,730	20,311	310,076	3,215	1,091		336,736	240,598	17,000	451,749	
Saratoga Springs	97	6,443	5,177	174,538		1,091		194,151	54,504	4,000	198,594	
Tonawanda	854	5,910	3,679	127,931	1,312	462		140,060	144,100	17	144,117	
Watervliet	1,275	5,910	3,679	144,100				144,100	64,628		693,258	
White Plains	10,588	15,203	16,047	584,004	5,203	5,463	\$6,983	626,632				
North Carolina:												
Asheville	6,353	9,798	6,406	290,163				355,963	230,406	23,607	609,096	
Durham	3,600	10,573	5,394	293,180		4,023	1,060	301,553	17,526	2,000	321,079	
Gastonia	1,000	6,000	2,000	175,645				175,645		40,000	215,645	
Goldabolo	4,428	4,210		126,726				132,726	9,093	12,000	153,819	
Greensboro		8,518	19,391	362,155		1,265		421,470	11,087	26,114	458,671	
High Point		4,598		193,733		2,059		212,445	130,172	157,000	499,617	
New Bern	578	4,581	237	87,773				89,135	4,762	1,120	95,017	
Rocky Mount	5,581	5,875	1,792	305,137				309,489	311,781	210,640	831,910	
Salisbury	1,500	3,575		124,782				137,813	1,689	58,175	163,630	
Wilson	760	6,272	450	143,189				144,366	4,354	20,000	204,230	
North Dakota:												
Fargo	3,760	7,668	3,900	432,660		3,260		464,432	4,390	800	464,432	
Grand Forks	2,820	4,200	20,400	230,896		983	2,938	235,277	2,268		240,467	
Minot	4,098	6,045	5,805	171,697				201,731			203,999	
Ohio:												
Alliance	3,000	6,635	2,183	376,374				444,875	12,322		457,197	
Ashabula	5,000	6,700	2,560	256,912				258,448	16,398	299	275,143	
Barberton	2,460	6,800	2,255	226,883				260,024	194,768	81,330	542,212	
Bellaire	1,680	6,714	3,521	164,190				206,407	153,268	44,000	403,675	
Bucyrus	4,680	4,512	2,060	124,610				152,836		43,798	200,634	

Chillicothe.....	2,000	5,690	186,113	1,245	480	2,300	190,139	2,000	85,450	277,689
Cleveland Heights.....	10,223	19,928	776,711		5,590	333,735	116,086	391,258	48,216	525,640
Coshocton.....	1,135	6,072	149,537				149,537	170,000		319,537
East Youngstown.....	6,007	7,375	212,269	1,686		47,355	281,310	107,138	51,383	439,841
Elyria.....	3,089	5,992	310,728		300	72,071	382,799	179,679	127,269	592,478
Findlay.....	3,620	5,066	221,918	294		58,269	280,781	224,581		632,631
Freemont.....	4,790	5,990	150,241	696		30,000	180,940	5,000	7,000	185,940
Kenmore.....	18	354	170,382			47,328	217,710	20,925		245,635
Laurester.....	600	4,353	176,050			9,931	185,981	221,508		407,489
Manchester.....	6,872	5,040	414,531			44,981	459,512	80,673	2,000	540,185
Mansfield.....	6,417	977	189,397				190,184	58,738		250,922
Marion.....	1,000	7,900	328,810	240	532		329,602	3,758	151,837	485,197
Massins Ferry.....	744	9,810	161,438	320		25,865	187,613	42,081	16,500	246,144
Massillon.....	2,524	8,741	283,146			86,047	369,063	493,113		873,206
Middletown.....	1,897	9,046	334,404			7,984	412,388	208,064	61,000	681,452
Newark.....	4,483	4,420	337,621				337,621		141,050	478,671
New Philadelphia.....									20,648	
Niles.....	4,985	5,794	201,488				201,488	71,171	89,187	361,826
Norwood.....	3,750	4,900	281,836		940	44,492	327,268	106,206	25,000	461,474
Piqua.....	1,050	6,090	162,681	573	350		163,604			163,604
Salem.....	1,000	4,970	144,623				144,623	28,673	26,150	199,446
Sandusky.....	2,700	7,400	245,767	1,141	1,844	21,863	270,615	24,000		294,615
Tiffin.....	637	4,500	105,574			11,760	117,334	202,264	652	320,150
Warren.....	10,507	16,790	599,907	3,466	900	121,878	725,251	104,513	149,200	978,964
Zanesville.....	3,468	6,429	304,776			59,976	365,551	442,071	73,168	880,790
Oklahoma:										
Ardmore.....	2,248	6,350	214,727				214,727	1,590		216,317
Bartlesville.....	3,678	4,900	208,988			4,059	213,047	4,618		217,665
Chickasha.....	1,540	6,253	188,534			22,961	211,396	168,106	176,286	385,785
Enid.....	6,123	7,625	292,000			36,096	318,096	7,537		325,632
Guthrie.....	2,000	3,700	161,300				161,300	323,500		484,800
McAlester.....	1,618	3,486	132,183			20,233	152,416			162,649
Okmulgee.....	8,107	9,888	334,374			46,002	379,376	91,488	17,849	488,218
Stapulpa.....	8,967	7,842	232,816			29,075	261,891	8,690		270,581
Shawnee.....	1,840	5,280	157,888			34,026	191,914	14,334		206,248
Oregon:										
Astoria.....	3,537	6,431	174,582		1,419	14,072	190,073	8,307	26,900	225,280
Eugene.....	41	7,460	180,773			14,214	194,987	256,538	180,138	647,682
Salem.....	1,849	6,019	240,793			4,526	245,319	107,527	167,000	513,946
Pennsylvania:										
Ambleridge.....	4,285	8,696	165,131				165,131	126,044	19,692	343,288
Beaver Falls.....	5,511	5,582	189,096			9,496	198,592	2,028	30,000	208,023
Berwick.....	4,625	5,304	161,963			9,032	170,995	3,618	49,635	208,636
Braddock.....	8,152	7,488	240,776	792		13,814	254,382	54,610	2,000	299,839
Bradford.....	7,403	6,385	200,840	919		12,470	214,229	3,096	39,200	252,962
Bristol.....	3,059	4,577	105,817			3,969	109,786	3,096	70	113,822
Butler.....	4,752	10,323	328,091			33,126	362,217	51,835	6,802	413,822
Canonburg.....	3,251	5,000	136,436			7,840	144,276	60,981	86,000	211,189
Carbondale.....	9,729	6,739	198,974			2,890	201,554	163,734	96,000	451,288
Carlisle.....	4,435	4,419	120,444			3,366	123,810	1,655	17,000	142,465

is Data of 1921-22.

TABLE 11.—Expenses, outlays, and other payments, city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Evening schools	Summer schools	Interest on indebtedness	Total current expenses	Outlay—capital acquisition and construction	Debt service	Grand total expenditures
	Business	Educational										
1	2	3	4	5	6	7	8	9	10	11	12	13
Pennsylvania—Continued.												
Carnegie	\$5,276	\$4,852	\$3,172	\$158,570				\$2,223	\$160,793		\$30,680	\$191,473
Chambersburg	6,211	3,961	22,653	131,604				22,476	154,080	\$922	59,698	214,700
Charlottesville	4,907	4,920	2,266	151,020				7,229	158,258	44,107	37,000	239,365
Cheltenham	4,904	5,474	1,055	157,517				15,484	173,001	97,703	31,010	301,714
Coatesville	3,536	9,385	3,299	226,672		\$669		41,382	268,723	109,156	29,500	464,378
Columbia	8,285	8,292	8,764	219,439		4,561		2,147	228,147	5,569	118,100	349,816
Council Bluffs	6,863	4,868	250	106,918				416	107,334		33,527	141,228
Dickinson City	13,767	1,927	1,654	212,700				3,363	216,063	2,076	60,000	278,169
Donora	6,112	6,154	3,204	189,800					199,374	43,875	27,865	201,144
Dubuque	49,507	6,218	2,602	212,566				23,612	210,502	3,086	73,758	287,346
Dunmore	18,352	10,138	6,408	311,757				11,926	224,492	828	71,349	296,669
Duquesne	7,878	7,867	3,316	247,453				17,007	228,524	112	98,000	424,636
Farristown	9,084	6,201	3,042	204,965				30,630	278,063	210,513	10,000	504,566
Greensburg	5,835	7,403	2,847	227,658		529		37,466	242,461	16,526	30,000	288,987
Hornetearl	1,970	7,300	2,658	254,719				6,180	234,347	157,779		392,126
Jeanette	5,116	7,061	2,112	170,610				23,475	278,194	1,451	27,282	306,927
Kingston	10,387	4,230	3,403	203,599				8,880	176,490	9,555	55,567	244,612
Lebanon	6,595	6,303	6,182	255,603	\$2,700			13,521	217,120	212,878	42,619	472,617
McKees Rocks	6,287	7,164	1,796	166,951				15,452	273,755	142,157		416,403
Mahanoy City	5,703	6,394	1,091	150,605	3,626			24,296	181,260	88,381	37,002	306,638
Meadville	5,192	5,495	8,500	180,297				2,032	186,363	2,967	3,200	162,480
Monessen	4,462	9,575	3,115	311,886		2,204	\$1,480	15,310	195,002	124,025	12,879	332,506
Mount Carmel	780	5,260	5,000	122,598				1,907	317,427	136,920	132,000	686,347
Nanticoke	10,677	8,300	4,919	355,402				2,830	125,428	2,694	11,052	139,174
New Kensington	4,337	12,985	6,010	162,562				22,761	378,163	23,425	7,000	408,588
North Braddock	7,577	5,852	1,265	256,948				13,993	176,516	6,670	230	183,424
Oil City	10,015	8,409	5,178	327,252				12,413	296,361	103,874	10,000	383,235
Old Forge	9,064	4,705	1,443	160,096		360		13,595	340,847	259,252	9,000	609,099
Olyphant	11,192	5,128	4,851	183,228				429	161,485		39,250	200,735
Phoenixville	2,898	5,666	7,120	112,279				5,625	188,853	19,432	4,375	212,660
Pittston	7,945	5,560	1,135	298,020		300		3,575	115,854		20,324	141,443
Plymouth	7,777	4,960	1,000	178,313				18,204	286,524	145,213	54,923	486,662
Pottstown	18,617	6,410	3,409	200,282				10,015	188,328	170,000	13,000	371,328
Pottsville	7,216	4,408	2,883	190,050				10,310	206,870	290,200	44,700	541,770

Punxsutawney	2,479	6,530	2,018	119,563	1,250	804	3,437	123,000	8,946	40,000	171,945
Shamokin	9,935	7,853	3,138	221,065			41,340	221,999	305,271	30,786	262,077
Sharon	6,903	8,813	3,138	250,813			13,615	292,173		30,950	628,364
Shenandoah	9,847	6,253	2,830	206,632			4,929	221,497	1,040	85,800	308,343
Steelton	6,004	7,432	3,159	174,548		1,730	18,877	181,207	74,486	19,198	201,846
Sunbury	3,924	4,297	4,297	206,461			32,073	228,338	18,002	33,000	337,824
Swinsvale	6,217	13,100	5,735	176,301			22,065	208,374	6,000	84,196	310,672
Tamaqua	6,264	6,198	506	99,679			8,477	99,679	1,869	11,919	111,968
Uniontown	3,960	6,970	3,798	237,879		600	3,791	256,964	33,790	82,050	371,872
Warren	7,877	9,643	14,232	278,876			7,066	287,953	3,234	34,291	350,227
Washington	6,832	10,539	6,440	278,856			36,316	282,646	196,101	94,400	282,011
West Chester	10,738	7,474	17,250	215,383		1,317	34,076	223,736	196,101	49,400	576,836
Wilkinsburg	8,163	8,311	4,247	444,120				480,436	196,101	68,824	494,060
Woodlawn	7,157	10,342	4,247	204,999				239,075			
Rhode Island:											
Bristol	1,000	3,600	2,318	117,833		2,618		120,451	2,319		122,770
Central Falls	2,387	4,146	1,719	149,124		1,312		168,966			158,956
Cranston	2,749	5,647	4,418	346,524			20,610	369,243	7,698	11,000	387,820
Cumberland	382	3,388	3,858	97,151		1,505		98,656	27,606		126,262
East Providence	550	3,900	6,539	244,857		2,029		246,886	30,310		277,196
Warwick	1,000	4,900	3,036	178,920		1,181		195,101	1,668		196,767
West Warwick	450	3,650	790	182,025		3,073		185,048	18,567		183,605
South Carolina:											
Anderson	8,318	8,318	2,284	128,485			20,100	148,585	452	53,069	202,705
Florence	1,300	7,609	2,284	145,439				145,439	38,082		183,521
Greenville	2,280	5,788	4,485	235,300			32,259	238,349	148,176	74,336	460,861
Spartanburg	500	4,000	1,500	163,132			23,257	186,389	4,241	37,932	228,562
South Dakota:											
Aberdeen	3,695	8,053	3,757	213,013		3,078	30,670	247,161	9,123		256,284
Sioux Falls	10,983	9,200	4,485	499,763		3,096	75,188	582,095	389,453		972,149
Tennessee:											
Jackson	6,590	6,590	4,795	100,142				100,142	1,139		101,281
Johnson City	4,410	4,410		143,280				143,280	2,800		146,780
Texas:											
Ablene	354	6,875	1,440	113,260			18,033	131,293	27,417	45,132	168,710
Amarillo	2,400	7,470		218,846			27,875	246,721	79,931		371,784
Brownsville		3,300		91,490				91,490			91,490
Cleburne	537	7,542	1,255	194,378		700	14,690	209,768		23,234	233,002
Corpus Christi	4,727	3,400	400	82,765			9,055	91,820	624,000	17,248	109,068
Cordiana	2,400	4,500	400	118,258				120,008			744,008
Del Rio	1,903	3,500		44,567			6,800	51,367	7,000	12,755	64,122
Denison	2,000	3,600	1,049	152,281				152,281			159,281
Greenville		3,600		97,668			12,441	110,109			110,109
Laredo	1,065	4,050	360	95,613			8,750	104,363	47,226		151,589
Marshall	378	4,000		120,570			5,360	125,939			126,939
Palatine	668	5,025		89,536				89,536	4,151		93,687
Paris	181	6,967	452	140,686			21,243	161,929		78,987	240,916
Port Arthur	9,901	9,318	33,160	333,544		865	67,252	402,161	366,220		768,381

* Includes \$29,250 paid from sinking funds.

** Includes \$2,240 paid from sinking funds.

† Data of 1921-22

‡ Estimated.

TABLE 11.—Expenses, outlays, and other payments, city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control		1	2	3	4	5	6	7	8	9	10	11	12	13
	Business	Educational													
Texas—Continued.															
Ranger.....		83,500					\$78,650				\$10,954	\$98,604			\$98,604
San Angelo.....	\$1,225	4,350					105,862				8,450	114,312			143,204
Sherman.....	1,000	4,500	\$1,640				152,770					152,770	\$5,565	\$28,882	168,335
Temple.....		4,335					126,886					126,886			126,886
Texarkana.....		4,200	414				98,923				0	98,923	15,957	56	112,944
Tyler.....	150	6,802	630				122,435				24,727	147,162	15,905		147,967
Utah:															
Provo.....	5,738	3,083	2,610				143,099				1,145	144,844	15,649	8,000	168,493
Vermont:															
Barre.....		3,422	3,008				127,144		\$2,532			129,676			129,676
Burlington.....		6,115	3,251				164,366					195,396	4,485		199,881
Rutland.....		5,780	2,981				132,900		299		6,480	139,679	10,197	2,000	151,876
Virginia:															
Alexandria.....	347	4,587	1,611				115,168		\$550			115,718	1,806		117,524
Charlottesville.....		3,834	3,523				98,126		2,134		6,166	105,426	992	8,000	114,418
Danville.....		5,527	2,543				161,205					161,205	9,018		170,223
Staunton.....	467	4,687	1,803				69,393					69,393	15,397		84,790
Washington:															
Aberdeen.....	3,643	6,440	7,421				218,222		694		21,314	240,230	112,622	27,000	379,852
Bellingham.....	10,905	7,426	10,573				405,276		3,438		18,613	427,327	8,994	35,000	471,321
Everett.....	2,300	9,242	11,124				429,632		3,707		24,290	457,929			457,929
Hoquiam.....	2,698	4,566	1,986				128,687					128,687	7,159	28,950	164,796
Vancouver.....	1,104	4,611	3,353				172,163				14,773	186,936	7,532		190,468
Walla Walla.....	2,855	6,408	2,627				255,727		150		17,682	273,409	2,379	50,000	325,788
Yakima.....	5,024	8,299	8,362				309,462					309,462	11,936	29,000	347,598
West Virginia:															
Bluefield.....	600	11,000	6,600				271,020		1,400		7,140	279,560	63,000		372,560
Clarksburg (city district).....	5,045	9,625	2,630				308,764				9,200	317,964	60,000	5,029	391,990
Fairmont.....	4,177	7,653	5,456				227,684				9,325	237,009	46,428	20,125	303,552
Martinsburg.....	684	5,700	1,859				121,304				4,360	125,664	1,537		127,141
Morgantown.....	1,091	7,650	5,652				254,988		2,261			259,249	34,214	12,291	305,754
Moundsville.....	1,600	5,650	2,654				124,140				8,200	132,340	25,013	2,000	159,353
Parkersburg.....	4,400	7,040	25,595				442,748				15,750	458,498	50,676	8,500	517,674

Wisconsin:	400	3,000	4,124	302,035		11,462	313,497	147,187	40,346	501,029
Appleton.....	2,823	4,000	2,189	170,851			170,851	40,899		211,750
Ashland.....	206	10,353	4,357	331,999	2,596	29,481	382,739	34,207	43,100	460,016
Beloit.....	3,363	5,385	13,796	270,104	2,715		285,200	949	8,684	294,943
Eau Claire.....	3,510	9,022	2,234	399,162	2,936	2,485	416,269	4,521	32,500	453,290
Fond du Lac.....		6,000		218,000			218,000			218,000
Janesville.....	4,134	5,865	7,976	268,945	2,822		305,397	405,355	177,867	886,619
Manitowoc.....	450	7,056	3,688	178,767		16,500	209,532	888		210,440
Marquette.....	740	3,582		141,566	160	162	154,923	50,924	17,000	222,846
Stevens Point.....	1,850	7,224	5,009	181,885			181,885	91,500		273,385
Waukesha.....	200	6,389	6,302	286,608	2,601	176	310,710	41,275	40,000	391,985
Wausau.....	1,557	7,964	41,720	401,187	4,024	46,855	475,901	107,727		583,628
West Allis.....										
Weston.....										
Wisconsin State.....	570	10,159	8,014	416,472		21,917	416,472	167,773	25,000	609,245
Casper.....	1,263	10,502	11,686	254,261	637	960	255,848	163,449		419,296
Cheyenne.....										

* Paid from sinking funds

TABLE 12.—Expenses of instruction in day schools, city public school systems, 1923-24
GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Salaries and expenses of supervisors and principals						Salaries of teachers					Textbooks, supplies, and other expenses of instruction				
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Alabama:																
Birmingham.....		\$103,417		\$28,475	\$131,892		\$800,623		\$388,091	\$1,251,193	\$27,106		\$9,015	\$36,121		
California:																
Los Angeles.....	\$5,486	861,807	\$131,634	246,036	1,285,507	\$495,343	6,043,154	\$1,286,908	2,628,509	10,635,429	254,586	\$189,719	208,552	661,997		
Oakland.....	2,864	135,648	53,487	77,218	281,641	92,647	1,363,310	598,307	1,388,842	2,781,162	53,541	19,456	63,067	140,861		
San Francisco.....	2,704	286,435	10,549	42,445	347,723	80,262	2,594,932	154,336	885,319	3,736,083	77,107	3,008	34,229	116,111		
Colorado:																
Denver.....		241,536	34,719	41,260	326,965		1,569,235	477,113	585,968	2,748,261	64,938	27,115	22,415	123,790		
Connecticut:																
Bridgeport.....		115,119		22,962	138,071	42,647	814,712	15,150	214,723	1,191,722	66,548		5,515	72,063		
Hartford.....		76,553		23,715	104,508	87,635	1,067,842		388,576	1,610,227	106,013		22,882	153,718		
New Haven.....	2,200	159,135		14,450	184,155	90,500	942,176		369,241	1,463,517	75,837		28,284	79,688		
Delaware:																
Wilmington.....		65,309		13,571	78,880	2,772	540,555		181,106	724,433	30,001		22,154	52,155		
District of Columbia:																
Washington.....	4,980	188,167	19,530	90,025	325,900	281,623	2,440,021	224,164	1,076,524	4,230,612	158,759	9,330	18,492	200,482		
Georgia:																
Atlanta.....		\$131,340	11,688	11,568	157,518	46,350	814,155	816,368	325,542	1,514,067	64,461	11,186	10,284	86,040		
Illinois:																
Chicago.....		1,574,554		243,706	1,840,862	1,182,496	17,398,290		6,704,293	26,238,387	909,815		420,759	1,380,409		
Indiana:																
Indianapolis.....		286,634		55,813	352,447		2,005,977		1,067,283	3,073,270	86,490		25,156	111,646		
Iowa:																
Des Moines.....	3,300	119,645	19,150	19,600	156,595	90,876	982,533	215,090	317,941	1,628,640	121,024	22,000	35,630	179,044		
Kansas:																
Kansas City.....		94,704	9,746	12,317	116,767	18,894	576,419	156,010	185,301	945,117	4,266	6,620	10,332	21,418		
Kentucky:																
Louisville.....	1,950	127,038		35,357	172,190	52,821	1,008,763		378,931	1,529,961	36,837		14,552	57,445		
Louisiana:																
New Orleans.....	2,500	168,734	5,000	10,315	186,549	69,350	1,892,812	42,146	360,035	2,418,118	146,018	5,000	20,439	174,957		
Maryland:																
Baltimore.....		343,321	48,673	22,574	428,890	148,700	3,045,208	562,555	805,394	4,759,280	179,708	35,021	55,415	275,774		

Massachusetts	416,521	592,779	469,857	4,943,397	1,887,349	7,575,303	277,472	139,273	448,537
Boston	90,436	125,986	52,800	528,511	904,180	1,024,142	25,777	43,758	68,433
Cambridge	56,083	68,124	27,811	804,311	233,645	1,140,213	51,117	50,115	98,027
Fall River	37,200	58,668	37,058	443,134	184,621	873,529	21,694	34,200	78,271
Lowell	121,478	132,597	24,452	735,084	149,397	935,997	49,105	11,535	61,871
New Bedford	100,009	148,727	82,375	741,990	433,652	1,619,178	57,597	37,513	125,928
Springfield	184,450	220,925	98,600	1,105,155	598,347	1,856,002	24,119	30,063	89,324
Worcester	750,478	961,539	401,935	5,703,800	768,990	9,787,639	252,424	73,969	382,678
Michigan	112,717	178,748	91,100	908,985	284,557	1,615,443	4,000	5,653	66,300
Detroit	52,685	400,718	187,667	2,118,311	931,336	3,980,208	137,514	63,323	269,125
Grand Rapids	10,000	189,071	135,845	1,166,454	480,378	1,900,524	50,839	19,963	91,321
Minnesota	57,171	350,641	163,452	1,975,307	738,581	3,403,721	95,249	22,877	140,372
St. Paul	146,809	576,675	356,562	3,235,912	1,243,104	5,152,627	210,347	72,000	319,965
Kansas City	299,436	303,961	161,261	1,319,504	716,899	2,199,764	53,279	57,134	110,431
St. Louis	464,537	149,564	23,548	757,023	106,453	1,042,083	84,991	13,306	107,550
Nebraska	162,615	476,948	263,180	3,304,431	1,027,160	2,472,539	98,603	61,451	159,800
New Jersey	122,585	476,948	263,180	3,304,431	1,027,160	2,472,539	98,603	61,451	159,800
Camden	187,050	170,379	60,600	944,367	318,950	1,394,157	46,515	60,269	288,423
Jersey City	365,618	145,321	70,850	598,358	146,524	1,081,653	51,063	18,225	77,850
Newark	138,675	13,029	5,497	183,640	81,413	10,000	11,528	8,205	70,796
Paterson	112,635	18,767	18,767	183,640	81,413	10,000	11,528	8,205	70,796
Trenton	2,500	18,767	18,767	183,640	81,413	10,000	11,528	8,205	70,796
New York	96,744	109,704	52,175	608,309	178,925	791,219	21,993	10,788	45,090
Albany	3,200	367,941	241,500	3,535,081	1,214,921	5,300,271	197,721	47,878	352,264
Buffalo	5,471,359	6,763,151	2,420,431	45,442,208	12,171,369	69,187,201	2,116,106	643,028	3,397,796
Rochester	348,918	520,644	221,292	1,691,523	599,390	3,190,190	39,737	13,368	141,775
Syracuse	98,901	128,660	53,852	873,353	335,606	1,357,791	69,574	11,902	81,876
Yonkers	131,480	179,181	80,322	1,114,526	282,702	1,586,078	30,256	8,678	40,472
Ohio	111,436	144,395	63,900	1,190,418	478,425	1,802,566	78,131	24,204	102,433
Akron	208,263	272,582	154,806	2,085,019	698,129	3,186,061	77,445	33,591	130,527
Cincinnati	628,501	1,005,212	350,570	4,357,581	1,578,967	8,902,542	118,840	56,648	272,418
Cleveland	116,612	243,489	18,609	1,039,658	447,201	2,128,060	21,902	7,069	45,135
Columbus	85,458	107,729	29,350	835,505	319,559	1,314,764	71,935	64,242	140,370
Dayton	160,828	217,942	190,291	1,620,734	527,328	2,433,324	95,230	75,662	173,172
Toledo	84,493	109,746	46,438	898,155	310,205	1,449,881	44,632	5,871	59,349
Youngstown	173,744	230,904	12,262	1,705,523	635,996	2,553,916	28,831	14,242	60,337
Oregon	7,650	138,179	1,257,590	8,698,948	3,354,731	13,861,245	373,166	138,914	605,563
Portland	567,031	697,102	304,566	3,149,004	1,325,614	5,373,001	159,713	30,352	311,102
Pennsylvania	38,126	72,572	18,000	363,520	142,282	706,796	52,803	19,596	85,309
Philadelphia	96,952	112,032	46,190	870,513	186,760	1,112,153	69,615	12,301	106,915
Pittsburgh	2,400	10,660	46,190	870,513	186,760	1,112,153	69,615	12,301	106,915
Reading	38,126	72,572	18,000	363,520	142,282	706,796	52,803	19,596	85,309
Scranton	96,952	112,032	46,190	870,513	186,760	1,112,153	69,615	12,301	106,915

Includes colleges and normal schools under control of city board of education, full-time vocational schools, and special city schools for the blind, the deaf, etc.
 Includes kindergartens
 * Estimated.
 † Distribution estimated.

TABLE 12.—Expenses of instruction in day schools, city public school systems, 1923-24—Continued
GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Salaries and expenses of supervisors and principals						Salaries of teachers						Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Rhode Island:																
Providence.....	\$2,659	\$140,291		\$39,546	\$192,175	\$86,151	\$1,243,458		\$508,311	\$1,932,673	\$88,520		\$72,997	\$177,824		
Tennessee:																
Memphis.....		21,465			21,465		\$822,457		\$266,020	1,103,620	\$53,352		\$10,000	63,352		
Nashville.....		50,048		4,250	54,298		340,749		109,358	456,279	16,896		5,200	22,096		
Texas:																
Dallas.....		128,782		27,000	155,782	32,000	920,705		405,252	1,369,837	12,517			12,517		
Fort Worth.....		100,246		25,900	126,146	31,264	641,717		358,019	1,031,000	5,416		1,584	7,000		
Houston.....	1,800	110,795	\$11,100	23,500	147,195	18,600	897,904	\$194,100	271,500	1,385,804	14,651	\$17,228	18,241	50,523		
San Antonio.....		96,876	55,608	24,108	176,592		861,303	300,964	272,081	1,134,338	17,060	26,853	10,863	54,786		
Utah:																
Salt Lake City.....	2,850	88,939	27,214	19,383	138,386	44,675	773,981	246,573	185,427	1,262,181	60,680	21,465	28,090	110,483		
Virginia:																
Norfolk.....		75,896	15,559	7,725	99,179	13,925	572,028	169,010	175,541	947,607	50,764	11,327	8,805	70,896		
Richmond.....	1,200	81,772	13,675	16,956	114,803	28,261	627,820	197,862	234,639	1,157,953	25,473	6,388	37,510	75,994		
Washington:																
Seattle.....		256,069		59,519	323,368	37,827	1,781,529		878,865	2,774,900	107,035		66,859	174,974		
Spokane.....		108,484		23,022	133,606		739,343		365,757	-1,119,714	43,162		28,927	69,609		
Wisconsin:																
Milwaukee.....		311,447		29,764	363,554	318,756	2,371,024		964,161	3,898,433	222,163		28,519	314,642		

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:														
Mobile.....		\$23,417			\$27,617	\$12,378	\$156,041		\$90,280	\$258,699	\$14,843		\$2,034	\$17,467
Montgomery.....		21,609		3,944	25,553		130,546		59,023	189,569	1,905		2,000	3,905
Arkansas:														
Little Rock.....		\$27,376	\$9,851	9,592	46,819		231,097	\$113,068	90,147	434,912	659	\$1,057	2,222	3,938

California:	39,480	23,019	29,545	107,711	32,335	343,300	267,785	173,042	817,422	21,067	19,214	18,430	89,311
Berkeley	42,400	9,900	5,000	57,300	19,450	418,305	333,305	158,899	930,139	19,049	17,367	44,006	80,424
Fresno	77,063	26,042	26,385	131,620	39,429	540,206	300,899	390,837	1,241,371	35,504	29,212	20,088	94,404
Long Beach	54,182	17,964	31,422	108,688	57,623	497,621	138,790	341,702	1,037,676	52,078	18,408	27,736	98,312
Pasadena	61,140	18,902	18,902	91,458	28,990	596,096	334,274	1,008,167	2,687	36,867	22,687	55,928	86,167
Sacramento	82,752	25,918	19,349	129,619	40,116	590,650	236,936	243,575	243,577	36,135	23,153	20,879	86,167
San Diego	31,579	4,300	37,866	11,878	7,078	347,727	222,820	582,426	1,126	11,267	36,899	36,899	48,166
San Jose	13,667	7,280	7,280	20,947	7,078	353,114	173,596	173,596	563,788	17,357	17,708	17,708	35,065
Stockton	56,429	3,186	12,776	75,318	12,786	203,953	19,961	136,723	466,920	18,192	1,411	11,207	31,086
Colorado Springs	31,308	6,008	6,008	38,306	7,875	136,028	136,028	56,036	199,933	11,190	1,018	5,838	17,018
Pueblo	27,608	9,150	9,150	36,848	14,518	166,196	32,049	62,265	275,048	17,357	1,976	5,934	24,266
District No. 1	54,254	13,338	6,194	60,448	20,658	184,458	162,036	95,452	300,668	15,696	11,646	6,979	22,675
District No. 20	18,373	5,253	10,152	41,863	23,609	236,322	110,331	110,331	533,721	21,613	11,646	6,547	43,722
Meriden	49,338	24,690	24,690	54,591	19,130	347,443	332,424	124,232	490,805	19,542	17,495	8,269	27,811
New Britain	72,865	7,085	7,085	97,575	60,906	739,937	86,214	332,424	1,153,266	59,378	1,000	17,495	76,973
Stamford	42,081	4,980	4,980	54,976	21,175	270,899	270,899	83,023	440,706	3,217	1,000	1,000	5,217
Waterbury	14,186	5,000	3,600	21,700	21,700	65,239	79,780	31,216	99,455	8,716	1,832	2,536	13,181
Florida:	13,100	5,000	3,600	21,700	21,700	182,870	79,780	42,710	305,260	8,716	1,832	2,536	13,181
Jacksonville	25,863	14,700	14,700	42,554	25,773	247,904	247,904	121,332	403,211	10,839	4,132	4,132	14,971
Pensacola	4,700	6,150	6,150	10,850	7,760	151,598	151,598	35,500	194,848	36,100	4,337	4,337	44,487
Tampa	24,081	4,900	4,900	28,981	7,760	249,916	249,916	97,122	347,038	7,620	3,221	3,221	10,841
Georgia:	25,351	6,288	3,163	34,812	34,812	137,196	60,818	46,882	244,696	17,382	8,506	4,666	30,354
Aurora	11,700	2,100	5,000	18,800	5,782	92,134	9,500	72,200	182,686	1,600	1,600	1,260	3,360
East side	7,650	3,925	3,925	11,575	4,100	48,819	48,819	42,791	97,710	4,723	2,072	2,072	6,801
West side	28,785	3,915	7,198	28,785	28,785	261,631	261,631	66,701	261,631	11,073	2,848	2,848	6,321
Cheero	3,915	8,340	10,842	11,113	50,738	165,174	115,490	93,111	231,935	3,473	4,647	6,976	16,703
Danville	31,576	3,856	7,166	50,738	65,126	192,883	41,335	96,339	401,184	5,140	1,395	3,766	11,418
Decatur	54,104	14,322	14,322	65,126	14,400	351,171	198,170	96,339	487,645	6,267	1,395	3,766	11,418
East St. Louis	14,322	9,350	9,350	14,322	4,000	90,212	90,212	212,570	212,570	9,797	9,417	9,417	9,797
Evanson	9,350	49,472	49,472	9,350	49,472	305,851	305,851	94,212	305,851	17,790	17,790	17,790	17,790
Dist. No. 75	28,883	35,040	8,422	38,925	11,203	146,337	146,337	87,418	245,158	15,762	20,352	20,352	36,114
Dist. No. 76	73,490	7,000	16,041	91,731	34,797	271,996	271,996	264,426	563,574	27,917	11,493	25,996	27,917
Joliet	24,960	13,006	3,400	35,200	5,025	365,782	31,167	182,845	593,574	14,603	1,571	3,142	25,996
Melrose	57,818	4,076	4,076	70,623	4,727	441,564	158,303	66,877	243,439	11,005	13,586	13,586	28,006
Oak Park	29,818	4,076	4,076	33,894	9,593	158,303	158,303	85,471	243,974	5,736	3,899	3,899	9,605
Peoria	47,964	12,724	12,724	60,688	9,593	386,363	386,363	173,800	569,746	6,771	6,548	6,548	13,814
Quincy	20,818	4,076	4,076	24,894	9,593	158,303	158,303	85,471	243,974	5,736	3,899	3,899	9,605
Rockford	20,818	4,076	4,076	24,894	9,593	158,303	158,303	85,471	243,974	5,736	3,899	3,899	9,605
Rock Island	47,964	12,724	12,724	60,688	9,593	386,363	386,363	173,800	569,746	6,771	6,548	6,548	13,814
Springfield	47,964	12,724	12,724	60,688	9,593	386,363	386,363	173,800	569,746	6,771	6,548	6,548	13,814

* Distribution estimated.

† Estimated.

TABLE 12.—Expenses of instruction in day schools, city public school systems, 1923-24—Continued
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals						Salaries of teachers					Textbooks, supplies, and other expenses of instruction				
	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Indiana:																
East Chicago.....		\$34,308	\$4,100	\$4,575	\$42,983	\$11,095	\$198,417	\$55,560	\$55,167	\$308,239	\$8,429	\$2,725	\$4,322	\$13,476		
Evansville.....	\$1,800	49,071		16,320	67,191	25,120	363,473		229,919	652,387	20,926	14,327	14,327	33,253		
Fort Wayne.....		78,521		11,246	89,767	43,219	613,252		235,507	801,905	21,551	4,917	4,917	23,900		
Gary.....		62,393		21,766	84,159	38,480	505,317		131,487	697,594	22,202	9,326	9,326	27,284		
Hammond.....		32,989		4,563	41,543	29,309	273,117		92,712	442,057	9,337	2,220	2,220	24,182		
Kokomo.....		28,318		13,401	41,719		124,989		60,473	185,462	7,057	2,009	2,009	9,877		
Muncie.....		34,413	2,800	15,419	52,632		205,781	39,059	97,749	345,689	24,555	2,356	7,403	33,958		
South Bend.....		41,904	8,278	10,719	60,991	45,100	461,245	131,697	135,016	773,058	24,447	7,234	7,234	34,037		
Terre Haute.....	1,800	61,460	4,800	5,968	77,048	23,568	315,914	98,352	168,941	644,618	9,018	1,122	1,519	19,563		
Iowa:																
Oedar Rapids.....		23,146	13,062	11,771	47,979	27,092	185,060	153,454	117,682	480,192	13,736	10,891	10,567	35,561		
Council Bluffs.....		39,448		11,317	50,765	21,000	199,226		108,715	330,941	22,352	17,004	17,004	39,356		
Davenport.....		43,783		6,032	49,815	20,300	221,565	12,075	106,771	522,066	26,310	15,780	40,533	52,623		
Des Moines.....		11,075		9,220	33,357	12,585	134,845	42,476	51,672	250,638	2,600	7,807	2,600	13,007		
Sioux City.....		90,320		12,150	122,970	39,000	427,540	197,540	133,300	810,375	25,060	18,825	16,200	61,325		
Waterloo.....		25,000		11,500	46,400	10,000	98,498	31,050	33,250	172,798	10,000	1,200	1,524	12,724		
East side.....	1,750	24,400	8,150	17,100	41,500	7,700	86,060		51,900	145,650						
West side.....																
Kansas:																
Topeka.....		65,747	6,980	7,877	80,604	15,108	299,249	42,883	90,933	461,984	19,732		4,486	24,218		
Wichita.....		71,563	17,870	9,000	98,433	22,950	418,192	200,215	164,632	805,969	21,738	5,074	28,571	53,383		
Kentucky:																
Covington.....		25,601	3,965	3,596	33,152	9,392	140,038	26,350	47,266	223,046	3,355	224	1,155	4,734		
Lexington.....		16,950	5,000	5,300	27,250	17,659	111,870	44,151	35,979	239,950	8,614	4,085	4,339	17,088		
Louisiana:																
Shreveport.....		30,735		6,800	37,535	2,700	171,530		113,130	287,450	3,405			3,405		
Maine:																
Lewiston.....		17,050		3,100	20,150		81,190		35,342	116,332	5,480		2,630	9,119		
Portland.....		35,750		12,400	49,750	18,525	352,010		205,476	578,411	22,604		15,936	39,454		
Massachusetts:																
Brockton.....		24,700		4,500	29,200		414,641		174,488	349,069	29,706		21,388	48,094		
Brookline.....		26,743		9,545	36,288		155,506		155,506	382,128	14,690		12,469	37,142		
Chelsea.....		12,590		4,650	32,050	31,035	261,693	103,970	80,560	307,639	11,637	3,876	9,600	26,618		

Chicago	25,310	4,225	31,535	152,143	45,100	47,632	258,125	9,665	2,000	6,221	18,335
St. Joseph	20,521	5,450	32,123	285,658	20,983	97,227	258,270	14,113	1,000	13,074	34,376
Fitchburg	30,687	15,533	52,222	205,628	104,067	104,000	301,628	15,788	4,283	12,071	49,070
Haverhill	37,490	7,300	41,790	257,065	104,067	114,013	362,528	11,459	6,650	20,042	29,042
Holyoke	32,539	5,961	52,653	243,515	104,067	97,261	497,213	11,459	6,650	8,458	30,367
Lawrence	72,640	4,900	77,540	702,308	1,350	1,343,388	834,446	21,133	13,534	27,734	77,734
Lynn	20,165	11,724	42,834	366,047	128,236	217,845	718,332	24,390	13,534	19,035	64,191
Malden	42,401	6,329	48,732	239,973	119,291	119,291	360,839	10,054	7,253	23,309	23,309
Medford	22,531	6,010	35,040	170,917	105,850	119,221	397,422	12,665	10,000	10,639	33,628
Newton	41,675	19,042	75,967	343,153	45,287	170,061	671,399	21,591	2,277	10,639	41,217
Pittsfield	58,659	6,860	67,122	182,208	102,510	78,464	377,762	19,554	1,507	8,960	30,021
Quincy	46,060	4,000	50,060	336,209	187,606	128,259	609,843	27,002	9,742	9,742	36,744
Salem	20,437	4,685	25,122	173,030	187,606	82,889	259,910	17,418	4,611	12,029	12,029
Somerville	34,253	8,196	59,969	303,363	187,606	135,901	675,672	10,135	10,581	11,968	37,944
Taunton	12,850	7,550	20,400	210,190	40,400	63,512	273,672	10,570	6,570	17,077	17,077
Waltham	3,362	3,900	16,350	118,140	40,400	33,500	212,940	8,320	2,079	4,979	15,378
Michigan:											
Battle Creek	30,406	8,605	42,256	197,220	54,973	87,120	870,765	10,723	5,822	8,467	25,264
Bay City	31,000	4,950	44,150	210,700	69,400	92,600	422,357	26,029	6,500	5,000	38,261
Flint	39,950	4,100	46,550	572,150	102,257	102,257	709,707	20,511	7,000	7,000	26,511
Hamtramck	29,055	5,450	35,041	282,194	89,056	89,056	391,234	22,901	10,021	10,021	32,922
Highland Park	47,999	8,750	56,735	291,873	291,873	374,007	709,916	23,292	24,828	24,828	48,120
Jackson	17,151	6,063	33,350	168,899	104,751	76,263	404,401	3,192	1,310	1,147	5,703
Kalamazoo	29,112	10,965	25,966	229,765	151,749	95,651	529,823	10,718	8,414	11,385	31,405
Lansing	47,632	11,346	75,223	263,130	145,143	109,366	564,900	11,464	8,880	5,910	26,254
Muskegon	29,357	13,256	44,480	232,888	21,141	118,449	372,478	15,194	18,024	18,024	33,228
Pontiac	24,835	4,945	29,780	296,667	11,000	100,000	397,667	9,000	7,846	7,846	16,846
Saginaw											
East side	28,563	4,420	41,866	146,390	90,949	71,993	329,602	20,359	12,390	16,100	48,964
West side	16,888	4,492	31,254	107,104	87,260	48,675	270,013	4,712	7,308	3,251	19,188
Minnesota:											
Duluth	78,258	9,152	107,694	575,201	197,574	195,962	1,074,673	34,616	12,089	18,490	68,517
Missouri:											
St. Joseph	50,894	13,116	63,980	504,240	2,370	173,502	687,052	17,185	11,602	11,602	28,964
Springfield	9,990	5,420	27,451	179,689	60,275	84,818	324,782	17,906	1,652	11,748	31,306
Nebraska:											
Lincoln	64,812	15,072	81,116	334,911	88,554	154,753	639,028	21,561	6,055	8,026	34,742
New Hampshire:											
Manchester	56,320	9,358	65,878	251,578	39,450	149,601	444,229	27,315	17,330	17,330	44,645
New Jersey:											
Atlantic City	84,014	10,450	94,464	424,011	36,751	224,253	739,964	60,592	8,448	73,975	48,170
Bayonne	74,091	20,997	103,841	755,230	32,001	159,523	963,648	32,644	8,448	48,170	34,070
East Orange	50,200	13,988	64,278	385,330	32,122	213,190	639,117	21,356	12,419	12,419	34,070
Elizabeth	100,265	10,033	121,467	537,671	37,538	184,114	843,494	25,273	8,365	14,258	59,975
Hoboken	79,251	4,225	83,476	604,946	45,591	132,665	853,960	45,782	5,300	5,300	51,082

* Data of 1921-22

* Data of 1922-23

* Distribution estimated

* Estimated.

TABLE 12.—Expenses of instruction in day schools, city public school systems, 1923-24—Continued
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
New Jersey—Continued														
New Brunswick		\$21,899	\$5,725	\$8,200	\$35,824	\$21,160	\$168,977	\$81,075	\$90,785	\$367,022	\$21,006		\$5,500	\$21,006
Orange		48,277		3,200	51,477	24,468	228,831		57,515	346,326	17,152		8,152	26,321
Princeton		71,034		6,900	77,934	31,621	514,830		128,894	683,155	33,803		2,108	41,955
Perth Amboy		696,400		6,500	41,900	18,400	271,316		70,110	361,326	19,378		2,700	21,484
West Hoboken		33,929		9,210	43,139	11,068	244,337		79,702	335,132	17,989			20,689
New York:														
Amsterdam	\$1,250	35,063		6,708	43,021	16,111	195,775		49,593	261,479	19,863		3,915	23,778
Auburn		20,302	2,600	5,502	28,404	16,800	180,036	28,292	46,515	271,643	8,064	\$444	6,637	9,145
Binghamton		58,518		20,737	79,255	33,480	502,968		139,049	670,997	14,348		3,446	17,794
Elmira		32,744		10,965	43,709	12,588	228,704		108,878	368,386	15,382		3,273	19,263
Jamestown		33,552		14,247	47,799	20,518	255,768		92,957	390,268	15,667		5,845	21,512
Mount Vernon		49,733	4,136	11,394	70,500	37,356	391,480	39,262	105,452	664,829	30,859	4,735	13,748	54,061
Newburgh		25,068		3,300	28,368	178,490	391,480		58,999	237,489	9,874		4,937	14,811
New Rochelle		56,542		7,490	64,032	35,871	331,910		159,375	598,681	24,193		10,368	34,561
Niagara Falls		61,606		7,515	69,121	42,091	406,078		138,869	593,141	17,377		7,790	28,136
Poughkeepsie		37,026		7,588	44,613	11,454	156,890		86,694	259,687	10,194		5,487	16,681
Schenectady		90,403	22,181	5,708	119,359	47,241	527,475	138,589	169,425	914,799	29,136	7,186	4,794	41,221
Troy														
Lansingburgh dis-														
trict		11,740		4,920	16,660	5,750	62,342		22,508	90,900	3,857		1,656	5,513
Union district	2,300	41,027		5,050	54,207	26,900	284,592		66,603	401,967	8,026		1,603	12,441
Utica	2,400	66,121		6,060	78,181	45,379	591,145		148,392	829,837	15,571		3,583	23,885
Watertown		31,379		10,305	41,684	17,083	180,094		70,477	298,404	11,840		4,080	19,914
North Carolina:														
Charlotte		28,292	3,025	5,125	36,442		220,493	35,763	62,268	318,524	631			631
Wilmington		16,200		5,000	16,200		186,890		85,000	186,890	920			920
Winston-Salem		48,000			53,000		255,000			340,000	14,000			20,124
Ohio:														
Canton		60,759		20,641	81,400	8,111	545,978		242,858	800,699	22,193		26,429	48,629
Hamilton		9,600		5,040	14,640	5,300	204,133		74,900	294,333	4,800		1,600	6,400
Lakewood		56,353	8,928	18,127	83,408	22,800	237,419	87,800	225,450	650,059	9,930	9,248	16,873	36,061
Lima		5,221	6,760	13,444	27,275	103,221	163,837	36,233	133,837	292,259	7,576	1,800	2,400	11,776

Lorain	19,028	6,800	3,192	31,730	193,532	94,671	76,918	335,121	6,046	2,816	9,762
Lynchburg	16,540	5,400	5,400	22,450	210,502	79,000	79,000	294,488	8,130	1,010	9,140
Springfield	50,219	9,600	4,900	64,419	240,148	66,970	88,024	421,742	64,431	7,342	90,731
Oklahoma:											
Muskogee	26,650	20,927	11,260	37,910	167,061	222,544	155,061	322,122	5,642	8,178	13,820
Oklahoma City	76,629		17,510	123,069	636,006	273,422	273,422	1,190,817	31,918	17,314	66,490
Tulsa	103,001		9,000	112,965	721,763			1,116,266	33,169	22,712	56,894
Pennsylvania:											
Allentown	18,520		3,900	22,320	448,885		130,531	585,320	47,467	4,600	54,067
Alloua	28,146		11,538	39,684	297,508		152,608	449,708	23,653	13,342	26,995
Bethlehem	20,810	7,700	4,250	42,760	231,846	73,550	81,760	407,256	23,778	5,000	30,778
Chester	20,330	3,870	3,870	28,070	233,748	40,500	125,550	419,798	34,040	5,974	44,014
Easton	14,709		3,870	22,135	200,015		73,550	279,365	19,619	12,583	31,702
Erft	57,353	30,354	30,354	113,447	387,143	108,114	331,763	881,392	25,661	43,288	78,949
Harrisburg	39,528	18,327	19,438	77,293	308,293	194,211	179,334	697,739	19,716	23,341	66,406
Hazleton	16,969	3,950	3,875	26,814	141,764	84,441	54,961	264,166	7,557	8,333	23,045
Jonestown	45,118	7,000	7,402	62,920	331,138	138,799	110,863	660,300	33,319	3,408	48,703
Lancaster	5,590		8,950	14,540	204,179		98,412	305,691	30,527	15,108	30,527
McKeesport	41,078		6,873	52,058	255,984		121,612	398,555	28,178	8,747	43,862
New Castle	23,940	8,596	6,270	38,745	238,268	108,063	80,236	435,817	10,950	6,710	37,337
Norristown	18,100		6,000	24,100	123,590		57,396	190,101	16,392	14,605	41,748
Wilkes-Barre	63,591		7,702	71,293	365,636		170,755	578,791	27,143	10,546	28,085
Williamsport	-13,055		8,707	21,762	208,290		100,334	308,594	15,539	10,407	32,670
York	14,280		4,750	19,030	255,124		87,829	348,632	21,989	10,407	32,670
Rhode Island:											
Newport	17,470		6,549	24,019	132,164		61,478	229,489	7,875	10,046	17,921
Pawtucket	33,101		3,669	36,770	400,072		105,977	528,049	10,058	8,175	18,231
Woonsocket	3,450		4,040	7,490	181,038		34,605	215,643	7,605	5,976	13,581
South Carolina:											
Columbia	20,950		4,600	25,550	146,831		75,712	223,543	1,180	2,220	3,400
Tennessee:											
Chattanooga	37,360	5,600	5,850	48,810	180,396	58,038	75,229	313,613	3,174	937	4,677
Knoxville	47,168		12,805	61,323	362,323		143,087	560,960		4,650	4,650
Texas:											
Austin	24,709	5,850	9,552	40,111	138,951	49,334	72,473	293,683	6,544	2,600	10,444
Beaumont	28,856	8,900	8,900	39,356	145,960		76,632	222,612	6,125	4,530	10,655
El Paso	54,953	5,000	10,935	73,638	485,076	64,033	108,720	718,555	7,406	4,083	13,599
Galveston	28,283	5,256	5,256	38,539	170,327		64,890	237,872		765	4,460
Waco	31,725	4,770	5,200	41,695	197,195	72,129	88,605	357,929	1,900	1,785	4,099
Wichita Falls	27,131	2,600	4,000	33,731	122,952	36,848	72,450	232,250	2,899	1,400	4,099
Utah:											
Ogden	31,780	10,180	4,850	46,790	198,491	101,000	70,481	364,972	14,900	8,083	31,311
Virginia:											
Lynchburg	27,593		4,900	32,493	131,143		75,922	215,075	2,983	4,500	2,103
Newport News	28,300		8,831	35,221	124,973		68,189	193,162	4,935	8,876	13,435
Petersburg	12,885		4,595	17,480	116,338		61,383	180,071	3,009	3,012	6,885
Portsmouth	27,140		4,470	31,610	197,974		78,320	277,819	4,333	3,012	7,345
Roanoke	30,623	5,100	6,365	42,088	238,353	72,220	64,563	373,938	6,711	1,028	7,787
Washington:											
Tacoma	83,592		13,872	96,964	646,641		301,797	965,229	33,526	21,829	55,813

* Distribution estimated.

* Estimated.

TABLE 12.—Expenses of instruction in day schools, city public school systems, 1923-24—Continued
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals						Salaries of teachers						Textbooks, supplies, and other expenses of instruction			
	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
West Virginia:																
Charleston		\$21,100	\$7,160	\$6,871	\$35,149	\$2,365	\$235,060	\$87,700	\$87,424	\$412,569	\$9,064	\$1,962	\$5,363	\$10,289		
Huntington		33,889	16,062	4,200	54,151		317,230	192,538	104,377	614,145	10,472	5,272	3,565	19,339		
Wheeling		30,880		11,580	42,460		241,918		85,700	327,618	9,211		8,043	17,254		
Wisconsin:																
Green Bay		28,478	1,961	13,628	44,067	13,007	124,360	12,085	98,588	290,440	6,627	159	5,019	15,518		
Kenosha		41,063	9,680	7,720	58,463	21,966	165,028	141,894	97,738	440,158	9,137	963	2,919	13,133		
La Crosse		19,391	2,755	5,260	27,406	12,522	119,948	22,976	85,644	249,079	14,737		8,282	24,190		
Madison		35,409		24,688	67,970	22,675	229,471	24,900	178,317	498,249	11,189		9,821	23,414		
Oshkosh	\$1,900	35,870	1,225	5,613	36,758	22,600	120,682	2,250	112,046	299,187	9,078		8,876	18,078		
Racine		31,378	19,143	11,564	62,105	31,258	232,877	130,563	85,644	550,244	9,682	5,925	5,440	20,302		
Sheboygan		23,523		7,251	35,557	22,374	187,917		77,405	335,674	15,169		11,337	40,862		
Superior		32,429		8,200	40,629	20,300	202,440	69,148	92,046	383,934	14,039	5,000	5,500	24,539		

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Alabama:														
Annikton		\$3,600			\$3,600		\$48,239	\$10,741	\$18,200	\$77,180	\$4,384	\$4,475	\$224	\$5,083
Bessemer		15,315			15,315		56,700		27,300	84,000	1,080		492	1,572
Dobhan		3,999			3,999		33,859		14,724	48,583	1,335		834	1,169
Florence		8,443			8,443		35,041		15,334	50,375			201	373
Garfield		10,605			10,605		47,363		16,935	64,328	172		825	1,575
Selma		5,700			5,700		39,635		23,063	62,628	750			
Arizona:														
Phoenix		40,052			40,052	\$13,113	239,523		76,395	252,636	12,388		4,067	12,388
Tucson		19,573		5,134	24,707	5,715	200,235		282,345	282,345	8,835			12,902
Arkansas:														
Fort Smith		19,314		4,900	24,214		149,559		86,538	236,097	7,975		7,873	15,848
Hot Springs		6,525		2,400	8,925		46,323		26,190	85,078				
North Little Rock		1,650		1,650	3,300		50,753		19,600	69,353				
Pine Bluff		15,624		3,960	21,600		64,262		24,086	109,408	300	100	300	708

TABLE 12.—Expenses of instruction in day schools, city public school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals						Salaries of teachers						Textbooks, supplies, and other expenses of instruction			
	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Georgia:																
Albany		\$3,600		\$4,550	\$8,150		\$45,390		\$23,400	\$68,780	\$1,500		\$1,657	\$867		
Alhens		5,200			5,200		69,894		28,300	108,194	1,384		316	1,699		
Brunswick		3,000		2,700	5,700		32,880	\$4,668	16,500	63,048	2,363		204	2,643		
Lagrango				2,000	2,000		72,590	2,040	21,313	96,013	3,353		800	4,253		
Rome		945		3,060	4,005		34,879		12,955	47,834	758		324	1,083		
Valdosta			\$1,300	2,400	3,700		24,185	6,780	13,075	49,040	459	64	177	1,600		
Waycross				2,000	2,000		39,918	7,085	7,500	54,513	963	427	367	1,757		
Idaho:																
Boise		27,922		5,600	33,522		120,268		93,737	214,005	8,922		6,699	15,621		
Pocatello		22,520		5,705	28,225		86,005		50,413	136,418	12,967		3,241	16,208		
Illinois:																
Alton		17,131			17,131	\$2,300	93,198	18,000	57,000	170,468	2,174			2,174		
Bellefonte		2,000	2,018		6,568	9,000	69,500	28,000		106,570	3,500	2,485		5,985		
Berwyn																
District No. 98		3,250		4,200	3,250		31,650			31,658	1,110			1,110		
District No. 100		6,233			10,433	9,350	65,200		234,751	234,751	32,862		16,315	3,495		
Bloomington							135,306		90,065	224,751	1,790		1,734	3,524		
Blue Island							55,350		29,550	84,900	5,237		913	6,150		
Cairo		6,750		7,160	13,910		68,729		53,440	122,169	1,042	700	1,400	3,442		
Canton		1,750		7,190	8,940		37,780	10,718	35,550	84,348	2,006		2,810	2,006		
Centralia		18,185		4,343	22,528		76,073		69,839	155,049	3,231		1,630	6,041		
Champaign							85,210		94,147	179,357	1,630		8,645	16,513		
Chicago Heights		10,450		4,600	15,050		142,408		92,509	234,917	7,868		4,749	16,513		
Elgin		26,900			31,400		42,640		42,640	84,280	4,749		5,981	12,047		
Forest Park				4,500	4,500		93,170		54,235	147,405	6,066		2,278	3,741		
Freeport			2,200	5,968	8,168		97,863	16,200	76,975	191,038	2,006	263		2,269		
Galesburg		9,667		3,600	13,267		93,051	27,300	52,398	172,649	4,634	1,545		8,457		
Granite City		7,800					61,400			61,400						
Herrin			1,800	2,900	4,700		42,845	15,025	47,730	105,600	1,288	963	2,425	4,717		
Jacksonville		9,500		3,000	12,500		80,210		48,965	129,205	3,000		2,347	3,960		
Kankakee		9,600		2,040	11,640	2,370	71,094		30,743	104,207	3,649			4,998		
Kewanee		2,415			6,455		53,721			53,721	1,607			1,607		
La Salle																

	4,725	3,260	7,975	70,944	41,473	112,417	4,483	4,483	4,483	8,976
Lincoln		2,400	2,400	93,372	23,424	93,372	6,859	6,859	6,859	5,859
Mattoon				47,346		60,743	1,500	1,500	1,500	1,500
Maywood				79,520		112,836	3,000	3,000	3,000	3,000
Melrose Park				30,150		80,920	6,320	6,320	6,320	6,320
Ottawa				150,259		187,659	6,130	6,130	6,130	6,130
Pekin					19,000	60,743	2,000	2,000	2,000	2,000
Streator					13,005	82,410	390	390	390	390
Urbana						187,659				
Waukegan										
Indiana:										
Anderson	9,312	6,398	24,003	124,034	62,282	245,103	2,916	2,916	2,916	9,038
Bloomington	7,550	14,304	21,944	45,625	50,134	124,047	2,168	2,168	2,168	3,868
Clinton	10,167	3,840	14,007	50,038	22,455	72,513	672	672	672	2,226
Crawfordsville	8,200	3,500	13,900	51,312	45,311	118,322	1,128	1,128	1,128	2,885
Elkhart	7,868	4,000	19,868	111,858	74,400	239,910	2,907	2,907	2,907	6,372
Elwood	4,725	2,200	8,925	46,011	32,385	97,867	2,261	2,261	2,261	1,398
Elwood	4,725	2,000	8,725	58,708	32,548	91,256	3,374	3,374	3,374	4,766
Frankfort	13,867	2,700	23,566	91,877	48,390	150,038	2,329	2,329	2,329	4,322
Huntington	18,630	5,578	21,420	30,168	18,407	48,575	712	712	712	1,226
Jeffersonville	7,917	7,882	13,468	110,861	60,482	173,831	24	24	24	24
La Fayette	21,966	2,595	29,848	98,384	43,348	117,280	2,716	2,716	2,716	6,389
Leopore	16,937	2,643	19,532	74,982	46,583	173,511	1,875	1,875	1,875	6,755
Leopore	18,317	8,815	36,761	116,240	60,269	176,518	8,595	8,595	8,595	17,037
Logansport	27,948	8,683	21,863	107,332	38,368	158,741	4,700	4,700	4,700	6,968
Madison	13,180	8,644	31,674	84,302	43,030	144,407	7,309	7,309	7,309	13,163
Michigan City	23,030	4,374	27,804	94,075	41,355	135,431	8,632	8,632	8,632	10,556
Michigan City	4,500	2,700	5,895	46,717	35,282	94,280	509	509	509	1,017
Michigan City	1,800	2,039	6,166	61,524	34,871	97,295	1,268	1,268	1,268	1,017
Michigan City	3,277	3,482	19,609	107,382	80,162	284,851	2,000	2,000	2,000	2,387
Michigan City	10,464	7,220	21,293	35,510	80,775	121,071	3,228	3,228	3,228	7,038
Michigan City	1,260	5,949	15,075	45,072	33,074	100,855	3,340	3,340	3,340	12,066
Michigan City	6,053	5,949	15,075	45,072	33,074	100,855	3,340	3,340	3,340	12,066
Michigan City	5,894	4,850	10,744	67,949	43,507	111,456	2,113	2,113	2,113	2,727
Michigan City	27,550	10,300	37,850	155,064	75,300	240,514	7,546	7,546	7,546	9,674
Michigan City	17,257	6,306	27,781	68,837	55,351	158,872	7,217	7,217	7,217	13,765
Michigan City	36,430	3,400	42,288	83,811	61,696	169,900	7,845	7,845	7,845	15,208
Michigan City	7,255	2,906	10,861	37,450	29,263	70,873	1,701	1,701	1,701	2,250
Michigan City	11,324	4,400	15,924	61,236	46,950	110,186	2,000	2,000	2,000	3,111
Michigan City	31,406	3,000	34,406	81,549	34,870	96,716	1,708	1,708	1,708	2,509
Michigan City	18,009	3,700	21,100	70,409	53,322	135,451	7,903	7,903	7,903	11,290
Michigan City	20,909	3,711	26,440	90,000	73,791	207,921	7,048	7,048	7,048	11,138
Michigan City	13,800	4,946	18,746	97,068	40,440	137,038	4,000	4,000	4,000	6,992
Michigan City	27,586	3,567	31,153	144,072	70,024	224,296	11,420	11,420	11,420	21,023
Kansas:										
Arkansas City	4,449	3,400	9,900	51,700	34,500	135,100	3,700	3,700	3,700	13,670
Atchison	3,145	6,308	10,924	44,527	28,522	95,364	1,719	1,719	1,719	2,571
Chanute	7,850	5,050	16,068	29,518	23,200	90,617	1,380	1,380	1,380	4,226
Coffeyville	4,690	4,010	19,250	74,452	31,285	129,370	2,684	2,684	2,684	6,562
Eldorado	15,828	3,200	19,028	56,863	31,009	117,765	2,896	2,896	2,896	8,100
Emporia				40,000	27,078	129,673	5,715	5,715	5,715	9,699

* Data of 1921-22.

* Distribution estimated.

* Estimated.

TABLE 12.—Expenses of instruction in day schools, city public school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals						Salaries of teachers					Textbooks, supplies, and other expenses of instruction				
	2	3	4	5	6	Total	Kindergarten	7	8	9	10	11	12	13	14	15
Kansas—Continued.																
Fort Scott.....		\$1,305	\$2,500	\$3,000	\$6,805	\$4,203	\$14,203	\$12,030	\$17,660	\$32,690	\$103,370	\$6,894	\$1,250	\$5,411	\$13,555	
Hutchinson.....		27,400	5,500	3,300	36,200	3,300	3,300	112,568	66,360	61,892	255,053	43,832	8,799	4,383	56,981	
Independence.....				4,000	4,000	4,000	5,045	69,783	34,370	51,456	165,609	2,002	7,339	7,339	16,680	
Lawrence.....		8,091	3,532	4,306	15,949	4,306	5,045	52,372	41,535	46,973	145,987	3,705	1,850	7,405	7,405	
Leavenworth.....		12,067	1,640	3,500	17,207	3,500	2,870	55,498	28,305	41,382	112,865	4,326	1,838	7,549	7,549	
Parsons.....		14,255	4,750	2,250	22,255	2,250		48,195	28,305	54,711	131,211	5,203	1,124	8,229	8,229	
Pittsburg.....		2,286	2,292	3,250	7,828	3,250		80,630	28,663	53,649	160,942	3,250	1,543	6,015	6,015	
Salina.....		2,100	3,000	3,250	8,350	12,547		100,181	49,738	45,578	208,044	6,746	2,400	11,946	11,946	
Kentucky:																
Ashland.....		18,743	2,300	3,400	24,443	3,400		85,007	18,285	40,399	143,691	7,194	1,061	9,118	9,118	
Henderson.....		3,750	1,600	3,100	8,450	3,100		42,216	8,000	15,400	65,616	1,639	99	2,546	2,546	
Newport.....		13,800		2,200	16,000	2,200		98,775		21,087	116,832	1,629		2,416	2,416	
Owensboro.....		5,625	2,750	2,725	8,350	2,725		73,693		32,658	106,561	381		967	1,348	
Paducah.....		16,127	2,750	2,750	21,627	2,750		59,325	14,925	31,000	105,250	2,907	1,685	3,976	3,976	
Louisiana:																
Alexandria.....		13,940	2,700	5,600	19,540	5,600	3,680	61,051		45,840	110,581	4,039	1,433	4,862	4,862	
Baton Rouge.....		9,050		4,140	13,890	4,140		76,185	22,430	31,040	129,655	3,305		4,212	4,212	
Lake Charles.....		3,540		3,000	12,750	3,000	1,950	70,745		30,465	101,210	1,948		3,183	3,183	
Monroe.....					5,540			64,704		15,180	81,834					
Maine:																
Auburn.....		5,600	4,800	3,500	13,800	3,500		81,539	23,650	27,797	132,986	5,417		3,355	8,772	
Augusta.....		6,683		7,418	14,101	7,418	5,500	44,573		20,811	70,894	3,794		2,900	6,694	
Bangor.....		10,700		6,350	17,050	6,350	20,800	112,283		88,814	221,897	13,880		6,828	20,718	
Bath.....		1,250		1,250	1,250	1,250		32,060		20,431	52,511	1,737		2,129	3,926	
Biddeford.....		6,700		4,600	11,300	4,600		35,922		11,289	47,211	4,178		3,519	13,340	
Sanford.....								52,435		26,011	78,446			1,600	5,678	
Maryland:																
Annapolis.....		1,800	4,370	3,600	5,400	3,600		28,322		27,960	56,420	1,065		3,231	4,296	
Cumberland.....		19,074		3,000	26,924	3,000		93,960	16,581	43,336	153,477	4,994		5,160	11,432	
Frederick.....		3,640		1,400	6,640	1,400		51,827		44,186	96,013			2,015	4,272	
Hagerstown.....		15,400		1,400	9,700	1,400		135,000		36,000	171,000	13,000		4,600	17,600	

State	City	Enrollment	Teachers	Salaries	Operating Expenses	Capital Expenses	Total	Per Pupil
Massachusetts	Adams	10,660	2,500	13,700	62,319	19,107	81,426	7.70
	Amesbury	19,450	5,600	5,400	28,387	30,600	73,187	3.77
	Arlington	18,256	5,600	28,550	136,749	53,200	250,474	13.74
	Attleboro	12,980	3,050	4,316	125,898	58,200	175,616	13.53
	Belmont	36,717	3,050	43,637	60,170	43,121	129,968	3.53
	Beverly	9,300	2,800	12,600	68,341	77,100	243,441	26.20
	Braintree	15,105	3,493	18,556	69,757	110,164	243,441	16.10
	Canton	8,600	3,100	11,700	54,927	31,304	94,357	10.96
	Deerham	7,140	2,615	2,515	70,025	18,715	134,694	18.99
	Easthampton	1,280	3,500	20,681	85,746	39,900	167,511	130.10
	Frammingham	10,538	4,830	82,362	42,337	124,699	274,033	25.98
	Gardner	7,138	6,471	16,009	130,802	49,053	179,855	25.19
	Glocester	6,700	3,700	10,838	106,540	45,744	152,284	22.73
	Greenfield	4,100	3,200	9,900	70,672	42,065	142,737	34.81
	Leominster	23,113	2,800	6,800	67,074	28,986	96,060	4.16
	Marlboro	7,128	3,000	30,709	94,615	152,482	277,102	38.74
	Methuen	2,200	3,000	10,123	119,120	23,026	142,146	64.61
	Midford	2,200	5,800	83,256	83,256	110,208	273,720	124.64
	Natick	6,150	2,300	8,450	59,021	29,421	88,442	14.38
	Newburyport	16,902	12,120	28,022	102,590	44,791	169,931	9.99
	North Adams	13,350	3,300	16,650	129,342	39,412	169,004	12.66
	Northampton	3,567	3,110	6,677	70,184	13,685	83,869	23.51
	Northbridge	20,950	7,653	23,782	86,914	28,489	115,403	5.51
	Norwood	11,875	3,100	18,700	102,179	51,210	153,389	12.91
	Peabody	6,650	2,700	9,350	70,994	22,240	93,234	14.01
	Plymouth	3,800	3,680	16,624	54,155	30,450	84,605	22.26
	Revere	12,944	4,203	21,823	119,589	53,781	173,370	13.41
	Saugus	7,724	5,696	13,410	43,516	20,148	63,664	8.24
	Scitubridge	19,600	3,500	23,100	110,208	42,577	152,785	7.84
	Walden	12,764	2,800	18,300	108,771	30,780	139,551	10.93
	Waretown	5,668	4,300	15,536	83,074	33,132	116,206	20.50
	Webster	6,600	3,900	10,500	79,092	39,805	118,897	17.86
West Springfield	2,200	3,500	5,700	83,081	58,924	142,005	64.54	
Westfield	6,375	2,600	11,825	104,746	34,926	139,672	21.75	
Weston	6,750	5,900	12,650	40,911	42,902	83,813	12.42	
Weymouth	9,172	11,150	20,322	51,340	22,700	74,040	8.07	
Winchester	5,013	8,013	15,226	191,208	87,950	279,158	55.47	
Wintthrop	18,650	3,600	22,450	87,487	50,234	137,720	7.39	
Woburn	18,700	3,250	22,050	77,956	48,519	126,465	6.76	
Michigan	7,900	2,000	13,400	43,881	53,454	122,339	15.48	
Adrian	13,100	3,900	16,900	105,419	48,475	153,894	11.74	

* Distribution estimated.

* Estimated.

TABLE 12.—Expenses of instruction in day schools, city public school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals						Salaries of teachers						Textbooks, supplies, and other expenses of instruction				
	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total			
	3	8	4	5	6	7	8	9	10	11	12	13	14	15			
Michigan—Continued.																	
Isabella		85,737	\$1,650	\$4,750	\$10,487	\$7,500	\$57,868	\$13,500	\$36,658	\$102,046	\$5,786	\$688	\$4,516	\$10,001			
Marquette		6,940		2,800	11,200	5,450	46,036		26,600	89,596	4,434		1,974	7,096			
Monroe				2,980	2,890	4,100	63,782		31,913	98,796	9,720		4,351	9,071			
Owosso		6,400		3,000	9,400	4,700	77,136		39,100	130,936	9,170		2,385	11,555			
Port Huron		21,684	2,300	3,200	27,184	4,533	157,034	31,733	38,092	242,992	5,432	4,250	2,436	13,917			
Sault Ste. Marie		9,074	2,550	7,116	18,740	8,896	51,689	23,303	62,077	135,915	5,160	2,870	6,070	12,726			
Traverse City		21,370	3,370	4,370	29,110	3,300	11,032	11,245	15,341	69,918	2,549	8,000	9,000	4,149			
Windsor		9,230		3,000	12,230	8,400	79,017		89,962	177,379	6,300		6,888	12,189			
Minnesota.																	
Faribault		6,433		5,510	11,943		32,728	14,033	35,988	82,749	2,851	1,426	2,366	6,643			
Hibbing		18,337		7,612	31,557	43,750	267,734		131,976	528,873	15,398		28,078	43,476			
Mankato			2,000	5,000	7,000	5,130	47,682	29,106	38,408	120,328	7,166	3,600	3,600	14,366			
Rochester		10,209	2,000	4,750	20,450	7,237	53,525	33,000	42,550	149,252	12,474	6,500	6,500	23,474			
St. Cloud		7,798	3,000	2,800	10,597	2,425	61,028		54,220	117,673	2,943		3,650	6,593			
Virginia		8,345		10,912	22,257	16,832	139,286	84,766	62,310	318,533	35,483	14,100	9,200	60,783			
Winona		16,689	2,653	3,442	22,784	9,167	74,499	31,367	36,849	151,882	4,544	1,733	1,322	6,599			
Mississippi.																	
Biloxi		8,526		1,350	9,876		39,625		16,225	55,850	1,100		200	1,300			
Columbus		1,350	1,800	2,900	5,650		22,077	6,966	23,135	52,578							
Greenville		9,450		3,900	12,950	2,425	37,325		17,580	57,330	532		375	907			
Jackson		8,400	1,850	3,000	13,250		79,800	11,000	32,744	123,544	3,201	573	494	4,268			
Laurel		7,080	1,560	4,560	13,200	3,000	50,572	14,400	28,400	91,372	2,191	400	800	3,491			
Meridian		7,850	1,750	3,800	13,400		77,897	17,000	36,000	130,897	1,509	189	117	715			
Vicksburg				2,400	2,400		47,907		15,400	63,307							
Missouri.																	
Cape Girardeau		3,490		3,000	6,490		58,124		41,916	95,040	6,455		898	7,353			
Carthage		13,140		4,020	17,160		44,934		30,060	74,994	1,596		847	2,443			
Columbia		3,724	400	2,400	6,124		46,139		38,399	84,538	4,493		2,903	7,396			
Hannibal		4,940	5,400	2,400	11,940		62,107	24,660	27,685	114,452	6,500		2,073	11,115			
Independence		2,950	2,000	4,910	9,860		61,385	17,068	36,923	115,404	3,706	2,542	630	4,645			
Jefferson City		2,946		2,500	5,446	2,439	35,300		28,749	66,488	3,745	310	1,960	4,605			
Joplin		23,077		5,561	28,638		131,368		70,081	201,440	5,781		3,924	9,709			
Meriden		13,010		3,000	16,010		46,201		28,100	70,801	2,041		809	2,850			
St. Louis		13,010		4,242	18,152		88,159		46,402	134,561	2,427		809	2,236			

TABLE 12.—Expenses of instruction, in day schools, city public school systems, 1923-24—Continued
 GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals						Salaries of teachers						Textbooks, supplies, and other expenses of instruction			
	2	3	4	5	6	Total	Kindergartens	Elementary schools	Junior high schools	High schools	11	12	13	14	Total	
New York:																
Batavia.....		\$20,761		\$3,680	\$24,441		\$2,040	\$108,559	\$19,600	\$37,059	\$143,618	\$4,386	\$3,530	\$7,925		
Beecon.....		8,166		5,574	13,740		5,740	44,781	16,488	16,488	63,309	2,982	2,386	6,878		
Cabesa.....		16,656		4,075	20,731			63,226	16,800	16,800	85,765	1,592	2,528	2,130		
Corning.....																
Dist. No. 9.....																
Dist. No. 13.....																
Cortland.....		13,218			13,218		6,523	24,835	25,500	27,734	76,947	1,054	1,493	3,537		
Dunkirk.....		17,829		4,517	22,346		8,990	58,563	44,710	109,068	1,981	2,026	1,981	3,962		
Fulton.....		13,382		3,000	16,382			109,897	45,703	187,595	1,751	8,968	1,751	3,777		
Geneva.....		10,606			10,606		9,110	64,463	33,498	97,963	1,443	1,443	700	9,067		
Glens Falls.....		6,218		4,012	10,230		4,325	63,708	38,477	111,285	1,614	1,614	590	2,143		
Herkimer.....		11,981		3,100	15,081		8,650	60,016	39,353	103,090	4,900	4,900	3,559	2,104		
Hornell.....		4,576		2,414	6,990		1,400	146,030	22,604	209,223	10,118	10,118	6,343	8,459		
Hudson.....		15,473		5,545	21,018		6,964	77,216	43,800	129,690	7,094	7,094	3,451	1,446		
Ilion.....		1,875		2,800	4,675		2,447	56,716	23,495	90,415	1,232	1,232	3,254	7,216		
Ithaca.....		8,575		6,210	14,785		6,842	82,572	28,708	111,285	7,465	7,465	937	2,169		
Johnstown.....		11,661		9,079	20,740		8,397	65,724	28,501	100,622	5,609	5,609	4,941	12,406		
Kingston.....		19,704		6,737	26,441		104,555	104,555	61,789	166,344	8,677	8,677	1,946	7,645		
Lackawanna.....		17,097		5,133	22,230		8,700	111,393	21,029	141,112	3,762	3,762	3,700	12,377		
Little Falls.....		4,897		4,871	9,768		2,815	96,278	31,966	93,959	2,636	2,636	2,507	6,269		
Lockport.....		19,634		3,600	23,234		10,571	124,305	41,174	176,050	8,472	8,472	1,098	3,734		
Middletown.....		24,359		4,056	28,415		6,553	73,278	39,550	109,828	9,469	9,469	10,000	18,478		
North Tonawanda.....		19,423		2,926	22,349			87,880	29,280	123,731	7,043	7,043	2,346	9,469		
Opdensburg.....		8,494		2,760	11,254			50,040	26,175	76,215	6,243	6,243	557	9,389		
Olean.....		18,514		9,491	28,005		14,506	130,258	33,227	163,485	3,731	3,731	2,648	8,891		
Oneida.....		6,424		2,092	8,516			51,395	26,713	78,108	3,225	3,225	1,138	4,363		
Oneonta.....		12,140		9,565	21,705		2,425	41,550	28,512	70,068	2,038	2,038	816	8,891		
Ossining.....		8,101		4,606	12,707		1,395	64,048	60,160	144,675	5,728	5,728	2,362	8,254		
Oswego.....		26,376		4,463	30,841		81,015	81,015	33,960	115,514	3,993	3,993	3,876	9,604		
Peekskill.....		14,875		3,500	18,375		2,625	78,929	21,600	100,529	1,771	1,771	1,771	5,764		
Plattsburgh.....		4,450		2,250	6,700		3,800	40,847	21,600	62,447	2,140	2,140	909	3,049		
Port Chester.....		20,689		3,905	24,594		10,300	156,609	48,005	215,614	5,497	5,497	2,749	3,246		

Port Jervis	14,865	3,041	17,906	9,064	50,639	21,276	77,909	2,538	1,056	2,594
Rensselaer	12,496		12,496	2,630	63,882	20,074	86,588	6,891	2,221	9,112
Rome	22,325	4,575	26,900	13,440	145,782	45,716	204,944	5,327	1,102	8,429
Saratoga Springs	6,177	4,243	10,420	8,689	66,526	31,566	106,781	1,910	3,642	5,552
Tonawanda	12,350	7,650	20,000	2,563	30,000	24,488	68,704	2,440	1,837	4,277
Watervliet	11,578	1,778	13,357	3,825	63,376	21,458	88,660	2,222	1,473	3,695
White Plains	49,721	10,973	60,694	17,015	233,913	108,292	354,220	12,397	5,875	18,272
North Carolina										
Asheville	18,535	2,450	20,985	9,635	114,904	63,133	202,947	2,388	3,248	5,646
Durham	28,180	6,550	29,500		117,162	85,902	203,064	8,550	3,067	11,617
Gastonia	16,445	2,500	18,945		97,020	31,680	128,700	4,000	2,000	6,000
Goldboro	3,900	3,400	7,300		65,380	33,420	98,800	657		6,657
Greensboro	*29,312	*3,500	31,812		131,392	46,000	217,392	11,948	4,000	18,948
High Point	19,935	4,800	24,735		100,315	35,215	135,533	1,000		1,000
New Bern	1,500	3,000	5,400		43,079	23,642	66,721			
Raleigh	23,513	3,000	29,263		140,291	38,543	210,971			
Rocky Mount	17,000	*2,750	9,400		*51,900	*24,531	76,431			
Salisbury	12,450	4,200	16,650		*71,069	*29,900	100,969	*1,431	*800	2,231
Wilson	6,040	4,800	10,840		55,234	21,936	77,170	1,051	451	1,502
North Dakota										
Fargo	30,920	4,006	39,865	8,200	110,300	74,600	254,360	8,271	1,065	10,401
Grand Forks	5,875	4,700	14,500		68,533	51,405	146,138	1,154	868	2,361
Minot		3,500	3,500		99,731	39,890	115,055	5,213	780	6,253
Ohio										
Alliance	19,514	3,115	22,629		108,058	79,900	247,958	15,815	4,050	19,865
Ashtabula	10,400	5,210	15,610		112,783	41,051	153,834	*10,015	*2,860	13,815
Barberton	19,000	2,600	21,600		98,379	41,750	140,129	*11,462	*1,580	14,322
Bellevue	4,871	2,620	7,491		63,078	34,456	97,534	2,371		3,961
Bucyrus	1,800	3,200	5,000		36,100	27,672	85,514			
Chillicothe	8,700	5,000	13,700		70,905	39,400	109,905	*12,990	*2,866	15,856
Cleveland Heights	36,526	5,250	54,626	23,926	233,099	117,513	601,482	23,815	10,000	43,815
Coshocton	2,800	2,400	6,705		66,150	*34,000	114,725	*5,900	*3,000	10,400
East Youngstown	13,004	*2,950	15,854		96,632	*14,575	129,811	5,555	*1,050	9,400
Elyria	7,000	3,350	10,350	1,710	148,558	76,850	227,118	8,557	2,147	10,733
Findlay	16,960	2,200	18,160		85,249	62,268	137,647	3,242		4,335
Fremont	9,115	2,880	12,000	4,748	85,071	33,194	90,961	3,200	1,063	4,200
Kenmore	*10,620	2,800	13,420		52,871	23,515	104,711	*8,412	*2,130	10,142
Lancaster	14,850	2,600	17,450		61,000	45,500	106,500	*500	*250	750
Mansfield	12,880	4,260	17,140		192,662	85,255	277,917	10,554	8,379	18,933
Marietta	3,790	5,500	12,500		62,300	27,060	124,800	1,989	8,730	3,929
Marion	2,450	2,770	11,020		136,414	44,145	212,734	*22,148	*5,040	32,268
Martins Ferry	11,750	2,920	16,670		43,507	38,025	94,532	*1,483	*400	2,483
Massillon	25,802	3,040	30,842		103,138	62,785	165,923	*4,456	*1,500	5,956
Middletown	23,200	4,392	27,592		143,802	65,632	209,434	*7,702	*2,000	9,702
Newark	15,153	2,931	18,084		162,165	86,863	219,058	*6,457	*2,000	11,457
Niles	3,000	6,328	6,328		*86,691	*43,040	129,731	*2,902	*750	3,652
Norwood	11,200	3,000	14,200	*8,400	139,100	52,768	200,266	*5,053	*2,000	7,053
Piqua	6,550	2,800	9,350		62,365	32,790	95,115	4,750	2,000	6,750
Salem		2,950	2,950		36,324	32,790	84,195			
Sandusky		3,900	16,065		106,160	173,400	178,660	200	*1,500	200
Tiffin	12,165				*41,072	*33,880	74,882	*1,062		3,402

* Data of 1921-22.

* Distribution estimated.

* Estimated.

TABLE 12.—Expenses of instruction in day schools, city public school systems, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals						Salaries of teachers				Textbooks, supplies, and other expenses of instruction			
	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
Ohio—Continued.														
Warren		\$32,811	\$8,538	\$7,955	\$50,304	\$7,300	\$184,180	\$106,525	\$68,087	\$366,092	\$12,932	\$7,699	\$11,999	\$32,890
Zanesville		1,650		3,000	4,650		130,537		59,018	191,591	6,583		1,200	7,733
Oklahoma:														
Ardmore		4,390	7,400	8,000	19,790		68,817	36,507	40,705	145,029	5,072	5,072	5,072	15,216
Bartlesville		10,000	2,400	3,500	15,900		68,380	32,500	30,100	130,980	2,330	1,000	1,000	4,330
Chickasha		10,945	2,500	4,625	18,070		49,153	32,000	38,500	119,653	1,362	918	1,361	3,641
Enid		4,809	8,158	7,540	20,507	2,160	75,138	43,876	49,724	168,738	663	375	3,045	4,073
Guthrie		1,500		4,800	6,300		62,840	15,800	40,000	120,800	200	200	800	1,200
McAlester		4,000		3,500	7,500		64,323		40,000	104,323				
Oklmulgee		14,771	4,462	6,076	25,309		109,419	64,500	49,300	223,219	6,172	1,863	1,864	9,899
Sapulpa		13,200		5,800	19,000		104,720		62,540	167,260	1,723		1,284	2,962
Shawnee		3,100		6,990	10,090		57,195	21,700	30,000	108,895	3,500		3,253	6,753
Oregon:														
Astoria		7,815		4,935	12,770		81,181		36,608	117,789	1,038		3,054	4,092
Eugene		10,850		2,500	13,350		67,261		56,750	124,011	829		1,500	1,373
Salem		11,899	5,400	2,750	20,019		57,513	45,000	57,500	160,013	2,990		1,500	5,990
Pennsylvania:														
Ambridge		11,260		3,000	14,250		78,350		21,650	100,000	7,000		1,900	8,900
Beaver Falls				3,200	3,200		37,979		37,979	116,139	4,330		5,458	9,788
Berwick		7,092		4,200	11,292		72,179		24,150	96,329	8,574		2,100	10,674
Bradnock		19,325		8,114	27,439		109,379		32,262	141,641	9,344		4,520	13,864
Bradford		12,990		3,351	16,331		72,449		42,803	115,252	5,096		4,051	9,147
Bristol							57,526		17,800	75,326	2,051		2,250	4,301
Butler		7,295	2,520	5,747	15,563		80,805	35,327	72,047	188,179	9,381		13,253	22,634
Canonsburg		7,375		2,800	15,200		66,326		13,249	79,575	6,825		2,600	8,825
Carbondale		8,275		2,800	11,075		91,259		32,602	123,861	4,360		3,542	7,902
Carlisle		2,918		3,000	5,918		51,321		26,009	77,330	4,849		4,278	9,127
Carnegie				3,000	3,000		77,276		21,078	98,354	7,514		3,500	11,014
Carrick		3,611			3,611		52,382	13,300		65,682	9,021	2,000		11,021
Chambersburg				2,700	2,700		67,777		34,310	102,087	5,485		4,229	9,714
Charlot		2,179		4,060	6,239		68,777		33,322	102,099	9,482		3,000	10,514
Chautron		9,745	2,200	3,500	14,445		74,702	27,000	31,470	133,172	3,307	3,500	4,285	14,785
Coatesville				3,206	3,206		76,692	42,000	41,560	160,152	8,403	3,500	2,268	14,171

Columbia	2,800	5,050	40,918	6,700	15,800	64,418	2,300	1,200	4,625	1,200	4,625
Connellsville	5,206	7,927	75,528	31,600	32,800	136,628	2,600	2,600	9,068	2,600	9,068
Dickson City	1,100	1,100	62,141		8,329	70,470			7,463		7,463
Donora	9,800	13,252	85,674		27,200	112,874			14,149		14,149
Dubois	9,342	12,342	63,429		30,000	93,429			7,712		7,712
Dunmore	3,053	4,726	167,077		22,000	189,077			13,908		13,908
Duquesne	18,028	24,503	100,022		25,114	125,136			11,135		11,135
Farrell	6,953	9,694	68,423		31,638	100,061			10,771		10,771
Greensburg	11,027	15,861	86,046		62,790	148,836			8,042		8,042
Homesestead	11,240	19,000	64,012		66,000	130,012			10,691		10,691
Jennette	4,322	10,822	64,438		31,267	95,705			7,950		7,950
Kingston	8,806	11,406	127,328	33,750	32,000	159,328	2,600	2,600	12,662	2,600	12,662
Lebanon			69,249		55,700	124,949			17,866		17,866
McKees Rocks		2,650	75,429		15,690	91,119			10,109		10,109
Meadowdale		2,500	52,774	17,300	28,900	98,974	1,300	1,300	6,204	1,300	6,204
Meadville	12,900	18,700	68,570		34,492	103,262			5,622		5,622
Monessen	10,890	17,401	105,096	41,122	64,357	210,575	3,400	3,400	7,445	3,400	7,445
Mount Carmel		3,700	50,807		22,725	73,532			3,618		3,618
Nanticoke		3,700	162,317		32,900	195,217			19,829		19,829
New Kensington		9,653	81,944		30,530	112,474			2,956		2,956
North Braddock			136,415		30,500	166,915			12,062		12,062
Oil City	9,940	23,275	114,427	33,395	37,890	182,317	3,800	3,800	13,318	3,800	13,318
Old Forge	1,600	4,400	81,999		12,810	94,809			8,084		8,084
Olyphant	3,701	9,597	88,540		12,750	101,290			7,512		7,512
Phoenixville	7,200	7,200	43,473		15,542	59,015			3,072		3,072
Pittston	10,850	14,050	128,105	15,000	23,500	161,605			19,649		19,649
Plymouth	6,492	9,650	88,490		14,900	103,390			6,448		6,448
Pottstown	3,800	5,800	89,560		33,600	123,160			7,628		7,628
Pottsville	1,610	5,400	50,051		27,976	78,027			7,240		7,240
Punxsutawney	5,808	8,459	95,306		32,308	127,614			13,204		13,204
Shamokin	1,400	6,647	138,845		28,230	167,075			9,010		9,010
Sharon	1,800	7,787	102,448		20,800	123,248			11,006		11,006
Shenandoah	3,650	10,665	66,106		27,786	93,892			6,890		6,890
Steelton	6,200	9,279	41,685		41,050	82,735			11,939		11,939
Sunbury	4,800	7,165	71,947		30,600	102,547			8,615		8,615
Swissvale	1,600	4,200	51,600		12,000	63,600			7,710		7,710
Tamaqua	12,917	25,878	100,183		40,545	140,728			10,366		10,366
Uniontown	5,650	8,650	100,776	6,725	72,625	173,401			7,182		7,182
Warren	14,281	16,838	122,697		44,424	167,121			17,480		17,480
Washington	1,288	7,261	64,069		51,746	115,815			4,013		4,013
West Chester	10,195	17,396	120,508	70,950	84,950	205,458			14,800		14,800
Wilkesburg	7,290	10,590	103,105		22,100	125,205			10,734		10,734
Woodlawn											
Woodward											
Rhode Island:											
Bristol	7,348	9,848	59,483		11,686	71,169			3,070		3,070
Central Falls	14,882	16,797	68,306		16,832	85,138			7,076		7,076
Cranston	14,909	18,292	189,314	9,031	43,073	242,387			11,828		11,828
Cumberland	2,150	4,650	53,860		10,538	64,398			4,583		4,583
East Providence	10,500	14,000	124,836		34,922	159,758			6,600		6,600
Warwick	5,400	5,400	90,409		1,900	92,309			4,377		4,377
West Warwick	15,200	21,400	116,132		74,132	190,264			3,332		3,332

* Data of 1921-22.

* Distribution estimated.

* Estimated.

TABLE 12.—Expenses of instruction in day schools, city public school systems, 1923-24—Continued
 GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Salaries and expenses of supervisors and principals						Salaries of teachers				Textbooks, supplies, and other expenses of instruction					
	2	3	4	5	6	Total	Kindergarten	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	
1																
South Carolina:																
Anderson		\$10,560		\$5,900	\$16,460			\$65,026		\$23,400	\$98,426	\$2,261		\$386	\$2,647	
Flor. 109		11,360		2,500	13,860			67,278		30,815	98,083	3,279		1,000	4,279	
Greenville		18,345		4,350	22,695			121,350		44,955	166,305					
Spartanburg		14,900		4,200	19,100			81,972		36,810	118,782	1,327		663	1,990	
South Dakota:																
Aberdeen		14,950		7,400	22,350		\$8,550	55,087	\$17,436	47,100	128,173	2,649	\$858	3,494	7,001	
Sioux Falls		32,843		9,700	42,543		11,527	197,531		94,725	303,783	19,554		10,664	30,218	
Tennessee:																
Jackson		11,800		1,700	14,750			36,516	11,150	18,050	65,716					
Johnson City		2,325			2,325			70,900	18,000	24,835	113,735					
Texas:																
Arlene		6,090		2,750	8,840			46,170		36,125	82,295	125		812	937	
Amarillo		1,900		6,075	7,975			77,968	27,990	44,715	150,673	2,935		918	4,613	
Brownsville		4,000		3,915	7,915			42,425		23,265	65,690					
Cleburne		12,200		3,000	15,200			83,960		54,324	138,284					
Corpus Christi		4,860		1,800	6,660			28,550		21,060	49,610					
Corsicana		1,500		4,000	5,500			51,455		33,473	84,928					
Del Rio								18,470		13,940	32,410					
Denison		4,000		2,500	6,500			65,428		43,515	108,941					
Greenville				2,400	2,400			46,082		32,200	78,282					
Laredo		11,990		8,650	20,640			49,996	8,325	15,315	73,636	2,233	593	1,750	4,566	
Marshall				3,390	3,390			52,273		33,655	85,928					
Palestine		2,385		3,900	6,285			40,848		25,951	66,799					
Paris		14,705		3,600	18,305			64,530		44,210	113,680					
Port Arthur		2,700		2,200	4,900			125,625		60,464	190,104					
Ranger		3,250		2,200	5,450			35,280		19,870	55,150					
San Angelo		6,030		3,400	9,430			47,819		26,575	74,394					
Sherman		10,950		3,100	14,050			68,823		112,421	252,244					
Temple		6,000		3,100	9,100			53,091		34,970	88,061					
Texasarkana		12,375		3,520	15,895		2,790	83,091		37,128	120,219					
Tyler								47,064		37,928	84,992					
Utah:																
Provo		1,436		2,900	4,336			46,664	30,604	30,305	99,473	6,336		230	6,566	

Barnes	11,572	4,010	6,100	21,662	4,600	53,513	18,300	29,992	83,508	3,910	1,500	5,469
Burlington	2,172	4,868	4,800	11,300		54,023	54,023	39,645	120,318	4,211	1,500	5,211
Rutland						29,626	17,158	33,631	80,435	7,157	2,906	11,563
Virginia												
Alexandria	7,800		3,750	11,550		155,584		123,810	79,384			
Charlottesville	1,800		4,400	6,200		46,705		23,503	72,208			
Danville	11,420		3,000	14,420		87,039		35,264	122,333			
Staunton	4,831		2,700	7,531		28,491		16,511	45,002			
Washington												
Aberdeen	17,045	2,300	3,678	23,023		78,014	16,984	40,231	135,253	6,045	3,825	10,473
Bellingham	27,101		10,487	37,588		139,708		104,228	263,936	7,284	7,266	14,140
Everett	26,975		8,528	35,503	2,500	198,257		93,719	294,476	13,654	9,433	28,087
Hoquiam	8,004		2,646	10,650		44,042	17,099	23,497	84,638	2,094	1,766	2,867
Vancouver	11,520		2,760	14,280		67,888		49,312	117,200	6,806	2,120	8,980
Walla Walla	15,307		4,453	19,760		100,422		70,320	170,742	3,541	3,027	9,883
Yakima	32,490		3,430	35,940		137,637		77,768	215,405		6,444	9,986
West Virginia												
Burnsfield	12,000		4,500	16,500		135,484		42,547	178,031	600	200	860
Charlottesville (city district)												
Fairmont	11,024		11,175	22,199		116,010		65,080	181,090	1,980	220	2,200
Martinsburg	21,453		5,144	26,597	3,643	79,316		51,617	134,575	7,127	2,281	9,408
Morgantown	2,600		2,520	4,850		94,177		21,632	85,809	1,250	484	1,734
Moundsville	13,815		6,208	19,823		105,430		67,983	173,423	2,566	1,729	4,293
Parkersburg	3,850		2,700	6,450		60,783		31,118	91,901	50	50	100
Parkersburg (city district)	19,250	3,000	3,500	26,850		157,522	33,994	94,053	267,570	13,850	11,360	30,840
Wisconsin												
Appleton	16,879		7,154	24,033	16,021	107,103		79,373	203,097	7,005	2,096	9,101
Ashland	7,150		3,700	10,850	3,900	64,041		46,300	114,241	1,300	4,600	1,800
Beloit	3,250	5,474	3,300	12,024	10,800	101,687	61,178	40,746	214,411	11,650	4,697	22,194
Ess Claire	18,644		3,592	22,236	17,700	85,855		66,271	159,836	12,438	5,813	18,251
Fond du Lac	23,240	6,060	3,428	32,728	45,425	108,392	89,050	62,331	265,502	2,284	1,619	6,916
Janesville	7,000		4,025	11,025	12,400	54,000	40,576	52,000	158,975			
Manitowoc	12,635		5,200	17,835	12,825	79,007		65,863	158,205	5,240	3,511	8,751
Marquette	4,595	2,250	3,325	10,170	3,000	44,202	27,000	31,102	106,304	2,684	3,001	8,683
Stevens Point	6,349		2,500	8,849	4,650	33,204		49,244	92,098	1,302	3,806	1,608
Wausau	4,132		3,270	7,402	6,917	49,642	28,124	36,000	120,653	6,572	3,000	10,797
Wausau	8,546		6,674	15,120	8,071	98,320		66,077	172,468	7,839	3,249	11,088
West Allis	21,563	5,643	9,685	36,891	15,433	108,555	44,332	58,430	225,750	4,460	2,676	8,420
Wyoming												
Casper	33,863	1,999	5,270	39,863	11,690	298,848		40,462	310,638	16,669	3,000	16,669
Cheyenne	15,050			22,319	87,699	87,699	19,894		148,055	8,641	1,800	13,441

* Distribution estimated.

* Estimated.

TABLE 13.—Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923-24

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Operation of plant			Maintenance of plant			Fixed charges (rent, insurance, etc.)			Capital outlay			Total	
	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools		
Alabama:														
Birmingham	891,168		832,498	\$124,016	\$41,055	\$18,814	\$59,809	\$18,777	\$7,925	\$26,702		\$13,357	\$19,810	
California:														
Los Angeles	653,474	8208,087	253,998	1,152,440	344,444	\$126,519	599,047	52,675	15,715	83,847	8,192,761	82,545,761	2,113,123	13,282,313
Oakland	144,030	28,199	99,154	278,295	56,704	10,922	108,700	18,563	12,466	31,684	597,738	822,800	1,420,628	
San Francisco	262,739	13,193	71,175	350,782	304,222	1,000	311,784	13,926	300	21,509	105,110	297,036	686,672	1,700,726
Colorado:														
Denver	160,406	48,457	49,558	287,451	76,435	29,101	137,327						67,645	1,559,930
Connecticut:														
Bridgport	162,168		35,587	190,844	70,209		80,178							274,543
Hartford	214,918		64,018	278,936	124,742		145,346	19,704	2,341	22,105	138,060			899,123
New Haven				244,300	74,033		83,462	16,972	4,142	21,706	38,605			652,808
Delaware:														
Wilmington	53,464		23,456	76,920	60,523		70,832							296,422
District of Columbia:														
Washington	353,871	43,926	187,874	638,030	226,704	30,164	307,372	45,276	4,625	54,726		149,100	229,207	741,004
Georgia:														
Atlanta				132,597			153,781							285,699
Illinois:														
Chicago	3,094,032		873,548	4,048,377	2,146,032		488,369	2,700,274	620,129	180,207	790,847	4,949,558	2,076,806	7,251,961
Indiana:														
Indianapolis	289,018		153,439	442,457	152,778		199,268	18,348	3,869	22,217	1,198,275		71,399	1,269,746
Iowa:														
Des Moines				299,663			91,005							908,152
Kansas:														
Kansas City				198,672			109,125							1,134,307
Kentucky:														
Louisville	128,036		56,406	194,128	35,815		49,479	4,563	2,966	7,764		234,452	289,741	
Louisiana:														
New Orleans				130,564			259,570							377,631
Maryland:														
Baltimore	431,161	67,123	63,262	600,766	197,600	69,365	343,271					279,408	2,699,268	3,228,639

Massachusetts:	862,730	221,207	1,233,943	834,025	109,926	130,421	1,120,812	151,916	35,203	210,170	1,443,113	498,959	898,107	3,313,891
Boston	98,056	33,306	132,734	30,217	7,677	37,918	37,918	6,129	6,129	463,283	265,801	93,124	265,801	
Cambridge	100,600	25,966	204,145	54,406	1,096	7,662	64,544	845	845	7,409	9,009	319,852	58,655	
Fall River	185,002	24,371	165,881	69,008	2,505	76,167	76,167	6,136	865	7,433	216,621	312,277	9,009	
New Bedford	243,336	101,716	361,412	68,590	21,718	96,150	96,150	6,136	865	7,433	216,621	312,277	9,009	
Springfield	208,737	51,702	269,962	72,880	10,327	93,638	93,638	6,136	865	7,433	216,621	312,277	9,009	
Worcester	991,930	243,731	1,798,667	197,840	56,139	55,894	337,473	13,618	1,860	19,825	604,632	946,481	6,240,043	
Detroit	175,386	73,061	281,966	71,274	16,335	92,454	92,454	13,618	1,860	19,825	604,632	946,481	6,240,043	
Grand Rapids	508,992	139,380	876,076	211,811	58,878	77,051	371,809	23,300	6,477	8,310	1,644,200	1,198,572	3,159,517	
Minneapolis	168,870	221,871	394,032	376,072	13,280	13,280	179,506	13,280	13,280	13,280	1,644,200	1,198,572	1,776,638	
St. Paul	328,327	136,675	510,636	175,161	233	34,432	225,950	37,741	15	20,378	1,678,333	502,925	2,387,678	
Kansas City	536,402	20,297	799,443	419,218	11,024	106,152	559,080	37,741	15	20,378	1,678,333	502,925	1,894,850	
St. Louis	217,200	138,102	345,362	70,651	23,474	94,028	94,028	108,427	108,427	77,180	1,377,099	1,377,099	1,459,517	
Omaha	142,300	12,369	180,401	72,972	3,105	1,422	77,499	4,001	118	126	4,245	268,507	583,883	
Camden	393,497	8,986	182,896	225,846	307	27,053	139,608	6,404	356	6,824	1,129,890	631	1,178,896	
Jersey City	167,654	21,647	201,525	27,181	3,497	51,423	51,423	3,246	4,000	7,625	430,290	631	1,178,896	
Newark	115,657	9,587	153,223	73,238	11,195	5,304	90,920	16,106	2,473	1,006	19,602	651,103	1,196,879	
Paterson	137,000	13,373	157,629	73,238	2,366	25,196	25,196	16,106	2,473	1,006	19,602	651,103	1,196,879	
Trenton	137,000	13,373	157,629	73,238	2,366	25,196	25,196	16,106	2,473	1,006	19,602	651,103	1,196,879	
New York:	200,649	56,899	257,548	36,353	9,952	46,304	46,304	75,130	21,046	21,046	636,779	30,408	667,187	
Albany	336,327	15,294	466,124	213,101	14,978	50,224	206,276	155,012	38,747	38,747	318,280	1,407	496,866	
Buffalo	739,951	158,978	285,567	290,859	41,824	125,543	488,019	155,012	38,747	38,747	318,280	1,407	496,866	
New York	191,513	48,447	327,512	40,468	16,262	10,289	69,058	66,657	38,508	39,008	138,320	57,230	1,438,560	
Rochester	107,189	62,059	175,180	86,463	30,561	120,728	120,728	85,707	42,374	180,561	297,962	298,539	964,950	
Syracuse	225,604	87,867	321,174	119,828	31,335	151,090	151,090	54,248	8,720	63,168	1,291,136	298,539	1,501,622	
Yonkers	175,046	34,908	233,080	21,043	2,366	25,904	25,904	54,248	8,720	63,168	1,291,136	298,539	1,501,622	
Ohio:	249,277	85,984	342,205	84,188	31,721	118,567	118,567	20,164	8,540	28,808	1,297,498	796,234	2,003,772	
Akron	300,706	61,771	1,725,753	534,233	13,943	83,045	642,469	923,107	4,672,260	3,089,022	113,565	113,565	8,391,030	
Cincinnati	746,178	35,373	236,436	1,031,231	461,685	16,765	545,839	179,029	13,887	64,196	265,746	35,998	1,965,357	
Cleveland	86,203	30,277	134,132	41,722	6,861	8,469	58,957	54,251	201,306	15,620	890,809	15,620	3,797,961	
Columbus	144,519	35,084	179,603	179,603	179,603	179,603	71,099	39,571	20,808	387,459	308,648	308,648	776,815	
Dayton	257,284	68,636	348,835	348,835	348,835	348,835	174,507	915	2,323	3,238	885,549	885,549	885,549	
Toledo	257,284	68,636	348,835	348,835	348,835	348,835	174,507	915	2,323	3,238	885,549	885,549	885,549	
Youngstown	257,284	68,636	348,835	348,835	348,835	348,835	174,507	915	2,323	3,238	885,549	885,549	885,549	
Oregon:	249,277	85,984	342,205	84,188	31,721	118,567	118,567	20,164	8,540	28,808	1,297,498	796,234	2,003,772	
Portland	249,277	85,984	342,205	84,188	31,721	118,567	118,567	20,164	8,540	28,808	1,297,498	796,234	2,003,772	
Pennsylvania:	300,706	61,771	1,725,753	534,233	13,943	83,045	642,469	923,107	4,672,260	3,089,022	113,565	113,565	8,391,030	
Philadelphia	746,178	35,373	236,436	1,031,231	461,685	16,765	545,839	179,029	13,887	64,196	265,746	35,998	1,965,357	
Pittsburgh	86,203	30,277	134,132	41,722	6,861	8,469	58,957	54,251	201,306	15,620	890,809	15,620	3,797,961	
Reading	144,519	35,084	179,603	179,603	179,603	179,603	71,099	39,571	20,808	387,459	308,648	308,648	776,815	
Scranton	257,284	68,636	348,835	348,835	348,835	348,835	174,507	915	2,323	3,238	885,549	885,549	885,549	
Rhode Island:	257,284	68,636	348,835	348,835	348,835	348,835	174,507	915	2,323	3,238	885,549	885,549	885,549	
Providence	257,284	68,636	348,835	348,835	348,835	348,835	174,507	915	2,323	3,238	885,549	885,549	885,549	

Includes kindergartens.
 * Includes vocational schools, city normal schools, city colleges under city board of education, and special city schools for the blind, the deaf, etc.
 † Not reported separately.

TABLE 13.—Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923-24—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Operation of plant			Maintenance of plant			Fixed charges (rent, insurance, etc.)			Capital outlay						
	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools				
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Tennessee:																
Memphis	553,668			\$124,760				\$20,818				\$48,808				\$882,738
Nashville			\$14,571	68,269	\$28,223		\$3,136	31,358	\$9,792			9,792	\$34,342			34,342
Texas:																
Dallas	50,017		22,288	145,184	22,101		7,224	30,637	3,777			8,215	23,441			527,742
Fort Worth	124,889		10,076	145,328	67,967		2,228	29,335	8,876			12,181	76,515		\$7,145	40,586
Houston	72,957		28,160	123,404	33,229		21,975	65,290	4,541	\$545		6,166	467,182		\$6,500	92,895
San Antonio	105,628		44,834	176,190	49,479		28,645	94,617	13,885	3,500	4,344	26,664	150,483		500	1,612,626
Utah:																
Salt Lake City	104,081		19,724	144,411	58,813		2,855	64,598	12,196	453	2,614	15,232	493,741		4,140	600,881
Virginia:	116,630		35,014	170,784	75,567		13,780	101,223	14,810	40	428	15,278	160,707		25,673	190,526
Washington:																
Seattle	320,762		179,866	509,628	154,678		64,773	219,451	14,756			21,271	92,600		47,566	471,856
Spokane	112,424		64,189	185,396	61,886		20,832	88,088								141,023
Wisconsin:																
Milwaukee	367,526		86,277	610,061	557,471		96,166	700,490				1,294	760,252		150,844	1,116,131

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:																
Mobile	\$12,334		\$3,583	\$16,917	\$10,332		\$3,678	\$14,010	\$3,449			\$70	\$22,171			\$22,171
Montgomery	15,304		6,006	21,310	1,384		868	2,252	2,846			438	190,068			218,964
Arkansas:																
Little Rock	26,134		12,103	48,258	5,139		5,532	13,507	5,184			2,474	202,063		1,170	203,263
California:																
Berkeley	51,621		27,572	105,876	20,921		3,910	34,595	5,950	3,902	2,436	12,632	88,090		\$28,645	191,640
Fresno	45,971		29,001	109,287	16,016		2,887	28,483	5,797	2,982	2,394	11,173	103,788		65,495	169,583
Long Beach	92,207		91,024	183,231	25,999		27,677	53,576	57,961	(^c)	5,646	63,627	1,311,645		616,429	1,887,884

Pasadena	88,885	75,343	164,288	190,047	78,706	263,753	9,922	7,647	17,849	955,689	52,000	628,187
Sacramento	65,722	31,009	96,871	16,483	7,649	26,282	8,679	4,432	13,184	310,836	434,218	764,117
San Diego	61,418	38,744	125,922	34,048	10,647	51,522	62,745	1,284	65,685	29,688	67,486	216,685
San Jose	27,210	26,760	54,188	10,863	22,814	36,477	1,261	3,814	6,075	32,175	181,239	213,414
Stockton	52,629	22,212	75,488	11,543	3,669	15,153	4,910	162	6,904	146,927	76,737	223,664
Colorado												
Colorado Springs	32,127	14,303	48,433	16,648	6,269	24,190	3,313	518	6,291	41,291	111,620	639,643
Pueblo	22,847	10,389	33,236	6,110	2,708	8,816	3,313		3,831	203,856	6,918	210,774
Dist. No. 1	27,027	13,662	40,689	24,126	10,808	34,934			9,922	6,833	8,723	16,672
Connecticut												
Meriden	41,682	8,765	50,672	25,151	2,940	27,991	6,030	2,372	10,600	377,185		545,736
New Britain	43,070	15,450	88,328	19,710	16,055	46,304	8,510		8,510			
Stamford	33,225	10,907	63,431	18,568	10,174	28,742	12,000		12,000			
Waterbury	132,516	88,271	195,067	50,985	6,000	60,219	12,000		12,000		100	131,268
Florida												
Jacksonville			51,693			42,237			24,377		440,766	440,766
Pensacola			8,656			5,349			341			1,606
Tampa	10,727	2,364	10,057				416	2,658	5,034	2,279	34,823	208,365
Georgia												
Augusta	26,420	8,210	34,721	21,540	2,906	24,444			6,026	106,589	66,256	175,844
Columbus			12,078			7,264			1,651			7,074
Macon			23,229			19,904			4,961	3,731		3,731
Savannah	20,041	5,666	28,072	3,414	1,134	5,717	4,759	853	7,237	937	9,306	11,030
Illinois												
Aurora			22,779			5,964			8,890			309,886
East side	12,714	10,141	22,855	3,065	4,416	7,481	169	200	4,016	98,318	56,272	66,272
West side	80,444		80,141	23,037		23,057	4,016		10,686	251,202	4,227	98,518
Clevo	33,806	6,901	40,267	9,613		10,733	7,063	3,683	5,760	23,494		565,492
Decatur	42,366	20,413	75,305	12,768	2,684	17,734	1,968	636	13,850	108,444	1,274	35,306
East St. Louis	68,345	17,783	97,366	16,166	2,002	22,922	13,570	280	13,850		1,699	112,756
Evanston			50,491	22,824		22,824	4,581		4,581	57,125		57,125
Dist. No. 75	24,215		24,215	10,450		10,450	1,431		1,431	8,051		8,051
Dist. No. 76	94,713		94,713	26,392		26,392	9,429		2,429	273,562		273,562
Joliet			80,141	23,037		23,057	4,016		4,016	98,318		98,318
Moline	37,343	22,834	59,677	24,688	9,033	33,721	3,983	1,606	5,568	28,950	956	29,906
Oak Park	79,758		79,758	15,341		15,341	7,979		7,979	364,077		364,077
Peoria	80,508	38,780	119,288	33,040	12,480	45,520	27	9,319	9,339	21,492	27,927	49,419
Quincy			43,404			31,489			6,787			68,233
Rockford	67,402	64,444	122,527	56,668	17,817	74,865	1,946	3,057	5,003	36,231	2,780	401,666
Rock Island	36,384	20,832	47,216	15,940	4,000	19,940	6,358	550	7,008	53,241	4,342	57,583
Springfield	78,896	20,017	96,603	30,374	2,801	33,175	7,602	548	8,150	51,453	1,786	53,238
Indiana												
East Chicago	48,472	9,248	69,425	6,366	1,542	9,460	9,639	2,185	1,543	201,624	68,807	459,203
Evansville	70,660	41,737	112,297	17,883	8,609	26,492	3,326	9,973	13,299	15,176	562,639	667,815
Fort Wayne	129,289	57,488	186,727	68,498	18,545	87,043	14,910	21,677	36,667	622,340	42,201	564,541
Gary	77,899	17,067	120,951	48,129	10,522	69,657	9,404	2,056	13,611	298,582	50,101	316,683
Hammond	69,103	24,223	100,294	33,907	14,928	54,022	7,436	1,239	9,011	84,296	6,311	136,368
Hokomo	27,060	8,417	35,467	11,274	5,130	16,404	2,122	186	2,308	73,862		73,862

* Includes expenditures for some instruction supplies.

* Included in following column.

TABLE 13.—Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923-24—Continued
 GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Indiana—Continued.																
Muncie.....	\$30,893	\$3,114	\$12,669	\$55,000	\$45,412	\$12,252	\$8,731	\$25,618	\$3,706	\$900	\$900	\$14,799	\$33,274	\$2,563	.....	\$35,837
South Bend.....	97,339	27,333	31,271	100,278	\$45,412	\$12,252	\$8,731	70,146	9,257	1,286	1,352	12,975	395,331	128,868	\$1,590	614,149
Terre Haute.....	96,051	14,547	27,686	166,986	27,442	2,988	16,667	53,334	9,826	731	2,704	16,074	117,862	869	31,463	161,547
Iowa.																
Cedar Rapids.....	51,945	27,846	15,140	94,931	18,802	7,331	6,243	32,376	1,906	3,546	4,000	9,352	18,478	349,537	10,084	378,090
Council Bluffs.....	42,334	.....	18,181	60,515	17,991	.....	5,876	23,867	9,121	.....	.....	9,121	190,397	.....	6,834	197,231
Davenport.....	.....	.....	.....	113,932	.....	.....	.....	61,909	.....	.....	.....	13,967	.....	.....	.....	312,995
Dubuque.....	.....	.....	.....	73,068	.....	.....	.....	9,456	.....	.....	.....	7,127	.....	.....	.....	273,458
Sioux City.....	88,044	26,844	14,701	132,400	.....	.....	.....	46,300	.....	.....	.....	1,000	.....	.....	.....	149,500
Waterloo.....	.....	.....	.....	38,068	.....	.....	.....	15,000	.....	.....	.....	6,091	.....	.....	.....	.....
East side.....	21,023	6,443	10,022	38,068	.....	.....	.....	5,188	.....	.....	.....	.....	.....	.....	.....	.....
West side.....	13,960	.....	7,170	21,120	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kansas.																
Topeka.....	66,101	.....	15,583	84,684	39,332	.....	3,806	43,228	.....	.....	.....	.....	.....	.....	.....	212,183
Wichita.....	48,946	30,005	25,734	104,685	49,089	20,230	8,429	77,748	23,958	4,923	6,372	35,253	49,075	10,457	599,570	629,102
Kentucky.																
Covington.....	26,643	6,399	11,619	44,661	8,970	2,524	7,235	18,729	2,687	.....	.....	41	.....	.....	.....	26,680
Lexington.....	.....	.....	.....	38,006	.....	.....	.....	35,351	.....	.....	.....	.....	.....	.....	.....	43,231
Louisiana.																
Shreveport.....	.....	.....	.....	35,000	.....	.....	.....	15,000	.....	.....	.....	.....	.....	.....	.....	784,000
Maine.																
Lewiston.....	14,064	.....	3,468	17,532	9,267	.....	2,300	11,567	30	.....	.....	.....	.....	.....	.....	1,509
Portland.....	85,250	.....	34,064	119,914	26,126	.....	3,912	30,038	2,381	.....	.....	.....	.....	.....	.....	273,075
Massachusetts.																
Brockton.....	94,102	.....	28,821	122,923	25,199	.....	8,489	33,688	.....	.....	.....	.....	.....	.....	.....	9,700
Brookline.....	59,208	.....	24,282	84,474	25,143	.....	1,535	26,678	2,412	.....	.....	.....	.....	.....	.....	192,048
Chelsea.....	48,446	.....	12,808	61,671	37,266	.....	7,844	45,410	.....	.....	.....	.....	.....	.....	.....	195,032
Chicopee.....	54,126	.....	9,868	68,661	21,490	.....	1,192	23,189	.....	.....	.....	.....	.....	.....	.....	25,012
Everett.....	49,921	2,940	14,540	69,250	10,583	.....	2,154	23,353	4,290	.....	.....	.....	.....	.....	.....	48,040
Fitchburg.....	49,753	.....	12,782	62,903	8,748	.....	1,553	23,353	.....	.....	.....	.....	.....	.....	.....	369,531
Haverhill.....	72,953	.....	15,006	90,267	24,177	.....	9,484	33,692	.....	.....	.....	.....	.....	.....	.....	228,367
Holyoke.....	53,366	16,683	26,133	111,629	26,751	8,224	6,700	51,478	550	72	.....	.....	.....	.....	.....	69,888

Lawrence	17,869	18,264	30,050	157,925	53,378	33,222	12,115	65,431	1,876	1,126	1,601	4,003	79,866	414,089
Lynn	84,929	18,264	30,050	142,952	25,606	33,222	8,011	66,839	1,876	1,126	1,601	4,003	79,866	414,089
Malden	51,897	18,264	30,050	70,124	27,022	33,222	13,312	40,361	1,876	1,126	1,601	4,003	79,866	414,089
Medford	52,394	18,264	30,050	68,705	22,154	33,222	2,831	24,985	1,876	1,126	1,601	4,003	79,866	414,089
Newton	60,133	6,859	18,688	95,149	4,659	93	2,453	9,081	1,924	13,740	1,924	1,924	3,078	70,700
Pittsfield	71,482	12,946	18,688	84,655	24,312	93	2,453	24,312	11,023	1,58,543	11,023	1,924	3,078	20,303
Quincy	54,326	6,858	12,946	61,184	15,204	93	5,386	20,602	11,023	1,58,543	11,023	1,924	3,078	158,543
Salem	94,324	22,685	6,858	38,117	15,204	93	5,386	20,602	11,023	1,58,543	11,023	1,924	3,078	538,189
Somerville	43,263	11,231	18,384	111,924	9,165	194	2,853	37,457	194	305,000	194	194	280,989	53,317
Taunton	5,845	1,349	11,231	7,194	11,290	11,627	11,627	22,817	194	305,000	194	194	280,989	280,989
Waltham	66,803	17,434	1,349	92,142	15,237	2,013	2,013	17,250	2,102	321,692	2,102	2,102	108,300	152,931
Michigan:														
Battle Creek	50,666	28,792	9,848	92,365	13,126	2,546	3,947	31,539	5,709	2,147	2,217	2,832	7,471	82,300
Bay City	68,541	28,124	21,178	121,229	14,406	5,538	5,856	29,821	6,709	2,147	2,217	2,832	7,471	80,255
Flint	53,551	27,266	18,731	84,023	20,403	11,750	11,750	32,738	8,581	54,226	8,581	2,886	54,226	1,166,027
Hamtramck	56,806	24,779	49,272	84,023	20,403	11,750	11,750	32,738	8,581	54,226	8,581	2,886	54,226	521,988
Highland Park	28,348	23,920	24,173	86,441	25,465	628	7,801	33,894	3,890	1,028	1,046	5,938	95,852	400,094
Jackson	27,579	32,857	8,447	74,756	3,069	135	5,958	9,935	6,117	11,549	1,988	21,436	7,369	13,697
Kalamazoo	145,045	23,538	36,384	208,736	40,687	13,836	8,193	62,716	3,806	1,458	3,806	20,678	28,750	518,491
Lansing	94,537	28,579	28,579	123,696	28,872	105	6,868	35,740	5,192	2,073	1,106	6,297	344,867	58,262
Lansing	32,732	12,074	14,480	59,285	4,712	105	1,990	6,807	2,977	2,073	754	5,904	2,914	61,569
Muskegon	74,368	9,377	19,459	116,978	20,247	407	2,919	24,786	3,806	1,458	3,806	20,678	157,125	81,569
Pontiac	28,348	23,920	24,173	86,441	25,465	628	7,801	33,894	3,890	1,028	1,046	5,938	95,852	332,689
Pontiac	27,579	32,857	8,447	74,756	3,069	135	5,958	9,935	6,117	11,549	1,988	21,436	7,369	45,555
Saginaw	145,045	23,538	36,384	208,736	40,687	13,836	8,193	62,716	3,806	1,458	3,806	20,678	28,750	339,043
East side	94,537	28,579	28,579	123,696	28,872	105	6,868	35,740	5,192	2,073	1,106	6,297	344,867	332,689
West side	32,732	12,074	14,480	59,285	4,712	105	1,990	6,807	2,977	2,073	754	5,904	2,914	45,555
Minnesota:														
Duluth	145,045	23,538	36,384	208,736	40,687	13,836	8,193	62,716	3,806	1,458	3,806	20,678	28,750	339,043
Missouri:														
St. Joseph	94,537	28,579	28,579	123,696	28,872	105	6,868	35,740	5,192	2,073	1,106	6,297	344,867	332,689
Springfield	32,732	12,074	14,480	59,285	4,712	105	1,990	6,807	2,977	2,073	754	5,904	2,914	45,555
Nebraska:														
Lincoln	74,368	9,377	19,459	116,978	20,247	407	2,919	24,786	3,806	1,458	3,806	20,678	157,125	81,569
New Hampshire:														
Manchester	136,198	834	16,392	167,112	42,774	7,072	7,072	59,058	13,017	1,108	971	17,400	474,533	510,988
New Jersey:														
Atlantic City	86,772	27,266	27,266	84,656	13,840	5,806	5,806	22,240	4,478	45,004	4,478	4,478	6,196	595,240
Bayonne	83,714	13,912	24,771	130,203	60,639	193	12,801	77,764	2,210	352	297	2,090	355,262	400,260
East Orange				180,011	50,296			35,700	2,680		420	420	4,801	400,260
Elizabeth				50,296	40,488			17,629	4,845	31,140	4,845	4,845	126,415	126,415
Hoboken				40,488	101,488			24,424	2,182	529,199	2,182	2,182	529,199	529,199
New Brunswick				101,488	42,485			50,294	863	218,887	863	863	218,887	218,887
Orange				57,958	58,802			55,802	1,692		1,692	1,692	56,907	56,907
Passaic				46,726	35,129			35,129						
Perth Amboy				39,747	49,939			49,939						
West Hoboken				50,675	7,059			26,749						
New York:														
Amsterdam	36,413	11,863	11,863	50,675	4,678		1,928	7,059	24,188	2,004	2,004	2,004	1,426	406,742
Auburn				110,857	42,881			10,908						3,594
Binghamton				12,228	42,881			28,901						110,209
Elmira				101,423	101,423			26,260						369,590
Jamestown														457,133

† Data of 1921-22.

‡ Data of 1922-23.

* Included in preceding column.

TABLE 13.—Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923-24.—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

City	Operation of plant			Maintenance of plant			Fixed charges (rent, insurance, etc.)			Capital outlay					
	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Total		
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Alabama:															
Anniston.....	5,900	32,517	8,417	\$1,156			\$1,812	\$1,200			\$915	\$31,626		\$13,960	\$45,586
Bessemer.....	1,671	1,087	2,768	1,334		443	1,618	1,258		393	1,393				196,302
Dothan.....	1,303	1,773	3,076	1,313		527	1,861	1,258		450	1,708			411	1,411
Florence.....	5,712	1,895	7,607	3,077		163	2,126	1,400		520	660	98			6,061
Gadsden.....	5,053	2,422	7,475	1,607		787	2,394	587		170	757	11,739		585	12,324
Arizona:															
Phoenix.....	23,707	4,447	31,824	5,401		890	15,185	2,385		652	3,037	22,991		409,864	6,102
Tucson.....	13,359	8,015	21,374	5,887		3,742	9,629	771		960	1,740	492		626	1,118
Arkansas:															
Fort Smith.....	5,000	2,500	10,000	1,500			1,500	2,500	\$1,250	1,250	5,000		\$0,000	2,500	8,500
Hot Springs.....	20,908	8,949	29,947	14,553		3,498	18,051	495		800	1,295	6,053		110,597	116,650
North Little Rock.....	21,134	16,810	37,944	3,193		2,814	6,007	5,872		2,038	7,910	90,821		384,472	476,293
California:															
Bakersfield.....	53,163	7,396	33,163	8,822			8,822	2,850		615	2,850	24,464		20,849	24,464
Eureka.....	14,828	7,396	20,223	3,287		4,017	7,304	3,170		615	3,785	3,076			23,923
Glendale.....	12,965	15,328	27,133	4,439		1,131	5,570	9,834	(*)	3,411	13,245	867	(*)	20,317	488,462
Pomona.....	19,381	12,553	28,193	1,557	(*)	2,969	9,795	2,783	612	43,044	46,489	123,761	16,579	8,304	21,184
Riverside.....	22,988	12,998	50,789	6,100	\$5,299	1,923	9,041	3,628		2,748	7,341	151,122		163,094	148,644
San Bernardino.....	31,074	27,014	68,315	3,726	513	2,810	12,321	3,559	123	2,468	6,150	131,144	59,035	6,489	196,672
Santa Ana.....	18,218	11,375	39,308	4,347	429	7,310	1,236	1,236	1,500	1,668	4,536	148,329	241,754	7,000	435,395
Santa Barbara.....	16,025	7,466	30,957	5,216	1,890	8,976	8,976	4,269		2,547	6,836	297,639		435,745	733,884
Santa Cruz.....	13,327	13,896	27,223	2,588		2,288	4,876	4,159		2,209	6,368	17,144		30,579	37,723
Santa Monica.....	21,217	17,696	58,609	4,481	3,504	3,503	11,488	15,539	1,186	1,186	17,911	237,535	122,380	122,380	482,295
Vallejo.....	14,690	4,536	24,010	2,058	2,845	5,71	5,474	907	454	1,356	1,717	2,556	1,341	1,494	6,300
Colorado:															
Boulder.....	16,665	5,971	22,636	4,639		1,792	6,431	915		1,086	2,001	8,678	217,233	6,408	232,214
Greeley.....	13,399	4,320	20,139	5,396	1,040	1,939	8,365	1,345	200	2,000	1,755	7,127	2,296	18,108	26,628
Trinidad.....	14,058	9,898	28,648	8,268		1,478	8,744	1,345		2,007	2,007	5,218		20,877	36,095

Connections:	12, 627	15, 728	18, 265	6, 214	6, 814	4, 880	8, 553	4, 880	8, 553	8, 553	8, 553
Albany	3, 228	725	3, 853	1, 367	2, 467	869	217	67, 731	67, 731	67, 731	67, 948
Alton	20, 759	18, 077	38, 836	6, 905	9, 700	3, 866	3, 810	3, 791	3, 791	3, 791	7, 591
Baltimore	16, 302	8, 237	24, 630	4, 072	5, 798	3, 420	5, 470	96, 229	1, 649	1, 649	102, 418
Berwyn	7, 146		7, 146	2, 195	2, 195	756	433				433
Birmingham	25, 009	14, 413	39, 676	14, 813	15, 314	1, 239	16, 707	1, 217	1, 217	1, 217	6, 548
Blue Island	12, 200	14, 067	18, 236	3, 827	3, 765	824	53				117, 924
Cairo		5, 946	21, 938		19, 683		3, 441				1, 022
Canton			23, 439		4, 317		1, 111				1, 321
Centralia	12, 870		12, 870		4, 317		9, 762				6, 004
Chicago	35, 983	14, 066	50, 054	10, 624	15, 724		45, 276				45, 276
Danbury	28, 865	5, 142	31, 027	13, 243	15, 626		3, 441				3, 441
Dayton	14, 433		19, 981	1, 562	2, 911		10, 064				10, 064
East Hartford	17, 074	6, 696	23, 170	5, 192	7, 645		2, 319				2, 319
Enfield	14, 525	4, 020	20, 629	4, 051	5, 254		2, 214				2, 214
Fairfield	19, 410	2, 444	21, 854	5, 735	7, 431		316				316
Greenwich	45, 622	6, 269	51, 891	9, 746	10, 672		15, 953				15, 953
Manchester	14, 991		14, 991	16, 057	16, 057		130, 000				130, 000
Districts 1 to 8	28, 863	8, 563	37, 455	8, 141	9, 049		16, 125				16, 125
District 9	8, 020	6, 987	15, 016	4, 054	5, 543		1, 089				1, 089
Middletown	16, 132	2, 653	18, 785	5, 020	5, 020		1, 022				1, 022
Milford	20, 174	10, 464	30, 638	5, 761	8, 956		89, 177				89, 177
Naugahock	27, 665		27, 665	18, 455	18, 455		2, 325				2, 325
New London	29, 845	3, 007	32, 852	8, 522	9, 749		699				699
Norwalk	45, 419		45, 419	12, 225	12, 225		3, 537				3, 537
Norwich	18, 814	2, 155	21, 031	3, 709	5, 847		2, 300				2, 300
Stamington	37, 724	8, 086	45, 810	5, 239	6, 949		2, 672				2, 672
Stratford	16, 063	4, 669	20, 732	7, 638	10, 348		3, 813				3, 813
Torrington	5, 833	7, 982	13, 806	314	1, 967		251				251
Wallingford											
Windham											
Florida											
Key West			3, 000		100		12, 500				62, 500
Miami			46, 011		9, 934		285, 253				285, 253
St. Petersburg			7, 152		4, 800		218, 839				218, 839
Georgia											
Albany	3, 228	725	3, 853	1, 367	2, 467	869	217	67, 731	67, 731	67, 731	67, 948
Athens	4, 580	1, 496	6, 110	2, 000	3, 800	823	1, 305	57, 016	57, 016	57, 016	57, 639
Brunswick	3, 680	1, 450	5, 130	2, 250	3, 068	876	3, 545	623	623	623	6, 094
LeGrange	2, 361	598	3, 480	823	500		475				475
Rome			4, 282		1, 408	248	1, 400				6, 000
Valdosta											
Waycross											
Idaho											
Boise	20, 759	18, 077	38, 836	6, 905	9, 700	3, 866	3, 810	3, 791	3, 791	3, 791	7, 591
Pocatello	16, 302	8, 237	24, 630	4, 072	5, 798	3, 420	5, 470	96, 229	1, 649	1, 649	102, 418
Illinois											
Alton	22, 766	5, 278	28, 044	8, 107	9, 215	4, 850	5, 164	10, 358	10, 358	10, 358	15, 522
Belleville			20, 508		14, 195		1, 148				19, 209
Berwyn	7, 146		7, 146	2, 195	2, 195	756	433				433
Dist. No. 99	14, 413		14, 413	8, 826	8, 826		5, 548				6, 548
Dist. No. 100	25, 009		39, 676	14, 813	15, 314	1, 239	16, 707	1, 217	1, 217	1, 217	117, 924
Bloomington	12, 200	14, 067	18, 236	3, 827	3, 765		53				1, 022
Blue Island		5, 946	21, 938		19, 683		3, 441				1, 321
Cairo			23, 439		4, 317		1, 111				1, 321
Canton			23, 439		4, 317		1, 111				1, 321
Centralia	12, 870		12, 870		4, 317		9, 762				6, 004

* Date of 1921-22.

* Included in preceding column.

TABLE 13.—Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923-24.—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

City	Operation of plant			Maintenance of plant			Fixed charges (rent, insurance, etc.)			Capital outlay					
	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Total		
	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Alabama:															
Anniston	5,900	32,517	8,417	\$1,156			\$1,812	\$1,200			\$915	\$31,626		\$13,960	\$45,586
Bessemer	1,671	1,097	2,768	1,334		443	1,618	1,258		393	1,393				196,302
Dothan	1,303	1,773	3,076	1,313		527	1,861	1,258		450	1,708			411	1,411
Florence	5,712	1,895	7,607	3,077		163	2,126	1,400		520	660	98			6,061
Gadsden	5,053	2,422	7,475	1,607		787	2,394	587		170	757	11,739		585	12,324
Selma							15,185				360				6,102
Arizona:															
Phoenix	23,707	4,447	28,154	5,401		890	6,291	2,385		652	3,037	22,991		409,864	452,866
Tucson															
Arkansas:															
Fort Smith	13,359	8,015	21,374	5,897		3,742	9,629	771		960	1,740	492		626	1,118
Hot Springs															7,791
North Little Rock															
Pine Bluff	5,000	2,500	10,000	1,500			1,500	2,500	\$1,250	1,250	5,000		\$0,000	2,500	8,500
California:															
Alameda	20,908	8,949	29,857	14,553		3,498	18,051	495		800	1,295	6,053		110,597	116,650
Alhambra	21,134	16,810	37,944	3,193		2,814	6,007	5,872		2,038	7,910	90,821		384,472	476,203
Bakersfield	53,163	33,163	86,326	8,822			8,822	2,850			2,850	24,464			34,454
Eureka	14,828	7,396	22,224	3,287		4,017	7,394	3,170		615	3,785	3,076		20,849	23,923
Glendale															
Fontana	12,965	15,328	28,293	4,439	(*)	1,131	5,570	9,834	(*)	3,411	13,245	867	(*)	20,317	21,184
Fullerton	19,381	12,553	31,934	1,557	\$5,299	2,969	9,795	2,783	612	43,044	46,489	123,761	16,679	8,304	148,644
Riverside	22,988	12,998	35,986	6,100		1,923	8,041	3,628		2,748	7,341	151,122		163,094	404,531
San Bernardino	31,074	27,014	58,088	3,726	513	2,810	12,321	1,216	1,500	2,468	6,150	131,144	59,035	6,489	196,672
Santa Ana	18,218	11,375	29,593	4,347	429	7,310	7,049	3,539	123	1,668	4,536	148,329	241,754	7,000	435,395
Santa Barbara	16,025	7,466	23,491	5,216	1,890	1,890	8,976	4,269	1,500	2,547	6,836	297,639		435,745	
Santa Cruz	13,327	13,896	27,223	2,588		2,288	4,876	4,159		2,209	6,368	17,144		30,579	37,723
Santa Monica	21,217	17,696	38,913	4,481	3,504	3,503	11,488	15,539	1,186	1,186	17,911	237,535	122,380	122,380	482,295
Vallejo	14,690	4,536	19,226	2,058	2,845	5,71	5,474	907	454	356	1,717	2,556	1,341	1,494	6,300
Colorado:															
Boulder	16,665	5,971	22,636	4,639		1,792	6,431	915		1,086	2,001	8,673	217,233	6,468	232,214
Denver	13,399	4,320	17,719	5,396	1,040	1,039	8,365	1,345	200	2,000	1,755	7,137	2,296	18,108	26,628
Greeley	14,058	9,898	23,956	3,261		4,478	3,744				2,007	5,218		20,877	34,056

Connections:	12, 627	15, 728	18, 265	6, 214	6, 814	4, 880	8, 553	4, 880	8, 553	8, 553	8, 553
Alton	12, 627	15, 728	18, 265	6, 214	6, 814	4, 880	8, 553	4, 880	8, 553	8, 553	8, 553
Bristol	35, 988	14, 066	50, 054	10, 624	15, 724	15, 724	45, 276		45, 276	45, 276	45, 276
Danbury	28, 865	5, 142	31, 027	13, 243	15, 626	219	3, 441		3, 441	3, 441	3, 441
Derby	14, 433	6, 696	19, 981	1, 662	7, 545	1, 358	10, 084		10, 084	10, 084	10, 084
East Hartford	17, 074	2, 078	23, 170	5, 192	7, 545	84	2, 319		2, 319	2, 319	2, 319
Enfield	14, 525	2, 444	20, 629	4, 051	4, 051	330	2, 214	316	2, 214	2, 214	2, 214
Fairfield	19, 410	6, 260	21, 854	5, 735	7, 431	4, 102	15, 953		15, 953	15, 953	15, 953
Greenwich	45, 022		51, 361	9, 746	10, 672	4, 102	130, 000		130, 000	130, 000	130, 000
Manchester			14, 991	16, 057	16, 057		16, 125		16, 125	16, 125	16, 125
Districts 1 to 8			37, 455	8, 141	9, 049	1, 892	2, 365		2, 365	2, 365	2, 365
District 9			15, 016	4, 054	9, 543	1, 366	1, 102		1, 102	1, 102	1, 102
Middletown	8, 020	6, 987	15, 016	4, 054	5, 020	2, 744	1, 173		1, 173	1, 173	1, 173
Milford	16, 132	2, 653	18, 785	5, 020	8, 956	2, 903	3, 757		3, 757	3, 757	3, 757
Naugapack	20, 174	10, 464	39, 638	5, 761	18, 455	2, 903	89, 177		89, 177	89, 177	89, 177
New London	27, 665	3, 007	32, 852	8, 522	9, 749	2, 903	1, 636	(*)	1, 636	1, 636	1, 636
Norwalk	29, 845		45, 419	12, 225	12, 225	3, 013	3, 537		3, 537	3, 537	3, 537
Norwich	45, 419		12, 080	3, 709	5, 847	1, 291	2, 300		2, 300	2, 300	2, 300
Stonington	18, 814	2, 155	21, 031	3, 709	3, 871	498	2, 672		2, 672	2, 672	2, 672
Stratford	37, 724	4, 086	45, 810	5, 239	6, 949	1, 710	11, 570		11, 570	11, 570	11, 570
Torrington	16, 063	4, 660	20, 732	7, 638	10, 348	1, 294	3, 813		3, 813	3, 813	3, 813
Wallingford	5, 833	7, 982	13, 806	314	1, 967	1, 353	251		251	251	251
Windham											
Florida:											
Key West			3, 000		100		12, 500		12, 500	12, 500	12, 500
Miami			46, 011		9, 934		285, 253		285, 253	285, 253	285, 253
St. Petersburg			7, 152		4, 800		218, 839		218, 839	218, 839	218, 839
Georgia:											
Albany	3, 228	725	3, 953	1, 367	2, 467	869	217		217	217	217
Athens			8, 807		3, 800		67, 731		67, 731	67, 731	67, 731
Brunswick	4, 580	1, 496	6, 010	2, 000	2, 000	823	57, 016	623	57, 016	57, 016	57, 016
LeGrange			7, 901		3, 068						
Rome	3, 680	1, 450	5, 130	2, 250	3, 550	876	475		475	475	475
Valdosta			3, 480		500		6, 000		6, 000	6, 000	6, 000
Waycross	2, 361	1, 823	4, 282	823	1, 408	248					
Idaho:											
Boise	20, 759	18, 077	38, 836	6, 905	9, 700	3, 866	3, 810		3, 810	3, 810	3, 810
Pocatello	16, 303	8, 237	24, 630	4, 072	5, 798	3, 420	5, 470		5, 470	5, 470	5, 470
Illinois:											
Alton	22, 766	5, 278	28, 044	8, 107	9, 215	4, 850	5, 164		5, 164	5, 164	5, 164
Belleville			20, 508		14, 195		10, 358		10, 358	10, 358	10, 358
Berwyn			7, 146	2, 195	2, 195	756	433		433	433	433
Dist. No. 99	7, 146		14, 413	8, 826	8, 826		5, 548		5, 548	5, 548	5, 548
Dist. No. 100	14, 413		39, 676	14, 813	15, 314	1, 239	16, 707		16, 707	16, 707	16, 707
Bloomington	25, 009	14, 067	39, 076	3, 827	5, 765	824	1, 022		1, 022	1, 022	1, 022
Blue Island	12, 200	5, 946	18, 236	3, 827	19, 683		1, 321		1, 321	1, 321	1, 321
Cairo			21, 938		4, 317		6, 004		6, 004	6, 004	6, 004
Canton			23, 439		1, 111		1, 111		1, 111	1, 111	1, 111
Centralia	12, 870		12, 870		9, 762		9, 762		9, 762	9, 762	9, 762

* Date of 1921-22.

* Included in preceding column.

TABLE 13.—Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Operation of plant			Maintenance of plant			Fixed charges (rent, insurances, etc.)			Capital outlay						
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Illinois—Continued.																
Champaign.....	\$17,032		\$10,294	\$27,376	\$18,025		\$700	\$18,725				\$4,015	\$104,452		\$2,394	\$106,846
Chicago Heights.....	23,537		17,402	46,425	14,424		5,800	20,224					17,951		6,162	17,951
Elgin.....	20,023		9,799	9,799	12,401			12,401	\$195				3,324			13,256
Forest Park.....	16,461		7,084	23,545	2,579		1,929	4,508			\$2,396		1,126		8,667	8,667
Freeport.....	35,969	\$1,213	7,844	44,666	13,577	\$283	2,496	16,356	1,527	\$351	2,008	3,976	34,517	\$15	4,590	39,122
Galesburg.....	17,197	4,299	13,027	34,523	13,210	4,403	3,363	20,976	2,664	882		3,546	2,000	311	63,742	64,985
Granite City.....	45,000			45,000	3,000			3,000					2,000			2,000
Herrin.....	9,742	4,519	8,575	23,139	1,404	313	420	2,137	1,517	504	1,117	3,138	1,047	477	8,171	9,695
Jacksonville.....	20,050		5,200	25,850	4,750		1,350	6,100	2,850		700	3,550	45,969		987	46,959
Kewanee.....	16,433		10,325	26,758	4,256		4,184	8,440	1,066		579	1,645	15,641			15,641
La Salle.....	14,947		4,969	19,231	5,798		2,641	7,828	5,181		3,600	8,781	1,535		327	1,868
Lincoln.....	13,232		2,704	15,899	5,894		1,179	1,073	1,268		254	1,521				
Mattoon.....	13,195			15,899												
Maywood.....	21,229			21,229	4,543			4,543	470			470	1,982			1,982
McLeans Park.....	12,000			12,000	10,000			10,000	330			330	6,003			6,003
Ottawa.....				12,992												
Pekin.....	21,347			21,347	1,195			1,195								
Streator.....	8,037	2,779	12,220	23,036					2,738			2,738	7,212		740	7,952
Urbana.....	30,680			30,680	20,069			20,069	843			843	79,470	21		79,491
Indiana.																
Anderson.....	29,638	6,232	8,336	50,502	7,374	2,370	6,224	19,505	3,554	954	2,968	7,476	100,189	8,904	4,362	113,435
Bloomington.....	8,543	1,845	9,427	19,815	1,955			1,955	1,145			1,145	5,728	82,696		88,394
Clinton.....	11,249		2,617	13,866	995		37	1,032	3,123		1,891	5,013	1,182		623	805
Crawfordsville.....	14,557	4,452	10,387	29,396	5,610	501	2,040	8,151	319	143	1,267	729	3,640	183	551	6,102
Elkhart.....	16,825	7,970	13,200	37,995	5,488	1,040	2,079	8,607	965	239	1,072	2,206	41,535	713	45,230	87,478
Elwood.....	6,458	3,106	3,230	12,794	3,228	1,564	1,306	4,800	1,643	355	2,045	4,043	9,000		45,407	94,497
Frankfort.....	16,640		6,986	23,626	1,553		276	1,229	1,341			1,368	81,026		3,029	84,555
Huntington.....	21,964		8,371	31,335	9,626		4,784	13,810	3,137		779	2,916	1,809		1,809	1,809
Jeffersonville.....	6,736		4,221	10,957	3,934		2,014	5,968	2,641		1,914	1,529	506,676		1,809	508,485
La Grange.....				57,556				10,000								

Iowa:	18,447	7,752	2,547	4,844	2,331	3,144	8,173	1,119	10,753	247,779	260,934
Ashtabula	18,797	9,342	3,461	1,800	2,890	2,697	5,927	5,927	71,021	71,779	70,934
Marion	28,350	8,922	3,290	690	6,998	2,333	2,817	2,817	52,013	52,013	51,891
Michigan City	23,069	9,632	4,636	2,395	7,031	2,333	5,426	5,426	13,128	27,539	231,891
Mishawaka	19,060	5,866	2,006	1,475	3,481		4,040	4,040	4,697	380,690	461,665
New Albany	9,741	5,892	1,710	362	6,476		1,257	1,257	7,101	118,547	116,354
Ferris	14,521	7,626	10,254	4,065	14,339	14,300	20,300	20,300		1,545	126,897
Richmond	18,890	14,249	6,634	6,811	14,846	2,387	701	3,372	24,673	139,147	165,365
Vincennes	12,450	4,127	9,261	747	12,676	16,866	9,557	33,803	30,717	2,550	33,267
Whiting	18,972	9,773	1,813	934	3,406	7,381		25,020	123,916	10,063	153,999
Boone	7,043	3,500	8,432	5,260	13,692						17,617
Burlington			52,075		19,487			3,394			32,564
Clinton			47,683		16,318			9,037			18,067
Fort Dodge	21,979	7,326	3,219	1,609	6,438	1,952	976	3,904	17,087	1,000	69,010
Fort Madison	11,625	6,000	1,178		1,178	2,305	1,218	3,523	2,268	68,712	3,457
Lowa City			30,911		7,275			2,766			443,714
Keokuk			27,915		14,533			12,041			11,200
Marshalltown			32,184		18,160			6,625			70,159
Mason City			50,513		4,611			800		800	1,267
Muscatine	14,836	7,500	4,111	500	4,611	1,578	800	2,878	467		105,464
Ottumwa	36,096	25,973	4,820	133	4,633	805	2,781	3,586	2,221	103,243	
Kansas:											
Arkansas City	9,250	8,390	28,839		6,167			3,863			10,403
Atchison	21,702	4,221	1,840	2,640	7,020	230	1,303	2,333	472	600	7,220
Chanute	5,133	4,648	1,015	1,088	2,463			3,646			1,622
Coffeyville	12,065	8,278	3,640	1,088	2,463			8,693	103,421		103,421
Eldorado	9,467	6,620	4,449	1,738	21,366	3,684	1,390	8,693	1,842	3,520	7,312
Emporia	21,174	6,410	15,178	1,738	5,338			764			120,341
Fort Scott	9,487	7,414	4,468	2,793	7,821					42,989	42,989
Hutchinson	24,324	8,545	6,686	1,291	9,277	3,631	837	6,781	116,922	83,302	205,062
Independence	16,510	23,669	1,456	6,267	7,723	690	4,368	5,083	127,281	4,838	127,281
Lawrence	11,336	9,135	2,313	6,844	4,221	334	1,401	2,339	4,901	1,037	545,858
Leavenworth	13,976	7,707	4,234	2,335	7,389	2,049	1,130	3,576		540,000	545,858
Parsons	24,294	24,294	820	2,335	12,940			1,607			33,652
Pittsburg	13,360	8,467	7,101	2,314	10,928	1,428	51	1,844	1,540	12,235	13,829
Salina			34,493		11,962			2,017			70,782
Kentucky:											
Ashland			21,662		2,535			6,753			27,830
Henderson		3,212	18,367	3,096	6,723	235	470	745			2,500
Newport		1,522	16,890	1,149	8,303	444		444			566
Owensboro		5,159	17,314	879	1,305	892	1,825	2,717	3,046	145,774	148,820
Paducah			14,832		8,031			2,909			6,358
Louisiana:											
Alexandria			8,074		2,507			7,673	3,604	41,626	45,220
Baton Rouge			13,458		4,492			3,836			47,681
Lake Charles			22,621		8,145			4,006			7,392
Monroe			3,724		2,800			34			

* Included in following column.

TABLE 13.—Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 50,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Maine:																
Auburn.....	\$16,310		\$2,807	\$19,117	\$7,532		\$515	\$8,047	\$521			\$521	\$63,038		\$709	\$63,747
Augusta.....	21,027		1,966	29,055	7,539		5,269	12,798	2,653			3,854				
Bangor.....	24,765		19,640	45,405	22,187		5,542	27,729				2,770			1,348	1,348
Bath.....	10,225		3,526	13,751	4,024		1,370	5,394								
Biddeford.....	12,197		4,336	16,533	3,612		605	4,217								
Sanford.....	9,082		3,560	13,242				7,049								
Maryland:																
Annapolis.....	2,513		2,920	5,443	885		737	1,622					592		639	1,224
Cumberland.....	14,709	\$2,691	3,297	22,697	2,760	\$156	1,332	4,238	2,933		807	3,739	46,868	\$1,306	59,522	107,966
Frederick.....	4,896		3,729	8,625	562		1,115	1,677					57		50,739	50,796
Hagerstown.....				15,000				20,000					1,951			8,230
Massachusetts:																
Adams.....	13,360		4,009	17,369	1,704		1,330	3,034								1,173
Amesbury.....	10,110	\$2,000	6,902	19,012	1,784	\$200	1,882	1,866	66			941				1,771
Arlington.....	26,825		12,607	39,432	12,208		4,657	16,865					83,372		496	83,868
Attleboro.....	30,207		4,848	35,470	9,516		1,127	10,707	1,004		1,004	2,008	8,724			9,220
Belmont.....	13,768		6,307	20,075	7,056		2,424	9,480					1,711		346,671	6,932
Beverly.....	32,535		10,872	44,608	9,188		2,678	11,866	293		125	418	41,673			349,849
Braintree.....	17,209		3,421	20,630	6,190		2,788	6,969					104		863	41,673
Burlington.....	14,569		5,789	21,420	3,446		2,209	6,399					3,667		417	1,845
Danvers.....	13,962		1,972	14,834	6,190		7,694	7,694					3,667			3,667
Dedham.....				22,705				5,265								1,094
Easthampton.....	14,354		355	17,709	3,585		1,680	5,265								
Frammingham.....	32,127		7,798	41,186	3,580		1,364	4,944								1,008
Gardner.....	15,782		5,864	21,646	2,708		1,364	4,072					1,008		12,460	1,008
Gloucester.....	36,230		7,562	45,398	31,765		1,672	33,437	414		226	640	12,460			24,920
Greenfield.....	30,961		9,006	40,967	7,908		8,669	8,669					1,988			1,988
Leominster	22,107		6,967	29,074	3,800		1,060	4,860								3,304
Marlboro.....	11,412		3,751	17,163	2,398		1,009	3,407								
Methuen.....	21,565		9,923	31,488	9,411		4,712	14,123					336,000			336,000
Methuen.....	22,230		4,041	26,271	3,277		2,076	6,353					1,149			1,149
North Andover.....	14,369		2,617	17,324	4,919		1,463	6,321				2,845				1,463

TABLE 13.—Expenses of operation and maintenance of plants, fixed charges, and capital outlay in city public schools, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Operation of plant			Maintenance of plant			Fixed charges (rent, insurance, etc.)				Capital outlay			Total		
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools		Junior high schools	High schools
New York—Continued.																
Lockport	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Middletown				10,835,002								\$18,496				\$93,864
North Tonawanda				32,618								8,855				186,883
Opdenburg	\$11,263		\$6,538		\$2,000		\$2,945		\$4,000		\$2,731		\$107		\$934	1,041
Olean				39,741								25,536				183,099
Oneida				17,973								6,162				2,892
Oneonta				17,052								10,270				6,787
Oswego				38,344								9,710				12,536
Peekskill				21,410								7,793				31,704
Plattsburgh				18,620								4,661				8,430
Port Chester				83,822								16,196				179,764
Port Jervis				18,214								13,847				180,419
Rensselaer				12,809								7,425				886
Rome				31,358								11,414				95,253
Saratoga Springs	21,654		4,311	25,865	2,979		696					10,028				240,998
Tonawanda				15,829								4,860				54,504
Watervliet	14,445		1,600	15,045	4,197		841					6,541			17	17
White Plains	46,070		17,045	63,115	10,348		4,432					31,085			58,746	64,626
North Carolina:																
Asheville	12,780		10,056	22,816	4,874		699					8,640			224	230,406
Durham	15,742		4,625	20,267	7,451		950					7,783			10,252	17,526
Gastonia	3,000		2,500	5,500	2,500		1,000					4,000				9,035
Goldensboro				13,718								344				11,067
Greensboro	24,061	\$3,250	5,500	32,811	30,568							685				180,172
High Point				25,288												11,067
New Bern				6,826								1,050				180,172
Raleigh				40,615								2,892				4,762
Rocky Mount				25,023												311,781
Salisbury				11,622								339				1,699
Wilson	8,160		3,497	11,657	869		373					168			1,315	4,284

TABLE 13.—Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923-24—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant			Fixed charges (rent, insurance, etc.)				Capital outlay			Total	
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools		
1	3	3	4	5	6	7	8	9	10	11	13	13	14	15	16	17
Pennsylvania:																
Ambridge				\$18,000				\$4,000								\$125,044
Beaver Falls				20,968				6,534								2,028
Berwick				21,465				5,549								3,618
Bradock	\$15,300		\$7,470	22,940	\$9,575		\$2,864	12,430								64,610
Bradford	15,983		6,970	22,853	9,240		750	1,250	\$4,835							3,096
Bristol	6,243		8,400	14,643	843		6,384	18,942	2,807				9,966			61,835
Butler	18,280	\$4,919	19,657	42,706	12,538			8,796	11,409	\$3,487			51,535			60,681
Canonsburg				12,416				3,829								163,734
Carbondale				28,539				4,241								1,653
Carlisle				12,482				6,996								
Carnegie				20,886				5,884								
Carrick				8,682				4,040	4,135				43,788		316	922
Chambersburg	11,169		3,555	14,724	3,113		1,527	5,201	2,594		1,156		97,703			44,107
Charleroi	10,681		6,489	17,170	1,601		4,037	5,728	2,594		1,349		97,703			97,703
Clairton				27,991				8,619								169,155
Coatesville				16,509				2,489								6,569
Columbia				10,532				2,876								2,078
Connellsville				20,328				2,612								3,875
Dickson City				15,739				5,776								3,096
Donora				18,639				3,385								828
DuBois				15,428				16,947								112
Dunmore				38,624				3,936								216,813
Duquesne	19,427		11,071	30,498	9,823		1,351	11,174	11,019		1,227		216,445		68	16,536
Farrell	19,778		7,817	27,595	2,130		655	2,791	4,793		4,401		9,413			157,779
Greensburg	16,019		7,289	23,308	4,399		5,813	10,212					5,551			150,908
Hobbsstead				31,267				6,791								1,451
Jeanette	6,905		12,134	18,039	5,508			5,508								9,555
Kingston				20,583				6,359								212,878
Lebanon				31,310				7,747								142,157
McKees Rocks	17,312		4,100	21,412	5,027		649	5,676	7,711				88,381			88,381
Manahoy City	12,927		3,210	16,137	6,912		1,652	8,564	1,733		435		2,967			2,967
Meadville	12,173		8,947	21,120	3,061		1,150	4,241	5,631		3,199		124,026			124,026
Monessen	25,688		15,439	41,077	1,615		1,531	2,146	6,531		2,000		7,063			125,980
Mount Carmel				17,769				5,714						\$120,277		2,977

Nanticoke	25,562	6,850	42,412	2,877	4,007	46,924	2,147	12,987	6,676	19,452
New Kensington	7,784	6,122	13,907			10,322		10,738		103,874
North Braddock			37,917			20,236		5,117		298,282
Oil City			50,512			12,716		9,557		145,213
Old Forge			15,738			16,688		2,104		170,000
Olyphant			19,430			6,289		13,463		289,229
Phoenixville	9,256	4,810	13,766	5,077	1,212	14,450		13,889	170,000	8,945
Pittston	10,223	2,136	31,923	3,906	1,890	4,086		5,971		8,992
Pottstown			18,358			5,971	6,200	2,808		46,261
Pottsville	17,120	8,108	25,228	6,531	1,837	8,368		3,033		305,271
Punxsutawney			8,738			5,004		11,006		1,046
Shamokin			24,335			15,571		8,008		1,441
Sharon	19,305	5,494	24,786	3,406	1,813	8,218		6,461		74,486
Shenandoah			20,704			4,936		14,031		18,002
Steelton			20,069			9,696		5,595		6,000
Sunbury			21,551			7,724		3,120		1,869
Swissvale			26,302			2,385		4,429		33,790
Tamaqua			13,930			2,671		7,903		8,224
Uniontown			32,428			7,903		9,444		196,161
Warren			20,391			7,469		9,131		2,319
Washington			25,208			24,901		2,289		7,568
West Chester			18,184			9,440		1,104		27,606
Wilkesburg	25,769	12,434	52,925	3,841	2,786	15,803	2,894	2,000	29,206	30,310
Woodlawn			25,428			5,173		18,537		1,666
Rhode Island:										
Bristol	11,067	3,240	14,307	8,292	2,531	10,823		961	2,319	452
Central Falls	15,246	1,764	17,000	8,948	2,994	9,942	558	403		38,082
Cranston			50,905			8,238		228		146,176
Cumberland			9,949			4,741		603		4,241
East Providence			32,124	5,324	2,692	7,966	2,000	2,000	1,104	18,567
Warwick	20,622	8,064	23,686	12,263	3,540	15,803		2,289		
West Warwick	19,965	1,840	21,805			5,173		1,476		
South Carolina:										
Anderson			9,614			1,544		2,060		
Florence			11,160			4,844		2,928		
Greenville			25,254			10,070		2,102		
Spartanburg	8,408	2,478	10,886	3,655	557	4,212	1,337	825	4,241	
South Dakota:										
Aberdeen	16,650	7,371	28,819	4,542	604	7,565	11,668	19,258	367,899	9,123
Sioux Falls	55,002	18,017	73,019	4,727	1,547	6,374		563	21,554	398,453
Tennessee:										
Jackson			6,228			6,270				1,139
Johnson City			19,016							2,500
Texas:										
Abilene			7,832			7,010		167		27,417
Amarillo			22,221			12,706		5,433		74,931
Clearburne			18,100			7,090		2,903		
Corpus Christi			7,137			8,760		104		
Corsicana			10,000	2,500	2,000	6,500	1,500	3,000	290,000	694,000
Del Rio	4,000	6,000	10,000	2,500	2,000	6,500	1,500	3,000	334,000	
			4,388			1,008		451		

TABLE 13.—Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Operation of plant				Maintenance of plant				Fixed charges (rent, insurance, etc.)				Capital outlay			
	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
	3	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Texas—Continued.																
Denison	38,461		36,000	\$14,491	\$1,600		\$2,600	\$4,000	\$2,000		\$1,500	\$3,500	\$5,500		\$1,500	\$7,000
Greenville				8,140			4,246	3,923				1,000	26,026			47,236
Laredo	4,000		2,000	6,000	1,750		1,000	2,750	550		600	1,150	3,263			4,151
Marshall	7,231		1,800	9,031	2,475		1,618	3,093	586		206	4,764			888	4,151
Palestine				10,070			1,186					8,325				360,220
Paris				33,719			7,920	19,292				3,743				
Port Arthur				11,820								4,588				
Ranger				17,263								1,350				5,565
San Angelo				9,800	6,692	2,000		2,410				1,350				
Sherman	6,800		3,000	6,690	1,451		966	2,437	493			493			10,479	16,967
Temple	4,690		2,000	8,146				1,433				3,400				805
Tyler																
Utah:																
Provo	7,219	(¹)	10,258	17,477	2,000	(¹)	2,410	4,410	224	(¹)	794	1,018	350	(¹)	15,209	15,649
Vermont:																
Barre				26,115				3,981				2,703				
Burlington				20,498				6,314				554				4,436
Rutland				14,810	2,635	969	3,902	1,349	\$280	501	2,130	10,197				10,197
Virginia:																
Alexandria				14,308				3,081				300				1,886
Charlottesville				7,833				4,528								992
Danville				11,298				4,297				666				9,018
Staunton				6,084				2,437				388				15,397
Washington:																
Aberdeen				23,246				8,693				50				112,822
Bellingham	23,428		13,492	39,920	10,250		6,901	16,151	5,475		1,462	6,937	5,294		3,730	8,994
Everett	30,407		14,902	45,009	5,658		2,738	8,391	476		317	783				
Hoquiam	5,904		7,581	14,631	1,277	532	3,528	3,528								7,139
Vancouver				17,283				3,091				1,353				3,532
Walla Walla	19,235		12,725	31,960	5,793		3,201	8,994	1,712		1,264	2,096	1,920		459	2,379
Yakima	14,534		6,441	21,265	6,797		6,240	12,137					9,839		2,139	17,998



TABLE 14.—Bonds, taxation, property values, and valuation, city school systems, 1923-24
GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	School-tax rate (mills)			Taxation		Bonds and sinking funds (thousands of dollars)			Expenses of debt service				Value of school properties (thousands of dollars)		
	For maintenance	For other purposes	Total	Property assessment (thousands of dollars)	Per cent assessed valuation is true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds		Payment to sinking funds	Redemption of short-term loans		Refunds and other expenses of debt service	
									From current funds	From sinking funds					From new bond issue
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Alabama:															
Birmingham			12.50	145,813	60	4,051		144							4,405
California:															
Los Angeles	12.60	2.70	15.30	1,089,087	50	32,610		2,132			\$2,391,940			\$5,577	47,332
Oakland	11.35	2.15	13.50	778,175	50	5,113			\$948,550					73	10,651
San Francisco	5.35	2.02	7.37	644,181	100	11,475			403,000						21,259
Colorado:															
Denver	10.95	.69	11.64	388,610	100	6,750					2,822				11,682
Connecticut:															
Bridgport			19.32	236,038	100	2,613			86,000						4,347
Hartford		5.00	8.30	280,326	80	6,733	91	403			175,637	\$200,903			13,224
New Haven			110.13	242,557											5,132
Delaware:															
Wilmington			11.17	116,990	100	265			5,000				500		2,847
District of Columbia:															
Washington			16.50	1,175,867	80										15,242
Georgia:															
Atlanta			18.53	207,975	70										6,090
Illinois:															
Chicago	19.70	8.10	27.80	1,788,665	50								23,100,000		98,135
Indiana:															
Indianapolis	7.34	.80	8.23	621,339	85	10,102			51,410					1,303	14,482
Iowa:															
Des Moines			64.76	43,512	15	4,380			51,000						7,504
Kansas:															
Kansas City			15.76	126,108	100	315		21							2,865
Kentucky:															
Louisville	6.10		6.10	239,000	100									10,031	2,319

TABLE 14.—Bonds, taxation, property values, and valuation, city school systems, 1923-24—Continued
GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Taxation				Bonds and sinking funds (thousands of dollars)				Expenses of debt service				Value of school properties (thousands of dollars)		
	School-tax rate (mills)		Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans		Refunds and other expenses of debt service	
	For maintenance	For other purposes						Total	From current funds	From sinking funds					From new bond issue
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Rhode Island: Providence			5.97	531,750	100	6,000	374	2,113							8,732
Tennessee: Memphis	6.00		6.00	198,737	77	4,533	600	364					\$233,337	\$364	4,621
Nashville	4.85	.57	5.42	130,000	100	1,044									2,262
Texas: Dallas				188,194	60	2,311	87	398						999	3,845
Fort Worth	7.30	1.50	8.80	144,822	60	2,288	7	508		\$154,000		\$2,000	65,038	250	8,633
Houston			11.30	211,500	75	3,475		574		56,270		74,175	400,000	560	4,882
San Antonio	7.20	1.40	8.60	182,246											
Utah: Salt Lake City	6.70	1.40	8.10	184,997	100	3,616		234				80,828			7,089
Virginia: Norfolk			11.01	174,979											4,629
Richmond			7.50	274,246											4,953
Washington: Seattle			17.16	241,734	50	8,790	232	266	\$618,000						13,637
Spokane	20.23	4.75	24.98	85,073	50	1,766		635		238,000		313,074			6,246
Wisconsin: Milwaukee			9.33	725,603	100	6,238					52,500				15,531

TABLE 14.—Bonds, taxation, property values, and valuation, city school systems, 1923-24—Continued
 GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	School-tax rate (mills)			Taxation		Bonds and sinking funds (thousands of dollars)					Expenses of debt service				Value of school properties (thousands of dollars)
	For maintenance	For other purposes	Total	Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Re-funds and other expenses of debt service	
									From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Illinois—Continued.															
Quincy.....	20.00	7.50	27.50	18,173	50	154			\$27,500						1,998
Rockford.....			24.00	43,378	50	868	376		57,500				\$908,100		3,375
Rock Island.....			40.00	11,746	25	400			22,015					\$516	1,473
Springfield.....			27.50	30,842	50	620	182		47,500						4,063
Indiana:															
East Chicago.....	7.15	1.75	8.90	73,475	65	1,385			32,000						1,703
Evansville.....			9.10	125,831	100	1,714			57,600					6,950	4,352
Fort Wayne.....	7.60	1.40	9.00	167,600	80	3,061			55,000		\$979,000			198	5,095
Gary.....	10.20	3.00	13.20	129,054	50	1,672	15	43					103,678		2,740
Hammond.....	13.00	2.00	15.00	61,740	100	1,272	222	24		\$47,260		\$111,465			3,125
Kokomo.....			7.40	44,960	100	404	4		15,500						1,419
Muncie.....	9.70	1.00	10.70	57,968	100	960		30		10,000					1,615
South Bend.....	8.90	1.80	10.70	161,000	100	2,884		40	88,000				480,000		4,433
Terre Haute.....	12.80	1.55	14.35	89,284	100	870		77		55,000		118,141			3,667
Iowa:															
Cedar Rapids.....	60.70	26.30	87.00	12,335	45	1,633		91	70,000			49			2,482
Council Bluffs.....			93.49	3,700	10	809			20,000						2,060
Davenport.....			61.10	32,126	25	1,312		136	61,000						3,408
Dubuque.....			57.75	10,690	25	1,500		28						254	2,260
Sioux City.....	55.00	11.60	66.60	24,145	15	1,905	4	58		50,000			10,000		4,181
Waterloo.....			93.57	4,100	25	926			20,000				11,850		2,365
East side.....	99.00	10.00	109.00		25	926	114								1,705
West side.....			109.00		25	926		10		122,000		72,446			1,911
Kansas:															
Topoka.....	8.50	4.06	12.55	80,000	100	200	1								1,911
Wichita.....	11.00	5.00	16.00	114,746	100	2,228	494								4,168

TABLE 14.—Bonds, taxation, property values, and valuation, city school systems, 1922-24—Continued
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Taxation				Bonds and sinking funds (thousands of dollars)				Expenses of debt service				Value of school properties (thousands of dollars)		
	School-tax rate (mills)		Property assessments (thousands of dollars)	Per cent assessed valuation is true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans		Re-funds and other expenses of debt service	
	For maintenance	For other purposes						From current funds	From sinking funds	From new bond issue					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
New Jersey:															
Atlantic City			6.60	196,556		3,310		345	\$60,975						5,137
Bayonne			9.00	97,870		2,940		802	49,500						7,437
East Orange			8.85	83,000	75	1,846	69	290	32,000						2,747
Elizabeth			11.17	118,501		3,291		246	48,000						3,280
Hoboken			9.67	93,193		3,843		400	745,000						4,578
New Brunswick			12.90	32,834		1,175		174	37,000						2,424
Orange			13.70	32,912		740		10,000	10,000	\$30,000					1,013
Passaic			12.57	90,000	100	2,113		225	8,500	23,000					3,801
Perth Amboy			22.08	35,616		1,058		5	5,500						2,098
West Hoboken			12.03	29,432	100	525		5	13,500						1,082
New York:															
Amsterdam			19.73	24,005		1,582		9	22,216						1,400
Auburn			11.40	27,535	80	1,142			19,000						1,134
Binghamton			12.69	69,848	70	2,191									2,257
Elmira			13.07	44,173	80	686			15,000						1,516
Jamestown			19.88	31,223	60	1,498			36,500						2,360
Mount Vernon			12.50	83,804	100	2,233		32	56,000						2,459
Newburgh			10.20	29,000	85	600			6,000						996
New Rochelle			6.93	105,113		1,704				68,000					4,513
Niagara Falls			7.53	110,124	100	3,929			20,000						5,581
Poughkeepsie			15.68	42,442		532									1,865
Schenectady			19.59	84,832	67	2,900			238,800						6,096
Troy			13.69	9,940		109		1							532
Lansingburgh dist.			11.38	55,754	80	827		9	68,135			750	62		1,876
Union district			10.60	114,310	85	1,908			134,050						5,990
Utica			8.40	42,638		791									1,704
Watertown													38,800		

TABLE 14.—Bonds, taxation, property values, and valuation, city school systems, 1923-24—Continued
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Taxation			Bonds and sinking funds (thousands of dollars)						Expenses of debt service				Value of school properties (thousands of dollars)					
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent assessed valuation is true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans		Refunds and other expenses of debt service				
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue					10	11	12	13	14	15	16
Virginia:																			
Lynchburg	7.10	1.90	7.75	51,880	75	980													863
Newport News			9.00	32,668	76	014													862
Petersburg			15.13	44,793	78			63											855
Portsmouth			18.50	42,900	60	1,900													1,031
Roanoke	7.37	1.40	8.77	60,250	60														2,385
Washington	20.28	3.50	23.78	62,543	50	1,292	12	328											4,287
Tacoma																			
West Virginia:																			
Charleston	8.50	1.60	10.10	102,919	100	2,393													4,386
Huntington			8.10	117,472	100	1,415													4,576
Wheeling				83,156	82	90													1,368
Wisconsin:																			
Green Bay			18.15	47,475	100	960													1,611
Kenosha			11.09	58,548	70	1,340													2,502
La Crosse			12.12	41,921	85														1,677
Madison	6.98	1.40	8.38	91,285	87	1,130	37												2,470
Oshkosh	10.98	.64	11.62	44,710	100														2,268
Shelbyville	9.68		9.68	84,359	92	650	4												14,000
Shoeburyn			11.87	37,918	100														2,650

TABLE 14.—Bonds, taxation, property values, and valuation, city school systems, 1923-24—Continued
 GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation			Bonds and sinking funds (thousands of dollars)				Expenses of debt service								
	School-tax rate (mills)		Total	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	Value of school properties (thousands of dollars)			
	For maintenance	For other purposes					Property assessment (thousands of dollars)	Per cent assessed valuation is true property value	From current funds					From sinking funds	From new bond issue	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Connecticut—Continued.																
New London			17.15	40,500	90	609		100	\$15,000	\$5,000					876	
Norwalk			18.33	32,640	75	350	64		10,000						1,645	
Norwich			12.00	21,432		249									588	
Stamford			11.81	8,305		60									151	
Steadford			12.00	16,000	90	184			8,000						500	
Torrington			10.34	28,272	75	300			10,000			35,000			1,724	
Wallingford			12.72	16,439	75	257			1,200			74,630			1,582	
Windham			6.58	17,500		365									840	
Florida:																
Kay West				13,000	80	63									140	
Miami			25.50	10,533	90	1,372	4	176	60,000	3,900	\$334,000	51,688	\$19,776	\$206	1,220	
St. Petersburg			25.00	10,533	90	708		44	3,250						767	
Georgia:																
Albany			6.00	9,621	60	190		132				13,000			196	
Albany			7.50	16,000	60	350									486	
Brunswick			5.00	12,500	50										325	
Lawrence			7.50	12,000		200									450	
Rome			3.50	13,200	60	100									272	
Valdosta			7.17	9,250	50	140		25	5,000						320	
Waynes			6.00	8,500	60	70									290	
Idaho:																
Boise			19.80	20,834	60	975		94	32,500	38,000		32,385		188	1,363	
Pocatello			18.00	11,318	33	609	87							54	765	
Illinois:																
Alton			40.00	9,500	33	450		30	16,100			7,000			1,650	
Belleville			27.50	7,985	50	183			10,000						1,858	

TABLE 14.—Bonds, taxation, property values, and valuation, city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation				Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)	
	School-tax rate (mills)		Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Re-funds and other expenses of debt service		
	For maintenance	For other purposes						Total	From current funds	From sinking funds					From new bond issue
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Iowa:															
Bones.....			102.13	1,776	25	345		15	\$10,000						900
Burlington.....			72.00	5,820	10	107			20,000					\$12	1,396
Clinton.....			100.60	2,719	20										1,244
Fort Dodge.....			70.30	4,871	25	885		5							1,947
Fort Madison.....			82.90	1,976	25	360	25						\$10,000		920
Lova City.....			71.80	2,905	25	245			5,000						548
Keokuk.....			73.40	3,905	25	557	34		21,100	\$37,000	\$18,000				440
Marshalltown.....			108.00	2,784	20	147			25,500	30,000				1,588	1,590
Mason City.....			90.30	6,327	10	834			1,000						2,100
Muscatine.....			79.50	3,650	25	113	150		11,000						487
Ottumwa.....			85.60	4,908	15	730			8,000						1,960
Missouri:															
Arkansas City.....			16.00	14,268	100	427		26		9,011					1,100
Atchison.....			16.48	17,194	70	384									1,837
Osanna.....			13.00	12,795	100	100									596
Colleyville.....			15.70	16,209	100	444	87			14,022			11,770	15	1,540
Eldorado.....			17.00	12,654		211	137		20,000				41,239		550
Emporia.....			13.00	15,894		285		2		7,500					438
Fort Scott.....			18.45	9,751		333		20		5,000					500
Hutchinson.....			13.75	34,164	85	517	96	4	9,000	4,000					1,400
Independence.....			20.00	16,394	75	874		24		7,000					1,310
Lawrence.....			14.63	17,314		582									1,000
Leavenworth.....			16.00	15,337	100	438									850
Parsons.....			17.43	10,400	50	80		44	22,000	40,000		10,642			711
Pittsburg.....			16.90	18,823		443		8				12,000			865
Salina.....			12.50	26,945	70	640				14,000					1,070

TABLE 14.—Bonds, taxation, property values, and valuation, city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	School-tax rate (mills)			Taxation			Bonds and sinking funds (thousands of dollars)					Expenses of debt service				Value of school properties (thousands of dollars)	
	2	3	4	Total assessment (thousands of dollars)	6	7	8	9	Redemption of bonds			13	14	15	16		
									From maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue	Payment to sinking funds	Redemption of short-term loans	Re-funds and other expenses of debt service
Massachusetts—Continued.																	
Plymouth	8.59			22,190													414
Revere	12.71			34,915													2,305
Scituate	12.82			9,791		163											476
Southbridge	7.89			11,426													1,263
Wakefield	10.90			17,664													1,601
Weston	8.08			32,276													1,248
Westborough	10.15			10,043													932
Westfield	11.80			16,000		178											772
West Springfield	10.56			22,227		41											1,074
Weymouth	10.12			676,426	100	301		14									332
Worcester	7.20			23,761													809
Winthrop	9.90			20,664													863
Woburn	9.12			17,335													550
Michigan:																	
Alpena	9.50			15,500	75												174
Ann Arbor	9.30			11,490	80	200											2,780
Boston Harbor	11.90			41,688		1,590											901
Calumet	14.90			12,628		428											425
Charlevoix	13.00			15,489		11											700
Eastland	18.00			8,386		125		24									900
Holland	11.61			14,772		335											1,025
Ironwood	12.55			23,181		1,125		3									530
Isabella	9.44			14,445		56											390
Marquette	8.77			11,553		59											578
Marion	8.36			15,269		342											

TABLE 14.—Bonds, taxation, property values, and valuation, city school systems, 1923-24—Continued
 GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	School-tax rate (mills)			Taxation			Bonds and sinking funds (thousands of dollars)					Expenses of debt service				Value of school properties (thousands of dollars)	
	2	3	4	5	6	7	8	9	Redemption of bonds			13	14	15			
									From current funds	From sinking funds	From new bond issue						
New Jersey:																	
Ansbury Park	16.27	0.11	9.90	17,545	100	396		80									771
Bellefonte			16.38	10,491	66	791	2	70									1,479
Bloomfield			15.13	36,000	75	980		7									1,930
Bridgeton			10.96	12,198	75	248		19									500
Carters			16.30	10,793	100	369		19									1,210
Citron			12.28	35,283	100	942		163									1,189
Englewood			11.89	17,825	60	605		16									1,132
Garfield			15.91	17,463	70	572		16									214
Gloucester			11.10	8,719	70	207		16									2,205
Hackensack			18.00	26,841	60	838		16									529
Harrison			6.08	23,206	75	255		42									863
Irvinton			11.06	33,028	75	644	70	42									2,782
Learny			14.14	44,928	67	1,537	100	217									596
Long Branch			14.89	18,469	60	1,179	100	60									2,532
Millville			14.33	11,431	60	542	100	494									2,939
Montclair			9.80	68,074	100	2,636	100	20									8,777
Morris			14.00	14,000	50	245	11	106									1,535
North Bergen			13.90	28,684	75	935		26									1,632
Phillipsburg			17.09	14,000	75	291	5	13									1,437
Plainfield			16.00	47,287	75	1,124		13									706
Rahway			11.40	13,740	75	840		67									1,992
South Orange			12.00	45,638	75	1,340		64									1,368
Summit			14.30	16,917	75	1,024		54									728
Weehawken			8.45	30,518	100	1,663	185	134									1,974
West New York			15.66	32,436	100	1,453		134									1,370
West Orange			15.40	22,287	50	1,038		134									1,370

	16.30	21.576	50	565	35	12	34,034		73,467		780
New Mexico:											
Albuquerque	1.20.13	13,802	60	588	41				89,403		832
New York:											
Batavia	10.60	9,830		113							216
Boston											415
Coboes											
Cornwall											
Dist. No. 9	14.00	9,807	80	543					1,065		735
Dist. No. 13	15.11	3,311	75	50							183
Cortland	10.30	11,542							22,280		610
Dunkirk	23.88	12,344	70	303							785
Fulton	17.64	14,640	80	499	16						309
Geneva	10.27	17,800	85	480					5,530		724
Glen Falls	18.50	9,579	65	438					10,455		1,947
Gloversville	10.23	20,276							1,000		731
Herkimer	13.04	10,748	90	511	40						399
Hornell	28.89	8,307	50	560					2,000		412
Hudson	30.00	6,789	50	267					10,000		1,755
Ilion	9.36	11,964	85	124					40,000		251
Ithaca	12.40	20,451		60					4,478		1,251
Johnstown	15.61	18,087	100	29							450
Kingston	11.40	20,021		205							628
Leckawanna	10.07	18,199	60	561			530,000				1,495
Little Falls	14.90	11,341	70	241							679
Lockport	17.37	18,358	50	486					14,805		566
Middletown	10.15	28,959	100	324			5,000		16,000		1,537
Middletown	12.06	17,573	90	425					20,000		440
North Tonawanda	14.26	6,353	40	11							384
Ogdensburg	19.47	15,545	60	734							966
Olean	19.47	5,497	60	43							677
Oneida	19.30	9,081	100	157	144				129,500		966
Oneonta	14.55	9,081	100	157					10		1,221
Oswego	12.06	14,142	60	440					288		435
Peekskill	10.27	16,367	60	251							1,236
Plattsburgh	12.78	16,445	60	251							789
Port Chester	23.00	4,615		66							781
Port Jervis	18.05	20,658	75	696							1,049
Rensselaer	14.26	10,072	100	592							606
Rome	28.79	9,255	50	86							381
Saratoga Springs	13.08	21,219	92	424							1,949
Tonawanda	16.70	9,600	75	209							
Tonawanda	8.78	15,018	75	209							
Watervliet	11.70	9,639		23							
White Plains	12.90	45,252	70	623			5,000				
North Carolina:											
Asheville	7.25	55,004	80	1,162	3				17,607		1,484
Durham	5.39	58,000	75	688					2,000		1,307
Gastonia	18.73	24,500		710			150,000				1,430
Greensboro	10.90	17,000	60	415							369
Greensboro	8.70	54,000	100	1,200					2,000		1,655
High Point	15.80	30,750		1,200					2,114		1,425
New Bern	9.00	13,500	25	200					187,000		1,600

1 Estimated.

2 Data of 1921-22.

TABLE 14.—Bonds, taxation, property values, and valuation, city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation				Bonds and sinking funds (thousands of dollars)			Expenses of debt service				Value of school properties (thousands of dollars)				
	School-tax rate (mills)		Total	Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds				Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes							From current funds	From sinking funds	From new bond issue					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Pennsylvania—Continued.																
Duquesne			15.00	11,321	80	630			\$10,000							1,612
Farrell			22.00	9,462	50	633	31	1		\$18,000				\$30,000		1,298
Greensburg			20.00	12,990	50	164	50	162	2,000		\$250,000					856
Hornetead			22.00	10,437	65	550	23		500			\$5,000	20,282			1,049
Jeanette			25.00	4,621	65	401		15	17,700			22,067	33,000		\$919	1,273
Kingston			23.00	15,848	40	387		12		7,300			24,000		491	2,064
Lebanon			13.00	19,053	85	468		33					37,000		2	684
Makeess Rocks			18.00	8,967	80	468										320
Mahanoy City			20.08	7,277	40	127		18	3,200							915
Meadville			23.50	7,600	25	346	50	3	3,500						379	1,164
Monessen			24.00	10,803	55	820	160	3	4,000	3,000			90,000			1,480
Mount Carmel			25.00	3,693	50	154		19								1,300
Nanticoke			17.50	16,174	100	438		38	7,000							1,650
New Kensington			22.00	7,110	25	287		23		20,000				239		751
North Braddock			17.00	15,670	50	348			10,000							549
Oil City			24.00	10,571	67	101		10	9,000							224
Old Forge			25.00	4,029	75	101		12								384
Olyphant			25.00	7,229	70	100		15								399
Phoenixville			15.00	5,502	65	74		16								776
Pittston			20.00	9,916	100	384			5,500							565
Plymouth			25.00	5,584	100	207	1		7,000							735
Pottstown			18.00	10,209	40	526		24								660
Pottsville			9.00	23,956	40	147	114	7								270
Punxsutawney			32.00	3,000	40	66		8								564
Shamokin			30.00	6,154	33	188	123		15,175							270
Siberson			20.00	15,605	50	894		111								1,360

Shenandoah	17.00	11,577	55	137	65	17,800	14,500	3,833	68,000	365	565
Shepton	22.00	7,266	40	115	75	82,500	14,500	3,833	15,000	365	760
Sunbury	37.00	5,540	25	357		6,919			35,000	1,996	800
Swissvale	17.00	13,500	80			7,000			5,000		935
Tamaqua	17.00	9,781	33	486	35	7,000			60,000	3,142	340
Uniontown	25.00	5,778	23	188	18	13,000			62,000	5	687
Warren	11.50	11,523	30	219	53	15,800			15,486		1,011
Washington	22.00	9,344	75	152	16	14,000	9,000		21,000	21	553
West Chester	17.00	27,413	80	927	82	28,000			68,389	11	2,050
Wilkesburg	19.00	11,264	30	781	87	3,000			55,711	113	652
Woodlawn											
Rhode Island											
Bristol	18.24	13,262	100	4							490
Central Falls	16.74	19,789	100			5,000		6,009			635
Cranston	10.07	23,844	100	427	409						779
Cumberland				105							210
East Providence	8.50	12,150	80	105							540
Warwick											859
West Warwick	18.39	24,297		456			325,000				248
South Carolina											
AAnderson	21.90	6,500	20	402	40			10,561	36,558	550	575
Florence	25.00	4,400	20	540	94						800
Greenville	16.01	9,322	20	805	138		20,000	34,048	40,288		870
Spartanburg	21.00	11,921	20	290	7			20,000	17,932		1,048
South Dakota											
Aberdeen	13.23	20,730	100	562	36		25,000				866
Sioux Falls	15.37	37,066	100	1,457	16						2,369
Tennessee											
Jackson	18.50	11,000	70								454
Johnson City	10.07	16,000	50								850
Texas											
Abilene	6.32	12,739	60	359	63		5,000	45,132			600
Amarillo	10.00	26,388	67	210	88						478
Brownsville	8.10	8,100									
Cleburne	11.10	11,281	60	442		5,000		18,234	3,931	230	1,033
Corpus Christi	5.00	10,418	50	175	57			13,087			253
Corsicana	7.50	11,350	40	640			3,000	12,755			715
Del Rio	7.50	4,890	75	138	12						629
Denison	7.50	12,500	80								527
Greenville	6.46	11,650	75	238	39		6,468				400
Laredo	24.00	12,817	67	175	36						280
Marshall	5.20	8,641	50	110	17						391
Palestine	8.85	7,802	50	303	33		9,225				811
Paris	16.07	13,908	55	410	52			26,033	52,954		1,560
Port Arthur	6.00	75,000	80	1,316	44		45,000				417
Ranger	10.00	8,320	60	431	5						448
San Angelo	9.37	8,617	67	201	36			28,892			901
Sherman	7.50	12,180	40								500
Temple	9.80	9,604	65	152	42						317
Texasana	7.50	9,604	65	152	10						408
Tyler	6.90	12,000	75				7,000			55	
	6.90	9,888	65	234	29						

1 Data of 1921-22.
 2 Estimated.



TABLE 14.—Bonds, taxations, property values, and valuation, city school systems, 1923-24—Continued
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation				Bonds and sinking funds (thousands of dollars)				Expenses of debt service					Value of school properties (thousands of dollars)	
	School-tax rate (mills)		Property assessment (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of debt	Total amount in sinking funds	Redemption of bonds			Payment to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service		
	For maintenance	For other purposes						Total	From current funds	From sinking funds					From new bond issue
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Utah:															
Provo			10.00	8,465	100	138			\$8,000	\$30,000					620
Vermont:															
Barre			13.60	7,748	100	115									410
Burlington					50	144			2,000						738
Rutland			10.00	12,626	50	158									256
Virginia:															
Alexandria			10.50	9,228	66	384									265
Charlottesville			6.00	19,028	75	64	32								108
Danville			8.70	6,480		100									484
Staunton															181
Washington:															
Aberdeen			18.50	8,265	50	366	46		27,000						739
Bellingham			16.90	14,408	50	326			35,000						1,014
Everett			14.50	16,341	50	352	130			2,000					639
Hoquiam			10.00	5,590	50	195			20,000			\$8,000			390
Vancouver			18.00	5,802	50	313				51,000					575
Walla Walla			12.80	11,836	50	367			50,000						902
Yakima			15.00	13,363	50	351	21		29,000						1,013
West Virginia:															
Bluefield			13.00	30,000	50	119				7,140					1,073
Clarkburg			8.60	45,973	80	163			5,026						1,205
City district			13.40		50										253
Coal district			11.10		50										878
Fairmont			9.70	29,774	80	162				24,500		20,000		9125	496
Martinsburg			10.40	35,212	100	228				3,400					618
Moundsville			13.70	11,694	25	144			3,000						312
Northwest			16.20	50,000	100	315			7,500						1,000

CHAPTER XXII

STATISTICS OF UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, 1923-1924

INSTITUTIONS REPORTING

For the school year 1923-24 reports were received from 913 universities, colleges, and professional schools. Of this number 144 are under public control and 769 under private control; 150 are independent professional schools. There are 165 schools of theology, 124 schools of law, 80 schools of medicine, 43 schools of dentistry, 63 schools of pharmacy, 6 schools of osteopathy, and 12 schools of veterinary medicine. In 1922 reports were received from 780 universities, colleges, and professional schools. The addition of 133 reports of schools in 1924 is due in part to the efforts of field agents of the Bureau of Education, who secured many reports by personal visits.

PROFESSORS AND INSTRUCTORS

The total number of professors and instructors who are men, in both public and private schools, is 44,345; and the number who are women is 11,934, or a total of 56,279. In the institutions under public control 15,478 professors and instructors are men and 3,667 are women. In the institutions under private control 28,867 professors and instructors are men and 8,267 are women. This makes a total of 19,145 professors and instructors in schools under public control and 37,134 in schools under private control.

STUDENTS

The total number of students enrolled in all the institutions is 726,124, of which number 457,701 are men and 268,423 are women. Of the total number, 38,825 men and 23,033 women were enrolled in preparatory departments; 289,817 men and 196,482 women in collegiate departments; 18,444 men and 10,355 women in graduate departments; 85,865 men and 5,651 women in professional departments; and 33,144 men and 39,759 women were registered as unclassified and special students. Schools of theology enrolled 12,358 students; schools of law, 35,732; schools of medicine, 18,900; schools of dentistry, 12,947; schools of pharmacy, 9,951; schools of osteopathy, 1,117; and schools of veterinary medicine, 511. Schools of

engineering enrolled 57,699 students. Institutions under public control enrolled 166,860 men and 88,770 women; those under private control enrolled 290,841 men and 179,653 women. There were also enrolled 189,943 additional students in summer schools, 4,012 in winter short courses, and 140,846 in extension and correspondence courses.

DEGREES

During the school year 1923-24 the universities and colleges conferred 36,258 baccalaureate degrees upon men and 25,027 upon women. These institutions and the professional schools together conferred 6,447 graduate degrees upon men and 2,814 upon women. The professional schools conferred 17,357 first degrees, distributed as follows: Schools of theology, 1,319; schools of law, 6,848; schools of medicine, 3,642; schools of dentistry, 3,356; schools of pharmacy, 2,839; schools of osteopathy, 204; and schools of veterinary medicine, 95. In all, 1,096 honorary degrees were conferred, none of which were Ph. D. degrees. Included above in the graduate degrees are 1,064 Ph. D. degrees, 914 being conferred upon men and 150 upon women.

PROPERTY

In 1924 the value of grounds belonging to universities, colleges, and professional schools is reported as \$168,257,572; of buildings as \$713,348,357. The total value of libraries, scientific apparatus, machinery, furniture, and other contents of buildings is reported as \$175,323,131. The productive funds total \$814,718,813. The total amount of benefactions received during the year is \$81,722,887. The number of volumes in the libraries of these institutions is 33,025,478.

RECEIPTS

The total receipts of universities, colleges, and professional schools for 1923-24 are reported as \$388,242,587, including receipts for endowments. If receipts for endowments are excluded, the total is \$341,515,910. The following amounts were received from the sources indicated: Student fees, \$81,171,612; room rent, \$8,934,749; board, \$28,028,858; productive funds, \$40,431,608; State or city for increase of plant, \$18,828,593; State or city for current expenses, \$73,423,956; United States Government, \$13,641,424; private benefactions for increase of plant, \$22,632,735; private benefactions for endowment, \$46,726,677; private benefactions for current expenses, \$12,375,326; all other sources, \$42,047,049. The total income for the year for public institutions, including additions to endowments, is \$153,228,195; for private institutions, \$235,014,392.

COMPARATIVE STATISTICS

Table 1 presents historical statistics for instructors, students, and degrees, by 10-year periods, from 1890 to the present time. There were enrolled in 1890, excluding duplicates and preparatory students, a total of 121,942 students in collegiate courses. In 1900 this enrollment had reached 167,999; in 1910 it was 266,654; and in 1924 it amounted to 664,266. During this 34-year period the general population increased about 78 per cent, while enrollment of collegiate students increased 445 per cent. During this period enrollments in all kinds of secondary students increased 951 per cent. College enrollment, therefore, has grown nearly 6 times as fast as the general population, and secondary school enrollments have grown about 12 times as fast as the general population. Since college growth must of necessity come through the secondary schools, the continuous growth of the secondary schools becomes one of primary importance.

The number of instructors, excluding those in preparatory departments, in 1890 is reported as 10,762, in 1900 as 18,056, in 1910 as 29,083, and in 1924 as 51,907. The number of students per teacher for each of these four years is 11.3, 9.3; 9.2, and 12.8.

From 1922 to 1924 the number of baccalaureate degrees conferred increased from 47,854 to 61,285; the number of first professional degrees from 12,053 to 17,357; and the number of graduate degrees from 7,332 to 9,261. During this two-year period the amount of productive funds of these institutions increased from \$699,213,452 to \$814,718,813, and the total annual receipts from \$326,535,304 to \$387,694,609. There is also an increase in student fees from \$64,296,212 in 1922 to \$81,168,998 in 1924. The student fees in 1924 are about 21 per cent of the total receipts, which means that for every dollar the student pays \$4 more must come from other sources.

The summer-school enrollment increased from 25,538 men and 52,521 women in 1918 to 36,469 men and 58,369 women in 1920, to 62,994 men and 85,069 women in 1922, and to 76,155 men and 113,788 women in 1924. This is an annual increase of about 20 per cent for the men and 13 per cent for the women. In 1918, 33 per cent of the summer-school enrollment were men, and in 1924 this had increased to 40 per cent. The increase in enrollment in 1924 over 1918 is 198 per cent for the men and 117 per cent for the women.

TABLE 1.—Review of statistics of universities, colleges, and professional schools, by decades, 1890-1922, and for 1924

Items	1890	1900	1910	1920	1922	1924
PROFESSORS AND INSTRUCTORS						
Preparatory departments:						
Men.....		2,572	2,807	2,714	2,902	2,614
Women.....		1,506	1,741	1,568	1,731	1,757
Total.....	2,803	4,078	4,548	4,282	4,633	4,371
Collegiate departments:						
Men.....		9,014	14,051	21,644	25,685	28,872
Women.....		2,205	3,230 ¹	6,469	7,424	9,153
Total.....	6,198	11,219	17,281	28,113	33,109	38,025
Professional departments:						
Men.....			12,886	10,603	11,905	13,381
Women.....			369	312	351	422
Total.....	3,995	8,277	13,285	10,915	12,256	13,803
Total, excluding duplicates:						
Men.....	10,676	18,343	28,477	34,111	39,393	44,345
Women.....	2,889	3,791	5,154	8,771	10,445	11,934
Total.....	13,565	22,134	33,631	42,882	49,838	56,279
STUDENTS						
Preparatory departments:						
Men.....	29,530	34,814	42,616	38,398	45,782	38,825
Women.....	22,219	21,471	23,426	29,911	21,867	23,034
Total.....	51,749	56,285	66,042	68,309	67,649	61,859
Collegiate departments:						
Men.....	44,650	68,047	113,074	212,405	254,514	289,817
Women.....	20,624	36,051	61,139	128,677	160,292	196,482
Total.....	65,274	104,098	174,213	341,082	414,806	486,299
Graduate departments:						
Men.....	1,973	4,112	6,504	9,837	15,046	18,444
Women.....	409	1,719	2,866	5,775	7,970	10,355
Total.....	2,382	5,831	9,370	15,612	23,016	28,799
Professional departments: ⁴						
Men.....	32,034	55,926	65,569	53,295	70,618	85,805
Women.....	977	2,144	5,688	3,836	5,064	4,651
Total.....	33,011	58,070	71,257	57,131	75,682	90,456
Total number, excluding duplicates:						
Men.....	119,860	162,899	227,995	334,226	402,036	457,701
Women.....	53,831	61,385	104,701	187,528	216,519	268,423
Total.....	173,691	224,284	332,696	521,754	618,555	726,124
Students in certain engineering courses:						
General engineering.....				10,231	9,717	12,800
Civil engineering.....	1,195	3,140	7,889	8,859	9,975	10,024
Mechanical engineering.....		4,459	6,377	11,789	12,718	10,637
Electrical engineering.....		2,555	5,450	9,469	13,009	14,008
Mining engineering.....		1,261	2,656	3,048	3,372	2,771
Chemical engineering.....			809	5,743	5,795	4,141

¹ Includes 982 men and 1,239 women teaching in other departments.

² Includes 1,010 men and 1,241 women teaching in other departments.

³ Includes 1,073 men and 1,255 women teaching in other departments.

⁴ Includes students in theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

⁵ Includes 27,533 men and 38,326 women in other departments.

⁶ Includes 26,496 men and 29,453 women in other departments.

⁷ Includes 33,144 men and 30,859 women in other departments.

TABLE 1.—Review of statistics of universities, colleges, and professional schools, by decades, 1890-1922, and for 1924—Continued

Items	1890	1900	1910	1920	1922	1924
DEGREES CONFERRED						
Baccalaureate:						
Men.....		9,547	16,267	23,272	29,206	36,258
Women.....		4,471	7,420	15,280	18,558	25,027
Total.....	6,853	14,018	22,687	38,552	47,854	61,285
Professional: ¹						
Men.....				8,272	11,339	17,357
Women.....				502	680	940
Total.....	8,686	13,392	14,512	8,774	12,019	18,297
Graduate:						
Men.....		1,628	1,939	3,457	5,445	6,447
Women.....		324	602	1,396	1,882	2,814
Total.....	1,135	1,952	2,641	4,853	7,327	9,261
Honorary.....	735	702	679	989	1,082	1,096
Ph. D. degree, on examination:						
Men.....		332	365	439	770	914
Women.....		20	44	93	113	150
Total.....	126	342	409	532	883	1,064

¹ First degrees in theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 2.—Number of collegiate and resident graduate students in universities and colleges from 1889-90 to 1923-24

Year	Men	Women	Year	Men	Women
1889-90.....	44,926	20,874	1905-6.....	97,738	50,826
1890-91.....	46,220	22,036	1906-7.....	96,579	53,125
1891-92.....	51,163	23,385	1907-8.....	100,945	54,815
1892-93.....	55,305	24,632	1908-9.....	119,480	62,997
1893-94.....	59,814	28,657	1909-10.....	119,578	64,005
1894-95.....	62,053	29,739	1910-11.....	119,026	64,546
1895-96.....	65,143	32,244	1911-12.....	125,750	72,703
1896-97.....	64,662	32,472	1912-13.....	128,644	73,587
1897-98.....	67,018	34,040	1913-14.....	139,373	77,120
1898-99.....	67,506	35,746	1914-15.....	152,307	84,861
1899-1900.....	72,159	37,770	1915-16.....	164,075	96,436
1900-1901.....	75,472	38,900	1917-18.....	142,768	111,345
1901-2.....	78,133	40,569	1919-20.....	222,242	134,452
1902-3.....	82,394	42,731	1921-22.....	269,560	168,262
1903-4.....	86,006	42,057	1923-24.....	308,261	206,837
1904-5.....	92,161	46,562			

TABLE 3.—Institutions conferring the Ph. D. degree on examination in 1924

State	Institution	Men	Women
Arizona.....	University of Arizona.....	1	0
California.....	University of California.....	30	4
Do.....	California Institute of Technology.....	9	0
Do.....	Leland Stanford Junior University.....	16	8
Colorado.....	University of Colorado.....	2	0
Do.....	University of Denver.....	1	0
Connecticut.....	Hartford Seminary Foundation.....	1	0
Do.....	Yale University.....	40	6
District of Columbia.....	American University.....	5	0
Do.....	Catholic University of America.....	8	4
Do.....	Georgetown University.....	2	0
Do.....	George Washington University.....	5	1

TABLE 3.—*Institutions conferring the Ph. D. degree on examination in 1924—Con.*

State	Institution	Men	Women
Illinois	De Paul University	0	1
Do	University of Chicago	101	21
Do	Northwestern University	9	1
Do	Garrett Biblical Institute	1	0
Do	University of Illinois	38	1
Indiana	Indiana University	7	2
Do	University of Notre Dame	3	0
Iowa	Iowa State College of Agriculture and Mechanic Arts	9	0
Do	University of Dubuque	5	0
Do	State University of Iowa	27	2
Kansas	University of Kansas	1	1
Louisiana	Tulane University of Louisiana	1	0
Maryland	Johns Hopkins University	47	5
Do	University of Maryland	1	0
Massachusetts	Massachusetts Agricultural College	1	0
Do	Boston University	3	0
Do	Harvard University	73	0
Do	Massachusetts Institute of Technology	12	2
Do	Radcliffe College	0	8
Do	Clark University	4	1
Michigan	University of Michigan	22	5
Minnesota	University of Minnesota	24	3
Missouri	University of Missouri	5	0
Do	Washington University	2	1
Nebraska	University of Nebraska	6	1
New Jersey	Rutgers University	5	1
Do	Princeton University	31	0
New York	Cornell University	73	8
Do	Columbia University	111	26
Do	Fordham University	6	7
Do	New York University	9	1
Do	Rensselaer Polytechnic Institute	2	0
North Carolina	University of North Carolina	4	2
Ohio	University of Cincinnati	5	2
Do	Ohio State University	22	2
Do	University of Dayton	1	0
Pennsylvania	Bryn Mawr College	0	4
Do	St. Francis College	2	0
Do	Dropsie College	3	0
Do	University of Pennsylvania	37	4
Do	Duquesne University	0	1
Do	University of Pittsburgh	5	0
Do	Villanova College	0	3
Rhode Island	Brown University	3	1
Texas	University of Texas	2	0
Do	Rice Institute	1	0
Virginia	University of Virginia	5	0
Washington	University of Washington	2	0
Wisconsin	University of Wisconsin	60	3
Do	Marquette University	3	0
Total		914	150

BENEFACTIONS

The total amount of gifts and bequests, excluding grants by the United States, by the several States, and the municipalities, reported for the year 1923-24 is \$81,722,887. Of this amount \$22,632,735 was for increase of plant, \$12,380,569 for current expenses, and \$46,709,583 for endowment. One hundred and forty-seven universities, colleges, and professional schools reported gifts above \$100,000 each received during 1923-24, the total for these institutions amounting to \$69,064,665.

TABLE 4.—Benefactions

State	Institution	Amount
Alabama	Marion Institute	\$150,000
Arkansas	Ouachita College	400,000
California	University of California	1,356,643
Do	Pomona College	361,183
Do	California Christian College	113,743
Do	Occidental College	404,351
Do	University of Southern California	450,000
Do	Leland Stanford Junior University	1,135,658
Do	Mills College	173,643
Do	California Institute of Technology	319,070
Do	University of Redlands	103,724
Do	University of Santa Clara	227,353
Do	College of the Pacific	171,000
Do	Whittier College	112,500
Connecticut	Trinity College	259,270
Do	Wesleyan University	202,477
Do	Yale University	5,037,413
Georgia	University of Georgia	244,593
Do	Georgia School of Technology	119,834
Do	Agnes Scott College	156,236
Do	Emory University	204,251
Do	Mercer University	204,000
Do	Wesleyan College	274,120
Illinois	Blackburn College	133,114
Do	Armour Institute of Technology	159,000
Do	Chicago Theological Seminary	250,000
Do	University of Chicago	2,699,066
Do	Northwestern University	5,057,542
Do	Eureka College	178,557
Do	Knox College	157,222
Do	Rosary College	146,449
Indiana	Indiana University	850,370
Do	Wabash College	108,968
Do	University of Notre Dame	722,481
Do	Taylor University	145,000
Iowa	Grinnell College	104,897
Do	Simpson College	118,478
Kansas	Baker University	279,681
Kentucky	Berea College	317,930
Do	Centre College	304,819
Do	Transylvania College	119,767
Do	Presbyterian Theological Seminary of Kentucky	112,551
Do	Cumberland College	272,000
Louisiana	Loyola University	340,000
Do	Tulane University of Louisiana	436,357
Maine	Bowdoin College	559,068
Maryland	Johns Hopkins University	1,648,030
Do	Washington College	250,000
Do	Woodstock College	100,000
Massachusetts	Amherst College	390,000
Do	Boston University	220,622
Do	Simmons College	619,119
Do	Harvard University	7,780,745
Do	Massachusetts Institute of Technology	513,000
Do	Radcliffe College	144,000
Do	Boston College	105,200
Do	Smith College	334,804
Do	Tufts College	384,183
Do	Wellesley College	605,970
Do	Williams College	580,834
Michigan	University of Michigan	206,966
Minnesota	University of Minnesota	796,474
Do	Carleton College	130,607
Do	College of St. Catherine	415,000
Missouri	Culver-Stockton College	678,700
Do	Central College	120,442
Do	William Jewell College	176,063
Do	Park College	330,867
Montana	Intermountain Union College	102,000
Nebraska	Nebraska Wesleyan University	176,674
New Hampshire	Dartmouth College	337,554
New Jersey	Upsala College	133,532
Do	Rutgers University	462,048
Do	Princeton University	937,868
New York	St. Stephen's College	170,546
Do	University of Buffalo	727,802
Do	St. Lawrence University	247,849
Do	Hamilton College	934,068
Do	Hobart College	110,260
Do	Cornell University	1,093,110
Do	Keuka College	249,500
Do	Columbia University	1,092,774

TABLE 4.—Benefactions—Continued

State	Institution	Amount
New York	Jewish Theological Seminary	\$484,250
Do.	Manhattan College	200,000
Do.	New York University	105,000
Do.	Vassar College	961,373
Do.	University of Rochester	247,251
Do.	Union University	427,294
Do.	Syracuse University	191,122
Do.	Rensselaer Polytechnic Institute	151,072
North Carolina	Davidson College	226,814
Do.	Duke University	100,701
Do.	Elon College	514,318
Do.	Lenoir-Rhyne College	251,800
Do.	Livingstone College ¹	500,000
Do.	Salem College	111,530
Ohio	Baldwin-Wallace College	172,190
Do.	Hebrew Union College	395,000
Do.	University of Cincinnati	466,274
Do.	Western Reserve University	2,086,000
Do.	Kenyon College	251,945
Do.	Hiram College	184,919
Do.	Muskingum College	104,615
Do.	Oberlin College	526,066
Do.	Wittenberg College	147,000
Do.	Otterbein College	205,831
Do.	College of Wooster	415,610
Oklahoma	University of Tulsa	108,740
Oregon	Eugene Bible University	115,200
Do.	Pacific University	115,000
Do.	Linfield College	190,383
Do.	Willamette University	121,500
Pennsylvania	Muhlenberg College	216,550
Do.	Gettysburg College	115,000
Do.	Franklin and Marshall College	203,000
Do.	Bucknell University	147,086
Do.	Drexel Institute	262,466
Do.	University of Pennsylvania	577,800
Do.	Carnegie Institute of Technology	1,002,750
Do.	University of Pittsburgh	975,270
Do.	Pennsylvania State College	192,520
Rhode Island	Brown University	769,445
South Carolina	Presbyterian College of South Carolina	189,430
Do.	Furman University	119,800
Tennessee	Lincoln Memorial University	121,071
Do.	Maryville College	168,000
Do.	Meharry Medical College ¹	129,770
Do.	University of the South	263,405
Texas	Simmons College	215,000
Do.	Southern Methodist University	862,530
Do.	Texas Christian University	165,212
Do.	Lon Morris College	275,000
Utah	Brigham Young University	201,256
Vermont	University of Vermont	169,787
Do.	Middlebury College	544,250
Virginia	University of Virginia	189,400
Do.	Lynchburg College	150,700
Do.	University of Richmond	185,155
Do.	Roanoke College	107,740
Do.	Protestant Episcopal Theological Seminary	215,000
Washington	College of Puget Sound	194,547
West Virginia	Bethany College	101,555
Wisconsin	Beloit College	126,557
Do.	University of Wisconsin	146,000
Do.	Marquette University	199,700
Do.	Milwaukee-Downer College	234,600
Do.	Carroll College	144,500
Total		69,064,066

¹ Colored.

TABLE 5.—Professors and instructors in universities, colleges, and professional schools in 1923-24

State	Insti- tu- tions	Preparatory depart- ments		Collegiate depart- ments ¹		Professional depart- ments ²		Other depart- ments		Total number, excluding duplicates	
		Men	Wom- en	Men	Wom- en	Men	Wom- en	Men	Wom- en	Men	Wom- en
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	913	2,615	1,757	28,872	9,153	13,381	422	1,073	1,255	44,345	11,934
Alabama.....	12	68	24	271	97	28	0	11	21	352	134
Arizona.....	2			88	19	6	0			94	19
Arkansas.....	11	27	26	139	44	53	0	12	41	224	108
California.....	39	161	74	1,422	451	792	67	35	18	2,397	610
Colorado.....	10	44	26	441	114	167	9	0	9	676	148
Connecticut.....	7	17	0	474	42	168	6			640	48
Delaware.....	1	5	1	44	14					47	15
Dist. of Columbia.....	11	16	11	484	62	529	12	26	1	1,037	81
Florida.....	4	16	19	119	55	13	0	4	25	144	85
Georgia.....	27	65	38	502	242	306	2	88	16	687	290
Idaho.....	4	20	6	121	39	5	0	4	2	135	47
Illinois.....	56	190	116	1,568	526	1,351	64	82	115	3,020	760
Indiana.....	25	23	38	788	235	173	1	42	35	1,020	306
Iowa.....	32	117	61	913	370	152	6	65	82	1,207	511
Kansas.....	21	83	20	588	246	102	3	50	40	785	301
Kentucky.....	24	76	78	323	108	202	2	2	15	570	178
Louisiana.....	11	26	29	278	125	295	10	24	17	590	161
Maine.....	5			197	18	7	0			204	18
Maryland.....	20	82	30	736	204	516	11	1	1	1,324	242
Massachusetts.....	31	85	22	1,898	580	1,073	23			2,967	610
Michigan.....	21	38	24	1,016	203	305	7	12	15	1,356	249
Minnesota.....	27	174	98	789	365	440	18	18	30	1,305	463
Mississippi.....	14	22	36	179	161	22	0	9	12	213	196
Missouri.....	47	101	127	826	367	676	16	9	79	1,510	509
Montana.....	5	11	3	156	41	7	0	2	1	174	43
Nebraska.....	14	77	34	311	149	267	4	37	54	667	229
Nevada.....				50	14					60	14
New Hampshire.....	3	12	0	266	9	10	0			288	9
New Jersey.....	13	30	6	449	64	90	5	3	1	563	74
New Mexico.....	3	13	3	58	14					71	17
New York.....	61	137	118	3,441	888	1,811	38	64	30	5,349	1,045
North Carolina.....	28	44	87	516	277	61	1	8	46	619	368
North Dakota.....	4	43	30	126	56	27	3	7	5	184	72
Ohio.....	50	118	47	1,721	574	712	8	117	74	2,594	690
Oklahoma.....	11	23	30	280	148	95	5	12	19	397	186
Oregon.....	14	29	24	405	145	155	5	4	8	578	180
Pennsylvania.....	62	156	52	2,418	638	1,359	62	208	95	4,049	696
Rhode Island.....	4	7	0	165	14	5	1			170	15
South Carolina.....	23	11	21	326	210	82	0	7	29	412	247
South Dakota.....	9	31	25	205	65	19	1	7	11	246	98
Tennessee.....	25	69	76	392	135	384	1	16	55	772	233
Texas.....	45	97	121	889	442	239	13	51	119	1,211	628
Utah.....	7	55	28	220	92	19	0	0	2	260	113
Vermont.....	4	8	0	189	29	45	0			222	29
Virginia.....	30	25	68	553	206	263	4	17	69	848	316
Washington.....	7	53	13	431	142	33	2	5	9	514	165
West Virginia.....	9	28	38	198	71	21	0	4	12	237	106
Wisconsin.....	18	76	20	863	217	291	9	10	42	1,210	267
Wyoming.....	1	6	9	45	26	5	0			56	35
Outlying possessions											
Alaska.....	1			8	2					8	2
Hawaii.....	1			35	5					35	5
Porto Rico.....	1	14	28	43	22	15	0			67	41

¹ Including engineering.

² Includes theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 6.—Students in universities, colleges, and professional schools in 1923-24

State	Preparatory departments ¹		Collegiate departments ²		Graduate departments		Professional departments ³		All other departments ⁴		Total number, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.....	38,825	23,033	289,817	196,482	18,444	10,355	85,865	5,651	33,144	39,859	457,701	208,421
Alabama.....	811	288	3,700	2,350	37	13	357	5	143	389	4,929	2,631
Arizona.....			927	538	62	34	86	3	89	73	1,099	64
Arkansas.....	626	398	1,696	1,166	11	6	191	1	82	644	2,544	1,662
California.....	1,895	614	12,974	11,547	1,671	1,176	4,405	323	742	787	21,444	14,467
Colorado.....	429	158	4,078	2,327	98	114	831	51	96	184	5,454	2,780
Connecticut.....	71	0	3,955	695	380	105	747	35	98	68	5,206	885
Delaware.....	70	0	313	223	11	0					383	223
District of Columbia.....	91	93	3,710	2,194	597	286	4,241	340	881	668	9,222	3,683
Florida.....	217	58	1,145	1,096	37	23	279	7	257	287	1,753	1,671
Georgia.....	1,669	1,023	5,022	3,667	135	53	1,681	37	982	386	9,067	5,181
Idaho.....	152	110	1,183	957	41	15	73	4	130	255	1,563	1,267
Illinois.....	3,320	1,617	17,340	14,418	3,442	2,595	8,253	585	5,142	5,142	36,759	23,708
Indiana.....	378	410	10,021	6,295	270	144	1,902	81	915	737	12,987	7,494
Iowa.....	1,504	386	9,215	7,906	600	256	1,581	87	1,026	2,510	13,384	10,459
Kansas.....	954	209	6,595	5,109	269	151	546	64	890	1,877	8,992	7,237
Kentucky.....	2,014	1,709	2,878	2,142	41	17	1,417	58	43	277	6,330	4,140
Louisiana.....	397	450	2,375	2,004	92	85	1,022	50	679	232	4,523	2,799
Maine.....	14	0	2,101	722	45	18	35	5	47	14	2,238	764
Maryland.....	747	323	6,512	3,731	694	123	2,367	75	357	386	9,972	4,583
Massachusetts.....	1,579	168	17,686	11,426	1,255	594	6,847	626	1,329	285	28,585	13,022
Michigan.....	667	403	10,959	4,689	503	232	2,638	88	247	508	15,079	5,888
Minnesota.....	1,936	900	7,225	5,993	716	239	2,363	142	522	1,007	12,288	7,611
Mississippi.....	237	450	2,377	2,479	19	5	264	6	111	425	2,872	3,240
Missouri.....	1,053	1,038	8,046	6,117	357	142	4,579	322	526	1,297	14,256	8,539
Montana.....	131	27	1,288	879	42	17	82	14	86	93	1,625	1,038
Nebraska.....	1,056	663	4,426	4,289	292	243	1,591	98	500	1,370	7,687	6,331
Nevada.....			479	276	8	7			52	33	539	316
New Hampshire.....	140	0	3,111	251	9	6	42	0	28	16	3,330	283
New Jersey.....	483	40	3,666	808	260	0	1,345	112	38	10	5,782	965
New Mexico.....	156	8	438	270	8				44	17	646	201
New York.....	2,496	2,201	36,009	19,926	2,113	1,446	14,006	1,128	5,549	3,882	60,623	28,370
North Carolina.....	1,039	1,119	5,055	4,236	200	30	621	7	195	559	7,022	5,901
North Dakota.....	330	182	1,353	1,015	39	6	131	9	84	145	1,813	1,285
Ohio.....	2,248	518	17,479	13,376	568	328	3,780	213	2,344	3,554	25,795	17,635
Oklahoma.....	398	360	3,781	3,865	110	56	566	109	189	504	4,913	4,741
Oregon.....	268	290	3,862	2,904	157	91	1,219	148	358	481	5,654	3,857
Pennsylvania.....	2,585	800	21,609	9,877	1,479	814	6,921	435	4,821	3,494	37,299	15,325
Rhode Island.....	10	0	2,032	487	88	72	229	14	37	16	2,384	585
South Carolina.....	209	396	2,956	3,566	61	27	453	8	105	697	3,783	4,647
South Dakota.....	447	200	1,537	1,112	21	9	136	13	182	463	2,284	1,681
Tennessee.....	1,186	1,164	3,887	3,177	76	18	2,029	47	632	680	7,520	4,934
Texas.....	1,219	1,622	10,250	10,673	262	189	1,832	133	621	1,905	14,013	14,266
Utah.....	769	784	2,127	1,915	98	43	153	2	290	161	3,432	2,567
Vermont.....	90	0	1,198	727	0	2	120	6	2	6	1,405	730
Virginia.....	419	886	5,627	3,238	123	24	1,403	33	313	1,011	7,798	4,901
Washington.....	796	126	5,497	3,729	327	180	466	72	64	105	7,105	4,121
West Virginia.....	360	498	2,019	1,495	83	57	211	6	165	477	2,847	2,512
Wisconsin.....	1,115	220	7,182	4,318	543	257	1,749	49	628	1,360	10,990	5,961
Wyoming.....	44	64	323	274	9	7	16	0	110	97	433	460
<i>Outlying possessions</i>												
Alaska.....			24	24					6	15	24	9
Hawaii.....			283	109	9	5			90	218	382	260
Porto Rico.....	401	501	164	284			149	16	11	4	725	590

¹ Including secondary schools.² Includes also engineering students.³ Includes students in theology, law, medicine, dentistry, pharmacy, veterinary medicine, and optometry.⁴ Includes students in music, art, oratory, business, etc., unless they are enrolled in four-year courses leading to a collegiate degree.

TABLE 7.—Students pursuing certain professional courses in universities, colleges, and professional schools in 1925-24

State	Theology		Law		Medicine		Dentistry		Pharmacy		Osteopathy		Veterinary medicine		
	Schools reporting	Men	Schools reporting	Men	Schools reporting	Men	Schools reporting	Men	Schools reporting	Men	Schools reporting	Men	Schools reporting	Men	Women
Continental United States.....	165	11,190	124	53,635	2,097	1,184	43	12,771	63	9,123	6	921	12	509	2
Alabama.....	2	22	1	176	2	72	1		1	70	2		1	17	0
Arizona.....	2	78	1	86	3	113	1								
Arkansas.....	8	305	8	1,754	86	536	3	1,293	2	440	43	77	1	61	0
California.....	1	55	3	378	13	102	1	175	2	70	21		1		
Colorado.....	3	257	14	309	14	181	0	0	0	0	0	0	0	0	0
Connecticut.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Delaware.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
District of Columbia.....	2	119	2	3,046	274	620	3	358	2	98	16	0	0	0	0
Florida.....	2	119	2	244	7	244	1	342	3	136	0		1	23	0
Georgia.....	6	430	4	383	19	346	4		2						
Idaho.....	14	1,602	1	48	0				1	25	4				
Illinois.....	4	156	5	2,739	89	2,272	7	1,160	1	360	17	1	102	18	
Indiana.....	5	157	2	624	26	402	1	356	4	364	14				
Iowa.....	2	70	2	341	7	376	1	223	2	210	16	1	187	28	0
Kansas.....	2	70	2	214	10	130	9		1	77	13		1	56	0
Kentucky.....	5	634	4	231	10	234	7	170	2	148	9				
Louisiana.....	1	85	3	400	15	352	12	166	3	104	20				
Maine.....	4	568	1	530	22	604	42	484	1	181	7				
Maryland.....	9	740	5	4,083	430	1,181	53	456	2	387	40				
Massachusetts.....	3	70	3	1,327	30	780	38	394	1	72	8				
Michigan.....	6	308	3	1,963	48	474	40	397	1	111	30				
Minnesota.....	1	118	1	118	2	67	0		1	70	4				
Mississippi.....	4	622	5	1,517	103	978	101	815	2	348	21	2	804	75	
Missouri.....	1	45	1	45	2		6		1	37	12				
Montana.....															

TABLE 7.—Students pursuing certain professional courses in universities, colleges, and professional schools in 1923-24—Continued

State	Theology			Law			Medicine			Dentistry			Pharmacy			Osteopathy			Veterinary medicine		
	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Nebraska.....	3	49	1	3	501	7	2	479	70	0	0	1	0	0	0	0	0	0	0	0	0
Nevada.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Hampshire.....	5	404	56	1	851	56	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Jersey.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Mexico.....	17	1,360	182	9	6,839	598	8	2,130	169	3	34	5	2,271	143	0	0	0	0	0	0	0
New York.....	4	107	2	3	286	4	2	121	0	0	0	1	107	1	1	1	0	0	0	0	0
North Carolina.....	12	598	44	8	1,137	81	4	831	84	4	7	1	658	47	1	1	0	0	0	0	0
Ohio.....	1	108	82	1	207	6	1	147	7	1	1	1	104	14	1	1	0	0	0	0	0
Oklahoma.....	2	132	81	3	190	15	1	180	13	1	1	3	187	38	1	1	0	0	0	0	0
Oregon.....	16	743	12	5	1,248	46	6	1,625	162	3	39	8	1,076	124	1	261	52	1	41	0	0
Pennsylvania.....	4	129	0	2	165	4	1	146	3	1	1	1	43	1	1	1	0	0	0	0	0
Rhode Island.....	5	154	8	4	629	16	3	596	4	3	8	2	127	11	2	11	0	0	0	0	0
South Carolina.....	6	541	76	2	426	11	2	437	27	2	7	2	144	12	2	12	1	23	0	0	0
South Dakota.....	4	129	0	1	107	2	1	46	0	0	0	1	56	12	1	1	0	0	0	0	0
Tennessee.....	4	263	0	4	495	10	2	482	18	1	0	1	90	5	1	1	0	0	0	0	0
Texas.....	5	154	8	4	629	16	3	596	4	3	8	2	127	11	2	11	0	0	0	0	0
Utah.....	6	541	76	2	426	11	2	437	27	2	7	2	144	12	2	12	1	23	0	0	0
Vermont.....	4	263	0	4	495	10	2	482	18	1	0	1	90	5	1	1	0	0	0	0	0
Virginia.....	1	25	0	2	197	5	1	106	2	2	1	2	218	67	1	1	0	0	0	0	0
Washington.....	4	183	0	2	556	21	2	367	14	1	7	1	97	7	1	3	0	0	0	0	0
West Virginia.....	4	183	0	2	556	21	2	367	14	1	7	1	97	7	1	3	0	0	0	0	0
Wisconsin.....	4	183	0	2	556	21	2	367	14	1	7	1	97	7	1	3	0	0	0	0	0
Wyoming.....	1	16	0	1	16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Outlying possession																					
Porto Rico.....				1	97	3							1	52	13						

TABLE 8.—Students in engineering courses in universities, colleges, and professional schools in 1923-24

State	General engineering	Chemical engineering	Civil engineering	Electrical engineering	Mechanical engineering	Mining engineering	Metallurgical engineering	Architectural engineering	Ceramic engineering	Agricultural engineering	Industrial engineering	Textile engineering	Total engineering students
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental U. S.	12,360	4,141	10,024	14,002	10,637	2,771	187	738	317	180	437	404	57,699
Alabama		91	168	403	146	32		24					864
Arizona			43	76	45	62							226
Arkansas	137	6	15	21	8			2					189
California	122	112	440	276	913	229							2,092
Colorado	214	49	232	377	126	493							1,491
Connecticut			2	18	55	4							79
Delaware		19	33	50	20								122
District of Columbia		92	139	150	108								499
Florida	114	10	46	35	10								215
Georgia	243	80	282	438	275	17			5		121		1,461
Idaho ¹	16	21	32	91	28	26	8						233
Illinois ²	643	195	387	559	848	55	138	88					3,090
Indiana	71	237	617	786	700	17	10						2,438
Iowa	375	97	295	453	202	12	107	25	50				1,616
Kansas ³	364	68	184	362	132	64			41	54			1,284
Kentucky	278		45		75	19							417
Louisiana ⁴	174	59	87	129	72								599
Maine		74	115	173	103								465
Maryland	427		25	23	18								498
Massachusetts ⁵	342	443	774	1,253	871	94					26	68	4,443
Michigan ⁶	629	236	489	459	470	220		22					2,611
Minnesota	468	148	222	277	135	107		123					1,480
Mississippi	261		95	33	17			1					407
Missouri	303	109	243	311	146	147	29	8		9			1,305
Montana		43	39	129	38	108		25			22		404
Nebraska	14	40	153	283	113			37		14			654
Nevada			42	97		48							280
New Hampshire	23	37	12	106	51			28			42		299
New Jersey	179		38	40	561				20				838
New Mexico	90	3	20	36	5	32							198
New York	3,223	441	1,200	1,411	1,467	31	11		113		77		7,974
North Carolina			231	243	70			11				141	696
North Dakota ⁷	84	49	68	44	59	13		4					522
Ohio	225	345	673	906	680	109	54	68	71		17		3,148
Oklahoma	243	38	102	148	49	29		32		1			642
Oregon	9	78	140	315	161	47							756
Pennsylvania ⁸	875	320	614	938	720	371	60	68			189		4,363
Rhode Island	258	16	23	48	25								370
South Carolina	329	10	134	22	17							95	607
South Dakota		21	133	163	11	44	25						397
Tennessee	109	21	87	104	31								352
Texas	56	215	435	628	364	97			23		69		1,892
Utah	311												311
Vermont	6	28	107	165	41								347
Virginia	394	93	199	342	161	43				32			1,264
Washington ⁹	708		64	162	66	87		30					1,178
West Virginia		37	94	148	61	54							394
Wisconsin		160	383	748	320	43							1,654
Wyoming	43		17	23		17							100
<i>Outlying possessions</i>													
Alaska						15							15
Hawaii ¹⁰			46										72
Porto Rico ¹¹			16	2	6								24

¹ Geology, 11.
² Engin.: Municipal and sanitary, 15; railway, 59; fire protection, 103.
³ Flour-mill engin., 15.
⁴ Petroleum engin., 7; sugar technology, 71.
⁵ Engin.: Administration, 417; sanitary, 8; naval arch. and marine, 62; electrochem., 74; geology, 11.
⁶ Marine eng., 31; aeronautical eng., 53; geodesy and surveying, 2.

⁷ Geological engineering, 12.
⁸ Commercial engin., 200; geological eng., 1.
⁹ Engin.: Sanitary, 9; electrochemical, 51; milling, 7; railway mechanical, 15; marine, 20; administrative, 13; commercial, 93.
¹⁰ Engin.: Hydroelec., 34; commercial, 22; automobile, 8.
¹¹ Sugar technology, 28.
¹² Sugar technology, 15.

TABLE 9.—Students in summer schools, short winter courses, extension courses, and correspondence courses in universities, colleges, and professional schools in 1923-24

State	Summer school (1923)		Short winter courses		Extension courses		Correspondence courses	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
Continental United States.....	76,155	113,788	3,179	833	33,524	63,541	19,852	23,929
Alabama.....	1,510	2,735			407	1,135	85	160
Arizona.....	63	111			36	97	122	145
Arkansas.....	322	450			550	257	388	380
California.....	5,723	8,585	103	41	2,067	6,109	186	468
Colorado.....	1,569	2,720			935	1,757	488	387
Connecticut.....	113	18			78	633		
Delaware.....	28	297			1	14	27	59
District of Columbia.....	1,029	1,166					103	2
Florida.....	312	1,301	101	0			534	1,754
Georgia.....	1,671	3,393	541	237	29	124	61	86
Idaho.....	148	494	32	0			50	43
Illinois.....	6,734	6,758			819	2,319	98	384
Indiana.....	2,281	3,328	62	13	1,541	4,994	385	559
Iowa.....	2,901	4,199	171	80	36	224	293	559
Kansas.....	1,472	2,625	100	13	223	890	1,052	1,599
Kentucky.....	662	680	12	0	65	44	107	163
Louisiana.....	1,306	3,109			87	398	5	35
Maine.....	221	179						
Maryland.....	567	982	14	0	130	265		
Massachusetts.....	3,012	2,442	69	16	133	975	15	5
Michigan.....	2,627	1,363	161	7	287	850		
Minnesota.....	2,943	2,083	186	139	2,474	1,823	864	806
Mississippi.....	535	171	34	4				
Missouri.....	855	1,340			1,443	906	463	734
Montana.....	249	273	189	22			125	292
Nebraska.....	1,217	3,423	152	19	384	443	481	1,252
Nevada.....	18	85	34	30				
New Hampshire.....	90	53						
New Jersey.....	411	735	108	8	62	465		
New Mexico.....	41	179	5	0	164	177		
New York.....	9,649	14,102	224	16	7,953	13,173	547	280
North Carolina.....	1,401	3,790			304	1,286	182	368
North Dakota.....	218	568	79	20	0	7	228	358
Ohio.....	4,382	8,133	74	2	1,284	3,488	26	90
Oklahoma.....	1,585	3,050	81	0	287	1,092	1,099	1,607
Oregon.....	400	992	66	112	801	1,122	782	1,131
Pennsylvania.....	4,805	6,601	70	0	6,624	9,163	3,535	339
Rhode Island.....					700	852		
South Carolina.....	766	2,313			123	56		
South Dakota.....	422	666	44	9	26	24		
Tennessee.....	613	998	28	16	7	740	58	91
Texas.....	4,004	6,235	53	0	209	407	1,403	2,242
Utah.....	979	1,057			1,211	2,308	562	689
Vermont.....	169	896					4	9
Virginia.....	1,471	2,536			356	1,192		
Washington.....	1,076	1,460	129	29	1,153	2,549	308	411
West Virginia.....	853	1,413			43	100	101	125
Wisconsin.....	2,287	2,884	257	0	492	1,683	4,864	6,108
Wyoming.....	297	818					231	821
<i>Outlying possessions</i>								
Alaska.....			29	7				
Hawaii.....			32	231			15	53
Porto Rico.....	54	43						

TABLE 10.—First degrees conferred on men by universities and colleges, 1923-24

State	Arts and sciences	Agriculture	Architecture	Commerce	Education	Forestry	Journalism	Music	Engineering (general)	Architectural engineering	Chemical engineering	Civil engineering	Electrical engineering	Mechanical engineering	Mining engineering	Textile engineering
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental U. S.	19,550	2,206	231	4,573	1,183	187	188	55	102	78	835	1,748	2,047	2,055	501	95
Alabama	185	24	2	24	41					2	8	13	46	19	5	
Arizona	32	18		12	14							3	7	3	7	
Arkansas	86	10			9						2	9	9	1		
California ¹	1,047	97	5	266	10			3	15		14	66	40	179	53	
Colorado ²	271	37		71		6					14	32	47	20	51	
Connecticut ³	611	27	4		5	3		3						5		
Delaware	11	6									4	3	8	5		
District of Columbia ⁴	325		5	18	24						9	15	20	9		
Florida	35	16			6						1	8	7	4		
Georgia	244	59	8	129	3		4		18		5	63	53	47	4	20
Idaho ⁵	49	26		7	19	4					1	5	4	1		
Illinois ⁶	1,022	121	17	530	98		9	12	12	14	44	79	88	116	10	
Indiana	660	95	5	106	3	3				1	42	80	105	108	6	
Iowa ⁷	648	127		117	19	4	4		6	15	16	66	69	46	2	
Kansas ⁸	535	85	13	12	4		7	4			6	41	44	26	7	
Kentucky	242	26			5							13		29	12	
Louisiana ⁹	112	29	1	23	15						16	8	6	20		
Maine	229	21			9	15					16	19	26	30		
Maryland	255	27		19	29						10	15	22	17		
Massachusetts ¹⁰	1,265	81	7	378	25			25	5	105	114	175	125	19	29	
Michigan ¹¹	825	77	29	23	36	31		1			40	147	89	142	67	
Minnesota	526	63		85	283	17				12	11	43	70	40	16	
Mississippi	156	36		28	73					1		23	12	9		
Missouri ¹²	461	65	11	147	13		58				17	32	33	22	17	
Montana ¹³	35	25		16		10	7				2	9	7	12	5	10
Nebraska ¹⁴	339	45		89	20		4			2	4	21	23	10		
Nevada	30	3										5	10	1	1	
New Hampshire ¹⁵	388	14	1	28		2					5	8	15	6		
New Jersey ¹⁶	526	17							2			20	8	120		
New Mexico ¹⁷	12	4							3			2	6	2	8	
New York ¹⁸	1,879	153	29	743	67	69	26	3			144	213	181	350	4	
North Carolina	398	23		52	9					6		26	34	10		25
North Dakota	100	18	1		13				1			8	7	6	5	
Ohio ¹⁹	1,289	113	6	170	69		21	8	2	7	79	99	116	118	21	
Oklahoma ²⁰	282	34		48	33			3		5	7	14	11	4	5	
Oregon ²¹	137	78	7	62	15	11	10	1			7	22	39	29	10	
Pennsylvania ²²	1,517	114	53	833	60	10		8		6	77	121	196	164	99	
Rhode Island	57	9									5	1	11	4		
South Carolina	285	40	7	10	6						2	28	23	13		17
South Dakota ²³	97	11		6								2	25	13	1	7
Tennessee	273	18		19	3				18		3	17	4	1		
Texas ²⁴	526	97	17	76	25			2			36	56	46	37	15	4
Utah ²⁵	101	45		67	28						1	10	16	8	10	
Vermont	92	11		14							5	26	32	6		
Virginia ²⁶	382	12	1	55	24						23	44	62	22	7	
Washington ²⁷	230	30	2	121	64	12	11	5			6	24	54	21	9	
West Virginia	179	24									7	9	18	8	1	
Wisconsin	544	92		106			27	1			32	50	131	84	12	
Wyoming	10	3		3	4							2		1		
<i>Outlying possessions</i>																
Hawaii ²⁸	9	4		4	3							9				
Porto Rico ²⁹	7	7										1		1		

¹ Fine arts, 4.
² Metallurgy, 3; engn. geol., 4, petroleum 6.
³ Fine arts, 10.
⁴ Foreign service, 44.
⁵ Geology, 1; metallurgy, 1.
⁶ Engn.: Fire protec., 20; munic. and sanitary, 4; railway, 17; speech, 1; ceramics, 16; soc. service admin., 2.
⁷ Landscape arch., 4; agric. engn., 12; ceramics, 6.
⁸ Engn.: Indust., 6; agric., 3; flour mill, 3; fine arts, 2.
⁹ Sugar technology, 18.
¹⁰ Engn.: Admin., 73; sanitary, 1; naval arch. and marine, 10; electrochem., 17.
¹¹ Aeronautical engn., 10; geodesy and surveying, 2; naval arch. and marine engn., 8.
¹² Agric. engn., 1; metallurgy, 12.
¹³ Secretarial science, 2; metallurgical engn., 3.
¹⁴ Agric. engn., 6.
¹⁵ Indus. engn., 7.
¹⁶ Ceramics, 8.
¹⁷ Geolog. engn., 3.
¹⁸ Ceramics, 13; met. engn., 1; indus. engn., 13; library science, 3.
¹⁹ Ceramics, 4; metallurg. engn., 10; applied optics, 8; commer. engn., 14.
²⁰ Agric. engn., 1.
²¹ Physical ed., 1; indus. arts, 12; mil. science, 1.
²² Engn.: Sanitary, 3; electrochem., 10; indus., 44; milling, 1; railway mech., 2; met., 8; marine 3; commer., 19; fine arts, 13; metallurgy, 11.
²³ Metallurgical engn., 6.
²⁴ Agric. engn., 10.
²⁵ Engn., automotive, 3; geol., 3; agric., 18.
²⁶ Agric. engn., 9.
²⁷ Commer. engn., 7; fisheries, 5; libr. sciences, 2; hydroelec. engn., 8; phys. ed., 2; fine arts, 6.
²⁸ Sugar technology, 3.
²⁹ Sugar chemistry, 6.



TABLE 11.—Graduate degrees conferred on men by universities, colleges, and professional schools in 1923-24

State	A. M.	M. B. A.	M. C. S.	M. F.	M. E.	M. S. in Agri.	M. Education	M. S. in Engineering	M. Th.	LL. M.	Chem. E.	C. E.	E. E.	E. M.	Mech. E.	Ph. D.	J. D.	S. T. M.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Continental U. S.	2,989	243	21	33	1,202	111	74	102	90	174	17	54	48	26	60	914	24	23
Alabama	10				2	4	1	7			1		1		2			
Arizona	6				2										2			
Arkansas	5				6													1
California ¹	160	1			33	23					3	1	11	8	3	55		2
Colorado ²	26			1	8	1			1									
Connecticut	32			16	14	1	3	9					1	1	4	41	11	2
Delaware					2													
District of Columbia ³	92				18			1		90							20	
Florida	2				3								4	1				
Georgia ⁴	25				7							1						
Idaho	1				2	3	1	3							1			
Illinois	252	18			158	13			1	11		2	2		4	149		10
Indiana	47				16	7		5			3	5	4	3	3	10		
Iowa ⁵	54				139							3			4	41		
Kansas	23				30		3					6	2		3	1		
Kentucky	8				6	3			13			4			2			
Louisiana	22				8					12					1	1		
Maine	3				7						1	1						
Maryland ⁶	95				9	21									1	48		
Massachusetts ⁷	247	171		3	153	4	50	17	1	11		1	3		1	93	8	1
Michigan ⁸	99		13	4	46	1		28	18			1	1		1	22		
Minnesota ⁹	37				46			9								24		
Mississippi	8				3													
Missouri ¹⁰	119				15					12	1	1	5	4	3	7		7
Montana	1																	
Nebraska	44				11			2		2				1			6	
Nevada	1				1							1						
New Hampshire	5				6													
New Jersey ¹¹	82				17				37			2			1	26		
New Mexico							1											
New York ¹²	699	34	8	7	118	13	3	7	2	27	3	7	1	1	10	201	4	11
North Carolina ¹³	52				25													
North Dakota	6				4	4												
Ohio ¹⁴	125				44		6	2			1	1	5	1	5	28		1
Oklahoma	22				14						1							
Oregon ¹⁵	16	3			6													
Pennsylvania ¹⁶	209	6			77	6	7	3	15			2	3	1	6	47		5
Rhode Island	20	1			6											3		
South Carolina	22																	
South Dakota	10				1									1				
Tennessee	29				4	1		2										
Texas ¹⁷	54	5			4			6	18			1						3
Utah	20				8													
Vermont	1				2													
Virginia	34				30				2			1	2			5		
Washington ¹⁸	60	4		2	6			1			1	2	1	3		2		
West Virginia	8				2	2		1										
Wisconsin ¹⁹	80				81						2	6		1	5	63		
Wyoming	2				1													
<i>Outlying possession</i>																		
Hawaii	2				2													

¹ Doctor of ed., 1; master of literature, 4; graduate in arch., 1.
² Doctor of ophthalmology, 1.
³ Doctor of civil law, 4; in canon law, 6; of science, 1; of sacred theol., 1; licentiate in sacred theol., 7; in canon law, 8; master of patent law, 48.
⁴ Doctor of public health, 2.
⁵ Agric. engineer, 1.
⁶ Doctor of public health, 13; of science in hygiene, 6.
⁷ Doctor of public health, 6; of science, 6; science in engin., 1; education, 7; theology, 1; master of religious ed., 12; of arch., 18; landscape arch., 7; public health, 4; pharm. chemist, 6.
⁸ Doctor of public health, 2; of science, 4.

⁹ Master of science in medicine, 14.
¹⁰ Master of arch., 3; met. engin., 2.
¹¹ Master of fine arts, 4.
¹² Doctor of theology, 1; of public health, 1; science, 1; master of science in music, 4; of arch., 2; landscape arch., 3.
¹³ Doctor of pedagogy, 2; pharm. chemist, 2.
¹⁴ Master of arts in med., 11; of music, 1.
¹⁵ Doctor of divinity, 1.
¹⁶ Doctor of med. science, 2; master of med. science, 26; of arch., 5; engin., 4.
¹⁷ Doctor of theology, 4.
¹⁸ Master of fisheries, 1.
¹⁹ Master of philosophy, 11.

TABLE 12.—Degrees conferred on women by universities, colleges, and professional schools in 1923-24

State	First degrees in—														Graduate degrees		
	Arts and sciences	Agriculture	Architecture	Commerce	Education	Engineering	Fine arts	Home economics	Journalism	Library science	Music	Physical education	Secretarial studies	A. M.	M. S.	Ph. D.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Continental U. S.	19,449	121	17	75	2,524	9	182	1,426	172	35	477	45	137	2,313	235	150	
Alabama	262				3			2			16			8	3		
Arizona	34	1		1	42			1						5			
Arkansas	84				9			14			6						
California	1,351	6		40	14		27	26			23			169		12	
Colorado	264			3				46			8			44	2		
Connecticut	84	3			13		2	1			2			2	5	6	
Delaware	10				1			10									
District of Columbia	265			1	82			5			7			46	1	6	
Florida	82				13			10			3			2			
Georgia	290			4	9			20	2		11			7	2		
Idaho	54				21			7			1			2	1		
Illinois	1,429	6		37	194			60	11	9	58		3	206	52	30	
Indiana	661			10	3			55			11			22	3	2	
Iowa	702			6	19	1		144			14			50	18	2	
Kansas	612	1	1	2	8		22	72	11		16			25	7	1	
Kentucky	225	1			10	1		18						2			
Louisiana	96			1	94			7			5			15	3		
Maine	127	1			3			6						4			
Maryland	378			1	13			6			1			13	1	5	
Massachusetts	1,574	5		28	109	1						106		138	33	11	
Michigan	599	1	5	4	72			72						83	6	5	
Minnesota	530			12	57	1		67			3			22	1	3	
Mississippi	352							182			2	9		2			
Missouri	396		1	18	147			7	45		5			45	5	2	
Montana	69			12				13	6		3		1	1			
Nebraska	336	1		10	90		9	38	6		11			37	2	1	
Nevada	29							1									
New Hampshire	38							16							2		
New Jersey	93							15			3				1	1	
New Mexico	17							1									
New York	1,939	80	5	64	520	2		51	17	3	32		8	909	35	42	
North Carolina	428				8			10			37			15	1	2	
North Dakota	75				19												
Ohio	1,342	5	3	24	360	1		79	5		47			67	4	4	
Oklahoma	323	1		4	50		16	34			17			9	1		
Oregon	193	2		28	52		5	78	4		15	12		7	1		
Pennsylvania	983	2	1	5	182		32	28		5	25		20	124	8	12	
Rhode Island	2							10						23	3	1	
South Carolina	317				133		2	15			25			9			
South Dakota	121			3				16			1			5			
Tennessee	205	1			6			15			1			8			
Texas	866		1		10		5				17			43			
Utah	90				70	1		23						9	2		
Vermont	112			7				17						8			
Virginia	334			9	5									12	3		
Washington	310	1		18	80	1	61	16	9	18	42	3		22	10		
West Virginia	146	1						25						8			
Wisconsin	600	2		22			1	82	57		12	21		83	18	3	
Wyoming	16				3			5			2			2			
<i>Outlying possessions</i>																	
Hawaii	9					5		1						1			
Porto Rico	4					6											

1 Master of pedagogy, 1.
 2 Master of science in chem., 2; of com. science, 2; of law, 2; of patent law, 3.
 3 Master of science in educ., 2.
 4 Speech, 29; social service admin., 6.
 5 Landscape architecture, 3.
 6 Bachelor of design, 11.
 7 Doctor of science in hygiene, 3.
 8 Doctor of educ., 1; master of educ., 43; of religious educ., 4; social science, 2; bus. admin., 1; pharm. chemist, 2.
 9 Doctor of science, 1; master of law, 7.
 10 Master of science in med., 1; of arts in educ., 1.

11 Master of law, 2.
 12 Master of theology, 2.
 13 Doctor of public health, 1; of law, 2; master of law, 2; pharm. chemist, 1.
 14 Master of science in educ., 1; of arts in educ., 2; of science in social admin., 13.
 15 Master of science in education, 1.
 16 Doctor of med. science, 1; social work, 8.
 17 Bachelor of public speaking, 1.
 18 Master of theology, 1.
 19 Master of arts in educ., 2; of fine arts, 1; of forestry, 1.
 20 Master of philosophy, 5.



TABLE 13.—Degrees conferred on men and on women in certain professional courses by universities, colleges, and professional schools in 1923-24

State	Theology		Law		Medicine		Dentistry		Pharmacy		Osteopathy		Veterinary medicine, men
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	1,293	26	6,447	395	3,458	184	3,311	45	2,600	239	153	51	8
Alabama	1	0	23	0					6	0			4
Arizona			20	0									
Arkansas	6	0			10	0							
California	25	0	215	23	104	22	241	13	167	14	17	6	
Colorado	11	0	78	2	14	4	34	1	25	3			11
Connecticut	69	2	72	6	33	1							
Delaware	0	0	0	0	0	0	0	0	0	0	0	0	0
District of Columbia	66	0	685	29	126	4	66	1	24	7			
Florida			44	2									
Georgia	29	0	100	2	84	0	87	0	79	5			4
Idaho			7	0									
Illinois	144	3	328	9	379	15	363	2	114	6	31	9	
Indiana	4	0	154	3	68	2	84	0	143	4			
Iowa	8	0	68	1	50	0	65	0	57	10	36	6	18
Kansas	2	0	48	3	23	0			14	7			10
Kentucky	103	0	58	1	48	2	28	0	81	7			
Louisiana			77	3	80	4	42	0	65	7			
Maine	3	0											
Maryland	4	0	90	9	142	15	99	0	61	4			
Massachusetts	152	15	626	78	302	9	195	2	69	9			
Michigan	11	0	441	17	154	10	120	1	19	5			
Minnesota	78	0	165	14	146	10	76	2	14	2			
Mississippi			26	0					27	2			
Missouri	30	0	254	21	216	6	184	0	98	4	49	18	
Montana			6	0					10	1			
Nebraska	8	0	81	4	87	3	53	0	65	6			
Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0
New Hampshire	0	0	0	0	0	0	0	0	0	0	0	0	0
New Jersey	66	0	97	8									
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0	0
New York	132	0	1,344	101	896	44	478	9	634	39			15
North Carolina	9	0	28	0					42	1			
North Dakota			11	0					11	3			
Ohio	75	0	281	25	171	8	152	3	117	18			21
Oklahoma	20	6	43	0	21	0			39	5			
Oregon	10	0	51	5	40	1	132	1	15	5			
Pennsylvania	92	0	242	7	362	11	428	5	438	46	20	12	5
Rhode Island	0	0	0	0	0	0	0	0	0	0	0	0	0
South Carolina	24	0	48	1	28	0			23	0			
South Dakota			15	0					6	2			
Tennessee	7	0	246	11	132	2	153	4	29	2			
Texas	48	0	73	2	85	4	33	1	46	6			
Utah			10	1									
Vermont					32	1							
Virginia	53	0	113	1	98	6	37	0	20	1			
Washington	1	0	54	1					23	8			4
West Virginia			17	1					12	0			
Wisconsin	2	0	106	4	28	0	168	0	7	0			
Wyoming			2	0									
<i>Outlying possession</i>													
Porto Rico			16	1					6	1			

TABLE 14.—Honorary degrees conferred by universities, colleges, and professional schools in 1923-24

State	D. D.	LL. D.	L. H. D.	Litt. D.	Sc. D.	Eng. D.	Ped. D.	Mus. D.	Phar. D.	D. C. L.	S. T. D.	A. M.	M. S.	LL. B.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States.....	387	343	22	77	86	7	7	8	3	8	8	84	8	4
Alabama.....	5	3		1										
Arizona ¹					1									
Arkansas.....	6	1										1		
California.....	4	20										1		
Colorado ¹	1	2			3							1		
Connecticut.....	9	8	1	2	4					1		9		
Delaware.....		1												
District of Columbia.....	3	1	3	1	2			2				1	2	
Florida.....	3							1						
Georgia.....	10	8		4	3		2							1
Idaho.....		2												
Illinois ²	23	9	4	1	3							3		
Indiana ³	9	14		1	1		1					1		1
Iowa.....	17	5		1	2							2		
Kansas ⁴	13	6												
Kentucky.....	21	3										1		
Louisiana.....	2	6										1		
Maine.....	3	4		2	7							7	1	
Maryland.....	4	8		2	2	1	1		1		1	1	1	
Massachusetts.....	2	14	3	6	6			1	1		2	18		2
Michigan ⁵	9	9		3	4	3		1				4		
Minnesota.....	4			1										
Mississippi.....	1	1												
Missouri.....	5	8										1		
Montana.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nebraska.....	8	2										1		
Nevada.....		4												
New Hampshire.....	1	5		2	3		1					3		
New Jersey.....	2	8		5	4	1						2		
New Mexico.....		1												
New York ⁷	15	52	6	10	17		2			1	5	7		
North Carolina.....	15	7		2	3									
North Dakota.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ohio ⁸	46	36	2	5	2	2						8	2	
Oklahoma.....	5	3	1											
Oregon.....	3	2												
Pennsylvania ⁹	53	35	2	10	19			1	1	3		5	1	
Rhode Island.....	1	2		2								1		
South Carolina.....	7	3						1						
South Dakota.....	1	1		1										
Tennessee.....	19	9								3				
Texas.....	21	23		8										
Utah.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vermont ¹⁰	3	9		5	1							2	1	
Virginia.....	21	6		1	1									
Washington.....	3													
West Virginia.....	2													
Wisconsin.....	8	2		1	1			1				3		
Wyoming.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Outlying possessions</i>														
Hawaii.....												1	1	
Porto Rico ¹¹														

¹ Bachelor of science in agric., 1.
² Engineer of mines, 1.
³ Master of music, 2.
⁴ Bachelor of pedagogy, 1.
⁵ Doctor of theol., 1; doctor of bus. admin., 1.
⁶ Doctor of jurisprudence, 3; theology, 1; of agriculture, 2.
⁷ Civil engineer, 5; elec. engineer, 5; master of humane literature, 1; doctor of bus. admin., 1; mechan. engineer, 3.

⁸ Master of educ., 1; doctor of Hebrew law, 2; doctor of educ., 2.
⁹ Doctor of com. science, 1; of jurisprudence, 1; master of phar., 5; of military science, 1; bachelor of arts, 1.
¹⁰ Elec. engineer, 1; bachelor of science, 1.
¹¹ Master of architecture, 1.



TABLE 15.—Summary of degrees conferred by universities, colleges, and professional schools in 1923-24

State	Baccalaureate degrees			Professional degrees ¹			Graduate degrees			Honorary degrees
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11
Continental United States.....	36,258	25,027	61,285	17,357	940	18,297	6,447	2,814	9,261	1,086
Alabama.....	369	283	652	36	0	36	28	11	39	4
Arizona.....	96	79	175	20	0	20	13	5	18	2
Arkansas.....	126	113	239	16	0	16	11	0	11	8
California.....	1,799	1,487	3,286	769	78	847	306	181	487	28
Colorado.....	562	316	878	174	10	184	42	46	88	8
Connecticut.....	668	109	777	174	9	183	133	14	147	34
Delaware.....	37	21	58				4	0	4	1
District of Columbia.....	469	360	829	967	41	1,008	297	61	358	15
Florida.....	77	108	185	44	2	46	10	2	12	4
Georgia.....	657	336	993	383	7	390	35	9	47	28
Idaho.....	120	83	203	7	0	7	11	5	16	2
Illinois.....	2,232	1,842	4,074	1,359	44	1,403	620	288	908	44
Indiana.....	1,214	740	1,954	453	9	462	104	27	131	29
Iowa.....	1,161	889	2,050	303	17	320	242	70	312	27
Kansas.....	798	745	1,543	97	10	107	68	33	101	21
Kentucky.....	327	255	582	318	10	328	36	2	38	25
Louisiana.....	248	214	462	264	14	278	44	18	62	9
Maine.....	365	137	502	3	0	3	12	4	16	24
Maryland.....	394	309	703	398	28	424	197	22	219	22
Massachusetts.....	2,454	1,822	4,276	1,344	113	1,457	833	235	1,068	55
Michigan.....	1,527	753	2,280	745	33	778	239	102	341	39
Minnesota.....	1,166	670	1,836	479	28	507	130	28	158	5
Mississippi.....	338	545	883	53	2	55	11	2	13	2
Missouri.....	889	619	1,508	831	49	880	179	54	233	14
Montana.....	143	104	247	16	1	17	1	1	2	
Nebraska.....	563	500	1,063	294	13	307	66	40	106	11
Nevada.....	50	30	80				3	0	3	4
New Hampshire.....	474	54	528				11	2	13	15
New Jersey.....	701	111	812	163	8	171	179	4	183	22
New Mexico.....	40	18	58				2	0	2	1
New York.....	3,881	2,721	6,602	2,998	193	3,191	1,167	992	2,159	130
North Carolina.....	583	483	1,066	79	1	80	85	18	103	24
North Dakota.....	159	94	253	22	3	25	14	1	15	
Ohio.....	2,154	1,866	4,020	817	54	871	218	91	309	108
Oklahoma.....	447	445	892	123	11	134	47	11	58	9
Oregon.....	442	389	831	248	12	260	26	8	34	5
Pennsylvania.....	3,372	1,291	4,663	1,587	81	1,668	858	145	503	139
Rhode Island.....	87	12	99				30	27	57	6
South Carolina.....	440	492	932	123	1	124	23	9	32	11
South Dakota.....	168	141	309	21	2	23	12	5	17	3
Tennessee.....	350	230	580	567	19	586	36	8	44	31
Texas.....	947	899	1,846	287	13	300	89	44	133	52
Utah.....	310	191	501	10	1	11	30	11	41	
Vermont.....	186	138	324	32	1	33	3	8	11	23
Virginia.....	641	339	980	321	8	329	72	15	87	20
Washington.....	619	559	1,178	82	9	91	100	36	136	3
West Virginia.....	246	172	418	29	1	30	15	8	23	2
Wisconsin.....	1,139	77	1,216	301	4	305	249	109	358	16
Wyoming.....	23		49	2	0	2	3	2	5	
<i>Outlying possessions</i>										
Hawaii.....	32	15	47				4	1	5	2
Porto Rico.....	22	10	32	22	2	24				1

¹ First degrees in theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 16.—Property of universities, colleges, and professional schools in 1923-24

State	Number of volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds	Value of buildings, including dormitories	Value of dormitories	Productive funds
1	2	3	4	5	6	7
Continental United States.....	33,025,478	\$175,323,131	\$168,257,572	\$713,348,357	\$137,417,736	\$814,718,813
Alabama.....	211,733	1,087,814	1,357,918	4,998,570	1,704,750	3,424,526
Arizona.....	55,000	410,190	432,000	1,187,844	475,500	485,111
Arkansas.....	122,100	887,000	404,577	3,416,258	1,299,958	1,553,845
California.....	1,454,507	10,523,587	6,705,153	32,628,466	5,074,453	51,015,404
Colorado.....	409,141	2,518,301	1,520,165	8,240,775	435,700	3,183,661
Connecticut.....	1,919,500	6,142,303	835,777	34,644,881	12,766,072	48,180,627
Delaware.....	30,000	359,700	304,550	1,240,984	390,894	480,568
District of Columbia.....	597,358	1,405,390	1,812,474	7,655,516	1,069,714	4,455,251
Florida.....	87,915	686,454	706,695	3,020,902	828,622	1,828,450
Georgia.....	359,652	2,065,008	3,217,468	12,188,556	3,169,650	6,823,871
Idaho.....	102,000	631,760	266,500	1,577,181	276,000	4,640,616
Illinois.....	2,369,904	10,269,926	12,778,030	38,795,194	5,185,549	61,362,981
Indiana.....	750,851	4,271,375	2,328,132	15,337,581	1,719,944	14,080,476
Iowa.....	848,679	6,278,706	4,766,866	18,044,364	3,379,188	14,233,765
Kansas.....	642,959	4,235,195	2,492,866	10,600,399	1,230,538	6,690,708
Kentucky.....	356,513	2,004,720	2,160,864	6,973,691	2,081,604	8,300,413
Louisiana.....	232,869	2,340,606	1,923,094	5,672,555	968,614	7,874,728
Maine.....	340,860	961,717	234,506	4,176,830	615,928	7,166,585
Maryland.....	607,851	4,957,217	2,092,992	33,391,072	11,152,761	22,996,678
Massachusetts.....	3,762,335	10,038,609	12,452,212	55,856,866	13,056,035	128,015,424
Michigan.....	924,060	7,806,061	5,952,363	18,062,288	1,378,501	6,666,419
Minnesota.....	821,758	6,474,190	5,183,095	19,911,252	3,446,418	13,116,426
Mississippi.....	766,025	1,868,923	623,855	6,439,773	1,900,509	2,536,562
Missouri.....	930,358	5,246,541	3,788,843	18,922,227	3,270,643	23,221,465
Montana.....	111,610	765,771	439,306	4,458,505	876,000	1,933,107
Nebraska.....	324,271	2,496,263	2,691,177	7,625,245	281,974	5,396,578
Nevada.....	39,900	261,063	110,000	526,268	72,516	330,076
New Hampshire.....	242,000	1,387,800	1,121,190	6,885,300	2,722,700	8,030,000
New Jersey.....	1,014,575	801,681	1,802,386	9,394,186	711,282	24,685,750
New Mexico.....	62,308	543,952	238,000	852,782	142,500	954,386
New York.....	3,875,441	17,062,105	31,915,112	92,814,781	9,012,837	113,468,000
North Carolina.....	443,164	2,894,901	3,550,175	14,832,664	5,709,338	9,735,884
North Dakota.....	130,810	1,263,985	369,056	3,001,367	499,157	3,697,966
Ohio.....	1,880,685	9,714,643	9,913,269	38,708,672	7,664,801	33,768,635
Oklahoma.....	146,272	1,616,978	600,521	5,214,239	1,007,800	6,397,618
Oregon.....	335,415	1,945,545	1,538,066	6,293,590	1,158,060	4,197,828
Pennsylvania.....	2,356,539	15,617,043	14,658,932	61,165,705	8,968,830	60,866,726
Rhode Island.....	353,800	397,000	985,208	3,692,681	579,139	9,099,553
South Carolina.....	343,259	2,541,782	3,809,926	11,101,848	3,561,373	3,048,518
South Dakota.....	143,410	841,419	654,719	3,555,073	807,090	3,745,428
Tennessee.....	375,491	2,154,134	3,480,972	8,982,338	2,786,431	12,888,059
Texas.....	677,154	6,847,556	5,706,857	22,036,444	5,051,444	30,021,568
Utah.....	167,460	1,008,212	214,100	3,131,233	85,000	619,381
Vermont.....	193,090	621,175	173,079	2,973,231	861,808	4,333,768
Virginia.....	571,128	2,778,443	2,642,011	16,375,300	4,028,493	12,299,409
Washington.....	337,986	2,074,229	1,816,140	6,704,234	466,992	9,931,492
West Virginia.....	149,605	907,948	881,736	4,343,698	1,124,878	2,380,726
Wisconsin.....	690,113	4,947,780	4,474,700	13,925,348	2,110,868	9,138,962
Wyoming.....	56,009	310,445	130,000	1,750,000	220,000	1,525,925
Oullying possessions						
Alaska.....	5,134	66,194	1,770	96,571	-----	-----
Hawaii.....	35,216	260,149	824,983	387,257	43,315	-----
Porto Rico.....	21,500	171,000	56,000	220,500	-----	9,000

TABLE 17.—Receipts of universities, colleges, and professional schools in 1923-24

State	From student fees			From productive funds	From State or city		From United States Government	From private benefactions			From all other sources	Total receipts	Total receipts exclusive of additions to endowments
	For tuition and other educational services	For room and board	For board and other non-scholastic services		For increase of plant	For current expenses		For increase of plant	For endowment	For current expenses			
Confidential United States	\$81,471,612	\$8,934,749	\$28,028,858	\$40,431,608	\$18,828,582	\$73,423,966	\$13,641,424	\$22,632,735	\$46,786,677	\$12,375,326	\$42,047,019	\$388,242,567	\$341,515,910
Alabama	638,509	130,328	507,078	195,862	658,449	720,720	276,720	158,708	150,000	50,769	228,374	2,972,817	2,822,817
Arizona	52,831	25,666	54,668	77,660	485,128	124,092	124,092	124,092	63,108	63,108	63,108	1,005,802	1,005,802
Arkansas	342,622	30,068	201,341	55,017	529,207	263,555	263,555	78,216	501,925	75,878	229,905	2,316,734	1,814,809
California	4,127,297	378,561	869,017	2,150,194	277,293	4,686,575	224,817	2,443,734	2,174,458	458,156	3,536,335	21,338,439	19,163,981
Colorado	805,000	28,612	63,542	185,533	331,067	1,396,037	145,869	74,103	44,290	44,290	280,689	3,342,842	3,268,789
Connecticut	1,548,744	400,631	198,726	2,802,861	28,658	328,473	128,501	1,176,640	3,757,980	598,265	328,282	11,298,861	7,535,931
Delaware	73,924	97,246	215,984	203,607	162,242	162,242	100,742	77,449	112,845	4,900	19,618	463,757	463,757
District of Columbia	1,003,066	20,594	155,173	108,372	641,548	156,009	156,009	900	17,450	22,143	109,355	2,562,964	2,450,149
Florida	1,279,420	85,087	982,291	391,077	689,389	689,389	271,114	434,644	748,316	393,796	464,569	1,717,920	1,700,470
Georgia	84,835	22,617	134,340	134,340	54,375	720,387	151,057	255,125	387,624	209,803	903,310	6,394,903	5,001,387
Idaho	6,533,351	431,521	1,306,127	3,217,125	243,213	4,000,843	323,878	4,139,111	5,126,390	28,588	125,034	1,353,267	1,316,633
Illinois	2,314,973	278,570	544,949	495,812	420,526	2,585,066	263,861	898,890	1,017,820	153,761	1,692,735	27,682,048	22,455,668
Indiana	1,176,712	313,772	740,680	587,621	1,324,000	4,622,310	310,270	128,533	3,073,381	447,379	2,430,408	9,996,006	8,978,785
Iowa	85,134	85,134	470,359	236,713	122,500	2,344,050	234,263	255,125	387,624	209,803	903,310	13,577,337	13,289,956
Kansas	656,602	112,306	408,561	336,886	161,797	987,372	111,234	655,460	9,474,802	810,194	1,890,808	6,394,903	6,008,969
Kentucky	534,290	50,498	254,780	458,294	1,458,519	654,361	232,734	421,994	838,446	349,120	514,968	4,694,214	3,855,768
Louisiana	414,416	89,000	149,291	276,129	160,000	390,278	144,061	442,334	322,648	186,411	267,697	4,860,396	4,537,938
Maine	1,416,337	177,109	565,449	1,114,076	635,032	987,372	302,457	365,874	1,590,886	163,745	450,698	2,299,583	1,726,439
Maryland	8,459,515	1,025,175	2,892,109	6,554,544	161,797	987,372	111,234	655,460	9,474,802	810,194	1,890,808	8,807,954	7,217,068
Massachusetts	1,978,738	100,488	196,082	444,324	2,636,463	4,337,650	250,998	44,679	191,546	332,064	3,004,355	13,517,407	13,325,861
Michigan	1,713,984	201,170	545,282	608,952	1,182,492	3,612,834	262,663	529,414	125,197	1,183,128	697,629	11,662,755	11,537,588
Minnesota	392,990	36,485	582,501	103,146	684,824	684,824	235,649	64,000	64,000	40,190	577,183	2,718,928	2,634,928
Mississippi	2,074,464	154,396	906,631	1,372,436	406,697	1,659,853	297,046	407,156	1,149,962	246,692	540,193	9,213,529	8,063,867
Missouri	183,087	43,293	140,367	116,529	268,666	779,104	139,738	82,000	82,000	36,659	67,724	1,827,768	1,745,768
Montana													

Nebraska.....	829, 887	65, 375	280, 736	295, 694	1, 582, 009	191, 019	67, 571	124, 604	251, 006	766, 904	4, 454, 406	4, 230, 801
Nevada.....	41, 081	9, 150	39, 913	14, 363	40, 556	108, 983	71, 083	124, 135	59, 370	504, 110	504, 110	4, 504, 110
New Hampshire.....	608, 882	288, 047	325, 125	417, 325	328, 817	342, 130	419, 856	124, 135	142, 415	2, 306, 686	2, 306, 686	2, 445, 581
New Jersey.....	1, 531, 984	280, 877	137, 125	1, 041, 153	428, 817	175, 474	419, 856	1, 129, 836	116, 918	308, 299	3, 730, 191	4, 590, 225
New Mexico.....	36, 909	4, 922	49, 246	76, 559	193, 067	152, 706	419, 856	1, 129, 836	116, 918	102, 357	629, 766	629, 766
New York.....	13, 020, 642	859, 858	1, 949, 723	5, 779, 254	537, 030	1, 099, 245	1, 409, 009	5, 912, 136	790, 861	7, 963, 611	43, 465, 826	37, 553, 690
North Carolina.....	989, 596	298, 047	1, 146, 150	442, 135	1, 959, 650	342, 130	797, 230	909, 044	336, 180	7, 451, 014	9, 378, 505	8, 469, 441
North Dakota.....	128, 782	20, 539	115, 100	160, 447	70, 041	155, 269	55, 000	5, 900	9, 508	127, 317	2, 320, 580	2, 321, 580
Ohio.....	4, 325, 467	475, 249	1, 068, 674	1, 909, 814	2, 006, 715	283, 598	2, 348, 022	2, 631, 782	725, 347	1, 677, 169	21, 545, 587	18, 913, 805
Oklahoma.....	404, 578	28, 950	156, 339	279, 252	581, 450	247, 028	67, 348	132, 964	103, 696	382, 504	4, 245, 497	4, 112, 543
Oregon.....	569, 055	27, 089	604, 772	190, 059	56, 000	173, 778	165, 000	335, 749	117, 487	192, 797	4, 297, 057	3, 961, 308
Pennsylvania.....	8, 455, 665	942, 159	1, 915, 014	3, 141, 928	92, 608	423, 435	1, 503, 255	2, 078, 989	1, 120, 418	3, 587, 298	25, 715, 873	23, 636, 884
Rhode Island.....	635, 665	70, 336	191, 065	417, 317	115, 941	104, 006	328, 962	440, 483	500	333, 593	2, 637, 868	2, 197, 415
South Carolina.....	712, 238	68, 657	790, 711	173, 790	327, 565	225, 909	133, 517	201, 940	146, 090	305, 557	4, 560, 962	4, 358, 922
South Dakota.....	261, 122	42, 083	129, 251	119, 865	318, 000	177, 051	25, 000	26, 018	144, 177	202, 614	2, 442, 620	2, 416, 602
Tennessee.....	1, 022, 891	160, 637	482, 523	616, 057	773, 583	309, 042	230, 978	397, 676	521, 179	546, 615	5, 071, 181	4, 673, 505
Texas.....	1, 962, 509	369, 692	2, 288, 105	1, 503, 479	409, 268	485, 311	401, 774	1, 103, 663	293, 008	1, 120, 223	13, 274, 089	12, 170, 427
Utah.....	333, 288	23, 268	23, 594	52, 375	17, 000	146, 092	10, 416	7, 658	358, 804	92, 167	1, 721, 466	1, 713, 808
Vermont.....	330, 000	60, 025	156, 657	191, 751	162, 230	123, 473	108, 312	612, 521	11, 510	234, 923	1, 991, 402	1, 378, 881
Virginia.....	1, 694, 833	315, 068	1, 697, 668	620, 244	244, 453	284, 006	482, 858	860, 042	158, 387	922, 625	8, 415, 687	7, 555, 645
Washington.....	753, 055	88, 677	261, 826	244, 370	246, 389	186, 644	76, 274	118, 119	31, 299	278, 121	3, 971, 917	3, 855, 798
West Virginia.....	278, 097	33, 268	140, 782	111, 848	535, 000	224, 317	103, 250	119, 232	35, 088	187, 800	2, 754, 182	2, 684, 960
Wisconsin.....	2, 043, 622	87, 304	416, 013	383, 329	1, 257, 625	244, 507	219, 239	631, 190	333, 976	1, 967, 860	10, 352, 058	9, 730, 868
Wyoming.....	42, 858	-15, 716	40, 634	88, 961	230, 780	109, 497	219, 239	631, 190	333, 976	14, 122	801, 032	801, 032
<i>Outlying possessions</i>												
Alaska.....	786					50, 000					95, 790	95, 786
Hawaii.....	2, 675				45, 000	50, 000			500	31, 848	375, 641	375, 641
Porto Rico.....	33, 947			495	168, 850	50, 000				7, 327	301, 900	301, 900

TABLE 18.—Professors and instructors in publicly controlled universities, colleges, and professional schools in 1923-24

State	Insti- tu- tions	Preparatory departments		Collegiate departments ¹		Professional departments ²		Other departments		Total number, excluding duplicates	
		Men	Wom- en	Men	Wom- en	Men	Wom- en	Men	Wom- en	Men	Wom- en
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States.....	144	750	376	11,872	3,223	3,262	140	179	61	15,478	3,067
Alabama.....	3	7	8	160	48	20	0	5	0	188	48
Arizona.....	2	.....	.....	88	19	6	0	.....	.....	94	19
Arkansas.....	1	6	6	74	11	42	0	4	1	126	12
California.....	11	67	18	765	241	259	34	3	1	1,094	254
Colorado.....	3	32	18	256	61	78	8	.....	.....	333	61
Connecticut.....	1	17	0	45	6	.....	.....	.....	.....	45	6
Delaware.....	1	5	1	44	14	.....	.....	.....	.....	47	15
District of Columbia.....	1	13	5	12	5	.....	.....	.....	.....	12	5
Florida.....	2	13	14	91	45	9	0	0	13	105	58
Georgia.....	5	32	6	235	66	61	0	77	0	366	69
Idaho.....	2	20	6	99	29	5	0	4	2	113	37
Illinois.....	4	7	10	540	127	262	23	.....	.....	709	155
Indiana.....	2	.....	.....	392	55	64	0	8	2	460	55
Iowa.....	4	50	28	526	179	102	4	2	1	675	208
Kansas.....	4	24	5	362	137	78	1	.....	.....	464	143
Kentucky.....	2	2	3	181	32	149	1	.....	.....	321	36
Louisiana.....	2	4	2	104	44	4	0	13	9	112	53
Maine.....	1	.....	.....	109	13	.....	.....	.....	.....	109	13
Maryland.....	2	14	0	354	21	256	1	.....	.....	624	22
Massachusetts.....	2	38	2	100	6	.....	.....	.....	.....	131	8
Michigan.....	8	.....	.....	767	96	223	7	.....	.....	994	108
Minnesota.....	6	74	41	532	223	344	17	.....	.....	878	295
Mississippi.....	3	10	1	114	72	22	0	.....	.....	135	73
Missouri.....	3	36	6	293	87	27	4	.....	.....	318	91
Montana.....	3	.....	.....	137	34	7	0	.....	.....	144	34
Nebraska.....	1	19	15	145	67	133	4	17	22	297	101
Nevada.....	1	.....	.....	50	14	.....	.....	.....	.....	50	14
New Hampshire.....	1	.....	.....	80	9	.....	.....	.....	.....	80	9
New Jersey.....	0	0	0	0	0	0	0	0	0	0	0
New Mexico.....	3	13	3	58	14	.....	.....	.....	.....	71	17
New York.....	5	56	64	482	139	.....	.....	.....	.....	538	203
North Carolina.....	3	11	0	256	89	32	0	.....	.....	299	89
North Dakota.....	2	41	27	108	48	27	3	4	2	164	61
Ohio.....	6	2	3	889	213	271	5	31	0	1,165	232
Oklahoma.....	5	17	12	212	113	90	5	.....	.....	300	120
Oregon.....	2	.....	.....	306	98	42	1	.....	.....	348	99
Pennsylvania.....	2	.....	.....	306	24	.....	.....	.....	.....	306	24
Rhode Island.....	1	7	0	34	10	.....	.....	.....	.....	34	10
South Carolina.....	6	4	0	197	79	61	0	.....	.....	258	79
South Dakota.....	3	9	7	143	35	19	1	3	3	195	45
Tennessee.....	1	25	1	94	20	108	0	.....	.....	197	21
Texas.....	8	22	15	474	202	58	9	8	5	541	218
Utah.....	2	18	1	153	56	19	0	.....	.....	163	56
Vermont.....	1	.....	.....	109	15	45	0	.....	.....	139	15
Virginia.....	5	6	0	316	10	220	4	.....	.....	536	14
Washington.....	2	14	8	348	119	21	2	.....	.....	377	120
West Virginia.....	3	7	16	130	38	21	0	.....	.....	155	43
Wisconsin.....	1	12	15	557	114	64	6	.....	.....	633	133
Wyoming.....	1	6	9	45	26	5	0	.....	.....	56	35
<i>Outlying possessions</i>											
Alaska.....	1	.....	.....	8	2	.....	.....	.....	.....	8	2
Hawaii.....	1	.....	.....	35	5	.....	.....	.....	.....	35	5
Porto Rico.....	1	14	28	43	22	15	0	.....	.....	67	41

¹ Including engineering.² Includes law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 19.—Students in publicly controlled universities, colleges, and professional schools in 1923-24

State	Preparatory departments ¹		Collegiate departments ²		Graduate departments		Professional departments ³		All other departments ⁴		Total number, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U. S.	9,713	4,652	122,725	72,490	7,480	3,638	18,838	953	11,561	8,912	166,860	88,770
Alabama	137	64	2,706	1,106	37	13	335	5	125	84	3,241	1,192
Arizona			927	538	62	34	86	3	89	73	1,089	644
Arkansas	225	90	781	472	11	6	118	1	22	47	1,152	552
California	187	216	6,847	7,949	1,063	815	1,161	110	264	305	9,522	9,295
Colorado	216	43	2,449	1,126	69	76	296	32	42	39	3,032	1,295
Connecticut	71	0	290	99	4	1			44	15	374	110
Delaware	70	0	313	223	11	0					383	223
Dist. of Columbia	26	23	51	25							77	48
Florida	170	31	985	873	21	0	231	0	133	91	1,358	995
Georgia	860	1	3,016	1,133	32	5	293	9	979	25	4,758	1,173
Idaho	152	110	980	653	41	15	78	4	130	255	1,360	943
Illinois	96	83	6,770	2,800	523	153	1,130	47	111	85	8,491	3,079
Indiana			4,468	2,661	262	134	639	26	88	97	5,290	2,891
Iowa	483	75	4,706	2,834	590	235	1,007	26	130	311	6,782	3,462
Kansas	179	31	3,796	2,313	265	142	390	22	87	74	4,715	2,582
Kentucky	40	28	1,515	835	40	14	537	13	38	72	2,111	962
Louisiana	45	62	1,084	670	62	10	54	2	67	99	1,262	843
Maine	14	0	942	245	44	18			24	7	1,020	270
Maryland	113	0	3,618	245	71	6	1,527	39	264	119	5,263	407
Massachusetts	262	17	523	49	61	6			15	3	858	75
Michigan			8,321	3,245	560	223	1,733	59			10,604	3,521
Minnesota	792	354	4,721	3,617	712	235	1,248	91	427	448	7,473	4,297
Mississippi	123	1	1,673	1,322	15	5	264	6	37	39	2,044	1,373
Missouri	341	58	3,034	1,760	144	32	187	4	144	45	3,340	1,949
Montana			1,164	799	42	17	89	14	78	64	1,366	894
Nebraska	480	428	2,810	2,787	292	243	750	86	231	556	4,321	3,901
Nevada			479	276	8	7			52	23	539	316
New Hampshire			868	251	9	6			28	16	905	283
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0
New Mexico	156	8	438	270	8	2			44	17	646	291
New York	1,590	1,736	6,630	2,638	70	0			4,706	2,533	12,966	6,907
North Carolina	256	0	2,371	1,852	167	30	339	4	75	146	3,197	1,822
North Dakota	321	166	1,221	854	39	6	131	9	61	74	1,649	1,017
Ohio	68	64	8,616	5,922	521	293	1,536	66	1,546	1,837	11,950	7,929
Oklahoma	320	174	2,786	2,450	93	47	458	27	107	144	3,666	2,705
Oregon	16	9	3,143	2,116	85	53	378	51	188	91	3,670	2,300
Pennsylvania	108	1	3,046	342	124	12			42	14	3,330	369
Rhode Island	10	0	367	85	3	0			9	5	376	86
South Carolina	125	0	1,723	1,427	61	27	335	6	48	324	2,292	1,738
South Dakota	316	58	990	620	21	9	138	13	90	128	1,535	761
Tennessee	319	0	906	459	29	6	423	7	108	50	1,668	472
Texas	198	146	5,010	3,670	158	118	706	35	170	151	6,141	4,590
Utah	288	106	1,456	1,143	83	36	153	2	274	111	2,254	1,307
Vermont			574	466	0	2	120	6	2	6	691	460
Virginia	50	0	3,217	438	115	20	901	26	218	52	4,453	623
Washington	103	36	4,749	3,115	230	177	382	72	19	13	5,463	3,397
West Virginia	187	262	1,382	915	83	57	241	6	35	26	1,907	1,262
Wisconsin	156	114	3,990	2,827	530	246	448	24	67	81	5,136	3,211
Wyoming	44	64	323	274	9	7	16	0	110	97	498	440
<i>Outlying possessions</i>												
Alaska			24	24					6	15	24	24
Hawaii			263	109	5	5			90	218	382	292
Porto Rico	301	591	164	284			140	16	11	4	725	890

¹ Including secondary schools.
² Includes also engineering schools.
³ Includes students in law, medicine, dentistry, pharmacy and veterinary medicine.
⁴ Includes students in music, art, oratory, business, etc., unless enrolled in 4-year courses leading to a collegiate degree.



TABLE 20.—Property of publicly controlled universities, colleges, and professional schools in 1923-24

State	Number of volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds	Value of buildings, including dormitories	Value of dormitories	Productive funds
1	2	3	4	5	6	7
Continental United States	8,365,363	\$76,583,295	\$54,383,288	\$229,416,141	\$32,868,685	\$89,659,881
Alabama.....	98,000	570,534	371,368	2,549,700	849,000	1,932,058
Arizona.....	55,000	410,190	432,000	1,187,844	475,500	485,111
Arkansas.....	48,000	422,000	84,500	608,500	160,000	132,667
California.....	635,000	5,736,940	3,398,942	12,152,469	104,271	9,593,355
Colorado.....	217,796	1,767,568	922,262	5,698,741	.....	399,625
Connecticut.....	35,000	434,825	106,375	1,846,830	676,550	287,000
Delaware.....	30,000	359,700	304,550	1,240,984	390,894	490,568
District of Columbia.....	7,000	15,000	400,000	700,000	400,000	13,000
Florida.....	48,470	516,985	685,000	2,551,000	780,000	291,000
Georgia.....	94,676	963,709	1,384,830	3,448,520	881,120	659,068
Idaho.....	93,000	600,489	235,000	1,357,681	118,000	4,269,523
Illinois.....	582,194	3,861,484	1,484,291	7,600,101	209,039	895,703
Indiana.....	232,418	1,962,238	786,687	6,054,304	.....	1,966,628
Iowa.....	347,324	4,125,386	2,475,865	8,203,175	914,288	979,842
Kansas.....	228,406	2,798,586	1,082,584	4,806,954	175,000	713,373
Kentucky.....	75,536	661,739	538,305	1,771,256	270,000	184,075
Louisiana.....	63,711	581,270	587,848	1,278,650	200,000	318,963
Maine.....	65,526	339,057	14,006	733,116	163,487	643,992
Maryland.....	98,660	2,641,990	799,759	17,876,538	7,832,126	117,644
Massachusetts.....	72,905	1,227,006	287,263	1,611,155	194,315	240,667
Michigan.....	645,821	6,806,657	3,234,167	14,690,940	800,712	3,304,221
Minnesota.....	420,908	4,817,454	3,575,342	9,980,354	861,046	5,736,560
Mississippi.....	101,425	1,527,621	322,520	4,062,204	1,237,135	1,095,530
Missouri.....	270,567	1,947,762	1,140,880	3,575,172	34,000	2,227,819
Montana.....	99,000	659,771	377,806	3,541,267	476,000	1,417,054
Nebraska.....	180,000	1,657,054	1,997,540	3,367,200	23,000	1,082,094
Nevada.....	39,900	261,063	110,000	526,268	72,516	330,078
New Hampshire.....	50,000	387,800	121,190	1,885,300	722,700	1,030,000
New Jersey.....	0	0	0	0	0	0
New Mexico.....	62,308	548,953	238,000	852,782	142,500	954,386
New York.....	215,834	1,414,803	7,351,225	25,861,844	10,000	.....
North Carolina.....	183,482	1,874,498	1,127,597	8,544,851	3,648,131	1,509,031
North Dakota.....	122,810	1,190,005	322,056	2,649,667	401,157	3,194,117
Ohio.....	554,952	4,156,495	4,306,965	11,499,176	1,488,855	6,220,888
Oklahoma.....	104,253	1,371,716	263,898	4,052,314	492,000	6,502,623
Oregon.....	219,769	1,495,667	706,948	4,153,529	532,928	369,184
Pennsylvania.....	89,429	829,965	415,786	2,816,193	602,481	517,000
Rhode Island.....	24,500	282,000	10,000	700,000	.....	55,766
South Carolina.....	170,967	1,937,650	2,512,992	5,563,879	1,902,000	461,739
South Dakota.....	89,340	679,000	188,000	1,635,800	515,000	2,059,348
Tennessee.....	65,052	706,027	1,343,157	1,651,033	75,000	425,000
Texas.....	306,401	4,179,186	2,388,729	7,847,735	996,106	11,351,039
Utah.....	109,062	658,616	56,100	2,171,900	.....	355,418
Vermont.....	114,000	359,200	100,000	1,670,000	303,000	1,203,927
Virginia.....	232,850	1,177,016	1,110,569	6,505,776	1,226,836	3,915,889
Washington.....	272,547	1,720,020	1,292,842	4,443,704	271,992	8,326,641
West Virginia.....	92,560	729,980	640,000	2,694,600	520,000	114,000
Wisconsin.....	335,000	2,868,246	2,615,564	7,439,136	800,000	770,594
Wyoming.....	86,009	310,445	130,000	1,750,000	220,000	1,525,925
<i>Outlying possessions</i>						
Alaska.....	5,134	68,194	1,770	98,571	.....	.....
Hawaii.....	34,256	260,149	824,982	387,257	43,315	.....
Porto Rico.....	21,500	171,000	56,000	220,500	.....	9,000

TABLE 21.—Receipts of publicly controlled universities, colleges, and professional schools in 1933-34

State	From student fees			From pro- ductive funds	From State or city		From United States Govern- ment	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of addi- tions to endow- ments
	For tuition and other educational services	For room rent	For board and other nonedu- cational services		For in- crease of plant	For current expenses		For in- crease of plant	For en- dowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Conti- nental United States	\$16,277,864	\$1,191,908	\$6,961,440	\$3,713,648	\$18,128,069	\$69,698,345	\$12,933,061	\$2,475,565	\$1,447,116	\$1,490,088	\$19,012,108	\$153,228,196	\$131,781,079
Alabama	288,549	33,861	222,636	91,848	122,634	658,449	276,720			4,500	149,882	1,726,445	1,726,445
Arizona	62,631	26,666	54,668	77,680	483,128	483,128	124,092				63,108	1,005,802	1,005,802
Arkansas	81,977	3,491	6,908	6,908	829,207	829,207	263,556	3,932		22,411	187,578	1,079,004	1,079,004
California	1,276,038	54,353	10,354	305,604	277,283	4,698,575	224,817	502,917	732,189	121,536	1,695,533	9,799,214	9,067,025
Colorado	509,831	2,824		26,338	331,087	1,386,087	145,869				260,586	2,662,572	2,662,572
Connecticut	68,685		88,947	6,750	28,658	328,473	128,501	1,004			173,009	824,124	824,124
Delaware	73,924		79,816	22,516	162,242	162,242	100,742		4,900		19,618	463,757	463,757
Dist. of Columbia	7,471						128,616				7,870	143,967	143,967
Florida	99,493		78,189	10,523	317,937	641,548	156,609		3,500		107,645	1,415,444	1,415,444
Georgia	516,009		177,285	46,257	689,389	689,389	271,114	318,833	71,109		265,057	2,355,053	2,355,053
Idaho	48,149	18,647		120,398	54,375	720,387	151,057				108,509	1,218,522	1,218,522
Illinois	682,237	26,006	56,635	32,451	243,213	4,000,843	323,878		24,260		386,249	5,774,772	5,774,772
Indiana	540,968	3,964		62,973	420,526	2,585,066	263,861	850,370		42,678	835,612	5,606,068	5,606,068
Iowa	898,281	145,278	66,494	46,719	1,324,000	4,622,310	310,270		14,305		1,832,892	9,258,549	9,258,549
Kansas	410,891	13,428	283,071	35,488	122,500	2,344,050	234,263	3,550			510,097	3,907,336	3,907,336
Kentucky	251,836		45,303	8,644		773,078	282,253	40,000	52,700	13,894	299,777	1,767,485	1,767,485
Louisiana	65,517		70,228	14,556	1,458,319	654,361	232,754				287,374	2,733,209	2,733,209
Maine	157,303		117,082	26,492	160,000	390,278	144,061				86,741	1,081,957	1,081,957
Maryland	425,025	24,270	93,019	6,832		466,282	2,302,457				164,377	3,482,212	3,482,212
Massachusetts	81,924	9,930	88,752	10,613	761,797	987,372	94,568				145,235	1,580,191	1,580,191
Michigan	1,237,266	23,714		190,251	2,636,463	4,337,650	280,998		48,885		2,728,354	11,711,707	11,662,822
Minnesota	872,548		906,246	245,287	1,182,492	3,612,534	262,653	45,020		775,054	692,879	8,395,023	8,395,023
Mississippi	122,382		369,577	66,384		686,821	265,649			1,000	559,278	2,031,091	2,031,091
Missouri	364,567	4,396	49,518	86,649	406,637	1,659,853	297,048	63,152	13,170	5,694	396,625	3,346,357	3,346,357
Montana	127,677	32,543	82,767	84,629	268,666	779,105	136,738				67,724	1,582,799	1,582,799

TABLE 21.—Receipts of publicly controlled universities, colleges, and professional schools in 1923-24—Continued

State	From student fees			From productive funds	From State or city		From United States Government	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services		For increase of plant	For current expenses		For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Nebraska.....	\$364,825	\$15,773	\$109,865	\$55,836	.....	\$1,582,009	\$191,019	.....	.....	.....	\$997,383	\$3,016,710	\$3,016,710
Nevada.....	41,741	9,530	39,613	14,503	\$40,559	190,041	108,663	.....	.....	.....	56,370	504,110	504,110
New Hampshire.....	127,046	45,822	81,627	37,973	5,000	334,103	111,263	.....	.....	.....	143,337	866,171	866,171
New Jersey.....	.....	0	0	0	0	0	0	0	0	0	0	0	0
New Mexico.....	36,900	4,922	49,246	75,559	15,000	193,067	152,706	.....	.....	.....	102,357	629,766	629,766
New York.....	595,831	114,934	586,299	83,128	200,000	2,325,196	797,832	\$10,000	.....	.....	6,768	3,925,627	3,925,627
North Carolina.....	343,108	12,458	92,000	132,019	1,959,650	1,710,329	342,130	.....	.....	.....	365,430	5,529,634	5,529,634
North Dakota.....	101,753	174,796	255,683	338,821	70,041	1,479,257	155,269	.....	.....	.....	113,596	2,165,900	2,165,900
Ohio.....	1,109,119	6,207	94,311	222,005	2,005,715	4,061,279	283,598	71,106	\$407,066	79,015	829,618	9,208,806	9,208,806
Oklahoma.....	127,731	.....	.....	.....	581,450	1,861,896	247,028	.....	.....	.....	311,557	3,451,685	3,451,685
Oregon.....	283,098	.....	122,164	18,447	56,000	2,275,321	173,778	.....	.....	.....	91,005	2,974,843	2,974,843
Pennsylvania.....	501,004	39,297	74,435	26,020	70,737	1,119,459	403,778	190,312	.....	2,210	433,857	2,861,109	2,861,109
Rhode Island.....	13,565	.....	80,828	2,500	.....	115,941	104,006	.....	.....	500	52,808	378,174	378,174
South Carolina.....	166,996	11,436	289,121	19,694	327,565	1,484,891	225,906	.....	.....	.....	261,883	2,787,434	2,787,434
South Dakota.....	185,371	19,881	.....	74,969	318,000	997,539	177,061	25,000	.....	.....	169,941	1,917,652	1,917,652
Tennessee.....	190,157	19,307	36,559	23,029	.....	773,583	309,042	.....	.....	8,299	222,453	1,582,429	1,582,429
Texas.....	336,071	41,390	1,095,642	389,023	409,268	3,307,058	485,311	.....	.....	.....	831,988	6,898,641	6,898,641
Utah.....	233,333	.....	.....	53,270	17,000	680,072	146,092	.....	.....	.....	63,269	1,192,045	1,192,045
Vermont.....	163,917	28,553	59,465	24,797	.....	98,562	123,473	.....	.....	1,800	209,851	889,404	889,404
Virginia.....	581,813	83,742	642,890	190,144	244,453	1,135,474	284,005	269,074	167,966	40,614	698,979	4,204,288	4,179,188
Washington.....	606,039	64,957	178,723	162,063	246,369	1,689,163	186,644	.....	.....	.....	218,129	3,347,616	3,347,616
West Virginia.....	126,907	6,630	89,068	6,309	555,000	959,500	224,317	.....	.....	4,176	92,854	2,064,360	2,064,360
Wisconsin.....	746,289	47,193	176,887	21,669	1,237,625	2,767,378	244,502	81,285	.....	64,769	1,267,912	6,675,509	6,675,509
Wyoming.....	42,853	15,716	40,634	88,961	230,780	238,469	109,497	.....	.....	14,122	.....	6,801,032	6,801,032
Outlying possessions	.....	.....	.....	496	.....	.....	.....	.....	.....	.....	.....	.....	.....
Alaska.....	786	.....	.....	.....	.....	45,000	50,000	.....	.....	.....	.....	95,796	95,796
Hawaii.....	2,675	.....	.....	.....	.....	168,850	50,680	.....	.....	.....	.....	376,641	376,641
Porto Rico.....	38,947	2,832	13,756	.....	105,000	210,131	50,000	.....	.....	500	31,849	301,900	301,900

TABLE 22.—Professors and instructors in privately controlled universities, colleges, and professional schools in 1923-24

State	Insti- tu- tions	Preparatory departments		Collegiate departments ¹		Professional departments ²		Other departments		Total number, excluding duplicates	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States.....	769	1,856	1,381	17,000	5,930	10,119	282	894	1,194	28,867	8,267
Alabama.....	9	61	16	111	49	8	0	6	21	164	86
Arizona.....	0	0	0	0	0	0	0	0	0	0	0
Arkansas.....	10	21	20	65	33	11	0	8	40	98	90
California.....	28	94	56	657	210	533	33	32	17	1,303	316
Colorado.....	7	12	8	185	53	89	1	0	9	243	67
Connecticut.....	6			429	36	168	6			595	42
Delaware.....	0	0	0	0	0	0	0	0	0	0	0
Dist. of Columbia.....	10	4	6	472	57	529	12	26	1	1,025	76
Florida.....	2	3	5	28	10	4	0	4	12	39	27
Georgia.....	22	33	32	267	176	245	2	11	16	521	221
Idaho.....	2			22	10					22	10
Illinois.....	52	183	106	1,028	399	1,089	41	82	115	2,311	605
Indiana.....	23	23	38	396	180	109	1	34	33	560	251
Iowa.....	28	67	33	387	191	50	2	63	81	532	303
Kansas.....	17	59	15	226	109	24	2	50	40	321	158
Kentucky.....	22	74	75	142	76	53	1	2	15	249	142
Louisiana.....	9	22	27	174	81	291	10	11	8	478	108
Maine.....	4			88	5	7	0			95	5
Maryland.....	18	68	30	382	183	260	10	1	1	700	220
Massachusetts.....	29	47	20	1,798	574	1,073	23			2,836	602
Michigan.....	13	38	24	249	107	72	0	12	15	362	146
Minnesota.....	21	100	57	257	142	96	1	18	30	427	197
Mississippi.....	11	12	35	65	89			9	12	78	123
Missouri.....	44	65	121	533	280	651	15	9	79	1,192	418
Montana.....	2	11	3	19	7			2	1	30	9
Nebraska.....	13	58	19	166	82	134	0	20	32	370	128
Nevada.....	0	0	0	0	0	0	0	0	0	0	0
New Hampshire.....	2	12	0	186	0	10	0			206	0
New Jersey.....	13	30	6	449	64	90	5	3	1	563	74
New Mexico.....	0	0	0	0	0	0	0	0	0	0	0
New York.....	56	81	54	2,959	749	1,811	38	64	30	4,811	842
North Carolina.....	25	33	87	260	188	29	1	8	46	320	290
North Dakota.....	1	2	3	18	8			3	3	20	11
Ohio.....	44	116	44	832	361	441	3	86	74	1,429	469
Oklahoma.....	6	6	18	68	35	5	0	12	19	88	66
Oregon.....	12	29	24	99	47	113	4	4	8	230	81
Pennsylvania.....	60	156	52	2,107	414	1,359	62	208	95	3,743	602
Rhode Island.....	3			131	4	5	1			136	5
South Carolina.....	17	7	21	129	131	21	0	7	29	154	168
South Dakota.....	6	22	18	62	30			4	8	81	53
Tennessee.....	24	44	75	298	115	276	1	16	55	575	212
Texas.....	37	75	105	415	240	181	4	43	114	670	410
Utah.....	5	37	27	67	36			0	2	97	57
Vermont.....	3	8	0	80	14					83	14
Virginia.....	25	19	68	237	196	43	0	17	69	312	302
Washington.....	5	39	5	83	23	12	0	5	9	137	37
West Virginia.....	6	21	22	68	33			4	12	82	63
Wisconsin.....	17	64	5	306	103	227	3	10	42	577	152
Wyoming.....	0	0	0	0	0	0	0	0	0	0	0

¹ Including engineering.

² Includes theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 23.—Students in privately controlled universities, colleges, and professional schools in 1923-24

State	Preparatory departments ¹		Collegiate departments ¹		Graduate departments		Professional departments ¹		All other departments ⁴		Total number, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U. S.	29,112	18,381	167,092	123,092	10,964	6,717	67,027	4,698	21,583	30,947	290,841	170,453
Alabama	674	224	994	1,242			22	0	18	306	1,688	1,041
Arizona	0	0	0	0	0	0	0	0	0	0	0	0
Arkansas	401	308	915	693			78	0	60	597	1,392	1,140
California	1,708	398	6,127	3,598	608	361	3,244	213	478	482	11,922	5,603
Colorado	213	115	1,629	1,202	29	38	535	19	56	145	2,422	1,494
Connecticut			3,665	596	376	104	747	35	54	53	4,832	775
Delaware	0	0	0	0	0	0	0	0	0	0	0	0
Dist. of Columbia	65	70	3,659	2,169	597	286	4,241	340	881	668	9,145	3,615
Florida	47	27	160	223	16	23	48	7	124	196	395	476
Georgia	809	1,022	2,006	2,534	103	48	1,388	28	3	361	4,309	3,091
Idaho			203	304							203	304
Illinois	3,224	1,534	10,570	11,618	2,919	2,442	7,123	538	5,502	5,057	28,268	20,604
Indiana	378	410	5,553	3,634	8	10	1,263	85	827	640	7,697	4,603
Iowa	1,021	311	4,509	5,072	10	21	574	61	896	2,199	6,602	6,980
Kansas	775	178	2,799	2,796	4	9	156	42	803	1,803	4,277	4,635
Kentucky	1,974	1,681	1,363	1,307	1	3	880	45	5	205	4,219	3,175
Louisiana	352	388	1,341	1,334	30	75	968	48	612	133	3,261	1,966
Maine			1,159	487	1	0	35	5	23	7	1,218	494
Maryland	634	323	2,894	3,486	623	117	840	36	93	267	4,709	4,176
Massachusetts	1,317	151	17,163	11,377	1,194	588	6,847	626	1,314	282	27,727	12,947
Michigan	667	403	2,638	1,444	33	9	905	29	247	503	4,475	2,363
Minnesota	1,143	606	2,504	2,376	4	3	1,115	51	95	559	4,815	3,311
Mississippi	109	449	704	1,157	4	0			74	386	828	1,877
Missouri	712	980	5,012	4,357	213	60	4,392	318	382	1,252	10,416	6,580
Montana	131	27	124	80					8	29	250	111
Nebraska	576	235	1,616	1,502			841	12	269	814	3,266	2,430
Nevada	0	0	0	0	0	0	0	0	0	0	0	0
New Hampshire	140	0	2,243	0			42	0			2,425	0
New Jersey	483	40	3,656	808	260	0	1,345	112	38	10	5,782	965
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0
New York	906	465	29,979	17,288	2,043	1,446	14,006	1,128	844	1,349	47,628	21,403
North Carolina	783	1,119	2,684	2,884	33	10	282	3	120	413	3,825	4,440
North Dakota	9	16	132	161					23	71	164	245
Ohio	2,180	454	8,863	7,453	47	35	2,244	147	798	2,017	13,845	9,719
Oklahoma	78	186	995	1,415	17	8	108	82	82	360	1,247	2,004
Oregon	252	288	719	788	72	88	841	97	170	390	1,975	1,543
Pennsylvania	2,477	799	18,563	9,535	1,355	902	6,921	435	4,779	3,480	33,979	14,956
Rhode Island			1,666	402	85	72	229	14	28	11	2,006	400
South Carolina	84	396	1,235	2,139			148	2	57	373	1,491	2,000
South Dakota	131	142	547	492					92	325	740	621
Tennessee	867	1,164	2,981	2,718	47	12	1,606	40	524	630	5,852	4,403
Texas	1,026	1,476	5,240	6,803	104	71	1,126	98	451	1,754	7,872	9,916
Utah	481	678	671	772	10	8			16	40	1,178	1,448
Vermont	90	0	624	261							714	261
Virginia	369	886	2,410	2,800	8	4	502	7	101	969	3,345	4,468
Washington	693	90	748	614	97	3	84	0	45	92	1,622	737
West Virginia	173	236	637	580					130	451	940	1,261
Wisconsin	959	106	3,192	1,491	13	11	1,301	26	461	1,279	5,855	2,779
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0

¹ Including secondary schools.² Includes also engineering students.³ Includes students in theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.⁴ Includes students in music, art, oratory, business, etc., unless enrolled in four-year courses leading to a collegiate degree.

TABLE 24.—Property of privately controlled universities, colleges, and professional schools in 1923-24

State	Number of volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds	Value of buildings, including dormitories	Value of dormitories	Productive funds
1	2	3	4	5	6	7
Continental United States.....	24,660,115	\$98,739,836	\$113,874,284	\$483,932,216	\$104,549,051	\$725,058,932
Alabama.....	113,733	517,280	986,550	2,448,870	855,750	1,492,470
Arizona.....	0	0	0	0	0	0
Arkansas.....	74,100	465,000	320,077	2,807,758	1,139,958	1,421,178
California.....	819,507	4,786,647	3,306,211	20,475,997	4,970,182	41,422,049
Colorado.....	191,345	756,733	597,903	2,542,034	435,700	2,784,126
Connecticut.....	1,884,500	5,707,478	729,402	32,798,051	12,089,522	47,893,627
Delaware.....	0	0	0	0	0	0
Dist. of Columbia.....	590,358	1,390,390	1,412,474	6,955,516	609,714	4,442,251
Florida.....	39,445	170,359	21,695	469,902	48,622	1,537,450
Georgia.....	264,976	1,101,299	1,832,638	8,740,036	2,288,630	6,164,813
Idaho.....	9,000	31,271	31,500	219,500	158,000	371,003
Illinois.....	1,787,770	6,408,442	11,293,739	31,189,093	4,976,510	60,467,278
Indiana.....	518,433	2,809,137	1,541,445	9,283,277	1,719,944	12,113,948
Iowa.....	501,355	2,153,320	2,201,001	9,841,189	2,464,900	13,253,923
Kansas.....	304,553	1,436,659	1,410,282	5,793,445	1,055,538	5,986,335
Kentucky.....	282,977	1,342,987	1,622,559	5,202,035	1,811,894	8,116,338
Louisiana.....	169,158	1,789,336	1,335,246	4,393,905	798,614	7,555,765
Maine.....	275,334	622,660	220,500	3,443,714	452,441	6,522,593
Maryland.....	509,191	2,315,227	1,203,233	15,514,534	3,320,635	22,879,084
Massachusetts.....	3,689,430	8,811,603	12,164,949	54,245,711	12,861,720	127,774,757
Michigan.....	278,239	997,404	2,718,196	3,371,348	577,789	3,362,198
Minnesota.....	400,850	1,056,736	1,007,753	9,030,898	2,585,372	7,370,866
Mississippi.....	64,600	341,302	301,335	2,377,569	663,374	1,441,082
Missouri.....	659,791	3,298,779	2,647,983	15,347,055	3,236,043	20,994,155
Montana.....	12,610	106,000	61,500	917,238	400,000	516,953
Nebraska.....	144,271	839,209	693,637	4,258,045	258,974	4,314,484
Nevada.....	0	0	0	0	0	0
New Hampshire.....	192,000	1,000,000	1,000,000	5,000,000	2,000,000	7,000,000
New Jersey.....	1,014,575	801,681	1,802,396	9,394,186	711,282	24,685,750
New Mexico.....	0	0	0	0	0	0
New York.....	3,669,607	15,667,302	24,563,887	66,952,937	9,002,337	113,468,000
North Carolina.....	259,682	1,020,403	2,422,578	6,307,813	2,061,207	8,226,863
North Dakota.....	8,000	67,980	47,000	351,700	98,000	503,879
Ohio.....	1,325,733	5,558,148	5,604,304	27,209,496	6,175,946	27,647,747
Oklahoma.....	42,019	245,262	336,623	1,161,925	518,800	894,996
Oregon.....	115,646	449,878	831,057	2,140,061	625,132	3,528,644
Pennsylvania.....	2,267,140	14,787,078	14,243,146	58,349,512	8,366,349	60,349,726
Rhode Island.....	329,300	115,000	975,208	2,992,681	579,139	8,983,787
South Carolina.....	172,292	604,132	1,296,934	5,537,969	1,659,373	2,686,788
South Dakota.....	54,070	162,418	466,719	1,919,273	292,090	1,686,060
Tennessee.....	310,439	1,448,107	2,137,815	7,331,305	2,711,431	12,463,059
Texas.....	370,753	2,668,410	3,318,128	14,188,709	4,055,338	18,670,479
Utah.....	58,398	349,696	158,000	959,333	85,000	263,968
Vermont.....	79,090	261,975	73,079	1,303,231	558,808	3,129,841
Virginia.....	338,278	1,001,427	1,531,442	9,869,524	2,801,657	8,323,629
Washington.....	65,439	354,209	523,298	2,260,530	195,000	1,604,851
West Virginia.....	57,045	177,968	241,736	1,649,098	604,878	2,265,826
Wisconsin.....	355,113	2,079,504	1,859,136	6,486,213	1,610,868	8,368,308
Wyoming.....	0	0	0	0	0	0

TABLE 25.—Receipts of privately controlled universities, colleges, and professional schools in 1923-24

State	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States.....	\$64,806,748	\$7,742,943	\$21,077,418	\$36,717,960	\$5,234,498	\$20,157,180	\$45,279,561	\$70,876,238	\$23,094,946	\$26,014,892	\$189,734,831
Alabama.....	349,990	98,467	284,442	104,094	0	138,708	150,000	46,269	76,492	1,246,372	1,096,372
Arizona.....	0	0	0	0	0	0	0	0	0	0	0
Arkansas.....	260,695	34,577	201,341	48,114	0	74,284	501,925	53,467	63,327	1,237,730	735,905
California.....	2,851,269	324,203	838,663	1,844,580	0	1,940,817	1,442,269	336,622	1,940,803	11,539,226	10,096,966
Colorado.....	295,229	33,788	63,542	159,215	0	0	74,108	44,280	20,109	680,270	606,167
Connecticut.....	1,480,049	400,631	109,779	2,706,231	0	1,175,636	3,757,080	596,295	163,186	10,469,737	6,711,807
Delaware.....	0	0	0	0	0	0	0	0	0	0	0
District of Columbia.....	995,695	97,245	215,964	203,607	198,153	77,449	112,845	34,339	498,819	2,419,037	2,306,192
Florida.....	68,446	20,594	78,984	97,849	0	800	17,450	18,689	1,710	302,476	283,026
Georgia.....	763,411	85,087	815,006	344,820	0	115,811	748,316	322,987	199,512	3,394,650	2,646,334
Idaho.....	34,186	3,870	0	13,942	0	0	36,634	26,588	19,525	134,745	98,111
Illinois.....	5,861,114	405,515	1,238,492	3,184,674	0	4,139,111	5,126,360	729,613	1,232,377	21,907,376	16,780,898
Indiana.....	1,798,597	274,606	546,049	845,839	0	48,520	1,017,820	111,063	257,123	4,390,537	3,372,717
Iowa.....	1,418,692	168,494	674,196	540,802	0	128,633	433,074	433,074	647,616	4,318,788	4,011,407
Kansas.....	764,831	71,706	237,268	201,227	0	221,575	387,934	209,803	393,213	2,487,567	2,099,633
Kentucky.....	404,766	112,306	363,258	328,242	0	381,994	785,746	335,226	215,191	2,926,729	2,140,983
Louisiana.....	468,773	50,498	184,532	441,738	0	442,334	322,648	186,411	30,423	2,127,377	1,804,729
Maine.....	237,113	89,000	82,209	249,637	0	0	573,144	8,985	7,638	1,217,626	644,453
Maryland.....	991,312	152,839	482,421	1,107,244	0	365,874	1,590,866	103,715	292,671	5,325,743	3,734,936
Massachusetts.....	8,377,591	1,015,245	2,803,447	6,543,931	10,666	1,655,460	9,474,802	810,184	1,745,573	32,442,899	22,968,097
Michigan.....	641,472	76,774	196,082	254,073	0	44,679	142,961	173,958	276,001	1,805,700	1,663,039
Minnesota.....	841,435	201,170	739,046	363,663	0	484,394	125,197	408,074	104,760	3,267,732	3,142,335
Mississippi.....	270,608	36,485	222,924	36,762	0	0	64,000	38,590	17,865	687,234	623,234
Missouri.....	1,709,907	150,000	857,013	1,285,787	0	344,004	1,136,792	239,398	144,571	5,967,472	4,730,680
Montana.....	26,060	10,750	57,600	31,900	0	0	82,000	36,650	0	2,244,969	2,162,909

Nebraska.....	464,762	49,602	170,871	290,808	0	67,871	124,804	261,006	69,421	1,437,686	1,313,091
Nevada.....	539,636	242,352	204,121	379,553	0	71,003	124,135	142,416	0	1,708,516	1,579,890
New Hampshire.....	1,331,984	280,877	137,126	1,041,155	0	419,956	1,129,936	116,918	306,296	5,720,461	4,590,225
New Jersey.....	0	0	0	0	0	0	0	0	0	0	0
New Mexico.....	0	0	0	0	0	0	0	0	0	0	0
New York.....	12,434,811	859,858	1,949,723	5,779,254	1,399,009	1,399,009	5,912,136	790,861	7,866,843	39,540,199	33,628,063
North Carolina.....	646,468	180,112	559,851	359,012	797,230	797,230	909,044	311,549	85,584	3,848,871	2,939,827
North Dakota.....	27,030	8,401	23,100	28,428	56,000	56,000	5,000	13,721	13,721	1,180,680	1,155,680
Ohio.....	3,216,348	300,483	942,991	1,570,993	2,276,916	2,276,916	2,224,896	646,332	850,861	11,931,781	9,707,085
Oklahoma.....	276,847	28,743	62,028	57,247	67,348	67,348	182,954	103,698	70,947	1,793,812	660,808
Oregon.....	321,017	27,039	82,608	171,612	165,000	165,000	335,749	117,487	101,702	1,322,214	986,465
Pennsylvania.....	7,964,661	902,862	1,840,579	3,116,908	1,312,943	1,312,943	2,078,980	1,118,208	3,153,442	22,854,764	20,775,775
Rhode Island.....	622,130	62,310	110,237	414,817	328,962	328,962	440,483	290,785	290,785	2,289,724	1,819,241
South Carolina.....	545,302	47,221	501,860	154,094	133,517	133,517	201,940	146,960	43,674	1,773,428	1,571,488
South Dakota.....	123,751	22,202	129,251	44,896	44,896	44,896	26,018	144,177	32,673	524,968	496,960
Tennessee.....	842,734	141,330	445,964	568,028	230,978	230,978	397,676	512,890	324,162	3,488,732	3,091,076
Texas.....	1,666,438	328,312	1,192,563	1,114,456	401,774	401,774	1,103,662	283,008	288,235	6,378,448	5,274,786
Utah.....	99,955	23,594	23,594	96	10,416	10,416	7,658	338,804	28,896	529,421	521,763
Vermont.....	167,083	34,472	97,192	151,954	108,312	108,312	444,535	9,710	25,072	1,101,998	687,463
Virginia.....	1,113,040	229,346	1,054,768	424,100	213,784	213,784	834,942	117,773	223,646	4,211,369	3,376,457
Washington.....	146,516	23,720	88,104	82,277	78,274	78,274	116,119	31,299	59,922	624,301	508,182
West Virginia.....	152,490	26,638	50,814	105,539	103,250	103,250	119,232	30,913	94,946	689,822	570,690
Wisconsin.....	1,207,333	40,111	239,126	361,000	137,964	137,964	631,190	299,207	699,968	3,676,549	3,045,359
Wyoming.....	0	0	0	0	0	0	0	0	0	0	0

* \$301,413 from United States Government; \$2,156,291 from the State.
 † From city (Oberlin) for library.
 ‡ \$12,637 from United States Government; \$1,257,515 from the State.

† From United States Government.
 ‡ From State.
 § \$178,474 from United States Government; \$771,440 from the State.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA											
Auburn.....	Alabama Polytechnic Institute.	1872	107	7	1,347	122	155	10	7	3	0
	Arts and sciences.....		36	2	267	29	14	5			
	Graduate.....				21	1			1	3	
	Special.....		5	0	106	20					
	Agriculture.....		20	0	158	1	24	0	4	0	
	Architecture.....		5	2	36	2	2	0			
	Architectural engineering.....		5	0	24	0	2	0			
	Chemical engineering.....		8	0	57	0	5	0			
	Civil engineering.....		4	0	126	0	9	0			
	Electrical engineering.....		6	0	331	0	41	0	1	0	
	Mechanical engineering.....		8	0	113	0	16	0	1	0	
	Education.....		3	0	127	17	30	3			
	Home economics.....		0	3	0	67	0	2			
	Pharmacy.....		2	0	70	2	6	0			
	Veterinary medicine.....		5	0	17	0	6	0			
	Summer school (1923).....		40	12	518	345					
	Extension courses.....		16	7	28	161					
	Military drill.....				988	0					
Montevallo.....	Alabama College.....	1896	9	36	30	626	0	30			0
	High school.....		0	8	30	64					
	Arts and sciences.....		7	12	0	137	0	11			
	Special.....				0	39					
	Education.....		1	7	0	262					
	Home economics.....		0	8	0	196	0	14			
	Fine arts.....		0	2	0	5					
	Music.....		1	8	0	45	0	5			
	Physical education.....		0	3	0	13					
	Summer school (1923).....		12	16	0	252					
	Extension courses.....		5	1	0	236					
University.....	University of Alabama.....	1831	72	5	1,804	444	143	69	18	6	0
	Noncollegiate.....		7	0	107	0					
	Arts and sciences.....		49	5	750	328	66	69			
	Graduate.....				16	9			15	6	
	Special.....				19	25					
	Chemical engineering.....		10	0	33	1	8	0	1	0	
	Civil engineering.....				42	0	4	0			
	Electrical engineering.....				72	0	5	0			
	Mechanical engineering.....				33	0	3	0	1	0	
	Mining engineering.....				32	0	5	0			
	Industrial management.....				23	0	2	0			
	Commerce.....		22	0	381	6	21	0			
	Education.....		6	0	97	34	11	0	1	0	
	Fine arts.....		0	1	8	66					
	Music.....		0	3	11	38					
	Law.....		5	0	176	2	23	0			
	Medicine.....		8	0	72	1					
	Summer school (1923).....		42	13	534	1,076					
	Extension courses.....				355	661					
	Correspondence courses.....				85	160					
	Military drill.....				971	0					
ALASKA											
Fairbanks.....	Alaska Agricultural College and School of Mines.	1922	8	2	24	24					
	Arts and sciences.....		8	0	4	6					
	Special.....				6	15					
	Agriculture.....		1	0	1	0					
	Commerce.....		1	1	4	12					
	Mining engineering.....		2	0	15	0					
	Home economics.....		0	1	0	6					
	Military drill.....				13	0					

¹ Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ARIZONA											
Phoenix	Junior College (arts and sciences)	1920	5	1	115	40					
Tucson	University of Arizona	1891	89	18	974	604	116	79	13	5	2
	Arts and sciences		36	11	358	319	32	34			
	Graduate				62	34			10	8	
	Special				89	73					
	Agriculture		21	0	96	1	18	1			
	Commerce		6	0	71	10	12	1			
	Education		6	2	61	178	14	42			
	Civil engineering		3	0	43	0	3	0			
	Electrical engineering		2	0	76	0	7	0			
	Mechanical engineering		3	0	45	0	3	0			
	Mining engineering		6	0	62	0	7	0	2	0	
	Home economics		0	5	0	59	0	1			
	Law		6	0	86	8	20	0	1	0	
	Summer school (1923)		13	3	63	111					
	Extension courses				36	97					
	Correspondence courses				122	145					
	Military drill				792	0					
ARKANSAS											
Fayetteville	University of Arkansas	1872	126	18	1,162	552	67	44	9	0	0
	Noncollegiate		6	6	225	90					
	Arts and sciences		34	4	379	142	17	21			
	Graduate				11	6			9	0	
	Special				22	17					
	Agriculture		24	0	110	0	10	0			
	Education		5	3	103	224	9	9			
	Architectural engineering				2	0					
	Chemical engineering				6	0	2	0			
	Civil engineering		3	0	16	0	9	0			
	Electrical engineering		3	0	21	0	9	0			
	Mechanical engineering		5	0	8	0	1	0			
	General engineering				137	0					
	Home economics		0	4	0	106	0	14			
	Music		4	1	0	30					
	Medicine		42	0	113	1	10	0			
	Summer school (1923)		20	10	322	450					
	Extension courses				550	257					
	Correspondence courses		30	6	388	380					
	Military drill				348	0					
CALIFORNIA											
Bakersfield	Junior College (arts and sciences)	1913	9	7	47	53					
Berkeley	University of California	1869	973	198	8,776	8,216	1,120	894	136	89	12
	Noncollegiate		67	18	187	216					
	Arts and sciences		837	127	8,566	6,615	877	701			
	Graduate				1,063	815			80	76	
	Special				264	305					
	Agriculture		117	1	480	26	97	6	27	0	
	Commerce		41	3	1,146	157	179	40			
	Education		46	24	97	1,467	10	47	19	13	
	Civil engineering		195	2	214	0	32	0	2	0	
	Mechanical engineering				672	0	107	0	4	0	
	Mining engineering				177	0	44	0	4	0	
	Fine arts		7	3	11	96	4	27			
	Home economics		1	8	2	123	0	26			
	Law		23	0	324	24	69	11			
	Medicine		189	28	207	54	31	12			
	Dentistry		85	7	405	13	84	7			
	Pharmacy		12	1	225	20	83	7			
	Music		3	1	14	148	3	10			
	Summer school (1923)		348	61	8,794	7,589					
	Extension courses				836	4,484					
	Correspondence courses				186	468					
	Military drill				3,707	0					

¹ Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
CALIFORNIA—continued											
Eureka.....	Junior College (arts and sciences).....	1913	3	7	6	16					
Fullerton.....	do.....	1913	21	16	78	90					
Hollister.....	do.....	1919	4	7	38	89					
Ontario.....	Chaffey Junior College (arts and sciences).....	1916	20	21	100	154					
Pomona.....	Junior College (arts and sciences).....	1915	6	7	27	36					
Riverside.....	do.....	1916	28	4	116	81					
Sacramento.....	do.....	1916	13	12	164	415					
Santa Ana.....	do.....	1915	9		148	228					
Santa Maria.....	do.....	1920	8		22	17					
COLORADO											
Boulder.....	University of Colorado.....	1877	221	52	1,729	978	315	40	22	24	1
	Noncollegiate.....		4	2	59	0					
	Arts and sciences.....		83	40	778	866	183	31			
	Graduate.....				65	75			21	24	
	General engineering.....		72	2	203	1					
	Chemical engineering.....				45	1	7	0			
	Civil engineering.....				104	0	23	0			
	Electrical engineering.....				180	0	39	0	1	0	
	Mechanical engineering.....				88	0	19	0			
	Music.....				2	33	0	1			
	Law.....		5	6	111	4	18	1			
	Medicine.....		60	0	102	16	14	4			
	Pharmacy.....		13	2	32	12	12	3			
	Summer School (1923).....				1,080	1,808					
	Extension courses.....		50	2	848	947					
	Correspondence courses.....		41	12	488	387					
Fort Collins.....	Colorado Agricultural College.....	1881	74	29	810	317	74	45	4	1	0
	Secondary.....		28	16	157	43					
	General science.....				15	19	3	7			
	Graduate.....				4	1			4	1	0
	Special.....				42	39					
	Agriculture.....		58	12	264	0	37	0			
	Civil engineering.....		29	7	107	0	7	0			
	Electrical engineering.....				66	0	8	0			
	Mechanical engineering.....				38	9	1	0			
	Unclassified engineering.....				10	0					
	Forestry.....				56	0	6	0			
	Home economics.....				0	215		38			
	Veterinary medicine.....				51	0	12	0			
	Summer school (1923).....		42	27	181	216					
	Military drill.....				468	0					
Golden.....	Colorado School of Mines (engineering).....	1874	38	0	493	0	67	0			3
	Summer school (1923).....				135	0					
	Military drill.....				283	0					
CONNECTICUT											
Storrs.....	Connecticut Agricultural College.....	1881	45	6	374	110	33	13	2	0	0
	Secondary.....		17		71	0					
	Agriculture.....		43	2	249	19	27	3			
	Graduate.....				4	1			2	0	
	Education.....		2	4	1	77	1	9			
	Home economics.....				0	3	0	1			
	Mechanical engineering.....		3	0	40	0	5	0			
	Special.....				44	15					
	Military drill.....				177	0					

1 Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
DELAWARE											
Newark	University of Delaware	1834	47	15	383	223	37	21	4	0	1
	Noncollegiate		5	1	70	0					
	Arts and sciences		21	9	146	98	11	10			
	Graduate				11	0			4	0	
	Agriculture		11	0	34	0	6	0			
	Chemical engineering		3	0	19	0	4	0			
	Civil engineering		2	0	33	0	3	0			
	Electrical engineering		2	0	60	0	8	0			
	Mechanical engineering		4	0	20	0	5	0			
	Education		1	2	0	82	0	0			
	Home economics		0	3	0	43	0	10			
	Summer school (1922)		5	8	28	297					
	Extension courses				1	14					
	Military drill				276	0					
DISTRICT OF COLUMBIA											
Washington	Gallaudet College (Columbia Institution for the Deaf)	1864	12	5	77	48	15	4	3	2	9
	Preparatory		12	5	26	23					
	Arts and sciences		12	5	51	25	15	4	3	2	
FLORIDA											
Gainesville	University of Florida	1884	89	0	1,346	0	90	0	8	0	0
	Noncollegiate		12	0	158	0					
	Arts and sciences		28	0	508	0	20	0			
	Graduate				21	0			2	0	
	Special				133	0					
	Agriculture		37	0	157	0	16	0			
	Chemical engineering		36	0	10	0	1	0			
	Civil engineering				46	0	8	0	4	0	
	Electrical engineering				35	0	7	0	1	0	
	Mechanical engineering				10	0	4	0			
	Unclassified engineering				114	0					
	Education		24	0	105	0	6	0	1	0	
	Law		6	0	196	0	28	0			
	Pharmacy		3	0	35	0					
	Summer school (1923)		35	10	282	746					
	Correspondence courses		29	9	534	1,154					
	Military drill				916	0					
Tallahassee	Florida State College for Women	1905	16	58	12	995	0	75			0
	High school		1	14	12	31					
	Arts and sciences		15	25	0	398	0	52			
	Special				0	28					
	Education		1	14	0	382	0	13			
	Home economics		0	6	0	98	0	10			
	Music		0	13	0	66					
	Summer school (1923)		14	22	30	555					
GEORGIA											
Athens	University of Georgia	1801	112	18	1,406	177	139	30	6	1	11
	Noncollegiate		30	6	404	0					
	Arts and sciences		32	0	277	44	38	7			
	Graduate				28	6			6	1	
	Special				26	4					
	Agriculture		15	0	113	0	29	0			
	Commerce		5	0	248	2	24	2			
	Education		8	5	29	39	2	9			
	Agricultural engineering		2	0	5	0					
	Civil engineering		2	0	36	0	11	0			
	Electrical engineering		1	0	8	0					
	Forestry		0	0	16	0					
	Home economics		0	10	0	67	0	10			
	Journalism		2	0	45	11	4	2			

¹ Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
GEORGIA—CON.											
Athens.....	University of Georgia—Con.										
	Law.....		5	0	132	3	24	0			
	Pharmacy.....		2	0	17	2	3	0			
	Veterinary medicine.....		6	0	23	0	4	0			
	Summer school (1923).....		50	35	539	1,535					
	Short winter courses.....				541	237					
	Correspondence courses.....		6	1	36	64					
	Military drill.....				460	0					
Atlanta.....	Georgia School of Technology	1888	181	0	3,071	20	243	0	1	0	0
	Noncollegiate.....				419	0					
	Graduate.....				4	0			1	0	
	Special.....		77	0	963	0					
	General engineering.....		143	0	243	0	18	0			
	Chemical engineering.....				80	0	5	0			
	Civil engineering.....				246	0	41	0			
	Electrical engineering.....				430	0	53	0			
	Mechanical engineering.....				275	0	47	0			
	Textile engineering.....				121	0	20	0			
	Architecture.....				97	0	8	0			
	Industrial education.....				3	0	1	0			
	Commerce.....				622	20	50	0			
	Summer school (1923).....				405	0					
	Military drill.....				1,544	0					
Augusta.....	Medical College of Georgia	1830	48	0	121	4	31	0	2	0	0
Dahonaga.....	North Georgia Agricultural College.	1872	17	2	160	12	12	0			0
	Preparatory.....		2	0	37	1					
	Arts and sciences.....		8	1	50	7	5	0			
	Mining engineering.....		2	0	17	0	4	0			
	Agriculture.....		2	0	14	0	1	0			
	Commerce.....		3	1	42	4	2	0			
	Summer school (1923).....		3	2	4	47					
	Military drill.....				134	0					
Milledgeville.....	Georgia State College for Women.	1891	8	49	0	900	0	32			0
	Arts and sciences.....		8	49	0	929	0	32			
	Special.....				0	21					
	Summer school (1923).....		9	36	39	1,027					
HAWAII											
Honolulu.....	University of Hawaii.....	1907	35	5	382	292	32	15	4	1	3
	Arts and sciences.....		25	5	137	38	9	9			
	Graduate.....				9	5			4	1	
	Special.....				90	218					
	Agriculture.....		20	1	19	1	4	0			
	Commerce.....		14	1	48	0	4	0			
	Education.....		25	5	7	26	3	5			
	Civil engineering.....		19	1	46	0	9	0			
	Sugar technology.....				26	0	3	0			
	Home economics.....		9	4	0	4	0	1			
	Extension courses.....				32	231					
	Correspondence courses.....				15	53					
	Military drill.....				212	0					
IDAHO											
Moscow.....	University of Idaho.....	1892	89	23	1,030	554	108	63	11	5	2
	Noncollegiate.....		10	0	45	0					
	Arts and sciences.....		47	22	208	238	30	33			
	Graduate.....				41	15			3	2	
	Special.....				70	70					
	Agriculture.....		19	0	113	2	26	0	3	1	
	Architecture.....				10	0					
	Commerce.....		5	2	168	33	7	1			
	Education.....		3	0	85	115	19	21	1	2	
	Chemical engineering.....		10	0	16	0	1	0			
	Civil engineering.....				28	0	5	0			

1 Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
IDAHO—contd.											
Moscow	University of Idaho—Con.										
	Electrical engineering				74	0	4	0			
	Mechanical engineering				25	0	2	0	1	0	
	Mining engineering				25	1	1	0			
	Metallurgy				8	0	1	0	3	0	
	Geology				11	0	1	0			
	Forestry		4	0	70	0	4	0			
	Home economics		0	6	0	71	0	7			
	Law		3	0	48	0	7	0			
	Music		4	3	1	5	0	1			
	Summer school (1923)		20	4	89	128					
	Correspondence		12	3	50	43					
	Military drill				646	0					
Pocatello	Idaho Technical Institute ¹	1915	24	14	330	399					
	Noncollegiate		10	6	106	110					
	Arts and sciences		15	6	33	22					
	Special				6	9					
	General engineering		2	0	16	0					
	Chemical engineering		1	0	5	0					
	Civil engineering		1	0	3	1					
	Electrical engineering		1	0	17	0					
	Mechanical engineering		1	0	3	0					
	Mining engineering				1	0					
	Agriculture		2	0	13	4					
	Commerce		2	3	38	41					
	Education		1	1	10	80					
	Home economics		0	2	0	26					
	Music		4	2	54	176					
	Pharmacy		2	0	25	4					
	Summer school (1923)		12	4	89	371					
ILLINOIS											
Chicago	Crane Junior College	1911	32	8	957	246					
	Arts and sciences		32	8	542	229					
	General engineering				273	2					
	Commerce				122	16					
	Summer school (1923)		18	1	193	41					
Do	Medill College of Commerce and Administration	1917	3	3	40	89					
Joliet	Junior College (arts and sciences)	1902	13	6	77	76					
Urbana	University of Illinois	1868	664	138	7,417	2,608	1,288	435	196	53	0
	High schools		7	10	96	83					
	Arts and sciences		294	85	1,111	1,422	240	244			
	Graduate				523	163			167	48	
	Special				111	85					
	Agriculture		102	24	586	39	121	6	14	0	
	Commerce		77	1	1,970	184	315	26			
	Education		30	10	356	133	75	76	13	5	
	Architecture				90	4	9	0			
	Architectural engineering		149	1	138	0	14	0			
	Chemical engineering				90	0	24	0			
	Civil engineering				266	0	45	0	1	0	
	Electrical engineering				374	0	56	0	1	0	
	Ceramic engineering				87	1	16	0			
	Mechanical engineering				263	0	59	0			
	Mining engineering				55	0	10	0			
	Municipal and sanitary engineering				15	0	4	0			
	Railway engineering				89	0	17	0			
	General engineering				119	0	12	0			
	Home economics				0	399	0	60			
	Journalism				113	22					
	Library science		2	14	2	45	0	9			
	Music		9	7	13	97	1	8			
	Law		8	0	202	5	54	0			

¹ Engineering faculty.

¹ Junior college.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—contd.											
Urbana.....	University of Illinois—Con.										
	Medicine.....		189	10	413	18	70	1			
	Dentistry.....		52	10	146	7	62	1			
	Pharmacy.....		13	3	369	17	114	6			
	Summer school (1923).....		139	19	1,365	699					
	Military drill.....				3,046	0					
INDIANA											
Bloomington....	Indiana University.....	1824	232	36	2,768	2,437	291	230	50	20	2
	Arts and sciences.....		169	36	1,891	2,057	156	220			
	Graduate.....				184	126			50	20	
	Special.....				12	8					
	Commerce.....		9	1	134	27	35	8			
	Education.....				10	3					
	Home economics.....		0	8	0	130					
	Fine arts.....		2	0	2	5					
	Music.....		6	2	7	57					
	Law.....		7	0	126	5	32	0			
	Medicine.....		53	0	402	19	68	2			
	Summer school (1923).....		86	24	876	991					
	Extension courses.....		103	15	1,080	4,326					
	Correspondence courses.....		44	11	356	559					
	Military drill.....				836	0					
La Fayette.....	Purdue University.....	1874	228	19	2,522	454	397	83	36	3	0
	General science.....		103	9	195	268	15	30			
	Graduate.....				78	8			17	3	
	Special.....				67	25					
	Agriculture.....		50	0	428	0	92	0	7	0	
	Chemical engineering.....		170	0	170	0	30	0	1	0	
	Civil engineering.....				416	0	63	0	4	0	
	Electrical engineering.....				562	0	76	0	4	0	
	Mechanical engineering.....				544	0	90	0	3	0	
	Forestry.....		1	0	18	0	3	0			
	Home economics.....		0	10	0	176	0	52			
	Pharmacy.....		4	0	111	2	28	1			
	Summer school (1923).....		31	8	232	113					
	Military drill.....				1,379	0					
IOWA											
Ames.....	Iowa State College of Agriculture and Mechanic Arts.	1860	377	110	3,144	1,176	362	176	101	13	0
	Secondary.....		42	14	282	0					
	General science.....		159	36	185	110	21	28			
	Graduate.....				287	45			101	13	
	Special.....				57	53					
	Agriculture.....		60	0	745	0	127	0			
	Landscape architecture.....		3	1	34	6	4	3			
	Education.....		7	8	63	0	12	0			
	Agricultural engineering.....		9	0	50	0	12	0			
	Architectural engineering.....		6	1	99	1	15	1			
	Chemical engineering.....		4	0	94	0	12	0			
	Civil engineering.....		21	0	285	0	46	0			
	Electrical engineering.....		10	0	429	0	45	0			
	Mechanical engineering.....		24	0	190	0	34	0			
	Mining engineering.....		1	0	12	0	2	0			
	Ceramics.....		2	1	25	0	6	0			
	Trades and industries.....		3	0	14	0	2	0			
	Unclassified engineering.....				17	6					
	Forestry.....		5	0	98	0	4	0			
	Home economics.....		6	48	0	947	0	144			
	Journalism.....		3	0	34	0	4	0			
	Music.....		2	1	20	30					
	Veterinary medicine.....		16	0	81	0	16	0			
	Summer school (1923).....		141	58	1,025	449					
	Military drill.....				967	0					

1 Engineering faculty

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
IOWA—contd.											
Burlington.....	Junior College (arts and sciences).	1920	2	1	25	36					
Iowa City.....	State University of Iowa.....	1855	292	95	3,550	2,190	524	236	128	52	0
	High school.....		8	14	101	75					
	Arts and sciences.....		191	81	1,724	1,671	168	213			
	Graduate.....				308	190			128	52	
	Engineering.....		68	2	351	1	58	0			
	Commerce.....		25	2	226	18	102	6			
	Music.....				53	228	0	7			
	Law.....		10	0	208	5	41	1			
	Medicine.....		51	4	376	9	50	0			
	Dentistry.....		22	0	223	1	68	0			
	Pharmacy.....		3	0	119	11	37	9			
	Summer school (1923).....				1,172	1,447					
	Correspondence courses.....				371	449					
	Military drill.....				1,307	0					
Mason City.....	Junior College (arts and sciences).	1918	4	2	63	60					
KANSAS											
Coffeyville.....	Junior College (arts and sciences).		2	0	16	22					
Garden City.....	do.....	1919	2	5	23	56					
Lawrence.....	University of Kansas.....	1866	244	60	2,498	1,486	322	243	43	24	0
	High school.....				17	17					
	Arts and sciences.....		119	47	1,587	1,216	180	205			
	Graduate.....				138	98			43	24	
	Chemical engineering.....		12	1	68	0	6	0			
	Engineering.....		14	0	364	0	46	0			
	Mining engineering.....		2	0	64	0	7	0			
	Industrial engineering.....		2	0	53	1	6	0			
	Architecture.....		3	0	52	3	4	1			
	Education.....		10	3	259	389	4	8			
	Fine arts.....		13	8	110	352	2	22			
	Law.....		7	0	126	0	30	0			
	Medicine.....		57	1	130	9	23	0			
	Pharmacy.....		5	0	77	13	14	7			
	Summer school (1923).....		94	15	697	796					
	Extension courses.....				111	266					
	Correspondence courses.....				680	1,151					
	Military drill.....				195	0					
Manhattan.....	Kansas State Agricultural College.....	1863	216	78	2,178	1,018	221	118	24	7	0
	Noncollegiate.....		24	5	162	14					
	Arts and sciences.....		95	42	292	227	28	28			
	Graduate.....				127	44			24	7	
	Special.....				87	74					
	Agriculture.....		47	0	411	4	85	1			
	Commerce.....		3	0	229	21	11	2			
	Agricultural engineering.....		35	0	41	0	3	0			
	Civil engineering.....		25	0	184	0	19	0			
	Electrical engineering.....				362	0	30	0			
	Mechanical engineering.....		33	0	132	0	16	0			
	Flour-mill engineering.....		30	0	15	0	3	0			
	Home economics.....		0	24	0	521	0	72			
	Journalism.....		5	0	77	81	7	11			
	Music.....		8	12	14	102	0	4			
	Veterinary medicine.....		9	0	55	0	10	0			
	Architecture.....		11	0	77	4	9	0			
	Summer school (1923).....		108	30	471	507					
	Extension courses.....				0	88					
	Correspondence courses.....		5	3	380	415					
	Military drill.....				1,098	0					

¹ Includes civil, electrical, and mechanical engineering.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY											
Lexington	University of Kentucky	1865	135	25	1,378	671	164	102	17	1	0
	High school		2	3	40	28					
	Arts and sciences		70	12	667	429	61	71			
	Graduate				26	7			17	1	
	Special				3	13					
	Agriculture		26	0	121	41	26	1			
	Education		5	2	33	70	5	10			
	Unclassified engineering		28	2	277	1					
	Civil engineering				44	1	13	1			
	Mechanical and electrical engineering				75	0	29	0			
	Mining engineering				19	0	12	0			
	Home economics		0	6	0	115	0	18			
	Law		5	0	73	6	18	1			
	Summer school (1923)		55	8	414	380					
	Extension courses				65	44					
	Correspondence courses		24	5	104	160					
	Military drill				577	0					
Louville	University of Louisville	1837	186	11	733	291	106	35	5	1	0
	Arts and sciences		52	10	279	218	25	33			
	Graduate				14	7			5	1	
	Special				35	59					
	Law		14	0	60	0	7	0			
	Medicine		85	1	234	7	48	2			
	Dentistry		45	0	170	0	28	0			
	Summer school (1923)		13	2	54	60					
LOUISIANA											
Baton Rouge	Louisiana State University and Agricultural and Mechanical College	1860	91	26	1,127	428	108	42	16	2	0
	High school		4	2	45	62					
	Arts and sciences		36	12	365	188	24	20			
	Graduate				62	10			16	2	
	Special				27	17					
	Agriculture		30	5	145	1	29				
	Education		25	10	24	69	4	0			
	Chemical engineering		40	7	29	0	13	0			
	Civil engineering				32	0	2	0			
	Electrical engineering				74	0	6	0			
	Mechanical engineering				17	0	2	0			
	Petroleum engineering				7	0					
	Sugar engineering				71	0	18	0			
	Unclassified engineering				174	0					
	Home economics		8	10	0	58	0	7			
	Law		4	0	54	2	10	0			
	Music		12	6	1	21					
	Summer school (1923)		67	16	402	530					
	Military drill				636	0					
La Fayette	Southwestern Louisiana Institute	1901	21	27	135	415	19	31			0
	Arts and sciences		16	9	71	39	8	6			
	Special		1	3	39	61					
	Education		4	15	25	315	11	25			
	Summer school (1923)		31	20	245	562					
	Extension courses		6	2	62	178					
	Correspondence courses		7	3	5	35					
MAINE											
Orono	University of Maine	1868	109	13	1,020	370	176	43	10	4	6
	Noncollegiate				14	0					
	Arts and sciences		60	7	256	196	40	33			
	Graduate				44	18			10	4	
	Special				24	7					
	Agriculture		17	1	92	1	21	1			
	Education		2	1	35	9	9	3			
	Chemical engineering		10	0	73	1	16	0			
	Civil engineering		5	0	115	0	19	0			

1 Engineering faculty

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MAINE—contd.											
Orono	University of Maine—Con.										
	Electrical engineering		5	0	173	0	26	0			
	Mechanical engineering		8	0	103	0	30	0			
	Forestry		3	0	111	0	15	0			
	Home economics		0	4	0	45	0	6			
	Summer school (1923)		28	1	163	92					
	Military drill				462	0					
MARYLAND											
Annapolis	United States Naval Academy	1845	244	0	2,490	0					0
College Park	University of Maryland	1859	380	22	2,764	407	123	43	33	2	5
	Noncollegiate		14	0	113	0					
	Arts and sciences		36	15	257	44	25	7			
	Graduate				71	6			33	2	
	Special				264	119					
	Agriculture		39	0	163	1	27	0			
	Commerce		21	0	406	122	19	1			
	Education		3	4	29	50	8	13			
	Unclassified engineering		11	0	198	0					
	Civil engineering				25	0	7	0			
	Electrical engineering				23	0	6	0			
	Mechanical engineering				18	0	7	0			
	Home economics		0	3	0	28	0	6			
	Law		24	0	530	22	90	9			
	Medicine		186	0	332	8	74	3			
	Dentistry		27	0	484	2	99	0			
	Pharmacy		19	1	181	7	61	4			
	Summer school (1923)		33	17	230	268					
	Extension courses				117	22					
	Military drill				385	0					
MASSACHUSETTS											
Amherst	Massachusetts Agricultural College	1821	92	7	617	70	81	6	6	0	0
	Noncollegiate		22	1	156	17					
	Graduate				61	6			6	0	
	Agriculture		70	6	400	47	81	6			
	Summer school (1923)				17	110					
	Military drill				225	0					
Lowell	Lowell Textile School	1897	39	1	241	5	29	0			0
	General textile courses		16	1	106	0					
	Textile engineering		20	0	67	1	15	0			
	Textile coloring		10	0	56	1	14	0			
	Special				15	3					
MICHIGAN											
Ann Arbor	University of Michigan	1841	594	12	7,327	180	1,420	526	185	92	14
	Arts and sciences		266	8	3,428	1,090	626	433			
	Graduate				493	216			182	92	
	General engineering		195	0	381	2					
	Chemical engineering				176	0	26	0			
	Civil engineering				346	0	111	0			
	Electrical engineering				277	0	61	0			
	Mechanical engineering				333	0	100	0			
	Marine engineering				31	0	8	0			
	Aeronautical engineering				44	0	10	0			
	Geodesy and surveying				2	0	2	0			
	Architecture		13	0	224	24	29	5			
	Education		10	0	106	195	36	72			
	Law		13	0	492	5	123	1	2	0	
	Medicine		72	4	568	34	130	9	1	0	
	Dentistry		21	0	354	8	120	1			
	Pharmacy		4	0	79	8	19	5			
	Summer school (1923)		247	0	2,110	939					
	Extension courses		6	1	286	745					
	Military drill				455	0					

¹ Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MICHIGAN—CON.											
Bay City	Junior College (arts and sciences)	1922	10	7	59	42					
Detroit	College of the City of Detroit (arts and sciences)	1917	46	34	1,215	460					
	Summer school (1923)		13	1	177	66					
	Evening courses		15	2	500	300					
Do	Detroit College of Medicine and Surgery	1868	117	3	212	4	24	1	1	0	0
East Lansing	Michigan Agricultural College	1857	169	28	1,233	455	181	78	22	3	2
	Applied science		95	14	210	48	10	5			
	Graduate				68	7			9	3	
	Agriculture		35	0	412	5	77	1	9	0	
	Unclassified engineering				195	1					
	Chemical engineering		5	0	33	0	12	0			
	Civil engineering		7	0	93	0	27	0	1	0	
	Electrical engineering		5	0	80	0	20	0	1	0	
	Mechanical engineering		13	0	55	0	13	0	1	0	
	Forestry		3	0	63	0	22	0	1	0	
	Home economics		0	14	0	398	0	72			
	Veterinary medicine		6	0	35	0					
	Summer school (1923)		55	9	265	139					
	Short winter courses				161	7					
	Military drill				530	0					
Grand Rapids	Junior College	1914	21	14	251	323					
	Arts and sciences		13	11	173	268					
	General engineering		3	0	50	0					
	Commerce		2	1	13	8					
	Education		1	1	3	10					
	Fine arts		0	1	10	24					
	Music		2	0	2	13					
Highland Park	Junior College (arts and sciences)		10	5	87	57					
Houghton	Michigan College of Mines (engineering)	1886	27	0	220	0	67	0			0
MINNESOTA											
Coleraine	Itasca Junior College	1922	7	6	31	14					
	Arts and sciences		6	6	27	14					
	General engineering		1	0	4	0					
Eveleth	Junior College	1918	11	6	70	43					
	Arts and sciences		7	6	61	43					
	Electrical engineering		4	0	9	0					
Hibbing	Junior College	1916	13	9	134	89					
	Arts and sciences		8	9	50	78					
	General engineering				15	0					
	Chemical engineering		2	0	5	0					
	Electrical engineering		1	0	19	0					
	Mining engineering		1	0	4	0					
	Commerce		1	0	41	1					
	Home economics				0	10					
Minneapolis	University of Minnesota	1869	843	234	7,128	4,039	1,166	326	128	28	0
	Noncollegiate		74	41	792	354					
	Arts and sciences		236	69	2,288	1,771	223	174			
	Graduate				712	235			54	25	
	Special				427	448					
	Agriculture		183	39	375	6	63	0	30	1	
	Commerce		36	10	249	35	82	12			
	Education		30	53	234	1,177	263	57	12	1	
	Unclassified engineering				424	4					
	Architectural engineering		11	0	111	12	12	0			
	Chemical engineering		3	0	135	8	11	1	5	0	
	Civil engineering		10	0	201	2	43	0	1	0	
	Electrical engineering		18	0	268	0	70	0			
	Mechanical engineering		18	0	135	0	44	0	3	0	
	Mining engineering				108	0	16	0			

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MINNESOTA—con.											
Minneapolis.....	University of Minnesota—Continued.										
	Forestry.....		6	0	116	0	17	0			
	Home economics.....		1	20	0	401	0	67			
	Law.....		12	0	206	14	66	1			
	Medicine.....		225	12	474	40	146	10	23	1	
	Dentistry.....		98	4	397	7	76	2			
	Pharmacy.....		9	1	111	30	14	2			
	Summer school (1923).....		371	52	2,943	1,787					
	Extension courses.....				2,474	1,823					
	Correspondence courses.....				834	806					
	Military drill.....				1,708	0					
Rochester.....	Junior College.....	1916	3	5	59	56					
	Arts and sciences.....		3	5	50	56					
	Engineering.....				9	9					
Virginia.....	Junior College (Arts and sciences).....	1921	1	6	51	56					
MISSISSIPPI											
Agricultural College.....	Mississippi Agricultural and Mechanical College.....	1880	90	2	1,338	4	182	0	3	0	0
	Noncollegiate.....		10	1	128	1					
	Arts and sciences.....		24	0	95	0	14	0			
	Graduate.....				9	0			3	0	
	Special.....				30	3					
	Agriculture.....		44	0	393	0	36	0			
	Commerce.....		9	1	225	0	22	0			
	Education.....		3	0	127	0	73	0			
	Architectural engineering.....		31	0	1	0	1	0			
	Civil engineering.....				36	0	15	0			
	Electrical engineering.....				33	0	12	0			
	Mechanical engineering.....				17	0	9	0			
	Unclassified engineering.....				261	0					
	Summer school (1923).....		30	1	363	11					
	Short winter courses.....				34	4					
	Military drill.....				809	0					
Columbus.....	Mississippi State College for Women.....	1885	4	70	0	1,225	0	191			0
	Arts and sciences.....		4	55	0	1,034	0	169			
	Special.....				0	33					
	Physical education.....		0	2	0	39	0	9			
	Home economics.....		0	4	0	119	0	13			
	Music.....		0	9	0	186					
University.....	University of Mississippi.....	1848	41	1	706	144	110	28	2	2	1
	Arts and sciences.....		21	1	319	124	43	26			
	Graduate.....				6	5			2	2	
	Special.....				7	3					
	Civil engineering.....		10	0	59	0	8	0			
	Commerce.....		10	0	103	8	6	0			
	Education.....		3	0	4	0					
	Law.....		3	0	118	2	26	0			
	Medicine.....		11	0	67	0					
	Pharmacy.....		8	0	79	4	27	2			
MISSOURI											
Columbia.....	University of Missouri.....	1847	297	64	3,166	1,280	421	302	87	19	5
	Noncollegiate.....		26	6	341	58					
	Arts and sciences.....		120	28	1,164	785	116	100			
	Special.....				144	45					
	Graduate.....				144	82			60	14	
	Agriculture.....		47	10	348	35	65	0			
	Commerce.....		16	0	125	5	46	3			
	Education.....		19	15	17	276	13	147	12	0	
	Agricultural engineering.....		3	0	9	0	1	0			
	Chemical engineering.....		8	0	60	0	7	0	1	0	

Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI—con.											
Columbia	University of Missouri—Con.										
	Civil engineering		11	0	196	0	28	0	1	0	
	Electrical engineering		7	0	234	0	24	0	4	0	
	General engineering				6	0					
	Mechanical engineering		6	0	84	0	7	0	3	0	
	Mining engineering		2	0	147	0	17	0	4	0	
	Metallurgy		4	0	29	0	12	0	2	0	
	Unclassified engineering				36	0					
	Home economics		0	10	0	325	0	7	0	5	
	Journalism		11	2	139	90	88	45			
	Law		7	0	112	2	27	0			
	Medicine		18	4	75	2					
	Summer school (1923)		70	15	633	530					
	Extension courses				26	23					
	Correspondence courses		34	5	463	734					
	Military drill				1,355	0					
Kansas City	Junior College	1915	28	14	609	582					
	Arts and sciences		18	14	457	582					
	General engineering		10	0	152	0					
St. Joseph	Junior College (arts and sciences)	1915	3	13	65	87					
MONTANA											
Bozeman	Montana State College of Agriculture and Mechanic Arts	1893	66	18	494	234	66	25	0	1	0
	Arts and sciences		24	9	43	46	4	5			
	Graduate				25	6			0	1	
	Agriculture		25	0	136	0	25	0			
	Architectural engineering		3	0	25	0	2	0			
	Chemical engineering		2	0	41	2	9	0			
	Civil engineering		2	0	39	0	7	0			
	Electrical engineering		2	0	129	0	12	0			
	Mechanical engineering		5	0	38	0	5	0			
	Industrial engineering				22	0					
	Home economics		0	6	0	88	0	13			
	Music		1	0	2	21					
	Applied art		0	2	0	39	0	6			
	Secretarial work		2	1	24	65	2	1			
	Summer school (1923)		10	1	68	14					
	Short courses				189	22					
	Military drill				270	0					
Butte	Montana State School of Mines (engineering)	1900	12	0	102	6	13	0			0
Missoula	State University of Montana	1895	66	16	770	654	72	69	1	0	0
	Arts and sciences		46	14	387	454	23	49			
	Graduate				17	11			1	0	
	Special				78	64					
	Forestry		5	0	83	1	10	0			
	Commerce		3	0	61	29	16	12			
	Journalism		2	0	61	51	7	6			
	Music		3	2	1	30	0	1			
	Law		5	0	45	2	6	0			
	Pharmacy		2	0	37	12	10	1			
	Summer school (1923)		26	5	181	250					
	Correspondence courses				125	292					
	Military drill				350	0					
NEBRASKA											
Lincoln	University of Nebraska	1871	297	101	4,421	3,901	564	316	61	23	1
	Noncollegiate		19	15	489	425					
	Arts and sciences		184	61	1,046	1,052	175	144			
	Graduate				262	245			58	23	
	Special				231	568					
	Agriculture		52	16	247	0	45	1			
	Commerce		47	6	838	93	89	10			
	Education		26	13	165	1,618	20	90			
	Agricultural engineering		7	0	14	0	6	0			
	Architectural engineering		5	0	37	0	2	0			

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEBRASKA—CON.											
Lincoln	University of Nebraska—Continued.										
	Chemical engineering		2	0	40	0	4	0			
	Civil engineering		5	0	162	1	21	0			
	Electrical engineering		6	0	283	0	23	0	2	0	
	Mechanical engineering		6	0	113	0	10	0	1	0	
	Unclassified engineering				14	0					
	Fine arts		17	15	16	135	0	9			
	Home economics				0	278	0	38			
	Journalism		11	0	51	41	4	5			
	Music		17	22	18	130	0	10			
	Law		9	0	203	4	50	2			
	Medicine		79	1	310	67	49	3			
	Dentistry		29	0	92	1	33	0			
	Pharmacy		16	3	136	14	33	4			
	Summer school (1923)		64	49	950	1,918					
	Extension courses				306	209					
	Short winter courses				162	19					
	Correspondence courses				464	1,296					
	Military drill				1,521	0					
NEVADA											
Reno	University of Nevada	1886	50	14	539	316	50	30	3	0	4
	Arts and sciences		28	9	266	221	30	29			
	Graduate				8	27			2	0	
	Special				52	33					
	Agriculture		6	0	35	1	3	0			
	Education		3	1	1	24					
	Civil engineering		2	0	41	1	6	0	1	0	
	Electrical engineering		2	0	97	0	10	0			
	Mechanical engineering		2	0	43	0	1	0			
	Mining engineering		4	0	48	0	1	0			
	Home economics		0	4	0	42	0	1			
	Summer school (1923)		9	4	16	85					
	Short courses				34	30					
	Military drill				228	0					
NEW HAMPSHIRE											
Durham	University of New Hampshire	1868	80	9	905	283	89	54	3	2	5
	Arts and sciences		40	5	427	218	39	38			
	Graduate				9	6			3	2	
	Special				28	16					
	Agriculture		19	1	134	0	14	0			
	Architectural engineering		4	0	28	0	1	0			
	Chemical engineering		5	0	37	0	5	0			
	Electrical engineering		3	0	106	0	15	0			
	Industrial engineering				42	0	7	0			
	Mechanical engineering		7	0	51	0	6	0			
	Unclassified engineering				23	0					
	Forestry		2	0	20	0	2	0			
	Home economics		0	3	0	43	0	16			
	Summer school (1923)		21	4	90	53					
	Military drill				529	0					
NEW MEXICO											
Albuquerque	State University of New Mexico	1891	23	12	280	231	12	16			
	Arts and sciences		13	10	176	218	9	16			
	Graduate				3	2					
	Special				23	10					
	General engineering		10	2	36	0					
	Chemical engineering				3	0					
	Civil engineering				13	1					
	Electrical engineering				24	0	3	0			
	Geological engineering				2	0					
	Summer school (1923)		12	7	41	179					
	Extension courses		6	2	27	127					

¹ Engineering faculty.



TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	1	3	4	5	6	7	8	9	10	11	12
NEW MEXICO—continued											
Socorro.....	New Mexico School of Mines.	1859	7	0	76	1	14	0	1	0	0
	General engineering.....		7	0	14	0	3	0			
	Mining engineering.....				32	0	8	0			
	Geological engineering.....				10	0	3	0	1	0	
	Unclassified engineering.....				8	0					
	Special.....				12	1					
State College.....	New Mexico College of Agriculture and Mechanic Arts.	1890	41	5	290	59	14	2	1	0	0
	Noncollegiate.....		13	3	156	8					
	Arts and sciences.....		6	2	15	9	3	1			
	Graduate.....				5	0			1	0	
	Special.....				9	6					
	Agriculture.....		13	0	37	0	4	0			
	Commerce.....		1	1	6	6					
	Unclassified engineering.....				46	0					
	Civil engineering.....		8	0	6	0	2	0			
	Electrical engineering.....				12	0	3	0			
	Mechanical engineering.....				5	0	2	0			
	Home economics.....				0	30	0	1			
	Summer school (1923).....			2	137	50					
	Short courses.....				5	0					
	Military drill.....				113	0					
NEW YORK											
Albany.....	New York State Library School.	1887	6	13	10	45	3	14			0
	Summer school (1923).....		0	3	1	46					
New York.....	College of the City of New York.	1849	310	20	11,510	2,893	344	3	8	0	0
	Preparatory.....		56	0	1,590	0					
	Arts and sciences.....		208	0	4,979	0	308	0			
	Graduate.....				55	0			8	0	
	Special.....				4,705	2,533					
	General engineering.....		43	0	86	0	21	0			
	Commerce.....		100	3	1,118	80	12	1			
	Education.....		127	19	664	360	3	2			
	Summer school (1923).....		80	1	1,896	271					
	Military drill.....				1,914	0					
Do.....	Hunter College of the City of New York.	1870	24	170	0	4,011	0	237	0	1	0
	Preparatory.....		0	64	0	1,736					
	Arts and sciences.....		24	106	0	2,275	0	237	0	1	
	Summer school (1923).....				0	894					
	Extension courses.....				0	4,613					
Syracuse.....	New York State College of Forestry.	1912	35	0	340	0	59	0	5	0	0
	Forestry.....		35	0	325	0	59	0			
	Graduate.....				15	0			5	0	
	Military drill.....				65	0					
West Point.....	United States Military Academy.	1802	163	0	1,100	0					0
NORTH CAROLINA											
Chapel Hill.....	University of North Carolina.	1795	159	0	1,978	89	202	16	54	12	6
	Arts and sciences.....		141	0	799	45	88	15			
	Graduate.....				92	16			50	12	
	Special.....				64	20					
	Civil engineering.....		18	0	68	0	7	0			
	Electrical engineering.....				89	0	16	0			
	Commerce.....				505	0	40	0			
	Education.....				22	4					
	Law.....		8	0	161	3	9	0			
	Medicine.....		11	0	71	0					
	Pharmacy.....		13	0	107	1	42	1	4	0	
	Summer school (1923).....		78	21	608	886					
	Extension courses.....		7	0	300	601					
	Correspondence courses.....		25	0	179	368					

¹ Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NORTH CAROLINA—contd.	Greensboro..... North Carolina College for Women.	1892	35	89	0	1,432	0	141	0	3	0
	Arts and sciences.....		35	89	0	1,303	0	127			
	Graduate.....				0	4			0	3	
	Special.....				0	125					
	Home economics.....			0	8	0	156				
	Music.....			3	8	0	115	0	14		
	Summer school (1923).....					0	1,339				
Raleigh.....	North Carolina State College of Agriculture and Engineering.	1889	105	0	1,219	1	125	0	14	0	0
	Noncollegiate.....		11	0	256	0					
	General science.....		43	0	28	0	3	0			
	Graduate.....				75	0			14	0	
	Special.....				11	1					
	Agriculture.....		16	0	162	0	23	0			
	Business administration.....		7	0	144	1	12	0			
	Education.....		3	0	15	0	9	0			
	Architectural engineering.....		2	0	11	0	6	0			
	Civil engineering.....		4	0	163	0	19	0			
	Electrical engineering.....		4	0	154	0	18	0			
	Mechanical engineering.....		9	0	70	0	10	0			
	Textile engineering.....		6	0	141	0	25	0			
	Summer school (1923).....		24	17	147	606					
	Military drill.....				722	0					
NORTH DAKOTA	Agricultural College.	1890	75	19	751	390	54	20	5	0	0
	Noncollegiate.....		29	13	245	92					
	Arts and sciences.....		34	12	146	131	8	7			
	Graduate.....				22	3			5	0	
	Agriculture.....		25	1	85	1	18	0			
	Architecture.....		11	2	21	0	1	0			
	Education.....		34	12	43	72	5	8			
	Architectural engineering.....		120	2	4	0					
	Civil engineering.....				45	0	4	0			
	Mechanical engineering.....				47	0	3	0			
	Chemical engineering.....				48	1	4	1			
	Home economics.....		8	11	0	83	0	10			
	Pharmacy.....		12	3	44	7	11	3			
	Veterinary medicine.....				2	0					
	Summer school (1923).....		31	5	64	213					
	Short winter courses.....				79	20					
	Military drill.....				428	0					
University.....	University of North Dakota.	1884	78	34	863	585	116	82	9	1	0
	High school.....		4	6	41	32					
	Arts and sciences.....		86	16	529	394	77	63			
	Graduate.....				17	3			9	1	
	Special.....		1	2	0	32					
	Unclassified engineering.....		127	0	73	0					
	General engineering.....				11	0	1	0			
	Civil engineering.....				23	0	4	0			
	Electrical engineering.....				44	0	7	0			
	Mechanical engineering.....				12	0	3	0			
	Mining engineering.....				13	0	5	0			
	Education.....		18	10	56	154	8	19			
	Law.....		5	0	51	2	11	0			
	Medicine.....		10	0	34	0					
	Summer school (1923).....		30	8	139	306					
	Extension courses.....		0	1	0	7					
	Correspondence courses.....		31	3	228	358					
	Military drill.....				453	0					

¹ Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NORTH DAKOTA—continued											
Wahpeton.....	North Dakota State School of Science, ¹ Preparatory..... Arts and sciences..... Special.....	1903	11	8	118	102					
OHIO											
Akron.....	Municipal University of Akron. Arts and sciences..... Graduate..... Civil engineering..... Electrical engineering..... Mechanical engineering..... Industrial engineering..... Commerce..... Education..... Home economics..... Summer school (1923)..... Evening courses..... Extension courses..... Military drill.....	1872	43	11	589	415	42	36	5	3	1
Athens.....	Ohio University..... Arts and sciences..... Commerce..... Education..... Music..... Summer school (1923)..... Extension courses.....	1808	83	35	680	1,016	77	98			0
Cincinnati.....	University of Cincinnati..... Arts and sciences..... Graduate..... Special..... Chemical engineering..... Civil engineering..... Electrical engineering..... Mechanical engineering..... Metallurgical engineering..... Commercial engineering..... Geological engineering..... Architecture..... Home economics..... Applied arts..... Education..... Law..... Medicine..... Dentistry..... Summer school (1923)..... Military drill.....	1874	303	45	2,694	2,065	285	162	23	16	4
Columbus.....	Ohio State University..... Arts and sciences..... Graduate..... Special..... Agriculture..... Architecture..... Commerce..... Education..... Architectural engineering..... Chemical engineering..... Civil engineering..... Electrical engineering..... General engineering..... Mechanical engineering..... Mining engineering..... Ceramic engineering.....	1872	629	79	6,429	2,725	810	412	126	34	0

¹ Engineering faculty.

² Junior college.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—continued											
Columbus	Ohio State University—Con. Metallurgical engineering. Unclassified engineering. Home economics. Law. Medicine. Dentistry. Pharmacy. Applied optics. Veterinary medicine. Summer school (1923). Short winter courses. Military drill.				42	0	6	0			
					35	1					
					0	352	0	68			
			5	0	301	10	48	4			
			83	5	290	10	42	4			
			15	0	151	4	62	2			
			5	0	282	19	1	0			
			2	0	44	5	8	0			
			10	0	70	0	21	0			
			151	15	1,370	1,089					
					74	2					
					3,021	0					
Oxford	Miami University. High school. Arts and sciences. Education. Summer school (1923). Extension courses.	1824	70	40	778	910	77	65			7
			2	3	68	64					
			50	5	626	205	65	33			
			18	32	84	641	12	32			
			39	21	198	709					
			7	3	114	446					
Toledo	University of the City of Toledo. Arts and sciences. Education. Special. Summer school (1923).	1872	37	11	780	798	16	24	3	5	0
			33	10	370	237	14	16	3	5	
			4	3	4	75	2	8			
					358	452					
					73	199					
OKLAHOMA											
Chickasha	Oklahoma College for Women. Preparatory. Arts and sciences. Music.	1909	5	30	0	577	0	39			0
			0	3	0	51					
			5	19	0	526	0	34			
			0	8	0	63	0	5			
Claremore	Oklahoma Military Academy. ¹ Preparatory. Arts and sciences. Military drill.	1921	9	0	159	0					
			5	0	124	0					
			4	0	35	0					
					159	0					
Miami	Northeastern Oklahoma Junior College. Agriculture. Education. Home economics.	1920	4	4	60	85					
			2	0	25	40					
			2	2	40	60					
			0	2	0	35					
Norman	University of Oklahoma. High school. Arts and sciences. Graduate. Special. Unclassified engineering. Chemical engineering. Civil engineering. Electrical engineering. Mechanical engineering. Mining engineering. Architectural engineering. Commerce. Journalism. Education. Home economics. Fine arts. Law. Medicine. Pharmacy. Summer school (1923). Extension courses. Correspondence courses. Military drill.	1892	196	55	2,313	1,491	877	253	29	0	0
			4	2	50	70					
			67	26	1,205	1,044	206	188			
					70	37					
					34	51					
					172	0					
					16	0	4	0	1	0	
			3	0	65	0	9	0			
			3	0	71	0	7	0			
			10	0	28	0	2	0			
					28	1	5	0			
					2	0					
			9	1	95	5	18	2			
			3	2	21	16					
			7	2	76	94	21	33	0	1	
			0	6	0	88					
			12	14	22	200	2	25			
			5	0	207	6	43	0			
			71	2	147	7	21	0			
			14	3	104	14	39	5			
					748	1,413					
					77	519					
					740	1,118					
					892	0					

¹ Junior college.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OKLAHOMA—CON.											
Stillwater.....	Oklahoma Agricultural and Mechanical College.	1891	95	31	1,134	552	103	61	7	1	0
	Noncollegiate.....		8	7	146	53					
	Arts and sciences.....		22	14	83	80	9	8			
	Graduate.....				23	10			7	1	
	Special.....				73	33					
	Agriculture.....		30	0	192	1	34	1			
	Commerce.....		6	1	268	31	30	2			
	Education.....		12	1	90	128	10	16			
	Agricultural engineering.....		1	0	1	0	1	0			
	Architectural engineering.....		4	0	30	0	5	0			
	Chemical engineering.....		5	0	22	0	3	0			
	Civil engineering.....		2	0	37	0	5	0			
	Electrical engineering.....		2	0	77	0	4	0			
	Mechanical engineering.....		3	0	21	0	2	0			
	Industrial art.....		1	2	0	5					
	Home economics.....		0	10	0	151	0	34			
	Unclassified engineering.....				71	0					
	Summer school (1923).....		11	4	550	762					
	Short winter courses.....				81	0					
	Correspondence courses.....				328	451					
	Military drill.....				857	0					
OREGON											
Corvallis.....	Oregon State Agricultural College.	1870	192	63	2,154	1,098	270	131	5	1	0
	Noncollegiate.....				16	2					
	Graduate.....				23	11			5	1	
	Special.....				129	56					
	Agriculture.....				426	12	78	2			
	Commerce.....				577	336	41	24			
	Education.....				40	180	7	22			
	Chemical engineering.....				77	1	7	0			
	Civil engineering.....				146	0	22	0			
	Electrical engineering.....				315	0	39	0			
	Mechanical engineering.....				161	0	29	0			
	Mining engineering.....				47	0	10	0			
	Industrial arts.....				67	0	12	0			
	Forestry.....				112	0	11	0			
	Home economics.....				0	468	0	78			
	Music.....				1	16					
	Pharmacy.....				149	36	13	5			
	Military science and tactics.....				4	0	1	0			
	Summer school (1923).....				190	376					
	Short winter courses.....				66	112					
	Military drill.....				1,080	0					
Eugene.....	University of Oregon.....	1876	156	36	1,525	1,211	159	151	20	6	3
	Arts and sciences.....		64	21	617	511	57	72			
	Graduate.....				62	42			17	6	
	Special.....				59	35					
	Architecture.....		7	2	34	3	7	0			
	Commerce.....		9	1	359	61	21	4	3	0	
	Journalism.....		4	0	94	109	10	4			
	Education.....		8	4	19	126	8	30			
	Physical education.....		7	5	28	85	1	12			
	Fine arts.....		7	2	13	100	0	5			
	Music.....		5	5	8	82	1	12			
	Sociology.....		3	0	3	35	3	11			
	Law.....		5	0	49	2	11	0			
	Medicine.....		37	1	180	13	40	1			
	Summer school (1923).....		53	19	231	599					
	Extension courses.....				301	1,122					
	Correspondence courses.....				662	1,117					
	Military drill.....				343	0					

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA											
Mount Alto.....	Pennsylvania State Forest School (forestry). Summer school (1923)	1903	7	0	68	0	10	0			0
State College.....	Pennsylvania State College. Noncollegiate	1855	299	24	3,252	260	511	73	23	4	0
	Arts and sciences		121	10	108	1	77	17			
	Graduate				544	110			19	4	
	Special				124	12					
	Agriculture		23	2	42	14					
	Architecture		6	1	537	4	114	2			
	Commerce		9	0	21	0					
	Education		11	1	423	9	66	1			
	Architectural engineering		11	1	141	154	32	42			
	Civil engineering		6	0	68	0	6	0			
	Electrical engineering		13	0	208	0	25	0			
	Mechanical engineering		10	0	387	0	64	0	1	0	
	Mining engineering		17	0	232	0	44	0	2	0	
	Sanitary engineering		14	0	174	0	27	0	1	0	
	Electrochemical engineering		2	0	9	0	3	0			
	Industrial engineering		3	0	61	0	10	0			
	Milling engineering		13	0	161	1	40	0			
	Railway mechanical engineering		1	0	7	0	1	0			
	Home economics		0	11	0	64	0	11			
	Summer school (1923)		109	41	640	1,248					
	Short winter courses				70	0					
	Correspondence courses		12	0	3,352	253					
	Military drill				1,408	0					
PORTO RICO											
Río Piedras.....	University of Porto Rico	1903	67	41	725	890	44	12			1
	Noncollegiate		14	28	401	591					
	Arts and sciences		26	3	69	62	7	4			
	Special				11	4					
	Agriculture		14	1	35	1	7	0			
	Architecture		9	1	6	1					
	Education		7	16	16	107	0	6			
	Civil engineering		13	1	16	0	1	0			
	Electrical engineering				1	1					
	Mechanical engineering				6	0	1	0			
	Sugar engineering				15	0	6	0			
	Home economics		2	6	0	22					
	Law		9	0	97	3	16	1			
	Pharmacy		6	0	52	13	6	1			
	Summer school (1923)		6	2	54	43					
	Military drill				311	0					
RHODE ISLAND											
Kingston.....	Rhode Island State College	1890	34	10	376	86	40	12	1	0	0
	Noncollegiate		7	0	10	6					
	Applied science		14	3	78	19	10	2			
	Graduate				3	0			1	0	
	Special				9	5					
	Agriculture		7	0	38	9	9	0			
	Commerce		1	0	29	1					
	Education		2	2	3	0					
	Chemical engineering		4	0	16	0	5	0			
	Civil engineering		1	0	23	0	1	0			
	Electrical engineering		1	0	48	0	11	0			
	Mechanical engineering		4	0	25	0	4	0			
	Unclassified engineering				110	0					
	Home economics		0	5	0	65	0	10			
	Military drill				293	0					

1 Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students*		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
SOUTH CAROLINA											
Charleston.....	College of Charleston.....	1790	18	0	112	82	15	9			0
	Arts and sciences.....		13	0	104	77	15	9			
	Graduate.....				2	0					
	Special.....				6	5					
	Summer school (1923).....		6	0	123	56					
Do.....	Medical College of the State of South Carolina.....	1823	56	0	189	4	51	0			0
	Medicine.....		52	0	146	3	28	0			
	Pharmacy.....		11	0	43	1	23	0			
Do.....	The Citadel, the Military College of South Carolina (arts and sciences).....	1842	21	0	217	0	40	0			0
Clemson College.	Clemson Agricultural College.....	1893	79	1	1,057	0	128	0	1	0	0
	Noncollegiate.....		4	0	125	0					
	General science.....		16	0	24	0	1	0			
	Agriculture.....		23	1	316	0	40	0	1	0	
	Architecture.....		3	0	31	0	7	0			
	Education.....		3	0	19	0	6	0			
	Chemical engineering.....		130	0	10	0	2	0			
	Civil engineering.....				69	0	20	0			
	Electrical engineering.....				22	0	22	0			
	Mechanical engineering.....				17	0	13	0			
	Textile engineering.....				95	0	17	0			
	Unclassified engineering.....				329	0					
	Summer school (1923).....		24	9	315	276					
	Military drill.....				998	0					
Columbia.....	University of South Carolina	1805	74	3	717	192	104	9	19	6	3
	Arts and sciences.....		64	3	349	163	41	9			
	Graduate.....				59	24			19	6	
	Special.....				42	49					
	Civil engineering.....				64	1	8	0			
	Commerce.....		4	0	108	2	10	0			
	Journalism.....		1	0	14	9					
	Education.....		4	0	92	32					
	Law.....		5	0	146	2	45	0			
	Summer school (1923).....		33	4	195	237					
Rock Hill.....	Winthrop College.....	1896	15	75	0	1,400	0	173	0	3	0
	Arts and sciences.....		10	31	0	75	0	16			
	Graduate.....				0	3			0	3	
	Special.....				0	270					
	Education.....		12	75	0	937	0	133			
	Home economics.....		0	7	0	127	0	15			
	Music.....		0	17	0	48	0	9			
	Summer school (1923).....		21	31	148	1,472					
SOUTH DAKOTA											
Brookings.....	South Dakota State College of Agriculture and Mechanic Arts.....	1894	78	23	767	319	61	36	1	0	0
	Noncollegiate.....		7	4	295	28					
	Arts and sciences.....		30	10	94	88	24	15			
	Graduate.....				11	1			1	0	
	Special.....				19	46					
	Agriculture.....		26	0	123	0	11	0			
	Commerce.....		2	1	62	38	6	3			
	Civil engineering.....		2	0	52	0	10	0			
	Electrical engineering.....		2	0	55	0	4	0			
	Mechanical engineering.....		4	0	6	0					
	Home economics.....		0	5	0	109	0	16			
	Music.....		3	3	0	7					
	Pharmacy.....		4	0	56	12	6	2			
	Summer school (1923).....		27	17	224	166					
	Short winter courses.....				44	9					
	Military drill.....				400	0					

* Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
SOUTH DAKOTA—continued											
Rapid City.....	South Dakota State School of Mines.	1885	17	1	208	12	28	0	1	0	0
	Special.....				0	12					
	Chemical engineering.....				30	0	2	0			
	Civil engineering.....				53	0	7	0			
	Electrical engineering.....				68	0	6	0			
	Mining engineering.....				44	0	7	0			
	Metallurgical engineering.....				25	0	6	0	1	0	
Vermilion.....	University of South Dakota.	1882	70	21	560	430	45	56	10	5	0
	High school.....		2	3	21	30					
	Arts and sciences.....		45	10	289	301	18	55			
	Graduate.....				10	8			10	5	
	Special.....				71	73					
	Chemical engineering.....		19	0	1	0					
	Civil engineering.....				28	0	8	0			
	Electrical engineering.....				42	0	3	0			
	Mechanical engineering.....				5	0	1	0			
	Music.....		6	8	25	80	0	1			
	Law.....		7	0	41	0	15	0			
	Medicine.....		8	1	38	1					
	Summer school (1923).....		20	8	84	140					
	Extension courses.....		27	3	26	24					
	Military drill.....				274	0					
TENNESSEE											
Knoxville.....	University of Tennessee.....	1794	197	21	1,668	472	178	72	3	3	0
	Noncollegiate.....		25	1	319	0					
	Arts and sciences.....		63	20	289	298	39	48			
	Graduate.....				29	6			3	3	
	Special.....				108	50					
	Agriculture.....		31	6	112	6	18	1			
	Commerce.....		55	18	240	2	14	1			
	Education.....				13	40	3	6			
	Chemical engineering.....		24	0	21	0	3	0			
	Civil engineering.....				87	0	11	0			
	Electrical engineering.....				104	0	4	0			
	Mechanical engineering.....				31	0	1	0			
	Home economics.....		0	6	0	113	0	15			
	Law.....		4	0	58	0	13	0			
	Medicine.....		70	0	205	3	46	1			
	Dentistry.....		34	0	118	3	16	0			
	Pharmacy.....				42	1	10	0			
	Summer school (1923).....		42	23	315	704					
	Short winter course.....				28	16					
	Correspondence courses.....				58	91					
	Military drill.....				598	0					
TEXAS											
Arlington.....	North Texas Agricultural College. ¹	1917	25	11	220	100					
	Preparatory.....		7	8	56	7					
	Arts and sciences.....		9	5	45	41					
	Special.....		8	5	59	42					
	General engineering.....		4	0	28	0					
	Civil engineering.....				2	0					
	Electrical engineering.....				6	0					
	Mechanical engineering.....				1	0					
	Agriculture.....		1	0	18	0					
	Commerce.....		1	0	8	1					
	Home economics.....		0	3	0	9					
	Summer school (1923).....		17	4	62	202					
	Military drill.....				180	0					

¹ Engineering faculty.

¹ Junior college.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS—con.											
Austin.....	University of Texas.....	1883	264	87	3,256	1,906	507	167	53	28	0
	Arts and sciences.....		156	70	1,566	1,622	185	157			
	Graduate.....				119	118			41	38	
	Chemical engineering.....		3	0	62	0	5	0	3	0	
	Civil engineering.....		6	0	148	0	20	0	3	0	
	Electrical engineering.....		4	0	186	0	20	0	1	0	
	Mechanical engineering.....		7	0	90	0	10	0			
	Mining engineering.....		9	1	85	12	15	0			
	Architecture.....		4	0	48	3	3	1			
	Commerce.....		12	2	252	31	76	0	5	0	
	Education.....		10	5	306	942					
	Law.....		9	1	354	11	73	2			
	Medicine.....		41	6	246	17	68	2			
	Pharmacy.....		3	2	83	7	32	5			
	Summer school (1923).....				1,210	1,933					
	Extension courses.....				118	68					
	Correspondence courses.....				1,134	1,487					
Beaumont.....	South Park Junior College (arts and sciences).....	1923	9	4	78	75					
College Station.....	Agricultural and Mechanical College of Texas.....	1876	174	0	2,114	20	246	0	4	0	0
	Noncollegiate.....				43	0					
	General science.....		68	0	95	20					
	Graduate.....				39	0			4	0	
	Special.....				76	0					
	Agriculture.....		110	0	685	0	97	0			
	Architecture.....		5	0	140	0	13	0			
	Education.....		7	0	69	0	19	0			
	Agricultural engineering.....		4	0	28	0	10	0			
	Chemical engineering.....		15	0	117	0	22	0			
	Civil engineering.....		9	0	264	0	31	0			
	Electrical engineering.....		8	0	350	0	25	0			
	Mechanical engineering.....		13	0	222	0	23	0			
	Textile engineering.....		3	0	69	0	4	0			
	Veterinary medicine.....		8	0	23	0					
	Summer school (1923).....		70	0	1,491	491					
	Short winter courses.....				53	0					
	Military drill.....				1,700	0					
Denton.....	College of Industrial Arts.....	1903	25	85	0	1,626	0	176			0
	High school.....				0	76					
	Arts and sciences.....		25	85	0	1,504	0	176			
	Special.....				0	45					
	Summer school (1923).....				0	732					
El Paso.....	Junior College of the City of El Paso (arts and sciences).....	1920	11	9	77	227					
	Summer school (1923).....		7	7	6	110					
Stephenville.....	John Tarleton Agricultural College, ¹	1917	29	17	359	268					
	Preparatory.....		15	7	94	63					
	Arts and sciences.....		27	16	290	171					
	Special.....				35	64					
	Summer school (1923).....				124	350					
	Correspondence courses.....				30	74					
	Military drill.....				321	0					
Wichita Falls.....	Junior College (arts and sciences).....	1922	4	5	37	69					
UTAH											
Logan.....	Agricultural College of Utah.....	1890	63	13	722	294	88	37	17	1	0
	Noncollegiate.....		18	1	162	33					
	Arts and sciences.....		30	4	127	135	21	19			
	Graduate.....				37	5			17	1	
	Special.....				9	3					
	Agriculture.....		23	0	173	0	37	0			
	Commerce.....		10	1	131	29	12	1			
	Mechanic arts.....		13	0	84	0	18	0			
	Home economics.....		4	6	0	79	0	17			

¹ Junior college.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
UTAH—continued											
Logan	Agricultural College of Utah—Continued.										
	Summer school (1923)		57	10	333	119					
	Extension courses				146	129					
	Correspondence courses				230	175					
	Military drill				284	0					
Salt Lake City	University of Utah	1860	100	44	1,532	1,113	181	112	11	9	0
	Noncollegiate				126	73					
	Arts and sciences		59	25	210	265	59	39			
	Graduate				46	30			11	9	
	Special				265	108					
	Engineering		24	0	311	0	51	0			
	Commerce		8	0	319	36	45	6			
	Education		15	22	102	599	16	66			
	Law		7	0	107	2	10	1			
	Medicine		12	0	46	0					
	Summer school (1923)		40	14	447	664					
	Correspondence courses		24	6	208	418					
	Extension courses		61	9	418	836					
	Military drill				292	0					
VERMONT											
Burlington	University of Vermont and State Agricultural College	1880	139	15	691	469	111	73	1	1	9
	Arts and sciences		58	13	210	225	24	46			
	Graduate				0	2			1	1	
	Special				2	6					
	Agriculture		25	6	54	0	11	0			
	Commerce				133	50	14	9			
	Education		3	10	0	111					
	Civil engineering		23	0	42	0	9	0			
	Electrical engineering				83	0	15	0			
	Mechanical engineering				41	0	6	0			
	Unclassified engineering				6	0					
	Home economics				0	80	0	17			
	Medicine		45	0	120	6	32	1			
	Summer school (1923)		23	6	48	479					
	Military drill				513	0					
VIRGINIA											
Blacksburg	Virginia Agricultural and Mechanical College and Polytechnic Institute	1872	103	0	1,078	34	113	0	11	0	0
	Noncollegiate		6	0	50	0					
	Arts and sciences		36	0	59	14	4	0			
	Graduate				30	1			9	0	
	Special				99	18					
	Agriculture		24	0	111	0	12	0			
	Commerce		2	0	62	0	6	0			
	Education		6	0	8	0	19	0			
	Agricultural engineering		3	0	32	0	9	0			
	Chemical engineering		2	0	42	0	7	0			
	Civil engineering		3	0	95	1	8	0			
	Electrical engineering		4	0	246	0	28	0	2	0	
	Mechanical engineering		15	0	127	0	13	0			
	Mining engineering		2	0	39	0	7	0			
	Summer school (1923)		36	0	187	36					
	Military drill				850	0					
Charlottesville	University of Virginia	1825	169	0	1,810	74	233	7	49	9	0
	Arts and sciences		80	0	879	1	92	1			
	Graduate				85	19			49	9	
	Special				84	27					
	General engineering		40	0	9	0					
	Chemical engineering				24	0	6	0			
	Civil engineering				48	0	10	0			
	Electrical engineering				50	0	12	0			
	Mechanical engineering				24	0	9	0			

¹ Engineering faculty.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA—contd.											
Charlottesville	University of Virginia—Con.										
	Mining engineering				4	0					
	Architecture		2	0	43	0	1	0			
	Forestry		2	0	18	0					
	Education		13	0	41	31	5	5			
	Fine arts		2	0	69	0					
	Music		2	0	30	0					
	Law		7	0	245	3	69	0			
	Medicine		40	0	189	6	29	1			
	Summer school (1923)		81	29	792	1,792					
	Extension courses		10	5	50	450					
Lexington	Virginia Military Institute	1839	47	0	594	0	95	0			0
	Liberal arts		5	0	82	0	39	0			
	Unclassified engineering		35	0	385	0					
	Chemical engineering		4	0	26	0	10	0			
	Civil engineering		4	0	55	0	24	0			
	Electrical engineering		5	0	46	0	22	0			
	Summer school (1923)		10	0	69	0					
	Military drill				594	0					
Richmond	Medical College of Virginia	1832	173	4	467	17	126	6			0
	Medicine		138	3	293	12	69	5			
	Dentistry		38	2	84	0	37	0			
	Pharmacy		15	1	90	5	20	1			
Williamsburg	College of William and Mary	1693	44	10	506	398	45	55	5	5	3
	Arts and sciences		44	10	477	391	45	55	5	5	
	Special				29	7					
	Summer school (1923)		31	19	212	501					
	Extension courses		33	3	231	516					
WASHINGTON											
Pullman	State College of Washington	1892	144	49	1,739	967	162	106	20	4	0
	Noncollegiate		14	8	103	36					
	Arts and sciences		48	15	634	433	51	52			
	Graduate				39	16			18	4	
	Special				19	13					
	Agriculture		24	0	217	5	30	1			
	Education		6	3	100	131	25	19			
	Architectural engineering		2	0	28	2					
	Civil engineering		4	0	64	0	6	0	2	0	
	Electrical engineering		13	0	162	0	12	0			
	Hydroelectrical engineering				34	0	8	0			
	Mechanical engineering		13	0	66	0	8	0			
	Mining engineering		4	0	34	0	5	0			
	Commercial electrical engineering				15	0	4	0			
	Commercial mechanical engineering				7	0	2	0			
	Automobile engineering				5	0					
	Unclassified engineering				16	0					
	Fine arts		2	2	8	30	0	3			
	Home economics		0	11	0	140	0	16			
	Music		5	6	14	98	2	12			
	Pharmacy		2	1	124	28	3	0			
	Veterinary medicine		5	0	26	0	4	0			
	Physical education		5	3	24	35	2	3			
	Summer school (1923)		29	5	184	172					
	Short winter courses				129	29					
	Extension courses				634	1,266					
	Correspondence courses				100	135					
	Military drill				818	0					

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
WASHINGTON—continued											
Seattle.....	University of Washington.....	1861	233	79	3,744	2,430	454	406	46	32	0
	Arts and sciences.....		116	55	1,011	1,481	103	206			
	Graduate.....		73	2	191	161			34	30	
	Engineering.....		31	0	691	1	80	1	4	0	
	Mining engineering.....		7	0	53	0	4	0	1	0	
	Fisheries.....		5	0	51	1	5	0	1	0	
	Library science.....		3	2	2	18	2	18			
	Forestry.....		5	0	147	1	12	0	2	1	
	Commerce.....		29	2	1,177	168	121	18	4	0	
	Journalism.....		5	1	22	20	11	9			
	Education.....		8	0	58	110	39	61			
	Fine arts.....		15	16	109	441	11	84	0	1	
	Law.....		6	0	138	5	46	1			
	Pharmacy.....		8	1	94	39	20	8			
	Summer school (1923).....		126	16	870	1,239					
	Extension courses.....				482	1,242					
	Correspondence courses.....				208	276					
	Military drill.....				2,549	0					
WEST VIRGINIA											
Keyser.....	Potomac State School ¹	1902	8	9	148	129					
	Preparatory.....		5	8	75	81					
	Arts and sciences.....		4	5	69	28					
	Special.....				4	20					
	Agriculture.....		1	0	8	0					
	Education.....		0	1	8	20					
	Home economics.....		0	1	0	14					
	Music.....		0	2	6	33					
	Summer school (1923).....		7	3	39	123					
Montgomery.....	New River State School ¹	1907	11	14	195	470					
	Preparatory.....		2	8	112	181					
	Arts and sciences.....		9	6	83	289					
	Summer school (1923).....		7	9	140	346					
	Extension courses.....		2	2	41	89					
	Correspondence courses.....		1	2	101	125					
Morgantown.....	West Virginia University.....	1868	136	30	1,564	663	193	104	15	7	0
	Arts and sciences.....		64	15	726	473	97	77			
	Graduate.....				83	57			10	7	
	Special.....				31	6					
	Agriculture.....		34	9	110	41	24	1	2	0	
	Chemical engineering.....		2	0	37	0	7	0	1	0	
	Civil engineering.....		4	0	94	0	9	0	1	0	
	Electrical engineering.....		3	0	148	0	18	0	1	0	
	Mechanical engineering.....		10	0	61	0	8	0			
	Mining engineering.....		2	0	54	0	1	0			
	Home economics.....				0	84	0	25			
	Music.....		2	7	16	180					
	Law.....		6	0	109	1	17	1			
	Medicine.....		12	0	105	2					
	Pharmacy.....		3	0	27	3	12	0			
	Summer school (1923).....		69	29	485	394					
	Military drill.....				687	0					
WISCONSIN											
Madison.....	University of Wisconsin.....	1848	633	135	5,135	3,211	810	581	235	106	4
	Noncollegiate.....		12	15	156	114					
	Arts and sciences.....		342	77	1,584	1,523	263	411			
	Graduate.....				530	246			321	106	
	Special.....				67	81					
	Agriculture.....		91	4	334	7	92	2			
	Commerce.....		12	3	716	80	130	22			
	Education.....		16	1	74	457					
	Chemical engineering.....		7	0	135	0	32	0	2	0	
	Civil engineering.....		12	0	285	0	83	0	6	0	
	Electrical engineering.....		17	0	412	0	79	0			

¹ Junior college.

TABLE 26.—Publicly controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
WISCONSIN—CON.											
Madison.....	University of Wisconsin—Continued.										
	Mechanical engineering.....		24	0	223	0	69	0	5	0	.....
	Mining engineering.....		4	0	41	2	12	0	1	0	.....
	Home economics.....		0	20	0	313	0	82			.....
	Journalism.....		4	1	161	163	17	34			.....
	Law.....		11	0	231	8	56	2			.....
	Medicine.....		48	5	120	9					.....
	Pharmacy.....		5	1	97	7	7	0			.....
	Music.....		10	6	114	116	0	7			.....
	Library science.....		1	5	0	34					.....
	Physical education.....		17	12	25	132	0	21			.....
	Summer school (1923).....		227	54	2,068	2,642					.....
	Extension courses.....				473	1,174					.....
	Correspondence courses.....		88	30	4,864	6,103					.....
	Short winter courses.....				257	0					.....
	Military drill.....				2,402	0					.....
WYOMING											
Laramie.....	University of Wyoming.....	1867	56	35	493	440	26	26	3	2	0
	High school.....		6	9	44	64					.....
	Arts and sciences.....		21	11	115	110	10	16			.....
	Graduate.....				9	7			3	2	.....
	Special.....				110	97					.....
	Agriculture.....		10	0	32	0	3	0			.....
	Commerce.....		2	1	52	31	3	0			.....
	Education.....		3	7	14	80	4	3			.....
	Civil engineering.....		2		17	0	2	0			.....
	Electrical and mechanical engineering.....		4	0	23	0	1				.....
	Mining engineering.....		1	0	17	0	1	0			.....
	Unclassified engineering.....				43	0					.....
	Home economics.....		0	3	0	44	0	5			.....
	Law.....		5	0	16	0	2	0			.....
	Music.....		2	4	0	5	0	2			.....
	Summer school (1923).....		23	24	297	818					.....
	Correspondence courses.....				331	821					.....
	Military drill.....				231	0					.....

TABLE 27.—Publicly controlled universities, colleges, and professional schools—
Property, 1923-24

Institutions	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Productive funds
1	2	3	4	5	6	7
Alabama Polytechnic Institute.....	35,000	\$315,000	\$80,000	\$964,000	\$161,000	\$282,500
Alabama College.....	8,000	127,800	16,000	695,000	425,000	357,116
University of Alabama.....	55,000	127,734	275,368	890,700	263,000	1,292,440
Alaska Agricultural College, and and School of Mines.....	5,134	68,194	1,770	98,871		
University of Arizona.....	55,000	410,190	432,000	1,187,844	475,500	485,111
University of Arkansas.....	48,000	422,000	84,500	608,500	160,000	132,667
University of California.....	635,000	5,736,940	3,398,942	12,152,469	104,271	9,593,355
University of Colorado.....	148,600	735,775	425,000	4,100,000		75,000
Colorado Agricultural College.....	51,885	641,361	391,650	1,130,000		324,525
Colorado School of Mines.....	17,311	390,432	106,612	468,741		
Connecticut Agricultural College.....	35,000	434,825	106,375	1,846,830	676,550	287,000
University of Delaware.....	30,000	359,700	304,550	1,240,984	390,994	480,868
Gallaudet College (D. C.).....	7,000	15,000	400,000	700,000	400,000	13,000
University of Florida.....	30,470	308,085	600,000	1,278,000	150,000	291,000
Florida State College for Women.....	18,000	208,000	85,000	1,273,000	630,000	
University of Georgia.....	58,350	308,385	898,000	1,849,000	450,000	434,058
Georgia School of Technology.....	16,026	514,324	291,830	840,820	66,120	200,000
Medical College of Georgia.....	4,300	62,000	75,000	50,000		25,000
North Georgia Agricultural College.....	5,000	12,000	10,000	110,000		
Georgia State College for Women.....	11,000	100,000	110,000	590,000	340,000	
University of Hawaii.....	35,256	290,449	824,982	387,267	43,316	
University of Idaho.....	85,000	486,500	85,000	1,070,000	60,000	3,909,523
Idaho Technical Institute.....	8,000	113,989	150,000	287,681	58,000	300,000
University of Illinois.....	582,894	3,861,484	1,484,291	7,606,101	309,089	896,703
Indiana University.....	161,000	860,000	327,258	3,647,787		1,626,528
Purdue University (Ind.).....	71,418	1,112,238	459,429	2,406,517	0	340,000
Iowa State College of Agriculture and Mechanic Arts.....	112,824	1,927,418	626,855	4,263,223	521,399	694,953
State University of Iowa.....	234,500	2,197,968	1,850,010	3,939,963	392,889	284,889
University of Kansas.....	160,000	1,543,750	411,000	2,662,300	175,000	151,000
Kansas State Agricultural College.....	78,406	1,254,780	671,584	2,204,654		563,373
University of Kentucky.....	59,856	526,971	276,305	1,338,684	270,000	184,075
University of Louisville (Ky.).....	13,680	134,708	262,000	432,572		
Louisiana State University and Agricultural and Mechanical Col- lege.....	56,489	506,279	492,848	645,000	100,000	318,368
Southwestern Louisiana Institute.....	7,223	75,000	95,000	630,650	100,000	
University of Maine.....	66,526	339,057	14,000	733,116	163,457	643,902
United States Naval Academy (Md.).....	61,670	2,000,000	461,659	16,315,677	7,466,626	
University of Maryland.....	36,990	641,990	338,100	1,590,861	365,500	117,644
Massachusetts Agricultural College.....	71,349	672,006	177,624	1,260,305	194,315	340,667
Lowell Textile School (Mass.).....	1,556	355,000	106,639	330,850		
University of Michigan.....	550,806	5,488,292	2,680,142	11,795,083	639,713	2,308,726
Detroit College of Medicine and Surgery (Mich.).....	15,000					
Michigan Agricultural College.....	48,000	1,013,000	450,000	2,450,000	161,000	1,003,495
Michigan College of Mines.....	32,015	307,365	104,025	445,857		
University of Minnesota.....	420,908	4,817,454	3,575,342	9,980,354	861,046	4,736,500
Mississippi Agricultural and Me- chanical College.....	44,925	923,621	157,520	1,652,704	321,136	299,788
Mississippi State College for Women.....	16,500	154,000	120,000	1,200,500	596,000	156,489
University of Mississippi.....	40,000	450,000	15,000	1,300,000	320,000	690,353
University of Missouri.....	270,567	1,947,762	1,140,860	3,575,172	34,000	2,227,310
Montana State College of Agricul- ture and Mechanic Arts.....	27,200	304,771	305,306	1,206,617	65,000	774,364
Montana State School of Mines.....	4,800	70,000		541,660		
State University of Montana.....	66,000	268,000	172,500	1,793,000	411,000	643,700
University of Nebraska.....	180,000	1,657,064	1,997,540	3,367,300	28,000	1,092,094
University of Nevada.....	30,900	261,063	116,000	628,298	72,516	330,078
University of New Hampshire.....	50,000	387,800	121,190	1,685,300	722,700	1,080,000
State University of New Mexico.....	36,000	390,135	185,000	878,500	62,500	112,000
New Mexico School of Mines.....	3,000	67,178	13,000	165,876	30,000	330,000
New Mexico College of Agriculture and Mechanic Arts.....	21,308	246,630	61,000	318,707	50,000	512,388
College of the City of New York.....	77,000	885,008	2,560,400	4,083,444		
Hunter College of the City of New York.....	25,615	30,000		3,160,000		
New York State College of Forestry.....	4,219	199,800	60,000	375,000	10,000	
United States Military Academy (N. Y.).....	108,000	300,000	4,740,826	18,364,400		

TABLE 27.—Publicly controlled universities, colleges, and professional schools—
Property, 1923-24—Continued

Institutions	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Productive funds
1	2	3	4	5	6	7
University of North Carolina.....	137,982	\$764,146	\$252,021	\$3,578,572	\$1,323,022	\$1,384,031
North Carolina College for Women.....	27,000	470,398	782,345	3,010,320	1,694,829	.....
North Carolina College of Agriculture and Engineering.....	18,500	639,954	113,231	1,055,959	625,280	125,007
North Dakota Agricultural College.....	38,810	505,534	143,710	915,271	114,126	1,043,000
University of North Dakota.....	81,000	606,845	153,346	1,436,960	187,479	1,760,000
North Dakota State School of Science.....	5,000	83,626	25,000	297,436	99,553	451,110
Municipal University of Akron (Ohio).....	20,000	153,292	336,000	450,960	.....	70,270
Ohio University.....	86,000	335,197	401,646	1,010,723	175,000	.....
University of Cincinnati (Ohio).....	110,000	877,396	712,860	2,039,010	209,639	4,104,301
Ohio State University.....	247,952	2,304,480	2,464,811	5,901,876	264,059	1,086,617
Miami University (Ohio).....	76,000	391,130	143,648	1,646,617	840,157	148,000
University of the City of Toledo (Ohio).....	15,000	95,000	250,000	450,000	.....	11,100
Oklahoma College for Women.....	10,000	115,544	41,783	779,515	280,000	.....
Oklahoma Military Academy.....	1,000	10,000	10,000	215,000	125,000	.....
Northeastern Oklahoma Junior College.....	1,000	6,000	5,000	100,000	.....	.....
University of Oklahoma.....	60,000	691,005	79,201	1,819,972	.....	3,200,000
Oklahoma Agricultural and Mechanical College.....	22,253	549,167	127,914	1,137,827	87,000	2,302,622
Oregon Agricultural College.....	62,947	854,444	562,870	2,236,939	338,486	211,184
University of Oregon.....	166,822	641,223	144,078	1,916,590	194,442	158,000
Pennsylvania State Forest School.....	1,578	18,466	230,000	128,473	.....	.....
Pennsylvania State College.....	87,851	811,499	185,786	2,687,720	602,461	517,000
University of Porto Rico.....	21,500	171,000	50,000	220,500	.....	9,000
Rhode Island State College.....	24,500	282,000	10,000	700,000	.....	55,766
College of Charleston (S. C.).....	23,185	75,000	100,000	175,000	15,000	307,300
Medical College of the State of South Carolina.....	5,800	107,766	40,000	201,800	.....	.....
The Citadel, the Military College of South Carolina.....	6,000	162,772	900,000	1,217,187	590,000	.....
Clemson Agricultural College (S. C.).....	30,400	633,416	362,329	1,371,492	298,000	154,430
University of South Carolina.....	80,000	411,660	645,000	812,400	352,000	.....
Winthrop College (S. C.).....	25,582	547,036	465,663	1,780,000	647,000	.....
South Dakota State College of Agriculture and Mechanical Arts.....	30,000	267,000	96,000	795,800	225,000	2,059,348
South Dakota State School of Mines.....	9,340	172,000	42,000	240,000	.....	.....
University of South Dakota.....	50,000	240,000	50,000	600,000	280,000	.....
University of Tennessee.....	65,682	706,027	1,343,157	1,651,033	75,000	425,000
North Texas Agricultural College.....	2,965	66,181	42,161	237,805	21,500	.....
University of Texas.....	255,011	2,560,803	1,893,054	2,905,215	.....	11,007,329
Agricultural and Mechanical College of Texas.....	28,425	1,118,611	160,041	3,061,332	481,475	209,000
College of Industrial Arts (Tex.).....	15,000	341,501	179,177	1,233,043	446,445	.....
John Tarleton Agricultural College (Tex.).....	5,000	102,060	114,296	350,290	46,626	75,000
Agricultural College of Utah.....	35,700	208,516	56,100	1,179,600	.....	288,918
University of Utah.....	73,362	450,000	.....	992,300	.....	66,500
University of Vermont and State Agricultural College.....	113,803	359,200	100,000	1,670,000	303,000	1,203,927
Virginia Agricultural and Mechanical College and Polytechnic Institute.....	36,150	431,089	206,650	1,661,510	290,700	344,312
University of Virginia.....	130,000	443,900	600,000	2,178,558	96,500	3,351,402
Virginia Military Institute.....	24,000	33,785	133,694	999,708	343,636	60,000
Medical College of Virginia.....	7,700	161,242	70,235	832,000	.....	.....
College of William and Mary (Va.).....	35,000	105,000	100,000	834,000	486,000	160,189
State College of Washington.....	90,000	683,805	231,562	1,491,187	224,845	1,939,364
University of Washington.....	182,547	1,136,215	1,061,200	2,962,517	47,147	6,387,267
Potomac State School (W. Va.).....	3,000	20,000	25,000	300,000	150,000	.....
New River State School (W. Va.).....	8,560	75,000	125,000	400,000	150,000	.....
West Virginia University.....	81,000	634,980	430,000	1,994,600	230,000	114,900
University of Wisconsin.....	333,000	2,898,246	2,615,564	7,439,135	600,000	770,594
University of Wyoming.....	56,000	310,445	130,000	1,760,000	220,000	1,525,623

TABLE 28.—Publicly controlled universities, colleges, and professional schools—Receipts from all sources in 1929-34

Institution	From student fees			From State or city			From private benefactions			From all other sources	Total receipts	Total receipts exclusive of additions to endowment	
	For tuition and other educational services	For room and board	For noneducational services	For in-plant	For current expenses	From United States Government	For increase of plant	For endowment	For current expenses				
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama Polytechnic Institute	83,667		\$14,545	\$21,440		\$411,815	\$269,685				\$78,113	\$879,265	\$879,265
Alabama College	33,845		186,955	21,362		67,134	3,134				30,321	312,801	312,801
University of Alabama	171,017	\$33,861	81,136	49,016		179,500	3,901			\$4,500	41,448	534,379	534,379
Alaska Agricultural College and School of Mines	786						50,000					96,786	96,786
University of Arizona	52,531	25,006	54,663	77,680	\$122,634	485,128	124,092				63,108	1,006,802	1,006,802
University of Arkansas	81,977	3,491		6,903		529,207	283,558	\$3,832		22,411	167,578	1,079,004	1,079,004
University of California	1,276,038	54,358	10,354	306,004	277,283	4,698,575	224,817	\$232,189		121,536	1,595,533	9,709,214	9,067,025
University of Colorado	328,725			131,000		683,000		\$22,917			119,372	1,323,597	1,323,597
Colorado Agricultural College	126,334			21,838	150,087	481,121	145,869				138,896	1,064,144	1,064,144
Colorado School of Mines	57,772	2,824				311,916					2,319	\$74,631	\$74,631
Connecticut Agricultural College	68,695			0,750	28,638	328,473	128,501	1,004			173,096	824,124	824,124
University of Delaware	73,024			22,516		162,242	128,616			4,800	19,618	463,757	463,757
Gallaudet College (D. C.)	7,471						155,109				7,870	143,957	143,957
University of Florida	64,463			10,523	200,000	448,817	106,742				102,494	1,063,125	1,063,125
Florida State College for Women	35,000			42,670	117,987	192,731	1,500			3,500	5,161	352,319	352,319
University of Georgia	244,511					308,250	271,114	202,283		42,815	224,887	1,338,540	1,338,540
Georgia School of Technology	231,889			1,587		181,459	1,500	116,540		25,009	38,170	536,054	536,054
Medical College of Georgia	7,121			2,000		66,180						138,058	138,058
North Georgia Agricultural College	6,157					31,000						39,157	39,157
Georgia State College for Women	27,321			173,423		102,500				500	31,848	303,244	303,244
University of Hawaii	2,675	2,332		108,398		168,850	50,690				31,848	375,641	375,641
University of Idaho	38,460	18,647		15,000		983,282	146,757				89,787	979,301	979,301
Idaho Technical Institute	12,689					137,125	4,300				15,722	239,221	239,221
University of Illinois	682,217	20,000		56,635	243,213	4,000,843	328,878			24,260	385,249	5,774,172	5,774,172
Indiana University	338,751			45,973	280,260	1,110,349		860,370			257,590	2,983,302	2,983,302
Purdue University (Ind.)	202,247	3,964		17,000	140,266	1,474,737	263,861			42,678	578,013	2,722,766	2,722,766
Iowa State College of Agriculture and Mechanic Arts	387,985	77,079		82,475	729,500	2,268,081	282,706			14,306	669,625	4,459,306	4,459,306
State University of Iowa	508,296	67,649		14,244	597,500	2,354,229	27,564				1,163,297	4,799,243	4,799,243
University of Kansas	242,219	18,428		10,511	62,500	1,181,550						1,696,352	1,696,352
Kansas State Agricultural College	168,672			24,975	60,000	1,162,550	224,263	3,550			510,097	2,211,984	2,211,984
University of Kentucky	85,089			8,644		642,442	282,253	40,000	1,700	13,894	68,605	1,340,497	1,340,497
University of Louisville (Ky.)	166,747				130,636				51,000			416,988	416,988
Louisiana State University and Agricultural and Mechanical College	47,445			14,556	1,458,519	493,341	232,754				211,020	2,457,655	2,457,655
Southwestern Louisiana Institute	18,072			70,228		161,000					26,254	276,564	276,564

TABLE 28.—Publicly controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees			From State or city	From private benefactions			Total receipts exclusive of additions to endowment					
	For tuition and other educational services	For room and board	For noneducational services		For increase of plant	For endowment	For current expenses		From all other sources				
	2	3	4	5	6	7	8	9	10	11	12	13	14
University of Maine	\$157,303		\$117,082	\$26,492	\$160,000	\$390,278	\$144,061				\$86,741	\$1,081,957	\$1,081,957
United States Naval Academy (Md.)	425,025	\$24,270	83,019	6,832		466,282	2,123,848				164,327	2,123,848	2,123,848
University of Maryland	37,008	9,530	88,752	10,613	161,797	882,389	178,609				135,235	1,358,364	1,358,364
Massachusetts Agricultural College	44,916					104,983	94,568				10,000	1,420,292	1,420,292
Lowell Textile School (Mass)	1,139,204	23,714		119,545	2,352,713	3,011,083	11,044				2,378,989	9,219,714	9,219,714
University of Michigan	172,599			70,666	65,000	1,185,000	239,914			45	348,885	2,106,303	2,106,303
Michigan Agricultural College	25,373				218,750	141,977						385,690	385,690
University of Mines	872,548		806,246	245,287	1,182,492	3,612,834	262,953	\$45,020		775,054	592,879	8,396,023	8,396,023
University of Minnesota	47,604		132,896	14,387		367,620	223,069			1,000	504,926	1,322,132	1,322,132
Mississippi Agricultural and Mechanical College	36,357		148,061	9,389		158,611	2,550				23,286	478,254	478,254
Mississippi State College for Women	39,421		58,020	42,608		160,690					31,006	331,305	331,305
University of Mississippi	364,567	4,396	49,518	86,649	406,697	1,659,853	597,046			5,064	395,625	3,346,357	3,346,357
University of Missouri	58,735	4,080	9,393	41,781	124,411	346,700	138,938				68,120	782,158	782,158
Montana State College of Agriculture and Mechanic Arts	1,366					73,355						74,751	74,751
Montana State School of Mines	67,490	28,463	73,374	42,848	144,255	359,050	800				9,604	725,890	725,890
State University of Montana	364,825	15,773	109,865	55,836		1,582,009	191,019				697,883	3,016,710	3,016,710
University of Nebraska	41,741	9,530	39,613	14,563	40,559	190,041	106,653				59,370	504,110	504,110
University of Nevada	127,046	45,822	61,627	37,973	5,000	334,103	111,263				143,337	896,171	896,171
University of New Hampshire	19,883	4,922	21,365	35,762	15,000	92,500					12,844	202,276	202,276
State University of New Mexico	4,557		8,874	16,800		28,067					13,189	71,487	71,487
New Mexico School of Mines													
New Mexico College of Agriculture and Mechanic Arts	12,465		19,007	22,997		72,500	152,706				76,324	356,003	356,003
College of the City of New York	568,396					1,138,881					6,768	1,714,045	1,714,045
Hunter College of the City of New York	17,435					971,685						971,685	971,685
New York State College of Forestry					500,000	214,630		10,000				442,065	442,065
United States Military Academy (N. Y.)	165,030	84,005	126,565	75,623	825,000	678,043	797,832			24,631		1,978,897	1,978,897
University of North Carolina	106,778		318,978		675,000	358,580	2,813				18,258	1,480,417	1,480,417
North Carolina College for Women													
North Carolina College of Agriculture and Engineering	71,300	30,929	140,756	7,500	459,650	673,696	839,317				347,172	2,070,320	2,070,320
North Dakota Agricultural College	52,256		13,047	60,627	37,200	908,069	152,209			9,508	94,622	1,327,598	1,327,598
University of North Dakota	46,261	11,265	68,004	54,220	26,841	538,778					18,974	768,343	768,343
North Dakota State School of Science	3,235	1,193	8,949	17,172	7,000	34,410	3,000					74,959	74,959
Municipal University of Akron (Ohio)	32,547			4,028		171,760						218,789	218,789
State University of Ohio	186,087	117,668		31,287	287,450	387,635					4,845	882,264	882,264

University of Cincinnati (Ohio)	368,764	253,807.4	408,639	403,304	62,910	19,407	1,608,791	1,108,487
Ohio State University	472,806	63,249	2,518,139	2,518,139	14,508	785,036	8,061,181	4,061,161
Miami University (Ohio)	90,406	6,500	384,893	384,893	1,477	17,791	1,128,020	1,110,288
University of the City of Toledo (Ohio)	25,507	56,781	164,312	164,312	3,782	1,477	218,790	218,790
Oklahoma College for Women	2,733	57,494	184,000	184,000	71,106	152	419,379	38,500
Oklahoma Military Academy	1,500	114,274	37,500	37,500	64,967	54,967	38,000	36,000
Northeastern Oklahoma Junior College	86,211	37,287	937,827	937,827	200,000	200,000	1,393,079	1,393,079
University of Oklahoma	119,577	107,731	717,769	717,769	155,450	256,590	1,564,727	1,564,727
Oklahoma Agricultural and Mechanical College	118,461	11,069	1,326,501	1,326,501	173,778	91,085	1,844,174	1,844,174
Oregon Agricultural College	118,461	7,388	948,820	948,820	66,000	66,000	1,130,669	1,130,669
University of Oregon	500,664	340	46,000	46,000	180,312	433,857	66,040	66,040
Pennsylvania State Forest School	33,947	37,287	59,757	59,757	50,000	50,000	2,794,189	2,794,189
Pennsylvania State College	13,565	8,026	1,073,459	1,073,459	104,006	600	301,900	301,900
University of Porto Rico	3,029	10,430	110,941	110,941	49,507	52,808	378,174	378,174
Rhode Island State College	24,880	15,079	128,700	128,700	143,156	153,580	153,580	153,580
College of Charleston (S. C.)	15,079	33,635	143,156	143,156	218,561	218,561	242,170	242,170
Medical College of the State of South Carolina	31,824	9,266	533,769	533,769	273,495	273,495	1,006,292	1,006,292
The Citadel, the Military College of South Carolina	58,469	207,703	213,879	213,879	97,500	7,345	554,243	554,243
Clemson Agricultural College (S. C.)	86,519	12,807	483,139	483,139	175,551	169,941	773,183	773,183
University of South Carolina	5,862	7,074	116,500	116,500	1,500	25,000	1,039,237	1,039,237
Winthrop College (S. C.)	43,190	19,307	397,800	397,800	309,042	222,453	1,339,221	1,339,221
South Dakota State College of Agriculture and Mechanic Arts	190,157	5,187	773,583	773,583	309,042	8,299	739,194	739,194
South Dakota State School of Mines	14,536	179,846	137,000	137,000	5,514	171,260	1,582,459	1,582,459
University of South Dakota	179,846	365,810	1,457,000	1,457,000	5,514	171,260	1,711,260	1,711,260
University of Tennessee	89,754	30,000	1,220,058	1,220,058	474,103	818,127	2,008,170	2,008,170
North Texas Agricultural College	24,667	6,193	329,000	329,000	3,260	3,464	3,331,826	3,331,826
University of Texas	78,059	52,007	174,000	174,000	1,434	10,397	1,074,022	1,074,022
Agricultural and Mechanical College of Texas	155,274	37,197	263,728	263,728	146,092	13,814	309,363	309,363
College of Industrial Arts (Tex.)	162,917	25,553	416,344	416,344	17,000	49,455	516,775	516,775
John Tarleton Agricultural College (Tex.)	69,326	27,684	253,268	253,268	123,473	209,851	675,270	675,270
Agricultural College of Utah	271,271	13,826	128,000	128,000	281,428	209,851	889,404	721,418
University of Utah	55,477	11,000	28,000	28,000	141,235	357,147	1,505,109	1,505,109
University of Vermont and State Agricultural College	105,558	33,232	96,500	96,500	35,000	42,658	1,188,396	1,188,396
Virginia Agricultural and Mechanical College and Polytechnic Institute	80,181	59,423	170,971	170,971	92,839	91,321	601,090	601,090
University of Virginia	98,967	50,616	718,542	718,542	186,644	182,341	202,058	202,058
Medical College of Virginia	507,572	14,511	970,621	970,621	750	35,788	707,645	707,645
College of William and Mary (Va.)	3,575	740	60,000	60,000	223,567	92,854	1,386,323	1,386,323
State College of Washington	9,000	5,890	832,000	832,000	244,502	1,537,925	1,961,063	1,961,063
University of Washington	746,269	47,168	2,767,378	2,767,378	81,285	1,267,912	1,664,445	1,664,445
Potomac State School (W. Va.)	42,813	15,716	258,468	258,468	109,497	14,122	359,990	359,990
New River State School (W. Va.)	113,032	5,890	832,000	832,000	244,502	1,537,925	1,537,925	1,537,925
West Virginia University	746,269	47,168	2,767,378	2,767,378	81,285	1,267,912	6,675,600	6,675,600
University of Wisconsin	42,813	15,716	258,468	258,468	109,497	14,122	801,032	801,032
University of Wyoming								

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA											
Athens	Athens College for Young Women	1843	3	17	0	156	0	9			0
	Preparatory		0	4	0	59					
	Arts and sciences		2	6	0	79	0	9			
	Special		1	7	0	18					
Birmingham	Birmingham-Southern College	1897	42	8	677	410	47	25	3	2	4
	Preparatory		9	0	196	38					
	Arts and sciences		33	8	481	372	47	25	3	2	
	Summer school (1923)		21	2	236	291					
Do	Howard College	1841	22	5	303	177	37	27			
	Arts and sciences		22	5	285	174	37	27			
	Special				18	3					
	Summer school (1923)				232	771					
	Extension courses				24	77					
Marion	Judson College	1839	5	19	0	266	0	35			0
	Arts and sciences		3	14	0	208	0	26			
	Music		2	5	0	58	0	9			
Do	Marion Institute ¹	1842	14	0	140	0					
	Preparatory		14	0	100	0					
	Arts and sciences		14	0	40	0					
	Military drill				140	0					
Montgomery	Woman's College of Alabama	1910	8	24	0	445	0	62			0
	Arts and sciences		5	15	0	349	0	62			
	Fine arts		3	9	0	226					
St. Bernard	St. Bernard College	1892	24	0	168	0	3	0			0
	Preparatory		19	0	145	0					
	Arts and sciences		8	0	18	0	3	0			
	Theology		5	0	5	0					
Spring Hill	Spring Hill College	1830	30	0	258	0	6	0			0
	Preparatory		16	0	155	0					
	Arts and sciences		14	0	103	0	6	0			
Talladega	Talladega College ²	1899	16	13	142	187	14	14			0
	Preparatory		3	12	78	127					
	Arts and sciences		10	1	67	60	13	14			
	Theology		3	0	17	0	1	0			
ARKANSAS											
Arkadelphia	Henderson-Brown College	1890	8	14	148	177	23	19			0
	Preparatory		1	2	29	19					
	Arts and sciences		6	5	119	158	23	13			
	Music		1	7	0	0					
Do	Ouachita College	1886	13	8	179	173	23	17			0
	Arts and sciences		11	3	174	94	23	17			
	Fine arts		0	3	4	22					
	Music		2	2	1	57					
	Military drill				167	0					
Batesville	Arkansas College	1872	13	8	139	77	5	5			1
	Preparatory		3	2	22	5					
	Arts and sciences		11	1	117	72	5	5			
	Special		1	5	14	64					
Clarksville	College of the Ozarks	1891	8	9	99	104	2	2			0
	Preparatory		4	4	53	28					
	Arts and sciences		6	5	40	34	2	2			
	Fine arts		0	2	1	22					
	Music		1	2	19	46					
Conway	Central College ¹	1892	3	16	0	229					
	Preparatory		0	4	0	59					
	Arts and sciences		2	6	0	83					
	Education		1	0	0	20					
	Home economics		0	1	0	24					
	Fine arts		0	1	0	18					
	Music		1	4	0	120					
Do	Hendrix College	1884	18	2	382	70	27	9			1
	Preparatory		5	0	62	18					
	Arts and sciences		13	2	320	52	27	9			
	Education		1	0	75	28					
	Music		1	0	6	4					

¹ Junior College.² Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ARKANSAS—CON.											
Little Rock	Little Rock Baptist College	1886	7	8	185	114	5	2			4
	Preparatory		2	3	145	104					
	Arts and sciences		4	2	35	10	5	2			
	Special		1	2	15	24					
	Education		1	1	52	34					
	Theology		1	0	18	0					
Do.	Little Rock College	1908	18	0	200	0	11	0	2	0	1
	Preparatory		6	0	90	0					
	Arts and sciences		12	0	110	0	11	0	2	0	
	Military drill				105	0					
Do.	St. John's Ecclesiastical Seminary		10	0	60	0	6	0			0
Searcy	Galloway Woman's College	1889	0	25	0	196	0	24			0
	Preparatory		0	5	0	75					
	Arts and sciences		0	9	0	190	0	24			
	Home economics		0	1	0	21					
	Fine arts		0	1	0	19					
	Music		0	8	0	151					
CALIFORNIA											
Belmont	College of Notre Dame	1851	1	17	0	92	0	1			0
	Preparatory		1	9	0	75					
	Arts and sciences		0	8	0	17	0	1			
Berkeley	Berkeley Baptist Divinity School (theology)	1905	7	0	25	8	3	0	1	0	1
Do.	Pacific School of Religion (theology)		10	0	57	12	7	0	3	1	3
Do.	Pacific Unitarian School for the Ministry (theology)		5	1	10	5	1	0			0
Claremont	Pomona College	1888	56	13	395	487	61	111	5	4	3
	Arts and sciences		50	9	362	420	61	111			
	Graduate		16	3	14	23			5	4	
	Special		6	4	19	44					
	Summer school (1923)				44	58					
	Military drill				199	0					
La Jolla	Pacific Union College	1888	13	9	208	156	26	6			0
	Preparatory		3	5	59	59					
	Arts and sciences		12	4	104	39	24	6			
	Special				10	13					
	Commerce				8	18					
	Education				2	22					
	Music				1	6					
	Theology		2	2	25	1	2	0			
Loma Linda	College of Medical Evangelists (medicine)	1909	136	10	203	20	52	6			0
Los Angeles	California Christian College (arts and sciences)	1920	8	2	66	100	5	5			0
Do.	College of Osteopathic Physicians and Surgeons	1905	37	3	106	34	17	6			0
	College science course				29	11					
	Osteopathy				77	23	17	6			
	Summer school (1923)				20	0					
Do.	Loyola College	1911	46	0	667	0	17	0			0
	Preparatory		21	0	439	0					
	Arts and sciences		10	0	93	0	8	0			
	Law		15	0	135	0	9	0			
	Military drill				305	0					
Do.	Occidental College	1887	45	7	280	264	27	52	2	3	3
	Arts and sciences		45	7	267	249	27	52			
	Graduate				6	12			2	3	
	Special				7	3					
Do.	Southwestern University	1911	39	2	700	60	48	2			0
	Architecture		1	0	15	0					
	Commerce		18	2	450	50	37	0			
	Law		20	0	240	10	11	2			

* Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
CALIFORNIA—CON.											
Los Angeles	University of Southern California	1880	223	96	3,118	1,765	434	230	35	39	3
	Preparatory		15	28	89	86					
	Arts and sciences		92	40	1,169	914	108	211			
	Graduate				110	182			24	39	
	Special		14	13	208	412					
	Chemical engineering		3	0	13	0	2	0			
	Civil engineering		2	0	65	0	4	0			
	Electrical engineering		3	0	66	0	12	0			
	Mechanical engineering		2	0	7	0	4	0			
	Mining engineering		2	0	5	0					
	Architecture		2	0	65	0	5	0			
	Commerce		21	4	242	22	47	0	1	0	
	Music				2	24	0	7			
	Theology		6	4	24	0	2	0			
	Law		27	0	400	45	55	7			
	Dentistry		58	0	368	12	111	4			
	Pharmacy		8	3	215	23	24	7			
	School of speech		3	4	7	45					
	Summer school (1923)		63	13	1,174	369					
	Extension courses		47	5	1,225	1,568					
Menlo Park	St. Patrick's Seminary (theology)		8	0	84	0					0
Mills College	Mills College	1865	19	58	0	546	0	90	0	7	4
	Arts and sciences		19	58	0	525	0	90			
	Graduate				0	17			0	7	
	Special				0	4					
	Education		1	1	0	30					
	Home economics		0	4	0	27					
	Fine arts		3	3	0	41					
	Music		8	5	0	56					
Oakland	St. Mary's College	1863	36	0	482	0	15	0			0
	Preparatory		10	0	325	0					
	Arts and sciences		14	0	65	0	12	0			
	Graduate				8	0					
	Special		2	0	11	0					
	Commerce		6	0	70	0	3	0			
	Education		3	0	12	0					
	Music		1	0	15	0					
Pasadena	California Institute of Technology	1891	104	0	559	0	78	0	12	0	0
	General engineering				86	0	21	0			
	Chemical engineering		54	0	99	0	12	0			
	Civil engineering		34	0	84	0	9	0			
	Electrical engineering		38	0	180	0	22	0			
	Mechanical engineering		41	0	67	0	14	0			
	Graduate		35	0	43	0			12	0	
	Military drill				310	0					
Redlands	University of Redlands (arts and sciences)	1909	21	8	191	217	15	23			0
San Anselmo	San Francisco Theological Seminary	1871	12	0	72	23	17	0	1	0	0
San Francisco	Church Divinity School of the Pacific	1893	6	0	7	0					0
Do.	College of Physicians and Surgeons (dental)	1896	50	2	320	3	46	2			0
Do.	Golden Gate College—Y. M. C. A. (law)		12	0	165	0	9	0			0
Do.	St. Ignatius College	1855	44	0	846	0	32	0			0
	Preparatory		26	0	365	0					
	Arts and sciences		14	0	86	0	14	0			
	Law		12	0	180	0	18	0			
San Rafael	Dominican College	1891	11	29	0	309	0	10			0
	Preparatory		0	12	0	159	0				
	Arts and sciences		11	17	0	150	0	10			
	Summer school (1923)		2	8	0	60					

UNIVERSITIES AND COLLEGES

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
CALIFORNIA—CON.											
Santa Clara	University of Santa Clara	1851	45	0	418	0	35	0			1
	Preparatory		16	0	184	0					
	Arts and sciences		21	0	72	0	17	0			
	General engineering		11	0	36	0					
	Civil engineering				10	0	1	0			
	Electrical engineering				14	0	6	0			
	Mechanical engineering				8	0	2	0			
	Commerce		13	0	39	0					
	Law		9	0	55	0	9	0			
Stanford University	Leland Stanford Junior University	1891	265	24	2,590	590	480	117	111	38	0
	Arts and sciences		135	16	1,391	395	343	110	111	38	
	Graduate				427	127					
	Special				47	0					
	Civil engineering		5	0	66	1	20	0			
	Electrical engineering		5	0	10	0					
	Mechanical engineering		12	0	159	0	52	0			
	Mining engineering		5	0	47	0	9	0			
	Education		10	0	56	39					
	Law		11	0	255	7	35	3			
	Medicine		82	8	126	21	21	4			
	Summer school (1923)				691	311					
	Military drill				147	0					
Stockton	College of the Pacific	1851	30	19	242	271	19	33			2
	Preparatory		2	2	27	19					
	Arts and sciences		22	8	189	136	19	27			
	Music		6	9	26	116	0	6			
Whittier College	Whittier College (arts and sciences)	1901	14	16	110	90	11	10			
COLORADO											
Colorado Springs	Colorado College	1874	49	12	367	329	39	36	1	2	3
	Arts and sciences		49	12	287	258	39	36			
	Graduate				4	3			0	2	
	Special				29	68					
	Chemical engineering		1	0	3	0					
	Civil engineering		1	0	20	1					
	Electrical engineering		1	0	19	0					
	Forestry		2	0	5	1			1	0	
Denver	Colorado Woman's College	1909	2	16	0	118					0
	Preparatory		0	4	0	52					
	Arts and sciences		2	8	0	66					
	Education		0	1	0	7					
	Home economics		0	1	0	10					
	Fine arts		0	2	0	19					
	Music		0	4	0	22					
Do.	Hill School of Theology	1892	16	0	83	70	11	0	1	0	0
	Theology		6	0	55	1	11	0	1	0	
	Religious education		10	0	68	69					
	Summer school (1923)		13	0	64	13					
Do.	Regis College	1888	25	0	299	0	4	0			0
	Preparatory		12	0	213	0					
	Arts and sciences		16	0	86	0	4	0			
Do.	University of Denver	1864	133	23	1,574	839	212	101	14	19	0
	Arts and sciences		34	21	410	872	56	96			
	Graduate				25	35			14	19	
	Special				97	34					
	Chemical and electrical engineering		16	7	111	1	8	0			
	Commerce		52	2	620	184	55	3			
	Law		23	0	168	4	46	1			
	Dentistry		41	0	175	0	34	1			
	Pharmacy		7	1	38	9	13	0			
	Summer school (1923)		24	6	225	544					
	Extension courses		18	7	87	779					
Do.	Westminster Law School	1912	12	0	99	6	14	0			0

¹ Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued.*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
COLORADO—CON.											
Loretto.....	Loretto Heights College	1891	6	16	0	113	0	8			0
	Preparatory		0	4	0	63					
	Arts and sciences		6	11	0	50	0	8			
	Education		0	1	0	16					
	Fine arts		0	1	0	10					
	Music		0	4	0	45					
CONNECTICUT											
Hartford.....	Hartford Seminary Founda- tion	1834	27	5	91	80	11	6	6	1	6
	Theology		16	0	59	12	7	2	3	0	
	Religious education		13	5	42	68	4	4	3	1	
Do.....	Trinity College	1824	31	0	255	0	41	0	3	0	10
	Arts and sciences		31	0	245	0	41	0			
	Graduate				10	0			3	0	
Middletown.....	Berkeley Divinity School (theology)	1834	8	0	20	0	1	0			2
	Summer school (1923)		4	1	0	18					
Do.....	Wesleyan University	1831	58	0	560	0	96	0	11	0	7
	Arts and sciences		58	0	541	0	96	0			
	Graduate				16	0			11	0	
	Special				3	0					
New Haven.....	Yale University	1701	453	12	3,906	257	626	11	113	13	15
	Arts and sciences		282	0	2,689	0	471	0			
	Graduate		230	6	350	104			71	13	
	Special				51	53					
	Civil engineering				2	0					
	Electrical engineering				18	0			3	0	
	Mechanical engineering				15	0			10	0	
	Mining engineering				4	0			2	0	
	Architecture		18	0	36	0	4	0			
	Forestry		15	0	30	0	3	0	16	0	
	Education				32	14					
	Fine arts		12	0	54	13	10	2			
	Music		11	0	28	63	3	2			
	Theology		50	0	178	0	51	0			
	Law		15	0	309	14	72	6	11	0	
	Medicine		79	6	181	9	42	1			
	Summer school (1923)				113	0					
	Extension courses				78	633					
	Military drill				290	0					
New London.....	Connecticut College for Women(arts and sciences)	1915	18	25	0	438	0	88			0
DISTRICT OF COLUMBIA											
Washington.....	American University (grad- uate)	1914	40	0	200	75			21	7	0
	Summer school (1923)		8	0	26	5					
Do.....	Catholic Sisters College	1911	26	1	0	130	0	44	0	14	0
	Arts and sciences		24	0	0	122	0	39	0	14	
	Music		2	1	0	8	0	5			
	Summer school (1923)		31	2	0	0	430				
Do.....	Catholic University of America	1889	99	0	680	7	192	0	92	4	0
	Arts and sciences		78	0	351	0	73	0			
	Graduate				160	7			69	4	
	Special				162	0					
	Chemical engineering		6	0	28	0	5	0			
	Civil engineering		5	0	28	0	5	0			
	Electrical engineering		3	0	48	0	15	0	1	0	
	Mechanical engineering		5	0	16	0	3	0			
	Architecture		3	0	15	0	4	0			
	Commerce		6	0	76	0	12	0			
	Education		5	0	59	0					
	Theology		15	0	89	0	62	0	22	0	
	Law		6	0	28	0	13	0			

* Courses under the department of education of the graduate school open to Connecticut school-teachers.

TABLE 20.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
DISTRICT OF COLUMBIA—CON.											
Washington.....	Georgetown University	1789	315	0	2,609	0	542	0	58	0	0
	Arts and sciences.....		48	0	538	0	88	0			
	Graduate.....		16	0	38	0			11	0	
	Special.....				25	0					
	Foreign service.....		54	0	419	0	44	0			
	Law.....		38	0	1,238	0	315	0	47	0	
	Medicine.....		104	0	195	0	68	0			
	Dentistry.....		55	0	219	0	27	0			
	Military drill.....				275	0					
Do.....	George Washington University	1821	280	7	3,155	2,126	310	177	49	21	0
	Arts and sciences.....		55	4	862	754	83	91			
	Graduate.....		47	1	180	188			37	21	
	Special.....				500	584					
	Chemical engineering.....		36	0	64	0	4	0			
	Civil engineering.....				106	0	9	0			
	Electrical engineering.....				91	0	4	0			
	Mechanical engineering.....				88	0	6	0			
	Architecture.....				60	2	1	0			
	Education.....		37	1	60	408	21	60			
	Law.....		25	0	505	160	149	24	12	0	
	Medicine.....		117	3	207	30	33	2			
	Pharmacy.....		5	0	32	0					
	Summer school (1923).....		46	2	894	551					
Do.....	Howard University ¹	1867	153	14	1,570	511	189	79	1	0	6
	Arts and sciences.....		30	5	766	334	56	37			
	Graduate.....				19	16			1	0	
	Special.....				138	41					
	Civil engineering.....		2	0	5	0	1	0			
	Electrical engineering.....		1	0	11	0	1	0			
	Mechanical engineering.....		2	0	4	0					
	Architecture.....		2	0	14	0					
	Commerce.....		3	0	21	1	6	1			
	Education.....		8	1	13	36	3	22			
	Home economics.....		0	2	0	18	0	5			
	Music.....		3	5	18	44	0	2			
	Theology.....		7	0	30	2	4	0			
	Law.....		10	0	145	3	30	2			
	Medicine.....		51	1	218	10	25	2			
	Dentistry.....		28	0	139	8	39	1			
	Pharmacy.....		7	0	66	16	24	7			
	Summer school (1923).....				53	87					
	Correspondence courses.....				103	2					
	Military drill.....				583	0					
Do.....	National University Law School	1869	55	0	669	51	152	12	64	3	0
	Law.....		34	0	628	41	144	10	64	3	
	Commerce.....		24	0	41	10	8	2			
Do.....	Trinity College (arts and sciences)	1900	17	36	0	380	0	91	0	8	0
Do.....	Washington College of Law	1890	27	8	102	70	34	15	9	2	0
	Summer school (1923).....		3	1	26	29					
Washington (Takoma Park)	Washington Missionary College	1904	13	10	100	165	10	3			0
	Preparatory.....		4	6	65	70					
	Arts and sciences.....		9	4	80	70	10	3			
	Special.....				15	25					
	Summer school (1923).....		6	5	30	64					
FLORIDA											
De Land.....	John B. Stetson University	1887	25	9	221	262	24	23	1	2	2
	Preparatory.....		3	5	47	27					
	Arts and sciences.....		18	4	97	155	8	21			
	Graduate.....				15	23			1	2	
	Special.....				14	50					
	Law.....		4	0	48	7	10	2			

¹ Colored.

² Engineering faculty.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
FLORIDA—con.											
Winter Park	Rollins College	1885	14	18	174	214	7	11	1	0	2
	Arts and sciences		10	6	63	68	7	9			
	Graduate				1	0			1	0	
	Special				17	12					
	Commerce		2	1	60	25					
	Music		2	11	33	109	0	2			
GEORGIA											
Atlanta	Atlanta College of Pharmacy	1891	6	0	63	2	30	2			0
Do.	Atlanta Law School	1908	16	0	128	13	50	1			0
Do.	Atlanta-Southern Dental College	1887	37	1	342	0	87	0			0
	Summer school (1923)		7	1	31	0					
Do.	Atlanta Theological Seminary		6	1	23	3	3	0			1
Do.	Atlanta University ¹	1869	10	16	199	424	7	7			0
	Preparatory		3	10	129	282					
	Arts and sciences		7	2	70	59	7	7			
	Education		6	4	0	83					
Do.	Clark University ¹	1870	9	9	140	329	1	7			0
	Preparatory		3	5	99	253					
	Arts and sciences		9	4	41	76	1	7			
Do.	Gammon Theological Seminary ¹	1883	7	0	95	2	1	0			2
Do.	Morehouse College ¹	1879	30	2	471	0	18	0			0
	Preparatory		11	1	272	0					
	Arts and sciences		16	1	178	0	18	0			
	Theology		3	0	21	0					
	Summer school (1923)		20	5	23	357					
Do.	Morris Brown University ¹	1885	13	10	257	362	13	2			0
	Preparatory		7	6	178	319					
	Arts and sciences		8	4	55	43	13	2			
	Theology		3	0	24	0					
Do.	Southern School of Pharmacy	1904	6	0	78	2	46	3			0
Augusta	Paine College ¹	1884	6	10	96	95	3	1			1
	Preparatory		3	6	76	84					
	Arts and sciences		3	4	20	11	3	1			
Wuthbert	Andrew College ¹	1864	3	9	0	131					
	Preparatory		1	1	0	30					
	Arts and sciences		2	8	0	80					
	Special				0	21					
Decatur	Agnes Scott College (arts and sciences)	1890	9	36	0	503	0	57			0
Demorest	Piedmont College	1897	15	15	115	140	5	7			1
	Preparatory		5	3	55	54					
	Arts and sciences		10	12	57	73	5	7			
	Special				3	13					
Emory University	Emory University	1836	211	0	1,188	49	181	1	17	7	2
	Arts and sciences		67	0	716	0	95	0			
	Graduate		27	0	77	47			17	7	
	Theology		11	0	112	0	18	0			
	Law		9	0	54	2	15	1			
	Medicine		116	0	225	0	53	0			
	Summer school (1923)		31	3	325	258					
	Extension courses		8	1	29	24					
	Correspondence courses		13	0	25	22					
	Military drill				411	0					
Forsyth	Bessie Tift College (arts and sciences)	1849	13	14	0	313	0	35			0
Gainesville	Brenau College	1878	17	29	0	473	0	36			0
	Arts and sciences		6	15	0	461	0	21			
	Home economics		0	2	0	55					
	Fine arts		1	1	0	40					
	Music		10	5	0	210	0	6			
	Oratory		0	6	0	125	0	9			
	Summer school (1923)		6	4	0	41					

¹ Junior college.¹ Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
GEORGIA con.											
La Grange	La Grange College	1883	2	14	0	165	0	8			0
	Arts and sciences		2	14	0	165	0	8			
	Education		0	1	0	15					
	Fine arts		0	1	0	35					
	Music		0	4	0	90					
Macon	Mercer University	1839	63	2	811	15	70	1	9	1	5
	Arts and sciences		45	2	352	2	42	1			
	Graduate				23	1			9	1	
	Commerce		32	1	172	0	10	0			
	Journalism		3	2	18	0					
	Education		6	0	6	8					
	Music		1	0	21	0					
	Theology		15	0	155	3	7	0			
	Law		10	0	64	1	11	0			
	Summer school (1923)		20	2	175	118					
Do	Wesleyan College	1839	14	35	0	690	0	71			0
	Arts and sciences		11	21	0	471	0	67			
	Journalism		0	2	0	28					
	Education		0	3	0	156					
	Home economics		0	2	0	57					
	Music		3	9	0	221	0	4			
Oglethorpe University	Oglethorpe University	1916	17	2	303	75	32	9	3	0	5
	Arts and sciences		17	2	300	75	32	9			
	Graduate				3	0			3	0	
	Summer school (1923)		5	0	30	10					
Rome	Shorter College	1877	6	16	0	205	0	39			0
	Arts and sciences		4	13	0	194	0	39			
	Special		2	3	0	11					
IDAHO											
Caldwell	College of Idaho (arts and sciences)	1891	14	6	153	210	16	18			0
Gooding	Gooding College (arts and sciences)	1917	8	4	50	94	3	3			0
	Military drill				21	0					
ILLINOIS											
Alton	Shurtleff College	1827	12	6	108	109	16	5			2
	Arts and sciences		10	4	98	83	16	5			
	Special		2	2	10	26					
Aurora	Aurora College	1893	11	7	68	58	6	6			
	Preparatory		1	5	14	7					
	Arts and sciences		10	2	52	39	6	6			
	Special				2	12					
	Theology				20	5					
Bloomington	Illinois Wesleyan University	1850	36	21	482	680	22	49			1
	Arts and sciences		20	11	298	276	21	42			
	Music		6	10	76	459	1	7			
	Theology		10	0	133	0					
Bourbonnais	St. Viator College	1868	23	0	354	2	16	0			0
	Preparatory		21	0	247	0					
	Arts and sciences		12	0	107	2	16	0			
Carlinville	Blackburn College ¹	1859	6	5	116	93					
	Preparatory		2	3	27	21					
	Arts and sciences		4	2	89	72					
Carthage	Carthage College	1872	15	10	147	165	24	24			6
	Preparatory		2	2	9	16					
	Arts and sciences		12	6	134	124	24	24			
	Special		1	2	4	25					
	Summer school (1923)		3	0	8	16					
	Extension courses		1	0	1	31					
Chicago	Armour Institute of Technology	1893	71	0	782	1	139	0	8	0	0
	Graduate				2	0			2	0	
	Chemical engineering		7	0	102	0	20	0			
	Civil engineering		7	0	131	0	32	0	1	0	
	Electrical engineering		6	0	185	0	26	0	1	0	

¹ Junior college.

² Includes 20 instructors not listed by subject.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—CON.											
Chicago	Armour Institute of Technology—Continued										
	Mechanical engineering		19	0	168	0	33	0	4	0	
	Fire protection engineering		4	0	103	0	20	0			
	Architecture		8	0	92	1	8	0			
	Summer school (1923)		7	0	154	0					
	Evening courses		32	0	1,133	0					
Do	Bethany Bible School	1905	12	5	103	169	3	2	1	0	0
	Theology		11	5	93	126	3	2	1	0	
	Music		1	2	10	43					
	Correspondence courses		1	1	30	40					
Do	Chicago College of Osteopathy	1920	44	4	166	31	31	9			0
	Arts and sciences		9	2	64	13					
	Osteopathy		35	4	102	18	31	9			
Do	Chicago-Kent College of Law	1892	22	0	810	30	120	5	10	0	0
Do	Chicago Law School (law)	1896	20	0	190	4	32	0			0
	Summer school (1923)		2	6	25	0					
	Correspondence courses		1	1	46	3					
Do	Chicago Medical School		30	1	191	9	15	0			
Do	Chicago Theological Seminary	1858	8	0	187	22	5	0			1
	Summer school (1923)		4	0	49	5					
Do	De Paul University	1898	105	17	1,348	1,255	88	50	1	19	0
	Preparatory		35	1	758	145					
	Arts and sciences		26	11	164	807	13	44			
	Graduate		3	0	3	41			1	19	
	Commerce		22	3	557	242	18	0			
	Music		4	4	22	78					
	Law		15	0	394	0	57	6			
	Summer school (1923)		24	15	205	760					
	Correspondence courses		0	1	4	49					
Do	General Medical College	1859	95	1	98	5	42	2			0
Do	John Marshall Law School	1860	30	0	291	22	40	1			0
Do	Lewis Institute	1896	68	32	2,568	1,147	53	28			0
	Preparatory		17	7	299	29					
	Arts and sciences		51	25	871	352	29	28			
	Mechanical engineering		12	0	417	0	24	0			
	Home economics		0	9	0	141					
	Evening courses		47	23	1,398	766					
	Summer school (1923)		32	6	519	100					
Do	Loyola University	1869	211	2	2,465	21	207	35	3	10	3
	Preparatory		39	0	1,073	0					
	Arts and sciences		16	0	270	0	47	35	3	10	
	Law		14	0	207	9	22	0			
	Medicine		108	2	265	12	23	0			
	Dentistry		54	0	650	0	115	0			
	Summer school (1923)		8	7	20	487					
	Extension courses		18	13	132	1,781					
	Correspondence courses		12	12	18	292					
Do	McCormick Theological Seminary	1833	15	0	174	0	30	0			0
Do	St. Francis Xavier College	1847	4	33	0	790	0	10			0
	Preparatory		0	20	0	650					
	Arts and sciences		4	13	0	140	0	10			
	Summer school (1923)		3	1	0	54					
	Extension courses		3	4	0	71					
Do	University of Chicago	1892	268	47	6,561	7,332	496	494	295	171	0
	High school				263	273					
	Arts and sciences		224	27	2,896	3,741	291	358			
	Graduate				2,304	2,122			295	171	
	Commerce		32	1	619	122	95	8			
	Education		19	20	215	1,460	23	119			
	Social service administration		2	3	17	79	2	6			
	Theology		23	0	385	70	5	1			

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—CON.											
Chicago	University of Chicago—Con.										
	Law		9	0	454	12	80	2			
	Medicine		31	3	327	48					
	Summer school (1923)				3,078	3,266					
	Home study courses			(147)		(6,912)					
	Military drill				180	0					
Do	Rush Medical College	1843	223	21	467	66	117	12			0
Decatur	James Millikin University	1903	27	30	431	690	18	34			0
	Arts and sciences		21	17	308	274	18	34			
	Special				13	33					
	Music		6	13	110	383					
	Extension courses				5	28					
Elmhurst	Elmhurst College ¹	1871	22	0	201	0					
	Preparatory		12	0	120	0					
	Arts and sciences		10	0	81	0					
Eureka	Eureka College	1848	18	9	161	109	19	18			1
	Preparatory				6	2					
	Arts and sciences		13	8	124	126	19	18			
	Special		1	3	15	14					
	Music		4	1	40	60					
Evanston	Garrett Biblical Institute (theology)	1854	25	0	143	49	41	0	15	2	4
Do	Northwestern University	1855	494	36	5,681	2,458	558	274	82	32	6
	Arts and sciences		152	18	870	1,156	92	194			
	Graduate		34	0	610	279			63	32	
	Special				2,972	989					
	General engineering		16	0	168	1	8	0			
	Commerce		82	0	322	20	102	4	18	0	
	Journalism		11	1	36	29	9	11			
	Music		20	18	26	183	9	35			
	Speech		7	8	25	137	1	29			
	Law		46	0	191	7	43	0	1	0	
	Medicine		157	0	511	0	108	0			
	Dentistry		65	0	373	2	186	1			
	Summer school (1923)		114	23	802	811					
	Military drill				300	0					
Do	Norwegian-Danish Theological Seminary	1885	2	0	26	0					0
Do	Swedish Theological Seminary	1885	3	1	14	0	7	0			0
Ewing	Ewing College	1867	7	4	57	62	2	1			0
	Preparatory		2	3	32	39					
	Arts and sciences		5	1	25	23	2	1			
	Education		1	0	17	18					
	Music		0	2	6	18					
	Summer school (1923)		8	5	29	35					
Galesburg	Knox College	1836	38	21	412	472	42	44			6
	Arts and sciences		35	13	348	231	42	34			
	Special				9	13					
	Music		3	8	55	228	0	10			
	Military drill				179	0					
Do	Lombard College	1852	17	12	147	149	13	14			2
	Arts and sciences		14	10	130	103	13	14			
	Music		1	2	7	40					
	Theology		2	0	10	3					
Godfrey	Monticello Seminary ¹	1838	0	21	0	182					
	Preparatory		0	18	0	50					
	Arts and sciences		0	19	0	90					
	Special				0	46					
Greenville	Greenville College	1893	11	14	153	237	11	21			0
	Preparatory		0	4	26	28					
	Arts and sciences		10	6	87	105	11	21			
	Music		1	4	65	138					

¹ Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—con.											
Jacksonville	Illinois College	1829	19	8	270	244	20	17			3
	Arts and sciences		14	4	219	115	20	17			
	Expression		0	1	2	2					
	Music		5	3	70	148					
Do	Illinois Woman's College	1846	5	34	0	558	0	27			0
	Arts and sciences		2	23	0	295	0	27			
	Music		3	11	0	272					
La Grange	Broadview College	1910	19	11	128	122	5	3			0
	Preparatory		15	10	74	80					
	Arts and sciences		9	4	42	35	5	3			
	Special				12	7					
Lake Forest	Lake Forest College (arts and sciences)	1858	20	4	150	90	16	8			3
Lebanon	McKendree College	1828	17	10	139	74	9	7			4
	Arts and sciences		16	9	139	74	9	7			
	Music		1	1	12	25					
Lincoln	Lincoln College	1855	14	8	84	168		8	0	1	0
	Arts and sciences		12	6	57	120	7	8	0	1	
	Special		2	4	27	103					
	Summer school (1923)		4	1	2	35					
Lisle	St. Procopius College	1890	34	0	192	0	4	0			0
	Preparatory		20	0	144	0					
	Arts and sciences		13	0	34	0	4	0			
	Theology		6	0	14	0					
	Summer school (1923)		2	0	3	32					
Maywood	Theological Seminary of the Evangelical Lutheran Church	1870	7	0	38	4	9	0	6	0	0
Monmouth	Monmouth College	1856	19	12	260	328	28	44			0
	Arts and sciences		17	7	221	187	28	44			
	Music		2	5	60	171					
Mount Carroll	Francis Shimer School ¹	1853	1	20	0	210					
	Preparatory		0	16	0	84					
	Arts and sciences		1	14	0	99					
	Special				0	24					
Mount Morris	Mount Morris College	1840	9	7	80	120	11	8			0
	Preparatory				4	4					
	Arts and sciences		8	4	76	82	11	8			
	Music		1	3	7	34					
Naperville	Evangelical Theological Seminary	1887	5	0	66	15	28	0	1	0	0
	Summer school (1923)				17	12					
Do	Northwestern College	1861	24	16	331	297	37	49			0
	Preparatory		3	3	47	18					
	Arts and sciences		18	10	268	242	37	49			
	Music		3	3	16	37					
	Military drill				140	0					
Oak Park	Rosary College	1852	2	25	0	167	0	18			0
	Arts and sciences		2	10	0	138	0	16			
	Home Economics		0	2	0	16					
	Music		0	6	0	16	0	2			
Peoria	Bradley Polytechnic Institute	1897	30	22	525	514	27	34			0
	Arts and sciences		24	19	327	221	27	34			
	General engineering		6	3	80	0					
	Architecture				14	0					
	Commerce				76	5					
	Education				115	155					
	Home economics				0	86					
	Fine arts				80	47					
	Music				77	283					
	Summer school (1923)		23	7	194	145					
	Evening courses		19	2	609	59					
Rockford	Rockford College	1849	11	31	20	463	0	52			0
	Arts and sciences		9	31	0	385	0	52			
	Music		2	0	20	73					
	Extension courses		5	9	12	118					

¹ Junior college.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—con.											
Rock Island	Augustana College	1860	47	22	522	578	47	15	2	0	4
	Preparatory		12	9	54	52					
	Arts and sciences		27	5	230	181	31	15			
	Special		16	13	230	432					
	Theology		6	0	99	0	16	0	2	0	
	Summer school (1923)		5	0	24	84					
Wheaton	Wheaton College	1860	18	12	161	196	20	28			0
	Preparatory		2	5	27	36					
	Arts and sciences		10	4	134	157	18	24			
	Special				0	3					
	Music		4	3	40	80	2	4			
INDIANA											
Crawfordsville	Wabash College (arts and sciences)	1832	27	0	503	0	60	0	1	0	2
Earlham	Earlham College (arts and sciences)	1847	25	15	225	340	20	45	1	0	0
Evansville	Evansville College	1919	23	14	156	201	6	13			2
	Arts and sciences		12	7	59	76	6	12			
	Engineering		7	0	71	0					
	Commerce		1	0	26	0					
	Education		5	8	16	85	0	1			
	Music		4	3	20	97					
	Summer school (1923)		15	5	77	183					
	Extension courses		7	2	75	233					
Franklin	Franklin College	1834	18	10	206	241	29	24			2
	Arts and sciences		17	8	207	197	29	24			
	Music		1	2	5	44					
	Summer school (1923)		13	11	172	204					
	Extension courses		1	1	17	36					
Greencastle	De Pauw University	1837	55	27	725	588	100	104	1	1	5
	Arts and sciences		46	20	720	583	100	95			
	Graduate				3	1			1	1	
	Special				2	4					
	Music		9	7	36	230	0	9			
	Military drill				411	0					
Hanover	Hanover College (arts and sciences)	1827	17	4	210	292	20	15			0
	Extension courses				37	80					
Huntington	Huntington College	1897	12	10	79	39	7	5			3
	Preparatory		2	0	15	10					
	Arts and sciences		8	9	52	28	7	5			
	Theology		3	1	12	1					
Indianapolis	Benjamin Harrison Law School	1914	17	0	97	12	22	1			0
Do	Butler College (arts and sciences)	1855	30	20	695	744	46	106	1	1	0
Do	Indiana Central College	1905	19	9	180	264	15	13			0
	Preparatory		6	3	27	32					
	Arts and sciences		13	6	141	173	15	13			
	Special				21	59					
	Extension courses				49	63					
Do	Indiana Dental College	1879	40	0	356	3	84	0			0
Do	Indiana Law School	1894	11	0	95	6	26	2			0
Do	Indianapolis College of Pharmacy	1904	10	0	156	4	61	1			0
Marion	Marion College	1919	12	11	209	261	8	6	1	1	0
	Preparatory		3	6	24	29					
	Arts and sciences		7	6	112	150	7	6			
	Special		1	5	54	72					
	Theology		2	0	19	14	1	0	1	1	
	Summer school (1923)		3	1	42	92					
	Extension courses		2	0	28	75					

TABLE 29.—Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
INDIANA—con.											
North Manchester	Manchester College	1889	24	10	240	303	36	27	0	1	2
	Arts and sciences		15	3	238	182	36	27	0	1	
	Graduate				5	1			0	1	
	Special		6	3	37	120					
	Education		3	4	47	149					
	Summer school (1923)				149	349					
Notre Dame	St. Mary's College and Academy	1855	4	44	0	360	0	28			0
	Preparatory		0	11	0	156					
	Arts and sciences		4	30	0	188	0	28			
	Special				0	16					
	Journalism		1	1	0	24					
	Education		0	8	0	40					
	Home economics		0	2	0	44					
	Fine arts		0	2	0	51					
	Music		1	8	0	149					
Do.	University of Notre Dame	1842	116	0	1,850	0	248	0	8	0	6
	Arts and sciences		63	0	0	0	76	0	8	0	0
	Chemical engineering		5	0	0	0	5	0	0	0	0
	Civil engineering		4	0	0	0	5	0	0	0	0
	Electrical engineering		2	0	115	0	18	0	0	0	0
	Mechanical engineering		7	0	96	0	7	0	0	0	0
	Mining engineering		1	0	17	0	6	0	0	0	0
	Agriculture		3	0	41	0	3	0	0	0	0
	Architecture		3	0	42	0	5	0	0	0	0
	Commerce		11	0	516	0	62	0	0	0	0
	Journalism		2	0	108	0					
	Education		3	0	6	0					
	Fine arts		1	0	2	0					
	Music		5	0	5	0					
	Law		5	0	251	0	57	0			
	Pharmacy		1	0	20	0	4	0			
	Summer school (1923)		81	6	362	366					
Oakland City	Oakland City College	1891	21	10	403	311	28	7			0
	Preparatory		3	1	33	32					
	Arts and sciences		17	7	220	273	28	7			
	Agriculture				124	0					
	Music		0	2	5	12					
	Theology		3	0	21	4	3	0			
	Summer school (1923)				227	109					
	Extension courses				117	116					
St. Mary-of-the-Woods	St. Mary-of-the-Woods College	1841	4	40	0	288	0	28			0
	Preparatory		0	14	0	113					
	Arts and sciences		4	26	0	162	0	25			
	Graduate				0	8					
	Special				0	15					
	Commerce				0	10					
	Education				0	47					
	Home economics				0	12	0	3			
	Fine arts				0	27					
	Music				0	92					
	Summer school		3	32	0	809					
St. Meinrad	St. Meinrad Theological Seminary	1857	12	0	104	0					
Terre Haute	Rose Polytechnic Institute	1883	17	0	253	0	37	0	6	0	1
	Chemical engineering		2	0	26	0	7	0	4	0	0
	Civil engineering		2	0	52	0	7	0	1	0	0
	Electrical engineering		2	0	105	0	11	0	1	0	0
	Mechanical engineering		2	0	60	0	11	0	0	0	0
	Architectural engineering		1	0	10	0	1	0			
	Military drill				186	0					
Upland	Taylor University (arts and sciences)	1846	10	10	147	122	21	13			5

* Includes 8 men not listed by subject.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

1 Location	2 Institution	3 Year of first opening	4 Professors and instructors		6 Students		8 First degrees		10 Graduate degrees		
			4 Men	5 Women	6 Men	7 Women	8 Men	9 Women	10 Men	11 Women	12 Honorary degrees
INDIANA—CON.											
Valparaiso	Valparaiso University	1907	54	17	759	244	97	9			2
	Noncollegiate		9	6	279	38					
	Arts and sciences		8	5	101	39	13	3			
	Special				75	41					
	Civil engineering		2	0	67	0	5	0			
	Commerce		3	1	77	31	9	2			
	Education		4	1	29	71	3	2			
	Music		3	4	9	13					
	Law		2	0	55	3	17	0			
	Pharmacy		3	0	77	8	50	2			
IOWA											
Cedar Rapids	Coe College	1881	41	27	500	730	48	67	1	0	2
	Arts and sciences		37	20	462	495	48	67			
	Graduate				1	0			1	0	
	Special		4	7	37	235					
	Summer school (1923)		12	8	94	301					
	Extension courses		7	5	9	148					
	Military drill				325	0					
Clinton	Wartburg College	1898	10	0	97	0	9	0			0
	Preparatory		7	0	46	0					
	Arts and sciences		7	0	51	0	9	0			
Davenport	St. Ambrose College	1882	27	0	363	0	2	0			0
	Preparatory		19	0	273	0					
	Arts and sciences		16	0	90	0	2	0			
Decorah	Luther College	1861	26	0	347	0	48	0			1
	Preparatory		9	0	65	0					
	Arts and sciences		22	0	280	0	48	0			
	Special				2	0					
	Education		3	0	100	0					
Des Moines	Des Moines University	1865	25	19	465	530	41	18			0
	Preparatory		1	0	30	5					
	Arts and sciences		12	11	181	207	11	15			
	Special				1	4					
	Chemical engineering			0	3	0	1	0			
	Civil engineering		2	0	10	0	1	0			
	Electrical engineering		2	0	24	0	2	0			
	Mechanical engineering		2	0	12	0	3	0			
	Architectural engineering		1	0	7	0					
	Education		2	2	72	218	3	2			
	Fine arts		3	6	28	91					
	Pharmacy		2	0	97	5	20	1			
	Summer school (1923)				78	334					
	Correspondence courses				67	129					
Do	Des Moines Still College of Osteopathy	1898	22	2	187	28	36	6			0
Do	Drake University	1881	42	33	883	1,579	72	67	3	5	0
	Arts and sciences		22	6	287	321	21	47			
	Graduate				8	16			3	5	
	Commerce		6	0	233	11	13	0			
	Education		3	4	31	642	4	17			
	Fine arts		7	23	114	562	0	3			
	Theology				77	25	7	0			
	Law		4	0	133	2	27	0			
	Summer School (1923)		26	8	141	397					
Do	Grand View College		8	2	38	30					0
	Preparatory		4	2	20	19					
	Arts and sciences		4	0	12	11					
	Theology		2	0	8	0					
Dubuque	Columbia College	1873	30	0	591	38	28	12			0
	Preparatory		16	0	326	0					
	Arts and sciences		14	0	265	38	28	12			
	Summer school (1923)		22	0	12	411					
Do	Mount St. Joseph College	1843	3	30	0	257	0	21			0
	Preparatory		0	8	0	69					
	Arts and sciences		3	22	0	188	0	21			
	Correspondence				0	90					

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
IOWA—continued											
Dubuque	University of Dubuque	1864	28	6	169	68	18	13	7	0	1
	Preparatory		3	4	36	16					
	Arts and sciences		15	2	106	51	17	13			
	Theology		11	0	27	1	1	0	7	0	
Do	Warburg Theological Seminary	1854	3	5	13	33					
	Correspondence courses		6	0	15	0					
Fairfield	Parsons College	1875	20	12	227	251	18	16			2
	Arts and sciences		18	10	200	205	18	16			
	Special					0					
	Music		2	2	21	46					
	Summer school (1923)		12	8	49	131					
	Extension courses				7	41					
Fayette	Upper Iowa University	1857	12	12	164	256	18	12			4
	Preparatory		1	0	3	2					
	Arts and sciences		9	7	94	116	18	12			
	Special		2	4	12	27					
	Music		1	3	23	76					
	Oratory		0	1	19	24					
	Commerce		1	0	13	11					
	Summer school (1923)		10	6	62	203					
	Extension courses		8	4	20	35					
Grinnell	Grinnell College	1847	43	24	242	410	57	54			2
	Arts and sciences		40	16	329	369	57	54			
	Music		8	8	30	126					
Hopkinton	Lenox College (arts and sciences)	1856	1	2	10	17					
Indianola	Simpson College	1860	25	14	339	441	25	32			2
	Preparatory		0	2	22	23					
	Arts and sciences		19	11	315	409	24	32			
	Special				2	9					
	Commerce		1	1	66	30					
	Music		5	2	53	134	1	0			
	Summer school (1923)		9	4	47	129					
Iowa Falls	Ellsworth College	1890	14	9	154	236	11	13			0
	Preparatory		2	2	8	18					
	Arts and sciences		7	4	72	125	11	12			
	Commerce		2	1	32	17					
	Home economics		1	1	0	26					
	Music		3	2	42	170	0	1			
	Summer school (1923)		7	6	25	150					
Lamoni	Graceland College	1895	14	17	173	157					0
	Preparatory		2	2	46	13					
	Arts and sciences		12	8	100	88					
	Agriculture		1	0	40	0					
	Education		4	2	80	60					
	Home economics		0	1	0	50					
	Fine arts		0	1	0	30					
	Music		1	3	60	90					
	Correspondence courses		2	5	211	340					
Le Mars	Western Union College	1890	14	5	74	77	12	5			
	Preparatory		7	4	8	3					
	Arts and sciences		10	4	58	41	12	5			
	Special		3	2	15	56					
Mount Pleasant	Iowa Wesleyan College	1842	17	16	126	269	13	17			2
	Preparatory		0	1	8	2					
	Arts and sciences		17	9	123	207	13	17			
	Music		1	2	23	63					
	Summer school (1923)				28	120					
Mount Vernon	Cornell College	1853	34	17	335	401	52	58	2	0	4
	Arts and sciences		30	13	334	377	51	56	2	0	
	Graduate				1	5					
	Special				0	19					
	Music				16	118	1	3			
	Summer school (1923)		4	4	35	68					

*Junior college.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
IOWA—continued											
Oskaloosa	Penn College	1873	20	11	242	395	14	18			0
	Preparatory		1	3	20	38					
	Arts and sciences		19	8	139	169	14	18			
	Commerce		2	2	33	31					
	Education		0	1	49	85					
	Home economics		0	1	0	57					
	Music		4	5	59	122					
	Summer school (1923)		6	6	52	130					
Pella	Central College	1853	9	6	120	152	10	10			4
	Preparatory		2	2	33	25					
	Arts and sciences		7	4	76	73	10	10			
	Special				21	54					
Stout City	Morningside College	1890	20	18	371	437	28	42			3
	Preparatory				23	17					
	Arts and sciences		14	15	323	273	28	41			
	Music		5	3	32	171	0	1			
	Expression		1	0	11	46					
	Summer school (1923)		9	10	68	276					
Storm Lake	Buena Vista College	1891	8	6	70	80	6	6			0
	Arts and sciences		8	6	62	65	6	6			
	Special				8	15					
Tabor	Tabor College	1857	6	10	54	77	5	0			2
	Preparatory		1	1	4	4					
	Arts and sciences		4	6	35	48	5	0			
	Music		1	3	15	25					
University Park	John Fletcher College	1906	7	11	115	132	8	8			0
	Preparatory		1	4	53	57					
	Arts and sciences		5	6	51	60	8	8			
	Education		0	1	17	30					
	Music		1	2	32	50					
	Theology		3	0	3	0					
KANSAS											
Atchison	St. Benedict's College	1859	36	0	340	0	8	8	0	1	0
	Preparatory		27	0	265	0					
	Arts and sciences		17	0	75	0	8	8	0	1	
	Education		1	0	12	0					
	Theology		6	0	15	0					
	Summer school (1923)		3	3	0	250					
	Extension		3	3	0	150					
Baldwin City	Baker University	1858	22	12	276	324	35	41			2
	Arts and sciences		19	11	252	242	35	41			
	Special				4	15					
	Fine arts		0	1	7	33					
	Music		3	1	21	75					
	Summer school (1923)		8	1	26	59					
Emporia	College of Emporia	1883	18	12	222	220	22	33			4
	Arts and sciences		17	9	220	204	22	33			
	Music		1	3	40	104					
Highland	Highland College ¹ (arts and sciences)	1857	1	5	24	27					
Kansas City	Kansas City Baptist Theological Seminary	1902	6	2	55	32	2	0			1
Do	Kansas City University	1896	10	8	124	177	5	7			2
	Preparatory		1	3	49	52					
	Arts and sciences		8	3	53	63	4	6			
	Special				9	32					
	Fine arts		1	2	13	30	1	1			
	Summer school (1923)		5	0	13	55					
	Extension courses		2	0	6	84					
Lindsborg	Bethany College	1881	26	12	260	445	16	17			2
	Preparatory		2	2	32	43					
	Arts and sciences		10	3	122	117	13	14			
	Commerce		3	1	17	20					
	Music		11	5	89	265	3	6			
	Summer school (1923)				30	83					

¹ Junior college.

TABLE 29. *Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24.—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
KANSAS— <i>con.</i>											
McPherson	McPherson College	1880	19	6	254	412	33	30	1	0	0
	Preparatory		3	3	26	25					
	Arts and sciences		15	5	132	150	33	29			
	Graduate				2	1			1	0	
	Special		5	1	36	71					
	Music		3	2	29	71	0	1			
	Summer school (1923)		3	0	29	91					
Newton	Bethel College	1894	16	5	157	209	9	8			6
	Preparatory		3	2	47	41					
	Arts and sciences		11	3	88	88	9	8			
	Music		2	0	45	78					
	Summer school (1923)		6	1	17	65					
Ottawa	Ottawa University	1875	18	13	217	261	19	35			2
	Preparatory		2	4	18	16					
	Arts and sciences		12	7	156	170	19	31			
	Music		2	2	86	197	0	4			
	Summer school (1923)		3	0	12	30					
St. Marys	St. Mary's College	1878	32	0	467	0	13	0			0
	Preparatory		21	0	335	0					
	Arts and sciences		14	0	132	0	13	0			
Salina	Kansas Wesleyan University	1886	22	14	383	476	20	31			3
	Arts and sciences		13	10	161	180	19	31			
	Commerce		8	3	28	29	1	0			
	Music		3	2	45	99					
	Summer school (1923)		9	3	39	116					
Sterling	Sterling College	1886	9	7	127	145	12	14			1
	Preparatory				3	1					
	Arts and sciences		5	3	99	97	12	14			
	Special				7	32					
	Education		1	0	90	85					
	Home economics		0	1	0	45					
	Fine arts		1	1	88	80					
	Music		2	2	50	61					
	Extension courses				8	10					
Topeka	Washburn College	1865	33	20	553	766	93	56	0	1	2
	Arts and sciences		31	13	509	608	75	53			
	Graduate				2	8			0	1	
	Special				5	15					
	Fine arts		0	4	13	95					
	Music		4	6	81	303					
	Law		12	0	86	10	18	3			
	Summer school (1923)				65	183					
	Extension courses				82	167					
	Correspondence courses				22	23					
Wichita	Fairmount College	1895	16	14	243	336	17	30			0
	Arts and sciences		15	13	240	297	17	30			
	Music		2	2	18	178					
	Summer school (1923)		7	8	18	105					
	Extension courses		9	6	16	152					
	Military drill				140	0					
Do	Friends University	1888	14	12	196	208	12	21			0
	Arts and sciences		13	10	193	191	12	21			
	Special		1	2	23	102					
	Summer school (1923)		6	3	22	82					
	Extension courses		0	1	0	23					
Winfield	Southwestern College	1880	25	16	379	585	37	71			0
	Arts and sciences		25	16	353	452	37	71			
	Fine arts		5	7	50	104					
	Summer school (1923)				43	171					
KENTUCKY											
Barbourville	Union College		6	6	146	145	2	2			0
	Preparatory		6	6	123	121					
	Arts and sciences		6	6	23	24	2	2			
Berea	Berea College	1855	41	37	1,461	1,037	9	17			1
	Preparatory		28	31	1,273	891					
	Arts and sciences		13	6	188	146	9	17			
	Summer school (1923)		19	9	145	179					

TABLE 29. Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY—con											
Bowling Green	Ogden College	1877	9	0	150	0	8	0			0
	Preparatory		6	0	70	0					
	Arts and sciences		6	0	80	0	8	0			
Danville	Centre College (arts and sciences)	1819	18	0	316	0	47	0			2
Do	Kentucky College for Women	1860	4	18	0	132	0	2			0
	Preparatory		1	4	0	36					
	Arts and sciences		3	12	0	90	0	2			
	Special		0	2	0	12					
Georgetown	Georgetown College (arts and sciences)	1829	20	7	185	220	25	22			5
	Summer school (1923)		7	0	23	40					
Hopkinsville	Bethel Woman's College		0	16	0	180					
	Preparatory		0	8	0	50					
	Arts and sciences		0	9	0	85					
	Special		0	7	0	45					
Kingswood	Kingswood Holiness College	1907	3	4	27	72	2	2			0
	Preparatory				22	38					
	Arts and sciences		2	1	2	2	2	2			
	Music		0	3	1	26					
	Theology		1	0	2	6					
Leungton	College of the Bible (theology)		7	0	62	26	5	0			0
Do	Hamilton College	1869	8	17	0	151					
	Preparatory		1	7	0	105					
	Arts and sciences		8	17	0	46					
Do	Transylvania College (arts and sciences)	1798	18	3	131	164	22	19			1
Louisville	Jefferson Law School	1905	10	0	95	4	33	0			0
Do	Louisville College of Pharmacy	1871	8	0	146	9	81	7			0
Do	Presbyterian Theological Seminary	1893	10	0	96	0	16	0			0
Do	Simmons University	1879	14	9	125	234	5	5			3
	Preparatory		4	6	76	175					
	Arts and sciences		6	2	11	49	3	5			
	Education				1	10					
	Theology		2	0	32	0	2	0			
	Law				3	0					
	Pharmacy		2	1	2	0					
	Summer school (1923)		4	2	26	21					
	Correspondence courses		2	0	3	3					
Do	Southern Baptist Theological Seminary	1859	13	0	442	0	80	0	13	0	0
Russellville	Bethel College	1849	9	0	137	15					
	Preparatory		8	0	60	0					
	Arts and sciences		9	0	77	0					
	Special				0	15					
Do	Logan College	1857	2	11	0	142					
	Preparatory		2	6	0	46					
	Arts and sciences		2	6	0	66					
	Education		0	1	0	41					
	Home education		0	1	0	21					
	Fine arts		0	4	0	82					
	Music		0	3	0	77					
St. Mary	St. Mary's College	1821	9	0	82	0	1	0			0
	Preparatory		6	0	79	0					
	Arts and sciences		3	0	3	0	1	0			
Williamsburg	Cumberland College	1890	15	3	159	173					
	Preparatory		7	3	122	118					
	Arts and sciences		8	0	37	55					
	Special				4	10					
Wilmore	Asbury College	1890	15	7	360	344	29	31			11
	Preparatory		8	4	149	101					
	Arts and sciences		10	3	210	240	29	31			
	Graduate				1	3					

¹ Junior college.

² Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		
			Men	Women	Men	Women	Men	Women	Men	Women	Honorary degrees
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY—CON.											
Winchester	Kentucky Wesleyan College	1856	10	4	99	130	10	21	1	0	0
	Arts and sciences		10	4	99	110	10	21	1	0	0
	Special				0	20					
LOUISIANA											
Clinton	Silliman College ¹	1852	1	11	10	61					
	Preparatory		0	1	10	12					
	Arts and sciences		0	7	0	59					
	Education		1	1	0	50					
	Fine arts		0	1	0	12					
	Music		0	1	0	10					
Convent	Jefferson College	1864	18	0	142	0	8	0			1
	Preparatory		8	0	84	0					
	Arts and sciences		8	0	41	0	8	0			
	Commerce		3	0	24	0					
	Education		1	0	8	0					
	Music		2	0	32	0					
Mansfield	Mansfield Female College ¹	1854	0	11	0	114					
	Preparatory		0	7	0	46					
	Arts and sciences		0	7	0	68					
	Education		0	7	0	50					
New Orleans	Loyola University	1904	80	0	490	63	92	9	15	0	0
	Arts and sciences		16	0	72	8	8	0			
	Graduate		3	0	3	26			3	0	
	Special		7	0	43	2					
	Law		26	0	278	9	51	2	12	0	
	Dentistry		32	0	54	1	12	0		0	
	Pharmacy		5	0	49	17	21	7			
	Summer school (1923)		22	10	20	504					
	Extension courses		12	0	25	220					
Do.	New Orleans College ¹	1873	8	9	141	298					
	Preparatory		3	7	100	176					
	Arts and sciences		7	2	41	117					
	Special		0	1	3	5					
Do.	Straight College ¹	1869	7	16	99	190	0	3			0
	Preparatory		4	11	69	100					
	Arts and sciences		7	16	21	70	0	3			
	Special				9	14					
Do.	Tulane University of Louisiana	1834	324	50	1,782	859	239	133	13	16	0
	Arts and sciences		49	42	209	368	31	51			
	Graduate				27	49			13	16	
	Special				516	75					
	Chemical engineering		34	0	30	0	3	0			
	Civil engineering				55	0	6	0			
	Mechanical and electrical engineering				110	0	18	0			
	Architecture				27	4	1	0			
	Commerce		13	0	104	2	23	1			
	Journalism				16	4					
	Education				11	205	0	60			
	Fine arts				0	88	0	11			
	Music				0	43	0	5			
	Law		15	0	68	4	16	1			
	Medicine		155	8	352	12	80	4			
	Dentistry		40	1	112	2	30	0			
	Pharmacy		18	1	55	3	24	0			
	Summer school (1923)		53	29	490	1,305					
Pineville	Louisiana College	1853	14	7	283	241	22	8			0
	Arts and sciences		13	3	274	214	22	8			
	Special				0	27					
	Home economics		0	1	0	30					
	Fine arts		0	1	1	23					
	Music		1	2	9	129					
	Summer school (1923)		14	7	84	168					

¹ Junior college.² Colored.³ Engineering faculty.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Altogether
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
LOUISIANA—cont.											
Shreveport	Centenary College	1841	20	4	305	130	11	2			3
	Preparatory		7	1	89	48					
	Arts and sciences		20	4	216	82	11	2			
	Special				1	4					
	Summer school (1923)		10	0	65	40					
MAINE											
Bangor	Bangor Theological Seminary	1816	7	0	35	5	3	0			0
Brunswick	Bowdoin College	1802	34	0	502	0	84	0			5
	Arts and sciences		34	0	494	0	84	0			
	Special				8	0					
Lewiston	Bates College (arts and sciences)	1863	27	2	347	272	57	56	2	0	
	Summer school (1923)		15	3	58	87					
Waterville	Colby College	1881	27	3	334	222	48	38			6
	Arts and sciences		27	3	318	215	48	38			
	Graduate				1	0					
	Special				15	7					
MARYLAND											
Annapolis	St. John's College (arts and sciences)	1789	17	0	150	0	25	0			0
	Military drill				110	0					
Baltimore	College of Notre Dame of Maryland	1848	5	18	0	244	0	11			0
	Preparatory		0	7	0	154					
	Arts and sciences		5	11	0	90	0	11			
Do	Goucher College (arts and sciences)	1888	22	56	0	1,044	0	180			1
Do	Johns Hopkins University	1876	441	48	2,357	1,338	215	33	85	16	1
	Arts and sciences		73	3	559	0	79	0			
	Graduate		58	3	245	111			06	13	
	Engineering		28	0	229	0	44	0			
	Business economics		73	3	546	137					
	Social economics		8	2	4	44					
	Technical courses		16	0	312	2					
	Education		48	13	242	984	21	19			
	Medicine		226	10	272	34	68	12			
	Hygiene and public health		36	8	148	41	3	2	19	3	
	Summer school (1923)		36	6	219	534					
	Military drill				246	0					
Do	Loyola College (arts and sciences)	1852	14	0	89	0	9	0	2	0	3
Do	Morgan College ¹	1872	13	8	183	293	7	9	7	4	1
	Preparatory		3	5	42	32					
	Arts and sciences		10	3	132	255	7	9	0	0	
	Graduate				9	6			7	4	
	Summer school (1923)		12		21	98					
Do	Mount Vernon College ¹		10	2	87	1					
	Preparatory		4	1	39	0					
	Arts and sciences		6	1	48	1					
	Summer school (1923)		10	2	39	1					
Do	St. Mary's Seminary and University	1791	21	0	408	0	12	0	18	0	1
	Arts and sciences		8	0	90	0	12	0			
	Theology		13	0	318	0			18	0	
Calonsville	St. Charles College ¹	1848	27	0	320	0					
	Preparatory		20	0	234	0					
	Arts and sciences		7	0	86	0					
Chestertown	Washington College	1873	12	2	120	41	7	5			4
	Preparatory				22	1					
	Arts and sciences		12	2	86	37	7	5			
	Special				12	3					

¹ Junior college.

¹ Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MARYLAND—con											
Emmitsburg	Mount St. Mary's College	1868	48	0	407	0	22	0	7	0	3
	Preparatory		32	0	222	0					
	Arts and sciences		17	0	132	0	22	0	7	0	
	Theology		0	0	53	0					
Do	St. Joseph's College	1869	13	13	0	129	0	25			0
	Preparatory		2	7	0	44					
	Arts and sciences		5	8	0	76	0	25			
	Special				0	27					
	Summer school (1923)				0	81					
	Extension courses				0	181					
Frederick	Hood College	1893	6	35	0	521	0	88			0
	Arts and sciences		6	35	0	439	0	88			
	Special				0	82					
	Extension courses				0	12					
Luthersville	Maryland College for Women	1853	4	18	0	107	0	10			0
	Preparatory		0	3	0	7					
	Arts and sciences		4	15	0	100	0	9			
	Home economics		0	3	0	15					
	Music		0	4	0	22	0	1			
New Windsor	Blue Ridge College	1899	13	7	102	116	4	2			0
	Preparatory		7	5	43	52					
	Arts and sciences		7	1	34	35	4	2			
	Special		1	1	25	29					
Westminster	Western Maryland College	1867	16	15	218	354	22	34	1	0	5
	Preparatory		2	4	32	33					
	Arts and sciences		16	15	186	221	22	34	1	0	
	Education		2	2	56	126					
	Home economics		0	2	0	31					
	Music				7	68					
	Extension courses		2	2	13	50					
	Military drill				150	0					
Do	Westminster Theological Seminary	1882	6	0	46	2	4	0			0
Woodstock	Woodstock College	1869	18	0	222	0	21	0	44	0	0
	Arts and sciences		6	0	21	0	21	0			
	Graduate		7	0	51	0			44	0	
	Theology		10	0	151	0					
	Summer school (1923)		11	0	58	0					
MASSACHUSETTS											
Amherst	Amherst College	1821	56	0	552	0	109	0			6
	Arts and sciences		56	0	547	0	109	0			
	Graduate				3	0					
	Special				2	0					
Boston	Boston University	1873	326	55	4,581	3,980	626	353	49	67	0
	Arts and sciences		44	5	236	564	36	106			
	Graduate		81	2	140	172			27	48	
	Practical arts and letters		26	21	0	1,062	0	105			
	Religious education		45	13	116	306	12	40	12	4	
	Business administration		80	2	3,212	823	282	27	2	1	
	Education		26	6	120	949	13	92	0	14	
	Theology		21	0	243	24	87	0	1		
	Law		31	0	727	52	152	15	7		
	Medicine		100	6	187	28	44	2			
	Summer school (1923)		55	6	392	670					
	Extension courses		26	1	133	804					
	Military drill				588	0					
Do	College of Physicians and Surgeons	1880	37	0	26	0	7	0			0
Do	Emmanuel College (arts and sciences)	1919	7	17	0	170	0	48			0
	Summer school (1923)		3	3	0	60					
	Correspondence courses		1	0	0	90					
Do	Gordon College of Theology		9	3	171	57	27	12			0
	Arts and sciences		9	3	166	55					
	Graduate				5	2					
	Theology		2	0	87	56	27	12			
Do	Massachusetts College of Pharmacy	1867	15	0	387	40	69	9	6	2	1

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MASSACHUSETTS—continued											
Boston	Northeastern University	1896	151	0	4,714	150	288	2			0
	Preparatory		41	0	1,257	0					
	Chemical engineering		35	0	137	0	19	0			
	Civil engineering				270	0	28	0			
	Electrical engineering				362	0	30	0			
	Mechanical engineering				234	0	28	0			
	Commerce		35	0	662	6	96	1			
	Law		15	0	522	40	89	1			
	Evening polytechnic school		44	0	276	0					
	Automotive school		16	0	994	104					
Do	Bertha Law School	1909	13	3	0	338	0	62			0
Do	St. John's Ecclesiastical Seminary	1884	12	0	156	0					0
Do	Simmons College	1902	35	85	0	1,378	0	226	0	31	0
	Arts and sciences		35	84	0	1,282	0	226	0	31	0
	Graduate				0	96			0	31	
	Summer school (1923)		5	17	7	282					
	Extension courses		0	8	0	81					
Do	Suffolk Law School	1906	28	0	1,737	0	123	0			2
Bradford	Bradford Academy	1803	3	23	0	143					
	Preparatory		0	14	0	75					
	Arts and sciences		3	19	0	68					
Cambridge	Episcopal Theological Seminary	1867	14	1	38	0	11	0			0
Do	Harvard University	1638	862	1	6,646	185	1,096	545	30	14	
	Arts and sciences		265	0	2,931	0	593				
	Graduate				670	0			52	0	
	Special				49	0					
	Unclassified engineering		3	0	34	0					
	Industrial chemistry		3	0	25	0	4	0			
	Civil engineering		10	0	46	0	7	0	2	0	
	Electrical engineering		10	0	67	0	18	0	2	0	
	Electric communication engineering				21	0	2	0	11	0	
	Mechanical engineering		5	0	49	0	8	0			
	Mining engineering and metallurgy		6	0	15	0	1	0	1	0	
	Sanitary and municipal engineering				3	0	1	0	2	0	
	Applied biology		6	0	11	0			5	0	
	Architecture		17	0	49	0			10	0	
	Landscape architecture				44	0			7	0	
	Forestry		1	0	3	0			3	0	
	Business administration		34	0	539	0			109	0	
	Education		28	0	195	182			57	30	
	Theology		19	0	86	0	6	0	2	0	
	Law		18	0	1,007	0	202	0	12	0	
	Medicine		305	0	494	0	122	0	1	0	
	Public health		50	1	26	3	1	0	9	0	
	Dentistry		125	0	191	0	71	0			
	Summer school (1923)		95	0	1,123	1,109					
	Military drill				308	0					
Do	Massachusetts Institute of Technology	1865	329	4	2,906	43	455	2	173	4	0
	General science		109	3	130	16	20	1			
	Graduate				273	7			53	4	
	Special				15	3					
	Architecture		20	1	137	11	12	1	8	0	
	Chemical engineering		35	0	227	1	62	0	49	0	
	Civil engineering		21	0	315	1	63	0	5	0	
	Electrical engineering		36	0	577	1	89	0	35	0	
	General engineering		30	0	115	0	25	0			
	Engineering administration				416	1	73	0			
	Mechanical engineering		53	0	419	0	63	0	8	0	
	Mining engineering and metallurgy		13	0	78	1	19	0	2	0	

¹Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MASSACHUSETTS—con.											
Cambridge	Massachusetts Institute of Technology—Continued.										
	Sanitary engineering				8	0	1	0			
	Geology		5	0	11	0	1	0			
	Naval architecture and marine engineering		7	0	62	0	10	0	12	0	
	Electrochemical engineering				73	1	17	0	1	0	
	Summer school (1923)		104	2	1,413	6					
	Military drill				1,354	0					
Do	New Church Theological School	1896	6	1	13	0					0
	Correspondence courses				15	5					
Do	Radcliffe College	1879	148	0	0	907	0	59	0	60	0
	Arts and sciences		148	0	0	572	0	59	0	60	0
	Graduate				0	242				0	60
	Special				0	93					
Chestnut Hill	Boston College	1864	38	0	973	0	171	0	8	0	1
	Arts and sciences		38	0	939	0	171	0	8	0	1
	Graduate				22	0			8	0	
	Special				34	0					
	Education		8	0	47	0					
Newton Center	Newton Theological Institution	1825	8	1	79	14	17	1			0
Northampton	Smith College (arts and sciences)	1875	62	124	0	2,157	0	423	0	16	1
	Summer school (1923)		4	4	0	69					
Norton	Wheaton College (arts and sciences)	1834	7	24	0	402	0	77			0
South Hadley	Mount Holyoke College	1837	11	102	0	958	0	189	0	2	1
	Arts and sciences		11	102	0	938	0	189	0	2	1
	Graduate				0	16				0	2
	Special				0	4					
South Lancaster	Atlantic Union College ¹	1882	11	11	100	97	2	2			
	Preparatory		3	5	60	76					
	Arts and sciences		8	5	25	15					
	Special				5	19					
	Theology		6	3	15	6	2	2			
	Summer school (1923)		7	5	14	36					
Tufts College	Tufts College	1854	370	14	1,830	264	366	44	7	1	10
	Arts and sciences		103	9	741	235	47	35			
	Graduate				12	1				6	1
	General engineering		40	0	4	0					
	Chemical engineering				47	0	12	0			
	Civil engineering				85	0	17	0			
	Electrical engineering				89	0	21	0			
	Mechanical engineering				90	0	14	0	1	0	
	Theology		15	0	23	1	2	0			
	Medicine		146	5	474	25	129	7			
	Dentistry		140	5	265	2	124	2			
Wellesley	Wellesley College	1875	27	132	0	1,630	0	359	0	12	0
	Arts and sciences		27	132	0	1,555	0	359	0	12	0
	Graduate				0	40				0	12
	Special				0	35					
Williamstown	Williams College	1793	64	0	693	1	110	0	2	0	1
	Arts and sciences		64	0	690	0	110	0			
	Graduate				3	1			2	0	
Worcester	Clark University	1880	33	1	264	33	33	0	31	10	1
	Arts and sciences		33	1	184	0	33	0			
	Graduate				61	9			31	10	
	Special				19	24					
	Summer school (1923)		11	2	46	80					
Do	College of the Holy Cross (Arts and sciences)	1843	60	0	940	0	146	0	2	0	1

¹ Junior college.² Engineering faculty.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MASSACHUSETTS—contd.											
Worcester	Worcester Polytechnic Institute	1863	64	0	521	0	75	0	4	0	b
	Graduate				11	0			4	0	0
	Unclassified engineering		64	0	189	0					
	Chemical engineering		9	0	31	0	12	0			
	Civil engineering		4	0	54	0	8	0			
	Electrical engineering		8	0	157	0	35	0			
	Mechanical engineering		17	0	79	0	20	0			
MICHIGAN											
Adrian	Adrian College	1859	10	9	104	113	5	3			3
	Arts and sciences		9	8	82	54	5	3			
	Special		1	1	25	70					
Albion	Albion College	1861	25	16	434	203	59	35			1
	Arts and sciences		23	12	412	252	58	35			
	Special				0	3					
	Music		2	4	28	50	1	0			
Alma	Alma College	1887	15	8	178	131	12	11			1
	Arts and sciences		15	8	172	116	12	11			
	Music				6	15					
Berrien Springs	Emmanuel Missionary College	1875	28	20	232	241	19	13			0
	Preparatory		2	4	79	66					
	Arts and sciences		17	9	75	82	15	13			
	Special		1	2	22	23					
	Agriculture		1	0	17	0					
	Commerce		2	0	4	11					
	Education		1	1	2	28					
	Home economics		0	2	0	16					
	Music		1	2	3	13					
	Theology		3	0	30	4	4	0			
	Summer school (1923)		11	12	25	150					
Detroit	Detroit College of Law (Y. M. C. A.)	1891	26	0	591	12	155	12			3
Do.	University of Detroit	1877	169	1	1,914	122	129	8	31	7	0
	Preparatory		19	0	494	0					
	Arts and sciences		15	0	169	0	14	0			
	Graduate				33	9			2	0	
	Special				40	3					
	Chemical engineering		17	0	27	0	2	0			
	Civil engineering				50	0	9	0			
	Electrical engineering				102	0	8	0			
	Mechanical engineering				82	0	10	0			
	Architectural engineering				22	0					
	Aeronautical engineering				9	0					
	Commerce		76	0	562	84	23	4	13	0	
	Journalism				13	3					
	Commercial art		1	1	13	8					
	Foreign trade		9	0	54	2					
	Law		34	0	244	13	63	4	16	7	
Hancock	Suomi College and Theological Seminary	1896	9	2	51	53					0
	Preparatory		6	1	44	50					
	Arts and sciences		3	1	7	3					
	Theology		3	0	6	0					
Hillsdale	Hillsdale College	1856	20	11	185	305	20	24			4
	Arts and sciences		20	11	167	217	20	24			
	Music		2	3	28	88					
Holland	Hope College	1866	22	9	324	271	34	21			3
	Preparatory		11	4	50	51					
	Arts and sciences		17	7	253	170	34	21			
	Music		5	2	21	50					
Do.	Western Theological Seminary	1866	6	0	34	0	7	0			0

^a Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MICHIGAN—CON.											
Kalamazoo	Kalamazoo College (arts and sciences)	1833	19	5	200	172	20	27	1	0	4
	Extension courses		6	1	57	105					
Monroe	St. Mary's College and Academy	1845	0	44	0	339	0	11			0
	Preparatory		0	15	0	236					
	Arts and sciences		0	29	0	103	0	11			
Olivet	Olivet College	1844	13	18	218	313	20	16			3
	Arts and sciences		10	13	167	178	20	16			
	Special		3	5	51	135					
MINNESOTA											
Collegeville	St. John's University	1857	40	0	377	0	9	0			0
	Preparatory		37	0	221	0					
	Arts and sciences		24	0	117	0	9	0			
	Theology		11	0	39	0					
Duluth	College of St. Scholastica	1912	1	14	0	94					0
	Preparatory		0	7	0	64					
	Arts and sciences		1	7	0	30					
Faribault	Seabury Divinity School	1858	7	0	19	0	4	0			1
	Correspondence courses		6	0	20	0					
Minneapolis	Augsburg Seminary	1869	20	5	157	48	11	2			0
	Preparatory		8	3	66	0					
	Arts and sciences		11	2	71	34	5	2			
	Music		2	2	22	19					
	Theology		4	0	20	0	6	0			
Do	Minnesota College of Law	1913	20	0	406	27	49	4			1
Moorhead	Concordia College	1801	16	6	167	152	11	11			0
	Preparatory		0	4	39	46					
	Arts and sciences		16	2	128	106	11	11			
Northfield	Carleton College	1867	44	19	437	414	65	65	1	0	2
	Arts and sciences		41	14	432	374	65	64			
	Graduate				2	2			1	0	
	Music		3	5	3	38	0	1			
Do	St. Olaf College	1874	42	18	484	430	86	80			1
	Arts and sciences		42	11	479	405	86	80			
	Special				1	3					
	Music		5	4	4	22					
St. Joseph	St. Benedict's College	1887	0	15	0	242					
	Preparatory		0	13	0	176					
	Arts and sciences		0	15	0	66					
St. Paul	Bethel Institute		14	9	171	203	9	0			0
	Preparatory		9	8	134	188					
	Theology		5	1	37	17	9	0			
Do	College of St. Catherine	1905	12	40	0	433	0	50			0
	Preparatory		0	10	0	108					
	Arts and sciences		12	24	0	325	0	48			
	Home economics				0	15					
	Fine arts				0	25					
	Music		0	6	0	175	0	2			
Do	College of St. Thomas	1885	53	0	488	0	36	0			1
	Preparatory		25	0	420	0					
	Arts and sciences		28	0	368	0	33	0			
	Commerce		5	0	80	0	3	0			
	Education		4	0	20	0					
	Military drill				430	0					
Do	Concordia College ¹	1883	15	0	221	0					
	Preparatory		10	0	181	0					
	Arts and sciences		5	0	40	0					
Do	Hamline University	1864	30	9	342	238	32	41	1	0	1
	Arts and sciences		30	9	340	237	32	41			
	Graduate				2	1			1	0	
Do	Luther Theological Seminary	1890	9	0	97	0	36	0			1
Do	Macalester College	1885	21	22	287	347	41	66			1
	Arts and sciences		17	15	254	256	41	66			
	Music		4	8	34	156					

¹ Junior college.

TABLE 29.—Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MINNESOTA—continued											
St. Paul	St. Paul College of Law	1900	27	0	311	7	50	1			0
Do	St. Paul Theological Seminary	1894	13	0	186	0	27	0			0
St. Peter	Gustavus Adolphus College	1862	18	6	221	225	21	19			0
	Preparatory		4	5	17	24					
	Arts and sciences		14	1	197	133	21	19			
	Special				0	19					
	Music		3	1	31	92					
Winona	College of St. Teresa	1910	11	37	0	451	0	21			0
	Arts and sciences		8	35	0	343	0	21			
	Education				0	67					
	Music		3	6	0	41					
Do	St. Mary's College ¹	1912	14	0	144	0					
	Preparatory		6	0	66	0					
	Arts and sciences		7	0	66	0					
	General engineering		1	0	12	0					
MISSISSIPPI											
Blue Mountain	Blue Mountain College	1873	6	16	1	230	0	22			0
	Preparatory		0	4	0	72					
	Arts and sciences		6	12	1	148	0	20			
	Music				0	10	0	2			
	Summer school (1923)		4	9	21	106					
Brookhaven	Whitworth College	1859	0	11	4	242	0	28			0
	Preparatory		0	4	0	75					
	Arts and sciences		0	7	4	121	0	28			
	Special				0	46					
Clinton	Hillman College ¹	1853	3	10	0	128					
	Preparatory		1	6	0	31					
	Arts and sciences		2	6	0	83					
	Special		0	4	0	14					
Do	Mississippi College (arts and sciences)	1826	21	0	401	15	65	7	2	0	0
	Summer school (1923)		11	0	152	54					
Grenada	Grenada College	1852	2	6	0	177	0	18			0
	Arts and sciences		2	6	0	150	0	18			
	Special				0	27					
Hattiesburg	Mississippi Woman's College	1912	6	26	0	296	0	34			0
	Arts and sciences		6	26	0	246	0	34			
	Special				0	50					
Holly Springs	Mississippi Synodical College ¹	1883	1	13	0	120					
	Preparatory		0	3	0	58					
	Arts and sciences		1	5	0	62					
	Education		0	1	0	44					
	Home economics		0	1	0	38					
	Fine arts		0	1	0	2					
	Music		0	2	0	44					
Do	Rust College ¹	1872	14	9	87	138	4	2			0
	Preparatory		7	3	56	82					
	Arts and sciences		5	2	20	16	4	2			
	Commerce		1	0	4	31					
	Education		0	1	1	37					
	Home economics		0	2	0	161					
	Music		3	2	19	80					
Jackson	Bellhaven College	1893	6	19	0	242	0	12			0
	Preparatory		0	3	0	19					
	Arts and sciences		3	9	0	139	0	12			
	Special		3	7	0	84					
Do	Millsaps College	1892	15	1	271	160	30	14	4	0	0
	Arts and sciences		15	1	267	160	30	14			
	Graduate				4	0			4	0	
Tougaloo	Tougaloo College ¹	1869	4	12	64	128					0
	Preparatory		4	12	53	112					
	Arts and sciences		4	12	11	16					

¹ Junior college.

¹ Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI											
Albany	Palmer College ¹	1865	9	9	58	172					
	Preparatory		2	2	10	17					
	Arts and sciences		5	5	38	56					
	Music		2	2	22	104					
Bollivar	Southwest Baptist College ¹	1878	8	6	127	90					
	Preparatory		5	4	80	41					
	Arts and sciences		3	2	44	42					
	Special				3	7					
Camden Point	Missouri Christian College ¹	1848	1	9	0	58					
	Preparatory		1	5	0	26					
	Arts and sciences		1	6	0	32					
Cameron	Missouri Wesleyan College	1883	12	13	138	226	9	13	1	0	1
	Preparatory		2	2	12	31					
	Arts and sciences		10	8	120	101	9	13	1	0	
	Special		0	3	6	94					
	Summer school (1923)		5	3	61	102					
Canton	Culver-Stockton College (arts and sciences)	1856	15	6	217	161	13	7			2
Columbia	Christian College ¹	1851	5	22	0	327					
	Preparatory		0	5	0	29					
	Arts and sciences		5	13	0	226					
	Special		3	6	0	72					
Do	Stephens College ¹	1856	7	38	0	488					
	Preparatory		0	10	0	27					
	Arts and sciences		7	37	0	461					
Fayette	Central College (arts and sciences)	1857	18	4	274	48	30	14	1	0	0
	Summer school (1923)		5	2	49	80					
Do	Howard-Payne College ¹	1844	18	15	0	283					
	Arts and sciences		18	4	0	146					
	Fine arts		0	11	0	237					
Fredericktown	Marvin College ¹	1847	4	7	32	95					
	Preparatory		4	3	8	10					
	Arts and sciences		4	3	21	29					
	Fine arts		0	2	0	24					
	Music		0	2	3						
Fulton	Synodical College for Girls ¹	1871	1	10	5	101					
	Preparatory		1	7	0	49					
	Arts and sciences		1	10	0	33					
	Education		1	0	0	23					
	Home economics		0	1	0	24					
	Fine arts		0	2	1	32					
	Music		0	2	4	37					
Do	Westminster College (arts and sciences)	1849	14	0	237	0	16	0			0
Do	William Woods College ¹	1890	0	19	0	222					
	Preparatory		0	2	0	27					
	Arts and sciences		0	9	0	147					
	Special		0	8	0	48					
Kansas City	Kansas City College of Medicine and Surgery	1898	(?)	(?)	17	0	17	0			0
Do	Kansas City College of Osteopathy and Surgery	1916	21	7	81	9	31	6			0
Do	Kansas City College of Pharmacy and Natural Sciences	1885	7	1	110	9	45	1			0
Do	Kansas City School of Law	1896	46	0	717	61	69	13			0
Do	Kansas City University of Physicians and Surgeons	1904	15	2	51	3	20	1			0
Do	Kansas City-Western Dental College	1890	50	0	415	0	86	0			0
Do	Rockhurst College	1914	20	0	320	0	2	0			0
	Preparatory		13	0	274	0					
	Arts and sciences		10	0	46	0	2	0			

¹ Junior college.¹ Faculty not reported.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI—CON.											
Kansas City	St. Teresa College ¹		4	17	0	202					
	Preparatory		2	15	0	165					
	Arts and sciences		2	15	0	70					
	Fine arts		0	2	0	27					
	Music		0	4	0	102					
	Summer school (1923)		2	6	0	45					
Kirksville	Andrew T. Still College of Osteopathy and Surgery	1892	30	1	264	84	32	17			0
	Arts and sciences		8	0	42	20	14	5			
	Osteopathy		22	1	223	66	18	12			
	Summer school (1923)		2	0	16	8					
La Grange	La Grange College ¹	1858	7	6	73	82					
	Preparatory		6	2	35	38					
	Arts and sciences		7	4	32	32					
	Special		0	2	6	12					
	Summer school (1923)		7	3	42	130					
Lexington	Central College for Women ¹	1869	2	13	0	93					
	Preparatory		1	13	0	16					
	Arts and sciences		1	13	0	62					
	Special		1	10	0	15					
Liberty	William Jewell College	1849	19	0	368	76	27	12			0
	Preparatory		4	0	24	0					
	Arts and sciences		15	0	344	76	27	12			
Marble Hill	Will Mayfield College ¹	1878	5	5	101	76					
	Preparatory		5	5	85	55					
	Arts and sciences		5	5	16	21					
Marshall	Missouri Valley College (arts and sciences)	1889	10	2	121	183	12	21			0
	Summer school (1923)		6	1	23	85					
Mexico	Hardin College ¹	1873	6	21	0	280					
	Preparatory		1	5	0	45					
	Arts and sciences		4	6	0	146					
	Special		1	10	0	89					
Nevada	Cotley College ¹	1884	0	18	0	234					
	Preparatory		0	4	0	58					
	Arts and sciences		0	7	0	86					
	Special		0	7	0	90					
Parkville	Park College	1875	15	11	234	221	24	39			0
	Preparatory		0	4	60	38					
	Arts and sciences		15	7	174	183	24	39			
St. Charles	Lindenwood College	1831	7	33	0	410	0	28			0
	Preparatory		0	3	0	22					
	Arts and sciences		7	30	0	354	0	26			
	Music				0	38	0	2			
St. Louis	City College of Law and Finance	1908	50	0	393	20	24	3	12	2	0
	Preparatory		12	0	65	5					
	Commerce		12	0	162	6					
	Law		26	0	166	9	24	3	12	2	
Do	College of the Sacred Heart	1826	2	18	0	107					0
	Preparatory		0	10	0	65					
	Arts and sciences		2	8	0	42					
Do	Concordia Theological Seminary	1839	13	0	375	0	8	0	7	0	0
Do	Eden Theological Seminary	1850	7	0	70	0					0
Do	St. Louis College of Pharmacy	1863	10	0	233	12	53	3			0
Do	St. Louis College of Physicians and Surgeons	1879	23	0	91	3	28	1			0
Do	St. Louis University	1818	277	0	2,536	149	399	4	37	10	0
	Arts and sciences		42	0	669	0	121	0			
	Graduate		13	0	50	0			37	10	
	Commerce		38	0	602	21	26	2			
	Theology		9	0	139	0	22	0			
	Law		30	0	340	18	85	2			
	Medicine		139	0	466	80	78	0			
	Dentistry		19	0	350	0	67	0			
	Summer school (1923)		9	0	8	290					

¹ Junior college.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
MISSOURI—(con.)											
St. Louis	The Principia (arts and sciences)	1898	7	10	49	77					
Do	Washington University	1857	360	33	2,216	1,125	306	132	34	25	
	Arts and sciences		108	19	631	637	29	111			
	Graduate		71	0	162	60			30	23	
	Special				273	112					
	Unclassified engineering		79	4	100	0					
	Chemical engineering				49	0	10	0			
	Civil engineering				47	0	4	0			
	Electrical engineering				77	0	9	0	1	0	
	Mechanical engineering				62	0	15	0			
	Architectural engineering				8	0					
	Architecture				42	4	11	1	3	0	
	Commerce		15	0	126	20	75	13			
	Fine arts		10	6	120	264					
	Law		14	0	182	13	49	3			
	Medicine		160	4	278	13	73	4			
	Dentistry		27	0	50	2	31	0			
	Extension courses		76	2	1,417	883					
	Military drill				142	0					
Springfield	Drury College	1873	18	8	216	195	21	23			
	Arts and sciences		18	8	199	183	21	23			
	Special				17	12					
	Education				78	80					
	Home economics				0	101					
	Music		3	3	30	62					
Tarkio	Tarkio College	1883	15	17	87	147	14	13			
	Preparatory		2	6	5	4					
	Arts and sciences		11	6	68	88	14	17			
	Graduate				1	0					
	Special		1	3	7	25					
	Music		1	3	16	69	0	2			
Warrenton	Central Wesleyan College	1894	20	10	190	188	13	9			1
	Preparatory		4	6	54	87					
	Arts and sciences		12	4	75	80	13	9			
	Special				24	1					
	Theology		5	0	38	20					
Webster Groves	Webster College	1916	6	27	0	213	0	6			0
	Preparatory		0	8	0	125					
	Arts and sciences		6	19	0	88	0	5			
	Music		0	4	0	70	0	1			
MONTANA											
Helena	Intermountain Union College	1889	10	9	101	115	6	11			0
	Preparatory		2	3	31	27					
	Arts and sciences		8	7	66	80	6	9			
	Music		2	1	8	29	0	2			
Do	Mount St. Charles College	1910	20	0	158	0	2	0			0
	Preparatory		9	0	100	0					
	Arts and sciences		11	0	58	0	2	0			
NEBRASKA											
Bethany	Cotner College	1890	13	15	120	243	12	12			0
	Preparatory				6	3					
	Arts and sciences		9	6	76	158	12	12			
	Special		4	9	45	142					
	Correspondence courses				18	57					
Blair	Dana College and Trinity Seminary	1884	12	7	93	76					0
	Preparatory		5	1	37	36					
	Arts and sciences		7	6	46	40					
	Theology		3	0	12	0					
Central City	Nebraska Central College	1899	7	5	81	66	1	5			0
	Preparatory		3	2	41	43					
	Arts and sciences		4	4	30	23	1	5			
	Special		1	1	10	3					

1 Junior college.

1 Engineering faculty.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEBRASKA—con											
College View	Union College	1891	19	7	169	179	19	13			0
	Preparatory		6	1	26	47					
	Arts and sciences		13	6	143	132	19	13			
Crete	Doane College	1872	13	9	107	126	8	10	1	0	0
	Arts and sciences		11	6	92	82	8	10	1	0	
	Special				15	37					
Fremont	Midland College	1887	19	8	148	217	20	13			3
	Preparatory		0	1	5	5					
	Arts and sciences		11	3	67	79	17	13			
	Special				1	4					
	Commerce		2	1	36	40					
	Fine arts		0	1	4	14					
	Music		2	2	25	75					
Grand Island	Theology		4	0	10	0	3	0			
	Summer school (1923)				15	143					
	Grand Island College	1892	9	8	101	66	8	7			0
	Preparatory		1	3	8	10					
	Arts and sciences		8	5	92	54	8	7			
Hastings	Special				1	2					
	Summer school (1923)		6	1	6	48					
	Extension courses		4	1	18	55					
Hastings	Hastings College	1882	16	13	225	363	14	20			0
	Preparatory		0	2	31	23					
	Arts and sciences		14	7	165	287	14	20			
Omaha	Music		2	4	29	83					
	Creighton University	1878	178	0	1,657	12	158	45	2	17	2
	Preparatory		38	0	401	0					
	Arts and sciences		35	0	488	0	44	41	2	17	
	Commerce		6	0	45	4					
	Law		14	0	230	4	24	2			
	Medicine		47	0	160	3	38	0			
	Dentistry		24	0	209	0	20	0			
	Pharmacy		14	0	125	5	32	2			
	Summer school (1923)		26	4	80	480					
	Extension courses		9	1	60	149					
Do	Military drill				332	0					
	Duchesne College	1915	4	14	0	115	0	6			0
	Preparatory		3	7	0	59					
	Arts and sciences		2	10	0	60	0	6			
	Education		0	2	0	30					
	Home economics		0	2	0	55					
	Music		2	2	0	40					
Do	Extension courses		0	4	0	30					
	Presbyterian Theological Seminary	1891	8	0	27	1	5	0			
Do	University of Omaha	1909	37	16	176	463	14	13	2	0	0
	Arts and sciences		14	13	66	213	7	13			
	Special		3	3	42	247					
	Law		20	0	68	3	7	0	2	0	
	Summer school (1923)		8	11	36	233					
University Place	Nebraska Wesleyan University	1887	35	26	362	473	25	47			3
	Preparatory		2	2	21	13					
	Arts and sciences		32	16	306	370	25	46			
	Education				82	377					
	Music		3	6	61	160	0	1			
	Expression		0	2	5	49					
	Summer school (1923)		10	8	76	334					
York	York College	1890	10	10	149	286	9	6			2
	Preparatory		6	3	24	28					
	Arts and sciences		8	3	41	54	9	6			
	Commerce		2	2	45	36					
	Fine arts		0	1	1	24					
	Music		1	3	38	144					
	Summer school (1923)		6	3	19	112					

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEBRASKA—con.											
York	St. Ursula's Junior College	1890	1	4	0	57					
	Preparatory		1	4	0	36					
	Arts and sciences		1	4	0	21					
NEW HAMPSHIRE											
Hanover	Dartmouth College	1769	180	0	2,175	0	385	0	8	0	10
	Arts and sciences		155	0	2,032	0	349	0	8	0	
	Civil engineering		4	0	12	0	8	0			
	Commerce		11	0	89	0	28	0			
	Medicine		10	0	42	0					
Manchester	St. Anselm's College	1893	28	0	250	0	8	0			0
	Preparatory		12	0	140	0					
	Arts and sciences		16	0	110	0	8	0			
NEW JERSEY											
Bloomfield	Bloomfield Theological Seminary	1863	15	0	74	0	1	0			0
	Preparatory				40	0					
	Arts and sciences				3	0	1	0			
	Special				14	0					
	Theology				17	0					
Convent Station	College of St. Elizabeth (arts and sciences)	1899	4	32	0	248	0	38			0
Hoboken	Stevens Institute of Technology (mechanical engineering)	1871	55	0	529	0	108	0			0
Kenilworth	Upsala College	1893	14	1	79	32	5	2			0
	Preparatory		3	0	30	8					
	Arts and sciences		8	0	34	14	5	2			
	Special		3	1	15	10					
Madison	Drew Theological Seminary	1867	33	5	194	56	26	0	8	2	0
	Summer school (1923)		15	0	167	0					
Newark	New Jersey Law School	1908	12	0	851	56	97	8			0
New Brunswick	Rutgers University	1766	125	17	895	419	133	57	25	2	13
	Preparatory		8	0	107	0					
	Arts and sciences		83	12	441	333	83	2			
	Graduate				43	0			22	2	
	Special				9	0					
	Agriculture		22	0	90	0	17	0			
	Civil Engineering		4	0	34	0	7	0	2	0	
	Electrical engineering		2	0	40	0	6	0			
	Mechanical engineering		3	0	32	0	12	0	1	0	
	Unclassified engineering				75	0					
	Ceramics		3	0	20	0	8	0			
	Home economics		0	5	0	86	0	15			
	Summer school (1923)		41	15	244	595					
	Short winter courses				108	8					
	Extension courses				42	380					
	Military drill				474	0					
Do.	Theological Seminary of the Reformed Church in America	1784	8	0	26	0	0	0			0
	Extension courses				17	0					
Plainfield	Mount St. Mary's College (arts and sciences)	1908	8	12	0	108	0	13			0
	Summer school (1923)		3	11	0	140					
Princeton	Princeton Theological Seminary	1812	17	0	215	0	40	0	29	0	0
Do.	Princeton University	1746	242	0	2,448	0	435	0	109	0	8
	Arts and sciences		242	0	2,127	0	418	0	109	0	
	Graduate				217	0					
	General engineering				104	0	17	0			
	Military drill				365	0					
South Orange	Seton Hall College	1856	26	0	449	0	18	0	8	0	1
	Preparatory		18	0	288	0					
	Arts and sciences		11	0	119	0	18	0	8	0	
	Theology		5	0	42	0					

* Conferred by Rutgers University.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW JERSEY—continued											
Zarephath	Alma College	1912	4	7	22	46	1	1			1
	Preparatory		1	6	18	32					
	Arts and sciences		4	3	4	14	1	1			
NEW YORK											
Alfred	Alfred University	1836	38	14	301	274	30	30			3
	Arts and sciences		18	7	106	120	16	30			
	Special		1	1	32	40					
	Ceramic engineering		4	2	76	37	13	0			
	Agriculture (secondary)		14	4	66	68					
	Theology		2	0	19	9	1	0			
	Summer school (1923)		14	8	41	123					
	Extension courses		1	0	14	3					
Anneandale	St. Stephen's College (arts and sciences)	1860	16	1	116	0	14	0			2
Auburn	Auburn Theological Seminary	1819	11	0	52	0	12	0	1	0	0
	Summer school (1923)		19	7	77	114					
Aurora	Wells College	1868	11	26	0	236	0	65			0
	Arts and sciences		10	22	0	235	0	64			
	Special				0	1					
	Music		1	4	0	35	0	2			
Brooklyn	Adelphi College	1896	20	25	119	613	0	91	0	1	0
	Preparatory		8	12	119	186					
	Arts and sciences		12	13	0	425	0	91			
	Graduate				0	2			0	1	
	Summer school (1923)		6	1	0	97					
	Extension courses		6	1	0	90					
Do.	Brooklyn College of Pharmacy	1891	18	0	475	28	194	9			0
Do.	Long Island College Hospital (medicine)	1859	146	1	350	7	41	2			0
Do.	Polytechnic Institute of Brooklyn	1854	40	0	1,450	0	98	0			0
	Unclassified engineering		9	0	328	0					
	Chemical engineering		9	0	144	0	35	0			
	Civil engineering		6	0	289	0	11	0			
	Electrical engineering		6	0	370	0	16	0			
	Mechanical engineering		10	0	325	0	36	0			
Do.	St. Francis College (arts and sciences)	1859	17	0	91	0	19	0			4
Do.	St. John's College	1870	24	0	274	0	16	18			2
	Arts and sciences		15	0	184	0	16	18			
	Special				5	0					
	Theology		9	0	85	0					
	Extension courses				31	217					
Do.	St. Joseph's College for Women (arts and sciences)	1916	5	17	0	155	0	16			0
Buffalo	Cantius College	1870	47	0	409	183	29	23	2	22	4
	Arts and sciences		47	0	313	60	29	23			
	Graduate				7	28			2	22	
	Special				69	95					
	Summer school (1923)		26	0	71	230					
Do.	De Lancey Divinity School	1856	7	0	9	0					0
Do.	D'Youville College (arts and sciences)	1908	11	18	0	175	0	23	0	3	0
Do.	Martin Luther Theological Seminary	1854	4	0	20	0	4	0			0
Do.	University of Buffalo	1846	313	8	1,778	922	200	86	2	5	0
	Arts and sciences		34	5	231	192	40	65			
	Graduate				17	11			2	5	
	Special				69	199					
	Evening session		57	3	587	484					
	Law		22	0	228	21	41	6			
	Medicine		142	3	225	19	54	7			
	Dentistry		54	1	182	1	53	1			

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK—CON.											
Buffalo	University of Buffalo—Con.										
	Pharmacy		10	1	239	16	102	7			
	Summer school		16	0	71	127					
	Military drill				69	0					
Canton	St. Lawrence University	1858	61	8	1,884	423	290	69	21	2	
	Arts and sciences		22	3	295	209	41	42			
	Agriculture		9	0	51	0					
	Home economics		0	5	0	56					
	Theology		4	0	17	1	4	0			
	Law		26	0	1,533	162	245	27	21	2	
	Summer school (1923)		4	0	17	8					
	Extension courses		1	0	15	8					
Clinton	Hamilton College (arts and sciences)	1812	32	0	350	0	65	0	1	0	5
Elmira	Elmira College (arts and sciences)	1853	9	33	0	502	0	95	0	1	0
Fsopus	Mount St. Alphonsus Theological Seminary	1867	13	0	145	0					0
Geneva	Hobart College (arts and sciences)	1822	27	4	209	132	17	17			5
Hamilton	Colgate University	1819	60	0	798	0	140	0	13	0	8
	Arts and sciences		54	0	726	0	127	0			
	Graduate				11	0			13	0	
	Theology		6	0	61	0	13	0			
Hartwick Seminary	Hartwick Seminary	1797	5	2	42	31					2
	Preparatory		3	2	40	31					
	Theology		2	0	2	0					
Houghton	Houghton College	1883	8	11	128	147					0
	Preparatory		1	7	56	75					
	Arts and sciences		7	4	52	49					
	Special				20	23					
Ithaca	Cornell University	1868	676	52	4,305	1,283	703	234	160	33	0
	Arts and sciences		284	12	1,274	645	209	139			
	Graduate				446	96			130	33	
	Special				46	37					
	Civil engineering		28	0	348	2	61	1	5	0	
	Electrical engineering		22	0	353	1	46	1	1	0	
	Mechanical engineering		58	0	651	0	156	0	5	0	
	Agriculture		152	8	743	139	134	78	15	0	
	Architecture		15	0	155	26	14	3	4	0	
	Home economics		1	24	0	339					
	Law		7	0	107	6	22	0			
	Medicine		158	10	229	45	46	12			
	Veterinary medicine		22	0	85	2	15	0			
	Summer school (1923)		165	14	1,060	1,169					
	Short winter courses				224	16					
	Military drill				2,086	0					
Keuka Park	Keuka College (arts and sciences)	1890	6	12	0	109					0
New Rochelle	College of New Rochelle	1904	26	20	0	504	0	102			0
	Arts and sciences		26	20	0	413	0	100			
	Special				0	1					
	Commerce				0	80					
	Music				0	10		2			
	Summer school (1923)		4	7	0	69					
New York	Barnard College (arts and sciences)	1889	31	43	0	946	0	177			0
Do.	Biblical Seminary in New York	1901	12	7	158	82					0
	Religious education		4	7	20	50					
	Theology		8	0	42	0					
	Special				96	32					
	Summer school (1923)					(98)					
	Extension courses					(1,207)					
	Correspondence courses					(41)					
Do.	College of Mount St. Vincent (arts and sciences)	1847	16	18	0	278	0	51	0	1	0

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK—CON.											
New York	College of the Sacred Heart	1847	0	36	0	189	0	26			0
	Preparatory		0	12	0	65					
	Arts and sciences		0	24	0	124	0	20			
Do.	Columbia University	1754	957	144	7,023	5,221	1,030	531	760	837	8
	Arts and sciences		314	9	2,106	7	407	3			
	Graduate				982	921			757	837	
	Special				100	81					
	Chemical engineering		190	0	43	0	17	0			
	Civil engineering				23	0	7	0			
	Electrical engineering				62	0	7	0			
	Industrial engineering				11	0					
	Mechanical engineering				47	0	8	0			
	Metallurgical engineering				11	0	1	0			
	Mining engineering				31	0	4	0			
	Architecture		16	0	70	13	9	2			
	Business		33	1	288	53	83	13			
	Journalism		10	1	95	77	26	17			
	Education (including practical arts)		103	122	834	3,939	34	476			
	Law		22	0	693	0	175	0	3	0	
	Medicine		298	8	340	46	77	11			
	Dentistry		45	1	509	33	165	8			
	Pharmacy		26	2	778	49	10	1			
	Summer school (1923)		393	194	4,122	8,533					
	Extension courses		413	59	5,036	4,821					
	Home study course		6	2	547	280					
Do.	Cooper Union	1859	67	5	2,226	474	109	0			13
	Engineering		40	1	2,226	4	109	0			
	Special		27	4	0	470					
Do.	Fordham University	1841	193	7	3,616	914	655	51	16	27	3
	Preparatory		25	0	486	0					
	Arts and sciences		36	0	683	0	94	14			
	Graduate		30	4	94	190			16	27	
	Special		13	1	133	80					
	Commerce		10	0	136	46					
	Education		38	2	178	455					
	Law		25	0	1,349	113	334	23			
	Pharmacy		16	0	555	30	227	14			
	Summer school (1923)		67	5	113	847					
	Extension courses				178	457					
Do.	General Theological Seminary of the Protestant Episcopal Church	1817	16	0	124	0	3	0	1	0	3
Do.	Jewish Theological Seminary of America	1886	10	0	108	1	7	0			0
	Theology		10	0	72	0	7	0			
	Special				8	1					
	Graduate				28	0					
Do.	Manhattan College (arts and sciences)	1853	18	0	372	0	24	0			3
	Summer school (1923)		4	0	52	0					
Do.	New York College of Dentistry	1866	61	0	630	0	260	0			
Do.	New York Homeopathic Medical College and Flower Hospital	1800	68	1	169	10	27	2			0
Do.	New York Law School	1891	10	0	983	0	158	0			0
Do.	New York University	1832	757	24	11,504	2,783	1,032	146	106	24	8
	Arts and sciences		358	2	2,025	755	103	34			
	Graduate				154	98			50	18	
	Chemical engineering		180	0	42	0	5	0	3	0	
	Civil engineering				86	0	15	0	2	0	
	Mechanical engineering				167	0	22	0	3	0	
	Industrial engineering				66	0	13	0			
	Commerce		263	5	5,397	903	512	47	37	0	
	Education		27	5	232	640	10	18			

¹Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK—CON.											
New York	New York University—Con.										
	Law		29	3	1,451	266	257	41	7	2	
	Medicine		191	6	573	27	95	6	1	1	
	School of retailing		27	3	564	209			3	3	
	Evening engineering				147	0					
	Summer school (1923)		127	31	1,391	749					
	Extension courses		62	20	1,483	1,682					
	Military drill				498	0					
Do	Union Theological Seminary	1836	33	0	220	169	33	0	11	1	0
Niagara University	Niagara University	1856	27	0	236	0	22	0	5	0	4
	Arts and sciences		20	0	195	0	22	0	5	0	
	Theology		7	0	41	0					
North Chili	A.M. Chesbrough Seminary	1855	6	8	46	64					
	Preparatory		3	5	30	40					
	Arts and sciences		3	3	16	24					
Potsdam	Clarkson College of Technology	1896	18	0	251	0	48	0	2	0	0
	Unclassified engineering		9	0	105	0					
	Chemical engineering		3	0	13	0	8	0			
	Civil engineering		2	0	44	0	10	0			
	Electrical engineering		2	0	48	0	17	0			
	Mechanical engineering		2	0	41	0	13	0	2	0	
Poughkeepsie	Vassar College (arts and sciences)	1845	19	136	0	1,146	0	255	0	5	0
Rochester	St. Bernard's Seminary (theology)	1893	14	0	172	0	24	0			0
Do	Rochester Theological Seminary	1850	9	0	88	3	31	0	3	0	0
Do	University of Rochester	1850	86	17	457	557	73	81	2	5	6
	Arts and sciences		64	10	401	385	73	81			
	Graduate				10	10			2	5	
	Special				8	11					
	Music		22	7	38	151					
	Summer school (1923)		29	4	102	230					
	Extension courses		42	3	358	795					
St. Bonaventure	St. Bonaventure's College	1859	28	0	455	0	33	0	14	0	2
	Preparatory		27	0	109	0					
	Arts and sciences		27	0	155	0	33	0	14	0	
	Theology		11	0	191	0					
	Summer school (1923)		9	0	13	40					
	Extension courses		6	0	6	18					
Saratoga Springs	Skidmore College (arts and sciences)	1911	12	32	0	419	0	44			0
	Extension courses				0	10					
Schenectady	Union University	1795	159	0	1,364	47	292	14	8	1	13
	Arts and sciences		34	0	377	0	67	0			
	Graduate		6	0	39	0			1	0	
	Chemical engineering		44	0	30	0	4	0			
	Civil engineering				119	0	20	0			
	Electrical engineering				163	0	20	0	5	0	
	Law		17	0	328	24	64	4			
	Medicine		69	0	86	3	16	2			
	Pharmacy		10	0	224	20	101	8	2	1	
	Extension courses		10	0	160	18					
Syracuse	Syracuse University	1871	416	62	2,772	2,129	485	348	24	24	23
	Arts and sciences		183	20	677	698	155	236			
	Graduate				148	85			22	24	
	Engineering		30	0	331	0	62	0	2	0	
	Agriculture		23	0	86	1	19	2			
	Commerce		77	10	911	235	136	3			
	Education		9	14	40	124	20	24			
	Home economics		0	13	0	280	0	51			
	Fine arts		27	13	229	535	9	22			
	Dramatic art		4	2	12	105					
	Library science		3	3	1	48	0	4			
	Law		18	0	169	6	44	0			
	Medicine		125	1	168	12	36	2			

1 Junior college.

2 Engineering faculty.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK COL.											
Syracuse	Syracuse University—Con. Summer school (1923) Extension courses Military drill				474 672 430	429 441 0					
Tarrytown	Marymount College Preparatory	1918	10	23	0	206	0	11			0
Troy	Rensselaer Polytechnic Institute General science Graduate Special Chemical engineering Civil engineering Electrical engineering Mechanical engineering Summer school (1923)	1824	96	1	1,147	0	162	0	2	0	0
Do	Russell Sage College (arts and sciences)	1917	24	0	348	0	0	55			0
NORTH CAROLINA											
Asheville	College of St. Genevieve of the Pines Preparatory Arts and sciences Graduate Special Education Home economics Fine arts Music	1909	7	40	0	268					0
Belmont	Belmont Abbey College (arts and sciences)	1878	7	0	20	0					0
Charlotte	Johnson C. Smith University Preparatory Arts and sciences Theology	1868	19	0	250	0	20	0			3
Do	Queens College (arts and sciences)	1867	3	0	9	0	4	0			0
Davidson	Davidson College Arts and sciences Graduate Special Military drill	1837	30	0	566	9	73	0	4	0	5
Durham	Trinity College Arts and sciences Graduate Special Law Summer school (1923)	1859	61	2	741	317	73	44	13	3	0
Elon College	Elon College Arts and sciences Commerce Education Home economics Fine arts Music Theology	1890	56	2	687	277	73	44			
Greensboro	Greensboro College Arts and sciences Special Home economics Fine arts Music Extension courses	1846	8	16	0	371	0	58			0

¹Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NORTH CAROLINA—con.											
Guilford College	Guilford College	1837	13	7	116	136	12	10			0
	Preparatory				23	11					
	Arts and sciences		13	7	93	125	12	10			
	Education		1	0	50	76					
	Home economics		0	1	0	40					
	Music		1	2	5	42					
Hickory	Lenoir-Rhyne College	1891	17	6	153	156	18	18			2
	Arts and sciences		16	2	134	128	18	18			
	Special		1	4	19	28					
	Summer school (1923)		5	5	26	157					
Lenoir	Davenport College ¹	1858	3	15	0	150					
	Preparatory		0	8	0	50					
	Arts and sciences		3	7	0	100					
Louisburg	Louisburg College ¹	1892	2	13	0	286					
	Preparatory		0	2	0	48					
	Arts and sciences		2	6	0	85					
	Education		0	1	0	40					
	Home economics		0	1	0	30					
	Fine arts		0	2	0	22					
	Music		0	5	0	194					
Mars Hill	Mars Hill College ¹	1896	7	5	292	220					
	Preparatory		5	3	171	135					
	Arts and sciences		2	5	50	58					
	Special				65	27					
Mount Pleasant	Collegiate Institute ¹	1876	6	0	173	0					
	Preparatory		3	0	95	0					
	Arts and sciences		3	0	78	0					
	Military drill				140	0					
Raleigh	Meredith College	1899	7	40	0	465	0	40			0
	Arts and sciences		6	30	0	265	0	38			
	Special				0	56					
	Home economics		0	2	0	51					
	Fine arts		0	2	0	14					
	Music		1	9	0	79	0	11			
Do	Peace Institute ¹	1858	1	15	0	161					
	Preparatory		0	9	0	82					
	Arts and sciences		1	7	0	57					
	Special				0	22					
	Home economics				0	10					
	Fine arts				0	5					
	Music				0	45					
Do	St. Mary's School ¹	1842	3	21	0	275					
	Preparatory		0	14	0	200					
	Arts and sciences		3	4	0	50					
	Home economics		0	1	0	26					
	Music		1	4	0	75					
Do	Shaw University ²	1865	15	13	212	231	10	8			1
	Preparatory		5	7	71	131					
	Arts and sciences		9	4	105	57	10	8			
	Education		1	0	20	55					
	Home economics		0	2	0	128					
	Music		0	1	50						
	Theology		4	1	52	1					
Red Springs	Flora Macdonald College	1896	1	24	0	276	0	24			0
	Arts and sciences		1	15	0	216	0	24			
	Music		0	8	0	140					
	Commerce		0	1	0	17					
Rutherford	Rutherford College ¹	1871	15	1	166	29					
	Preparatory		8	1	128	21					
	Arts and sciences		7	0	38	8					
Sallsbury	Livingstone College ¹	1880	13	5	162	141	23	4			0
	Preparatory		3	4	75	117					
	Arts and sciences		5	1	61	25	18	4			
	Theology		5	0	26	1	5	0			
	Summer school (1923)		2	4	25	118					

¹ Junior college.² Colored.

TABLE 29. - Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NORTH CAROLINA—con.											
Wake Forest	Wake Forest College	1834	40	0	674	1	104	0			1
	Arts and sciences		32	0	518	0	85	0			
	Graduate				4	0					
	Law		3	0	102	1	19	0			
	Medicine		5	0	50	0					
	Summer school (1923)		18	0	122	143					
Weaverville	Weaver College ¹	1872	7	8	85	67					
	Preparatory				47	21					
	Arts and sciences		7	8	33	40					
	Special		0	2	18	7					
	Home economics		0	1	0	15					
	Music		1	0	12	25					
Wilson	Atlantic Christian College	1902	6	6	66	77	7	11			0
	Preparatory		0	3	19	12					
	Arts and sciences		6	3	47	65	7	11			
Winston-Salem	Salem College	1772	11	23	0	363	0	26			0
	Preparatory		0	10	0	91					
	Arts and sciences		0	12	0	272	0	26			
	Music		2	10	0	125					
	Summer school (1923)		3	5	45	60					
	Extension courses		4	7	4	125					
NORTH DAKOTA											
Jamestown	Jamestown College	1883	20	11	164	248	11	12			0
	Preparatory		2	3	9	16					
	Arts and sciences		18	8	132	161	11	12			
	Music		3	3	23	71					
	Summer school (1921)		6	5	12	49					
OHIO											
Ada	Ohio Northern University	1871	31	8	712	208	169	24			11
	Preparatory		4	2	32	5					
	Arts and sciences		13	2	123	38	31	20			
	Special				6	1					
	Chemical engineering		10	0	22	0	22	0			
	Civil engineering				84	0	15	0			
	Electrical engineering				72	0	12	0			
	Mechanical engineering				41	0	11	0			
	Commerce		4	2	21	10					
	Education		14	3	42	125					
	Music		2	2	2	18					
	Law		5	0	142	3	25	2			
	Pharmacy		5	0	125	2	53				
	Summer school (1923)		14	3	150	534					
Alliance	Mount Union College	1846	24	8	342	265	30	36			2
	Arts and sciences		24	6	313	220	30	34			
	Special				7	6					
	Music		3	4	31	77	0	2			
	Summer school (1923)		11	2	62	75					
Ashland	Ashland College (arts and sciences)	1876	10	3	152	150	16	8	1	0	1
Berea	Baldwin-Wallace College	1864	43	8	642	253	142	30			1
	Arts and sciences		18	5	181	123	18	13			
	Music		6	3	33	82	0	3			
	Theology		6	0	11	5					
	Law		18	0	417	43	124	14			
Bluffton	Bluffton College	1900	23	6	170	194	12	17			0
	Preparatory		3	1	9	3					
	Arts and sciences		17	4	113	108	12	17			
	Special		3	1	42	69					
	Music		5	3	60	81					
	Summer school (1923)		5	1	26	34					

¹ Junior college.

² Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—continued											
Cedarville	Cedarville College	1894	8	10	63	76	3	7			2
	Preparatory		2	0	4	5					
	Arts and sciences		5	4	50	43	3	7			
	Special Education		1	2	5	37					
	Theology		0	1	1	16					
Cincinnati	Cincinnati College of Dental Surgery	1893	12	0	28	0	13	0			0
Do.	Cincinnati College of Pharmacy	1850	13	0	125	12	32	10			0
Do.	College of the Sacred Heart	1869	5	25	0	92	0	8	0	1	0
	Preparatory		0	9	0	54					
	Arts and sciences		4	14	0	38	0	8	0	1	
	Fine arts		0	1	0	3					
	Music		2	3	0	30					
Do.	Eclectic Medical College	1845	52	0	127	0	27	0			0
Do.	Hebrew Union College	1875	18	1	189	113	12	4			3
	Theology		16	1	87	2	9	0			
	Education		2	0	82	111	3	4			
Do.	Lane Theological Seminary	1832	6	0	41	0	1	0			1
Do.	Mount St. Mary's Seminary of the West (theology)		11	0	182	0					0
Do.	St. Xavier College	1840	85	0	1,087	133	34	24			3
	Preparatory		24	0	620	0					
	Arts and sciences		14	0	188	0	20	22			
	Commerce		22	0	229	125					
	Law		21	0	50	8	14	2			
	Summer school (1923)		12	0	23	350					
	Extension courses		10	0	12	200					
	Correspondence courses				0	15					
Cleveland	Case School of Applied Science	1880	61	0	563	0	97	0	9	0	2
	General science		5	0	14	0	3	0			
	Chemical engineering		7	0	35	0	12	0	1	0	
	Civil engineering		3	0	70	0	11	0			
	Electrical engineering		5	0	84	0	25	0	5	0	
	Mechanical engineering		8	0	116	0	30	0	2	0	
	Mining engineering		4	0	57	0	16	0	1	0	
	Unclassified engineering		29	0	187	0					
	Summer school (1924)		17	0	140	0					
Do.	John Carroll University	1886	33	0	760	0	26	0			0
	Preparatory		18	0	482	0					
	Arts and sciences		15	0	278	0	26	0			
Do.	St. Mary's Seminary (arts and sciences)		8	0	60	0					0
Do.	Western Reserve University	1826	272	68	1,268	959	287	168	5	17	3
	Arts and sciences		56	60	692	812	122	147			
	Graduate				10	9			4	4	
	Applied social sciences		23	7	4	68			0	13	
	Library science				0	42					
	Law		16	0	106	7	49	2			
	Medicine		156	0	184	7	39	3	1	0	
	Dentistry		24	0	147	0	40	0			
	Pharmacy		13	2	126	14	31	6			
	Summer school (1923)		38	20	200	1,042					
	Extension courses		21	2		(812)					
	Military drill				151	0					
Columbus	Capital University	1850	31	7	370	168	44	2			0
	Preparatory		5	0	46	7					
	Arts and sciences		20	2	185	34	24	2			
	Music		5	5	100	145					
	Theology		4	0	61	0	20	0			
	Correspondence courses				13	0					

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24.—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
Ohio—continued											
Dayton	Bonebrake Theological Seminary	1871	10	0	52	25	12	0			0
Do	Central Theological Seminary of the Reformed Church in United States	1848	9	0	36	3	10	0			0
	Extension courses				3	56					
	Correspondence courses				4	0					
Do	University of Dayton	1850	66	0	774	6	33	0	8	0	0
	Preparatory		35	0	546	0					
	Arts and sciences		12	0	52	0	9	0	0	0	
	Chemical engineering		13	0	35	0	8	0			
	Civil engineering		11	0	25	0	3	0	1	0	
	Electrical engineering		12	0	40	0	9	0			
	Mechanical engineering		11	0	28	0	4	0	1	0	
	Commerce		5	0	61	0					
	Education		5	0	26	0					
	Law		5	0	40	6					
	Summer school (1923)		11	0	64	48					
	Extension courses		8	0	12	174					
	Military drill				540	0					
Defiance	Defiance College	1885	15	10	153	166	30	19			0
	Arts and sciences		14	6	143	140	30	19			
	Graduate				3	0					
	Special		1	4	7	26					
	Summer school (1923)		12	6	54	178					
Delaware	Ohio Wesleyan University	1844	80	36	813	984	120	185	4	1	11
	Arts and sciences		70	27	795	903	120	176			
	Graduate				11	10			4	1	
	Special				5	5					
	Fine arts		0	5	0	21					
	Music		10	4	2	45	0	9			
Findlay	Findlay College	1882	15	6	288	282	13	5	2	0	0
	Preparatory		2	1	24	13					
	Arts and sciences		8	2	91	58	12	5	2	0	
	Commerce		1	1	43	69	1	0			
	Education		2	0	2	18					
	Music		3	2	130	132					
	Theology		2	0	12	4					
Gambier	Kenyon College	1824	27	0	264	0	38	0	7	0	14
	Arts and sciences		23	0	250	0	30	0	7	0	
	Theology		5	0	19	0	8	0			
Glendale	Glendale College	1854	0	12	0	47					
	Preparatory		0	0	0	29					
	Arts and sciences		0	6	0	17					
	Special				0	11					
Granville	Denison University	1831	49	17	584	472	60	52	1	1	3
	Preparatory		3	2	104	22					
	Arts and sciences		42	9	480	400	60	52			
	Graduate				2	1			1	1	
	Music		4	6	71	178					
	Military drill				183	0					
Hiram	Hiram College (arts and sciences)	1850	17	11	172	212	30	34			0
Marietta	Marietta College	1800	20	3	196	115	32	28	2	1	1
	Arts and sciences		20	3	192	108	32	28			
	Graduate				3	4			2	1	
	Special				1	3					
	Extension courses		1	1	6	8					
New Concord	Muskingum College	1836	38	35	510	524	39	55			4
	Preparatory		4	7	97	111					
	Arts and sciences		30	24	312	405	39	55			
	Music		4	4	101	408					
	Summer school (1923)		20	40	225	663					

¹ Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—continued											
Oberlin	Oberlin College	1833	82	38	631	1,054	99	179	14	5	8
	Arts and sciences		52	25	524	670	89	151			
	Graduate				15	9			12	5	
	Special				4	18					
	Music			24	13	52	352	4	28	1	0
	Theology			6	0	36	5	6	0	1	0
	Summer school (1923)		18	1	77	118					
Oxford	Oxford College for Women	1890	2	22	0	161	0	20			0
	Arts and sciences		1	15	0	102	0	10			
	Home economics		0	3	0	26	0	6			
	Music		1	4	0	33	0	4			
Do	Western College for Women (arts and sciences)	1855	4	30	0	318	0	46			1
Painesville	Lake Erie College (arts and sciences)	1859	2	25	0	186	0	22			0
Rio Grande	Rio Grande College	1876	9	4	77	94	18	0			2
	Preparatory		4	2	30	14					
	Arts and sciences		5	2	47	53	18	0			
	Summer school (1923)		11	4	192	314					
	Extension courses		2	0	12	13					
	Correspondence courses		3	0	9	2					
Springfield	Wittenberg College	1845	54	11	604	457	70	64	8	6	8
	Preparatory		7	2	47	28					
	Arts and sciences		38	8	454	278	60	63			
	Graduate				1	2			8	6	
	Special				2	64					
	Music				4	1	45	85	1	1	
	Theology				5	0	55	0			
	Summer school (1923)				21	14	126	407			
	Extension courses				14	5	52	156			
Tiffin	Heidelberg University	1850	25	5	232	204	25	20			0
	Arts and sciences		20	4	205	140	25	20			
	Music		5	1	37	105					
Toledo	St. John's University	1898	31	5	100	36	7	4	0	1	0
	Arts and sciences		11	5	68	35	4	4	0	1	
	Law		20	0	32	1	3	0			
	Summer school (1923)		11	0	0	172					
	Extension courses		10	0	0	253					
	Correspondence courses		5	0	0	73					
Westerville	Otterbein College	1847	24	14	278	306	38	44			0
	Preparatory		1	2	21	13					
	Arts and sciences		21	5	257	293	38	42			
	Education				35	132					
	Fine arts		0	2	1	38					
	Music		2	5	34	107	0	2			
Wilberforce	Wilberforce University ¹	1856	17	8	325	319	23	22			9
	Preparatory		4	4	119	123					
	Arts and sciences		10	1	187	115	23	22			
	Commerce		3	2	19	56					
	Home economics		0	1	0	25					
	Summer school (1923)				90	81					
	Extension courses				150	150					
	Military drill				125	0					
Wilmington	Wilmington College (arts and sciences)	1870	14	9	150	115	30	13			2
	Summer school (1923)		21	13	326	614					
Wooster	College of Wooster	1868	42	14	367	471	45	77			8
	Arts and sciences		38	10	362	446	45	77			
	Music		4	4	27	68					
	Summer school (1923)		9	0	25	32					
Yellow Springs	Antioch College	1853	35	10	378	139	10	6			0
	Arts and sciences		32	7	344	129	10	6			
	Special		3	3	32	10					
	Graduate				2	0					

¹ Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OKLAHOMA											
Durant	Oklahoma Presbyterian College for Girls. ¹	1910	3	10	0	203					
	Preparatory		3	6	0	76					
	Arts and sciences		3	6	0	28					
	Fine arts		0	7	0	99					
Enid	Phillips University	1907	35	10	401	712	56	30	11	1	0
	Preparatory		2	2	27	40					
	Arts and sciences		26	3	278	562	36	24			
	Graduate				17	8			11	1	
	Special		5	7	4	12					
	Theology		5	0	108	82	20	6			
	Summer school (1923)		24	10	126	388					
	Extension courses		5	0	6	54					
	Correspondence courses		1	0	4	8					
	Military drill				45	0					
Guthrie	Catholic College of Oklahoma for Women	1892	0	17	0	102	0	3			0
	Preparatory		0	7	0	35					
	Arts and sciences		0	8	0	40	0	3			
	Special		0	2	0	20					
	Education		0	2	0	20					
	Home economics		0	2	0	30					
	Fine arts		0	2	0	20					
	Music		0	2	0	30					
	Summer school (1923)		0	10	0	55					
	Extension courses		0	2	0	30					
Oklahoma City	Oklahoma City University	1881	20	8	283	266	16	31			6
	Arts and sciences		16	7	250	252	15	30			
	Special				33	14					
	Music		4	1	18	56	1	1			
	Summer school (1923)		16	5	34	200					
	Extension courses		11	4	165	400					
Shawnee	Oklahoma Baptist University	1911	17	9	402	432	15	29			0
	Preparatory		3	5	51	35					
	Arts and sciences		13	3	175	198	13	26			
	Education		2	1	90	117	2	1			
	Fine arts		3	4	48	158	0	2			
	Summer school (1923)		11	4	105	140					
	Extension courses				14	50					
	Correspondence courses				27	30					
Tulsa	University of Tulsa	1894	13	12	161	321	3	10			3
	Arts and sciences		10	8	116	136	3	10			
	Special				15	20					
	Fine arts		3	4	30	165					
	Summer school (1923)		8	3	22	92					
	Extension courses		4	1	25	39					
OREGON											
Albany	Albany College	1867	11	5	73	87	4	2			0
	Arts and sciences		10	3	47	24	4	2			
	Music		1	2	29	62					
	Graduate				0	1					
Eugene	Eugene Bible University	1895	13	9	257	227	8	6	1	0	2
	Arts and sciences		7	0	49	42	3	6			
	Graduate		4	0	12	3					
	Fine arts		3	1	80	67					
	Music		3	8	100	151					
	Theology		8	0	114	79	5	0	1	0	
	Correspondence courses		1	0	120	14					
Forest Grove	Pacific University	1854	13	8	105	189	9	20	0	1	0
	Arts and sciences		11	5	73	74	9	17			
	Graduate				12	31			0	1	
	Music		2	3	29	104	0	3			

¹ Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
OREGON—con.											
McMinnville	Linfield College	1857	13	8	116	154	16	21			1
	Preparatory		4	2	13	7					
	Arts and sciences		13	6	102	138	16	21			
	Music		0	2	6	56					
Newberg	Pacific College	1885	9	8	81	107	2	4			0
	Preparatory		1	6	46	43					
	Arts and sciences		7	1	27	38	2	4			
	Special		1	1	14	46					
Portland	Columbia University	1901	18	0	228	0					
	Preparatory		18	0	193	0					
	Arts and sciences		8	0	35	0					
	General engineering				9	0					
Do.	North Pacific College	1893	68	4	559	3	134	1			5
	Dentistry		51	2	521	1	132	1			
	Pharmacy		17	2	38	2	2	0			
Do.	Northwestern College of Law		22	0	105	10	24	2			0
Do.	Reed College (arts and sciences)	1911	22	7	158	166	17	17			0
Do.	St. Mary's College		8	22	0	273					
	Preparatory		6	16	0	238					
	Arts and sciences		2	6	0	35					
	Summer school (1923)		1	6	0	70					
Salem	Kimball School of Theology	1908	4	0	18	2	5	0			0
Do.	Willamette University	1844	29	10	275	330	42	46			0
	Arts and sciences		19	10	228	306	26	43			
	Graduate				4	3					
	Special				10	19					
	Law		11	0	45	3	16	3			
	Summer school (1923)				39	47					
PENNSYLVANIA											
Allentown	Cedar Crest College	1866	5	13	0	193	0	8			0
	Preparatory		0	6	0	65					
	Arts and sciences		5	13	0	128	0	8			
	Commerce		1	2	0	35					
	Home economics		0	2	0	31					
	Music				0	9					
Do.	Muhlenberg College	1867	36	0	488	0	64	7			4
	Preparatory		15	0	171	0					
	Arts and sciences		21	0	317	0	64	7			
	Summer school (1923)		19	3	176	203					
	Extension courses		16	0	291	803					
Annville	Lebanon Valley College	1866	19	5	191	219	32	24	1	2	6
	Arts and sciences		15	3	175	126	32	24			
	Graduate				2	2			1	2	
	Music		4	2	29	109					
	Summer school (1923)		9	2	40	57					
	Extension courses		6	0	47	130					
Beatty	St. Vincent College and Ecclesiastical Seminary	1846	57	0	570	0	5	0	2	0	1
	Preparatory		37	0	339	0					
	Arts and sciences		16	0	117	0	5	0	2	0	
	Theology		12	0	114	0					
Beaver	Beaver College	1853	6	15	45	244	0	4	0	2	0
	Arts and sciences		3	8	0	96	0	2			
	Special		3	7	45	136					
	Music				0	12	0	2	0	2	
	Extension courses		1	2	11	27					
Beaver Falls	Geneva College	1848	14	7	198	257	24	29			3
	Arts and sciences		11	5	180	125	24	29			
	Special		3	2	18	132					
	Summer school (1923)		11	10	26	258					
	Extension courses		11	11	94	360					

† Junior college.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Bethlehem	Lehigh University	1866	112	0	1,120	5	179	0	8	2	0
	Arts and sciences		61	0	183	0	36	0			
	Graduate				38	5			8	2	
	Special				11	0					
	Chemical engineering		15	0	109	0	11	0			
	Civil engineering		5	0	117	0	18	0			
	Electrical engineering		8	0	160	0	22	0			
	Mechanical engineering		6	0	154	0	25	0			
	Mining engineering		3	0	83	0	27	0			
	Metallurgy		4	0	39	0	11	0			
	Marine engineering		2	0	20	0	3	0			
	Commerce		8	0	206	0	25	0			
	Summer school (1923)		15	0	141	41					
	Extension courses				101	74					
	Military drill				619	0					
Do.	Moravian College and Theological Seminary	1807	9	0	90	0	15	0			0
	Arts and sciences		9	0	74	0	11	0			
	Special				3	0					
	Theology		4	0	13	0	4	0			
Do.	Moravian Seminary and College for Women	1742	6	19	0	138	0	8			0
	Preparatory		0	17	0	75					
	Arts and sciences		6	2	0	63	0	8			
Bryn Mawr	Bryn Mawr College	1885	34	41	0	489	0	72	0	19	0
	Arts and sciences		34	41	0	391	0	72			
	Graduate				0	98			0	19	
	Education		1	1	0	22					
	Music		2	0	0	38					
Carlisle	Dickinson College	1783	35	3	619	174	112	42	16	1	6
	Arts and sciences		27	3	359	170	53	40	16	1	
	Law		8	0	200	9	59	2			
Chambersburg	Wilson College	1870	3	35	0	396	0	88			0
	Arts and sciences		3	35	0	380	0	88			
	Music		1	4	0	16					
Chester	Crozer Theological Seminary	1868	11	0	75	0	12	0	1	0	0
	Extension courses		2	0	700	0					
Do.	Pennsylvania Military College	1862	22	0	169	0	10	0			5
	Preparatory		18	0	97	0					
	Arts and sciences		12	0	72	0	7	0			
	Civil engineering				23	0	3	0			
	Military drill				169	0					
Collegeville	Ursinus College (arts and sciences)	1870	18	4	155	127	28	28			6
Easton	Lafayette College	1832	79	0	990	0	169	0	14	0	0
	Arts and sciences		54	0	645	0	122	0			
	Graduate		9	0	37	0			14	0	
	Unclassified engineering		1	40	0	110	0				
	Chemical engineering				27	0	7	0			
	Civil engineering				42	0	10	0			
	Electrical engineering				40	0	9	0			
	Mechanical engineering				54	0	14	0			
	Mining engineering				22	0	7	0			
	Administrative engineering				18	0					
	Summer school (1923)		0	0	14	116					
	Military drill				252	0					
Elizabethtown	Elizabethtown College	1900	15	7	88	196	12	8			0
	Preparatory		3	2	25	36					
	Arts and sciences		12	5	46	46	12	8			

¹ Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Elizabethtown	Elizabethtown College—Con. Special		3	2	17	114					
	Summer school (1923)		8	1	33	57					
	Extension courses		3	1	19	48					
Gettysburg	Gettysburg College	1827	51	0	681	85	75	9	15	0	8
	Preparatory		10	0	134	4					
	Arts and sciences		41	0	372	77	75	9			
	Graduate				47	2			15	0	
	Special				32	2					
	Industrial engineering				10	0					
	Civil engineering				33	0					
	Electrical engineering				35	0					
	Mechanical engineering				18	0					
	Military drill				132	0					
Do	Theological Seminary of the General Synod of Evangelical Lutheran Church in the United States	1826	8	0	41	0					0
Greensburg	Seton Hill College	1883	17	54	0	367	0	25			0
	Preparatory		2	14	0	186					
	Arts and sciences		11	24	0	181	0	23			
	Home economics		1	4	0	33					
	Fine arts		1	2	0	24					
	Music		2	10	0	99	0	2			
Greenville	Thiel College	1870	16	6	143	182	16	17			0
	Arts and sciences		15	3	135	112	16	17			
	Special		1	3	8	70					
	Summer school (1923)		9	5	21	64					
	Extension courses		7	2	15	59					
Grove City	Grove City College	1876	20	6	327	307	46	31	1	1	8
	Arts and sciences		15	3	185	146	30	27			
	Graduate				5	7			1	1	
	Special				28	120					
	Commerce		3	1	109	18	16	4			
	Music		2	2	0	16					
	Summer school (1923)		19	6	76	193					
Haverford	Haverford College	1833	27	0	226	3	48	0	5	1	1
	Arts and sciences		27	0	218	0	48	0			
	Graduate				8	3			5	1	
Huntingdon	Juniata College	1876	22	10	209	244	23	20			3
	Preparatory		4	2	49	57					
	Arts and sciences		14	8	116	130	19	20			
	Special				40	57					
	Theology		2	0	4	0	4	0			
	Summer school (1923)		10	5	87	287					
	Correspondence courses				26	74					
Lancaster	Franklin and Marshall College (arts and sciences)	1836	26	0	531	0	69	0	7	0	5
Do	Theological Seminary of the Reformed Church in the United States	1825	7	0	38	0	15	0			0
Lewisburg	Bucknell University	1846	46	16	674	348	96	72	9	2	10
	Arts and sciences		42	10	663	296	96	72			
	Graduate				2	2			9	2	
	Special		4	6	9	50					
	Summer school (1923)		12	1	61	65					
	Extension courses		8	3	53	102					
Lincoln University	Lincoln University ¹	1867	24	0	268	0	59	0			4
	Arts and sciences		18	0	250	0	53	0			
	Theology		6	0	18	0	6	0			
Loretto	St. Francis College (arts and sciences)	1845	13	0	85	0	8	0	2	0	0

¹ Colored

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Meadville	Allegheny College	1815	29	9	318	242	48	44	3	3	5
	Arts and sciences		29	9	316	240	48	44			
	Graduate				2	2			3	3	
	Summer school (1923)		11	0	36	66					
Do	Meadville Theological Seminary	1844	5	0	25	1	3	0			2
Mechanicsburg	Irving College	1856	4	14	0	125	0	4			0
	Arts and sciences		2	8	0	41	0	3			
	Commerce		0	1	0	21					
	Journalism		0	1	0	6					
	Education		1	2	0	27					
	Home economics		0	2	0	27					
	Music		2	4	0	78					
Myerstown	Albright College	1894	15	7	137	92	20	20			1
	Arts and sciences		13	2	125	90	20	20			
	Special		2	5	12	2					
	Summer school (1923)				18	14					
New Wilmington	Westminster College	1852	15	11	174	166	30	32			5
	Arts and sciences		13	8	173	160	30	32			
	Music		2	3	1	6					
Philadelphia	Drexel Institute	1892	35	23	342	483	33	2			0
	Special		19	3	9	208					
	Engineering		12	0	321	0	33	0			
	Commerce		4	1	10	64					
	Home economics		0	14	0	191	0	2			
	Library science		0	5	2	25					
	Military drill		3	0	252	0					
Do	Dropsie College	1909	5	0	26	3			3	0	0
	Graduate		5	0	17	1			3	0	
	Special				9	2					
	Extension courses		5	0	17	5					
Do	Hahnemann Medical College and Hospital	1848	114	0	210	0	45	0			0
Do	Jefferson Medical College	1825	175	0	593	0	145	0			0
	Military drill				249	0					
Do	La Salle College	1867	26	0	340	0	4	0			0
	Preparatory		12	0	280	0					
	Arts and sciences		14	0	60	0	4	0			
	Summer school (1923)		10	0	75	0					
Do	Lutheran Theological Seminary at Philadelphia	1864	12	0	101	0	6	0			0
Do	Philadelphia College of Osteopathy	1899	37	3	251	52	20	12			0
Do	Philadelphia College of Pharmacy and Science	1821	45	1	445	50	242	20			5
Do	St. Charles Seminary		20	0	280	0					0
	Arts and sciences		20	0	207	0					
	Theology		20	0	73	0					
Do	St. Joseph's College (arts and sciences)	1851	11	0	144	0	8	0			0
Do	Temple University	1884	381	77	5,170	3,661	256	63	12	2	4
	Preparatory		16	5	604	217					
	Arts and sciences		29	3	411	220	29	44			
	Graduate				42	9			12	2	
	Special		119	32	2,360	1,355					
	Commerce				163	6	22	0			
	Education		54	43	270	1,800					
	Theology		12	0	43	9					
	Law		13	0	360	14	52	0			
	Medicine		131	2	176	8	15	0			
	Dentistry		51	0	521	16	62	2			
	Pharmacy		24	0	280	47	70	17			
	Summer school (1923)		52	13	449	406					



TABLE 29.—Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Philadelphia.....	University of Pennsylvania.....	1740	1,126	23	6,527	1,538	1,272	174	178	62	19
	Arts and sciences.....		201	2	1,018	23	129	23			
	Graduate.....		165	0	772	455			162	61	
	Chemical engineering.....		175	0	110	0	28	0			
	Civil engineering.....				101	0	21	0	2	0	
	Electrical engineering.....				141	0	20	0			
	Mechanical engineering.....				131	0	23	0	1	0	
	Hygiene.....		13	2	3	50					
	Commerce.....		191	0	2,505	0	570	0	6	0	
	Education.....		204	2	200	924	28	139			
	Architecture.....				236	0	35	0	5	0	
	Fine arts.....		22	0	9	17	2	1			
	Music.....				7	33	1	2			
	Law.....		19	1	277	8	57	1			
	Medicine.....		218	3	452	22	125	7	2	1	
	Dentistry.....		88	5	533	13	5	1			
	Veterinary medicine.....		21	0	41	0					
	Summer school (1923).....		43	0	1,068	956					
	Extension courses.....		55	0	921	1,123					
	Evening school.....		74	0	1,931	165					
	Military drill.....				606	0					
Do.....	Woman's Medical College of Philadelphia.....	1850	23	44	0	110	0	32			0
Pittsburgh.....	Carnegie Institute of Technology.....	1905	177	38	1,634	1,070	169	94	10	1	0
	General science.....		53	11	29	201	3	8			
	Graduate.....				12	21			10	1	
	Special.....				403	391					
	Unclassified engineering.....				302	0					
	Chemical engineering.....		8	0	33	0	7	0			
	Civil engineering.....		6	0	54	0	9	0			
	Electrical engineering.....		5	0	110	0	21	0			
	Mechanical engineering.....		7	0	81	0	24	0			
	Mining engineering.....		3	0	14	0	4	0			
	Metallurgical engineering.....		4	0	21	0	8	0			
	Commercial engineering.....		3	0	93	0	19	0			
	Architecture.....		9	0	139	2	18	1			
	Library work.....				0	6	0	5			
	Social work.....		0	5	0	27	0	8			
	Costume economics.....		0	5	0	50	0	14			
	Secretarial studies.....		2	4	0	86	0	20			
	Home economics.....		0	6	0	08	0	8			
	Fine arts.....		19	3	110	143	0	17			
	Music.....		16	4	18	75	7	13			
	Building construction.....		17	0	90	0	27	0			
	Machinery production.....		19	0	87	0	17	0			
	Printing.....		6	0	31	0	3	0			
	Industrial education.....				7	0					
	Summer school (1923).....				358	183					
	Night courses.....				2,306	119					
	Military drill.....				310	0					
Do.....	Duquesne University of the Holy Ghost.....	1878	96	1	2,353	426	107	22	3	2	5
	Preparatory.....		36	0	752	0					
	Arts and sciences.....		10	0	108	0	50	21	3	2	
	Special.....		11	0	254	0					
	Commerce.....		37	1	1,036	273	22	0			
	Music.....		2	0	40	0					
	Education.....		3	0	0	150					
	Law.....		14	0	163	3	26	1			
	Summer school (1923).....		26	0	300	393					
	Extension courses.....		10	5	13	339					

* Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Pittsburgh	Pennsylvania College for Women.	1870	5	31	0	236	0	39	0	3	0
	Arts and sciences		5	31	0	229	0	39			
	Graduate				0	4			0	3	
	Special				0	10					
	Education		2	0	0	45					
	Music		0	5	0	47					
Do.	Pittsburgh Theological Seminary.	1825	8	0	55	1	19	0			0
Do.	Reformed Presbyterian Theological Seminary.	1850	3	0	9	0					0
Do.	University of Pittsburgh.	1786	422	28	4,985	1,757	618	149	28	23	9
	Arts and sciences		88	14	1,537	662	97	131			
	Graduate				334	180			28	28	
	Special		25	4	1,488	580					
	Chemical engineering		2	0	28	0	8	0			
	Civil Engineering		6	0	27	0	5	0			
	Electrical engineering		4	0	44	0	18	0			
	Mechanical engineering		5	0	34	0	15	0			
	Mining engineering		5	0	78	0	34	0			
	Industrial engineering		2	0	17	0	4	0			
	Commerce		14	0	299	194	99	0			
	Education		35	7	302	1,178					
	Law		11	0	188	12	48	3			
	Medicine		141	2	194	22	32	4			
	Dentistry		92	0	883	10	138	2			
	Pharmacy		21	1	351	27	120	9			
	Summer school (1923)		97	24	837	433					
	Extension courses		30	3	388	2,524					
	Military drill				495	0					
Do.	Western Theological Seminary.	1827	10	0	69	1	14	0	5	0	0
Scranton	Marywood College.		16	28	0	394	0	43	0	2	0
	Preparatory		1	5	0	142					
	Arts and sciences		13	27	0	193	0	41	0	2	
	Education		3	3	0	147	0	1			
	Home economics		0	3	0	31					
	Fine arts		0	4	0	45					
	Music		0	5	0	150	0	1			
	Summer school (1923)		10	25	5	461					
	Extension courses		4	20	15	260					
Selinsgrove	Susquehanna University	1858	28	5	429	213	45	19			2
	Preparatory		2	1	26	17					
	Arts and sciences		18	2	280	139	28	15			
	Graduate		4	1	24	8					
	Commerce		2	1	27	32	8	0			
	Education		3	1	71	28					
	Music		3	3	14	92	0	4			
	Theology		5	0	27	0	9	0			
	Summer school (1923)		17	5	207	112					
	Extension courses		5	0	40	85					
Swarthmore	Swarthmore College.	1869	41	12	262	273	50	55	6	0	2
	Arts and sciences		41	12	262	273	39	55	2	0	
	General engineering				13	0					
	Chemical engineering				18	0	2	0			
	Civil engineering				8	1	1	0			
	Electrical engineering				21	0	4	0	2	0	
	Mechanical engineering				16	0	4	0	2	0	
Villanova	Villanova College	1842	60	0	508	0	55	4	1	12	1
	Arts and sciences		17	0	194	0	25	4	1	12	
	Engineering		22	0	129	0	25	0			
	Commerce		11	0	144	0	5	0			
	Theology		10	0	38	0					
	Summer school (1923)		17	0	25	201					
Washington	Washington and Jefferson College.	1870	31	0	484	3	80	0	5	3	3
	Arts and sciences		31	0	471	0	80	0			
	Graduate				13	3			5	3	
	Summer school		12	1	76	194					
	Extension courses		2	0	6	13					

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Waynesburg	Waynesburg College (Arts and sciences). Summer school (1923)	1850	10	6	90	80	16	11			6
RHODE ISLAND											
Providence	Brown University	1765	113	4	1,326	485	193	79	29	27	6
	Arts and sciences		113	4	1,057	359	173	72			
	Graduate				85	72			29	27	
	Special				28	11					
	Engineering				148	0	19	0			
	Education				8	43	1	7			
	Extension courses				(1,552)						
Do.	Providence College (arts and sciences).	1919	18	0	453	0	47	0			
Do.	Rhode Island College of Pharmacy and Allied Sciences.	1902	5	1	220	14					
SOUTH CAROLINA											
Anderson	Anderson College	1848	5	18	0	294	0	32			0
	Preparatory		0	1	0	8					
	Arts and sciences		5	14	0	164	0	26			
	Special		0	11	0	122					
	Home economics		0	2	0	27					
	Fine arts		0	1	0	8					
	Music		0	6	0	93	0	6			
Clinton	Presbyterian College of South Carolina (arts and sciences).	1880	17	0	200	0	27	0	1	0	3
COLUMBIA											
Columbia	Military drill				160	0					
	Benedict College ¹	1871	7	9	120	204	4	8			0
	Preparatory		7	6	84	161					
	Arts and sciences		6	2	31	38	4	8			
	Education		1	0	5	6					
	Theology		4	0	37	0					
Do.	Chicora College for Women	1893	11	13	0	261					0
	Preparatory		0	6	0	41					
	Arts and sciences		11	13	0	169					
	Special				0	51					
Do.	Columbia College	1854	6	16	0	316	0	39			0
	Arts and sciences		5	9	0	281	0	39			
	Special		1	7	0	35					
Do.	Columbia Theological Seminary	1828	8	0	68	0	12	0			0
Do.	Lutheran Theological Southern Seminary	1830	4	0	16	0	9	0			0
Due West	Erskine College (arts and sciences).	1837	11	0	131	27	17	1			3
Do.	Erskine Theological Seminary	1837	3	0	8	0	3	0			
Do.	Woman's College of Due West	1859	2	14	0	194	0	34			0
	Arts and sciences		2	14	0	173	0	33			
	Special				0	21					
	Education				0	45					
	Home economics				0	20					
	Music				0	80	0	1			
Gaffney	Limstone College	1845	4	16	0	270	0	27			0
	Preparatory		0	3	0	39					
	Arts and sciences		4	13	0	231	0	27			
Greenville	Furman University	1852	26	0	481	6	78	1	1	0	1
	Arts and sciences		24	0	428	0	76	0	1	0	
	Special				35	4					
	Law		2	0	19	2					
	Summer school (1923)		15	10	108	328	2	1			
Do.	Greenville Woman's College	1854	3	27	0	424	0	31			0
	Preparatory		0	4	0	98					
	Arts and sciences		1	16	0	287	0	29			
	Fine arts		2	7	0	39	0	2			

¹ Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
SOUTH CAROLINA—contd.											
Greenwood	Lander College	1873	6	20	0	313	0	38			0
	Preparatory		0	1	0	49					
	Arts and sciences		4	11	0	194	0	38			
	Education		0	1	0	57					
	Home economics		0	2	0	28					
	Fine arts		0	2	0	7					
	Music		2	5	0	62					
Hartsville	Coker College (arts and sciences)	1908	5	14	0	214	0	21			0
Spartanburg	Converse College	1890	15	21	0	386	0	70			1
	Arts and sciences		11	18	0	318	0	61			
	Music		4	3	0	70	0	9			
Do	Wofford College	1854	21	0	467	0	73	0			1
	Arts and sciences		21	0	445	0	73	0			
	Special				22	0					
	Military drill				245	0					
SOUTH DAKOTA											
Huron	Huron College	1883	18	16	171	207	10	10			0
	Preparatory		3	8	37	35					
	Arts and sciences		14	5	132	121	10	10			
	Music		1	3	23	79					
	Summer school (1923)				50	147					
Mitchell	Dakota Wesleyan University	1885	13	11	178	292	21	28			3
	Preparatory		2	1	23	22					
	Arts and sciences		11	10	137	165	21	28			
	Special				8	19					
	Music		1	3	10	96					
	Summer school (1923)				9	8					
Sioux Falls	Columbia College ¹	1921	20	1	138	0					
	Preparatory		11	1	48	0					
	Arts and sciences		10	0	90	0					
Do	Sioux Falls College	1883	12	6	61	75	5	6			0
	Preparatory		3	1	2	5					
	Arts and sciences		12	5	54	55	5	6			
	Special				5	15					
	Summer school (1923)		4	1	9	38					
Wessington Springs	Wessington Springs Junior College	1887	4	8	29	102					
	Preparatory		3	7	21	80					
	Arts and sciences		4	4	8	22					
Yankton	Yankton College	1881	14	11	172	245	8	7			0
	Arts and sciences		11	6	126	129	8	7			
	Special		3	5	46	116					
TENNESSEE											
Bristol	King College	1867	9	0	107	0	16	0			3
	Arts and sciences		9	0	96	0	16	0			
	Special				11	0					
Chattanooga	Chatanooga College of Law	1899	18	0	70	5	17	1			0
Do	University of Chattanooga	1867	16	9	203	153	10	18			3
	Arts and sciences		16	9	193	142	10	18			
	Special				10	11					
	Summer school (1923)		1	3	7	140					
Clarksville	Southwestern Presbyterian University	1875	13	1	142	33	15	8			3
	Arts and sciences		13	1	140	30	15	8			
	Special				2	3					
Cleveland	Centenary College ¹	1885	1	13	0	122					
	Preparatory		0	7	0	88					
	Arts and sciences		1	7	0	34					
Greenville	Tasculum College (arts and sciences)	1794	10	4	65	69	2	11			2

¹ Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TENNESSEE—CON.											
Harrrogate.....	Lincoln Memorial University	1897	19	7	434	248	5	4	1	0	3
	Preparatory.....		6	2	167	94					
	Arts and sciences.....		10	3	118	38	5	3	1	0	
	Special.....		2	1	124	47					
	Music.....		1	1	25	69	0	1			
	Summer school (1924).....		9	6	152	80					
Jackson.....	Lane College ¹	1891	12	16	218	253	4	4			2
	Preparatory.....		2	5	101	196					
	Arts and sciences.....		1	2	45	22	4	4			
	Special.....		2	3	72	35					
	Commerce.....		0	2	10	38					
	Home economics.....		0	2	0	132					
	Music.....		1	2	27	101					
	Theology.....		3	0	37	2					
	Summer school (1923).....		9	4	28	127					
Do.....	Union University	1845	22	15	550	694	38	20			0
	Preparatory.....		4	3	60	68					
	Arts and sciences.....		15	5	400	408	38	20			
	Special.....		3	7	90	218					
Jefferson City.....	Carson and Newman College	1851	13	4	240	313	17	13			1
	Arts and sciences.....		13	4	240	287	17	13			
	Music.....				0	26					
	Summer school (1923).....		7	3	24	52					
Kimberlin Heights.....	Johnson Bible College	1894	9	3	158	16	5	2			2
	Preparatory.....		8	3	110	10					
	Arts and sciences.....		4	1	40	4	5	2			
	Special.....					8					
	Theology.....		4	1	40	4					
Knoxville.....	Knoxville College ²	1875	7	12	195	165	7	3			0
	Preparatory.....		1	6	80	70					
	Arts and sciences.....		6	1	65	55	7	3			
	Special.....		0	6	50	20					
	Education.....		0	2	27	35					
	Home economics.....		0	1	0	28					
	Music.....		0	3	15	95					
Lebanon.....	Cumberland University	1842	15	9	459	203	188	24	9	0	2
	Preparatory.....		3	8	61	62					
	Arts and sciences.....		12	5	128	83	11	14			
	Graduate.....				9	0			9	0	
	Special.....				6	8					
	Commerce.....		4	1	63	32					
	Journalism.....		4	1	20	3					
	Education.....		2	0	16	15					
	Home economics.....		0	1	0	49					
	Music.....		1	2	11	42					
	Law.....		3	0	235	10	177	10			
	Summer school (1923).....		6	2	51	34					
McKenzie.....	Bethel College	1850	11	10	93	56	6	1			0
	Preparatory.....		3	3	34	19					
	Arts and sciences.....		6	3	49	31	4	1			
	Special.....		0	4	1	4					
	Theology.....		4	0	9	2	2	0			
Madisonville.....	Hiwassee College ¹	18	4	9	38	41					
	Preparatory.....		0	1	10	7					
	Arts and sciences.....		4	3	16	20					
	Special.....		0	5	12	14					
Maryville.....	Maryville College	1819	22	28	333	463	23	39			3
	Preparatory.....		2	6	88	82					
	Arts and sciences.....		18	16	234	354	23	39			
	Special.....		2	6	11	27					
Milligan.....	Milligan College	1882	10	5	117	78	8	4			0
	Arts and sciences.....		10	5	77	55	8	4			
	Special.....				40	23					
Murfreesboro.....	Tennessee College (arts and sciences)	1907	6	9	0	117	0	15			0

¹ Junior college.² Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1925-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TENNESSEE—CON.											
Nashville	Fisk University ¹	1866	24	15	282	362	12	18			0
	Preparatory		8	8	69	65					
	Arts and sciences		16	7	165	171	12	18			
	Graduate				2	3					
	Music		1	6	46	153					
Do	Mebarry Medical College ¹	1876	66	0	518	14	146	6			0
	Medicine		44	0	171	1	37	1			
	Dentistry		30	0	262	3	90	3			
	Pharmacy		12	0	85	10	19	2			
Do	Vanderbilt University	1875	224	0	1,272	180	203	43	23	5	0
	Arts and sciences		75	0	539	168	54	42			
	Graduate				30	9			23	5	
	Engineering		21	0	100	0	10	0			
	Theology		15	0	41	0	6	0			
	Law		9	0	266	1	42	0			
	Medicine		112	0	190	0	49	0			
	Dentistry		36	0	173	2	42	1			
Do	Ward-Belmont School ¹	1865	9	33	6	782					
	Preparatory		0	18	0	324					
	Arts and sciences		5	19	0	458					
	Special		4	14	6	129					
Fulaski	Martin College ¹	1870	0	10	0	85					
	Preparatory		0	5	0	45					
	Arts and sciences		0	5	0	40					
	Education		0	1	0	18					
	Home economics		0	1	0	8					
	Music		0	2	0	22					
Swanee	University of the South	1868	35	0	352	0	28	0			7
	Preparatory		7	0	87	0					
	Arts and sciences		22	0	232	0	27	0			
	Graduate				6	0					
	Theology		6	0	27	0	1	0			
	Summer school (1923)		7	0	43	1					
	Military drill				87	0					
TEXAS											
Abilene	Abilene Christian College	1906	20	8	172	216	16	18			0
	Preparatory		4	3	35	30					
	Arts and sciences		15	2	137	186	16	18			
	Fine arts		1	3	23	69					
Do	McMurry College ¹	1922	9	12	105	163					
	Preparatory		4	3	36	25					
	Arts and sciences		5	9	33	64					
	Fine arts		1	5	36	74					
Do	Simmons College	1891	19	17	466	595	40	62			0
	Preparatory		2	5	90	75					
	Arts and sciences		19	13	376	520	40	50			
	Education		1	2	187	320					
	Home economics		0	1	0	225					
	Fine arts		1	3	5	150					
	Music		0	2	0	42	0	3			
	Correspondence courses		5	4	23	30					
Austin	Austin Presbyterian Theological Seminary	1902	4	0	21	2	2	0			0
Do	St. Edward's College	1881	25	0	224	0					0
	Preparatory		12	0	140	0					
	Arts and sciences		10	0	60	0					
	Commerece		3	0	24	0					
Balton	Baylor College for Women	1846	15	58	14	1,304	0	86			0
	Preparatory		0	18	14	496					
	Arts and sciences		10	28	0	767	0	79			
	Special				0	41					
	Journalism		1	2	0	61					
	Education				0	568					
	Home economics		0	3	0	193					
	Fine arts		0	2	0	51	0	5			
	Music		5	12	0	887	0	2			
	Summer school (1923)		9	16	13	464					
	Correspondence courses		4	6	0	200					

¹ Junior college.

² Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS—contd.											
Brownwood	Daniel Baker College	1889	8	10	78	213	4	13			
	Arts and sciences		6	7	75	126	4	13			
	Fine arts		0	1	0	10					
	Music		2	3	3	77					
Do	Howard Payne College	1889	20	14	331	403	17	19			
	Preparatory		4	2	57	17					
	Arts and sciences		12	6	207	192	17	19			
	Commerce		1	1	19	11					
	Music		4	5	48	183					
	Summer school (1923)		8	4	103	208					
	Correspondence courses				31	96					
Charendon	Charendon College ¹	1897	6	7	151	150					
	Preparatory		5	3	61	40					
	Arts and sciences		4	2	86	102					
	Special		1	4	4	8					
	Summer school (1923)		3	2	51	124					
Dallas	Southern Methodist University	1913	75	25	982	803	43	65			
	Arts and sciences		48	21	671	663	8	60			
	Graduate				38	27					
	Special				115	19					
	Music		8	4	14	135	0	5			
	Theology		19	0	167	52	16	0			
	Summer school (1923)		48	15	320	258					
	Extension courses		21	4	64	152					
	Correspondence courses				57	104					
Do	University of Dallas	1906	18	0	157	0	3	0			
	Preparatory		10	0	127	0					
	Arts and sciences		8	0	30	0	3	0			
Decatur	Decatur Baptist College ¹	1898	6	3	92	60					
Fort Worth	Texas Christian University	1873	36	16	416	600	25	21	1	1	0
	Arts and sciences		30	15	361	459	23	19	1	1	
	Graduate				17	8					
	Special				16	61					
	Commerce		2	0	124	28					
	Journalism		1	0	14	26					
	Education		2	1	71	202					
	Home economics		0	1	0	19					
	Fine arts		0	2	10	175					
	Music		1	3	2	94	0	2			
	Theology		4	0	18	6	2	0			
	Summer school (1923)		11	3	92	140					
Do	Texas Woman's College	1891	11	18	7	488	0	20			0
	Preparatory		0	2	0	42					
	Arts and sciences		8	11	0	350	0	25			
	Fine arts		3	5	7	158	0	1			
	Summer school (1923)		5	3	4	108					
	Extension courses		2	1	4	20					
Georgetown	Southwestern University	1873	23	16	380	321	23	23	1	1	0
	Arts and sciences		19	9	305	250	23	23	1	1	
	Expression		0	2	1	16					
	Music		0	5	11	48					
	Theology		14	0	63	7					
	Summer school (1923)		12	1	111	126					
	Correspondence courses		12	1	72	106					
Greenville	Burleson College ¹	1895	9	11	253	208					
	Preparatory		5	5	93	75					
	Arts and sciences		7	3	160	133					
	Education		0	1	35	83					
	Fine arts		0	2	8	110					
	Music		0	4	10	40					
	Summer school (1923)		5	3	56	50					
Do	Wesley College ¹	1905	4	9	182	239					
	Preparatory		3	5	56	28					
	Arts and sciences		4	8	68	76					
	Special		0	4	15	66					
	Education		1	0	42	51					
	Home economics		0	1	0	28					
	Fine arts		0	4	15	66					
	Music		0	2	27	8					
	Summer school (1923)		2	5	42	61					

¹ Junior college.

TABLE 20.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
			4	5	6	7	8	9	10	11	12
TEXAS—contd.											
Houston	Rice Institute	1912	58	1	701	350	62	34	2	0	0
	Arts and sciences		58	1	425	342	42	34		0	
	Graduate				14	7			2	0	
	Chemical engineering				36	0	9	0			
	Civil engineering				31	0	5	0			
	Electrical engineering				86	0	1	0			
	Mechanical engineering				42	0	4	0			
	Unclassified engineering				28	0					
	Architecture				39	1	1	0			
Do	Texas Dental College	1905	16	0	77	2	19	0			0
Jacksonville	Lou. Morris College ¹	1873	7	10	126	164					
	Preparatory		1	3	30	41					
	Arts and sciences		6	4	64	87					
	Commerce		1	1	10	16					
	Education		1	1	63	28					
	Home economics		0	1	3	10					
	Fine arts		0	5	6	39					
	Summer school (1923)		2	4	20	54					
	Extension courses				9	16					
Marshall	Bishop College ²	1881	8	11	161	200	8	16			0
	Preparatory		3	3	90	160					
	Arts and sciences		3	4	66	99	6	16			
	Music		1	3	13	101					
	Theology		1	1	39	0					
Do	College of Marshall ¹	1917	6	5	60	125					
	Preparatory		4	4	28	36					
	Arts and sciences		5	4	32	40					
	Education		1	0	30	40					
	Home economics		1	0	0	8					
	Fine arts		1	1	6	18					
Meridian	Meridian College ¹	1909	5	6	75	50					
	Preparatory		4	4	25	25					
	Arts and sciences		4	4	50	25					
	Education		0	1	32	27					
	Fine arts		1	1	15	12					
	Extension courses		4	2	12	138					
Milford	Texas Presbyterian College	1902	3	23	0	165	0	8			0
	Preparatory		0	5	0	35					
	Arts and sciences		3	5	0	120	0	8			
	Special		0	8	0	60					
	Home economics		0	1	0	12					
	Music		0	4	0	60					
Plainview	Wayland Baptist College ¹	1910	8	7	155	141					
	Preparatory		2	3	29	19					
	Arts and sciences		6	4	127	122					
Rusk	Rusk College ¹	1895	8	10	104	50					
	Preparatory		4	8	47	25					
	Arts and sciences		4	2	57	34					
San Antonio	Our Lady of the Lake College	1896	3	18	0	333	0	19			0
	Preparatory		0	8	0	135					
	Arts and sciences		3	17	0	173	0	17			
	Graduate				0	16					
	Music		0	1	0	9	0	2			
	Summer school (1923)		8	33	0	338					
Do	Westmoorland College ¹	1894	3	19	0	281					
	Preparatory		0	6	0	85					
	Arts and sciences		2	6	0	175					
	Special		1	7	0	21					
Beminary Hill	Southwestern Baptist Theological Seminary	1908	18	7	333	316	37	11	22	1	0
	Religious education		7	3	36	216	6	10			
	Music		6	4	64	91	2	1			
	Theology		14	0	233	9	29	0	22	1	
	Correspondence courses					(9 60)					

¹ Junior college.

² Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
4	2	3	4	5	6	7	8	9	10	11	12
TEXAS—cont'd.											
Sherman	Austin College (arts and sciences)	1849	16	0	232	93	13	13			
	Summer school (1923)				39	105					
	Extension courses		1	0	2	13					
Do	Carr-Burdette College ¹	1894	2	9	0	98					
	Preparatory		1	5	0	19					
	Arts and sciences		2	4	0	19					
	Special		0	5	0	83					
Do	Kidd-Key College ¹	1871	4	20	0	365					
	Preparatory		0	4	0	49					
	Arts and sciences		1	4	0	102					
	Special		3	12	0	214					
Tehuacana	Westminster College ¹	1896	6	7	46	63					
	Preparatory		1	2	18	17					
	Arts and sciences		4	2	24	34					
	Special		1	3	4	12					
Thorp Spring	Thorp Spring Christian College ¹	1910	7	5	87	85					
	Preparatory		4	4	35	35					
	Arts and sciences		6	5	50	40					
	Special				2	10					
	Summer school (1923)		3	3	15	40					
Waco	Baylor University	1845	164	15	1,412	879	13	104	6	2	
	Arts and sciences		47	12	864	806	51	99			
	Graduate				35	13			6	2	
	Music		4	3	5	40					
	Law		4	0	72	0					
	Medicine		66	2	191	10	17	2			
	Dentistry		36	1	184	5	20	2			
	Pharmacy		7	0	61	5	14	1			
	Summer school (1923)		21	5	216	308					
	Correspondence courses				56	146					
Waxahachie	Trinity University	1869	15	11	217	305	45	32			
	Arts and sciences		13	7	203	228	45	31			
	Special		2	4	14	77					
	Music		1	4	16	82	0	1			
	Summer school (1923)		7	3	19	61					
Weatherford	Weatherford College ¹	1880	5	2	55	71					
	Preparatory		2	1	15	19					
	Arts and sciences		3	1	40	52					
UTAH											
Ephraim	Snow College ¹ (arts and sciences)	1888	8	3	71	91					
Logan	Brigham Young College ¹	1878	14	6	162	245					
	Preparatory		10	6	103	145					
	Arts and sciences		11	6	28	7					
	Special				1	2					
	Education		2	0	30	91					
	Summer school (1923)		1	0	8	13					
	Extension courses		1	0	4	5					
	Correspondence courses		1	0	14	36					
Ogden	Weber College ¹	1889	18	14	270	457					
	Preparatory		16	8	212	355					
	Arts and sciences		2	6	58	102					
	Commerce		1	0	6	4					
	Education		1	1	30	70					
	Home economics		0	2	0	100					
	Music		1	0	10	9					
	Extension courses		2	0	4	2					

¹ Junior college.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
UTAH—continued											
Provo	Brigham Young University	1875	51	23	583	541	46	23	2	1	0
	Preparatory		6	4	101	105					
	Arts and sciences		19	6	190	115	24	13			
	Graduate				10	8			2	1	
	Special				10	20					
	Agriculture		4	0	85	0					
	Commerce		4	3	108	26	10	0			
	Education		13	8	79	275	12	4			
	Home economics		0	4	0	50	0	6			
	Fine arts		1	1	0	17					
	Summer school (1923)		14	8	191	261					
	Extension courses		2	1	13	82					
	Correspondence courses		2	0	110	60					
Salt Lake City	Westminster College	1875	6	11	92	112					
	Preparatory		5	9	65	73					
	Arts and sciences		1	2	22	21					
	Music		0	2	5	18					
VERMONT											
Middlebury	Middlebury College (arts and sciences)	1800	37	14	278	254	47	66	2	7	8
	Summer school (1923)		26	22	83	416					
	Correspondence courses		1	0	4	9					
Northfield	Norwich University	1819	33	0	281	0	51	0			4
	Arts and sciences		23	0	106	0	15	0			
	Chemical engineering		4	0	28	0	5	0			
	Civil engineering		4	0	65	0	11	0			
	Electrical engineering		2	0	82	0	17	0			
	Summer school (1923)		3	0	28	0					
	Military drill				281	0					
Winooski	St. Michael's College	1914	13	0	155	7	6	0			0
	Preparatory		8	0	90	0					
	Arts and sciences		10	0	65	7	6	0			
	Military drill				120	0					
VIRGINIA											
Abingdon	Martha Washington College	1859	3	11	0	130					
	Preparatory				0	14					
	Arts and sciences		2	5	0	76					
	Special		1	6	0	40					
Do.	Stonewall Jackson College		2	18	0	150					
	Preparatory		0	2	0	40					
	Arts and sciences		2	15	0	60					
	Special				0	50					
	Home economics		0	1	0	28					
	Fine arts		0	1	0	14					
	Music		1	3	0	52					
Ashland	Randolph-Macon College (arts and sciences)	1832	23	0	197	0	31	0			3
Blackstone	Blackstone College for girls	1894	1	12	0	267					
	Preparatory		1	12	0	230					
	Arts and sciences		1	12	0	37					
Bridgewater	Bridgewater College	1880	18	4	102	86	16	9			0
	Preparatory		4	2	31	23					
	Arts and sciences		14	2	69	57	16	9			
Bristol	Sullins College	1870	5	33	0	362					
	Preparatory		0	8	0	90					
	Arts and sciences		3	14	0	252					
	Special				0	10					
	Education				0	25					
	Home economics		0	3	0	60					
	Fine arts		0	2	0	60					
	Music		2	6	0	180					

¹ Junior college.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		
			Men	Women	Men	Women	Men	Women	Men	Women	Honorary degrees
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA—CON.											
Bristol	Virginia Intermont College ¹	1893	3	20	0	310					
	Preparatory		0	4	0	67					
	Arts and sciences		1	6	0	93					
	Special		2	9	0	150					
	Education		1	0	0	40					
	Home economics		0	1	0	20					
	Fine arts		0	1	0	18					
	Music		2	4	0	110					
Danville	Averett College ¹	1859	2	17	9	234					
	Preparatory		0	6	0	55					
	Arts and sciences		1	5	0	45					
	Special		1	10	9	134					
Emory	Emory and Henry College (arts and sciences)	1838	26	0	210	36	21	15			
	Summer school (1923)		10	0	49	54					
Hampden-Sidney	Hampden-Sidney College (arts and sciences)	1776	12	0	211	0	15	0			0
Hollins	Hollins College	1842	8	24	0	338	0	48			
	Arts and sciences		8	24	0	322	0	48			
	Special				0	16					
Lexington	Washington and Lee University	1749	51	0	833	0	107	0	3	0	
	Arts and sciences		45	0	470	0	37	0	3	0	
	Special				20	0					
	Commerce				242	0	35	0			
	Law		6	0	101	0	35	0			
Lynchburg	Lynchburg College	1903	10	11	126	118	17	7			6
	Preparatory		1	2	11	5					
	Arts and sciences		7	5	110	107	17	7			
	Special		2	4	23	92					
Do	Randolph-Macon Woman's College	1893	16	37	0	772	0	112	0	1	0
	Arts and sciences		12	32	0	757	0	112			
	Graduate				0	2			0	1	
	Special				0	13					
	Education				0	170					
	Fine arts		0	1	0	81					
	Music		4	4	0	205					
Do	Virginia Theological Seminary and College ¹	1908	16	7	185	160	10	1			1
	Preparatory		7	3	138	101					
	Arts and sciences		11	1	34	18	2	1			
	Education		4	6	0	41					
	Music		1	2	29	12					
	Theology		3	0	13	0	8	0			
Marion	Marion Junior College	1874	0	16	0	167					
	Preparatory		0	3	0	47					
	Arts and sciences		0	7	0	67					
	Home economics		0	1	0	18					
	Music		0	5	0	109					
Petersburg	Southern College ¹		2	8	0	50					
	Preparatory		2	8	0	21					
	Arts and sciences		2	8	0	21					
	Special				0	8					
Richmond	Union Theological Seminary	1812	10	0	133	0	26	0	2	0	
Do	University of Richmond	1832	31	14	588	280	45	35	1	0	1
	Arts and sciences		24	14	451	272	36	34			
	Graduate				2	2			1	0	
	Law		7	0	135	6	9	1			
	Summer school (1923)		19	1	102	51					
Do	Virginia Union University ¹	1865	24	4	449	65	22	3	1	0	1
	Preparatory		4	3	189	0					
	Arts and sciences		14	1	200	50	18	3			
	Graduate		2	0	4	0					
	Special				6	14					
	Theology		6	0	36	0	4	0			
	Law		3	0	14	1					
	Summer school (1923)		6	8	17	90					
	Extension courses		3	0	33	87					

¹ Junior college.¹ Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA—CON.											
Roanoke	Virginia College ¹	1893	2	30	0	225					
	Preparatory		0	5	0	77					
	Arts and sciences		1	4	0	49					
	Special		1	11	0	99					
Salem	Roanoke College	1843	23	0	232	0	25	0	2	0	4
	Arts and sciences		23	0	216	0	25	0			
	Graduate				2	0			2	0	
	Special				14	0					
	Summer school (1923)		11	3	36	12					
	Extension courses		9	0	42	141					
Staunton	Mary Baldwin College	1842	3	27	0	351	0	1			0
	Preparatory		0	10	0	116					
	Arts and sciences		0	8	0	60	0	1			
	Special		3	9	0	175					
Sweet Briar	Sweet Briar College (arts and sciences)	1906	5	27	0	367	0	48			0
Theological Seminary	Protestant Episcopal Theological Seminary	1823	8	0	70	0	15	0			3
WASHINGTON											
College place	Walla Walla College	1892	14	10	200	224	22	8			0
	Preparatory		5	5	80	90					
	Arts and sciences		9	5	100	114	21	8			
	Special				20	21					
	Education				20	60					
	Theology				25	0	1	0			
Lacey	St. Martin's College ¹	1895	18	0	235	0					
	Preparatory		14	0	215	0					
	Arts and sciences		4	0	20	0					
Spokane	Gonzaga University	1887	60	0	766	0	22	0	33	0	0
	Preparatory		20	0	398	0					
	Arts and sciences		16	0	195	0	14	0			
	Graduate		9	0	93	0			33	0	
	Commerce		5	0	21	0					
	Law		12	0	59	0	8	0			
Tacoma	College of Puget Sound	1903	14	10	157	273	13	17			2
	Arts and sciences		12	9	138	213	13	17			
	Music		2	1	19	60					
	Summer school (1923)		4	3	22	49					
	Extension courses		4	3	37	41					
Walla Walla	Whitman College	1866	31	17	264	241	28	31	1	0	1
	Arts and sciences		28	9	254	227	28	27			
	Graduate				4	3			1	0	
	Special				6	11					
	Music		3	8	25	164	0	4			
WEST VIRGINIA											
Bethany	Bethany College (arts and sciences)	1841	20	10	200	108	29	21			0
Huckhannoy	West Virginia Wesleyan College	1890	25	5	265	388	26	23	0	1	2
	Arts and sciences		23	3	194	200	26	23	0	1	
	Fine arts		2	2	71	188					
	Summer school (1923)		9	2	59	139					
Elkins	Davis and Elkins College	1904	10	9	136	253	10	5			1
	Preparatory		3	2	19	10					
	Arts and sciences		6	4	75	54	10	5			
	Special		1	3	42	189					
	Summer school (1923)		6	4	20	103					
Harpers Ferry	Storer College ^{1, 2}	1867	8	12	80	127					
	Preparatory		8	12	71	118					
	Arts and sciences		4	4	9	9					

¹ Junior college.

² Colored.

TABLE 29.—Privately controlled universities, colleges, and professional schools—
Instructors, students, and graduates in 1923-24—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
WEST VIRGINIA—continued											
Philippi	Broadus College	1871	7	13	83	79					
	Preparatory		6	4	46	27					
	Arts and sciences		4	4	35	19					
	Special		0	5	1	27					
	Fine arts		0	1	0	6					
	Music		0	4	1	21					
	Extension courses		0	1	2	11					
Salem	Salem College	1892	12	14	176	296	18	13			0
	Preparatory		4	4	37	81					
	Arts and sciences		11	8	124	190	18	13			
	Music		1	2	15	25					
	Summer school (1923)				110	308					
WISCONSIN											
Appleton	Lawrence College	1849	40	26	542	730	47	51	3	0	1
	Arts and sciences		34	15	445	447	47	51	3	0	
	Music		6	11	128	381					
Ashland	Northland College	1892	13	4	95	125	4	5			1
	Preparatory				31	33					
	Arts and sciences		13	4	43	42	4	5			
	Special				21	50					
Beloit	Beloit College	1847	35	9	308	227	49	38	0	1	4
	Arts and sciences		35	9	308	224	49	38			
	Graduate				0	3			0	1	
	Summer school (1923)		17	2	38	76					
	Extension courses		1	0	1	7					
Milton	Milton College	1867	12	7	98	105	6	11			1
	Arts and sciences		12	5	82	74	6	11			
	Music		1	3	56	75					
Milwaukee	College of Electrical Engineering	1905	9	0	208	0	36	0			0
Do	Marquette University	1881	307	18	2,997	698	379	27	6	2	1
	Preparatory		16	0	397	0					
	Arts and sciences		44	0	366	9	48	0			
	Graduate				11	2			6	2	
	Chemical engineering		17	0	25	0					
	Civil engineering				98	0	17	0			
	Electrical engineering				128	0	16	0			
	Mechanical engineering				97	0	15	0			
	Commerce		16	0	598	11	36	0			
	Journalism		4	0	60	110	10	23			
	Music		12	15	182	546	1	2			
	Law		18	0	225	13	50	2			
	Medicine		121	1	247	5	28	0			
	Dentistry		59	2	646	7	158	0			
	Summer school (1923)		31	4	88	166					
	Extension courses				18	289					
Do	Milwaukee-Downer College	1851	1	42	0	351	0	36			0
	Arts and sciences		0	25	0	226	0	34			
	Graduate				0	4					
	Special				0	27					
	Home economics		0	5	0	54					
	Fine arts		0	4	0	27	0	1			
	Music		1	8	0	13	0	1			
	Extension courses				0	101					
Mount Calvary	St. Lawrence College	1856	14	0	154	0	6	0			0
	Preparatory		13	0	60	0					
	Arts and sciences		13	0	94	0	6	0			
	Music		2	0	45	0					
Nashota	Nashota House (theology)	1842	8	0	26	0					0
Plymouth	Mission House	1862	16	0	105	3	6	0			1
	Preparatory		7	0	41	3					
	Arts and sciences		8	0	40	0	6	0			
	Theology		5	0	24	0					

1 Junior college.

1 Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1923-24—Continued*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
WISCONSIN—con.											
Prine du Chien	Campion College	1880	44	0	413	0	17	0			0
	Preparatory		24	0	306	0					
	Arts and sciences		16	0	105	0	17	0			
	Special				2	0					
	Music		4	0	58	0					
	Summer school (1923)		13	0	43	0					
Do	Military drill				226	0					
	St. Mary's College	1872	1	20	0	141	0	5			0
	Preparatory		1	5	0	38					
	Arts and sciences		1	10	0	50	0	5			
	Special		0	5	0	53					
	Summer school (1923)		0	6	0	112					
Ripon	Ripon College	1850	18	17	282	209	43	31	1	0	0
	Arts and sciences		18	11	245	174	43	31			
	Graduate				2	2			1	0	
	Special		0	6	35	33					
	Military drill				186	0					
St. Francis	St. Francis Seminary	1856	17	0	148	0	10	0	4	0	0
	Arts and sciences		16	0	70	0	10	0	4	0	
	Theology		11	0	78	0					
Watertown	Northwestern College	1865	17	0	230	56	9	2			1
	Preparatory		3	0	124	32					
	Arts and sciences		14	0	69	4	9	2			
	Special				37	20					
Waukesha	Military drill				225	0					
	Carroll College (arts and sciences)	1846	20	9	194	125	18	14			1
Wauwatosa	Evangelical Lutheran Theological Seminary	1865	5	0	55	0					0

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
ALABAMA						
Athens College for Young Women	8,200	\$40,000	\$225,000			
Birmingham-Southern College	16,000	38,000	300,000	\$384,000	\$84,000	\$374,186
Howard College	16,500	55,395	108,000	246,360	78,000	393,400
Judson College	10,000	36,885	21,000	106,250	63,750	286,788
Marion Institute	3,000	61,000	83,000	315,000	145,000	150,000
Woman's College of Alabama	6,633	100,000	100,000	451,500	260,000	42,098
St. Bernard College	11,000	51,000	50,000	175,000		
Spring Hill College	20,000	50,000	50,000	400,000		
Talladega College ¹	23,000	85,000	49,550	371,760	225,000	245,998

¹ Colored.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24—Continued*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
ARKANSAS						
Henderson-Brown College	3,500	\$40,000	\$63,700	\$236,300		\$70,000
Ouachita College	8,000	40,000	27,000	300,000	\$160,000	500,000
Arkansas College	8,100	60,000	41,877	200,458	142,458	101,678
College of the Ozarks	6,000	7,000	20,000	165,000	28,000	44,000
Central College	4,000	25,000	30,000	240,000	150,000	10,500
Hendrix College	20,000	58,800	25,000	297,200	147,000	550,000
Little Rock Baptist College	3,000	18,700	47,500	85,500	47,500	
Little Rock College	5,000	125,000	40,000	700,000	200,000	
St. John's Ecclesiastical Seminary	10,000			250,000		
Galloway Woman's College	6,500	90,500	25,000	333,300	265,000	145,000
CALIFORNIA						
College of Notre Dame	4,500	250,000	100,000	100,000		
Berkeley Baptist Divinity School	5,000	13,000	25,000	127,000	47,000	130,522
Pacific School of Religion	17,366	25,000	96,642			886,480
Pacific Unitarian School for the Ministry	17,700	20,648	50,000	49,089	8,550	395,418
Ponoma College	44,138	258,070	319,689	1,278,712	395,923	1,394,598
Pacific Union College	7,913	76,485	25,705	241,159	110,502	18,000
College of Medical Evangelists	4,436	254,264	146,163	485,076	111,478	
California Christian College	2,200	60,000	150,000	475,000	430,000	291,507
College of Osteopathic Physicians and Surgeons	2,000	29,781	15,078	34,621		52,063
Loyola College	7,000	75,000	200,000	200,000		3,500
Occidental College	20,000	81,222	209,916	511,193	60,000	652,547
Southwestern University	1,650	6,000	125,000	150,000		
University of Southern California	60,000	205,071		1,907,311		609,287
St. Patrick's Seminary	19,000	50,000	50,000	700,000		15,000
Mills College	32,345	226,029	163,230	687,140	330,335	1,014,053
St. Mary's College	17,564	77,524	750,000	145,000		
California Institute of Technology	15,086	219,209	165,000	1,018,179	17,394	5,733,967
University of Redlands	10,590	98,063	99,788	646,383	278,074	906,167
San Francisco Theological Seminary	18,357	35,000	50,000	250,000	70,000	821,735
Church Divinity School of the Pacific	20,000			66,541		123,753
College of Physicians and Surgeons	5,000	10,000	50,000	70,000		
Golden Gate College	600	400				
St. Ignatius College	16,000	169,200	140,000	200,000		
Dominican College	13,492	175,000	100,000	335,000	175,000	225,000
University of Santa Clara	33,500	115,000	75,000	598,000	425,000	
Leland Stanford Junior University	400,000	2,229,083		10,634,563	2,398,896	27,614,010
College of the Pacific	15,000	100,000	100,000	325,000	170,000	372,000
Whittier College	8,570	127,598	100,000	142,000	12,000	171,352
COLORADO						
Colorado College	110,000	109,233	257,573	710,546	175,700	1,737,707
Colorado Woman's College	5,000	10,000	78,485	101,541		2,214
Hill School of Theology	9,000	75,000	20,000	200,000	35,000	281,630
Regis College	17,145	150,000	75,000	500,000	225,000	
University of Denver	39,000	130,000	66,844	529,947		762,585
Westminster Law School	3,700	10,000				
Loretto Heights College	7,500	176,500	100,000	500,000		
CONNECTICUT						
Trinity College	90,000	269,053	162,000	945,914	425,000	2,024,880
Berkeley Divinity School	33,000	50,000	100,000	125,000	60,000	400,000
Wesleyan University	142,500	238,425	146,750	1,216,083	290,846	4,721,518
Yale University	1,600,000	5,000,000		30,000,000	11,000,000	39,697,259
Connecticut College for Women	19,000	150,000	320,652	511,054	313,656	1,060,000

1 Colored.

* Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24—Continued*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
DISTRICT OF COLUMBIA						
American University.....	50,000	\$56,596	\$460,000	\$1,087,184		\$700,000
Catholic Sisters College.....	6,000					
Catholic University of America.....	225,000	289,000	140,000	2,100,000	\$380,000	2,750,000
Georgetown University.....	160,000					
George Washington University.....	64,000	182,252		1,131,335		554,052
Howard University ¹	41,000	244,429	616,544	838,227	168,152	428,819
National University Law School.....	5,000					
Trinity College.....	29,000	600,000	178,285	1,517,443		
Washington College of Law.....	2,500	7,600		45,000		9,380
Washington Missionary College.....	7,858	10,513	17,645	236,627	121,562	
FLORIDA						
John B. Stetson University.....	30,000	115,139		361,243		1,023,000
Rollins College.....	9,445	55,220	21,695	108,659	48,622	514,450
GEORGIA						
Atlanta College of Pharmacy.....		7,500				
Atlanta Law School.....	500					
Atlanta-Southern Dental College.....	400	72,612				
Atlanta Theological Seminary.....	5,800			100,000		
Atlanta University ¹	15,000	26,279	94,232	172,850	80,500	236,328
Clark University ¹	5,000	30,000		570,000		50,000
Gammon Theological Seminary ¹	12,000	31,500	25,000	220,000		479,850
Morehouse College ¹	4,500	50,000	40,000	410,000	370,000	321,000
Morris Brown University ¹	5,000	22,500	150,000	190,000		
Southern School of Pharmacy.....		6,000				
Paine College ¹	5,080	16,561	45,000	120,000	65,000	29,006
Andrew College.....	2,300	21,300	17,500	184,000		18,000
Agnes Scott College.....	14,300	83,777	97,431	370,421	271,612	847,092
Piedmont College.....	17,000	107,300	117,475	227,652	160,500	98,323
Emory University.....	70,000	228,050	336,000	3,156,237	263,918	2,561,736
Bessie Tift College.....	9,000	65,000	75,000	270,000	150,000	69,000
Brenau College.....	11,000	60,000	50,000	275,000		3,000
La Grange College.....	7,200	23,000	50,000	252,000	175,000	150,000
Mercer University.....	20,000	85,221	260,000	635,000	292,000	796,693
Wesleyan College.....	10,396	79,699	300,000	286,876	160,000	504,185
Oglethorpe University.....	40,000	50,000	100,000	1,000,000	300,000	
Shorter College ²	10,000	35,000	75,000	300,000		
IDAHO						
College of Idaho.....	8,000	23,771	21,500	104,500	48,000	268,093
Gooding College.....	1,000	7,500	10,000	115,000	110,000	103,000
ILLINOIS						
Shurtleff College.....	16,435	37,500	108,750	258,000	145,000	355,442
Aurora College.....	7,500	16,250	15,230	324,438	98,100	160,742
Illinois Wesleyan University.....	13,000	75,200	94,000	528,046	65,000	1,000,543
St. Viator College.....	17,264	29,097	87,900	650,000	440,000	
Blackburn College.....	6,000	28,100	24,000	217,500	100,000	633,907
Carthage College.....	14,965	70,032	13,449	234,679	128,005	534,500
Armour Institute of Technology.....	30,642	266,279		538,000		
Bethany Bible School.....	4,100	30,367	37,380	141,602	65,701	39,778
Chicago College of Osteopathy.....	300	15,357	80,762	127,908		
Chicago-Kent College of Law.....	5,000					
Chicago Law School.....	3,500	10,500				
Chicago Medical School.....	4,000	20,000	10,000	50,000		
Chicago Theological Seminary.....	20,000	10,000	100,000	350,000	300,000	950,000
De Paul University.....	22,500	115,000	200,000	1,100,000		47,000
John Marshall Law School.....	4,000					
Lewis Institute.....	26,000	355,260	118,280	443,330	50,000	1,139,340
Loyola University.....	64,536	297,749		1,815,000		

¹ Colored.² Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24—Continued*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
ILLINOIS—continued						
McCormick Theological Seminary	53,500			\$445,149		\$2,375,572
St. Francis Xavier College	28,005	\$99,227	\$303,995	1,073,953	\$372,238	
University of Chicago	698,028	2,350,367	5,032,204	7,241,140	681,000	31,992,620
James Millikin University	18,138	129,817	215,000	718,200	74,200	799,496
Elmhurst College	15,000	35,000	120,000	500,000	245,000	35,442
Eureka College	16,000	85,200	17,500	270,000	33,000	703,663
Garrett Biblical Institute	103,055	129,929		2,908,787	145,447	555,857
Northwestern University	225,000	787,667	3,040,000	2,191,440	236,827	8,210,956
Norwegian-Danish Theological Seminary	6,000					10,000
Ewing College	1,200	6,000	1,000	65,000	15,000	18,000
Knox College	27,000	78,283	206,400	658,733	215,407	1,576,282
Lombard College	16,172	54,185		288,264	139,625	324,867
Monticello Seminary	6,000					
Greenville College	6,000	27,994	37,640	143,102	67,000	60,970
Illinois College	21,500	69,625	112,745	210,300	74,600	906,429
Illinois Woman's College	13,500	124,283	60,226	385,249	185,000	395,872
Broadview College	6,596	49,263	125,000	195,034	119,504	
Lake Forest College	36,000	82,532		807,428	205,000	1,204,310
McKendree College	11,000	25,000	17,400	180,000	80,000	146,750
Lincoln College	5,200	26,200	92,250	145,212	16,000	400,000
St. Procopius College	21,042	123,903	101,000	494,107		
Theological Seminary of the Evangelical Lutheran Church	18,000	15,000	70,000	345,000	50,000	236,980
Monmouth College	20,000	86,000	75,545	452,100	185,000	1,000,072
Francis Shimer School	3,651			352,980		106,619
Mount Morris College	34,000	24,364	54,000	202,500	65,000	136,563
Evangelical Theological Seminary	4,982	4,266	7,376	50,037		250,064
Northwestern College	15,000	92,705	88,088	505,387	117,631	529,330
Rosary College	13,000	109,018	52,376	1,384,696		202,222
Bradley Polytechnic Institute	16,000	205,000	400,000	000,000	6,000	2,225,000
Rockford College	12,000	99,096	50,000	430,277		357,685
Augustana College	38,508	74,614	51,382	810,885	190,000	514,562
Wheaton College	16,021	46,281	72,871	227,250	68,525	290,532
INDIANA						
Wabash College	61,500	36,698	125,000	332,000		1,318,643
Earlham College	30,000	71,100	80,000	291,965	106,100	832,666
Evansville College	9,702	84,957	108,905	398,267		110,445
Franklin College	26,000	84,250	104,925	175,000	65,000	772,319
De Pauw University	56,100	145,599	81,035	632,312	359,312	3,832,096
Hanover College	30,000	43,815	3,000	270,250	86,650	437,800
Huntington College	5,000	12,900		55,300		
Benjamin Harrison Law School	1,000					
Butler College	20,000	70,548	275,400	143,104	30,000	1,479,921
Indiana Central College	6,050	36,503	60,500	348,000	205,000	5,000
Indiana Dental College	700	100,000				
Indiana Law School	2,500					
Indianapolis College of Pharmacy	2,200	25,000	25,000	100,000		
Marion College	3,500	21,250	20,000	175,000	75,000	100,000
Manchester College	12,000	50,067	22,500	244,000	53,000	502,337
St. Mary's College and Academy	15,067	186,529	174,050	735,509		
University of Notre Dame	135,661	1,061,400	184,000	2,196,397	514,882	722,481
Oakland City College	8,000	19,896	10,000	160,831	19,100	519,700
St. Mary-of-the-Woods College	22,054	82,892	125,000	1,555,240		18,970
St. Meinrad Theological Seminary	32,000					
Rose Polytechnic Institute	15,000	35,500	30,650	350,000		1,255,000
Taylor University	8,500	35,618	18,000	294,000	80,700	206,000
Valparaiso University	15,909	164,615	93,480	555,902	185,200	
IOWA						
Coe College	20,000	187,538	150,000	430,546	161,178	1,059,560
Wartburg College	7,000		20,000	200,000	150,000	22,000
St. Ambrose College	9,000	39,000	100,000	400,000	200,000	500,000
Luther College	33,000	88,000	11,800	505,038	187,250	304,636

¹ Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24—Continued*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
IOWA—continued						
Des Moines University	22,000	\$172,651		\$392,985		\$168,258
Des Moines Still College of Osteopathy		10,000	\$60,000	20,000		
Drake University	35,000	172,967	125,000	455,000		461,892
Grand View College	5,000	15,000	30,000	75,000	\$30,000	144,000
Columbia College	20,000	176,796	84,804	750,000		1,000,000
Mount St. Joseph College	11,000	282,000	50,000	1,250,000	750,000	300,000
University of Dubuque	15,000	97,097	91,726	365,067	70,742	497,148
Warburg Theological Seminary	11,000	30,000	10,000	200,000	40,000	30,300
Parsons College	15,000	121,973	41,650	351,168	27,346	541,912
Upper Iowa University	10,180	37,800	111,750	249,000	12,000	425,000
Grinnell College	73,000	276,153	223,263	561,092	64,838	2,305,896
Lenox College	10,000	15,000	340,000	100,000	25,000	75,000
Simpson College	19,000	86,800	75,000	457,992	75,000	636,365
Ellsworth College	10,250	40,793	220,500	225,000	110,000	200,000
Graceland College	12,224	27,500	70,000	360,000	60,000	267,100
Western Union College	7,500	19,235	60,000	320,000	120,000	84,359
Iowa Wesleyan College	20,000			500,000		1,000,000
Cornell College	51,000	95,020	70,269	394,278	76,221	1,643,344
Penn College	10,982	71,580	42,928	371,714	114,325	276,841
Central College	11,000	14,000	33,000	198,550	80,000	177,900
Morningside College	24,000	52,092	104,121	233,876		608,600
Buena Vista College	12,000	25,310	34,000	104,673		200,000
Tabor College	20,000	34,000	35,000	158,000	36,000	119,716
John Fletcher College	4,219	14,415	90,190	212,200	75,000	204,073
KANSAS						
St. Benedict's College	40,000	250,000	97,000	655,000	175,000	85,000
Baker University	42,000	121,892	47,982	258,222		780,852
College of Emporia	16,500	99,045	35,000	389,500	149,500	220,470
Highland College	2,000	5,000	7,000	50,000		78,000
Kansas City Baptist Theological Seminary	8,000	10,000	41,850	152,500	74,500	115,000
Kansas City University	9,000	25,000	50,000	130,000	60,000	20,000
Bethany College	11,000	89,523		157,188		210,550
McPherson College	7,000	77,574	59,000	301,200		280,000
Bethel College	9,000	32,269	14,000	148,500	58,750	200,604
Ottawa University	13,000	32,444	26,140	365,548	10,000	568,914
St. Mary's College	28,390	214,804	204,108	1,067,950	150,821	1,278,861
Kansas Wesleyan University	20,000	69,664	48,567	263,000	73,000	237,416
Sterling College	7,500	35,500	17,500	185,092	8,504	409,374
Washburn College	35,000	180,749	648,000	701,440	157,778	821,717
Fairmount College	36,000	102,580	46,705	189,296	35,687	94,130
Friends University	9,483	33,175	35,000	280,000	30,000	268,851
Southwestern College	10,780	57,600	32,400	499,000	72,000	320,599
KENTUCKY						
Union College	3,000	17,000	50,000	222,000	80,000	342,281
Berea College	38,925	806,415	215,930	1,142,721	479,415	1,926,972
Ogden College	3,000	15,000	50,000	50,000		150,000
Centre College	20,000	50,000	70,000	591,496	77,856	1,000,000
Kentucky College for Women	1,400	30,500	41,900	200,000	165,000	200,000
Georgetown College	21,400	38,475	78,440	182,359	90,500	589,003
Bethel Woman's College	2,200					
Kingswood Holiness College				80,000		
College of the Bible	35,000			76,419	33,408	361,015
Hamilton College	28,140		80,000	155,000	95,000	
Transylvania College	35,000	132,500	330,632	244,829	84,640	492,300
Jefferson Law School	2,000					
Louisville College of Pharmacy	1,500	20,000	30,000	50,000		
Presbyterian Theological Seminary	21,305	10,000		307,203	228,286	718,286
Simmons University	1,500	5,000	30,000	86,965	33,000	
Southern Baptist Theological Seminary	30,000	35,000	400,000	100,000	40,000	1,700,000
Bethel College	8,000	28,852	32,657	150,643	83,989	86,481
Logan College	1,800	10,000	10,000	155,000	100,000	
St. Mary's College	7,000	25,000	150,000	100,000	50,000	
Cumberland College	4,307	12,000		500,000		420,000
Asbury College	10,000	15,245	18,000	500,000		
Kentucky Wesleyan College	7,500	32,000	35,000	307,500	170,500	130,000

* Colored.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24—Continued.*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
LOUISIANA						
Silliman College.....	1,400	\$10,000	\$7,500	\$132,500		\$40,000
Jefferson College.....	8,600					
Mansfield Female College.....	2,300	20,000	30,000	190,000	\$80,000	
Loyola University.....	30,000	450,000	350,000	800,000		80,000
New Orleans College ¹	5,000	20,000	150,000	225,000		105,000
Straight College ¹	4,000	25,000		121,530		19,000
Tulane University of Louisiana.....	100,858	1,071,936	610,792	2,238,677	430,644	6,619,107
Louisiana College.....	8,000	90,925	19,254	438,831	138,000	39,000
Centenary College.....	9,000	71,475	161,700	247,367	149,970	653,658
MAINE						
Bangor Theological Seminary.....	35,784	35,000	30,000	117,013	34,500	536,468
Bowdoin College.....	128,000	447,600		2,461,015	254,014	3,541,165
Bates College.....	50,550	94,766	115,500	594,845	163,927	1,225,000
Colby College.....	60,000	45,244	75,000	300,841		1,219,980
MARYLAND						
St. John's College.....	9,000	30,000	150,000	470,000	165,000	190,000
College of Notre Dame of Maryland.....	6,300	40,000	160,000	450,000		
Goucher College.....	40,000	437,342	159,773	1,863,706	804,063	1,562,473
Johns Hopkins University.....	266,637	820,722		4,311,351	507,523	19,741,718
Loyola College.....	25,000					
Morgan College ¹	11,000	51,000	85,000	432,146	50,441	7,000
Mount Vernon College.....		5,000				
St. Mary's Seminary and University.....	3,500					
St. Charles College.....	5,000	35,000	200,000	1,500,000	500,000	285,000
Washington College.....	6,000	33,890	35,000	381,171	110,653	
Mount St. Mary's College.....	27,000	110,000	100,000	790,000		260,000
St. Joseph's College.....	7,600	300,000	40,000	2,500,000		
Hood College.....	8,154	81,173	98,960	699,507	373,809	184,662
Maryland College for Women.....	5,000	75,000	50,000	375,000	175,000	260,000
Blue Ridge College.....	5,000	21,100	24,500	136,800	68,000	67,500
Western Maryland College.....	16,000	75,000	90,000	1,104,793	557,116	320,681
Westminster Theological Seminary.....	3,000			150,000		
Woodstock College.....	65,000	200,000	100,000	350,000		
MASSACHUSETTS						
Amherst College.....	138,750	280,126		1,624,632	213,000	6,932,473
Boston University.....	69,591	243,056		1,917,475	123,730	3,057,257
Emmanuel College.....	12,000	54,000		1,250,000		
Gordon College of Theology.....	29,000	200,000	51,000	270,000	10,000	
Massachusetts College of Pharmacy.....	6,000	88,500	117,200	700,000		652,191
Northeastern University.....	8,918	38,930				50,000
Portia Law School.....	1,000	5,000		45,000		
St. John's Ecclesiastical Seminary.....	18,000					
Simmons College.....	37,075	204,285	501,170	840,661	244,285	2,623,964
Suffolk Law School.....				500,000		
Bradford Academy.....	9,500	89,000	16,500	335,000		218,373
Episcopal Theological Seminary.....	25,000	26,074		624,756	150,000	1,290,458
Harvard University.....	2,322,300		5,000,000	17,800,000	6,300,000	64,413,860
Massachusetts Institute of Technology.....	164,747	2,106,414	3,163,000	7,023,000	535,000	17,188,000
New Church Theological School.....	15,000			100,000		155,000
Radcliffe College.....	52,453	90,000	378,000	615,000	300,000	3,000,000
Boston College.....	70,000	1,000,000	700,000	1,500,000		336,100
Newton Theological Institution.....	38,000	125,000	125,000	287,650		1,002,199
Smith College.....	115,000	742,184	949,045	3,078,584	1,529,758	4,188,078
Wheaton College.....	15,000	140,000	10,000	800,000	300,000	1,250,000
Mount Holyoke College.....	88,438	375,000		3,106,000		2,886,086
Atlantic Union College.....	4,200	21,065	20,705	72,786	31,816	
Tufts College.....	88,000	45,519	400,000	1,300,607	260,330	3,639,086

¹ Colored.² Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24—Continued*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
MASSACHUSETTS—continued						
Wellesley College	104,058	\$1,024,788	\$444,129	\$4,223,069	\$2,090,801	\$3,701,894
Williams College	105,000	930,000		2,823,182	773,000	4,543,990
Clark University	107,500	275,000		600,000		4,253,100
College of the Holy Cross	35,000	150,000		1,491,531		155,200
Worcester Polytechnic Institute	18,900	557,032	289,200	1,377,688		2,336,498
MICHIGAN						
Adrian College	8,000	27,600		257,400		85,000
Albion College	26,000	122,703	54,745	490,496		462,668
Alma College	34,301	84,086	36,000	384,418	155,800	465,582
Emmanuel Missionary College	11,500	48,675	43,085	206,540	109,794	
Detroit College of Law	4,348	20,000		100,000		
University of Detroit	38,000	332,000	1,960,000	600,000		
Suomi College and Theological Seminary	7,000	9,785	13,718	28,895		
Hillsdale College	27,000	42,895	17,648	177,632	60,000	696,580
Hope College	25,000	75,000	125,000	525,000	125,000	700,000
Western Theological Seminary	16,000	35,000	15,000	100,000	50,000	85,485
Kalamazoo College	19,000	75,833	103,000	219,630	77,196	787,509
St. Mary's College and Academy	17,000	54,500	350,000	70,000		
Olivet College	45,000	69,237		211,328		79,374
MINNESOTA						
St. John's University	42,000	150,000	160,000	850,000	150,000	60,000
College of St. Scholastica	10,000	30,000		400,000		
Sabury Divinity School	20,000	9,650	10,000	100,000	50,000	456,000
Augsburg Seminary	12,000	24,946		125,000		68,986
Minnesota College of Law	3,500	7,000				
Concordia College	9,000	62,818		207,000	90,000	86,000
Carleton College	65,000	286,761	246,296	1,036,220	367,950	1,564,029
St. Olaf College	21,800	72,480	61,220	370,400	121,500	301,746
St. Benedict's College	15,000	70,000	38,000	400,000		
Bethel Institute	16,000	36,784	21,625	106,872		52,430
College of St. Catherine	17,000	125,000	115,000	1,100,000	280,000	376,000
College of St. Thomas	30,000	60,800	180,000	528,997	100,000	350,000
Concordia College	6,000	15,000	200,000	350,000	100,000	
Hamline University	24,000	84,942	57,640	450,891	131,207	1,679,967
Luther Theological Seminary	20,000	50,000	15,000	150,000		
Macalester College	16,500	39,763	202,066	344,796	167,216	1,354,041
St. Paul College of Law	2,650	3,267				
St. Paul Theological Seminary	30,000	141,000	175,000	342,000	180,000	650,400
Gustavus Adolphus College	16,000	45,820	10,000	265,500	25,000	302,261
College of St. Teresa	20,000	305,705	90,886	1,829,222	572,500	
St. Mary's College	5,000	35,000	25,000	975,000	250,000	50,000
MISSISSIPPI						
Blue Mountain College	6,200	25,000	25,000	190,000		
Whitworth College	2,000	25,000	75,000	223,000	105,000	20,000
Hillman College	3,000	10,000	10,000	30,000		
Mississippi College	12,000	91,752	7,335	271,470	85,000	620,026
Grenada College	3,500	33,160	30,000	363,000	200,000	60,000
Mississippi Woman's College	5,000			400,000		10,000
Mississippi Synodical College	1,200	4,000	4,000	140,000		6,000
Rust College	7,000	35,000		125,000		16,000
Belhaven College	2,700	25,000	50,000	250,000	150,000	5,000
Millsaps College	17,000	45,000	100,000	260,374	123,374	697,006
Tougaloo College	5,000	47,400		124,725		7,000
MISSOURI						
Palmer College	3,720	13,500	10,000	215,000	85,000	70,000
Southwest Baptist College	2,800	13,180		178,000		6,100
Missouri Christian College	3,250	19,000	6,000	78,500		52,477
Missouri Wesleyan College	11,700	33,505	75,000	181,000	71,000	305,300

1 Colored

2 Statistics of 1922

TABLE 30.—Privately controlled universities, colleges, and professional schools—Property, 1923-24. Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
MISSOURI—continued						
Culver-Stockton College	13,956	\$43,000	\$25,000	\$117,000	\$75,000	\$370,000
Christian College	5,125	80,475	75,000	500,335	225,335	38,885
Stephens College	6,000	115,775	170,581	801,122	485,351	50,037
Central College	8,000	74,257	47,130	287,000	127,000	717,257
Howard-Payne College	18,000			210,000	105,000	21,500
Synodical College for Girls	4,386	25,000	10,000	45,650	36,000	50,000
Westminster College	10,811	43,179	65,465	257,509	47,707	612,795
William Woods College	5,355	25,000		512,873		454,632
Kansas City College of Osteopathy and Surgery	400	5,000		60,000		
Kansas City College of Pharmacy and Natural Sciences		35,000				
Kansas City School of Law	6,000					
Kansas City University of Physicians and Surgeons	500	3,000	15,000	65,000		
Kansas City Western Dental College	500	55,000				
Rockhurst College	6,000	37,000	125,000	325,000		
St. Teresa College	8,123	200,000	80,000	300,000		
Andrew T. Still College of Osteopathy and Surgery	250	75,000	15,000	150,000		
La Grange College	7,000	20,906	1,000	88,066	25,000	81,600
Central College for Women	7,000	17,000	100,000	200,000		13,212
William Jewell College	32,154	58,117	81,000	402,241	136,608	750,116
Will Mayfield College	2,400					
Missouri Valley College	18,000	118,391	15,000	398,307	68,308	182,731
Hardin College	2,548	45,591	30,000	302,406		108,000
Cottey College	3,263	10,000	20,000	251,000		25,000
Park College	25,000	250,000	120,000	582,000	188,000	1,410,027
Lindenwood College	6,500	102,198	121,152	801,428	336,112	1,658,780
City College of Law and Finance	750	10,000				
College of the Sacred Heart	9,300			1,000,000		
Concordia Theological Seminary	12,000	15,000	425,000	90,000		
Eden Theological Seminary	8,500					
St. Louis College of Pharmacy		10,000	10,000	30,000		
St. Louis College of Physicians and Surgeons	2,000	20,000	50,000	75,000		
St. Louis University	100,000					
The Principia	7,306	121,052	236,172	681,030	321,504	0,600
Washington University	225,000	1,425,490	505,004	4,532,391	695,698	11,608,428
Drury College	33,000	91,810	94,951	265,803		1,130,013
Tarkio College	10,654	63,117	13,750	175,400	83,300	489,372
Central Wesleyan College	12,600	52,900	50,000	167,000	56,000	448,053
Webster College	10,000			919,000		
MONTANA						
Intermountain Union College	7,500	25,000	11,500	200,000	125,000	100,000
Mount St. Charles College	5,110	81,000	50,000	717,238	275,000	410,053
NEBRASKA						
Cotner College	6,000	19,000	30,000	190,000	55,000	183,490
Dana College and Trinity Seminary	4,500	15,000	20,000	150,000		100,000
Nebraska Central College	1,800	0,500	50,000	100,000	20,000	48,358
Union College	8,820	20,984	31,887	143,873	50,474	
Doane College	15,326	42,450	105,675	169,182	50,000	354,180
Midland College	18,000	40,000	75,000	265,000	25,000	128,650
Grand Island College	10,000	23,895	18,475	111,268		63,382
Hastings College	7,000	45,930	30,000	213,352	28,500	200,800
Creighton University	32,000	455,775	187,600	1,607,000	30,000	2,265,000
Duchesne College	8,150	72,000	100,000	408,000		20,000
Presbyterian Theological Seminary	8,100	8,500	30,000	59,500		140,587
University of Omaha			15,000	110,000		207,000
Nebraska Wesleyan University	17,075	43,340		407,870		418,921
York College	4,000	19,795		113,000		118,071
St. Ursula's Junior College	3,500	20,000		100,000		

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24—Continued*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
NEW HAMPSHIRE						
Dartmouth College	180,000	\$1,000,000	\$1,000,000	\$5,000,000	\$2,000,000	\$7,000,000
St. Anselm's College	12,000					
NEW JERSEY						
Bloomfield Theological Seminary	5,853	7,432	31,188	109,429	19,282	449,045
College of St. Elizabeth	11,000	270,425	39,000	524,355	227,000	50,000
Stevens Institute of Technology	14,000	180,000	735,000	1,025,000	75,000	2,565,000
Upsala College	1,000	20,170	150,000	130,000	50,000	
Drew Theological Seminary	140,981			1,383,700		912,420
New Jersey Law School	3,000	0,854	26,500	119,675		
Rutgers University	130,000	302,000	640,685	1,744,378	190,000	1,646,592
Theological Seminary of the Reformed Church in America	57,000		100,000	400,000	150,000	750,000
Mount St. Mary's College	10,000			600,000		
Princeton Theological Seminary	118,555			747,649		3,757,050
Princeton University	492,186					14,500,643
Seton Hall College	20,000			2,500,000		
Alma College	3,000	15,000	80,000	110,000		55,000
NEW YORK						
Alfred University	36,000	110,000	32,500	424,500	75,000	652,802
St. Stephen's College	28,100	151,000	14,261	575,256		394,795
Auburn Theological Seminary	42,500	45,000	45,000	310,000	65,000	1,063,917
Wells College	47,858	209,686	43,136	504,171	245,651	1,232,190
Adelphi College	19,436	75,894	194,305	209,566		340,881
Brooklyn College of Pharmacy	4,175	16,100		38,500		
Long Island College Hospital	3,000	111,750	135,000	1,401,500		
Polytechnic Institute of Brooklyn	10,500	314,135	525,000	552,200		560,097
St. Francis College	6,622	43,371	155,000	237,000		
St. John's College	15,000	136,700	242,500	627,500		302,000
St. Joseph's College for Women	6,000	25,550	135,000	200,000		
Canisius College	21,600	220,000	250,000	360,000		
DeLancey Divinity School	3,412	5,000		15,000		
D'Youville College	10,180	130,600	175,000	260,000		
Martin Luther Theological Seminary	1,800	4,100	8,000	15,500		
University of Buffalo	41,663	429,910	1,284,412	1,440,085		2,097,824
St. Lawrence University	38,200	71,300	125,554	168,000		1,057,197
Hamilton College	101,500	121,343	148,530	989,410	174,760	3,302,680
Elmira College	29,007	146,477	74,018	576,709	186,741	475,248
Mount St. Alphonsus Theological Seminary	32,600					
Hobart College	75,000	85,000	71,362	405,187	132,000	1,019,440
Colgate University	102,000	122,678	125,000	1,150,000	375,000	3,053,575
Hartwick Seminary	5,000	15,000		65,000		84,000
Houghton College	4,935	18,635	10,000	176,220	40,706	86,622
Cornell University	710,575	3,188,073	517,896	9,298,831	1,181,283	18,915,775
Kenyon College	12,881	58,000	12,500	315,000	285,000	144,479
College of New Rochelle	12,137	103,518	79,557	634,381		26,577
Barnard College	22,300	120,404	2,425,000	875,000		4,055,761
Biblical Seminary in New York	14,328	72,279	330,970	363,447		79,080
College of Mount St. Vincent	15,264	127,924		512,693		
College of the Sacred Heart	8,967	25,685	962,000	250,000		
Columbia University	893,147	2,085,484	7,815,865	10,726,538	1,631,891	28,204,000
Cooper Union	51,915			1,398,939		2,497,369
Fordham University	115,000	261,000	2,333,000	1,363,098	177,700	98,216
General Theological Seminary of the Protestant Episcopal Church	72,370	137,910	1,027,000	1,057,849	417,347	2,481,996
Jewish Theological Seminary of America	70,000	200,604		125,000		1,370,157
Manhattan College	9,825	210,050	200,000	800,000		
New York College of Dentistry	1,700	62,735		200,630		
New York Homeopathic Medical College and Flower Hospital	14,000			192,997		20,000

¹ Statistics of 1822.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24—Continued*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
NEW YORK—continued						
New York Law School.....	7,000	\$15,000				\$3,500
New York University.....	198,472	608,927	\$1,264,950	\$3,487,986	\$211,435	3,072,424
Union Theological Seminary.....	160,492	250,664	1,234,593	1,612,859	309,042	5,559,936
Niagara University.....	15,250	291,600	300,000	950,000		
A. M. Chesbrough Seminary.....	3,000	10,900	82,887	90,000		20,000
Clarkson College of Technology.....	7,000	61,177	23,178	134,169		423,600
Vassar College.....	2,708	536,225	143,700	3,699,646	1,350,173	6,454,936
St. Bernard's Seminary.....	21,400	48,000	40,000	400,000		140,000
Rochester Theological Seminary.....	51,200	124,617		334,568	239,860	2,022,858
University of Rochester.....	103,530	1,392,072	994,019	6,690,327	40,144	13,220,640
St. Bonaventure's College.....	16,843	441,167	112,800	805,800	360,000	33,050
Skidmore College.....	13,381	198,388	136,246	787,382	582,628	354,204
Union University.....	70,999	197,602	178,000	679,500	225,000	2,785,486
Syracuse University.....	121,373	859,409	307,223	4,089,634	366,226	2,306,800
Marymount College.....	15,000	480,000		2,500,000		
Rensselaer Polytechnic Institute.....	15,129	504,845	183,925	1,757,339	323,750	2,457,606
Russell Sage College.....	3,393	81,095	65,000	454,720		775,082
NORTH CAROLINA						
College of St. Genevieve of the Pines.....	15,020	11,900	40,000	142,000		204,000
Belmont Abbey College.....	7,000	100,000	250,000	175,000	40,000	
Johnson C. Smith University.....	1,300	14,799	202,500	382,750	116,500	240,000
Queens College.....	8,000	62,905	125,000	355,352	120,500	
Davidson College.....	21,270	50,000	46,490	602,885	265,024	671,954
Trinity College.....	65,400	160,716	711,089	886,590	440,013	2,715,907
Elon College.....	12,000	70,000	103,300	493,000		386,587
Greensboro College.....	9,000	91,035	113,499	332,457	120,000	136,000
Guilford College.....	9,164	20,000	45,000	28,500	17,500	277,074
Lenoir-Rhyne College.....	8,000	30,000	60,000	280,000	90,000	417,425
Davenport College.....	4,000	24,500	25,000	96,500	79,000	150,000
Louisburg College.....	2,000	30,000	10,000	172,500	155,000	
Mars Hill College.....	2,223	3,000		200,000		25,000
Collegiate Institute.....	5,000	10,000	10,000	85,000	50,000	5,400
Meredith College.....	10,903	89,178	60,000	46,050	38,500	407,421
Pease Institute.....	3,000	10,000	10,000	250,000		
St. Mary's School.....	5,000			450,000		150,000
Shaw University.....	8,400	5,500	230,000	250,000		354,700
Flora Macdonald College.....	6,700	79,577	35,000	147,161		211,355
Rutherford College.....	1,500	8,000	10,000	81,000	46,000	
Livingstone College.....	8,020	45,000	95,000	204,000	105,000	500,000
Wake Forest College.....	30,482	22,225	48,700	241,097	72,190	934,192
Weaver College.....	3,000	12,600	27,000	90,000	60,000	
Atlantic Christian College.....	4,300	15,000	50,000	70,000		103,000
Salem College.....	9,000	54,468	75,000	345,971	245,971	336,638
NORTH DAKOTA						
Jamestown College.....	8,000	67,980	47,000	351,700	98,000	503,579
OHIO						
Ohio Northern University.....	11,000	49,500	62,500	482,000		236,230
Mount Union College.....	26,000	197,927	137,541	494,415	125,000	639,369
Ashland College.....	7,000	25,725	54,000	260,000	40,000	294,000
Baldwin-Wallace College.....	20,000	157,150	115,000	876,500	230,000	895,317
Bluffton College.....	7,000	49,313	14,000	196,478	95,000	351,457
Cedarville College.....		12,000	10,000	190,000		153,000
Cincinnati College of Dental Surgery.....	600	20,000	1,500	20,000		
Cincinnati College of Pharmacy.....	3,000	32,000	12,000	6,000		
College of the Sacred Heart.....	6,000			350,000		
Eclectic Medical College.....	1,500	6,000		60,000		
Hebrew Union College.....	65,000	800,000	200,000	600,000	275,000	600,000
Lane Theological Seminary.....	23,720	19,489		481,975	50,000	538,186
Mount St. Mary's Seminary of the West.....	18,000	75,000	12,000	1,000,000		

1 Colored.

2 Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—
Property, 1923-24—Continued*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
OHIO—continued						
St. Xavier College	55,650	\$155,000	\$850,000	\$725,000		\$381,900
Case School of Applied Science	17,005	339,233	426,309	525,021		3,017,803
John Carroll University	26,000					
St. Mary's Seminary	30,000		200,000	1,000,000		
Western Reserve University	169,800	966,128	792,929	5,377,951	\$255,130	4,598,720
Capital University	10,000	25,000	125,000	500,000	150,000	274,268
Bonebrake Theological Seminary	8,000	10,000	350,000	850,000	650,000	400,000
Central Theological Seminary of the Reformed Church in the United States	11,000	11,000	40,000	104,500	50,000	167,270
University of Dayton	13,000	238,000	310,000	1,865,000	560,000	
Defiance College	9,922	57,000	25,000	285,500	90,000	369,898
Ohio Wesleyan University	100,517	316,883	106,380	1,668,304	764,779	1,500,000
Findlay College	5,988	46,950	31,000	121,500	9,000	233,065
Kenyon College	40,000	168,000	74,000	1,028,000	305,000	1,514,149
Glendale College	2,000	18,050	20,000	70,000		
Denison University	38,000					
Hiram College	22,000	91,459	31,680	418,580	178,597	962,636
Marietta College	84,600	174,000	125,000	201,000		1,189,165
Muskingum College	10,550	150,194	95,933	651,977	237,619	378,566
Oberlin College	251,904	463,200	368,597	1,689,412	269,900	3,358,517
Oxford College for Women	9,775	55,300	35,000	165,000		51,500
Western College for Women	24,200	124,505	43,900	500,200	100,000	629,120
Lake Erie College	19,071	98,176	62,500	452,803	121,552	417,556
Rio Grande College	5,000	15,244		109,746	6,946	85,708
Wittenberg College	31,600	145,500	283,000	727,000	280,000	743,058
Heidelberg University	22,000	64,115	110,000	425,000	153,500	683,638
St. John's University	15,000	64,000	140,000	150,000		180,000
Otterbein College	25,000	63,323	68,360	519,887	86,872	599,896
Wilberforce University ¹	5,331	57,000	20,000	540,304	510,304	14,373
Wilmington College	7,000	42,200	70,000	211,000	36,000	200,000
College of Wooster	50,000	92,023	140,948	985,190	345,000	1,798,099
Antioch College	17,000	62,551	40,227	324,253	200,747	141,173
OKLAHOMA						
Oklahoma Presbyterian College for Girls	2,100	22,200	25,000	280,800		
Phillips University	10,419	78,000	104,050	275,000	50,000	463,680
Catholic College of Oklahoma for Women	11,000	15,000		130,000		
Oklahoma City University	6,000	46,153	19,854	303,246		161,763
Oklahoma Baptist University	6,000	50,000	60,000	230,000	130,000	
University of Tulsa	6,500	33,909	127,719	223,679	55,000	269,553
OREGON						
Albany College	11,046	25,632	62,900	25,000	4,000	263,350
Eugene Bible University	7,150	20,000	80,200	194,800	46,400	489,632
Pacific University	20,000	74,000		420,800	100,000	250,000
Linsfield College	7,500	27,983	40,000	100,300		457,162
Pacific College	5,000	18,800	23,000	67,700	12,500	227,000
Columbia University	3,500	20,000	140,000	180,000	150,000	
North Pacific College	1,450	79,475	30,000	209,500		
Reed College	27,000	110,508	204,957	533,461	192,232	1,500,000
St. Mary's College	12,000					
Kimball School of Theology	5,000	10,000		25,000		40,000
Willamette University	16,000	63,480	250,000	383,500	120,000	601,500
PENNSYLVANIA						
Cedar Crest College	5,000	40,747	19,053	271,149	178,173	3,310
Muhlenberg College	33,000	82,731	500,000	349,717	38,898	505,756
Lebanon Valley College	8,000	49,285	34,500	333,750	99,000	368,853
St. Vincent College and Ecclesiastical Seminary	58,000	260,347	930,000	1,742,656		
Beaver College	7,000	15,500	25,000	100,000	70,000	10,000

¹ Colored.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24—Continued*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
PENNSYLVANIA—continued						
Geneva College	13,275	\$31,420	\$72,000	\$565,000	\$225,000	\$300,000
Lehigh University	150,000	249,076	256,655	1,974,218	147,713	3,891,458
Moravian College and Theological Seminary	18,000	80,000	50,000	375,000		186,000
Moravian Seminary and College for Women	5,000	25,278		73,504		
Bryn Mawr College	104,851	315,152	100,784	1,714,956	641,016	5,890,000
Dickinson College	37,000	90,000	101,095	573,487	170,480	408,915
Wilson College	17,278	115,211	46,172	335,823	61,939	402,415
Crozer Theological Seminary	32,000			500,000		1,500,000
Pennsylvania Military College	2,500		100,000	250,000		
Ursinus College	18,000	86,100	75,000	463,500	142,500	288,200
Lafayette College	65,000	436,084	245,381	1,704,803	245,000	2,113,715
Elizabethtown College	5,000	34,909	42,359	161,165	137,376	242,422
Gettysburg College	40,000	125,000	120,000	625,000	225,000	800,000
Theological Seminary of the General Synod of Evangelical Lutheran Church in the United States	26,000	100,000	50,000	300,000	200,000	460,000
Recon Hill College	12,500	165,259	68,000	1,244,376		500,000
Thiel College	10,500	52,400	33,850	321,300	65,800	107,935
Grove City College	23,195	54,634	85,439	459,173	248,313	271,707
Haverford College	94,000	300,000	1,100,000	1,800,000	500,000	3,696,000
Juniata College	30,000					500,000
Franklin and Marshall College	50,000	150,000	200,000	391,375		766,265
Theological Seminary of the Reformed Church in the United States	19,000			270,000	100,000	428,000
Bucknell University	40,000	265,750	59,000	725,000	338,500	782,250
Lincoln University ¹	30,500	27,100	23,500	200,000	35,000	650,000
St. Francis College	10,000	75,000	300,000	250,000		
Allegheny College	40,000	213,763	142,075	1,502,000	400,000	1,248,125
Meadville Theological Seminary	45,000	41,650		93,788	19,600	
Irving College	1,000	1,500	20,000	80,000	60,000	
Albright College	12,860	76,824	45,000	414,755	267,365	412,000
Westminster College	13,000	49,976	75,655	550,300	145,000	670,700
Drexel Institute	40,000	1,125,000	281,000	756,000		2,299,750
Dropsie College	25,360	50,000		101,431		706,650
Jefferson Medical College	11,000	600,000		5,710,655		1,181,000
La Salle College	10,000	40,000	400,000	300,000		
Lutheran Theological Seminary at Philadelphia	33,102	75,000	125,000	415,000	80,000	495,000
Philadelphia College of Pharmacy and Science	15,000	85,000		350,000		
St. Charles Seminary	75,000			2,000,000		
St. Joseph's College	40,000	120,000	150,000	300,000		
Temple University	28,250	197,550		1,604,754	64,000	
University of Pennsylvania	583,393	5,639,159	2,953,634	10,568,695	1,099,087	12,799,350
Woman's Medical College of Philadelphia	2,030	44,784		516,249		556,300
Carnegie Institute of Technology	(²)	987,787		5,394,235	441,536	8,232,000
Duquesne University of the Holy Ghost	17,000	90,000	509,000	859,000	40,000	
Pennsylvania College for Women	6,500	93,395	234,000	372,916	60,000	78,100
Pittsburgh Theological Seminary	20,000					
Reformed Presbyterian Theological Seminary	6,000	15,000	40,000	40,000		60,000
University of Pittsburgh	90,000	972,904	2,620,443	1,875,622		938,700
Western Theological Seminary	41,566	15,000		547,140		817,700
Marywood College	15,500	351,600	125,000	1,600,000		
Susquehanna University	32,000	50,000	45,000	435,000	280,000	248,000
Swarthmore College	40,000	929,918	787,851	1,241,216	451,500	3,150,000
Villanova College	14,600	196,000	850,000	2,000,000	1,000,000	
Washington and Jefferson College	36,350	67,285	151,700	360,804	88,553	1,248,600
Waynesburg College	10,000	60,000	50,000	325,000		107,000

¹ Colored.² Use is made of the adjacent Carnegie Library of Pittsburgh, which contains 450,000 volumes.

TABLE 30.—Privately controlled universities, colleges, and professional schools—
Property, 1923-24—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
RHODE ISLAND						
Brown University	320,000		\$855,208	\$2,412,681	\$572,139	\$8,905,787
Providence College	8,500	\$75,000	100,000	480,000		78,000
Rhode Island College of Pharmacy and Allied Sciences	800	40,000	20,000	100,000		
SOUTH CAROLINA						
Anderson College	3,100	32,319	32,000	196,624	60,000	1,511
Presbyterian College of South Carolina	6,000	62,785	91,127	400,737	128,835	276,404
Benedict College	7,900	20,000	100,000	300,000	150,000	133,000
Chicora College for Women	5,000					
Columbia College	6,000			597,770		
Columbia Theological Seminary	32,000	34,264	64,500	98,313	50,000	279,028
Lutheran Theological Southern Seminary	5,500	8,000	10,000	75,000	20,000	73,000
Erskine College	10,000	20,303	28,000	169,159	44,538	197,108
Erskine Theological Seminary	10,000					69,500
Woman's College of Dixie West	6,000	41,226	25,000	167,736	108,000	29,722
Limestone College	6,400	85,000	50,000	385,000	155,000	
Furman University	15,500	65,592	245,763	879,996	343,000	243,902
Greenville Woman's College	6,000		125,000	527,000		
Lander College	7,250	29,967	55,544	174,359		19,020
Coker College	8,000	50,000	100,000	700,000	500,000	440,786
Converse College	15,000	105,336	180,000	508,275		536,303
Wofford College	22,642	46,400	200,000	358,000	100,000	287,504
SOUTH DAKOTA						
Huron College ¹	11,840	28,100	126,000	243,197	35,000	579,842
Dakota Wesleyan University	18,130	49,562	41,903	411,484	92,000	342,193
Columbia College	3,500	30,000	170,000	800,000		2,700
Sioux Falls College	4,500	10,000	40,000	150,000	35,000	222,000
Wessington Springs Junior College	4,000	12,000	5,050	100,000		13,000
Yankton College	12,000	32,756	83,766	214,592	130,000	526,345
TENNESSEE						
King College	5,000	10,000	20,000	150,000	100,000	116,688
Chattanooga College of Law	11,000					
University of Chattanooga	11,000	26,000	219,888	316,004		501,386
Southwestern Presbyterian University	17,000	52,200	35,000	220,000	40,000	359,783
Centenary College	3,000	60,000	25,000	150,000		
Tusculum College	10,000	49,021	52,200	284,912	147,100	654,686
Lincoln Memorial University	10,000	29,190	142,563	257,610	137,036	713,381
Lane College ¹	3,000	7,000	13,500	235,000	105,000	31,500
Union University	12,000	55,000	47,000	511,400	210,000	140,000
Carson and Newman College	9,000	35,000	40,000	241,080	75,672	290,723
Johnson Bible College	5,000	25,000	25,000	310,000	100,000	80,000
Knoville College ¹	5,400	26,719	53,669	477,141	250,000	300,000
Cumberland University	15,000	50,000	53,000	190,000	65,000	100,000
Hiwassee College	2,000	14,039	5,000	88,474	32,000	
Maryville College	25,608	60,750	84,522	529,500	165,000	1,073,103
Milligan College ¹	2,500	10,000	20,000	290,000	190,000	
Bethel College	6,050		80,000	145,000	70,000	275,000
Tennessee College ¹	5,000	34,484	101,582	214,085	164,000	19,000
Flsk University ^{1,2}	13,000	94,521	77,851	343,903	230,000	290,333
Meharry Medical College ¹	796	80,000	20,000	300,000	32,000	605,712
Vanderbilt University	90,000	414,503	390,715	1,007,817	279,856	5,543,125
Ward-Belmont School	7,500	25,000	460,000	390,000		
Martin College	1,150	15,000	20,000	90,000	80,000	30,000
University of the South	40,435	274,770	121,325	589,379	238,767	1,368,639

¹ Colored.

² Statistics of 1922.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Property, 1923-24—Continued*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
TEXAS						
Ablene Christian College.....	8,000	\$35,000	\$50,000	\$350,000	\$125,000	
McMurtry College.....	2,500	19,639	30,000	171,046	25,000	
Simmons College.....	10,000	63,383	46,383	790,000	250,000	\$200,000
Austin Presbyterian Theological Seminary.....	2,000	8,000	25,000	100,000		176,775
St. Edward's College.....	9,500	75,221	105,000	688,000	250,000	
Baylor College for Women.....	15,000	193,412	72,220	989,073	709,073	162,000
Daniel Baker College.....	8,000	31,512	52,000	164,423	35,000	250,000
Howard Payne College.....	8,800	77,128	136,000	322,984	100,000	20,000
Clarendon College.....	3,200	11,143	25,000	283,000	125,000	
Southern Methodist University.....	36,000	180,588	700,631	721,563	246,837	1,333,014
University of Dallas.....	8,550	26,700	600,000	300,000		
Decatur Baptist College.....	2,500			150,000		
Texas Christian University.....	31,333	145,581	89,457	440,666	173,000	4,050,000
Texas Woman's College.....	10,350	69,486	151,338	266,854	97,150	
Southwestern University.....	28,000	170,500	120,343	391,000	185,000	167,687
Hurleson College.....	4,750		17,000	160,000	140,000	
Wesley College.....	2,000	18,000	15,150	129,000	60,000	1,000
Rice Institute.....	35,000	640,000	550,000	1,900,000	575,000	10,000,000
Texas Dental College.....		18,000				
Lon Morris College.....	4,000	17,000	15,000	125,000	40,000	250,000
Bishop College ¹	5,000	42,000	100,000	200,000	70,000	13,000
College of Marshall.....	5,500	225,000	106,000	169,000	60,000	
Meridian College.....	3,000	12,000	30,000	125,000	43,000	
Texas Presbyterian College.....	7,000	7,000	32,000	100,000		135,000
Wayland Baptist College.....	3,600	12,000	15,000	200,000		
Rusk College.....	2,839	6,000	21,482	122,000	75,000	
Our Lady of the Lake College.....	12,000	101,361		800,000		
Westmoorland College.....	3,000	26,000	6,000	143,000		
Southwestern Baptist Theological Seminary.....	8,000			1,180,572		385,780
Austin College.....	13,000			750,000		200,000
Carr-Burdette College.....	4,000	22,200	22,800	100,000	75,000	7,000
Kidd-Key College.....	2,911	16,000	20,000	239,290	206,278	
Westminster College.....	4,000	17,000	3,000	85,000	10,000	23,000
Thorp Spring Christian College.....	3,500	5,000	10,000	150,000	75,000	
Baylor University.....	54,000	327,222	135,000	1,180,238		449,220
Trinity University.....	8,500	34,734	16,624	225,000	162,000	542,000
Weatherford College.....	3,200	5,000		110,000		85,000
UTAH						
Snow College.....	3,642	40,500	2,000	160,000		
Brigham Young College.....	9,775	42,318		194,183		* 2,033
Weber College.....	4,500	11,656		125,650		
Brigham Young University.....	32,481	243,456	40,000	300,000		465,000
Westminster College.....	8,000	11,766	116,000	179,500	85,000	96,928
VERMONT						
Middlebury College.....	50,000	103,975	29,995	711,700	312,300	2,621,500
Norwich University.....	21,000	38,000	24,084	358,046	150,000	508,338
St. Michael's College.....	8,000	30,000	19,000	233,485	96,508	
VIRGINIA						
Martha Washington College.....	1,500	28,881	30,000	162,500		
Stonewall Jackson College.....	1,500	28,000	26,000	800,000	145,000	10,000
Randolph-Mason College.....	15,000	31,000	35,000	382,350	121,000	490,575
Blackstone College for Girls.....	1,000	20,000	80,000	300,000		
Bridgewater College.....	12,000	71,572	36,880	131,000	36,000	373,964
Sullins College.....	4,000	50,000	30,000	200,000	150,000	
Virginia Intermont College.....	4,525	30,000	80,000	400,000		50,000
Averett College.....	1,850	25,500	25,000	130,000		
Emory and Henry College.....	12,000	44,942		321,408		220,000
Hampden-Sidney College.....	15,000	52,910	22,081	440,350	182,027	150,000
Hollins College.....	11,000	100,000	100,000	400,000		

¹ Colored.

TABLE 30.—Privately controlled universities, colleges, and professional schools—
Property, 1923-24—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, and furniture	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Endowment funds
1	2	3	4	5	6	7
VIRGINIA—continued						
Washington and Lee University	55,000	\$248,206	\$50,000	\$1,169,171	\$199,000	\$1,310,017
Lynchburg College	6,961	34,122	116,000	320,730	140,000	167,332
Randolph-Macon Woman's College	26,000	247,350	100,000	1,005,000	675,000	490,000
Virginia Theological Seminary and College ¹	6,000	35,000	20,000	266,000	140,000	54,000
Marion Junior College	2,500	25,000	25,000	150,000		
Southern College	6,000	10,000	25,000	65,000		
Union Theological Seminary	30,896	64,649	48,681	544,811		735,759
University of Richmond	40,000	94,000	200,000	1,432,286	211,130	1,981,837
Virginia Union University ¹	11,000	29,500	250,000	250,000	100,000	400,000
Virginia College	3,500	40,000	150,000	250,000		
Roanoke College	18,261	104,795	30,000	323,446	122,500	187,045
Mary Baldwin College	7,000					
Sweet Briar College	19,815	121,000	56,800	775,472	355,000	354,000
Protestant Episcopal Theological Seminary	35,000	65,000	25,000	300,000	75,000	1,340,000
WASHINGTON						
Walla Walla College	6,500	54,000	18,000	124,000	35,000	300,000
St. Martin's College	6,250	12,500		350,000		14,000
Gonzaga University	10,000	129,000	85,000	1,250,000		
College of Puget Sound	7,689	25,947	195,298	211,530	5,000	406,269
Whitman College	35,000	132,762	225,000	325,000	155,000	884,582
WEST VIRGINIA						
Bethany College	16,000	50,000	107,000	415,000	68,000	1,481,853
West Virginia Wesleyan College	12,000	66,468	74,736	191,098	26,878	561,503
Davis and Elkins College	12,795	8,000	30,000	225,000	200,000	108,000
Storer College ¹	8,000	17,500		200,000	60,000	
Broadus College	3,000	25,000	15,000	450,000	250,000	15,000
Salem College	5,250	11,000	15,000	168,000		99,470
WISCONSIN						
Lawrence College	43,684	103,596	115,157	975,728	353,122	1,532,371
Northland College	9,000	23,065	22,636	73,940	35,374	113,062
Beloit College	70,500	210,500	94,416	460,360	141,650	1,922,784
Milton College	11,344	30,000	8,000	96,000	10,000	268,798
College of Electrical Engineering	1,000	50,000				
Marquette University	35,000	632,753	519,417	1,581,314		1,314,352
Milwaukee-Downer College	19,400	102,153	334,878	465,501	206,653	1,029,075
St. Lawrence College	5,200	10,000	3,000	160,000	60,000	
Nashotah House	20,000	20,000	33,856	172,000	55,000	784,808
Mission House	18,000	29,900	15,100	235,000	150,000	16,350
Campion College	24,000	150,000	40,000	400,000	200,000	320,000
St. Mary's College	5,500	267,703	50,000	300,000		
Ripon College	27,467	130,734	62,676	281,370	130,059	410,239
St. Francis Seminary	35,000	104,000	175,000	440,000		50,000
Northwestern College	11,918	51,600	300,000	280,000	125,000	96,800
Carroll College	12,000	53,500	40,000	470,000	75,000	506,769
Evangelical Lutheran Theological Seminary	6,100	20,000	45,000	95,000	70,000	

¹ Colored.

TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24

Institution	From student fees			From pro- ductive funds	From United States Govern- ment, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of addi- tions to endow- ments	
	For tu- ition and other edu- cational services	For room rent	For board and other noneduca- tional services			For in- crease of plant	For en- dowment	For cur- rent expenses				
1	2	3	4	5	6	7	8	9	10	11	12	
ALABAMA												
Athens College for Young Women	\$18,659		\$20,489						\$6,600		\$45,648	\$45,648
Birmingham-Southern College	48,163	\$1,527	17,753	\$12,478				\$8,000	15,507		83,839	83,839
Howard College	62,034	18,551	45,000	28,965				8,000	9,956		127,506	127,506
Judson College	20,800	35,300	48,968	13,500					21,000		140,588	140,588
Marion Institute	61,394		52,387			\$81,708	\$150,000	5,500	5,000		211,394	211,394
Woman's College of Alabama	69,229	30,305	40,000	2,377					7,500		246,275	246,275
St. Bernard College	7,800	4,500	97,000						4,300		55,300	55,300
Spring Hill College	48,500	6,284	24,411	46,714		57,000		25,000			154,300	154,300
Talladega College	13,481										181,522	181,522
ARKANSAS												
Henderson-Brown College	34,179	6,628	17,753	6,477					822		65,867	65,867
Ousichta College	55,000	45,000	45,000				100,000		15,000		515,800	515,800
Arkansas College	18,551	2,578	6,557	6,354		32,284	38,925	16,073			122,292	122,292
College of the Ozarks	13,773								30,774		44,547	44,547
Central College	32,000	5,000	20,000	400			18,000	3,500			60,900	60,900
Hendrix College	35,175	12,000	10,210	30,000				14,275			134,450	134,450
Little Rock Baptist College	5,182		28,321						15,751		31,123	31,123
Little Rock College	22,202		48,520	4,883			45,000	10,540			61,063	61,063
Galloway Woman's College	43,633	8,573				41,000		9,079			201,698	201,698
CALIFORNIA												
College of Notre Dame	14,418		32,372								46,790	46,790
Berkeley Baptist Divinity School	287			6,304			25,604	5,647		6,037	43,879	43,879
Pacific School of Religion	410	765		52,411		49,138		4,710			107,464	107,464
Pacific Unitarian School for the Ministry	41	808		52,169		5,000	1,500	52	1,179		61,289	61,289
Pomona College	218,713	33,965	35,129	79,569		38,437	71,222	12,601	215,388		701,528	701,528
Pacific Union College	36,606	14,827		600		23,479		5,124	71,981		187,746	187,746
College of Medical Evangelists	56,618	19,716	56,908			97,297			1,105,175		1,334,004	1,334,004
California Christian College	6,372	8,112	11,783	19,206		71,233	28,322	14,188	25,121		184,373	184,373

TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			Total receipts	Total receipts, exclusive of additions to endowments	
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			From other sources
1	2	3	4	5	6	7	8	9	10	11	12
FLORIDA											
John B. Stetson University.....	\$53,214	\$11,859	\$40,107	\$59,757		\$900	\$17,450	\$4,333		\$169,270	\$169,270
Rollins College.....	15,232	8,735	36,577	38,092				14,310	\$1,710	133,206	115,756
GEORGIA											
Atlanta College of Pharmacy.....	5,000									5,000	5,000
Atlanta Law School.....	11,024									11,024	11,024
Atlanta-Southern Dental College.....	84,569								26,875	114,399	114,399
Atlanta Theological Seminary.....				925						12,357	12,307
Atlanta University.....	23,723	9,799	23,621	11,050			50	11,460		140,426	108,445
Clark University.....	8,734	2,584	11,004	2,000				34,825		55,739	55,739
Gammon Theological Seminary.....		1,001	3,943	62,149				31,417		93,063	93,063
Morehouse College.....	10,916		45,166	16,000		56,000				72,757	72,757
Morris Brown University.....	12,500		16,368					675		58,868	58,868
Southern School of Pharmacy.....	9,000							5,000	25,000	9,000	9,000
Paine College.....	3,384	3,459	9,641	1,116					1,400	43,500	43,500
Andrew College.....	7,776		13,656	900						26,434	26,434
Agnes Scott College.....	12,490		148,687	48,702			144,000			366,115	222,115
Piedmont College.....	12,300	5,577	22,101	4,861						112,411	112,411
Emory University.....	167,404	21,040	76,152	164,725			136,370	67,881	81,979	715,351	579,181
Bessie Tift College.....	35,542		58,749	3,000		7,736		17,721	16,706	139,454	139,454
Brenau College.....	95,883		122,059							217,942	217,942
La Grange College.....	13,300	2,500	12,000	9,000				2,300		39,100	39,100
Mercer University.....	83,266	17,679	70,247	21,401			149,000	35,000		396,613	247,613
Wesleyan College.....	64,305		106,846	16,981			242,045		34,040	496,302	254,237
Oglethorpe University.....	49,244	6,423	38,633							94,304	94,304
Shorter College.....	52,997	15,055	36,131	12,000			39,808	5,000	10,208	171,259	131,391
IDAHO											
College of Idaho.....	21,686	3,870		13,042			36,634	14,098	7,125	97,245	60,611
Gooding College.....	12,500							12,500	12,500	37,600	37,600

ILLINOIS	20,796	3,768	12,043	22,443	18,972	24,711	8,817	111,000	80,889
Shurtleff College.....	9,029	5,759	2,841	10,244	7,140	7,973	6,259	50,932	46,959
Illinois Wesleyan University.....	34,196	41,959	80,618	30,354	42,970	84,135	6,010	251,818	213,092
St. Viator College.....	21,328	8,100	23,283	23,496	70,000	70,000	159,000	200,844	200,844
Blackburn College.....	159,242	6,743	764	8,867	8,075	1,548	18,156	170,279	100,769
Carthage College.....	3,869	1,000		49,000	250,000	47,000		351,380	100,279
Armour Institute of Technology.....	39,031							48,085	47,137
Bethany Bible School.....	25,220							42,245	42,245
Chicago College of Osteopathy.....	35,000							25,220	25,220
Chicago Law School.....	263,464							35,000	35,000
Chicago Medical School.....	44,622							300,100	300,100
Chicago Theological Seminary.....	222,276							326,437	279,437
De Paul University.....	400,542							103,585	103,585
General Medical College.....	74,482							649,160	649,160
Lewis Institute.....	1,760,569							512,664	512,664
Loyola University.....	133,686							140,862	124,262
McCormick Theological Seminary.....	9,045							250,946	250,946
St. Francis Xavier College.....	30,120							6,862,194	4,727,821
University of Chicago.....	9,035							212,524	212,524
James Millikin University.....	1,472,915							84,963	84,963
Elmhurst College.....	3,444							298,927	104,135
Eureka College.....	94,958							195,457	195,457
Garrett Biblical Institute.....	35,920							5,121,734	5,121,734
Northwestern University.....	25,403							6,424	6,424
Norwegian-Danish Theological Seminary.....	72,407							10,332	10,332
Ewing College.....	25,222							423,387	273,244
Knob College.....	28,489							147,114	122,114
Lombard College.....	18,094							71,096	69,931
Greenville College.....	7,554							169,944	130,110
Illinois College.....	5,418							231,063	200,789
Illinois Woman's College.....	3,444							91,969	91,969
Broadview College.....	35,920							101,814	101,814
Lake Forest College.....	25,403							129,610	76,176
McKandree College.....	72,407							42,477	26,477
Lincoln College.....	18,094							90,311	90,311
St. Procopius College.....	7,554							39,138	28,267
Theological Seminary of the Evangelical Lutheran Church.....	5,418							195,925	172,814
Monmouth College.....	46,674							125,567	114,539
Francis Shimer School.....	110,539							50,946	50,946
Mount Morris College.....	16,123							18,353	18,353
Evangelical Theological Seminary.....	70,002							212,376	150,626
Northwestern College.....	16,123							209,546	209,546
Rosary College.....	35,943							202,747	202,747
Bradley Polytechnic Institute.....	90,575							288,313	222,135
Rockford College.....	75,872							287,807	287,807
Augustana College.....	87,788							171,383	132,061
Wheaton College.....	30,709								

¹ Colored.

TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees			From productive funds	From United States Government, State, or City	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For other expenses			
	2	3	4	5	6	7	8	9	10	11	12
INDIANA											
Wabash College.....	\$49,067		\$104,074	\$71,558					\$4,061	\$234,324	\$125,356
Earham College.....	78,137		3,128	43,330		\$16,557		\$10,000	1,441	283,508	253,539
Evansville College.....	53,080	\$1,017	18,134	2,731		3,016		16,839	90,945	170,755	167,740
Franklin College.....	58,237	27,080	80,027	43,150		455		10,023	13,432	187,075	150,669
De Pauw University.....	150,722	29,754						701	98,720	356,654	356,654
Hanover College.....	22,276					1,548			4,273	121,727	58,312
Benjamin Harrison Law School.....	13,080								13,080	13,080	13,080
Butler College.....	171,805	2,293	7,165	36,802				12,119	6,163	286,377	286,377
Indiana Central College.....	28,131	13,557	5,089	30,300			14,016	28,232	15,498	104,803	90,787
Indiana Dental College.....	117,000									117,000	117,000
Indiana Law School.....	10,000									10,000	10,000
Indianapolis College of Pharmacy.....	25,000									25,000	25,000
Marion College.....	22,059	1,500	1,840	8,318		5,000		3,772	5,700	50,139	48,139
Manchester College.....	73,303	5,899	10,323	10,792				9,387		147,652	109,704
St. Mary's College and Academy.....	230,500		211,369	27,951						250,500	230,500
University of Notre Dame.....	391,863	129,104	15,690	31,897			603,113		6,875	1,363,405	760,292
Oakland City College.....	73,809	1,667	58,318							129,938	129,938
St. Mary-of-the-Woods College.....	54,483	36,572					18,970		1,000	168,343	149,373
Rose Polytechnic Institute.....	24,000	3,200	6,000	60,000						85,000	85,000
Taylor University.....	25,000	15,910	25,832	9,000		25,000	100,000	20,000	8,415	188,200	88,200
Valparaiso University.....	117,000									167,157	167,157
IOWA											
Coe College.....	137,835	19,112	8,284	51,155				13,100	83,000	312,486	312,486
Wartburg College.....			18,000	1,300				20,000		69,200	69,200
St. Ambrose College.....	5,000	3,000	12,000	15,000		10,000				85,000	35,000
Luther College.....	19,404	11,418	1,214	8,833		2,497	50,000	16,531	889	91,256	91,356
Des Moines University.....	128,035	21,587	29,167	13,053			1,510	89,404		282,596	281,296
Des Moines Still College of Osteopathy.....	30,419								11,058	41,477	41,477
Drake University.....	291,662	2,755	11,018	13,910			2,345	3,978		311,865	309,550
Grand View College.....	4,591			7,618				8,233	7,259	41,476	41,476

TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room and rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY—continued											
College of the Bible.....	\$4,569	\$3,210	\$852	\$21,542					\$4,060	\$34,233	\$34,233
Hamilton College.....	63,399	7,798	852	31,240		\$2,500	\$98,516	\$18,750	8,386	63,399	63,399
Transylvania College.....	21,392									189,434	90,918
Jefferson Law School.....	9,860									9,860	9,860
Louisville College of Pharmacy.....	23,636					225	100,128	12,423	1,949	25,810	25,810
Presbyterian Theological Seminary.....	8,499		1,167						34,183	131,901	51,773
Simmons University.....			11,234						11,797	39,223	39,223
Southern Baptist Theological Seminary.....				55,000			35,000	20,000	10,000	120,000	85,000
Bethel College.....	10,166	6,834		5,255					39,646	74,241	74,241
Logan College.....	15,000		12,340						625	42,243	42,243
St. Mary's College.....	6,500	2,500	26,618							55,000	55,000
Cumberland College.....	14,589	4,264	36,000	10,000		65,000	100,000	107,000	50,000	340,833	240,833
Asbury College.....	52,789	21,080	55,000			85,000				213,869	213,869
Kentucky Wesleyan College.....	8,000	4,000	18,000				30,000	11,000	500	71,500	41,500
LOUISIANA											
Silliman College.....	3,300	1,800	10,000	2,000					5,000	22,100	22,100
Mansfield Female College.....	16,078		25,644			10,000				51,722	51,722
Loyola University.....	65,505			5,000		325,000	10,000	5,000		410,505	400,505
New Orleans College.....	10,383	1,339	7,107						8,002	44,141	44,141
Tulane University of Louisiana.....	291,902	29,163	82,220	398,349		78,084	312,645	45,625	17,421	1,255,442	942,794
Louisiana College.....	36,224	11,547	33,411							156,104	156,104
Centenary College.....	45,371	6,619	26,170	30,889		29,250		49,064		187,363	187,363
MAINE											
Bangor Theological Seminary.....	89,962	740		25,862			19,825		2,548	48,975	29,150
Bowdoin College.....	100,000	24,519	706	121,416			533,319	5,769	5,090	800,781	247,462
Bates College.....		36,386	2,595	50,990				3,116		193,096	193,096
Celby College.....	67,151	27,355	28,908	51,360						174,774	174,774

TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees			From productive funds	From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
MICHIGAN											
Adrian College	579,733		\$24,851	\$11,000				\$11,610	\$13,857	\$61,318	\$61,318
Albion College	31,239	98,948	28,215	24,690				25,608	11,363	141,384	141,384
Emmahuel Missionary College	48,636	28,562	42,876	25,568	\$5,020	\$39,270		6,870	5,251	151,553	112,089
Detroit College of Law	64,564			13,543					25,435	158,882	158,882
University of Detroit	222,712								61,594		64,564
Suomi College and Theological Seminary	4,598	15,628	4,658	46,865		13,650	5,157	90,537	2,024	382,443	373,966
Hillsdale College	51,207	890		36,865				10,582	2,421	22,262	22,262
Hope College	25,325	480		3,963				3,598		188,051	134,292
Western Theological Seminary	45,410	11,651	15,352	45,000					8,955	103,980	103,980
Kalamazoo College	22,000	9,185	76,500	43,900	25,000			21,000	59,232	20,000	220,645
St. Mary's College and Academy	46,078		3,600	43,900					19,076	161,476	161,476
Olivet College				2,969		40,175		25,199	2,300	126,206	89,031
MINNESOTA											
St. John's University	40,000	4,125	97,500	20,000						161,625	161,625
Seabury Divinity School		840	1,911	3,986			2,210	30,795	28,926	30,010	30,010
Augsburg Seminary	8,481								1,175	47,487	45,277
Minnesota College of Law	33,419									33,419	33,419
Concordia College	30,000	9,600	37,000	58,640				30,000		111,600	111,600
Carlton College	200,153	115,291	171,755	71,264		2,243	45,022	81,311	20,495	708,715	682,793
St. Olaf College	58,015	18,096	79,578			79,143	5,018	73,034		337,183	336,165
St. Benedict's College	19,000	4,070	40,000							63,000	63,000
Bethel Institute	10,005	2,297		1,182				26,163	7,906	58,970	47,853
College of St. Catherine	22,919	6,329	36,951	17,700		385,400	90,000	10,000		499,302	479,302
College of St. Thomas	75,590	9,302	96,894						18,298	190,994	190,994
Concordia College			16,741							53,728	53,728
Hamline University	86,679	10,373	8,886	52,333	2,008		1,828	32,008	4,286	183,020	181,192
Luther Theological Seminary		1,350		5,075			1,350	20,882	6,707	37,344	37,344
Macalester College	53,506	12,248	31,336	58,000	25,000		37,782	1,273		217,137	181,345

St. Paul College of Law	34,097	38,170	31,392	1,083	83,112	10,000	80,112	35,190	84,707	34,190
St. Paul Theological Seminary	13,920	58,877	47,173	1,025	83,112	3,600	83,112	84,707	84,707	84,707
Gustavus Adolphus College	68,550	26,800	45,000	5,061	5,061			163,628	163,628	163,628
College of St. Teresa	13,000		3,500					178,388	172,427	172,427
St. Mary's College								63,290	63,290	63,290
MISSISSIPPI										
Blue Mountain College	32,466	44,452	1,455	1,001	10,000		10,000	89,374	89,374	89,374
Whitworth College	28,170	25,280	1,060		3,600		3,600	70,000	70,000	70,000
Hillman College	10,925	9,263						22,108	22,108	22,108
Mississippi College	44,826	35,794	34,017	5,581	60,000		60,000	121,570	121,570	121,570
Grenada College	12,650	26,390						114,246	54,246	54,246
Mississippi Woman's College	40,000				4,000		4,000	40,000	40,000	40,000
Mississippi Synodical College	38,000							43,000	38,000	38,000
Rust College	9,128	13,284	300		21,630		21,630	60,428	60,428	60,428
Belhaven College	24,724	33,494			2,300		2,300	60,848	60,848	60,848
Millsaps College	28,719	34,967			4,817		4,817	75,660	75,660	75,660
MISSOURI										
Palmer College	10,901	2,662	467		2,130		2,130	43,071	40,941	40,941
Missouri Christian College	4,861	3,000	2,297		467		467	25,989	25,989	25,989
Missouri Wesleyan College	28,377	15,056			4,503		4,503	58,062	58,062	58,062
Culver-Stockton College	25,800	10,000	25,000		700		700	288,200	288,200	288,200
Christian College	57,890	53,640			450,000		450,000	149,911	169,911	169,911
Stephens College	119,288	159,637	11,859		262		262	372,318	372,318	372,318
Central College	66,721	79,137	36,925		112,043		112,043	84,840	84,840	84,840
Howard-Payne College	51,297	1,200	1,200					26,142	26,142	26,142
Synodical College for Girls	8,414	12,067	38,979		25,200		25,200	129,248	104,496	104,496
Westminster College	22,343	10,053	18,055		75,000		75,000	2,587	153,837	153,837
William Woods College	39,143	67,213			18,683		18,683	18,430	18,430	18,430
Kansas City College of Medicine and Surgery	15,930							21,937	21,937	21,937
Kansas City College of Pharmacy and Natural Sciences	21,637							8,500	8,500	8,500
Kansas City University of Physicians and Surgeons	8,500							36,192	36,192	36,192
Rockhurst College	23,196							60,948	60,948	60,948
Andrew T. Still College of Osteopathy and Surgery	56,948	11,340	3,500		12,609		12,609	58,441	45,832	45,832
La Orange College	13,850	27,760	1,010		8,417		8,417	47,596	47,596	47,596
Central College for Women	18,220	26,321	33,469		6,246		6,246	290,419	120,882	120,882
William Jewell College	43,237	7,573	25,782		1,500		1,500	75,606	75,606	75,606
Missouri Valley College	17,542	12,963						97,000	97,000	97,000
Hardin College	92,000				5,000		5,000	48,000	48,000	48,000
Cotley College	48,000	28,921	69,338		59,425		59,425	455,446	214,070	214,070
Park College	24,990	156,722	82,843					365,963	365,963	365,963
Lindwood College	114,071							35,710	35,710	35,710
City College of Law and Finance	35,710									

Statistics of 1922.

1 Colored.

TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees			From United States (Government, State, or city)	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments	
	For tuition and other educational services	For room rent	For board and other non-educational services		For increase of plant	For endowment	For current expenses				
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI—continued											
Concordia Theological Seminary.....	\$27,755		\$32,556					\$45,000	\$500	\$78,086	\$8,086
St. Louis College of Pharmacy Surgeons.....	13,740		91,350							13,740	13,740
The Principia.....	34,321		3,177							125,671	125,671
Washington University.....	580,402	\$24,182		\$812,485	\$25,000	\$27,473	26,677		737	1,499,396	1,471,923
Drury College.....	32,681	1,764		41,267						78,016	78,016
Tarkio College.....	13,848		23,490	28,008		14,362			8,940	101,181	86,819
Central Wesleyan College.....	21,913		10,000	17,826		6,500				61,962	55,462
Webster College.....	26,378		18,400	36,500						81,278	81,278
MONTANA											
Intermountain Union College.....	14,000	7,000	16,000	6,000		82,000		20,000		145,000	63,000
Mount St. Charles College.....	12,060	3,750	41,600	25,900				16,659		99,969	99,969
NEBRASKA											
Cotner College.....	23,087	4,276	15,358	6,538		9,482		25,000	1,636	86,977	77,495
Dana College and Trinity Seminary.....	8,484	8,060	12,783	1,780					8,022	20,349	20,349
Nebraska Central College.....	7,708	1,612	28,540			500		2,853	17,516	14,967	14,967
Union College.....	34,241	15,108		19,116		14,417			4,100	92,644	94,977
Doane College.....	20,153	3,421	18,812	5,960				12,505	410	57,689	57,689
Midland College.....	24,537	3,024	1,318	3,695				22,150	2,625	78,227	78,227
Grand Island College.....	12,900	3,594	20,764	3,685				36,402	2,625	85,323	85,323
Hastings College.....	35,150	4,200	18,956	15,450		25,000		19,000	20,300	137,956	112,656
Creighton University.....	123,416	4,443	45,674	171,769		31,960				382,253	347,293
Duquesne College.....	10,000		6,000	7,629				12,539		22,000	22,000
Presbyterian Theological Seminary.....	41,123	432		8,000		2,300			263	23,163	20,863
University of Omaha.....	87,016		101			2,200		84,206		51,323	49,123
Nebraska Wesleyan University.....	24,449	1,372				30,140			12,247	273,938	242,188
York College.....						3,685				12,600	12,600
St. Ursula's Junior College.....	11,500		1,000						2,254		

	1922	1921	1920	1919	1918	1917	1916	1915	1914	1913	1912	1911	1910	1909	1908	1907	1906	1905	1904	1903	1902	1901	1900	
NEW HAMPSHIRE																								
Dartmouth College.....	464,936	212,352	204,124	372,533	71,043	121,135	112,415																	1,604,360
St. Anselm's College.....	75,000																							75,000
NEW JERSEY																								
Bloomfield Theological Seminary.....	39,338	17,886	67,540	16,238		54,840	17,631																	88,739
College of St. Elizabeth.....	162,007	8,827	12,500	68,743	117,310																			124,574
Stevens Institute of Technology.....	6,337	3,912		49,543		4,500																		242,580
Ursula College.....	8,123																							161,417
Drew Theological Seminary.....	145,051																							128,548
New Jersey Law School.....	158,851	25,558	25,075	85,044	302,440	151,285																		124,048
Rutgers University.....	8,500	9,000	32,000	37,000																				145,431
Theological Seminary of the Reformed Church in America.....	13,953	215,441		177,931																				151,673
Mount St. Mary's College.....	803,737			609,816																				38,750
Princeton Theological Seminary.....																								46,500
Princeton University.....																								262,077
																								2,569,882
NEW YORK																								
Alfred University.....	49,007	10,139		34,458																				408,517
St. Stephen's College.....	52,716	5,367	11,207	58,314	2,946	74,238	2,297																	180,866
Amherst College.....	1,000		60,737	55,036	1,492	91,762	78,783																	272,648
Wells College.....	123,734			15,854			31,506																	113,334
Adephi College.....	87,848		1,075				4,440																	246,034
Brooklyn College of Pharmacy.....	87,990			447			8,283																	113,402
Long Island College Hospital.....	125,928																							97,018
Polytechnic Institute of Brooklyn.....	168,385																							187,862
St. Francis College.....	9,717			30,515		46,381	61,487																	262,728
St. John's College.....	126,020	7,250	20,004	10,148	18,491	18,491	13,430																	216,347
St. Joseph's College for Women.....	22,075			500			1,269																	37,060
Canisius College.....	78,915		2,941			1,742																		297,127
De Lancy Divinity School.....				3,338																				34,910
D'Youville College.....	20,872	2,250	22,000																					169,846
Martin Luther Theological Seminary.....																								165,104
University of Buffalo.....	358,521		37,370	66,813	826	727,802	1,200,371																	4,588
St. Lawrence University.....	44,395	21,761		40,041		217,849	3,000																	4,800
Hamilton College.....	62,519	42,644	37,170	185,745	59,561	873,757	8,809																	481,569
Elmira College.....	90,846		98,507	19,275			3,000																	165,048
Hobart College.....	53,835		37,199	154,300			8,809																	369,315
Colgate University.....	142,333	14,307	20,213	125,660		110,259	265,478																	295,478
Hartwick Seminary.....	2,004	2,701	12,081				101,248																	348,682
Houghton College.....	18,925			6,471		10,070	53,304																	317,758
Cornell University.....	1,156,211	174,162	342,932	865,133	4,778	11,414	26,448																	43,234
Kean College.....	15,681	9,888	17,086	6,224		694,826	11,585																	68,319
College of New Rochelle.....	245,643						232,298																	56,875
Barnard College.....	346,907	16,273	40,683	197,241	3,488	74,421	88,573																	6,867,870
Biblical Seminary in New York.....	31,871			3,371		13,427	61,326																	761,054
																								247,914

* \$175,474 from United States Government; \$771,440 from the State.
 † \$301,413 from United States Government; \$2,003,674 from the State.

‡ Statistics of 1922.
 § From State.



TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees				From productive funds	From United States (Government, State, or city)	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services	For board and other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12	
NEW YORK—continued												
College of Mount St. Vincent.....	\$57,185	\$10,000	\$69,122			\$10,131		\$23,905	\$218,296	\$386,969	\$360,969	
College of the Sacred Heart.....	13,000	208,511	40,000			577,355		117,341	10,000	78,000	78,000	
Columbia University.....	2,694,218		49,989	\$1,104,808			\$698,078		2,188,194	7,340,524	6,942,446	
Cooper Union.....	7,271			250,212				3,900		2,261,883	261,883	
Fordham University.....	377,229	16,587	54,574	2,527					357,094	1,008,009	1,008,009	
General Theological Seminary of the Protestant Episcopal Church.....			35,275	130,201				22,435	24,698	212,579	212,579	
Jewish Theological Seminary of America.....		4,000	18,865	46,901			184,250		41,513	572,673	88,414	
Manhattan College.....	37,568						241,092		862,814	1,123,359	923,267	
New York College of Dentistry.....	172,377								145,732	318,109	318,109	
New York Homeopathic Medical College and Flower Hospital.....	56,360								7,000	63,360	63,360	
New York Law School.....	170,000								10,000	180,815	180,815	
New York University.....	2,296,556	20,137		153,095				105,090	14,278	2,589,140	2,589,140	
Union Theological Seminary.....	40,568	6,080		291,276		10,765	3,010	4,371	20,308	377,611	374,601	
Niagara University.....	17,173	3,975	53,559	7,243			58,568		31,862	172,752	113,794	
A. M. Cheshbrough Seminary.....	17,173	2,892	13,043	7,431					6,811	35,313	35,313	
Nassau College of Technology.....	39,045		64,425	21,638				2,500	6,810	83,963	83,963	
Yassar College.....	359,240	167,444	43,807	253,828		187,373	771,000		1,031,635	3,187,945	2,413,945	
St. Bernard's Seminary.....			43,807	87,515			2,044		31,143	96,157	92,553	
Rochester Theological Seminary.....	383,949	9,349	4,250	871,575		15,100	227,878		7,089	1,540,242	94,807	
University of Rochester.....	37,708	6,275	69,680	16,304				4,273	21,859	163,673	163,673	
St. Bonaventure's College.....	108,005	50,473	173,153	211,262					50,000	379,178	359,574	
Skidmore College.....	274,244	12,972		183,468				500	23,341	981,053	554,259	
Union University.....	980,832	6,817	896				191,122		676,132	2,039,367	1,848,245	
Syracuse University.....	209,000		67,222	137,175			151,073		25,348	605,642	206,000	
Marymount College.....	287,850	26,984	88,219	47,269					28,313	605,642	544,569	
Rensselaer Polytechnic Institute.....	63,387									277,218	277,218	
Russell Sage College.....												

NORTH CAROLINA

College of St. Genevieve of the Plains	10,455	10,000	2,600						22,455
Belmont Abbey College	8,000								17,000
Johnston C. Smith University	1,771								66,864
Queens College	21,314	1,130							89,124
Davidson College	79,749	36,711	106,921						408,774
Trinity College	64,546	18,735	85,612						345,533
Elon College	34,874	13,843	300,000						298,765
Greensboro College	53,700	53,000	11,318						555,432
Guilford College	25,302	1,218	70,000						140,300
Lenoir-Rhyne College	17,840	7,820	300,000						137,100
Davenport College	6,956	3,070	30,000						127,790
Louisbourg College	11,772	3,390	2,137						40,924
Collegiate Institute	8,500	2,000	6,638						45,000
Meredith College	69,981	17,300	2,000						23,200
Peace Institute	20,000								158,154
St. Mary's School	35,000								63,250
Shaw University	18,170	104,000	13,000						141,000
Flem Macdonald College	30,685	35,240	24,170						87,939
Rutherford College	4,081	62,455	45,910						147,984
Livingstone College	6,544	19,632	300,000						14,530
Wake Forest College	50,295	7,928	18,132						553,448
Weaver College	6,110	2,848	3,000						173,652
Atlantic Christian College	13,549	4,570	13,823						20,567
Salem College	44,245	26,590	96,371						61,840
Jamestown College	27,030	8,401	55,000						155,680

NORTH DAKOTA

Jamestown College	27,030	8,401	55,000						160,680
OHIO									
Ohio Northern University	172,257								206,286
Mount Union College	76,003								240,800
Ashland College	18,571	3,305	24,046						75,878
Baldwin-Wallace College	41,683	7,240	13,555						398,534
Bluffton College	31,043	18,618	140,427						237,897
Cedarville College	31,043	7,528	9,897						112,927
Cincinnati College of Dental Surgery	6,044	5,479	35,000						39,180
Cincinnati College of Pharmacy	5,785		3,601						5,785
College of the Sacred Heart	25,000								25,000
Eclectic Medical College	64,400								64,400
Hebrew Union College	13,600								19,000
Lane Theological Seminary			30,000						555,000
Mount St. Mary's Seminary of the West			30,000						60,352
St. Xavier College	87,594		20,000						75,000
Case School of Applied Science	121,085		10,000						108,056
John Carroll University	25,765		520						306,456
									49,759

Statistics of 1922.

1 Colored.

TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees			From pro- ductive funds	From United States (Govern- ment, State, or city)	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of adju- stions to endow- ments
	For tui- tion and other edu- cational services	For room rent	For board and other non-educational services			For in- crease of plant	For en- dowment	For cur- rent expenses			
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—continued											
Western Reserve University.....	\$490,369		\$110,755	\$200,990		\$1,487,396	\$464,338	\$134,815	\$67,913	\$3,052,066	\$2,587,728
Capital University.....	30,649	\$7,039	13,501	14,272		20,920	4,470	30,060	74,098	174,399	169,929
Bonebrake Theological Seminary.....								17,000	5,000	56,740	56,740
Central Theological Seminary of the Re- formed Church in the United States.....											
University of Dayton.....	645	426	330	8,728			9,450	13,961		33,540	24,090
Defiance College.....	246,466			29,667						246,466	246,466
Ohio Wesleyan University.....	308,235	10,766	10,937	71,421			28,329	37,067	42,257	115,614	87,295
Findlay College.....	9,610	83,836	139,745	12,945				737	50,563	682,021	682,021
Kanoy College.....	34,036	1,314	844	80,792			3,648	10,671		90,232	86,584
Glendale College.....	29,778	18,242	20,790				54,031	10,000		414,808	360,774
Hiram University.....	53,494	1,083		34,483			176,058	8,861	5,654	35,432	35,432
Marietta College.....	27,245	2,467	1,276	67,962				8,877	351	274,340	98,282
Muskingum College.....	87,301	8,254	25,201	14,212			53,653	18,000	15,058	107,827	107,827
Oberlin College.....	428,050		26,672	218,332			374,788	140,550	288,349	254,641	200,988
Oxford College for Women.....	63,246				\$ 2,471	10,748				1,469,960	1,095,172
Western College for Women.....	55,524	45,365	85,583	39,042		20,000	28,186			63,246	63,246
Lake Erie College.....	46,610		73,550	15,177				13,000	17,737	273,670	245,514
Rio Grande College.....	18,456			5,022				4,017	1,720	166,734	166,734
Wittenberg College.....	108,330	23,351	28,400	26,000			3,049			32,264	29,215
Heidelberg University.....	39,250	8,457	31,639	27,509			130,000	17,000	14,000	357,081	227,081
St. John's University.....	21,907			7,500					14,610	121,465	121,465
Otterbein College.....	80,760	7,529	20,062	25,203			14,472		24,376	372,563	171,196
Wilberforce University.....	17,457	5,296	15,524				201,367			38,267	38,267
Washington College.....	38,438	5,590	17,871	7,983				8,500	11,212	38,267	38,267
College of Wooster.....	134,417	26,227	80,166	108,587			364,340			89,584	89,584
Antioch College.....	117,379	16,873	41,987	2,928			300			765,006	400,666
						4,000		18,290	6,043	207,970	207,470
OKLAHOMA											
Oklahoma Presbyterian College for Girls.....	10,000	3,150	13,760	28,210		53,348		9,610	1,140	91,128	91,128
Phillips University.....	74,703	10,456	8,683					24,279	39,817	204,478	204,478

	5,000	15,000	13,143	14,000	34,812	20,000	10,000	100,000	50,000	100,000
Catholic College of Oklahoma for Women.	8,600		13,143	14,000	34,812	20,000	10,000	100,000	50,000	100,000
Oklahoma City University	68,910	7,031	15,861		98,142	30,122		120,930		120,930
Oklahoma Baptist University	78,467	17,254				10,907		187,421		187,421
University of Tulsa	41,717									
OREGON										
Albany College	4,353		13,886			26,179	4,715	49,133		49,133
Eugene Bible University	8,014		20,500	30,000	33,000	52,200	3,500	150,614		150,614
Pacific University	15,500	3,000	8,000	55,000	50,000	10,000		141,500		141,500
Linfield College	30,743		22,151		180,676	9,705	1,228	244,503		244,503
Columbia University	9,078	1,912	8,082		30,573	7,403		86,961		86,961
North Pacific College	11,381	2,700	8,500					32,281		32,281
Northwestern College of Law	128,240							700		700
Reed College	8,750	15,127						193,036		193,036
Kimball School of Theology	61,700	3,000	65,513			12,000		8,750		8,750
Willamette University	42,600	4,500	33,000	80,000	41,500			175,836		175,836
PENNSYLVANIA										
Cedar Crest College	41,554	11,660	25,749	48,064	559	12,518	19,983	160,067		160,067
Muhlenberg College	54,747	5,520	28,587	168,954	42,569	5,035	19,804	345,540		345,540
Lebanon Valley College	59,638	9,748	16,427		3,724	21,641	13,397	162,140		162,140
St. Vincent College and Ecclesiastical Seminary	51,010	1,400	59,031			10,228	5,000	232,705		232,705
Beaver College	21,310	10,100	16,500		24,064	27,000		47,268		47,268
Geneva	38,939	5,432	152,816					128,664		128,664
Lehigh University	335,666	17,930					46,621	586,749		586,749
Moravian College and Theological Seminary		11,867	11,019	2,840		7,738		34,064		34,064
Moravian Seminary and College for Women	24,800	25,127						50,017		50,017
Bryn Mawr College	141,010	107,903	203,827		50,000	26,081	38,392	732,872		682,872
Dickinson College	123,611	19,551	22,604	40,000	45,000			272,877		227,877
Wilson College	81,725	42,575	17,909					254,263		254,263
Crozer Theological Seminary			79,013					82,424		82,424
Ursinus College	55,209	23,978	101,184	12,154	6,000	27,774	3,411	190,343		193,343
Lafayette College	235,530	21,645	8,628		33,780	3,413		396,430		362,640
Elizabethtown College	33,064	7,228	42,000		115,000			93,771		93,771
Gettysburg College	86,500	4,500						251,500		136,500
Theological Seminary of the General Synod of Evangelical Lutheran Church in the United States	1,044		29,300	250	18,000	3,000		51,564		33,564
Seton Hill College	68,500	145,669		36,400				267,806		267,806
Thiel College	36,805	4,660	8,847					68,780		68,780
Grove City College	67,416	74,811	16,380	21,607	100	4,985	18,068	207,185		207,046
Haverford College	43,672	25,588	174,265	1,825	33,098	3,468	11,540	343,266		312,198
Juniata College	50,428	13,381	19,853	1,776	2,005	2,836		143,523		140,918

* From city for library.

1 Colored.

TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees			From private benefactions				Total receipts	Total receipts, exclusive of additions to endowments			
	2	3	4	5	6	7	8			9	10	11	12
PENNSYLVANIA—continued												
Franklin and Marshall College	\$92,600				\$10,773	\$113,000	\$85,000	\$13,000	\$1,900	\$36,373	\$248,373	
Theological Seminary of the Reformed Church in the United States												
Bucknell University	224,926	\$1,200	\$4,300	17,000		32,000	92,826	2,250	\$1,900	471,781	37,000	37,000
Lincoln University	15,064	25,219	30,969	33,621		27,250	19,000	2,002		132,887	113,587	113,587
St. Francis College	25,000	6,250	36,308	26,253					20,000	73,000	73,000	73,000
Allegheny College	106,945	17,055	58,087	64,320			51,028		6,218	306,636	255,628	255,628
Meadville Theological Seminary		353					30,332	49,411	9,358	89,874	59,302	59,302
Irving College	50,106									50,106	50,106	50,106
Albright College	95,771									95,771	95,771	95,771
Westminster College	47,911	736	2,947	27,125			64,953	8,449		151,211	86,288	86,288
Drexel Institute	277,426	31,397	34,480	101,061			262,065		2,706	709,335	447,070	447,070
Dropsie College				49,537						49,537	49,537	49,537
Jefferson Medical College	194,925			58,576	\$80,000				470,333	813,894	813,894	813,894
La Salle College	35,000									35,000	35,000	35,000
Lutheran Theological Seminary at Philadelphia									40,140	77,726	77,726	77,726
Philadelphia College of Pharmacy and Science			419		21,009					40,140	40,140	40,140
St. Charles Seminary	160,451									160,451	160,451	160,451
St. Joseph's College	46,500									46,500	46,500	46,500
Temple University	698,000	8,138				80,000	1,650			722,731	51,196	51,196
University of Pennsylvania	1,991,535	174,925		813,963		1,155,000			52,147	951,738	951,738	951,738
Woman's Medical College of Philadelphia	27,180			24,024		83,150	336,203	136,108	1,935,211	6,195,965	5,859,782	5,859,782
Carnegie Institute of Technology	457,909	145,784	68,734	397,655		275,000	200,000	2,177	33,773	2,106,965	1,909,505	1,909,505
Duquesne University of the Holy Ghost	162,537	18,000							28,349	230,886	230,886	230,886
Pennsylvania College for Women	50,870	18,511	57,078	3,902			1,811	17,575	30,000	177,939	177,939	177,939
Pittsburgh Theological Seminary									117,642	121,826	119,962	119,962
Reformed Presbyterian Theological Seminary									2,000	2,000	2,000	2,000
University of Pittsburgh	1,002,191	300	132,452	3,000		17,000	542,074	69,344	88,113	2,684,941	2,142,767	2,142,767
Western Theological Seminary		11,440		44,853		953,811		12,166	5,113	73,872	73,872	73,872

Marywood College.....	52,000	5,000	81,000	10,000	10,000	134,508	144,508
Susquehanna University.....	42,500	71,800	16,700	4,000	10,500	121,500	120,500
Swarthmore College.....	133,245	135,317	178,618	10,000	11,271	528,484	518,484
Villanova College.....	188,197	224,911	5,000	2,500	4,900	120,638	120,638
Washington and Jefferson College.....	83,917	6,520	55,708	6,000	2,500	164,377	164,377
Waynesburg College.....	24,000		6,000			39,500	39,500
RHODE ISLAND							
Brown University.....	521,130	62,310	407,317	440,483	130,795	1,560,741	1,560,741
Providence College.....	79,000		7,500		150,000	236,500	236,500
Rhode Island College of Pharmacy and Allied Sciences.....	22,000					22,000	22,000
SOUTH CAROLINA							
Anderson College.....	80,030	8,221	10,952	1,500	23,238	81,530	80,000
Presbyterian College of South Carolina.....	10,041	29,628	115,677	115,677	28,000	248,373	132,686
Benedict College.....	12,962	21,035			7,844	69,841	69,841
Chicora College for Women.....	110,000					110,000	110,000
Columbia College.....	37,452	71,399				116,064	116,064
Columbia Theological Seminary.....			20,250	18,770	7,013	55,437	36,667
Lutheran Theological Southern Seminary.....		224			16,437		
Erskine College.....	15,713	3,913	4,830	14,531	8,540	28,125	13,394
Erskine Theological Seminary.....	12,590	17,163	13,245		10,104	60,679	60,679
Woman's College of Due West.....	26,320	7,097	3,359	2,200	2,093	5,559	5,559
Limestone College.....	44,182	57,193	3,250	8,137	2,093	56,210	48,083
Furman University.....	63,360	9,109	15,400	3,500	80,000	153,065	149,565
Greenville Woman's College.....	17,589	11,755			2,832	100,326	100,326
Lander College.....	2,790	47,765	1,029	709	19,000	125,541	125,541
Coker College.....	80,004	39,710	30,660		6,063	87,354	85,554
Converse College.....	31,990	14,677	30,531	3,000	1,900	110,746	110,746
Wofford College.....		4,294	17,017	39,125	13,942	224,250	224,250
SOUTH DAKOTA							
Huron College.....	224,345	1,699	14,974	10,375	34,191	116,507	106,132
Dakota Wesleyan University.....	48,854	7,545	135	1,253	24,982	127,565	126,312
Columbus College.....	13,399	5,074	12,000		15,200	59,679	59,679
Sioux Falls College.....	15,000	9,000	600	4,000	6,144	33,398	67,000
Wessington Springs Junior College.....	5,891	1,396				29,398	29,398
Yankton College.....	18,262	5,574	13,187	10,390	33,660	120,819	110,429

\$19,617 from United States Government; \$420,057 from the State.

* From State.

† Statistics for 1922.

‡ Colored.

TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees			From United States Government, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of additions to endowments
	For tuition and other educational services	For room rent	For board and other noneducational services		For increase of plant	For endowment	For current expenses			
1	2	3	4	6	7	8	10	11	12	
TENNESSEE										
King College	\$3,860		\$9,600		\$7,799		\$621	\$31,524	\$31,524	
Chattanooga College of Law	5,172	\$1,459	4,334		37,078			5,172	5,172	
University of Chattanooga	18,724	4,175	18,993		17,530			101,037	101,037	
Southwestern Presbyterian University	29,788							29,788	29,788	
Centenary College	8,936	5,446	1,275		35,400	\$40,000		97,849	97,849	
Lincoln Memorial University	28,794	17,049	34,238		32,079		236	259,831	253,106	
Lane College	8,201	7,050	22,040		1,022	5,000		60,773	55,773	
Union University	59,090	8,975	29,660		8,400	20,000		146,125	146,125	
Carson and Newman College	28,285	8,100	34,425		23,013	3,500		120,397	116,097	
Johnson Bible College	10,660	2,942	22,468		425	3,500		69,943	64,943	
Knoxville College	9,196	5,000	30,360			8,139		92,241	92,241	
Cumberland University	57,584	8,032	29,153					125,570	125,570	
Hiwassee College	6,031	3,987	12,775					28,793	28,793	
Maryville College	30,892	19,822			56,707	42,395		179,538	179,538	
Milligan College	11,435						9,370	51,535	51,535	
Bethel College	7,241	452	6,755		13,750			28,198	28,198	
Tennessee College	28,387	7,743	25,787					138,957	138,957	
Fisk University	25,204	9,946	35,311		43,106	5,100		103,873	103,873	
Meaberry Medical College	96,820	4,263			35,514	88,770	1,040	291,191	276,191	
Vanderbilt University	133,675	10,321			292,777		148,218	555,191	555,191	
Ward-Belmont School	105,936		16,000					105,936	105,936	
Martin College	11,000		112,810		47,288			28,200	28,200	
University of the South	62,179	15,068				249,660		529,307	279,647	
TEXAS										
Ablene Christian College	60,000	13,500	62,000			21,000		159,500	159,500	
McMurry College	20,304	3,054	12,329			4,750		79,746	79,746	
Simmons College	92,615	10,503	26,653			100,000		364,773	290,773	
Austin Presbyterian Theological Seminary							6,378	3,875	31,417	16,039

St. Edward's College	15,000	26,000	15,000	1,800	741,009	9,753	408	65,899
Baylor College for Women	220,550	131,890	3,025	1,800	3,025	9,753	9,100	262,257
Daniel Baker College	18,884	4,297	3,719	1,800	3,719	9,753	15,000	36,328
Howard Payne College	70,879	26,181	1,600	1,800	1,600	9,753	119,408	119,408
Clarendon College	20,845	23,582	119,785	63,505	741,009	58,325	59,427	680,825
Southern Methodist University	242,892	178,788	119,785	63,505	741,009	58,325	33,000	33,000
University of Dallas	14,000	17,000	119,785	63,505	741,009	58,325	48,317	48,317
Deccatur Baptist College	11,232	17,005	8,500	150,000	15,212	5,000	20,000	443,507
Texas Christian University	120,876	89,573	8,500	150,000	15,212	5,000	28,410	203,814
Texas Woman's College	56,519	24,202	7,855	32,000	67,203	4,792	53,813	256,260
Southwestern University	38,993	19,184	7,855	32,000	1,000	4,792	93,000	93,000
Burleson College	25,728	7,765	693,964	25,000	250,000	2,865	16,328	821,032
Wesley College	30,000	38,000	33,000	25,000	250,000	2,865	346,000	96,000
Rices Institute	17,252	26,868	20,000	25,000	250,000	2,865	98,870	98,870
Texas Dental College	13,461	4,000	33,000	25,000	250,000	2,865	60,120	60,120
Lon Morris College	18,000	3,589	20,000	25,000	250,000	2,865	43,300	43,300
Bishop College	13,522	22,675	20,000	25,000	250,000	2,865	62,000	62,000
College of Marshall	19,000	16,320	6,000	25,000	250,000	2,865	46,000	46,000
Meridian College	6,000	7,300	6,000	25,000	250,000	2,865	30,386	30,386
Texas Presbyterian College	15,000	31,000	6,000	25,000	250,000	2,865	32,074	32,074
Wayland Baptist College	26,000	14,000	6,000	25,000	250,000	2,865	62,186	62,186
Rusk College	7,764	9,160	9,000	25,000	250,000	2,865	34,227	34,227
Our Lady of the Lake College	10,329	5,484	9,000	25,000	250,000	2,865	124,934	124,934
Westmoorland College	24,000	7,000	9,000	25,000	250,000	2,865	16,398	16,398
Austin College	10,900	14,200	9,000	25,000	250,000	2,865	28,100	28,100
Carr-Bugdette College	124,934	3,935	1,875	3,992	3,992	1,718	550,253	550,253
Kidd-Key College	4,666	13,500	1,875	3,992	3,992	1,718	106,791	106,791
Westminster College	9,300	84,041	148,229	31,000	31,000	1,407	80,858	80,858
Thorp Sprigg Christian College	221,473	42,940	31,000	31,000	31,000	1,407	43,690	43,690
Baylor University	52,000	7,791	31,000	31,000	31,000	1,407	70,804	70,804
Trinity University	4,580	2,300	96	3,000	3,000	1,718	65,134	65,134
Snow College	10,360	42,940	96	3,000	3,000	1,718	268,635	268,635
Brigham Young College	5,577	7,791	96	3,000	3,000	1,718	73,200	73,200
Weber College	67,640	23,594	31,000	31,000	31,000	1,407	80,858	80,858
Brigham Young University	11,788	23,594	31,000	31,000	31,000	1,407	409,001	409,001
Westminster College	4,580	2,300	96	3,000	3,000	1,718	137,939	137,939
Snow College	10,360	42,940	96	3,000	3,000	1,718	60,523	60,523
Brigham Young University	11,788	23,594	31,000	31,000	31,000	1,407	409,001	409,001
Westminster College	4,580	2,300	96	3,000	3,000	1,718	137,939	137,939
Snow College	10,360	42,940	96	3,000	3,000	1,718	60,523	60,523

* From State.

† Statistics of 1922.

‡ Colored.



TABLE 31.—Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1923-24—Continued

Institution	From student fees			From pro- ductive funds	From United States Govern- ment, State, or city	From private benefactions			From all other sources	Total receipts	Total receipts, exclusive of addi- tions to endow- ments
	For tui- tion and other edu- cational services	For room rent	For board and other noneduca- tional services			For in- crease of plant	For en- dowment	For cur- rent expenses			
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA											
Martha Washington College.....	\$38,617		\$27,166	\$600		\$28,002		\$5,210	\$249	\$38,617	\$38,617
Stonewall Jackson College.....	19,616	83,101	37,883	24,158				17,252	23,660	80,843	80,843
Randolph-Macon College.....	18,500	4,559	20,554	14,923				3,886	1,284	82,861	82,861
Bridgewater College.....	21,960	30,000	130,000	1,371					30,000	74,919	74,919
Sullins College.....	60,000	30,313	39,621				\$19,776			65,882	65,882
Virginia Intermont College.....	39,475	8,700	22,186						20,000	250,000	250,000
Averett College.....	16,055	34,653	28,098	8,403			95,000		6,150	130,556	110,780
Emory and Henry College.....	21,960	11,268	164,096	10,903					22,000	66,940	66,940
Hamden-Sidney College.....	81,260	15,384	43,297	89,135		19,284		13,581	79,712	183,841	86,841
Hollins College.....	145,618	11,952	239,783	7,215		47,410			23,521	287,161	287,161
Washington and Lee University.....	36,719	11,952	43,297	24,246		68,494		21,302	10,463	325,143	325,143
Lynchburg College.....	166,646		29,834	3,180						260,408	199,442
Randolph-Macon Woman's College.....										513,676	430,676
Virginia Theological Seminary and Col- lege ¹	16,741		29,834	3,180		31,594		25,440		106,789	106,789
Marion Junior College.....	37,000		18,750			14,000				51,000	51,000
Southern College.....	16,250		18,750							35,000	35,000
Union Theological Seminary.....	100		82,932	40,267					21,213	133,950	61,580
University of Richmond.....	88,917	38,490	35,410	98,160			72,370		4,909	498,593	313,408
Virginia Union University ¹	16,800		35,410	20,000		5,000		12,000	3,800	93,010	93,010
Virginia College.....	113,320		27,194	9,654				16,517	12,302	113,520	113,520
Rosnoke College.....	21,819	55,688	95,966	17,738				10,422		185,286	94,071
Sweet Briar College.....	73,872		12,000	54,150				215,650	17,499	270,535	260,113
Protestant Episcopal Theological Semi- nary.....										281,150	66,150
WASHINGTON											
Walla Walla College.....	40,000	4,627	13,135			5,000			12,200	86,962	86,962
Georgetown University.....	16,500	2,250	50,500	34,188					45,000	114,260	114,260
College of Saint Elizabeth.....	28,700	1,977	19,000	45,180		71,374		7,974	2,252	261,957	196,375
Washington State University.....	51,000	19,000	38,400					11,450	2,657	161,128	161,128

College	42,934	16,043	17,170	53,234	43,250	57,148	1,107	213,716	156,568
Bethany College.....	40,774	3,015	17,170	27,643	43,250	57,148	1,107	213,716	156,568
West Virginia Wesleyan College.....	20,996	2,544	8,025	27,643	60,000	44,026	15,035	151,330	107,304
Davis and Elkins College.....	5,109	4,911	25,619	19,186	60,000	7,810	8,000	110,395	102,565
Storer College.....	16,143	125	25,619	5,476	60,000	3,000	27,963	61,288	58,288
Broadus College.....	26,534					7,228	6,771	86,323	69,323
Salem College.....								83,770	76,542
WISCONSIN									
-Lawrence College.....	163,321		14,402	96,971	16,909	24,964	1,010	323,420	298,456
Northland College.....	8,692	3,626	28,142	7,240	14,827	2,138	43,023	107,711	105,573
Beloit College.....	114,246	1,877	7,486	93,298	14,827	116,517	16,297	349,721	233,204
Milton College.....	11,703	1,368	7,486	13,477	3,853	2,589	4,715	42,986	40,397
College of Electrical Engineering	28,000							28,000	28,000
Marquette University.....	617,304		102,969	56,421	51,252	126,761	21,771	1,639,627	1,412,866
Milwaukee-Downer College.....	86,232			44,356	239	234,146	465	479,337	245,191
St. Lawrence College.....	30,500							30,500	30,500
Nashotah House.....	12,740		5,400	25,040	12,874	1,075	5,171	35,611	35,611
Mission House.....	96,000			800			58,679	86,168	85,083
Campton College.....	14,095							96,000	99,000
St. Mary's College.....	59,650	3,963	20,473	16,207			4,197	42,728	42,728
Ripon College.....	5,598	23,955	27,555	3,850			17,679	144,846	144,846
Northwestern College.....	47,252	5,322	21,899	3,850	40,000	23,000	43,600	97,747	74,747
Carroll College.....			11,300			100,000	4,884	223,431	123,431
Evangelical Lutheran Theological Seminary								45,716	45,716

‡ Colored.

‡ From State.

CHAPTER XXIII

STATISTICS OF TEACHERS COLLEGES AND NORMAL SCHOOLS, 1923-24

CONTENTS.—Review of the statistics—Statistical summaries (Tables 1-21)—Teachers colleges: Sessions, graduates, degrees conferred; instructors; students; property and income; expenditures (Tables 22-26)—State normal schools (Tables 27-31)—City normal schools (Tables 32-33)—Private normal schools (Tables 34-37).

This report contains statistics from 382 institutions engaged primarily in training teachers. It is supplemented by data from secondary schools showing the number of pupils in teacher-training courses, and from colleges and universities with a department of education, showing the number of college students preparing for the profession of teaching. Table 1 gives a summary by States of the number in teacher preparation in each type of school, and of the number of public-school teaching positions in each State. In a few States the number of teaching positions is for 1922.

The total number of these teaching positions is 742,172, and the number preparing to teach in the types of schools mentioned is reported as 418,533. Of this number, 253,747, or about 61 per cent, are enrolled in the regular sessions, and 191,311 in the summer sessions, both enrollments including 26,525 duplicates. If the regular students in these colleges attend the full four years, those in normal schools two years, and those in high schools one year, these institutions would be turning out 107,488 prospective teachers each year, or about one for every seven teaching positions. Taking the average training period as two years, 126,874 annual recruits would take care of all these teaching positions in six years.

Many do not teach, even after preparation, and some teach without formal training. There are always teachers to be found whose training was in some of the 212 colleges not included in this report, some from the better type of commercial and business schools, and some from other schools. There are also in the United States about 150,000 teaching positions in colleges and schools other than public schools. The work of supplying recruits for all these positions, and of improving those already employed is of vital importance.

The summer-school enrollment is composed of those already teaching who desire to improve their positions, those who wish to shorten the period of training by attending both regular sessions and summer sessions, and those who wish to use the summer school as a short course in the preparation of teaching.

It is difficult to analyze the situation with respect to each State, since so many students prepare in one State and later teach in another. Most States provide ample training facilities for those wishing to follow the profession of teaching. A study of columns 7 and 13 of Table 1 shows the following States with more than one-half as many students in teacher-training institutions preparing to teach as there are public-school teaching positions in those States: Oklahoma, Nebraska, Wisconsin, North Dakota, Kansas, Washington, Missouri, Michigan, Colorado, Alabama, South Dakota, Virginia, and Idaho. It is also possible to make comparisons between columns 11 or 12, and 13, but it must be kept in mind that column 11 includes those in institutions under private control, and 12 excludes students in summer sessions only, while 13 does not include teaching positions in schools other than public schools.

Table 2 gives a sex distribution of those preparing to teach and taking training in secondary schools and colleges. A study of this table and of Table 3 shows 81,718 men and 336,815 women in teacher training. Of the public-school teaching positions, 16.3 per cent are filled by men, and 19.5 per cent of those in teacher training are men. Better salaries are no doubt attracting more men toward the teaching profession, and the openings in other fields of work are perhaps taking women from the work of teaching.

Of the 382 institutions included in Table 3, 88 are teachers colleges, 108 State normal schools, 67 private normal schools, 29 city normals, and 90 county normals. Since 1922 there has been an increase of 40,963 students in these schools. The increase in number taking teacher-training courses is 51,115. This is an increase of 25.5 per cent for women, and 30.1 per cent for men.

The list of teachers colleges has been changed since 1922, the following 11 schools having been added:

- State Teachers College, Chico, Calif.
- State Teachers College, San Diego, Calif.
- State Teachers College, San Francisco, Calif.
- Western Kentucky State Normal School and Teachers College, Bowling Green, Ky.
- Eastern Kentucky State Normal School and Teachers College, Richmond, Ky.
- Eastern State Teachers College, Madison, S. Dak.
- State Normal School, Spearfish, S. Dak.
- Sul Ross State Normal School, Alpine, Tex.
- Stephen F. Austin Teachers College, Nacogdoches, Tex.
- Concord State Normal School, Athens, W. Va.
- State Normal School, Fairmont, W. Va.

The following schools formerly on the teachers college list now appear elsewhere:

- Chicago Teachers College, Chicago, Ill.
- Tri-State College, Angola, Ind.
- State Normal School, Buffalo, N. Y.

TABLE 1.—Number of students in teacher-training courses, 1923-24

State	In institutions under public control ¹						In institutions under private control ²			Total in all institutions	Total in regular sessions	Number of public-school teaching positions
	Universities and colleges ³	Teachers colleges	State normal schools	City normal schools	High schools	Total	Universities and colleges ³	Normal schools	High schools			
4	5	6	7	8	9	10	11	12	13	14	15	
Continental U. S.	53,222	134,431	79,877	13,065	35,521	316,116	82,450	10,074	1,691	418,533	301,619	741,109
Alabama	1,052	0	6,461	0	110	7,623	1,101	460	11	9,195	5,332	13,849
Arizona	0	0	907	0	0	907	0	0	0	907	571	2,373
Arkansas	882	1,625	114	0	406	3,027	355	0	81	3,463	2,650	9,200
California	2,000	5,153	181	0	1,320	8,654	1,553	151	5	10,363	8,674	27,421
Colorado	809	4,432	0	0	151	5,482	177	95	0	5,734	2,950	8,034
Connecticut	79	0	1,038	0	586	1,703	53	172	44	1,972	1,972	8,049
Delaware	460	0	0	0	0	460	0	0	0	460	460	1,323
District of Columbia	0	0	0	527	0	527	1,974	70	4	2,575	2,575	2,493
Florida	1,042	0	0	0	59	1,101	89	0	0	1,170	1,170	6,742
Georgia	1,643	1,054	138	112	190	3,137	545	0	67	3,749	3,534	17,687
Idaho	775	0	1,355	0	17	2,147	157	265	0	2,569	1,762	4,249
Illinois	515	10,339	0	2,828	1,101	14,783	5,813	1,018	56	22,174	15,979	41,904
Indiana	1,307	4,653	0	0	11	5,971	5,018	438	0	13,841	10,642	18,874
Iowa	475	7,337	0	78	4,255	12,145	2,374	18	46	14,583	10,179	25,479
Kansas	1,601	8,616	0	0	3,762	13,979	2,557	0	45	16,581	10,989	18,186
Kentucky	988	2,914	1,324	249	73	5,548	964	0	75	6,587	5,367	12,455
Louisiana	869	1,030	0	181	370	3,350	300	0	31	3,681	2,902	10,764
Maine	265	0	2,073	18	41	2,397	359	0	160	2,916	2,177	6,172
Maryland	79	0	1,233	727	0	2,039	758	38	0	2,835	2,323	7,430
Massachusetts	45	2,334	1,989	21	1,828	6,217	3,526	1,585	4	11,332	10,421	22,007
Michigan	301	14,034	0	0	81	14,416	1,034	0	17	15,976	9,370	23,811
Minnesota	2,148	0	7,057	0	696	9,901	852	116	68	10,935	7,661	20,018
Mississippi	1,079	1,432	0	0	403	2,914	560	0	0	3,474	2,633	14,608
Missouri	501	12,649	0	217	2,064	15,431	2,786	5	62	18,284	11,295	22,393
Montana	637	0	906	0	582	2,125	17	0	0	2,142	1,673	5,699
Nebraska	2,082	5,011	0	0	5,069	12,162	1,950	38	301	14,451	11,216	13,995
Nevada	211	0	0	0	0	211	0	0	0	211	211	774
New Hampshire	100	0	1,145	10	0	1,255	35	0	0	1,290	770	2,861
New Jersey	0	0	2,845	158	2,352	5,355	1,071	144	90	6,660	6,660	19,902
New Mexico	183	1,044	66	0	31	1,324	0	0	5	1,329	468	2,818
New York	2,950	1,952	6,972	3,240	2,187	17,301	13,588	844	99	31,832	27,122	63,492
North Carolina	2,343	868	1,161	0	113	4,485	1,158	1,704	113	7,458	4,792	21,434
North Dakota	759	1,863	2,695	0	1,470	6,787	165	0	7	6,959	5,599	8,264
Ohio	6,336	4,792	0	3,345	362	14,835	7,104	521	40	23,104	18,826	37,841
Oklahoma	2,500	12,520	778	0	698	16,496	1,369	0	0	17,865	10,348	18,033
Oregon	490	0	1,644	0	217	2,351	102	258	36	2,747	1,734	7,192
Pennsylvania	2,028	0	14,510	1,245	233	18,016	8,243	213	0	26,472	18,344	51,961
Rhode Island	112	955	0	0	93	1,160	0	0	0	1,160	802	3,013
South Carolina	2,985	543	0	0	15	3,543	1,179	22	10	4,754	4,408	11,990
South Dakota	897	3,790	0	0	1,209	5,896	487	147	73	6,603	4,602	10,861
Tennessee	50	0	5,633	0	1,347	7,030	1,953	613	31	12,307	6,756	14,841
Texas	2,613	13,064	0	0	218	15,925	6,741	42	29	22,737	16,158	35,459
Utah	1,024	0	0	0	24	1,048	864	27	0	1,939	1,939	4,163
Vermont	774	0	79	0	255	1,108	107	0	35	1,250	1,250	2,838
Virginia	2,078	5,499	709	109	28	8,423	611	929	0	9,963	5,151	16,490
Washington	1,901	0	4,761	0	142	6,804	583	141	0	7,530	5,591	9,576
West Virginia	104	3,145	1,221	0	304	4,774	1,814	0	5	6,588	3,906	11,860
Wisconsin	944	863	10,882	0	882	13,561	424	0	43	15,539	9,463	17,500
Wyoming	116	0	0	0	166	282	0	0	0	282	282	2,741

¹ Students in county normal schools as follows: 509 in Michigan, 604 in Ohio, 1,511 in Wisconsin, included in column 11.

² Students in private teachers colleges as follows: 504 in Illinois, 2,414 in Indiana, 2,680 in Tennessee, included in column 11.

³ Number of students registered in education, used for 12 institutions out of 87.

⁴ Out of 481 institutions, 66 not reporting.

TABLE 2.—Students in teacher-training courses in universities and colleges and in high schools, 1923-24

State	In universities and colleges under public control		In universities and colleges under private control		In public high schools		In private high schools	
	Men	Women	Men	Women	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9
Continental United States.....	12,181	41,041	22,102	60,348	4,593	30,928	310	1,381
Alabama.....	127	925	338	763	42	68	0	11
Arizona.....					0	0	0	0
Arkansas.....	288	594	124	231	111	295	34	47
California.....	515	1,485	400	1,153	145	1,175	2	3
Colorado.....	301	598	47	130	6	145	0	0
Connecticut.....	12	67	37	16	7	579	0	44
Delaware.....	37	423	0	0	0	0	0	0
District of Columbia.....	0	0	137	1,837	0	0	0	4
Florida.....	149	893	9	60	15	44	0	0
Georgia.....	29	1,614	64	481	34	156	28	20
Idaho.....	150	625	62	95	3	14	0	0
Illinois.....	355	160	1,423	4,390	177	924	11	45
Indiana.....	399	908	1,649	3,369	11	0	0	0
Iowa.....	164	311	710	1,664	296	3,959	10	28
Kansas.....	560	1,041	762	1,795	545	3,217	6	20
Kentucky.....	401	587	447	517	7	66	19	50
Louisiana.....	118	751	94	206	2	368		31
Maine.....	122	143	131	228	23	18	10	150
Maryland.....	29	50	147	611	0	0	0	0
Massachusetts.....	39	6	993	2,533	168	1,660	0	4
Michigan.....	106	195	388	646	15	66	0	17
Minnesota.....	550	1,598	320	532	59	637	23	40
Mississippi.....	264	815	175	385	150	253	0	0
Missouri.....	67	434	701	2,085	339	1,725	16	46
Montana.....	138	499	7	10	15	567	0	0
Nebraska.....	181	1,901	416	1,534	708	4,361	24	277
Nevada.....	28	183	0	0	0	0	0	0
New Hampshire.....	35	65	35	0	0	0	0	0
New Jersey.....	0	0	166	905	40	2,312	0	90
New Mexico.....	44	139	0	0	6	25	0	3
New York.....	664	2,286	3,450	10,138	68	2,119	46	50
North Carolina.....	31	2,312	353	803	24	89	32	81
North Dakota.....	191	568	51	114	333	1,137	1	4
Ohio.....	1,151	5,185	1,928	5,176	95	267	4	26
Oklahoma.....	1,100	1,400	346	1,023	110	588	0	0
Oregon.....	140	350	34	68	11	206	16	20
Pennsylvania.....	482	1,546	2,387	5,856	16	217	0	0
Rhode Island.....	73	39	0	0		93	0	0
South Carolina.....	335	2,650	203	976	2	13	0	10
South Dakota.....	347	550	135	352	197	1,012	13	60
Tennessee.....	10	40	555	1,398	435	912	2	20
Texas.....	856	1,757	1,672	5,069	75	143	13	16
Utah.....	246	778	304	560	0	15	0	0
Vermont.....	66	708	35	72	80	175	0	25
Virginia.....	448	1,630	212	399	4	24	0	0
Washington.....	604	1,297	146	439	72	70	0	0
West Virginia.....	24	80	268	1,546	48	256	0	0
Wisconsin.....	189	755	241	183	68	814	0	60
Wyoming.....	16	100	0	0	22	144	0	0

TABLE 3.—Review of statistics of all teachers colleges and normal schools, 1900-1924

Items	1899-1900	1904-5	1909-10	1914-15	1919-20	1923-24
1	2	3	4	5	6	7
Schools reporting.....	305	268	264	273	371	382
Instructors:						
a. Total in all courses—						
Men.....	1,856	1,920	2,195	2,506	3,560	4,949
Women.....	2,511	3,131	3,719	4,370	6,027	7,568
Total.....	4,367	5,051	5,914	6,876	9,587	12,517
b. In normal courses—						
Men.....	1,466	1,540	1,300	1,740	(¹)	4,257
Women.....	1,617	2,111	2,400	3,165	(¹)	6,717
Total.....	3,083	3,651	3,700	4,905	(¹)	10,974
Students enrolled:						
a. Total in all courses—						
Men.....	47,906	47,889	37,823	27,370	29,149	53,351
Women.....	68,778	83,496	94,615	91,590	133,647	219,756
Total.....	116,684	131,385	132,438	118,960	162,796	273,107
b. In normal courses—						
Men.....	24,157	15,954	19,746	19,978	19,110	42,477
Women.....	45,394	49,346	68,815	80,347	116,325	203,192
Total.....	69,551	65,300	88,561	100,325	135,435	245,669
Graduates from normal courses:						
Men.....	2,989	1,713	2,151	2,772	2,151	5,749
Women.....	8,370	8,647	13,279	19,172	18,861	34,735
Total.....	11,359	10,360	15,430	21,944	21,012	40,484
Enrollment in model schools.....	35,397	51,310	66,180	52,605	92,146	85,585
Volumes in libraries.....	807,963	1,156,715	1,321,528	1,672,462	2,385,238	2,926,023
Receipts for the year:						
a. From State, city, and county for improvements.....	\$718,507	\$1,684,789	\$2,635,838	\$1,957,199	\$4,245,667	\$7,573,406
b. From State, city, and county for current expenses.....	\$2,782,123	\$4,149,908	\$6,675,152	\$8,769,258	\$15,424,566	\$26,337,388
c. Total receipts from State, city, and county.....	\$3,500,630	\$5,834,697	\$9,310,990	\$10,726,457	\$19,670,233	\$33,910,794
Total receipts, all sources.....	\$5,231,856	\$7,982,299	\$14,088,220	\$15,875,438	\$31,395,389	\$48,948,518
Average receipts per school ²	\$17,154	\$37,382	\$55,637	\$67,844	\$91,532	\$128,137
Average number of students per school ²	382	490	502	436	439	710
Average number of students in normal courses per school ²	228	243	335	367	365	643
Average number of students per instructor ²	26.7	26.0	22.4	17.3	17.0	21.8
Percentage of all students who were in normal courses.....	59.7	49.7	60.9	84.3	83.2	89.9

¹ No data.² These averages include only the schools which report both items.

TABLE 4.—*Teachers colleges—Instructors and graduates, 1923-24*

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

State	Schools reporting	Instructors								Graduates in 1924		Degrees conferred	
		In all courses, excluding duplicates		In normal courses						Men	Women	Men	Women
				In regular session		In summer session		Total for the year, excluding duplicates					
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	88	2,741	3,281	1,078	2,240	2,144	2,211	2,534	3,073	3,648	15,498	1,293	1,908
Arkansas	1	27	19	17	18	23	17	27	19	47	116	11	7
California	6	129	217	54	139	60	77	90	188	110	819	8	2
Colorado	2	137	94	72	78	99	78	137	94	81	582	51	152
Georgia	2	15	64	15	62	3	7	15	64	1	279	0	15
Illinois	6	165	227	117	156	147	183	158	205	220	985	63	80
Indiana	4	102	130	76	92	102	130	102	130	152	628	138	117
Iowa	1	128	175	81	90	115	163	128	175	111	689	39	80
Kansas	3	166	167	123	104	166	147	166	167	229	468	147	181
Kentucky	2	62	53	55	37	44	32	59	49	328	707	54	123
Louisiana	1	39	42	30	42	34	34	34	42	64	413	20	13
Massachusetts	6	62	130	45	123	0	0	45	123	19	726	9	85
Michigan	5	217	336	146	250	176	246	213	332	595	2,058	99	115
Mississippi	1	12	20	10	20	12	26	12	26	16	31	12	7
Missouri	7	244	239	172	163	213	204	229	225	353	1,507	166	280
Nebraska	4	82	109	58	86	74	95	76	106	93	344	24	25
New Mexico	2	35	53	10	17	24	30	25	35	53	143	14	13
New York	1	58	64	34	37	24	27	58	64	17	54	17	54
North Carolina	1	15	31	9	24	11	11	15	31	0	141	0	1
North Dakota	1	22	57	15	39	22	43	22	57	50	538	10	19
Ohio	2	63	71	38	48	58	66	63	71	57	497	29	28
Oklahoma	6	238	138	100	87	159	61	220	124	378	1,096	149	170
Rhode Island	1	20	31	9	24	11	7	20	31	5	21	3	6
South Carolina	1	53	27	12	12	27	9	29	21	32	55	1	7
South Dakota	4	88	115	55	77	63	67	77	96	58	546	116	118
Tennessee	1	85	46	30	19	85	46	85	46	89	145	89	146
Texas	8	309	314	175	191	249	219	268	276	309	730	183	190
Virginia	4	52	182	30	113	44	97	52	158	0	722	0	57
West Virginia	4	101	96	72	74	79	64	89	90	49	332	20	49
Wisconsin	7	20	28	18	27	20	25	20	28	132	116	21	17
<i>Private teachers colleges only (included above)</i>													
Illinois	1	6	22	2	13	3	13	3	13	0	182	0	1
Indiana	2	28	53	12	42	28	53	28	53	37	297	35	1
Tennessee	1	85	46	30	19	85	46	85	46	89	145	89	146
United States	4	119	121	44	74	116	112	116	112	126	624	124	16
<i>Colored only (included above)</i>													
Missouri	1	22	16	3	10	6	11	8	8	8	43	4	0
South Carolina	1	53	27	12	12	27	9	29	21	32	267	12	14
Texas	1	46	27	17	8	18	8	18	8	14	17	14	17
West Virginia	1	28	12	17	7	19	6	18	18	9	26	6	7
United States	4	149	82	49	31	74	29	76	55	62	363	35	28

1 One granting degrees in 1925.
 2 Two granting degrees in 1926.
 3 One granting degrees in 1927.

TABLE 5.—Teachers colleges—Students, 1923-24

State	Resident students								Students in extension and correspondence courses	Enrollment in model and practice schools
	In all courses, excluding duplicates		In normal courses							
			In regular session		In summer session		Total for the year, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Continental United States.....	33,007	118,465	15,434	51,488	16,890	69,530	28,717	111,312	32,362	34,907
Arkansas.....	453	1,172	331	571	178	601	453	1,172	1,246	170
California.....	1,185	5,179	391	3,132	229	1,667	588	4,565	906	1,709
Colorado.....	633	4,035	205	1,423	378	2,911	563	3,869	2,875	1,177
Georgia.....	33	1,053	6	893	27	240	33	1,021	0	452
Illinois.....	2,512	8,858	1,310	3,538	1,389	5,841	2,288	8,555	828	2,436
Indiana.....	2,088	5,029	1,113	2,082	1,139	2,532	2,068	4,999	2,465	811
Iowa.....	965	6,372	566	2,367	488	4,094	965	6,372	632	1,554
Kansas.....	2,230	7,427	1,035	1,989	1,052	5,420	1,788	6,828	2,704	1,665
Kentucky.....	1,321	2,066	776	1,341	499	1,051	848	2,066	1,798	430
Louisiana.....	282	1,648	154	997	197	946	282	1,648	367	439
Massachusetts.....	183	2,393	95	2,239	0	0	95	2,239	0	2,274
Michigan.....	2,692	11,633	1,711	6,226	1,317	6,452	2,562	11,472	5,054	6,698
Mississippi.....	309	1,273	55	536	204	673	259	1,173	190	44
Missouri.....	3,329	10,338	1,439	4,221	1,636	6,377	2,919	9,730	2,509	1,612
Nebraska.....	1,208	4,338	603	1,173	587	2,848	1,138	3,873	972	738
New Mexico.....	497	1,498	72	137	173	662	245	799	440	348
New York.....	333	1,090	102	828	215	807	317	1,635	0	210
North Carolina.....	6	862	1	515	5	431	6	862	0	0
North Dakota.....	186	1,677	186	1,677	127	1,152	186	1,677	189	246
Ohio.....	691	4,101	196	1,018	527	3,264	691	4,101	1,311	1,310
Oklahoma.....	4,277	10,186	1,691	3,564	2,721	5,420	3,985	8,535	5,385	1,674
Rhode Island.....	26	939	14	583	12	346	26	929	0	525
South Carolina.....	396	491	69	128	123	223	192	351	0	204
South Dakota.....	825	3,252	446	1,343	333	1,890	709	3,081	330	1,506
Tennessee.....	728	1,952	268	341	460	1,611	728	1,952	452	478
Texas.....	4,088	10,171	2,125	4,390	2,151	6,595	3,654	9,440	377	1,619
Virginia.....	150	5,349	0	2,077	150	3,364	150	5,349	333	2,625
West Virginia.....	918	3,108	206	958	331	1,961	516	2,629	1,028	785
Wisconsin.....	463	390	268	301	242	151	463	390	0	1,168
<i>Private teachers colleges only (included above)</i>										
Illinois.....	0	504	0	380	0	124	0	504	5	0
Indiana.....	540	1,924	180	1,189	373	1,025	520	1,894	0	518
Tennessee.....	728	1,952	268	341	460	1,611	728	1,952	452	478
United States.....	1,268	4,380	448	1,910	833	2,760	1,248	4,350	457	996
<i>Colored only (included above)</i>										
Missouri.....	215	303	59	85	18	84	77	149	13	40
South Carolina.....	396	491	69	128	123	223	192	351	0	204
Texas.....	613	1,236	122	204	76	321	196	525	0	65
West Virginia.....	201	555	60	101	28	274	80	364	32	343
United States.....	1,425	2,585	310	498	245	902	547	1,389	45	652

¹ One school reports this number; no report on this item from other schools of State.

² Two schools only report this number.

TABLE 6.—Teachers colleges—Property, 1923-24

State	Schools reporting	Bound volumes in library	Value of property			
			Library, apparatus, machinery, furniture	Grounds and buildings	Endowment funds	Total, including endowments
1	2	3	4	5	6	7
Continental United States.....	88	1,556,118	\$7,908,448	\$55,586,419	\$1,272,606	\$66,857,563
Arkansas.....	1	6,500	37,581	366,494	0	404,075
California.....	6	145,373	481,371	2,516,406	0	2,997,777
Colorado.....	2	69,750	391,260	1,649,273	0	2,040,533
Georgia.....	2	17,980	85,000	840,125	0	925,125
Illinois.....	6	153,872	545,178	3,702,974	0	4,248,152
Indiana.....	4	121,956	681,986	3,120,000	14,000	3,815,986
Iowa.....	1	75,000	318,824	1,301,600	0	1,620,424
Kansas.....	3	78,174	343,550	4,166,000	250,000	4,759,550
Kentucky.....	2	27,000	258,165	1,415,708	0	1,673,871
Louisiana.....	1	21,819	242,145	694,850	0	936,995
Massachusetts.....	6	54,690	209,820	3,692,623	0	3,902,443
Michigan.....	5	114,165	693,671	3,868,798	0	4,562,469
Mississippi.....	1	6,000	78,652	677,997	0	756,649
Missouri.....	7	146,503	615,100	4,735,263	0	5,350,363
Nebraska.....	4	74,400	333,500	2,815,000	0	3,148,500
New Mexico.....	2	21,963	120,639	538,950	0	659,589
New York.....	1	6,960	48,000	410,000	0	458,000
North Carolina.....	1	2,460	0	864,163	0	864,163
North Dakota.....	1	20,000	150,000	575,000	(?)	725,000
Ohio.....	2	39,000	260,000	2,016,362	0	2,276,362
Oklahoma.....	6	63,579	284,755	1,493,491	0	1,778,246
Rhode Island.....	1	20,000	0	1,000,000	0	1,000,000
South Carolina.....	1	5,473	107,344	619,500	0	726,844
South Dakota.....	4	43,454	286,688	1,690,000	379,365	2,356,053
Tennessee.....	1	38,000	180,000	2,010,212	2,629,331	4,819,543
Texas.....	8	80,700	750,219	3,645,632	0	4,395,851
Virginia.....	4	33,347	300,000	2,510,000	0	2,810,000
West Virginia.....	4	26,650	155,000	1,950,000	0	2,105,000
Wisconsin.....	1	2,250	40,000	700,000	0	740,000
<i>Private teachers colleges only (included above)</i>						
Illinois.....	1	3,275	21,016	114,301	0	135,337
Indiana.....	2	13,005	46,946	420,000	14,000	480,086
Tennessee.....	1	38,000	180,000	2,010,212	2,629,331	4,819,543
United States.....	4	54,280	248,022	2,544,513	2,643,331	5,435,866
<i>Colored only (included above)</i>						
Missouri.....	1	4,000	5,500	294,500	0	270,000
South Carolina.....	1	5,473	107,344	619,500	0	726,844
Texas.....	1	4,500	145,583	525,459	0	671,042
West Virginia.....	1	2,250	40,000	700,000	0	740,000
United States.....	4	16,223	298,427	2,109,459	0	2,407,886

1 One school only reporting.

2 Lands.

3 All report lands; one reports money endowment.

TABLE 7.—Teachers colleges—Receipts, 1923-24

State	Schools reporting	From productive funds	From public funds		From students' fees		From all other sources	Total receipts
			For increase of plant	For current expenses	Tuition, etc.	Board, room, etc.		
1	2	3	4	5	6	7	8	9
Continental U. S.	88	\$220,219	\$4,233,957	\$14,034,495	\$2,535,555	\$2,290,953	\$1,226,410	\$21,511,595
Arkansas	1	0	0	100,000	11,266	27,354	0	138,620
California	6	0	323,315	898,741	27,312	12,862	0	1,220,230
Colorado	2	0	137,724	453,171	136,904	17,785	40,618	786,197
Georgia	2	0	0	122,600	22,040	49,006	4,265	198,513
Illinois	6	0	556,537	1,039,738	135,218	246,070	50,691	2,028,854
Indiana	4	1,700	0	348,925	218,216	43,239	36,906	647,886
Iowa	1	0	150,000	683,000	215,000	45,645	119,958	1,213,603
Kansas	3	12,000	161,013	792,337	232,795	90,097	0	1,288,242
Kentucky	2	0	0	317,279	128,132	124,508	90,446	668,365
Louisiana	1	0	0	217,000	21,441	233,874	14,400	486,715
Massachusetts	6	0	17,500	757,304	2,250	193,661	9,776	980,491
Michigan	5	0	404,750	1,588,678	80,789	0	5,570	2,079,787
Mississippi	1	0	1,130	81,575	18,405	98,344	0	199,454
Missouri	7	0	491,125	1,245,527	331,535	125,140	16,357	2,209,684
Nebraska	4	0	4,500	591,000	58,569	35,040	1,500	690,009
New Mexico	2	0	19,000	131,296	39,166	27,812	2,946	210,220
New York	1	0	0	222,312	15,913	0	0	238,225
North Carolina	1	0	85,500	125,000	3,830	102,288	2,202	318,820
North Dakota	1	20,783	17,478	174,657	32,996	10,728	69,240	325,882
Ohio	2	0	320,780	431,805	63,311	45,561	7,069	868,526
Oklahoma	6	0	280,000	695,431	75,088	0	0	1,050,519
Rhode Island	1	0	0	117,200	0	0	16,343	133,543
South Carolina	1	0	0	135,478	9,284	0	2,011	146,773
South Dakota	4	41,736	49,150	475,920	75,250	22,971	7,224	672,251
Tennessee	1	145,000	150,000	0	145,674	13,638	94,758	549,070
Texas	8	0	666,500	1,534,248	286,663	147,122	82,878	2,717,411
Virginia	4	0	90,000	326,119	62,345	425,430	322,579	1,235,473
West Virginia	4	0	258,685	276,500	44,262	124,455	222,684	924,586
Wisconsin	1	0	52,270	183,654	41,901	7,121	0	284,946
<i>Private teachers colleges only (included above)</i>								
Illinois	1	0	151,012	0	75,793	104,024	4,313	335,142
Indiana	2	700	0	0	130,904	43,239	10,666	185,509
Tennessee	1	145,000	150,000	0	145,674	13,638	94,758	549,070
United States	4	145,700	301,012	0	352,371	160,901	109,737	1,069,721
<i>Colored only (included above)</i>								
Missouri	1	0	0	117,898	6,426	36,777	0	161,101
South Carolina	1	0	0	135,478	9,284	0	2,011	146,773
Texas	1	0	0	216,070	20,937	146,353	52,677	436,037
West Virginia	1	0	150,000	45,000	1,439	40,911	37,683	275,033
United States	4	0	150,000	514,446	38,086	224,041	92,371	1,018,944

¹ One school reports this amount; no report on this item for the other schools of the State.

² Includes \$3,125 from Federal funds.

³ Includes \$34,328 from Federal funds

TABLE 8.—Teachers colleges—Expenditures, 1923-24

State	Schools reporting	Administration				Instruction		Operation of school plant	Maintenance	Auxiliary agencies and supplementary activities	Fixed charges (rents, insurance, etc.)	Total current expenditures	Outlays (capital acquisition and construction)
		Business	Educational		Salaries of deans and teachers	Text-books, supplies, etc.							
			Salary of principal	Other expenditures									
1	2	3	4	5	6	7	8	9	10	11	12	13	
Continental United States.....	87	\$348,148	\$456,650	\$702,352	\$10,294,356	\$629,159	\$2,348,567	\$1,536,577	\$1,464,493	\$309,354	\$18,112,656	\$4,267,729	
Arkansas.....	1	0	3,750	6,285	63,468	0	36,558	14,834	0	0	127,705	0	
California.....	6	17,943	36,100	25,739	560,905	36,157	64,929	41,524	1,700	420	785,427	301,781	
Colorado.....	2	12,186	12,317	28,016	367,389	72,038	45,138	34,490	50,000	3,075	623,860	151,131	
Georgia.....	6	0	10,000	7,488	99,840	1,032	32,548	0	18,409	0	169,307	6,365	
Illinois.....	6	34,171	36,000	64,002	769,063	21,456	160,221	74,075	141,044	30,377	1,331,332	243,421	
Indiana.....	3	43,918	13,100	5,109	321,277	8,486	65,098	9,006	45,519	2,545	517,067	85,596	
Iowa.....	1	32,000	8,000	10,000	490,000	16,000	60,000	90,000	171,000	0	867,000	194,184	
Kansas.....	3	0	18,000	48,302	588,118	3,000	74,000	253,770	72,000	0	1,087,160	109,560	
Kentucky.....	2	36,686	11,000	28,866	191,878	14,350	50,997	19,616	18,175	2,875	371,393	168,028	
Louisiana.....	1	11,406	6,000	2,000	138,513	15,193	24,225	17,087	240,469	6,470	461,363	41,125	
Massachusetts.....	6	2,955	28,716	10,906	456,631	37,358	94,105	146,621	199,324	1,288	958,367	13,063	
Michigan.....	5	0	26,000	92,317	1,208,372	17,328	169,439	56,560	2,473	2,633	1,277,682	434,576	
Mississippi.....	1	4,900	4,900	7,472	63,884	257	8,338	5,020	97,684	0	194,965	3,791	
Missouri.....	7	44,063	40,450	78,405	843,299	55,055	210,963	181,125	37,318	148,224	1,638,742	562,586	
Nebraska.....	4	0	20,000	25,080	359,571	73,000	59,779	82,499	0	0	619,929	14,999	
New Mexico.....	2	4,434	9,000	6,100	114,328	10,019	20,598	8,514	27,171	3,222	203,786	3,741	
New York.....	1	0	7,000	11,007	151,295	7,923	19,596	18,965	5,626	1,684	223,035	5,191	
North Carolina.....	1	0	6,500	19,680	76,969	7,374	0	0	0	0	110,522	50,000	
North Dakota.....	1	0	5,000	8,742	125,792	7,079	52,846	39,169	51,774	4,977	295,349	36,868	
Ohio.....	2	8,725	13,000	8,312	273,147	17,654	49,106	42,869	26,484	8,672	449,301	202,422	
Oklahoma.....	6	16,177	29,867	32,251	513,745	11,252	66,284	45,648	50,919	654	768,797	132,442	
Rhode Island.....	1	2,055	5,000	3,000	79,688	6,342	20,397	3,410	13,406	0	133,069	37,820	
South Carolina.....	1	974	3,000	3,500	61,150	10,847	31,154	5,324	9,273	3,969	129,510	44,417	
South Dakota.....	4	23,714	21,500	24,753	366,135	22,402	100,973	45,760	1,237	6,076	612,580	44,417	
Tennessee.....	1	0	5,600	26,301	167,937	0	12,757	8,388	12,000	27,481	260,064	43,363	

Texas.....	8	20,637	34,120	48,863	1,122,796	87,621	260,848	178,698	89,655	34,552	1,856,780	760,250
Virginia.....	4	16,359	17,600	37,664	277,976	38,963	392,216	87,201	17,698	20,054	908,639	254,601
West Virginia.....	4	5,895	19,800	16,348	335,567	11,738	113,664	41,464	63,293	55	607,852	355,871
Wisconsin.....	1	0	6,000	8,543	121,204	22,045	80,429	7,442	0	0	245,963	12,658
<i>Private teachers colleges only (included above)</i>												
Illinois.....	1	26,132	3,500	4,622	40,153	3,280	2,502	5,805	51,586	30,377	167,957	11,067
Indiana.....	2	2,780	6,600	5,109	95,092	0	18,658	2,388	3,401	0	134,028	17,228
Tennessee.....	1	0	5,000	28,301	167,937	0	12,757	8,588	12,000	27,481	280,064	45,393
United States.....	4	28,912	15,100	36,032	303,182	3,280	33,917	16,781	66,987	57,858	562,049	73,708
<i>Colored only (included above)</i>												
Missouri.....	1	10,683	3,000	1,060	43,651	8,679	19,422	62,833	1,765	0	150,563	37,820
South Carolina.....	1	974	3,000	3,880	61,159	10,847	31,154	5,524	9,273	3,999	129,510	98,248
Texas.....	1	5,700	2,620	2,280	73,235	20,409	102,526	34,763	63,166	34,249	338,948	125,000
West Virginia.....	1	2,600	4,200	4,650	68,550	3,262	35,000	25,775	0	4	144,037	98,248
United States.....	4	19,957	12,820	11,570	246,595	43,197	188,102	128,395	74,204	38,248	763,086	261,068

1 Included in column 5.

TABLE 9.—State normal schools—Instructors and graduates, 1923-24

State	Schools reporting		Instructors								Graduates in 1924	
	2	3	In all courses, excluding duplicates		in normal courses						12	13
					Regular session		Summer session		Total, excluding duplicates			
			4	5	6	7	8	9	10	11			Men	Women
Continental United States.....	108	92	1,457	2,674	911	1,908	958	1,322	1,297	2,407	1,504	12,534
Alabama.....	7	7	90	141	39	74	63	96	73	125	83	266
Arizona.....	2	1	32	41	23	32	17	19	32	41	32	160
Arkansas.....	1	1	9	3	3	4	3	3	3	4	11	12
California.....	1	1	11	12	7	8	4	4	11	12	5	42
Connecticut.....	4	0	14	38	14	38	0	0	14	38	0	58
Georgia.....	2	1	11	16	4	5	4	6	5	7	6	21
Idaho.....	2	2	26	49	17	36	21	35	23	40	27	21
Kentucky.....	3	3	31	35	16	18	22	24	22	27	1	16
Maine.....	6	5	26	110	21	83	9	33	29	110	47	43
Maryland.....	3	3	14	83	7	82	9	28	13	56	24	308
Massachusetts.....	5	3	47	135	31	118	26	27	40	134	38	450
Minnesota.....	6	6	87	185	57	146	75	105	77	185	74	1,129
Montana.....	1	1	21	42	11	33	16	16	16	36	12	120
New Hampshire.....	2	2	17	32	14	29	8	8	8	32	1	208
New Jersey.....	5	0	22	128	21	128	0	0	21	127	64	1,173
New Mexico.....	1	1	7	11	3	3	1	4	3	3	6	1
New York.....	10	9	141	339	75	247	96	108	130	306	119	660
North Carolina.....	5	5	57	79	19	17	28	38	40	51	5	20
North Dakota.....	4	4	65	73	24	49	52	52	52	61	66	730
Oklahoma.....	1	1	37	21	19	12	18	9	37	21	8	31
Oregon.....	1	1	13	59	10	40	13	59	13	59	11	24
Pennsylvania.....	14	14	258	523	167	347	182	274	238	476	249	2,302
Tennessee.....	4	4	71	73	54	65	70	71	70	71	51	267
Vermont.....	1	0	0	8	0	8	0	0	0	8	0	2
Virginia.....	1	1	36	55	6	20	8	12	8	20	4	41
Washington.....	3	3	86	117	47	75	56	83	72	127	102	971
West Virginia.....	4	4	36	38	19	22	25	32	31	29	82	146
Wisconsin.....	9	9	192	228	183	219	132	173	189	224	377	1,907
<i>Colored only (included above)</i>												
Alabama.....	2	2	30	32	4	8	12	15	13	16	5	27
Arkansas.....	1	1	9	3	3	4	3	3	3	4	11	12
Georgia.....	1	1	8	12	3	4	4	6	4	6	3	1
Kentucky.....	1	1	17	15	3	4	8	4	8	7	0	1
Maryland.....	1	1	4	7	1	1	3	4	3	4	2	2
North Carolina.....	4	4	47	65	13	12	21	29	32	33	3	21
Oklahoma.....	1	1	37	21	19	12	18	9	37	21	8	31
Pennsylvania.....	1	0	4	10	2	7	0	0	2	7	1	10
Tennessee.....	1	1	24	19	18	17	23	17	23	17	14	21
Virginia.....	1	1	36	55	6	20	8	12	8	20	4	41
West Virginia.....	1	1	11	10	3	2	10	4	10	5	0	11
United States.....	15	14	227	249	75	91	111	103	143	146	51	231
<i>Outlying possessions</i>												
Hawaii.....	1	1	7	45	5	30	5	12	5	37	6	9
Philippine Islands.....	1	0	26	45	20	45	0	0	25	45	55	77

1 Estimated.

TABLE 10.—State normal schools—Students, 1923-24

State	Resident students								Students in extension and correspondence courses	Enrollment in model and practice schools
	In all courses, excluding duplicates		In normal courses							
			In regular session		In summer session		Total for the year, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Continental United States	13,795	73,869	6,545	35,795	5,885	36,574	11,361	68,516	16,619	37,819
Alabama	1,495	5,579	540	2,473	753	3,069	1,284	5,177	3,792	1,952
Arizona	192	804	89	482	82	316	162	745	33	895
Arkansas	92	164	10	14	20	77	30	84		159
California	24	172	12	139	5	85	12	169		90
Connecticut	0	1,038	0	1,038	0	0	0	1,038		2,785
Georgia	188	423	14	64	14	124	14	124		348
Idaho	170	1,243	94	617	88	757	162	1,193	0	301
Kentucky	445	1,136	270	631	100	465	340	984	12	463
Maine	255	1,883	184	1,150	51	737	140	1,883	0	1,721
Maryland	103	1,230	54	667	27	498	81	1,152	0	496
Massachusetts	142	1,847	84	904	107	859	142	1,847	195	2,644
Minnesota	528	6,651	350	3,433	248	3,815	502	6,555	70	2,764
Montana	72	1,067	33	404	33	564	40	866	1,047	660
New Hampshire	31	1,114	6	619	25	495	31	1,114	0	640
New Jersey	146	2,699	146	2,699	0	0	146	2,699	175	1,117
New Mexico	23	21	25	15	20	7	45	21		93
New York	1,097	6,589	268	3,036	573	3,562	800	6,172	1,128	5,479
North Carolina	446	2,397	20	175	98	808	118	1,043	175	716
North Dakota	559	2,467	218	1,077	316	1,617	450	2,245	261	549
Oklahoma	185	611	154	372	27	225	181	597	85	118
Oregon	85	1,559	49	765	40	710	85	1,559		459
Pennsylvania	2,469	13,234	948	5,434	1,330	7,301	2,131	12,379	7,452	5,406
Tennessee	965	4,678	567	1,683	597	3,308	955	4,678	0	954
Vermont	0	79	0	79	0	0	0	79	0	400
Virginia	323	1,139	167	493	43	493	49	660	66	679
Washington	658	4,424	376	2,479	325	1,469	561	4,200	609	1,144
West Virginia	477	1,123	193	322	230	652	339	882	581	578
Wisconsin	2,615	8,498	1,834	4,767	733	4,501	2,511	8,371	332	4,200
Colored only (included above)										
Alabama	352	1,248	61	223	94	644	155	867	829	798
Arkansas	92	164	10	14	20	77	30	84		159
Georgia	143	332	8	22	14	124	14	124		38
Kentucky	141	392	30	123	6	117	36	240	12	352
Maryland	27	146	2	25	3	43	5	68	0	40
North Carolina	356	2,099	8	98	74	711	82	809	175	458
Oklahoma	185	611	154	372	27	225	181	597	85	118
Pennsylvania	17	86	3	50	0	0	3	50	0	64
Tennessee	390	1,254	106	339	210	946	396	1,254	0	344
Virginia	323	1,139	6	167	43	493	49	660	66	679
West Virginia	112	360	1	20	21	161	22	181	28	46
United States	2,144	7,831	479	1,453	512	2,541	973	4,934	1,195	3,096
Outlying possessions										
Hawaii	48	436	37	208	15	219	47	362	438	609
Philippine Islands	1,002	1,367	555	1,007	0	0	555	1,007		827

TABLE 11.—State normal schools—Property, 1923-24

State	Schools reporting	Bound volumes in the library	Value of property			
			Library, apparatus, furniture, etc.,	Grounds and buildings	Endowment funds	Total, including endowments
1	2	3	4	5	6	7
Continental United States	108	983,569	\$5,934,890	\$46,530,898	\$929,000	\$53,394,788
Alabama	7	34,284	146,700	1,760,750	0	1,907,450
Arizona	2	23,000	288,030	1,316,015	0	1,604,045
Arkansas	1	1,409	5,000	129,875	0	134,875
California	1	6,188	46,699	264,228	0	310,927
Connecticut	4	53,000	94,167	1,324,566	0	1,418,733
Georgia	2	2,900	6,751	166,300	5,000	178,051
Idaho	2	15,800	164,233	560,432	524,000	1,248,665
Kentucky	3	3,750	8,850	513,000	0	524,850
Maine	6	15,000	118,500	1,552,500	0	1,671,000
Maryland	3	10,415	38,095	998,121	0	1,036,216
Massachusetts	5	37,860	84,000	1,604,000	0	1,688,000
Minnesota	6	63,034	207,190	3,379,532	0	3,586,722
Montana	1	16,000	45,251	452,424	0	497,375
New Hampshire	2	8,500	13,500	460,000	0	473,500
New Jersey	5	40,262	505,196	3,352,905	0	3,858,101
New Mexico	1	458	10,000	85,000	(1)	95,000
New York	10	114,155	680,463	5,407,686	0	6,088,149
North Carolina	5	7,987	116,789	1,677,370	0	1,794,166
North Dakota	4	22,522	163,115	1,912,872	400,000	2,475,987
Oklahoma	1	500	84,701	214,100	0	298,801
Oregon	1	10,000	21,000	520,000	0	541,000
Pennsylvania	14	151,519	1,156,542	8,367,252	0	9,523,794
Tennessee	4	18,909	145,987	1,993,627	0	2,139,614
Vermont	1	3,600	8,000	150,000	0	158,000
Virginia	1	4,670	137,527	542,630	0	680,157
Washington	3	72,985	304,151	1,869,873	(1)	2,174,029
West Virginia	4	22,300	85,000	1,475,000	0	1,560,000
Wisconsin	9	224,562	1,249,463	4,481,140	0	5,730,000
<i>Colored only (included above)</i>						
Alabama	2	13,127	48,000	667,300	0	715,300
Arkansas	1	1,409	5,000	129,875	0	134,875
Georgia	1	500	751	101,300	5,000	107,051
Kentucky	1	400	750	250,000	0	250,750
Maryland	1	150	3,580	69,130	0	72,710
North Carolina	4	5,112	112,289	1,177,370	0	1,289,669
Oklahoma	1	500	84,701	214,100	0	298,801
Pennsylvania	1	4,403	36,000	288,282	0	324,282
Tennessee	1	2,300	30,987	418,627	0	449,614
Virginia	1	4,670	137,527	542,630	0	680,157
West Virginia	1	2,500	15,000	250,000	0	265,000
United States	15	35,071	474,585	4,108,614	5,000	4,588,199
<i>Outlying possessions</i>						
Hawaii	1	6,000	27,164	133,797	0	160,961
Philippine Islands	1	8,000	20,000	300,000	0	320,000
<i>Ilands</i>						

TABLE 12.—State normal schools—Receipts, 1923-24

State	Schools reporting	From productive funds	From public funds		From students' fees		From all other sources	Total receipts
			For increase of plant	For current expenses	Tuition, etc.	Board, room, etc.		
1	2	3	4	5	6	7	8	
Continental United States	107	\$63,157	\$1,647,700	\$9,950,556	\$1,111,527	\$2,224,848	\$742,144	\$17,839,932
Alabama	7	0	30,000	1,249,320	143,117	145,741	125,703	693,881
Arizona	2	0	6,800	262,500	9,005	10,789	4,500	387,594
Arkansas	1	0	0	188,820	3,003	74	0	91,897
California	1	0	5,900	41,270	0	0	0	47,170
Connecticut	4	0	238,382	184,666	0	0	192,132	615,180
Georgia	2	0	17,500	146,988	2,161	0	0	56,649
Idaho	2	20,952	12,228	184,678	24,664	45,537	1,847	289,906
Kentucky	2	0	0	78,505	1,831	8,546	0	88,882
Maine	6	0	243,000	203,856	0	45,200	0	492,056
Maryland	3	0	255,000	231,000	7,475	63,889	35,163	592,527
Massachusetts	5	0	17,573	452,643	1,666	96,935	1,191	570,008
Minnesota	6	0	1,132,239	764,589	68,153	42,452	24,474	2,031,907
Montana	1	0	260,000	104,249	26,000	110,000	8,700	508,949
New Hampshire	2	0	0	134,000	25,297	56,909	0	216,206
New Jersey	5	0	42,500	744,263	0	92,888	0	879,651
New Mexico	1	1,800	2,700	12,300	100	250	375	17,525
New York	10	0	77,084	1,361,196	10,372	0	4,407	1,453,059
North Carolina	5	0	544,500	184,760	23,621	47,641	3,730	804,252
North Dakota	4	27,905	166,025	384,503	38,843	38,497	0	655,773
Oklahoma	1	0	10,000	90,900	6,495	50,089	0	157,484
Oregon	1	0	0	114,241	20,000	0	0	134,241
Pennsylvania	14	0	131,821	1,503,676	514,384	1,019,447	266,150	3,435,478
Tennessee	4	0	64,244	274,405	39,802	141,407	42,213	565,071
Vermont	1	0	90,000	0	0	12,000	10,000	112,000
Virginia	1	0	48,069	75,152	12,807	30,733	13,059	179,820
Washington	3	12,500	0	589,806	91,004	77,491	8,500	779,301
West Virginia	4	0	159,000	194,379	15,812	32,565	0	401,756
Wisconsin	9	0	103,135	1,393,891	25,915	58,768	0	1,581,709
Colored only (included above)								
Alabama	2	0	0	64,250	26,044	28,064	32,789	151,167
Arkansas	1	0	0	188,820	3,003	74	0	91,897
Georgia	1	0	17,500	131,988	661	0	0	40,146
Kentucky	1	0	0	48,505	0	0	0	48,505
Maryland	1	0	10,000	44,000	0	8,100	0	62,100
North Carolina	4	0	294,500	134,760	20,656	44,361	2,130	496,407
Oklahoma	1	0	10,000	90,900	6,495	50,089	0	157,484
Pennsylvania	1	0	0	68,358	4,751	6,074	8,358	87,541
Tennessee	1	0	14,244	54,405	9,214	46,501	3,870	128,234
Virginia	1	0	48,069	75,152	12,807	30,733	13,059	179,820
West Virginia	1	0	54,000	34,379	2,312	12,565	0	103,256
United States	15	0	438,313	735,517	85,943	226,581	60,206	1,546,560
Outlying possessions								
Hawaii	1	0	0	124,000	3,200	0	0	127,200
Philippine Islands	1	0	0	100,000	0	0	0	100,000

1 Includes \$19,850 from Morrill-Nelson fund.
 2 Includes \$20,654 from Federal funds.
 3 From private benefactions.

4 Includes \$12,888 from private benefactions.
 5 Includes \$500 from Smith-Hughes fund.

TABLE 13.—State normal schools—Expenditures, 1923-24

State	Schools reporting	Administration					Instruction			Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rent, insurance, etc.)	Total current expenditures	Outlays (capital acquisition and construction)
		Business	Salary of principal	Other expenditures	Salaries of teachers	Text-books, supplies, etc.	Operation of school plant	Operational	Books and supplies					
Continental United States	197	\$271,052	\$500,035	\$146,799	\$9,754,585	\$799,523	\$1,758,381	\$1,193,115	\$1,255,615	\$158,214	\$12,850,286	\$3,602,366		
Alabama	2	7,644	27,800	28,005	299,603	29,355	64,304	54,006	145,520	7,926	577,605	14,032		
Arizona	2	3,769	10,000	5,614	116,775	6,221	60,485	15,019	64,346	4,717	312,068	11,509		
Arkansas	1	0	3,250	1,920	34,075	0	0	26,921	0	0	68,196	12,500		
California	1	500	5,000	1,500	31,700	2,000	5,000	0	0	0	43,700	5,100		
Connecticut	4	0	19,000	19,491	100,994	13,705	27,272	15,002	837	0	196,271	238,382		
Georgia	2	838	6,300	0	25,000	750	450	7,740	28,545	100	69,723	0,700		
Idaho	2	3,402	7,950	10,350	133,311	24,429	40,647	6,024	27,691	2,755	257,759	3,200		
Kentucky	3	3,000	13,183	6,334	62,002	6,671	4,156	12,963	1,629	3,512	113,450	0		
Maine	6	0	17,650	4,552	132,100	6,360	44,052	3,901	6,129	8,774	223,518	261,000		
Maryland	3	1,516	10,667	5,220	103,368	28,686	16,380	39,192	112,582	1,620	321,240	245,000		
Massachusetts	5	27,685	21,975	30,567	212,744	19,774	61,311	27,182	41,921	0	443,189	31,344		
Minnesota	6	9,484	33,800	62,043	525,040	62,517	196,035	43,995	36,468	9,368	889,321	1,102,931		
Montana	1	5,000	5,500	7,000	74,000	8,000	16,670	2,400	28,379	2,000	148,049	260,000		
New Hampshire	2	0	8,500	4,250	94,617	9,337	4,435	97,510	0	0	216,679	0		
New Jersey	5	13,287	29,808	24,250	363,338	79,507	104,638	39,072	12,547	2,433	697,960	36,825		
New York	10	3,189	51,500	27,913	927,543	109,741	122,000	76,001	36,491	2,011	1,354,300	9,664		
North Carolina	5	3,267	14,500	11,098	110,989	6,733	58,301	5,106	31,570	1,375	243,009	552,798		
North Dakota	4	1,825	10,000	16,798	199,450	8,562	52,198	57,173	8,993	14,769	375,098	171,125		
Oklahoma	1	1,620	4,000	3,629	67,170	1,307	30,136	7,190	0	0	107,352	2,976		
Oregon	1	16,900	4,500	0	102,000	1,400	12,130	4,000	0	0	141,030	3,000		
Pennsylvania	14	78,308	66,637	89,847	1,187,769	69,020	643,013	397,456	474,474	76,212	3,102,961	177,835		
Tennessee	4	5,640	15,000	2,940	218,611	5,865	48,077	67,051	84,575	9,804	457,563	68,802		
Vermont	1	0	2,800	900	9,600	5,500	19,011	0	0	0	13,500	122,000		
Virginia	1	9,268	3,600	2,570	77,730	7,032	19,011	24,673	0	5,780	149,664	46,268		
Washington	3	35,997	18,832	12,060	394,021	54,142	46,653	26,240	15,430	0	603,395	19,510		

	4	0	16,050	6,720	141,870	2,300	34,000	16,000	14,700	1,050	212,190	108,200
	9	19,903	46,833	49,543	1,097,155	47,306	143,372	35,735	63,139	14,078	1,494,029	59,355
West Virginia.....		0	0	0	0	0	0	0	0	0	0	0
Wisconsin.....		0	0	0	0	0	0	0	0	0	0	0
<i>Colored only (included above)</i>												
Alabama.....	2	4,289	15,400	7,044	42,877	4,259	20,560	4,002	35,373	1,397	125,791	12,247
Arkansas.....	1	0	3,250	1,920	34,078	0	0	28,921	0	0	68,166	12,200
Georgia.....	1	538	3,900	0	14,500	0	0	7,140	28,045	0	33,223	0
Kentucky.....	1	1,200	3,600	1,960	32,217	0	0	0	0	0	38,577	0
Maryland.....	1	0	2,000	0	7,971	2,382	0	23,523	0	420	36,295	0
North Carolina.....	4	797	10,000	8,568	77,489	4,883	53,601	2,896	29,850	500	188,581	295,298
Oklahoma.....	1	1,620	4,000	5,029	57,170	1,307	30,136	7,490	0	0	107,352	2,976
Pennsylvania.....	1	3,963	5,000	4,205	22,741	1,994	25,250	9,143	3,102	7,045	82,182	6,192
Tennessee.....	1	1,680	3,600	1,140	36,870	547	1,082	40,010	0	5,819	90,746	14,244
Virginia.....	1	9,268	3,600	2,570	77,730	7,032	19,011	24,673	0	5,780	149,664	46,298
West Virginia.....	1	0	3,800	1,060	21,870	0	7,000	6,000	12,000	0	51,750	8,200
United States.....	15	23,065	47,250	34,516	425,510	22,402	156,639	133,797	108,370	20,961	992,630	397,625
<i>Outlying possessions</i>												
Hawaii.....	1	3,000	4,200	6,000	91,600	3,200	3,500	2,500	13,299	0	127,200	0
Philippine Islands.....	1	0	3,000	1,500	75,500	20,000	0	0	0	0	100,000	0

1 Plus house.

TABLE 14.—City normal schools—Personnel and property, 1923-24

State	Teachers and students								Property			
	Schools reporting	Number of teachers, including principal		Normal students		Graduates from normal courses		Schools reporting	Bound volumes in the library	Value of library, apparatus, machinery, and furniture	Value of grounds and buildings	Total value of property reported
		Men	Women	Men	Women	Men	Women					
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.....	29	140	505	913	12,152	208	3,000	27	119,086	\$413,182	\$6,614,745	\$7,027,927
District of Columbia.....	2	3	33	16	511	3	217	2	16,632	70,000	490,000	560,000
Georgia.....	1	0	10	0	112	0	49	1	1,200	1,500	250,000	251,500
Illinois.....	1	41	39	133	2,695	10	430	1	31,000	85,545	1,037,532	1,123,077
Iowa.....	1	1	5	0	78	0	17	1	2,800	6,000	160,000	166,000
Kentucky.....	1	1	9	0	249	0	0	1	9,204	14,410	71,781	86,191
Louisiana.....	1	1	16	1	180	1	81	1	2,791	3,000	40,000	43,000
Maine.....	1	0	1	0	18	0	4	1	1,500	6,875	60,000	66,875
Maryland.....	2	3	26	65	652	31	282	2	9,000	40,000	180,000	230,000
Massachusetts.....	1	1	0	21	0	13	0	1	400	1,875	0	1,875
Missouri.....	1	2	8	0	217	0	87	1	2,100	800	500,000	500,800
New Hampshire.....	1	0	1	0	10	0	3	0	0	0	0	0
New Jersey.....	1	2	7	0	158	0	41	0	0	0	0	0
New York.....	7	33	173	192	3,048	103	1,170	7	27,047	105,077	2,534,180	2,639,252
Ohio.....	5	42	113	329	3,016	4	317	5	13,412	3,100	293,776	296,878
Pennsylvania.....	2	8	59	150	1,089	43	273	2	0	75,000	987,476	1,062,476
Virginia.....	1	2	5	0	109	0	36	1	2,000	0	0	2,000
<i>Colored only (included above)</i>												
District of Columbia.....	1	3	12	16	279	3	115	1	6,632	20,000	240,000	240,000
Maryland.....	1	1	8	42	169	25	67	1	0	0	80,000	80,000
United States.....	2	4	20	58	448	28	182	2	6,632	20,000	320,000	340,000

TABLE 15.—City normal schools—Receipts and expenditures, 1923-24

State	Receipts			Expenditures						
	Schools reporting	Student fees for educational services	For current expenditures	Schools reporting	Salaries of principals	Salaries of other instructors	Other expenses of instruction and administration	Operation and maintenance, sundry and fixed charges	Total current expenditures	Outlays for sites, buildings, etc.
1	2	3	4	5	6	7	8	9	10	11
Continental United States.....	29	\$53,603	\$1,851,710	29	\$106,351	\$1,247,006	\$82,228	\$225,761	\$1,661,436	\$338,563
Dist. Columbia.....	2	90,029	90,029	2	6,100	76,515	6,120	1,264	90,029	.....
Georgia.....	1	14,604	14,604	1	2,922	11,682	0	0	14,604	.....
Illinois.....	1	297,845	297,845	1	6,500	194,432	23,340	73,573	297,845	4,681
Iowa.....	1	20,170	20,170	1	2,500	13,120	1,100	3,450	20,170	.....
Kentucky.....	1	35,210	35,210	1	3,575	26,454	1,998	74	32,101	3,109
Louisiana.....	1	24,278	24,278	1	3,000	17,270	2,690	1,318	24,278	44,000
Maine.....	1	1,700	1,700	1	1,700	0	0	0	1,700	.....
Maryland.....	2	78,835	78,835	2	6,880	56,410	6,090	8,237	77,607	1,228
Massachusetts.....	1	1,968	4,008	1	3,191	0	502	315	4,008	200
Missouri.....	1	3,506	29,443	1	4,200	21,841	3,402	0	29,443	.....
New Hampshire.....	1	1,700	1,700	1	1,700	0	0	0	1,700	.....
New Jersey.....	1	47,000	47,000	1	7,000	38,000	2,000	0	47,000	.....
New York.....	7	816,745	816,745	7	30,775	486,099	1,713	74,727	593,314	223,431
Ohio.....	5	48,120	42,150	5	15,308	123,825	16,221	6,225	161,579	60,000
Pennsylvania.....	2	242,587	242,587	2	8,000	171,438	13,019	47,453	239,910	2,676
Virginia.....	1	35,406	35,406	1	3,000	10,010	4,043	9,085	26,148	9,258
Colored only (included above)										
Dist. Columbia.....	(1)	0	20,968	1	2,880	15,862	1,887	339	20,968	.....
Maryland.....	1	0	20,968	1	2,880	15,862	1,887	339	20,968	.....

¹ Not given separately from other schools in District of Columbia.

TABLE 16.—County normal schools—Personnel and property, 1923-24

State	Teachers and students							Property				
	Schools reporting	Number of teachers, including director		Normal students		Graduates from normal courses		Schools reporting	Bound volumes in the library	Value of library, apparatus, machinery, and furniture	Value of grounds and buildings	Total value of property reported
		Men	Women	Men	Women	Men	Women					
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.....	90	27	171	297	2,327	164	1,507	73	49,923	\$92,066	\$1,181,500	\$1,273,566
Michigan.....	30	0	61	42	467	24	324	20	4,714	9,350	156,000	165,350
Ohio.....	24	3	40	86	518	51	408	31	15,013	14,290	3,000	19,290
Wisconsin.....	26	24	70	169	1,342	89	777	22	30,196	66,456	1,022,500	1,088,956

TABLE 17.—County normal schools—Receipts and expenditures, 1923-24

State	Receipts					Expenditures							
	Schools reporting	Student fees for educational services	Public funds for—		From all other sources	Schools reporting	Salaries of directors	Salaries of other instructors	Other expenses of instruction and administration	Operation and maintenance, sundry and fixed charges	Total current expenditures	Outlays for sites, buildings, etc.	
			Increase of plant	Current expenditures									
1	2	3	4	5	6	7	8	9	10	11	12	13	
Continental United States	89	\$4,992	\$261	\$483,845	\$9,505	89	\$191,524	\$170,502	\$20,649	\$48,123	\$446,005	\$36,724	
Michigan	29			95,913	11	30	49,775	41,625	1,482	4,656	97,538	389	
Ohio	34	126	261	83,726	683	34	67,010	12,900	4,659	747	85,376	80	
Wisconsin	26	4,866		304,206	8,891	25	74,739	115,917	14,508	42,720	283,091	36,294	

† One school reports total only.

TABLE 18.—Private normal schools—Instructors and graduates, 1923-24

State	Schools reporting	Reporting summer sessions	Instructors								Graduates in 1924	
			In all courses, excluding duplicates		In normal courses							
			Men	Women	Regular session	Summer session	Total, excluding duplicates	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	67	19	584	937	207	494	94	149	259	567	225	2,288
Alabama	1	1	137	133	5	3	10	16	10	16	0	26
California	2	2	0	13	0	13	0	0	1	13	0	0
Colorado	1	0	1	2	1	2	0	0	1	2	2	1
Connecticut	4	1	13	24	6	16	4	2	6	16	0	17
District of Columbia	2	1	3	14	3	14	0	0	3	14	0	22
Idaho	1	1	16	6	6	1	4	2	8	3	16	9
Illinois	6	4	38	60	16	47	5	13	17	48	49	234
Indiana	2	2	9	11	5	9	7	10	7	10	28	27
Iowa	1	0	12	8	2	3	0	0	2	3	0	7
Maryland	2	1	10	4	10	4	0	0	10	4	4	8
Massachusetts	7	0	23	150	21	138	2	0	21	138	0	236
Minnesota	3	0	17	19	12	13	0	0	12	13	5	26
Missouri	1	0	0	1	0	1	0	0	0	1	0	1
Nebraska	1	0	11	1	11	1	0	0	11	1	15	1
New Jersey	2	0	30	17	16	8	0	0	16	8	22	25
New York	8	1	58	115	37	65	0	2	37	65	48	217
North Carolina	2	1	43	51	8	27	33	34	33	39	0	79
Ohio	5	1	17	59	7	42	1	6	7	47	3	174
Oregon	2	1	3	39	2	21	1	25	3	32	0	13
Pennsylvania	3	0	7	13	6	4	0	0	6	4	6	7
South Carolina	1	0	2	11	1	3	0	0	1	3	0	11
South Dakota	2	0	18	23	6	12	0	0	6	12	2	22
Tennessee	3	1	27	40	12	26	3	1	13	26	7	25
Texas	1	0	0	3	0	3	0	0	0	3	0	3
Utah	1	0	13	11	6	1	0	0	6	1	8	1
Virginia	1	0	76	66	11	3	24	32	23	31	4	3
Washington	2	1	0	53	0	14	0	3	0	14	0	14
<i>Colored only (included above)</i>												
Alabama	1	1	137	123	5	3	10	16	10	16	0	26
North Carolina	1	0	10	17	0	5	0	0	0	5	0	5
South Carolina	1	0	2	11	1	3	0	0	1	3	0	3
Tennessee	2	0	18	36	9	25	0	0	9	25	0	14
Virginia	1	0	76	66	11	3	24	32	23	31	4	3
United States	6	1	243	253	36	39	34	48	43	80	4	61

TABLE 19.—Private normal schools—Students, 1923-24

State	Resident students								Students in extension and correspondence courses	Enrollment in model and practice schools
	In all courses, excluding duplicates		In normal courses							
			In regular session		In summer session		Total for the year, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Continental United States.....	5,249	12,943	813	5,595	423	3,557	1,189	8,885	308	8,484
Alabama.....	1,112	1,212	0	45	45	370	45	415		315
California.....	0	151	0	122	0	30	0	151		102
Colorado.....	20	75	20	75	0	0	20	75		
Connecticut.....	0	173	0	172	3	10	0	172		220
District of Columbia.....	0	145	0	70	0	0	0	70		100
Idaho.....	255	243	50	52	75	88	125	140	22	80
Illinois.....	425	895	127	691	41	253	148	870	20	207
Indiana.....	107	331	62	149	63	223	107	331	77	163
Iowa.....	98	97	2	16	0	0	2	16		(1)
Maryland.....	34	22	16	22	0	0	16	22		89
Massachusetts.....	3	1,595	0	1,585	0	4	0	1,585		115
Minnesota.....	150	139	41	75	0	0	41	75		54
Missouri.....	0	5	0	5	0	0	0	5		125
Nebraska.....	168	30	32	6	0	0	32	6		45
New Jersey.....	774	680	56	88	0	0	56	88	9	150
New York.....	432	1,216	107	717	0	0	107	737		1,655
North Carolina.....	195	1,877	4	352	50	1,438	54	1,650		1,239
Ohio.....	0	576	0	425	0	96	0	521	37	356
Oregon.....	0	368	0	76	0	184	0	258	31	507
Pennsylvania.....	51	162	51	162	0	0	51	162	31	72
South Carolina.....	108	165	0	22	0	0	0	22		127
South Dakota.....	78	176	35	112	0	0	35	112	2	25
Tennessee.....	383	632	160	356	11	107	165	448		407
Texas.....	0	42	0	42	0	0	0	42		150
Utah.....	141	161	12	15	0	0	12	15		300
Virginia.....	715	1,040	38	37	135	719	173	756	79	395
Washington.....	0	735	0	106	0	35	0	141		486
<i>Colored only (included above)</i>										
Alabama.....	1,112	1,212	0	45	45	370	45	415		315
North Carolina.....	145	239	4	12	0	0	4	12		94
South Carolina.....	108	165	0	22	0	0	0	22		127
Tennessee.....	256	482	134	328	0	0	134	328		389
Virginia.....	715	1,040	38	37	135	719	173	756	79	395
United States.....	2,336	3,138	176	444	180	1,089	356	1,533	79	1,270

¹ Public schools also are used.

² Only one school reports its own model-school enrollment, the other uses public schools.

TABLE 20.—Private normal schools—Property and receipts, 1923-24

State	Schools reporting	Bound volumes in the library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Endowment	Schools reporting	Receipts						Total receipts
							Public funds for current expenditures	From private benefactions for—		From students' fees		From all other sources	
								Increase of plant and endowment	Current expenditures	Tuition, etc.	Board, room, etc.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States.....	63	217,327	\$1,350,810	\$10,921,000	\$8,661,026	52	\$48,770	\$733,047	\$1,220,721	\$104,885	\$613,243	\$282,319	\$4,092,985
Alabama.....	1	14,681	226,647	1,811,932	2,824,415	1	28,193	199,962	278,133	29,561	171,853	65,578	774,290
California.....	2	800	1,400	22,900		2	0	0	0	33,831	14,756	0	48,587
Colorado.....	1	500	58,500	345,700		3	0	0	0	89,895	86,400	20,300	196,595
Connecticut.....	4	6,021	8,500			1	0	0	1,365	1,200	1,320	0	3,885
District of Columbia.....	2	2,421				1	0	0	0	8,619	0	802	43,121
Idaho.....	1	3,300	17,500	150,000	0	1	0	0	33,700	8,619	0	802	541,726
Illinois.....	9	18,725	140,560	1,733,711		6	0	0	62,694	211,215	183,129	84,716	541,726
Indiana.....	2	6,400	35,945	61,000	4,950	1	0	0	0	16,782	38,797	6,000	61,980
Iowa.....	1	3,065	30,000	200,000	5,000	1	0	15,370	20,876	7,810	20,225	7,760	64,841
Maryland.....	2	10,450	20,600	350,000		2	0	0	25,000	2,550	0	5,000	32,550
Massachusetts.....	5	2,406	3,500	160,500	0	4	0	0	1,000	134,853	35,510	480	171,823
Minnesota.....	3	7,965	21,100	357,800	15,000	2	0	0	44,510	4,264	17,287	2,812	68,873
Missouri.....	1	2,050	25,000	400,000		1	0	125,000	35,000	0	0	0	160,000
Nebraska.....	2	1,200	43,203	370,000	1,000	2	15,142	0	123	123,965	3,345	15,010	157,585
New Jersey.....	7	2,750	11,610	150,800		6	0	0	0	129,368	16,400	300	140,068
New York.....	2	11,300	29,152	1,014,592	53,671	2	0	112,192	114,651	3,681	53,413	5,880	289,817
North Carolina.....	5	9,600	10,400	396,500	107,000	4	0	271	18,215	58,165	73,726	11,356	162,673
Ohio.....	2	9,708	32,000	145,000	0	4	0	7,000	0	6,000	11,000	1,000	26,000
Oregon.....	3	5,100	14,000	98,096	155,687	3	0	5,000	8,300	36,348	12,257	2,633	64,538
Pennsylvania.....	1	2,100	3,000	25,000		1	0	0	8,032	5,064	0	0	13,096
South Carolina.....	2	6,700	16,345	127,500	219,701	3	0	4,640	50,257	30,035	27,787	28,622	141,341
South Dakota.....	2	7,000	50,609	607,869	325,000	3	0	122,636	27,365	27,228	4,764	9,225	191,108
Tennessee.....	1	50,000		200,000		1	3,235	2,000	29,000	5,311	0	0	39,546
Texas.....	1	58,385	341,686	1,528,600	4,916,102	1	1,200	133,086	461,417	29,200	16,774	735	618,212
Utah.....	1	12,000	141,180		28,500	1	0	6,000	0	29,200	24,000	21,130	80,530
Virginia.....	1	12,110				1	0	0	0	0	0	0	0
Washington.....	2					1	0	0	0	0	0	0	0

Colored only (included above)																			
Alabama.....	1	14,681	236,047	1,811,932	2,824,415	1	29,193	199,902	278,133	29,561	171,853	65,578	774,260						
North Carolina.....	1	7,500	24,152	214,592	53,671	1	0	82,192	40,435	3,081	26,629	5,880	169,317						
South Carolina.....	1	2,100	3,000	25,000	.....	1	0	0	8,632	5,064	0	0	13,096					
Tennessee.....	2	4,000	30,450	475,000	325,000	2	0	122,526	17,508	13,919	1,448	9,225	164,626						
Virginia.....	1	58,385	341,559	1,538,500	4,916,192	1	1,200	133,086	461,417	0	16,774	735	613,212						
United States.....	6	86,666	685,808	4,065,024	8,119,188	6	30,393	537,766	806,925	52,225	216,704	81,418	1,724,531						

TABLE 21. Private normal schools—Expenditures, 1923-24

State	Schools reporting	Salaries of principals and directors	Salaries of other instructors	Other expenditures for instruction and administration	Operation, maintenance, sundry and fixed charges	Total current expenditures	Outlays for sites, buildings, etc.
1	2	3	4	5	6	7	8
Continental United States	51	\$140,827	\$1,075,709	\$310,080	\$1,305,160	\$2,970,207	\$569,211
Alabama	1	5,926	182,270	72,742	237,359	498,297	55,400
California	2	7,200	7,834	2,500	5,908	38,532	
Connecticut	2	7,500	29,105	8,500	121,222	166,327	2,500
District of Columbia	1	1,315	1,800	0	1,500	4,615	
Idaho	1	3,000	28,004	3,123	8,237	42,424	643
Illinois	6	18,400	115,677	56,844	150,377	410,195	189,127
Indiana	1	4,800	9,550	3,800	40,664	58,814	
Iowa	1	2,000	26,590	3,240	21,549	53,379	3,089
Maryland	1			1,000		28,500	
Massachusetts	4	9,450	46,700	17,159	33,349	106,714	2,658
Minnesota	2	4,900	35,100	400	28,643	69,043	
Nebraska	1	2,340	20,000	0	55,000	57,340	125,000
New Jersey	2	9,500	68,890	18,272	38,364	135,026	
New York	5	20,183	52,049	20,210	38,340	116,068	
North Carolina	2	15,400	45,848	13,075	105,025	169,348	18,228
Ohio	4	9,100	34,517	8,202	74,632	123,151	1,220
Oregon	1			9,800	8,100	17,900	
Pennsylvania	3	6,450	15,116	3,345	5,432	30,373	
South Carolina	1	1,655	8,890	0	2,388	12,933	
South Dakota	2	2,500	56,384	12,502	65,168	136,554	4,640
Tennessee	3	7,000	43,444	4,919	19,925	75,288	122,207
Texas	1	2,000	2,500			4,500	
Utah	1	2,750	20,521	1,276	9,326	33,873	1,146
Virginia	1	7,458	224,774	46,571	189,962	468,765	41,443
Washington	2			2,000	64,600	112,248	1,700
Colored only (included above)							
Alabama	1	5,926	182,270	72,742	237,359	498,297	55,400
North Carolina	1	2,400	17,998	0,475	43,975	70,848	18,228
South Carolina	1	1,655	8,890	0	2,388	12,933	
Tennessee	2	4,000	30,278	3,134	8,440	45,852	122,207
Virginia	1	7,458	224,774	46,571	189,962	468,765	41,443
United States	56	21,439	464,240	128,922	482,124	1,096,695	237,488

¹ Plus house.

TABLE 22.—Teachers colleges—Sessions, graduates, degrees conferred, etc., 1923-24
[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location	Institution	Weeks in year	Weeks in summer session	Years in school course	Graduates from teacher-training course		Degrees conferred		Model school ¹	Practice school ¹	Enroll-ment in model and practice schools	Hours of practice teaching re-quired
					Men	Women	Men	Women				
Conway, Ark.	State Normal School	37	8	2	47	116	11	7	A	A	170	100
Ohio, Calif.	State Teachers College	36	6	2 1/2	15	110	0	0	A	A	237	180
Fresno, Calif.	do.	36	6	2 1/2	31	121	1	1	A, B	A, B	300	280
San Diego, Calif.	do.	37	6	2 1/2	30	114	2	2	A, B	A, B	223	190
San Francisco, Calif.	do.	36	6	2 1/2	2	231	0	0	A, B	A, B	413	325
San Jose, Calif.	do.	36	6	2 1/2	14	196	5	11	A, B	A, B	496	180
Santa Barbara, Calif.	do.	36	8	3	18	47	3	12	A, B	A, B	40	180
Greeley, Colo.	Colorado State Teachers College	36	11	2	59	483	38	140	A, B	A, B	717	120
Gunnison, Colo.	Western State College of Colorado	36	11	2 3/4	22	90	13	12	A, B	A, B	460	120
Athens, Ga.	State Normal School	36	0		1	232	0	0	A, B	A, B	238	72
Valdosta, Ga.	Georgia State Woman's College	36	6	2	0	47	0	3	A	A	214	90
Carbondale, Ill.	Southern Illinois State Normal University	36	12	2	81	108	13	12	A	A	229	135
Charleston, Ill.	Eastern Illinois State Teachers College	36	12	2	14	57	3	4	A	A	327	160
Chicago, Ill.	National Kindergarten and Elementary College	36	6	2 3/4	0	182	0	8	B	B	216	216
De Kalb, Ill.	Northern Illinois State Teachers College	36	12	2	22	205	9	8	B	B	501	360
Mascout, Ill.	Western Illinois State Teachers College	36	12	2	28	100	16	18	A	A	862	180
Normal, Ill.	Illinois State Normal University	36	12	2	75	283	22	30	A, B	A, B	797	135
Danville, Ind.	Central Normal College	36	12	2	57	33	35	7	A, B	A, B	375	120
Indianapolis, Ind.	Teachers College of Indianapolis	36	12	2 3/4	0	254	0	1	A, B	A, B	143	120
Muncie, Ind.	Indiana State Normal School (eastern division)	36	12	2	33	125	28	30	A, B	A, B	283	160
Terre Haute, Ind.	Indiana State Normal School	36	12	2	82	206	79	89	A, B	A, B	1,554	180
Cedar Falls, Iowa	Iowa State Teachers College	36	12	2 3/4	111	489	39	68	A, B	A, B	483	144
Emporia, Kans.	Kansas State Teachers College	36	12	2	47	68	47	68	A, B	A, B	550	160
Emporia, Kans.	do.	36	8 1/2	2	60	79	30	41	B	B	632	90
Pittsburg, Kans.	do.	36	9	2	122	321	70	72	A	A	280	100
Bowling Green, Ky.	Western Kentucky State Normal School and Teachers College	36	9	1 1/2	216	255	54	22	A	A	130	90
Richmond, Ky.	Eastern Kentucky State Normal School and Teachers College	36	12	1 3/4	112	452	(1)	(1)	A	A	439	120
Natchitoches, La.	Louisiana State Normal College	36	10	2	64	413	20	15	A, B	A, B	108	108
Boston, Mass.	Massachusetts Normal Art School	36	0		6	25	1	24	B	B	595	500
Do.	Teachers College of the City of Boston	36	0		6	93	6	28	B	B	422	415
Bridgewater, Mass.	State Normal School	38	0	2 3/4	4	169	2	10	A, B	A, B	378	90
Frammingham, Mass.	do.	38	0	2 3/4	0	211	0	20	A, B	A, B		

¹ Degrees in 1925.

² Private

³ A, maintained by this institution; B, public school.



TABLE 22.—Teachers colleges—Sessions, graduates, degrees conferred, etc., 1923-24—Continued

Location	Institution	Weeks in year	Weeks in summer session	Years in short course	Graduates from teacher-training course		Degrees conferred		Model school	Practice school	Enrollment in model practice schools	Hours of practicing required
					Men	Women	Men	Women				
Salem, Mass.	State Normal School	36	0	2, 3	8	151	0	0	A, B	A, B	404	450
Worcester, Mass.	do	38	0	2, 3	0	77	0	3	A, B	A, B	475	475
Detroit, Mich.	Detroit Teachers College	36	6	2	40	709	15	27	B, B	B, B	3,936	360
Kalamazoo, Mich.	Western State Normal School	36	6	2	27	550	24	19	A, B	A, B	877	120
Marquette, Mich.	Northern State Normal School	36	6	2	80	236	2	2	A, A	A, A	395	120
Mount Pleasant, Mich.	Central Michigan Normal School	36	6	2	113	463	12	8	A, A	A, A	378	96
Ypsilanti, Mich.	Michigan State Normal School	36	6	2	135	1,100	46	59	A, B	A, B	1,112	120
Hattiesburg, Miss.	State Teachers College	36	12	1, 2, 3	16	31	12	7	A, B	A, B	44	96
Cape Girardeau, Mo.	Southeast Missouri State Teachers College	36	9	1, 2, 3	83	289	19	23	A, A	A, A	462	90
Jefferson City, Mo.	Lincoln University of Missouri	38	9	1, 2, 3	8	43	4	0	A, A	A, A	40	114
Kirksville, Mo.	Northeast Missouri State Teachers College	33	11	2	22	67	22	67	A, A	A, A	429	120
Maryville, Mo.	Northwest Missouri State Teachers College	36	10	2	35	183	11	18	A, B	A, B	45	45
St. Louis, Mo.	Harris Teachers College	40	6	2	1	173	1	19	A, B	A, B	550	100
Springfield, Mo.	Southwest Missouri State Teachers College	36	10	1, 2, 3	54	247	35	47	A, B	A, B	284	60
Warrensburg, Mo.	Central Missouri State Teachers College	36	10	2	140	445	74	111	A, A	A, A	397	180
Chadron, Nebr.	Nebraska State Normal School and Teachers College	36	8	2	10	23	2	3	A, A	A, A	200	120
Kearney, Nebr.	do	36	8	2	15	102	6	14	A, A	A, A	160	180
Wayne, Nebr.	do	36	8	2	43	119	6	12	A, A	A, A	202	180
East Las Vegas, N. Mex.	New Mexico Normal University	36	8	2	25	100	10	6	A, A	A, A	176	60
Silver City, N. Mex.	New Mexico State Teachers College	36	8	2, 3	43	102	10	8	A, A	A, A	205	180
Albany, N. Y.	do	36	8	2, 3	10	41	4	7	A, A	A, A	143	200
Greenville, N. C.	New York State College for Teachers	36	6	2	17	54	17	54	A, B	A, B	210	100
Valley City, N. Dak.	Northwestern State Teachers College	36	12	2	0	141	0	6	A, A	A, A	246	60
Bowling Green, Ohio	East Carolina Teachers College	36	12	1, 2	50	538	10	15	A, B	A, B	981	150
Kent, Ohio	State Teachers College	36	11	2	19	143	8	12	A, B	A, B	329	120
Ada, Okla.	State Normal College	36	12	2	38	354	21	12	A, A	A, A	240	135
Alva, Okla.	do	36	9	2	31	344	24	31	A, A	A, A	240	135
Durant, Okla.	East Central State Teachers College	36	9	2	36	83	19	31	A, A	A, A	370	90
Edmond, Okla.	Northwestern State Teachers College	36	9	1, 2	58	105	19	29	A, A	A, A	324	90
Tablequah, Okla.	Central State Teachers College	36	9	2	80	338	35	37	A, A	A, A	143	90
Weatherford, Okla.	Northeastern State Teachers College	36	9	2	64	69	25	17	A, B	A, B	434	180
Providence, R. I.	Southwestern State Teachers College	36	6	2	5	21	3	6	A, A	A, A	163	135
Orangeburg, S. C.	Rhode Island College of Education	36	6	2	32	55	1	1	A, B	A, B	525	90
Aberdeen, S. Dak.	State Agricultural and Mechanical College	36	6	2	31	247	12	14	A, B	A, B	204	108
Madison, S. Dak.	Northern Normal and Industrial School	36	12	2	31	247	12	14	A, B	A, B	270	270
	Eastern State Teachers College	34	12	1, 2	15	138	4	2	A, A	A, A	1,206	130

Institution	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950
State Normal School	36	12	1, 2	7	95	(5)	(5)	145	A	190															
Southern State Normal School	36	12	2	5	46	(5)	89	145	A	156															
George Peabody College for Teachers	36	12	2	89	13	(9)	16	36	A	478															
Shiloh State Teachers College	36	12	2	2	13	(9)	4	16	A	66															
West Texas State Teachers College	36	12	2	4	16	(9)	1	16	A	210															
East Texas State Teachers College	36	12	2	14	6	(9)	24	28	A	175															
North Texas State Teachers College	36	12	2	140	260	(9)	27	13	A	187															
San Houston State Teachers College	36	12	2	78	189	(9)	0	0	A, B	210															
Stephen F. Austin Teachers College	36	12	2	13	66	(9)	0	0	A, B	24															
Prairie View State Normal and Industrial College	36	12	1, 2	14	17	(9)	14	17	A	65															
Southwest Texas State Teachers College	36	12	2	44	163	(9)	13	19	A	484															
State Teachers College	36	12	2	0	122	(9)	0	0	A, B	523															
do	36	12	2	0	272	(9)	0	29	A	812															
do	36	12	2	0	138	(9)	0	3	A, B	437															
do	36	11	2	0	190	(9)	0	18	A, B	853															
do	36	12	2	6	23	(9)	5	7	A, B	247															
Concord State Normal School	36	9	1, 2	22	195	(9)	1	5	A, B	195															
State Normal School	36	12	2	12	88	(9)	9	30	A, B	90															
Marshall College State Normal School	36	12	2	9	26	(9)	5	7	A, B	343															
West Virginia Collegiate Institute	36	9	2	9	116	(9)	21	17	A, B	1, 168															
Stout Institute	36	9	2	132		(9)			A, B																

1 A, maintained by this institution; B, public school.

2 Private.

3 For colored persons.

4 Degrees in 1926.

5 Degrees in 1927.

TABLE 23.—Teachers colleges—Instructors, 1923-24

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution, see Table 22)	In all courses, excluding duplicates		In normal courses					
			Regular session		Summer session		Total, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
Conway, Ark.....	27	19	17	18	23	17	27	19
Chico, Calif.....	12	17	11	13	8	16	12	17
Fresno, Calif.....	28	28	12	17	10	3	13	18
San Diego, Calif.....	23	33	6	16	7	11	9	19
San Francisco, Calif.....	11	55	7	35	4	20	11	55
San Jose, Calif.....	29	61	5	40	14	16	19	56
Santa Barbara, Calif.....	26	23	13	18	17	11	26	23
Greeley, Colo.....	95	58	55	53	60	49	95	58
Gunnison, Colo.....	42	36	17	25	30	29	42	36
Athens, Ga.....	11	40	11	40	0	0	11	40
Valdosta, Ga.....	4	24	4	22	3	7	4	24
Carbondale, Ill.....	25	26	25	26	22	21	25	26
Charleston, Ill.....	25	42	15	16	24	30	24	32
Chicago, Ill. ¹	6	22	2	13	3	13	3	13
De Kalb, Ill.....	22	33	22	33	22	33	22	33
Macomb, Ill.....	25	24	20	22	23	23	23	23
Normal, Ill.....	62	80	33	46	53	63	61	78
Danville, Ind. ¹	26	11	12	9	26	11	26	11
Indianapolis, Ind. ¹	2	42	0	38	2	42	2	42
Muncie, Ind.....	27	29	19	18	27	29	27	29
Terre Haute, Ind.....	47	48	45	32	47	48	47	48
Cedar Falls, Iowa.....	128	175	81	90	115	163	128	175
Emporia, Kans.....	55	95	40	54	55	75	55	95
Hays, Kans.....	33	25	23	13	33	25	33	25
Pittsburg, Kans.....	78	47	60	37	78	47	78	47
Bowling Green, Ky.....	34	18	31	12	27	12	31	14
Richmond, Ky.....	28	35	24	25	17	20	28	35
Natchitoches, La.....	34	42	30	42	34	34	34	42
Boston, Mass.....	21	9	4	2	0	0	4	2
Do.....	7	19	7	19	0	0	7	19
Bridgewater, Mass.....	9	28	9	28	0	0	9	28
Framingham, Mass.....	8	35	8	35	0	0	8	35
Salem, Mass.....	10	26	10	26	0	0	10	26
Worcester, Mass.....	7	13	7	13	0	0	7	13
Detroit, Mich.....	13	58	5	43	9	25	12	55
Kalamazoo, Mich.....	66	92	53	70	54	70	66	92
Marquette, Mich.....	25	28	20	26	25	28	25	28
Mount Pleasant, Mich.....	45	46	21	28	42	45	42	45
Ypsilanti, Mich.....	68	112	47	83	46	78	68	112
Hattiesburg, Miss.....	12	26	10	20	12	26	12	26
Cape Girardeau, Mo.....	33	31	25	21	32	25	32	31
Jefferson City, Mo. ¹	22	16	3	4	10	6	11	8
Kirkville, Mo.....	35	27	28	27	35	27	35	27
Maryville, Mo.....	34	45	26	22	31	39	31	39
St. Louis, Mo.....	30	22	27	18	15	9	30	22
Springfield, Mo.....	46	48	39	45	46	48	46	48
Warrensburg, Mo.....	44	50	24	26	44	50	44	50
Chadron, Nebr.....	15	20	13	20	15	16	15	20
Kearney, Nebr.....	32	48	15	26	24	38	26	45
Peru, Nebr.....	16	24	14	23	16	24	16	24
Wayne, Nebr.....	19	17	16	17	19	17	19	17
East Las Vegas, N. Mex.....	17	27	9	12	16	26	16	26
Silver City, N. Mex.....	18	26	1	5	8	4	9	9
Albany, N. Y.....	58	64	34	37	24	27	58	64
Greenville, N. C.....	15	31	9	24	11	11	15	31
Valley City, N. Dak.....	22	57	15	39	22	43	22	57
Bowling Green, Ohio.....	28	24	22	24	24	20	28	24
Kent, Ohio.....	35	47	16	24	34	46	35	47
Ada, Okla.....	50	35	19	16	21	11	40	27
Alva, Okla.....	44	19	20	13	44	19	44	19
Durant, Okla.....	34	19	17	13	18	4	30	17
Edmond, Okla.....	41	26	19	21	22	5	41	26
Tablequah, Okla.....	31	15	14	11	31	15	31	15
Weatherford, Okla.....	38	24	11	13	23	7	34	20
Providence, R. I.....	20	31	9	24	11	7	20	31
Orangeburg, S. C. ¹	53	27	12	12	27	9	29	21
Aberdeen, S. Dak.....	36	34	30	28	32	30	36	34

¹ Private.² Estimated as to sex.³ For colored persons.

TABLE 23—Teachers colleges—Instructors, 1923-24—Continued

Location (for name of institution, see Table 22)	In all courses, excluding duplicates		In normal courses					
			Regular session		Summer session		Total, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
Madison, S. Dak.	15	28	11	20	6	13	16	28
Spearfish, S. Dak.	19	35	8	21	13	17	14	25
Springfield, S. Dak.	18	18	6	8	12	7	12	9
Nashville, Tenn.	85	46	30	19	85	46	85	46
Alpine, Tex.	13	16	10	13	12	14	12	14
Canyon, Tex.	42	61	22	33	33	39	37	52
Commerce, Tex.	42	32	25	29	39	28	39	31
Denton, Tex.	77	72	46	45	64	45	73	65
Huntsville, Tex.	41	49	26	29	41	49	41	49
Nacogdoches, Tex.	17	22	10	12	17	20	17	22
Prairie View, Tex.	46	27	17	8	18	8	18	8
San Marcos, Tex.	31	35	18	22	25	16	31	35
East Radford, Va.	20	44	8	16	19	35	20	44
Farmville, Va.	12	64	9	37	6	21	12	40
Fredericksburg, Va.	7	29	4	29	7	17	7	29
Harrisburg, Va.	13	45	9	31	12	24	13	45
Athens, W. Va.	14	13	7	9	13	11	13	11
Fairmont, W. Va.	14	12	11	10	11	10	13	12
Huntington, W. Va.	25	31	19	21	16	13	25	31
Institute, W. Va.	28	12	17	7	19	6	18	8
Menomonie, Wis.	20	28	18	27	20	25	20	28

¹ Private

² For colored persons.

TABLE 24.—Teachers colleges—Students, 1923-24

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution see Table 22)	Resident students in all courses, excluding duplicates		Resident students in normal courses						Students in extension and correspondence courses	Attendance weeks of resident-students in teacher-training courses
			Regular session		Summer session		Total, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women	10	11
1	2	3	4	5	6	7	8	9	10	11
Conway, Ark.	453	1,172	331	571	178	601	453	1,172	1,246	80,884
Chico, Calif.	123	504	92	323	81	181	123	504	101	-----
Fresno, Calif.	336	842	51	414	17	211	64	605	638	-----
San Diego, Calif.	229	969	43	479	28	342	71	821	-----	-----
San Francisco, Calif.	12	1,014	3	801	9	213	12	1,014	-----	-----
San Jose, Calif.	192	1,309	75	864	45	575	109	1,241	167	32,077
Santa Barbara, Calif.	293	541	127	251	99	145	209	380	-----	-----
Greeley, Colo.	457	3,169	175	1,195	282	2,276	457	3,169	2,458	38,554
Gunnison, Colo.	176	866	30	228	96	635	106	700	417	17,329
Athens, Ga.	6	655	6	655	0	0	6	655	-----	-----
Valdosta, Ga.	27	398	0	138	27	240	27	366	0	6,334
Carbondale, Ill.	1,033	1,575	700	1,080	354	806	1,008	1,539	0	47,592
Charleston, Ill.	350	1,283	135	420	164	907	240	1,142	0	-----
Chicago, Ill.	0	504	0	380	0	124	0	504	6	15,250
De Kalb, Ill.	154	1,109	121	411	42	703	154	1,109	0	28,092
Macomb, Ill.	363	1,010	120	398	189	630	294	901	792	24,456
Normal, Ill.	612	3,377	228	849	640	2,671	592	3,360	31	57,552
Danville, Ind.	540	810	180	285	373	550	520	780	0	19,596
Indianapolis, Ind.	0	1,114	0	904	0	475	0	1,114	0	-----
Muncie, Ind.	494	1,233	294	658	351	770	494	1,233	-----	-----
Terre Haute, Ind.	1,054	1,872	639	1,135	415	737	1,054	1,872	2,466	87,612
Cedar Falls, Iowa	965	6,372	566	2,367	488	4,094	965	6,372	632	-----

¹ Private.

² Estimate.

TABLE 24.—Teachers colleges—Students, 1923-24—Continued

Location (for name of institution see Table 22).	Resident students in all courses, excluding duplicates		Resident students in normal courses						Students in extension and correspondence courses ¹	Attendance weeks of resident students in teacher-training courses
	Men	Women	Regular session		Summer session		Total, excluding duplicates			
			Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Emporia, Kans.	708	3,310	354	985	394	2,463	654	3,177	816	64,500
Hays, Kans.	333	1,478	171	286	157	1,222	308	1,478	934	28,800
Pittsburg, Kans.	1,189	2,639	510	718	501	1,735	826	2,273	954	53,730
Bowling Green, Ky.	1,915	1,657	1,453	1,495	1,394	1,414	1,642	1,657	1,065	38,000
Richmond, Ky.	406	1,409	323	846	105	637	406	1,409	733	
Natchitoches, La.	282	1,648	154	997	197	946	282	1,648	367	45,420
Boston, Mass.	95	225	7	51	0	0	7	51	0	2,000
Do.	6	481	6	481	0	0	6	481	0	19,600
Bridgewater, Mass.	38	480	38	480	0	0	38	480	0	18,200
Framingham, Mass.	0	520	0	520	0	0	0	520	0	19,110
Salem, Mass.	44	438	44	438	0	0	44	438	0	16,870
Worcester, Mass.	0	239	0	239	0	0	0	239	0	8,670
Detroit, Mich.	111	1,684	37	818	74	906	111	1,684	1,581	26,000
Kalamazoo, Mich.	1,078	2,886	671	1,457	342	1,466	948	2,725	1,106	
Marquette, Mich.	1,339	1,198	164	538	275	790	1,339	1,198	140	25,270
Mount Pleasant, Mich.	523	1,782	416	1,222	365	1,124	523	1,782	767	
Ypsilanti, Mich.	641	4,083	423	2,191	261	2,166	641	4,083	1,460	106,230
Hattiesburg, Miss.	309	1,273	55	536	204	673	309	1,173	160	
Cape Girardeau, Mo.	374	998	184	424	239	720	349	939	317	25,800
Jefferson City, Mo. ²	215	303	56	65	18	84	77	149	13	5,320
Kirksville, Mo.	510	2,196	266	659	377	1,244	510	2,196	513	41,000
Maryville, Mo.	570	1,630	292	584	221	958	513	1,542	936	20,220
St. Louis, Mo.	48	1,660	25	1,177	26	497	48	1,660		45,320
Springfield, Mo.	817	1,957	378	623	419	1,362	627	1,650	730	
Warrensburg, Mo.	795	1,594	235	689	326	1,512	795	1,594		
Chardon, Nebr.	146	696	18	119	35	380	53	499	73	5,700
Kearney, Nebr.	319	1,943	178	514	162	1,444	307	1,840	460	33,000
Peru, Nebr.	267	679	152	225	115	454	267	679	290	16,600
Wayne, Nebr.	566	920	255	315	275	570	511	855	149	
East Las Vegas, N. Mex.	344	1,073	57	81	151	507	208	588	248	10,200
Silver City, N. Mex.	153	425	15	56	22	155	37	211	192	
Albany, N. Y.	333	1,690	102	828	215	807	317	1,635		37,600
Greenville, N. C.	6	862	1	515	5	431	6	862	0	
Valley City, N. Dak.	186	1,677	186	1,677	127	1,152	186	1,677	189	
Bowling Green, Ohio	289	1,393	96	479	193	914	289	1,393	313	29,200
Kent, Ohio	402	2,708	100	539	384	2,350	402	2,708	998	
Ada, Okla.	761	2,372	295	848	402	1,289	697	2,137	735	51,910
Alva, Okla.	618	932	281	507	402	620	520	818	216	37,400
Durant, Okla.	1,040	2,230	403	761	841	1,609	1,040	2,230	507	56,270
Edmond, Okla.	733	2,118	295	706	368	110	603	816	2,261	
Tahlequah, Okla.	643	1,225	265	438	378	787	643	1,225	1,151	32,370
Weatherford, Okla.	482	1,309	152	304	330	1,005	482	1,309	515	
Providence, R. I.	26	939	14	583	12	346	26	929		
Orangeburg, S. C. ³	396	491	69	128	123	223	192	351		9,100
Aberdeen, S. Dak.	416	1,507	224	680	196	845	379	1,444	289	32,800
Madison, S. Dak.	118	641	65	174	33	402	93	580		
Spearfish, S. Dak.	201	742	187	304	78	473	201	742	0	
Springfield, S. Dak.	90	362	20	185	26	170	36	345	41	8,000
Nashville, Tenn. ¹	728	1,952	268	841	460	1,611	728	1,952	452	
Alpine, Tex.	89	223	60	113	20	140	70	203	7	7,120
Canyon, Tex.	300	1,101	187	364	222	830	300	1,101	82	
Commerce, Tex.	835	1,668	439	857	398	811	835	1,668	95	58,000
Denton, Tex.	910	2,208	598	1,115	620	2,050	910	2,208	0	78,000
Huntsville, Tex.	556	1,472	289	698	392	1,029	556	1,472	132	40,700
Nacogdoches, Tex.	288	748	194	415	164	514	288	748	0	21,800
Prairie View, Tex. ¹	613	1,226	122	204	76	321	198	625	0	15,300
San Marcos, Tex.	497	1,515	236	624	261	891	497	1,515	61	37,270
East Radford, Va.	103	1,934	0	397	103	1,573	103	1,934	333	30,000
Farmville, Va.	3	1,254	0	745	3	551	3	1,254		31,000
Fredericksburg, Va.	4	680	0	384	4	340	4	680	0	16,000
Harrisonburg, Va.	40	1,481	0	581	40	900	40	1,481	0	20,600
Athens, W. Va.	196	495	47	63	125	368	159	452	389	8,170
Fairmont, W. Va.	195	644	47	340	81	489	128	629	380	
Huntington, W. Va.	326	1,409	52	454	97	830	149	1,284	238	25,770
Institute, W. Va. ¹	201	555	60	101	28	274	80	364	32	
Menomonee, Wis.	463	390	268	301	242	151	463	390	0	22,000

¹ Private.² Estimated.³ For colored persons.

TABLE 25.—Teachers colleges—Property and income, 1923-24.
[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution, see Table 22)	1	2	3	4	5	Received from students			8	Public funds for—		11	12
						Tuition, etc.	Board, room, etc.	From productive funds		Increase of plant	Current expenses			Receipts from all other sources	Total receipts
Conway, Ark.		6,500	\$37,581	\$386,494	0	\$11,266	\$27,354	0	0	\$100,000	0	\$138,620	
Chico, Calif.		18,274	101,685	237,549	0	1,281	2,862	0	0	132,566	0	146,709	
Fresno, Calif.		14,190	61,398	428,949	0	3,508	0	0	0	148,140	0	153,148	
San Diego, Calif.		24,758	94,365	335,681	0	0	0	0	0	139,379	0	183,718	
San Francisco, Calif.		48,037	77,524	486,277	0	6,682	0	0	0	146,000	0	212,682	
San Jose, Calif.		33,223	108,000	800,000	0	9,682	0	0	0	214,761	0	428,919	
Santa Barbara, Calif.		6,891	38,369	108,000	0	6,159	0	0	0	3,000	0	95,054	
Greeley, Colo.		56,750	341,260	1,039,273	0	113,404	9,685	0	0	109,724	\$613	560,597	
Gunnison, Colo.		13,000	50,000	610,000	0	23,500	8,100	0	0	28,000	40,000	225,600	
Athens, Ga.		10,490	20,000	473,050	0	0	0	0	0	0	0	0	
Valdosta, Ga.		7,500	65,000	367,075	0	12,433	25,745	0	0	190,225	0	430,831	
Carbondale, Ill.		34,362	34,376	534,315	0	12,388	33,997	0	0	15,000	698	248,343	
Charleston, Ill.		26,000	112,000	401,200	0	75,793	104,024	0	0	151,012	4,313	335,142	
Chicago, Ill.		3,275	21,036	114,301	0	4,500	3,120	0	0	32,000	15,000	234,620	
De Kalb, Ill.		24,592	85,000	1,200,000	0	13,305	43,161	0	0	180,000	0	245,779	
Macon, Ill.		21,643	80,000	641,455	0	16,789	36,623	0	0	188,653	0	534,139	
Normal, Ill.		44,000	212,766	811,703	0	41,442	0	0	0	282,407	30,020	44,473	
Danville, Ind.		4,083	12,000	110,000	\$14,000	89,462	43,259	\$700	0	0	2,331	141,036	
Indianapolis, Ind.		8,922	34,986	310,000	0	0	0	0	0	0	0	0	
Muncie, Ind.		12,000	175,000	1,050,000	0	87,312	0	0	0	0	0	0	
Terre Haute, Ind.		96,951	460,000	1,650,000	0	215,000	45,645	0	0	150,000	26,240	462,477	
Cedar Falls, Iowa		75,000	318,824	1,301,600	0	92,446	81,794	0	0	97,600	119,988	1,213,603	
Emporia, Kans.		60,850	110,000	2,185,000	250,000	39,807	4,071	12,000	0	6,000	0	365,240	
Hays, Kans.		11,624	60,000	850,000	0	0	0	0	0	0	0	203,878	

1 Includes \$1,825 from Federal funds.
 2 Includes \$942 from Smith-Hughes fund.
 3 Includes \$540 from Federal funds.
 4 Includes \$5,000 from Federal funds.
 5 Includes \$1,700 from Federal funds.
 6 Private.
 7 Includes \$1,636 from Federal funds.
 8 Includes \$6,976 from Smith-Hughes fund.
 9 Receipts included with Terre Haute, of which school this is a branch.
 10 Includes \$1,000 from Federal funds.

TABLE 25.—Teachers colleges—Property and income, 1923-24—Continued

Location (for name of institution, see Table 2)	1	2	3	4	5	Received from students		8	Public funds for—		11	12
						Tuition, etc.	Board, room, etc.		Increase of plant	Current expenses			Receipts from all other sources	Total receipts
Pittsburg, Kans.		15,700	\$173,550	\$1,131,000		\$100,542	\$4,232	0	\$57,513	\$336,857	0	\$499,124
Bowling Green, Ky.		12,000	140,553	639,446		104,608	19,432	0	0	163,594	\$9,073	296,767
Richmond, Ky.		15,000	117,612	776,290	0	23,464	105,076	0	0	133,685	87,373	369,598
Natchitoches, La.		21,819	242,145	694,850		21,441	233,874	0	0	217,000	14,400	486,715
Boston, Mass.		2,900	16,200	387,075		1,075	0	0	0	102,720	0	103,795
Do.		10,000	43,120	975,000		0	0	0	0	111,473	0	111,473
Bridgewater, Mass.		12,000	(1)	871,975	0	0	81,000	0	0	128,965	0	209,065
Framingham, Mass.		5,790	20,568	383,573		875	104,069	0	17,500	234,964	9,270	349,178
Salem, Mass.		9,000	75,000	850,000	0	300	0	0	0	109,182	506	126,962
Worcester, Mass.		15,000	55,000	225,000	0	0	8,592	0	0	70,900	0	79,908
Detroit, Mich.		13,400	19,880	368,500		16,915	0	0	251,500	170,317	0	187,232
Kalamazoo, Mich.		23,660	200,251	925,624		0	0	0	0	467,525	0	719,025
Marquette, Mich.		24,495	74,458	900,000		6,000	0	0	0	199,000	0	205,000
Mount Pleasant, Mich.		28,000	164,819	800,000		11,855	0	0	135,000	215,179	0	392,034
Ypsilanti, Mich.		54,610	234,563	874,674		46,019	0	0	18,250	536,657	5,570	606,496
Hattiesburg, Miss.		6,000	78,652	677,997		18,405	98,344	0	1,150	81,575	0	196,454
Cape Girardeau, Mo.		36,003	190,000	264,500		30,079	4,175	0	13,129	187,047	0	252,827
Jefferson City, Mo.		4,000	5,500	264,500		6,425	36,777	0	0	117,898	0	161,101
Kirkville, Mo.		25,000	96,000	437,900		56,157	0	0	287,000	200,428	0	543,585
Maryville, Mo.		17,500	100,000	680,000		65,818	22,091	0	19,374	173,317	0	280,600
St. Louis, Mo.		10,000	30,000	292,863		0	62,097	0	0	85,019	0	85,019
Springfield, Mo.		24,000	50,000	800,000		86,408	0	0	119,622	223,584	0	491,711
Warrensburg, Mo.		30,000	60,000	1,000,000		86,647	0	0	50,000	258,194	0	394,841
Chadron, Nebr.		6,500	25,000	630,000		22,560	2,337	0	0	174,000	0	186,897
Kearney, Nebr.		22,100	130,000	820,000		12,323	3,196	0	0	140,000	0	157,019
Ferris, Nebr.		35,000	136,000	920,000		5,000	27,500	0	4,500	148,000	0	185,000
Wayne, Nebr.		10,800	42,500	725,000		26,055	13,000	0	9,000	54,127	2,946	107,128
East Las Vegas, N. Mex.		18,563	70,639	288,950		11,111	14,812	0	0	77,169	0	103,092
Silver City, N. Mex.		3,400	60,000	250,000		15,913	0	0	0	222,312	0	238,225
Albany, N. Y.		6,960	410,000	410,000		3,839	102,288	0	85,500	125,000	2,202	318,820
Greenville, N. C.		2,460	48,000	167,163	(1)	32,066	10,728	\$20,783	17,478	174,657	69,240	325,883
Valley City, N. Dak.		20,000	150,000	575,000		27,820	36,634	0	173,015	226,022	7,099	468,560
Bowling Green, Ohio		16,000	126,000	631,362		0	0	0	0	0	0	0

Kent, Ohio	23,500	135,000	1,085,000	35,401	14,927	0	147,705	289,783	0	404,000
Kent, Okla.	13,560	69,000	250,000	16,000	0	0	18,000	128,000	0	192,000
Alva, Okla.	11,120	44,875	291,087	12,623	0	0	100,000	108,500	0	221,063
Durant, Okla.	7,300	33,500	425,000	12,465	0	0	158,000	128,531	0	246,000
Edmond, Okla.	16,000	57,821	171,081	12,001	0	0	4,000	130,000	0	151,001
Tahlequah, Okla.	6,500	35,704	185,000	13,764	0	0	0	87,500	0	111,005
Weatherford, Okla.	9,500	53,875	171,323	13,764	0	0	0	103,900	16,343	117,664
Providence, R. I.	20,000	107,344	1,000,000	9,284	0	0	0	117,200	2,011	133,543
Orangeburg, S. C. ¹¹	5,473	619,500	619,500	39,403	0	0	0	18,355,478	0	146,773
Aberdeen, S. Dak.	13,500	50,200	590,000	11,835	0	0	15,750	19,200,320	0	274,848
Madison, S. Dak.	9,000	100,000	500,000	3,300	0	0	13,000	100,100	0	140,200
Spearfish, S. Dak.	14,654	64,888	325,000	14,797	3,306	9,048	19,500	104,000	4,211	155,360
Springfield, S. Dak.	6,300	67,600	275,000	10,050	4,130	13,170	0	71,500	3,013	101,843
Nashville, Tenn. ¹²	38,000	150,000	2,010,212	145,674	13,638	145,000	150,000	0	94,758	549,870
Alpine, Tex.	5,500	15,000	215,000	5,846	0	0	6,000	88,000	273	100,119
Canyon, Tex.	10,000	234,363	556,143	39,959	0	0	20,000	200,000	0	250,969
Commerce, Tex.	10,000	73,940	405,400	50,183	0	0	287,500	187,700	0	325,383
Denton, Tex.	17,000	91,000	909,000	76,000	0	0	310,000	281,000	20,000	687,000
Huntsville, Tex.	20,000	60,000	425,000	40,808	0	0	0	219,978	630	261,416
Nacogdoches, Tex.	4,000	40,333	229,640	14,920	769	0	0	140,000	0	135,089
Prairie View, Tex. ¹¹	4,500	145,583	525,459	20,937	146,353	0	0	216,070	52,677	136,037
San Marcos, Tex.	18,700	90,000	380,000	38,000	0	0	43,000	221,500	9,208	311,798
East Radford, Va.	8,000	65,000	435,000	14,145	65,657	0	0	78,447	19,167	239,416
Farmville, Va.	10,198	85,000	1,000,000	18,495	151,929	0	11,100	100,000	275,421	557,635
Fredericksburg, Va.	6,894	50,000	450,000	8,456	81,082	0	9,367	60,806	8,629	175,000
Harrisonburg, Va.	8,250	100,000	625,000	21,219	123,162	0	19,533	80,116	19,362	263,422
Athens, W. Va.	8,600	15,000	700,000	12,000	4,000	0	78,685	81,500	0	174,185
Fairmont, W. Va.	6,800	30,000	365,000	3,300	4,000	0	30,000	100,000	185,001	137,300
Huntington, W. Va.	12,000	70,000	185,000	27,523	75,544	0	0	50,000	0	138,068
Institute, W. Va. ¹¹	2,250	40,000	700,000	1,439	40,911	0	150,000	245,000	37,683	275,033
Menomonie, Wis.	7,873	236,665	614,121	41,901	7,121	0	52,370	183,654	0	284,946

¹⁰ Private.
¹¹ Includes \$50,444 from Federal funds.
¹² Included in column 4.
¹³ Includes \$4,080 from Federal funds.
¹⁴ Colored.

¹⁵ Includes \$3,125 from Federal funds.
¹⁶ Includes value of books.
¹⁷ Lands.
¹⁸ Includes \$34,328 from Federal funds.
¹⁹ Includes \$1,220 from Smith-Hughes fund.

²⁰ Plus lands.
²¹ Includes \$1,978 from Federal funds.
²² Includes \$1,500 from Smith-Hughes fund.
²³ Includes \$2,214 from Federal funds.
²⁴ Includes \$10,000 from Federal funds.



TABLE 26.—Teachers colleges—Expenditures, 1922-24
 [Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution, see Table 22)	Administration			Instruction		7	8	9	10	11	12
	Business	Educational		Deans and teachers	Text-books, supplies, etc.						
		Salary of principal	Other expenditures								
Conway, Ark.	0	\$3,760	\$6,595	\$63,968	0	\$38,558	\$14,834	0	0	\$127,705	0
Chico, Calif.	\$3,638	5,400	1,284	62,279	\$5,960	12,807	5,729	0	0	97,097	\$25,000
Fresno, Calif.	0	7,200	3,971	101,614	5,836	(1)	12,967	0	0	131,628	6,945
San Diego, Calif.	2,000	6,000	3,454	101,915	8,916	17,094	0	0	0	139,379	44,340
San Francisco, Calif.	5,592	6,000	0	99,990	6,946	14,462	0	0	0	132,990	60,000
San Jose, Calif.	2,560	6,500	15,388	137,002	4,136	18,012	14,889	\$1,700	\$420	200,127	161,674
Santa Barbara, Calif.	4,163	5,500	1,642	58,105	4,323	2,554	7,819	0	0	84,106	3,772
Greeley, Colo.	4,196	7,347	25,516	242,369	60,008	30,138	29,990	0	1,576	401,160	137,631
Gunnison, Colo.	8,000	5,500	2,500	125,000	12,000	15,000	4,500	50,000	1,500	223,500	13,500
Carbondale, Ill.	0	6,500	11,850	146,235	0	15,000	4,500	0	0	218,161	175,000
Charleston, Ill.	26,132	3,500	9,798	123,432	9,258	44,801	8,775	0	0	215,863	18,234
Chicago, Ill.	(1)	6,500	4,622	40,153	3,280	2,502	5,905	30,796	0	167,957	11,087
De Kalb, Ill.	3,138	6,500	22,450	106,903	0	27,000	20,550	0	0	183,403	32,000
Macomb, Ill.	4,901	6,500	5,000	138,173	8,921	17,969	14,804	0	0	185,604	2,600
Normal, Ill.	2,780	3,600	11,182	214,187	0	40,627	15,384	58,662	0	360,364	4,500
Danville, Ind.	0	3,000	5,109	66,025	0	4,885	1,740	3,401	0	44,513	0
Indianapolis, Ind.	41,138	6,500	3,000	226,164	0	13,773	1,608	0	0	89,515	17,228
Muncie, Ind.	32,000	8,500	10,000	400,000	8,486	46,440	6,618	42,148	2,545	583,039	68,368
Terre Haute, Ind.	0	6,000	16,000	206,275	16,000	90,000	80,000	171,600	0	867,600	184,184
Cedar Falls, Iowa.	0	6,000	6,000	97,996	3,000	44,000	110,000	65,000	0	447,275	97,500
Emporia, Kans.	0	6,000	6,000	283,837	0	30,000	39,807	7,000	0	189,803	0
Emporia, Kans.	0	6,000	26,302	283,837	0	0	113,963	0	0	430,102	12,000
Pittsburg, Kans.	20,800	6,000	18,558	100,922	5,915	24,830	7,873	18,175	2,875	205,948	27,932
Bowling Green, Ky.	15,836	5,000	10,308	90,956	6,435	26,167	11,743	0	0	165,445	135,066
Richmond, Ky.	11,406	6,000	2,000	138,513	15,193	24,225	17,087	240,469	6,470	461,363	41,125
Natchitoches, La.	0	6,000	0	57,804	0	27,016	17,900	0	0	108,720	0
Boston, Mass.	0	4,716	1,259	69,394	11,351	7,821	9,498	302	1,288	105,627	5,846
Do.	0	4,500	3,350	93,800	8,400	15,700	10,115	81,000	0	216,865	0
Bridgewater, Mass.	2,955	4,500	915	106,122	6,723	11,163	98,506	110,177	0	341,081	8,117
Frammingham, Mass.											

Salem, Mass.	0	4,500	2,365	67,978	8,097	19,555	4,224	356	0	199,192	0
Worcester, Mass.	0	4,500	3,060	41,533	2,987	12,848	4,224	7,449	0	76,642	0
Detroit, Mich.	0	6,000	7,400	168,975	0	0	0	2,125	0	182,500	0
Kalamazoo, Mich.	0	4,000	32,624	376,393	10,417	23,072	12,648	350	1,732	463,237	242,166
Marquette, Mich.	0	5,000	10,000	147,000	0	22,000	21,000	0	0	205,000	0
Mount Pleasant, Mich.	0	3,000	6,000	159,179	0	10,300	20,305	0	921	182,784	135,000
Ypsilanti, Mich.	4,900	6,000	39,311	356,655	6,911	113,767	20,606	97,684	0	644,171	57,410
Hattiesburg, Miss.	2,500	4,900	7,472	65,694	257	8,358	5,179	18,860	0	194,985	3,791
Cape Girardeau, Mo.	10,983	3,000	13,407	106,690	5,168	30,605	5,179	18,860	0	188,999	60,532
Jefferson City, Mo.	24,860	6,500	1,060	43,651	8,679	19,422	62,333	1,765	2,594	156,698	287,000
Kirkville, Mo.	0	6,500	18,360	145,784	6,734	40,829	6,634	4,403	90,053	276,085	19,374
Maryville, Mo.	0	6,500	10,920	127,369	0	20,769	19,374	4,900	0	256,698	0
St. Louis, Mo.	6,020	5,250	3,000	98,000	0	6,905	1,964	85,019	0	85,019	0
Springfield, Mo.	0	7,200	8,878	176,955	11,352	74,473	10,362	11,390	55,577	362,107	120,680
Warrensburg, Mo.	0	6,000	22,790	73,000	23,122	17,890	75,479	0	0	319,841	75,000
Chadron, Nebr.	0	5,000	6,000	104,386	25,000	17,208	12,792	0	0	139,000	0
Kearney, Nebr.	0	5,000	5,500	73,000	16,145	11,696	54,032	0	0	196,779	0
Peru, Nebr.	0	5,000	7,090	92,185	6,855	16,875	5,655	0	0	133,650	0
Wayne, Nebr.	0	5,000	6,500	90,000	25,000	14,000	10,000	0	0	150,500	4,500
East Las Vegas, N. Mex.	3,224	4,000	1,300	56,069	6,779	17,008	2,679	2,471	2,466	98,996	3,741
Silver City, N. Mex.	1,200	5,000	1,800	58,459	3,240	3,500	5,835	25,000	756	104,790	0
Albany, N. Y.	0	7,000	11,007	151,296	7,923	19,596	18,903	5,626	1,684	223,055	5,191
Greenville, N. C.	0	6,500	19,680	76,969	7,373	0	0	0	0	110,522	50,000
Valley City, N. Dak.	3,425	5,000	8,742	125,762	7,079	52,848	39,169	51,774	4,977	295,349	36,868
Bowling Green, Ohio	5,300	6,500	2,841	129,518	2,500	30,864	9,704	26,484	3,709	215,545	61,892
Kent, Ohio	2,400	5,000	5,471	145,629	15,154	18,244	32,695	0	4,963	233,956	140,530
Ada, Okla.	9,427	5,000	2,600	112,000	3,000	13,600	7,400	0	0	146,000	18,000
Alva, Okla.	3,000	5,000	4,427	81,073	2,854	13,310	1,837	620	0	117,928	100,000
Durant, Okla.	0	5,000	7,000	96,531	4,685	9,000	1,200	11,664	654	150,664	10,000
Edmond, Okla.	0	5,000	10,061	89,783	713	6,156	27,346	25,676	0	111,695	0
Tablequah, Okla.	1,350	5,000	5,413	63,119	0	7,686	4,321	13,059	0	110,474	4,442
Weatherford, Okla.	2,053	6,000	2,750	68,239	0	16,532	3,544	13,408	0	133,089	0
Providence, R. I.	0	3,000	3,000	78,668	6,342	20,206	3,410	0	0	129,510	37,820
Orangeburg, S. C.	11,470	3,000	3,580	61,159	10,847	31,154	5,524	9,273	3,999	244,270	30,400
Aberdeen, S. Dak.	4,000	6,000	5,200	130,000	12,000	65,400	13,200	0	0	130,600	13,600
Madison, S. Dak.	0	4,250	6,420	99,815	6,499	19,500	5,000	0	0	138,618	0
Spearsfish, S. Dak.	8,244	4,250	9,133	46,320	1,803	16,073	3,936	1,237	6,076	99,092	417
Springfield, S. Dak.	0	5,000	26,301	167,937	0	12,757	8,888	12,000	27,481	260,064	45,366
Nashville, Tenn.	0	4,500	3,780	66,720	3,754	30,150	13,000	0	0	88,000	6,000
Alpine, Tex.	7,320	4,500	6,827	154,157	5,239	10,000	10,000	18,452	0	262,295	20,000
Canyon, Tex.	0	4,500	17,350	160,000	50,000	8,000	6,000	0	0	307,069	213,000
Commerce, Tex.	0	7,4,500	6,000	255,000	50,000	8,000	6,000	0	0	329,500	353,962
Denton, Tex.	0	0	0	0	0	0	0	0	0	0	0

* Includes money for wages and labor.

† For colored persons.

‡ Plus house.

1 Included in column 8.
 2 Included in column 4.
 3 Private.
 4 Expenditures included in Terre Haute, of which school this is a branch.

TABLE 26—Teachers colleges—Instructors, 1923-24—Continued

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution, see Table 22)	Administration			Instruction			Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rent, insurance, etc.)	Total current expenditures	Capital acquisition and construction
	Business	Educational		Deans and teachers	Text-books, supplies, etc.	Operation of school plant					
		Salary of principal	Other expenditures								
	2	3	4	5	6	7	8	9	10	11	12
Huntsville, Tex.	\$2,617	\$4,500	\$7,321	\$163,033	\$708	\$10,831	\$62,325	\$4,500	0	\$255,836	\$1,669
Nacogdoches, Tex.	0	4,500	2,295	75,651	7,511	2,300	5,474	3,537	\$303	101,571	28,880
Prairie View, Tex.	5,700	2,630	2,280	73,235	20,409	102,526	34,763	63,166	34,249	338,948	98,248
San Marcos, Tex.	14,000	4,500	3,000	175,000	0	67,041	10,000	0	0	273,541	37,000
East Radford, Va.	0	4,000	4,313	60,112	4,826	60,248	8,572	4,258	1,458	137,787	91,542
Farmville, Va.	4,200	5,000	23,917	88,703	11,481	151,990	50,239	0	6,417	341,947	183,698
Fredericksburg, Va.	4,630	4,600	2,900	56,285	3,779	77,218	14,719	7,654	3,038	176,818	7,500
Harrisburg, Va.	7,529	4,000	6,534	70,876	18,877	102,760	13,671	5,694	9,146	239,067	11,891
Athens, W. Va.	0	4,500	4,700	44,800	0	15,000	12,500	16,000	0	97,500	78,885
Fairmont, W. Va.	2,905	5,100	2,200	66,000	5,713	31,609	12,237	281	15	114,254	2,689
Huntington, W. Va.	390	6,000	4,464	156,237	2,751	32,075	2,952	47,012	40	252,061	151,497
Institute, W. Va.	2,600	4,200	4,650	68,550	3,262	35,000	25,775	0	0	144,037	125,000
Memphis, W. Va.	0	6,000	8,543	121,204	22,045	80,429	7,442	0	0	245,663	12,638

* For colored persons.

TABLE 27.—State normal schools—Sessions, entrance requirements, graduates, etc., 1923-24

Location	Institution	Weeks in year	Weeks in summer session	Years in teachers' training course		Graduates from teachers' training course		Model school ¹	Practice school ¹	Hours of practice required in teachers' training course	Enrollment in model and practice schools
				Men	Women	Men	Women				
1	2	3	4	5	6	7	8	9	10	11	
Alabama:											
Daphne	State Normal School	36	12	2	2	15		B	B	144	95
Florence	do.	36	11	2	11	98		A, B	A, B	180	505
Jacksonville	do.	35	12	2	23	57		A	A	180	327
Livingstone	do.	36	12	2	7	58		A, B	A, B	144	227
Montgomery	do.	36	10	2	2	25		A	A	180	636
Normal	State Agricultural and Mechanical Institute ²	32	6	2	3	2		A	A	100	162
Troy	State Normal School	36	11	2	35	141		A	A	144	
Arizona:											
Flagstaff	Northern Arizona Normal School	36	10	2	8	45		A	A	240	392
Tempe	Tempe Normal School	38	0	2	24	118		A	A	142	503
Arkansas:											
Pine Bluff	Agricultural, Mechanical, and Normal School ²	36	6	2	11	12		A	A	90	159
California:											
Arcata	Humboldt State Teachers College	36	6	2 ¹	5	42		A, B	A, B	190	90
Connecticut:											
Danbury	State Normal School	40	0	2	0	170		B	B	500	968
New Britain	do.	40	0	2				A, B	A, B	500	1,050
New Haven	do.	40	0	2	0	188		B	B	500	
Willimantic	do.	40	0	2				B	B	500	767
Georgia:											
Albany	Georgia Normal and Agricultural School ^{2,3}	36	6	2	3	3		A	A	72	38
Bowdon	State Normal and Industrial College	36	0	2	2	23		B	B	36	310
Hawaii:											
Honolulu	Territorial Normal and Training School	37	6	2	6	93			A	450	609
Idaho:											
Alhion	State Normal School	36	9	2	18	65		A	A	140	166
Lewiston	do.	36	9	2	9	154		A	A	144	735
Kentucky:											
Frankfort	Kentucky Normal and Industrial Institute ²	40	6	2	0	1		A	A	60	352
Morehead	State Normal School	36	9	2	0	1		B	B	100	
Murray	do.	36	12	2	1	14		B	B	90	111
Maine:											
Castine	Eastern State Normal School	38	6	2	1	52		A, B	A, B	180	168
Farmington	State Normal School	38	6	2	5	129		A, B	A, B	300	175
Fort Kent	Madawaska Training School ⁴	38	0	2	9	22		A, B	A, B	180	232
Gorham	State Normal School	36	6	2	14	133		A	A, B	245	540
Machias	Washington State Normal School	38	6	2	17	45		A, B	A, B	180	160
Presque Isle	Aroostook State Normal School	38	6	2	1	52		A, B	A, B	180	446
Maryland:											
Bowie	Maryland Normal School ²	36	6	2	2	25		B	B	216	40
Frostburg	State Normal School	36	6	2	2	63		A, B	A, B	90	221
Towson	Maryland State Normal School	36	6	2	20	220		A, B	A, B	180	235
Massachusetts:											
Fitchburg	State Normal School	39	6	2-4	83	129		B	B	325	667
Hyannis	do.	38	9	2	4	24		B	B	325	
Lowell	do.	38	0	2-3	1	141		B	B	180	764
North Adams	do.	38	5	2	0	63		B	B	408	700
Westfield	do.	37	0	2	0	93		A	A	360	513
Minnesota:											
Bemidji	State Teachers College	36	6	2	0	36		A	A	180	205
Duluth	do.	36	6	2	0	104		A	A	185	212
Mankato	do.	36	6	2	6	299			A	180	372
Moorhead	do.	36	6	2	14	198		A	A	120	203
St. Cloud	do.	36	6	2-3	46	344		A, B	A, B	110	1,337
Winona	do.	36	6	2-3	8	148		A, B	A, B	180	435
Montana:											
Dillon	Montana State Normal College	36	9	2	12	120		B	B	120	600

¹ A, maintained by this institution; B, public schools.² For colored persons.³ Two years of high school required for entrance to teachers training course.⁴ Completion of eighth grade required for entrance to teachers training course.

TABLE 27.—State normal schools—Sessions, entrance requirements, graduates, etc., 1923-24—Continued

Location	Institution	Weeks in year	Weeks in summer session	Years in teachers' training course	Graduates from teachers' training course		Model school ¹	Practice school ¹	Hours of practice required in teachers' training course	Enrollment in model and practice schools
					Men	Women				
1	2	3	4	5	6	7	8	9	10	11
New Hampshire:										
Kennebec	State Normal School	36	6	2-3	1	111	B	B	450	414
Plymouth	do.	36	6	2-3	0	97	B	B	270	238
New Jersey:										
Glassboro	do.	40	0	2	2	53	B	B	500	0
Montclair	do.	40	0	2	6	268	A, B	A, B	400	106
Newark	do.	40	0	2	35	494	B	B	500	.....
Paterson	do.	38	0	2	1	61	A, B	A, B	500	742
Trenton	do.	40	0	2	20	206	A	A, B	262	269
New Mexico:										
El Rito	Spanish-American Normal School ⁴	36	8	4	6	1	A	A	120	93
New York:										
Brockport	State Normal School	40	0	3	3	28	A	A	300	566
Buffalo	do. ¹	40	6	2-4	58	120	A, B	A, B	200	300
Cortland	do.	38	6	3	0	18	A	A	200	546
Fredonia	do.	40	6	3	2	17	A	A	300	311
Genesee	do.	38	6	3	4	110	A	A, B	180	757
New Paltz	do.	39	6	3	5	56	A, B	A	180	570
Oneonta	do.	40	6	3	0	200	A, B	A, B	600	1,133
Oswego	State Normal and Training School	39	6	3	42	32	A	A	460	372
Plattsburg	State Normal School	38	6	3	1	23	A	A	380	229
Potsdam	do.	40	6	3	4	56	A	A	500	634
North Carolina:										
Cullowhee	Cullowhee Normal and Industrial School	36	12	2	2	6	A, B	A, B	120	253
Durham	State Normal School ²	36	6	2	0	4	B	B	180	.....
Elizabeth City	do. ¹	36	12	2	2	12	A	A	190	172
Fayetteville	do. ¹	36	12	2	0	1	A	A	180	286
Winston-Salem	Slater State Normal School ²	36	12	2	1	7	B	B	120	.....
North Dakota:										
Dickinson	State Normal School	36	12	1-2	10	117	B	B	120	0
Ellendale	State Normal and Industrial School	36	12	2	16	56	A, B	B	180	208
Mayville	State Normal School	36	12	1-2	25	283	B	B	120	.....
Minot	do.	36	12	2	15	300	A	A	180	344
Oklahoma:										
Langston	Colored Agricultural and Normal University ³	36	10	2	8	31	A	A	180	118
Oregon:										
Monmouth	State Normal School	36	12	2	11	284	A	A	180	450
Pennsylvania:										
Bloomsburg	State Normal School	36	9	2-3	43	243	A, B	A, B	270	300
California	Southwestern State Normal School	36	9	2-3	14	183	A	A	270	467
Cheyney	Training School for Teachers ¹	36	0	2-3	1	16	A, B	A, B	270	64
Clarion	State Normal School	36	9	2	12	85	A, B	A, B	180	271
East Stroudsburg	do.	36	9	2-3	32	146	A	A	180	632
Edinboro	do.	36	9	2-3	13	160	B	B	270	600
Indiana	do.	36	9	2-3	5	301	A, B	A, B	180	603
Kutztown	Keystone State Normal School	36	9	2-3	20	124	A, B	A, B	180	116
Lock Haven	Central State Normal School	36	9	2-3	4	91	A, B	A, B	180	530
Mansfield	State Normal School	36	9	2-3	15	152	A	A	270	474
Millersville	do.	36	9	2-3	32	185	A	A	180	341
Shippensburg	Cumberland Valley State Normal School	36	9	2-3	29	153	.....	A, B	120	267
Slippery Rock	State Normal School	36	9	2-3	10	137	A, B	A, B	270	260
West Chester	do.	36	9	2-3	19	356	B	B	280	.....
Philippine Islands:										
Manila	Philippine Normal School ¹	40	0	5	55	75	A, B	A, B	200	607

¹ A, maintained by this institution; B, public school.

² For colored persons.

³ Completion of eighth grade required for entrance to teachers training course.

⁴ Grants degrees in home economics.

TABLE 27—State normal schools—Sessions, entrance requirements, graduates, etc., 1923-24—Continued

Location	Institution	Weeks in year	Weeks in summer session	Years in teachers' training course	Graduates from teachers' training course		Model school ¹	Practice school ¹	Hours of practice required in teachers' training course	Enrollment in model and practice schools
					Men	Women				
1	2	3	4	5	6	7	8	9	10	11
Tennessee:										
Johnson City	East Tennessee State Normal School	36	10	1-3	15	143	A	A	45	274
Murfreesboro	Middle Tennessee State Normal School	36	12	1-3	13	25	A	A	60	107
Nashville	Tennessee Agricultural and Industrial State Normal School ²	36	6	2-4	14	28	A	A	180	344
Normal	West Tennessee State Normal School	36	10	3	9	61	A	A	184	229
Vermont:										
Castleton	State Normal Training School	37	0	2	0	24	A, B	A, B	240	400
Virginia:										
Ettricks	Virginia Normal and Industrial Institute ²	36	12	2-4	4	48	A	A	200	679
Washington:										
Bellingham	State Normal School	36	11	2-4	47	463	A, B	A, B	96	237
Cheney	do	36	12	2-4	29	299	A, B	A, B	180	386
Ellensburg	do	34	12	1-4	26	209	A, B	A, B	60	521
West Virginia:										
Bluefield	Bluefield Institute ²	38	9	2	0	10	A, B	A	190	46
Glenville	State Normal School	36	9	2	30	48	B	B	90	222
Shepherdstown	Shepherd College, State Normal School	36	9	2	40	52	B	B	90	310
West Liberty	State Normal School	36	9	2	12	36	B	B	270	0
Wisconsin:										
Eau Claire	State Normal School	36	6	1-4			A, B	A, B	150	0
La Crosse	do	36	6	1-3	51	141	A, B	A, B	180	2,006
Milwaukee	do	36	6	2-4	25	536	A	A, B	270	397
Oshkosh	do	36	6	1-4	74	201	A	A, B	180	241
Platteville	do	36	6	1-3	99	150	A	A, B	354	245
River Falls	do	36	6	2-3	50	100	A, B	A, B	180	211
Stevens Point	do	38	6	2-3	25	329	A, B	A, B	72	390
Superior	do	36	6	1-4	22	304	A, B	A, B	180	356
Whitewater	do	36	6	1-4	31	201	A	A	180	354

¹ A, maintained by this institution; B, public school.² For colored persons.³ Figures for 1921-22.

TABLE 28.—State normal schools—Instructors, 1923-24

Location (for name of institution see Table 27)	In all courses, excluding duplicates		In normal courses				Total, excluding duplicates	
	Men	Women	Regular session		Summer session		Men	Women
			Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9
Alabama:								
Daphne	2	7	1	5	2	4	2	7
Florence	25	51	9	29	16	31	25	51
Jacksonville	14	14	10	11	14	14	14	14
Livingstone	7	16	7	15	6	12	7	16
Montgomery ¹	19	22	2	6	10	11	10	11
Normal ¹	11	10	2	2	3	4	3	5
Troy	12	21	8	15	12	20	12	21
Arizona:								
Flagstaff	17	24	8	15	17	19	17	24
Tempe	15	17	15	17	0	0	15	17
Arkansas:								
Pine Bluff ¹	9	3	3	4	3	3	3	4
California:								
Arcata	11	12	7	8	4	4	11	12
Connecticut:								
Danbury	3	9	3	9	0	0	3	9
New Britain	3	15	3	15	0	0	3	15
New Haven	4	7	4	7	0	0	4	7
Willimantic	4	7	4	7	0	0	4	7
Georgia:								
Albany ¹	8	12	3	4	4	6	4	6
Bowdon	3	4	1	1	0	0	1	1
Hawaii:								
Honolulu	7	45	5	30	5	12	5	35
Idaho:								
Albion	13	19	9	15	11	14	13	19
Lewiston	13	30	8	21	10	21	10	21
Kentucky:								
Frankfort ¹	17	15	3	4	8	4	8	7
Morehead	6	10	6	9	6	10	6	10
Murray	8	10	7	5	8	10	8	10
Maine:								
Castine	2	17	2	11	0	6	2	17
Farmington	5	19	4	16	3	7	5	19
Fort Kent	5	14	5	14	0	0	5	14
Gorham	6	21	5	16	3	7	6	21
Machias	5	16	3	10	2	6	5	16
Presque Isle	3	23	2	16	1	7	3	23
Maryland:								
Bowie ¹	4	7	1	1	3	4	3	4
Frostburg	2	15	2	11	2	7	2	15
Towson	8	61	4	20	4	17	8	35
Massachusetts:								
Fitchburg	15	24	14	23	9	9	15	24
Hyannis	12	20	3	13	10	10	12	20
Lowell	5	37	5	37	0	0	5	37
North Adams	10	34	5	26	7	8	10	34
Westfield	5	20	4	19	0	0	4	19
Minnesota:								
Bemidji	9	23	4	19	7	18	9	23
Duluth	9	22	7	14	9	13	9	22
Mankato	11	35	11	29	9	20	11	35
Moorhead	19	33	10	27	19	21	19	33
St. Cloud	21	40	11	30	20	22	21	40
Winona	18	32	14	27	11	11	18	32
Montana:								
Dillon	21	42	11	33	16	13	21	36
New Hampshire:								
Keene	9	21	7	21	7	11	9	21
Plymouth	8	11	7	8	1	3	8	11
New Jersey:								
Glassboro	4	14	4	14	0	0	4	14
Montclair	3	25	2	27	0	0	2	27
Newark	6	38	6	38	0	0	6	38
Paterson	1	11	1	11	0	0	1	11
Trenton	8	37	8	37	0	0	8	37
New Mexico:								
El Rito	7	11	3	3	1	4	3	3

¹ For colored persons.² Estimated.

TABLE 28—State normal schools—Instructors, 1923-24—Continued.

Location (for name of institution see Table 27)	In all courses, excluding duplicates		In normal courses						
			Regular session		Summer session		Total, excluding duplicates		
	Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	
New York:									
Brockport	6	22	6	16	0	0	6	16	
Buffalo	22	40	10	34	15	13	22	40	
Cortland	17	36	4	24	12	8	16	32	
Fredonia	11	24	7	20	7	7	8	22	
Geneseo	15	61	8	45	7	16	15	61	
New Paltz	9	21	6	17	6	5	7	19	
Oneonta	8	44	7	34	7	23	8	44	
Oswego	29	29	13	20	27	15	29	29	
Plattsburg	13	19	10	17	10	8	13	19	
Potsdam	11	43	4	20	5	13	6	24	
North Carolina:									
Cullowhee	10	14	6	5	7	9	8	12	
Durham ¹	6	8	1	1	3	4	3	5	
Elizabeth City ¹	10	16	2	2	6	7	7	7	
Fayetteville ¹	9	17	2	2	8	11	10	13	
Winston-Salem ¹	22	24	8	7	4	7	6	14	
North Dakota:									
Dickinson	15	20	6	16	15	15	15	19	
Ellendale	15	14	4	4	7	5	7	8	
Mayville	18	18	5	10	13	11	13	13	
Minot	17	21	9	19	17	21	17	21	
Oklahoma:									
Langston ¹	37	21	19	12	18	9	37	21	
Oregon:									
Monmouth	13	59	10	40	13	59	13	59	
Pennsylvania:									
Bloomsburg	22	48	17	26	14	26	21	41	
California	35	66	12	28	23	38	35	66	
Cheyney ¹	4	10	2	7	0	0	2	7	
Clarion	17	25	8	15	8	15	8	15	
East Stroudsburg	20	30	17	27	14	18	20	30	
Edinboro	17	43	15	33	15	28	17	43	
Indiana	18	77	17	54	18	33	18	59	
Kutztown	14	19	12	18	13	12	13	18	
Lock Haven	18	43	8	23	10	20	18	43	
Mansfield	21	34	15	25	15	19	21	34	
Millersville	13	27	11	20	12	15	12	27	
Shippensburg	18	30	10	21	15	21	17	26	
Slippery Rock	24	24	11	16	15	17	19	20	
West Chester	17	47	12	34	10	12	17	47	
Philippine Islands:									
Manila	26	45	25	45	0	0	25	45	
Tennessee:									
Johnson City	18	19	11	15	18	19	18	19	
Murfreesboro	21	15	11	15	11	15	11	15	
Nashville ¹	24	19	18	17	23	17	23	17	
Normal	18	20	14	18	18	20	18	20	
Vermont:									
Castleton	0	8	0	8	0	0	0	8	
Virginia:									
Etricks ¹	36	55	6	20	8	12	8	20	
Washington:									
Bellingham	39	61	17	43	20	46	36	60	
Cheney	29	28	24	19	28	24	28	24	
Ellensburg	18	28	6	13	8	13	8	13	
West Virginia:									
Bluefield ¹	11	10	3	2	10	4	10	5	
Glenville	11	10	9	9	6	5	11	10	
Shepherdstown	6	10	5	9	6	10	6	10	
West Liberty	8	8	2	2	3	3	4	8	
Wisconsin:									
Eau Claire	10	22	9	21	7	16	9	21	
La Crosse	21	24	21	21	14	17	21	21	
Milwaukee	39	43	34	40	27	31	38	43	
Oshkosh	24	30	21	28	19	30	23	30	
Platteville	17	15	17	15	9	8	17	15	
River Falls	22	20	22	20	22	20	22	20	
Stevens Point	22	22	22	22	14	15	22	22	
Superior	16	28	16	28	10	20	16	28	
Whitewater	21	24	21	24	10	16	21	24	

¹ For colored persons.² Estimated.

TABLE 29.—State normal schools—Students, 1923-24

Location (for name of institution see Table 27)	Resident students in all courses, excluding duplicates		Resident students in normal courses						Students in extension and correspondence courses	Attendance weeks of resident students in teacher training courses
	Men	Women	Regular session		Summer session		Total, excluding duplicates			
			Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Alabama:										
Daphne	23	113	4	66	6	49	10	105		1,900
Florence	442	1,464	141	690	301	774	442	1,464	896	27,119
Jacksonville	412	1,169	193	522	219	647	412	1,169	846	
Livingstone	47	591	27	357	26	331	46	578	433	12,453
Montgomery ¹	290	1,112	57	219	90	600	147	819	829	
Normal	62	136	4	4	4	44	8	48	0	544
Troy	219	994	114	615	107	624	219	994	788	34,285
Arizona:										
Flagstaff	114	419	19	106	82	316	92	369	33	
Tempe	78	385	70	376	0	0	70	376		13,216
Arkansas:										
Pine Bluff ¹	92	164	10	14	20	77	30	84		1,446
California:										
Arcata	24	172	12	139	5	85	12	169		
Connecticut:										
Danbury	0	253	0	253	0	0	0	253	0	9,118
New Britain	0	317	0	317	0	0	0	317		
New Haven	0	330	0	330	0	0	0	330		
Willimantic	0	138	0	138	0	0	0	138		
Georgia:										
Albany ¹	143	332	8	22	14	124	14	124		1,906
Bowdon	45	91	6	42	0	0	6	42		
Hawaii:										
Honolulu	48	436	37	208	15	210	47	362	438	10,469
Idaho:										
Albion	105	492	59	210	61	362	105	492	0	10,667
Lewiston	65	751	35	407	27	395	57	701	0	14,970
Kentucky:										
Frankfort ¹	141	392	30	123	6	117	36	240	12	6,808
Morehead	123	249	103	189	20	80	123	249	0	
Murray	181	495	137	339	74	268	181	495	0	20,074
Maine:										
Castine	30	162	30	102	0	60	30	162	0	
Farmington	26	642	19	369	7	277	26	642	0	
Fort Kent	50	125	50	125	0	0	5	125	0	6,536
Gorham	37	468	33	331	4	137	37	468		13,313
Machias	75	186	45	56	30	130	75	186	0	
Presque Isle	17	300	7	167	10	133	17	300	0	4,736
Maryland:										
Bowie ¹	27	146	2	25	3	43	5	68	0	1,262
Frostburg	16	297	6	119	10	191	16	297		5,706
Towson	60	787	46	523	14	264	60	787		
Massachusetts:										
Fitchburg	78	350	76	276	51	80	78	350		
Hyannis	53	637	7	87	46	550	53	637		
Lowell	1	296	1	296	0	0	1	296		10,215
North Adams	10	378	0	149	10	229	10	378	195	6,857
Westfield	0	186	0	186	0	0	0	186	0	6,889
Minnesota:										
Bemidji	55	714	32	299	43	475	52	707	11	
Duluth	19	889	3	411	16	589	19	889		
Mankato	47	1,350	40	793	26	662	47	1,350		34,068
Moorhead	99	1,173	52	486	41	686	88	1,088	65	22,806
St. Cloud	212	1,714	163	928	97	1,014	212	1,714		45,662
Winona	96	811	70	516	25	389	84	807	0	20,566
Montana:										
Dillon	72	1,067	33	404	33	564	40	866	1,647	16,631
New Hampshire:										
Keene	21	631	6	369	15	262	21	631		14,436
Plymouth	10	483	0	250	10	233	10	483	0	9,736
New Jersey:										
Glassboro	11	260	11	260	0	0	11	260	195	
Montclair	13	516	13	516	0	0	13	516		
Newark	75	1,125	75	1,125	0	0	75	1,125		
Paterson	8	253	8	253	0	0	8	253	0	
Tranton	39	555	39	555	0	0	39	555		28,796
New Mexico:										
El Rito	53	21	26	15	20	7	45	21		

¹ For colored persons.

TABLE 29.—State normal schools—Students, 1923-24—Continued

Location (for name of institution see Table 27)	Resident students in all courses, excluding duplicates		Resident students in normal courses						Students in extension and correspondence courses	Attendance weeks of resident students in teacher training courses
	Men	Women	Regular session		Summer session		Total, excluding duplicates			
			Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
New York:										
Brockport.....	130	295	10	120	0	0	10	120		4,920
Buffalo.....	175	1,225	105	778	100	750	175	1,225	1,000	0
Cortland.....	101	320	18	253	85	77	101	320	0	8,133
Fredonia.....	30	311	16	191	19	178	30	311	10	14,634
Genesee.....	106	870	7	290	43	515	50	805	118	18,134
New Paltz.....	16	511	5	292	15	239	16	511		14,523
Oneonta.....	58	1,146	0	420	58	751	58	1,146		7,861
Oswego.....	301	673	85	230	216	443	301	673		13,596
Plattsburg.....	32	390	20	170	12	230	32	390		
Potsdam.....	148	848	2	292	25	379	27	671		
North Carolina:										
Cullowhee.....	90	298	12	77	24	157	36	234		3,466
Durham ¹	79	271	2	18	11	124	13	142		1,530
Elizabeth City ¹	83	407	3	32	16	156	19	188		
Fayetteville ¹	171	854	1	15	32	193	33	208	0	4,122
Winston-Salem ¹	23	567	2	33	15	238	17	271	175	
North Dakota:										
Dickinson.....	142	455	67	192	107	321	132	425	76	12,300
Ellendale.....	150	397	43	143	40	224	71	209	32	6,981
Mayville.....	102	565	37	292	54	345	82	561	100	13,104
Minot.....	165	1,050	71	450	115	727	165	1,050	53	
Oklahoma:										
Langston ¹	185	611	154	372	27	225	181	597	85	6,703
Oregon:										
Monmouth.....	85	1,559	48	765	40	710	85	1,559		
Pennsylvania:										
Bloomsburg.....	217	1,012	89	480	119	491	196	943	652	25,974
California.....	274	1,552	74	383	163	914	237	1,297	561	26,083
Cheyney.....	17	86	3	50	0	0	3	50	0	1,908
Clarion.....	158	757	39	145	80	489	113	608	111	11,129
East Stroudsburg.....	200	794	131	369	94	440	200	794	1,059	19,600
Edinboro.....	127	892	66	384	71	534	127	892	949	21,127
Indiana.....	194	2,213	60	862	85	1,283	145	2,145	2,758	45,549
Kutztown.....	163	577	75	282	85	279	160	561	543	15,312
Lock Haven.....	67	735	16	188	51	547	67	735	78	12,726
Mansfield.....	163	725	67	380	91	334	142	692	63	17,559
Millersville.....	229	785	77	320	161	485	220	772	125	19,487
Shippensburg.....	340	891	105	322	218	519	297	804	213	22,001
Slippery Rock.....	207	1,043	51	329	76	670	111	916	299	19,758
West Chester.....	113	1,172	95	940	36	316	113	1,170	41	40,063
Philippine Islands:										
Manila.....	1,002	1,387	555	1,007	0	0	555	1,007		62,480
Tennessee:										
Johnson City.....	198	1,040	110	440	162	700	198	1,040		
Murfreesboro.....	209	1,290	169	457	165	1,015	209	1,290		
Nashville ¹	396	1,254	196	839	210	946	396	1,254	0	22,826
Normal.....	162	1,094	102	447	60	647	162	1,094		26,834
Vermont:										
Castleton.....	0	79	0	79	0	0	0	79	0	
Virginia:										
Ettricks ¹	328	1,189	6	167	43	498	49	660	66	
Washington:										
Bellingham.....	289	2,024	144	1,068	128	1,113	225	1,870	318	46,527
Cheney.....	235	1,573	173	961	138	921	228	1,540	190	
Ellensburg.....	184	827	61	455	59	436	108	790	106	19,943
West Virginia:										
Bluefield ¹	112	360	1	20	21	161	22	181	28	2,436
Glanville.....	171	280	100	150	49	142	149	240	188	
Shepherdstown.....	121	308	80	100	110	183	111	263	220	9,127
West Liberty.....	78	180	12	62	60	166	57	178	150	4,456
Wisconsin:										
Eau Claire.....	240	635	159	406	65	446	228	634	0	21,285
La Crosse.....	307	770	259	502	67	378	307	770	0	25,312
Milwaukee.....	318	2,139	234	1,198	94	941	318	2,139	115	54,963
Oshkosh.....	350	899	253	449	107	512	325	875	0	25,220
Platteville.....	312	619	205	289	105	330	310	619	147	20,466
River Falls.....	304	489	227	309	115	313	302	487	0	21,864
Stevens Point.....	208	1,100	102	525	112	591	208	1,100	0	
Superior.....	363	1,092	221	624	35	627	341	1,026	70	
Whitewater.....	213	755	144	465	43	368	172	721	0	

¹ For colored persons.² Estimated.³ Distribution as to sex is estimated.

TABLE 30.—State normal schools—Property and income, 1923-24

Location (for name of institution see Table 27)	Bound volumes in library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Receipts from students		Public funds for—		Receipts from all other sources	Total receipts
				Tuition, etc.	Board, room, etc.	Increase of plant	Current expenditures		
1	2	3	4	5	6	7	8	9	10
Alabama:									
Daphne	1,500	\$15,000	\$30,000	\$1,659	0	0	\$14,000	\$1,305	\$16,964
Florence	6,750	29,500	396,560	39,803	\$48,957	0	40,000	41,353	170,113
Jacksonville	3,300	25,000	242,250	16,391	19,781	0	41,500	10,399	88,071
Livingstone	3,400	9,200	230,000	12,992	48,192	0	48,070	9,854	119,408
Montgomery	3,127	17,000	224,000	24,367	27,734	0	29,400	5,966	87,467
Normal ¹	10,000	31,000	443,300	1,677	350	0	34,850	26,823	63,700
Troy	6,207	20,000	194,650	46,228	427	\$30,000	41,500	30,003	148,158
Arizona:									
Flagstaff	7,500	106,030	616,015	6,750	42,500	6,800	122,000	4,500	182,550
Tempe	15,500	182,000	700,000	2,255	62,289	0	140,500	0	205,044
Arkansas:									
Pine Bluff ¹	1,409	5,000	129,875	3,003	74	0	88,820	0	91,897
California:									
Arcata	6,188	46,699	264,228	0	0	5,900	41,270	0	47,170
Connecticut:									
Danbury	10,000	15,000	160,000	0	0	0	45,111	39,821	54,032
New Britain	10,000	19,167	244,566	0	0	238,382	50,980	70,215	359,577
New Haven	13,000	50,000	325,000	0	0	0	43,645	38,139	81,784
Willimantic	20,000	10,000	595,000	0	0	0	41,530	43,957	88,887
Georgia:									
Albany ¹	500	751	101,300	661	0	7,500	31,688	0	40,149
Bowdon	2,400	6,000	65,000	1,500	0	0	15,000	0	16,500
Hawaii:									
Honolulu	6,000	27,164	133,797	3,200	0	0	124,000	0	127,200
Idaho:									
Albion	7,300	55,000	205,000	16,733	38,837	3,200	42,400	0	122,122
Lewiston	8,500	109,233	355,432	7,931	6,790	9,028	142,278	1,847	167,784
Kentucky:									
Frankfort ¹	400	750	250,000	0	0	0	48,505	0	48,505
Morehead	1,200	4,500	147,000	1,831	8,546	0	30,000	0	40,377
Murray	2,150	3,600	116,000	4,234	0	116,000	30,000	5,272	155,506
Maine:									
Castine	1,500	17,500	175,000	0	2,700	0	26,585	0	29,285
Farmington	6,000	35,000	365,000	0	6,500	140,000	42,466	0	188,966
Fort Kent	0	4,000	112,500	0	22,000	0	20,000	0	42,000
Gorham	2,500	27,000	375,000	0	7,000	0	45,241	0	52,241
Machias	2,500	13,000	210,000	0	3,500	3,000	31,672	0	38,172
Presque Isle	2,500	22,000	315,000	0	3,500	100,000	37,892	0	141,392
Maryland:									
Bowie ¹	150	3,580	69,130	0	8,100	10,000	44,000	0	62,100
Frostburg	3,000	7,200	150,000	1,785	1,800	95,000	37,500	120	136,205
Towson	7,265	27,315	778,991	5,690	53,989	150,000	149,500	35,043	394,222
Massachusetts:									
Fitchburg	12,000	(11)	597,500	169	42,147	17,573	188,872	0	248,761
Hyannis	3,400	34,000	162,500	0	0	0	48,800	0	48,800
Lowell	2,891	27,500	265,000	200	0	0	61,683	73	61,956
North Adams	10,569	22,500	337,000	1,147	29,295	0	68,565	537	99,544
Westfield	9,000	0	242,000	150	25,493	0	84,723	581	110,947
Minnesota:									
Bemidji	2,507	20,074	223,021	7,598	0	0	79,000	0	86,598
Duluth	10,000	20,116	361,378	1,291	0	13,000	81,750	9,558	105,599
Mankato	6,000	79,500	989,078	18,600	0	422,000	170,940	9,318	620,858
Moorhead	15,116	2,500	424,855	18,034	42,452	0	139,500	2,877	202,863
St. Cloud	19,321	60,000	379,200	20,830	0	42,800	152,899	0	216,529
Winona	10,000	25,000	1,002,000	1,800	0	654,439	140,500	2,721	799,460

¹ Colored.² Includes \$900 from Federal funds and \$7,000 from private benefactions.³ Includes \$19,850 from Morrill-Nelson fund.⁴ Includes \$20,654 from Federal funds.⁵ There is also an endowment fund of \$5,000.⁶ From private benefactions.⁷ Includes \$12,888 from private benefactions.⁸ Also an endowment fund of \$574,000.⁹ Includes \$20,952 from productive funds.¹⁰ Includes \$22,448 from Federal funds.¹¹ Includes \$8,506 from Federal funds.¹² Value of books included in column 4.

TABLE 30—State normal schools—Property and income, 1923-24—Continued

Location (for name of institution see Table 27)	Bound volumes in library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Receipts from students		Public funds for—		Receipts from all other sources	Total receipts
				Tuition, etc.	Board, room, etc.	Increase of plant	Current expenditures		
1	2	3	4	5	6	7	8	9	10
Montana:									
Dillon.....	16,000	\$45,251	\$452,124	\$26,000	\$110,000	\$260,000	\$104,249	\$8,700	\$508,949
New Hampshire:									
Keene.....	2,500	3,500	185,000	24,447	56,909	0	74,000	0	155,356
Plymouth.....	6,000	10,000	275,000	750	0	0	60,000	0	60,750
New Jersey:									
Glassboro.....	4,000	75,000	1,000,000	0	0	1,000	125,900	0	126,900
Montclair.....	12,688	86,596	344,682	0	0	13,000	168,595	0	181,595
Newark.....	15,953	106,000	750,000	0	0	0	200,000	0	200,000
Paterson.....	1,621	37,000	450,000	0	0	0	38,528	0	38,528
Trenton.....	6,000	200,600	808,223	0	92,888	28,500	211,240	0	332,628
New Mexico:									
El Rito.....	458	10,000	1385,000	100	250	2,700	12,300	355	17,525
New York:									
Brockport.....	15,955	25,000	500,000	0	0	0	101,600	0	101,600
Buffalo.....	9,200	120,000	675,000	1,117	0	0	179,288	0	180,405
Cortland.....	5,000	170,000	1,700,000	0	0	0	152,250	382	152,642
Fredonia.....	8,000	25,000	325,000	1,796	0	0	105,060	0	106,856
Geneseo.....	16,750	62,500	292,184	5,256	0	67,984	175,902	0	249,142
New Paltz.....	8,500	50,000	400,000	0	0	700	90,070	4,025	94,795
Oneonta.....	7,000	95,883	750,000	0	0	0	137,510	0	137,510
Oswego.....	25,000	50,000	375,000	2,203	0	0	139,888	0	142,091
Plattsburg.....	12,000	3,570	210,000	0	0	0	97,500	0	97,500
Potsdam.....	6,750	78,500	780,500	0	0	8,400	182,118	0	190,518
North Carolina:									
Cullowhee.....	2,875	4,500	500,000	2,965	3,280	250,000	50,000	1,600	307,845
Durham ¹	1,500	5,000	125,000	5,717	15,110	0	17,000	2,130	39,957
Elizabeth City ¹	1,712	6,600	399,920	2,614	3,331	86,500	1638,435	0	130,880
Fayetteville ¹	1,100	55,000	330,000	2,240	25,920	153,000	1736,000	0	217,160
Winston-Salem ¹	800	45,689	322,450	10,085	0	55,000	43,325	0	108,410
North Dakota:									
Dickinson.....	1,000	63,000	455,000	6,907	7,344	62,025	64,350	0	140,626
Ellendale.....	5,000	68,653	18218,060	7,527	1,710	0	57,933	0	1982,027
Mayville.....	10,428	14,580	13615,662	5,912	7,937	0	63,570	0	1090,473
Minot.....	6,096	16,882	624,150	18,497	21,500	104,009	198,650	0	342,647
Oklahoma:									
Langston ¹	500	84,701	214,100	6,495	50,089	10,000	1190,900	0	157,484
Oregon:									
Monmouth.....	10,000	21,000	520,000	20,000	0	0	114,241	0	134,241
Pennsylvania:									
Bloomsburg.....	11,000	51,000	510,100	55,819	0	0	169,312	18,082	243,213
California.....	8,150	40,620	374,750	60,682	14,724	19,670	83,250	5,000	183,326
Cheyney ¹	4,403	36,000	288,282	4,751	6,074	0	1168,358	8,358	87,541
Clarion.....	5,000	150,000	728,160	14,810	22,474	13,353	78,074	19,137	147,848
East Strouds- burg.....	5,372	5,397	261,379	17,517	0	18,000	107,500	51,150	194,167
Edinboro.....	12,963	42,159	548,530	29,125	76,907	13,033	97,524	0	216,589
Indiana.....	13,500	137,890	732,064	119,430	289,130	12,288	126,900	0	547,748
Kutztown.....	12,159	260,000	524,500	28,055	26,946	0	92,250	20,464	167,715
Lock Haven.....	10,000	84,125	85,000	12,330	65,350	0	90,454	38,428	206,562
Mansfield.....	8,210	50,000	1,500,000	30,681	29,981	0	133,077	13,421	207,160
Millersville.....	19,689	105,800	581,945	22,096	124,306	34,617	92,249	18,212	291,480
Shippensburg.....	7,463	73,351	577,665	47,403	118,000	11,576	107,645	0	284,624
Slippery Rock.....	9,110	46,500	715,000	25,641	44,481	0	139,183	82,387	241,692
West Chester.....	24,500	73,700	949,877	46,044	201,074	9,284	117,900	41,511	418,813
Philippine Islands:									
Manila.....	8,000	20,000	800,000	0	0	0	100,000	0	100,000

¹ Colored.² There is an endowment in lands.³ Includes \$1,800 from productive funds.⁴ Includes \$54,308 from Smith-Hughes fund.⁵ Includes \$500 from Smith-Hughes fund and \$833 from private benefactions.⁶ Includes \$600 from private benefactions.⁷ Also an endowment fund of \$400,000.⁸ Includes \$14,851 from productive funds.⁹ Includes \$13,054 from productive funds.¹⁰ Includes \$5,000 from Federal funds.¹¹ Includes \$2,125 from private benefactions.

TABLE 30.—State normal school—Property and income, 1923-24—Continued

Location (for name of institution see Table 27)	Bound volumes in library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Receipts from students		Public funds for—		Receipts from all other sources	Total receipts
				Tuition, etc.	Board, room, etc.	Increase of plant	Current expenditures		
1	2	3	4	5	6	7	8	9	10
Tennessee:									
Johnson City	3,500	\$25,000	\$510,000	\$7,892	\$38,642	0	\$70,000	0	\$116,534
Murfreesboro	6,000	40,000	290,000	11,721	49,181	0	70,000	\$38,343	169,245
Nashville ¹	2,300	30,987	418,627	9,214	46,501	\$14,244	² 54,405	3,870	128,234
Normal	5,109	50,000	775,000	10,975	10,083	50,000	80,000	0	151,058
Vermont:									
Castleton	3,600	8,000	150,000	0	12,000	90,000	0	10,000	112,000
Virginia:									
Ettricks ¹	4,670	137,527	542,630	12,807	30,733	³ 48,069	⁴ 75,152	13,059	179,820
Washington:									
Bellingham	31,600	114,588	444,564	81,255	63,707	0	238,771	0	383,733
Cheney	20,000	130,000	1,112,300	3,756	13,784	0	200,000	8,500	⁵ 238,540
Ellensburg	15,385	59,563	313,009	5,993	0	0	151,035	0	157,028
West Virginia:									
Bluefield	2,500	15,000	250,000	2,312	12,565	54,000	⁶ 34,379	0	103,256
Glenville	6,500	25,000	450,000	8,000	0	75,000	65,000	0	148,000
Shepherdstown	6,300	20,000	500,000	4,000	10,000	20,000	55,000	0	89,000
West Liberty	7,000	25,000	275,000	1,500	10,000	10,000	40,000	0	61,500
Wisconsin:									
Eau Claire	5,500	100,000	400,000	0	0	0	102,000	0	102,000
La Crosse	15,085	205,000	682,500	0	0	8,562	154,224	0	162,786
Milwaukee	86,229	175,763	678,250	0	0	16,128	261,283	0	277,411
Oshkosh	12,413	297,500	757,950	0	0	13,397	178,406	0	191,803
Platteville	13,230	150,000	456,359	0	0	13,641	117,830	0	131,471
River Falls	25,000	61,000	340,000	0	0	6,885	141,000	0	147,885
Stevens Point	16,619	122,200	297,581	12,000	35,000	29,648	154,050	0	230,698
Superior	32,700	50,000	500,000	13,915	23,768	11,640	148,986	0	198,309
Whitewater	17,786	88,000	368,500	0	0	3,234	136,112	0	139,346

¹ Colored.² There is an endowment in lands.³ Includes \$12,000 from Federal funds and \$1,650 from private benefaction.⁴ Includes \$9,586 from private benefactions.⁵ Includes \$26,996 from Federal funds.⁶ Includes \$12,500 from productive funds.⁷ Includes \$629 from Federal funds.

TABLE 31.—State normal schools—Expenditures, 1923-24

Location (for name of institution see Table 27)	Administration			Instruction			Mainten- ance	Auxiliary agencies and sundry activities	Fixed charges (rent, insur- ance, etc.)	Total current expend- itures	Outlays (capital acquisi- tion and construc- tion)
	Business	Educational		Deans and teachers	Text- books, supplies, etc.	Opera- tion of school plant					
		Salary of principal	Other expendi- tures								
	2	3	4	5	6	7	8	9	10	11	12
Alabama:											
Deplue	\$203	\$4,000	\$2,250	\$4,554	\$216	\$883	\$447	\$1,055	\$40	\$13,643	\$412
Florence	3,152	4,900	4,387	52,534	15,385	8,457	5,519	38,033	2,819	135,056	4,464
Jacksonville	0	4,000	6,055	28,863	3,475	1,607	6,054	28,387	1,024	77,465	13,299
Livingstone	0	4,800	2,300	24,901	0	31,735	37,126	7,126	956	119,408	12,247
Montgomery	0	3,000	4,024	28,322	3,945	4,000	8,841	25,883	1,276	71,291	0
Normal	4,289	2,400	3,620	14,555	3,314	16,550	3,161	9,490	121	54,500	0
Troy	0	4,800	5,969	47,784	6,072	3,072	1,386	35,576	1,630	106,237	13,610
Arizona:											
Flagstaff	3,660	5,000	340	80,995	0	27,000	2,994	998	1,000	121,987	6,799
Tempe	3,109	15,000	5,304	65,780	6,221	33,485	7,065	63,350	3,747	190,081	8,000
Arkansas:											
Pine Bluff ¹	0	3,250	1,920	34,075	0	0	28,921	0	0	68,166	12,200
California:											
Arcata	500	5,000	1,500	31,700	2,000	5,000	0	0	0	45,700	5,100
Danbury	0	4,500	4,686	25,550	3,251	3,615	1,899	258	0	43,769	0
New Britain	0	5,000	4,810	35,200	3,808	9,024	6,541	117	0	64,498	238,382
New Haven	0	5,000	4,598	17,394	1,344	3,933	2,332	283	0	34,894	0
Willimantic	0	4,500	5,357	22,850	5,304	10,700	4,230	169	0	53,110	0
Georgia:											
Albany ¹	538	3,000	0	14,500	0	0	7,140	28,045	0	53,223	0
Bowdon	300	3,300	0	10,500	750	450	0	500	100	16,500	6,700
Hawaii:											
Honolulu	3,000	4,200	6,000	91,400	3,200	3,500	2,500	13,200	0	127,200	0
Idaho:											
Albion	2,017	3,750	3,270	50,462	2,478	24,005	924	27,991	845	115,663	3,200
Lewiston	1,385	4,200	7,060	82,949	22,000	16,642	6,000	0	1,910	142,066	0
Kentucky:											
Frankfort ¹	1,200	3,600	1,800	32,217	0	4,156	0	0	0	38,877	0
Morehead	1,800	5,000	1,863	15,300	0	0	6,226	150	2,500	36,985	0
Murray	0	4,583	2,611	14,545	6,671	0	6,677	1,479	1,012	37,578	0

¹ Colored.

¹ Plus house.

TABLE 31.—State normal schools—Expenditures, 1923-24—Continued

Location (for name of institution see Table 27)	Administration			Instruction			Operation of school plant	Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rent, insurance, etc.)	Total current expenditures	Outlays (capital acquisition and construction)					
	Business	Educational		Deans and teachers	Text-books, supplies, etc.	7							8	9	10	11	12
		Salary of principal	Other expenditures														
Maine:																	
Castine.....	0	\$2,800	\$728	\$14,502	\$1,025	\$4,475	\$318	\$668	\$1,868	\$26,584	0						
Farmington.....	0	3,400	624	25,056	844	9,134	609	1,499	1,300	42,466	\$158,000						
Fort Kent.....	0	2,450	0	24,894	554	8,231	0	1,910	1,624	39,663	0						
Gorham.....	0	3,400	1,000	29,714	612	7,612	724	961	1,218	45,241	0						
Machias.....	0	2,700	1,200	16,922	1,018	6,822	1,117	674	919	31,672	3,000						
Presque Isle.....	0	2,900	1,000	21,012	2,307	7,778	633	417	1,845	37,892	100,000						
Maryland:																	
Bowie.....	0	2,000	0	7,971	2,382	0	23,222	0	420	36,285	0						
Frostburg.....	0	4,000	1,800	27,200	4,000	4,500	1,000	900	1,200	44,600	95,000						
Towson.....	\$1,516	4,667	3,420	70,197	22,304	11,880	14,670	111,682	0	240,345	150,000						
Massachusetts:																	
Fitchburg.....	2,428	4,500	16,100	83,954	7,899	14,368	2,092	41,246	0	172,587	28,895						
Hyannis.....	0	4,500	4,801	23,079	3,374	4,365	8,360	0	0	48,279	0						
Lowell.....	6,120	4,500	1,860	38,540	2,790	0	7,150	0	0	60,960	0						
North Adams.....	10,137	3,975	5,011	34,715	2,352	25,782	6,290	678	0	97,847	0						
Westfield.....	0	4,500	3,025	32,456	3,359	16,796	3,390	0	0	63,516	2,649						
Minnesota:																	
Bemidji.....	2,734	5,500	4,767	54,423	4,461	9,374	7,000	1,599	0	89,858	0						
Duith.....	300	5,500	3,900	55,734	1,832	7,695	15,745	899	0	91,675	0						
Mankato.....	3,750	5,600	9,617	110,808	10,830	21,273	5,034	6,598	0	173,510	434,698						
Moorhead.....	2,175	5,500	16,615	94,292	11,807	32,853	8,127	27,402	0	198,771	0						
St. Cloud.....	525	6,200	12,955	111,110	16,431	21,189	8,000	0	0	168,410	36,253						
Winona.....	0	5,500	14,189	98,673	17,056	14,311	8,000	0	9,368	167,097	632,000						
Montana:																	
Dillon.....	5,000	5,500	7,000	74,000	8,000	16,670	2,400	28,379	2,000	148,949	260,000						
New Hampshire:																	
Keene.....	0	4,500	2,580	56,227	5,242	0	86,861	0	0	156,110	0						
Plymouth.....	0	4,000	1,700	37,690	1,065	4,435	8,649	0	0	60,569	0						

New Jersey	3,000	1,700	44,076	20,051	29,193	9,948	0	0	115,558	1,000
Glassboro	1,787	8,080	81,134	17,225	24,322	5,247	0	0	145,739	7,325
Montclair	4,000	3,700	111,393	9,810	17,395	7,300	0	0	170,796	0
Newark	3,500	1,400	21,455	2,391	8,528	0	433	0	38,527	0
Paterson	0	19,340	125,000	30,000	25,000	16,000	0	2,000	227,340	28,500
Trenton	0	0	0	0	0	0	0	0	0	0
New York	0	1,948	69,452	7,378	10,050	4,970	0	43	190,191	0
Brockport	0	3,850	127,472	3,200	35,206	4,000	0	720	179,288	0
Buffalo	0	2,100	80,484	10,936	21,285	19,876	0	0	139,431	471
Cortland	1,400	2,110	77,930	5,000	9,320	4,000	100	300	105,160	0
Fredonia	200	5,070	127,925	11,362	8,657	20,841	36,341	480	215,844	0
Geneseo	400	5,750	71,300	3,500	7,825	7,000	0	120	94,795	0
New Paltz	200	2,400	102,800	14,750	5,110	7,000	0	100	137,510	0
Oneonta	400	1,700	82,130	36,068	8,503	6,000	0	0	139,788	0
Oswego	949	1,200	72,300	9,969	6,503	6,722	0	0	90,943	0
Plattsburg	0	2,420	115,650	5,548	10,320	8,884	0	238	147,810	9,193
Potsdam	0	0	0	0	0	0	0	0	0	0
North Carolina	2,500	2,500	33,500	1,850	4,700	2,300	1,700	875	54,425	277,500
Cullowhee	602	1,800	12,307	2,443	19,645	0	0	0	39,297	0
Durham	195	2,224	25,363	687	8,637	188	0	500	40,484	129,583
Elizabeth City	0	2,750	20,000	300	9,260	2,750	29,850	0	64,910	137,200
Fayetteville	0	1,784	19,590	1,483	16,059	2,458	0	0	43,893	30,643
Winston-Salem	0	4,450	42,500	0	17,400	0	5,672	3,100	79,122	62,025
North Dakota	25	3,569	40,900	1,267	11,449	2,257	2,243	3,816	69,526	0
Dickinson	1,800	3,338	44,644	1,724	23,349	1,000	478	2,940	83,283	0
Ellendale	0	3,441	71,436	5,571	0	53,916	0	2,903	143,767	109,100
Mayville	0	5,629	57,170	1,307	30,136	7,490	0	0	107,352	2,976
Minot	1,620	0	0	0	0	0	0	0	0	0
Oklahoma	16,900	4,500	102,000	1,500	12,130	4,000	0	0	141,030	3,000
Langston	7,562	5,967	101,470	11,975	33,891	11,399	57,411	1,931	234,553	1,708
Monmouth	3,199	3,804	77,177	4,259	24,600	36,309	36,623	7,045	195,355	1,121
Pennsylvania	3,693	5,000	22,741	1,904	25,259	9,143	3,102	0	82,182	6,192
Bloomsburg	2,800	9,454	48,721	682	22,371	9,637	12,190	18	111,873	12,040
California	6,296	6,606	103,820	8,448	26,201	25,511	8,954	0	194,196	18,000
Cheyney	4,450	6,600	81,815	5,790	24,070	7,566	11,707	62,168	210,226	4,907
Charlton	0	14,367	152,000	8,259	62,824	54,600	46,968	0	347,856	30,076
East Stroudsburg	13,951	5,000	66,737	0	36,345	38,005	22,155	(1)	182,223	12,104
Edinboro	5,628	5,500	58,727	6,340	25,720	14,742	73,958	4,913	195,173	16,630
Indiana	9,485	7,500	85,169	2,630	41,136	15,650	23,656	0	190,525	32,127
Kutztown	4,800	6,047	76,417	3,603	38,972	27,963	116,598	0	285,482	26,113
Lock Haven	4,800	6,504	87,153	3,711	28,401	110,461	18,320	0	207,482	16,817
Lock Haven	0	7,500	112,187	574	43,158	12,879	22,071	0	400,433	0
Millersville	14,347	6,000	111,205	10,755	209,880	23,561	20,713	0	100,000	0
Shippensburg	0	3,000	75,500	20,000	0	0	0	0	0	0
Slippery Rock	0	0	0	0	0	0	0	0	0	0
West Chester	0	0	0	0	0	0	0	0	0	0
Phillippine Islands	0	0	0	0	0	0	0	0	0	0
Manila	0	0	0	0	0	0	0	0	0	0

1 Included in column 2.

2 Colored.

3 Plus house.

TABLE 31.—State normal schools—Expenditures, 1923-24—Continued

Location (for name of institution see Table 27)	Administration			Instruction		Operation of school plant	Maintenance	Auxiliary agencies and sundry activities	Fired charges (rent, insurance, etc.)	Total current expenditures	Outlays (capital acquisition and construction)	
	Business	Educational		Deans and teachers	Text-books, supplies, etc.							
		Salary of principal	Other expenditures									
1	2	3	4	5	6	7	8	9	10	11	12	
Tennessee:												
Johnson City.....	0	\$3,600	(¹)	\$53,634	\$3,030	\$15,964	\$8,817	\$7,961	\$730	\$123,056		
Murfreesboro.....	\$990	3,600	(¹)	56,107	1,290	19,011	16,224	46,714	2,753	146,661		
Nashville.....	1,680	3,600	\$1,140	36,870	343	1,062	40,010	0	5,819	90,746	\$14,244	
Normal.....	3,000	4,200	1,800	72,000	1,000	12,000	2,000	0	5,500	96,500	54,558	
Vermont:												
Castleton.....	0	12,500	900	9,600	500	0	0	0	0	13,500	122,000	
Virginia:												
Ettricks.....	9,268	3,600	2,570	77,730	7,032	19,011	24,673	0	5,780	149,664	46,268	
Washington:												
Bellingham.....	9,604	6,232	9,780	157,279	6,852	27,989	8,081	14,210	0	239,927	0	
Cheney.....	0	6,600	2,300	162,000	44,130	10,000	10,000	1,220	0	226,250		
Ellensburg.....	26,393	6,000	0	74,742	3,160	18,764	8,159	0	0	137,218	19,810	
West Virginia:												
Bluefield.....	0	3,800	1,080	21,870	0	7,000	6,000	12,000	0	51,750	8,200	
Glenville.....	0	4,500	0	45,000	0	10,000	5,000	1,500	0	68,000	62,000	
Shepherdstown.....	0	4,000	2,640	36,000	300	0	3,000	0	500	46,440	29,000	
West Liberty.....	0	3,750	2,000	39,000	2,000	17,000	2,500	1,200	550	68,000	9,000	
Wisconsin:												
Eau Claire.....	2,000	5,000	3,670	74,000	3,600	6,000	2,000	730	1,068	98,068	0	
La Crosse.....	11,530	5,000	4,049	113,287	5,000	19,220	2,455	0	1,538	162,079	6,106	
Milwaukee.....	0	5,833	12,663	219,754	10,834	21,934	2,974	0	2,735	274,727	6,135	
Oshkosh.....	2,737	5,000	6,000	130,167	4,800	29,835	542	523	2,184	187,788	1,376	
Platteville.....	0	5,000	6,116	78,790	4,720	15,224	11,460	500	3,043	124,862	9,419	
River Falls.....	0	5,000	4,100	113,020	4,478	10,500	3,300	0	0	140,398	1,060	
Stevens Point.....	1,887	5,000	4,033	110,668	3,075	11,005	13,065	35,500	3,480	187,733	17,620	
Superior.....	(¹)	5,000	5,586	109,140	8,831	18,930	13,641	25,337	0	173,467	9,318	
Whitewater.....	1,749	5,000	3,284	112,320	1,970	10,724	1,278	549	0	136,874	7,321	

¹ Included in column 4.

² Data for 1921-22.

³ Colored.

⁴ Plus house.

TABLE 32.—City normal schools—Sessions, entrance requirements, teachers, students, etc., 1923-24

Location	Institution	Weeks in school year	Years in normal courses	Total hours of practice teaching required	Teachers, including principal		Normal students		Graduates from normal courses		Number of attendance weeks
					Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
Washington, D. C.	Wilson Normal School.....	36	2	450	0	21	0	232	0	95	8,352
Do.....	Miner Normal School ¹	36	2	288	3	12	16	279	3	115	.....
Atlanta, Ga.	Normal Training School.....	36	2	180	0	10	0	112	0	49	4,032
Chicago, Ill.	Chicago Normal College.....	40	2	250	41	39	133	2,095	10	430	.....
Sioux City, Iowa	City Normal School.....	38	3	480	1	5	0	78	0	17	2,568
Louisville, Ky.	Louisville Normal School.....	40	2	300	1	9	0	249	.....	.....	8,742
New Orleans, La.	New Orleans Normal School.....	38	2	135	1	16	1	180	1	81	.....
Lewiston, Me.	Dingley Normal Training School.....	37	2	185	0	1	0	18	0	4	666
Baltimore, Md.	Baltimore Teachers Training School.....	36	2	540	2	18	23	493	6	215	.....
Do.....	Colored Training School ¹	40	2	450	1	8	42	169	25	67	7,400
Boston, Mass.	Training School for Teachers of Mechanic Arts. ²	42	1-2	340	1	0	21	0	13	0	.....
Kansas City, Mo.	Teachers College of Kansas City.....	40	2	300	2	8	0	217	0	87	.....
Concord, N. H.	Dewey Training School.....	38	2	525	0	1	0	10	0	3	.....
Jersey City, N. J.	Teachers Training School.....	40	2	830	2	7	0	158	0	41	4,960
Brooklyn, N. Y.	Matwell Training School for Teachers.....	40	3	500	14	68	93	1,153	56	444	47,348
Jamaica, N. Y.	Training School for Teachers.....	38	3	500	6	37	44	603	19	229	.....
New York, N. Y.	New York Training School for Teachers.....	38	3	975	11	48	54	921	27	357	.....
Rochester, N. Y.	City Normal School.....	39	3	682	1	14	1	186	1	76	6,162
Schenectady, N. Y.	Teachers Training School.....	40	2	450	0	2	0	45	0	13	1,034
Syracuse, N. Y.	City Normal School.....	39	3	300	1	3	0	120	0	44	4,540
Watertown, N. Y.	Watertown Training School.....	39	2	950	0	1	0	20	0	7	670
Cleveland, Ohio.	Cleveland School of Education.....	38	2-3	380	40	105	325	2,832	0	200	83,902
Columbus, Ohio.	Columbus Normal School.....	40	2	600	1	1	0	18	0	17	720
Dayton, Ohio.	Dayton Normal School.....	40	2	250	0	5	0	120	0	54	450
Lima, Ohio.	City Normal School.....	38	1	38	1	1	3	27	3	27	1,140
Zanesville, Ohio.	Zanesville Normal School.....	38	1	95	0	1	1	19	1	19	760
Philadelphia, Pa.	Philadelphia Normal School.....	40	2	300	5	46	156	867	43	184	36,000
Pittsburgh, Pa.	Baxter Teachers Training School.....	40	2	600	3	13	0	222	0	69	.....
Richmond, Va.	Richmond Normal School.....	36	2	582	2	5	0	109	0	36	3,672

¹ For colored persons.² School gives 5 weeks' summer session.³ Two years of teaching experience, in addition to high-school graduation, required for entrance to normal course.⁴ School gives 6 weeks' summer session.

TABLE 33.—City normal schools—Property, receipts, and expenditures, 1923-24

Institution (for location, see Table 32)	Property			Receipts			Expenditures					
	2	3	4	5	6	7	8	9	10	11	12	13
	Round volumes in library	Value of library, apparatus, maps, machinery, furniture	Value of grounds and buildings	Student fees for educational services	Increase of plant	Public funds for— Current expenditures	Salary of principal	Total salaries of other instructors	Other expenses of construction and administration	Operation and maintenance of plant, supply and fixed charges	Total current expenditures	Outlays for sites, buildings, etc.
Wilson Normal School, Washington, D. C.	10,000	\$50,000	\$250,000	0	0	\$14,604	\$2,922	\$11,682	0	0	114,604	0
Miner Normal School, Washington, D. C.	6,632	20,000	240,000	0	\$4,681	297,845	6,740	194,432	\$23,340	\$73,573	297,845	\$4,681
Normal Training School, Washington, D. C.	1,200	1,500	250,000	0	0	20,170	2,500	13,120	1,100	3,450	20,170	0
Chicago Normal College, Ill.	31,000	85,845	1,037,832	0	0	35,210	3,575	26,474	1,998	74	32,101	3,109
City Normal School, Sioux City, Iowa	2,800	6,060	160,000	0	44,000	3,000	3,000	17,270	2,600	1,318	24,278	44,000
Louisville Normal School, Ky.	9,204	14,410	71,781	0	0	12,700	1,700	0	0	0	1,700	0
New Orleans Normal School, La.	2,791	3,000	40,000	0	0	1,700	1,000	40,548	4,193	7,898	56,639	1,228
Dingley Normal Training School, Me.	1,500	6,875	60,000	0	0	57,847	3,000	15,872	1,867	339	20,968	0
Baltimore Teachers Training School, Md.	9,000	40,000	110,000	0	0	29,968	2,880	0	502	315	4,008	240
Colored Training School, Baltimore, Md.	400	1,575	80,000	\$1,968	200	4,008	3,191	0	3,402	0	24,443	0
Training School for Teachers of Mechanic Arts, Boston, Mass.	2,100	800	500,000	3,500	0	1,700	1,700	0	0	0	1,700	0
Teachers College of Kansas City, Mo.	0	0	0	0	0	47,000	7,000	38,000	2,000	0	47,000	0
Dewey Training School, Concord, N. H.	9,103	38,377	767,453	0	0	700,442	6,500	143,184	0	38,828	537,411	100
Teachers Training School, Jersey City, N. J.	3,248	0	118,708	0	0	0	6,500	0	0	11,472	0	3,208
Maxwell Training School for Teachers, N. Y.	8,696	35,150	888,021	0	0	39,363	2,500	35,494	1,369	24,447	39,363	220,123
Training School for Teachers, Jamaica, N. Y.	3,425	0	240,000	0	0	4,081	2,525	1,421	4,081	0	4,081	0
New York Training School for Teachers, N. Y.	1,650	30,000	400,000	0	0	9,559	3,550	6,000	9	0	9,559	0
Rochester City Normal School, N. Y.	275	1,050	120,000	0	0	2,930	2,700	0	230	0	2,930	0
Schenectady Teachers Training School, N. Y.	12,112	0	243,776	47,529	0	87,440	6,000	160,500	15,341	2,128	132,063	0
Syracuse City Normal School, N. Y.	400	1,400	50,000	0	50,000	1,150	2,500	11,325	0	597	4,150	0
Watertown Training School, N. Y.	300	400	0	0	0	15,000	2,600	11,000	300	3,000	16,000	0
Cleveland School of Education, Ohio.	100	75,000	700,000	0	0	3,000	2,000	2,000	80	0	4,580	0
Dayton Normal School, Ohio.	0	0	287,476	0	0	178,612	5,500	123,674	10,323	36,840	176,327	2,284
City Normal School, Lima, Ohio.	0	0	0	0	0	63,975	2,500	47,764	2,097	10,623	63,883	392
Zanesville Normal School, Ohio.	2,000	0	0	0	0	37,406	3,000	16,010	4,043	9,495	26,148	0
Philadelphia Normal School, Pa.												
Baxter Teachers Training School, Pittsburgh, Pa.												
Richmond Normal School, Richmond, Va.												

1 For colored persons; 2 Estimated; 3 Figures for 1921-22; 4 Included in column 7; 5 Included in column 9; 6 Included in column 4



TABLE 34.—Private normal schools—Length of sessions, entrance requirements, graduates, etc., 1923-24

Location	Institution	Weeks in year		Years in teachers training courses	Graduates from teachers' training courses		Total hours of practice required in teachers' courses	Enrollment in model and practice schools maintained by the institution
		3	4		Men	Women		
I. Kindergarten training schools								
Los Angeles, Calif	Miss Fulmer's School ¹	36	3	2	0	6	420	62
Pasadena, Calif	Broadoaks School	36	6	2-3	0	59	544	140
Bridport, Conn	Connecticut-Froebel Normal Training School	34	0	2	0	25	467	120
Do	Fannie A. Smith Froebel Kindergarten Training School	34	0	2	0	33	450	150
Hartford, Conn	Culver-Smith Kindergarten Training School	34	0	2	0	25	300	150
Washington, D. C.	Columbia Kindergarten Training School	32	0	2	0	12	200	85
Chicago, Ill	Chicago Teachers College	36	0	2-3	0	52	270	190
Do	Pestalozzi-Froebel Kindergarten Training School	36	6	2	0	80	216	145
Baltimore, Md	Affordby Kindergarten-Primary Normal School	36	0	2	0	8	300	18
Boston, Mass	Miss Neil's Kindergarten-Primary Training School ¹	36		2	0	13	320	(²)
Do	Perry Kindergarten Normal School	34	0	2	0	40	195	(²)
Do	Wheelock Kindergarten Training School ¹	35	0	2	0	101	200	95
Cambridge, Mass	Lesley Normal School	32	0	2-3	0	124	100	120
Minneapolis, Minn	Miss Wood's Kindergarten and Primary Training School	36	0	2	0	85	360	193
St. Louis, Mo	Wilson Kindergarten-Primary Institute	34	0	2	0	0	60	125
New York, N. Y.	Ethical Culture School	35	0	3	0	16	765	(²)
Do	Froebel League Training School	35	0	2	0	26	584	630
Do	Harratte M. Mills Kindergarten Training School	36	0	2-3	0	55	420	(²)
Do	Jenny Hunter Kindergarten Training School	38	0	2-3	0	43	80	125
Do	Montessori Training School of Child Education Foundation	33	0	2	0	14	480	
Cincinnati, Ohio	Cincinnati Kindergarten Association Training School	36	0	2	0	36	150	(²)
Do	Cincinnati Missionary Training School	34	0	2	0	13	480	180
Cleveland, Ohio	Cleveland Kindergarten Training School	36	0	2	0	64	492	143
Oberlin, Ohio	Oberlin Kindergarten Normal Training School	36	0	2	0	55	240	168
Harrisburg, Pa	Froebel Kindergarten Training School	36	0	2	0	6	500	152
Philadelphia, Pa	Miss Illman's School for Kindergartners	36	0	2	0	62	270	120
Dallas, Tex	Kindergarten Training School	36	0	2	0	40	540	150
II. Physical training schools								
New Haven, Conn	New Haven Normal School of Gymnastics	34	6	2-3	6	92	150	(²)
Washington, D. C.	Marjorie Webster School of Expression and Physical Education	41	6	2	0	20	15	15
Chicago, Ill	American College of Physical Education	36	6	2	18	41	108	(²)
Do	Chicago Normal School of Physical Education	36	6	2	0	125	40	(²)
Do	Columbia Normal School of Physical Education	36	6	2	1	36	40	(²)
Indianapolis, Ind	Normal College of the American Gymnastic Union	36	5	2-3	18	44	144	144
Boston, Mass	Boston School of Physical Education	36	0	2	0	55	36	(²)
Do	Posse Nissen Normal School of Gymnastics	30	0	3	0	67	60	(²)
Cambridge, Mass	Surgent School for Physical Education	30	0	3	0	126	120	(²)
Newark, N. J.	Newark Normal School of Physical Education and Hygiene	36	0	2	18	13	120	150
Ithaca, N. Y.	Ithaca School of Physical Education	31	0	3	9	23	34	(²)
New York, N. Y.	Chalf Russian Normal School of Dancing	38	8	2	0	18	370	
Do	Savage School for Physical Education	32	0	3	39	122	30	(²)
III. Schools for general training								
Tuskegee, Ala	Tuskegee Normal and Industrial Institute ³	36	12	4	0	25	100	315
Denver, Colo	Denver Normal School	28			2	8		
Rexburg, Idaho	Ricks Normal College	36	9	1-2	16	9	90	80

¹ Figures for 1921-22.² Public schools also used.³ Public schools only.⁴ No requirement for entrance to teachers' training course.⁵ For colored persons.

TABLE 34—Private normal schools—Length of sessions, entrance requirements, graduates, etc., 1923-24—Continued

Location	Institution	Weeks in year		Years in teachers training courses	Graduates from teachers' training courses		Total hours of practice required in teachers' courses	Enrollment in normal and high schools made by the institution
		1923	1924		Men	Women		
1	2	3	4	5	6	7	8	9
<i>III. Schools for general training—Continued</i>								
Oak Park, Ill.	Concordia Teachers College	40	0	2	30	0	120	72
Angola, Ind.	Tri-State College	36	10	2	10	43	60	119
Waverly, Iowa	Wartburg Normal College	36	0	3	0	7	18	(?)
Ammendale, Md.	Ammendale Normal Institute ¹	33	11	2	4	0	60	9
Madison, Minn.	Lutheran Normal School	36	0	1	4	21	120	24
New Ulm, Minn.	Dr. Martin Luther College	38	0	2	1	9	99	30
Seward, Nebr.	The Lutheran Seminary	36	0	2	15	1	72	45
Trenton, N. J.	Rider College	50	0	2	4	22	125	
Asheville, N. C.	Asheville Normal School	36	6	3	0	68	90	145
Raleigh, N. C.	St. Augustine's School ^{2, 6}	36	0	2	0	8	135	94
Dayton, Ohio	Normal School of the Precious Blood	36	6	2	0	6	54	45
Mount Angel, Oreg.	Mount Angel Normal School	39	12	2	0	9	300	372
Oswego, Oreg.	Maryhurst Normal School	38	0	2	0	6	180	135
Philadelphia, Pa.	Gratz College	40	0	4	6	6	193	(?)
Charleston, S. C.	Avery Normal Institute ⁵	32	0	2	0	16	240	127
Canton, S. Dak.	Lutheran Normal School	36	0	1-2	0	20	80	(?)
Sioux Falls, S. Dak.	Augustana College and Normal School	36	0	1-2	2	32	150	25
Martin, Tenn.	Hall-Moody Normal School	36	12	2	5	9		65
Memphis, Tenn.	Le Moynes Normal Institute ^{5, 7}	32	0	4	0	12	160	100
Morristown, Tenn.	Morristown Normal and Industrial College ⁵	36	0	2	0	2	180	325
St. George, Utah	Dixie Normal College	34	0	2	8	9	100	300
Hampton, Va.	Hampton Normal and Agricultural Institute ¹	36	12	2-4	4	3	300	395
Seattle, Wash.	Holy Names Academy and Normal School	36	6	2	0	30	170	294
Spokane, Wash.	do	36	0	2	0	25	270	92

¹ Figures for 1921-22.
² Public schools also used.
³ Public schools only.
⁴ For colored persons.
⁵ Two years' high-school training required for entrance.
⁷ Completion of eighth grade required for entrance to teachers' training course.

TABLE 35.—Private normal schools—Instructors, 1923-24

Institution (for location see Table 34)	In all courses, excluding duplicates		In normal courses					
			Regular session		Summer session		Total, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
<i>I. Kindergarten training schools</i>								
Miss Fulmer's School	0	5	0	5	0	0	0	5
Broadoaks School	0	8	0	8	0	0	0	8
Connecticut-Froebel Normal Training School	2	4	2	4	0	0	2	4
Fannie A. Smith Froebel Kindergarten Training School	0	7	0	7	0	0	0	7
Culver-Smith Kindergarten Training School	1	4	0	2	0	0	0	4
Columbia Kindergarten Training School	0	5	0	5	0	0	0	5
Chicago Teachers College	4	11	4	11	0	0	4	11
Pestalozzi-Froebel Kindergarten Training School	5	10	1	5	1	3	1	9
A. J. Fordby Kindergarten-Primary Normal School	2	4	2	4	0	0	2	4

TABLE 35.—Private normal schools—Instructors, 1923-24—Continued

Institution (for location see Table 34)	In all courses, excluding duplicates		In normal courses					
			Regular session		Summer session		Total, excluding duplicates	
	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9
I. Kindergarten training schools								
Miss Neil's Kindergarten-Primary Training School	1	11	1	11			1	11
Perry Kindergarten Normal School	1	13	1	1	0	0	1	1
Wheelock Kindergarten Training School	0	15	0	15	0	0	0	15
Lesley Normal School	4	30	4	30	0	0	4	30
Miss Wood's Kindergarten and Primary Training School	1	15	0	9	0	0	0	9
Wilson Kindergarten-Primary Institute	0	1	0	1	0	0	0	1
Ethical Culture School	21	58	5	13	0	0	5	13
Froebel League Training School	3	14	3	14	0	0	3	14
Harriette M. Mills Kindergarten Training School	2	9	2	9	0	0	2	9
Jenny Hunter Kindergarten Training School	0	8	0	6	0	0	0	6
Montessori Training School of Child Education Foundation	0	12	0	12	0	0	0	12
Cincinnati Kindergarten Association Training School	4	12	4	12	0	0	4	12
Cincinnati Missionary Training School	6	7	2	3	0	0	2	3
Cleveland Kindergarten Training School	0	10	0	10	0	0	0	10
Oberlin Kindergarten Normal Training School	6	18	0	10	0	0	0	10
Froebel Kindergarten Training School	0	2	0	2	0	0	0	2
Miss Il'nan's School for Kindergartners	1	11	0	2	0	0	0	2
Kindergarten Training School	0	3	0	3	0	0	0	3
II. Physical training schools								
New Haven Normal School of Gymnastics	10	9	4	8	4	2	4	3
Marjorie Webster School of Expression and Physical Education	3	9	3	9			3	9
American College of Physical Education	10	4	10	4	8	4	10	4
Chicago Normal School of Physical Education	7	12	6	9	3	7	7	12
Columbia Normal School of Physical Education	10	19	4	11	3	8	5	12
Normal College of the American Gymnastic Union	11	2	11	2	11	2	11	2
Boston School of Physical Education	0	18	0	18	0	0	0	18
Posse Nissen Normal School of Gymnastics	4	7	2	7	2	0	2	7
Sargent School for Physical Education	13	56	13	56	0	0	13	56
Newark Normal School of Physical Education and Hygiene	11	5	3	3	0	0	3	3
Ithaca School of Physical Education	4	2	4	2	0	0	4	2
Chalf Russian Normal School of Dancing	3	2	3	2	3	2	3	2
Savage School for Physical Education	25	10	20	7	0	0	20	7
III. Schools for general training								
Tuskegee Normal and Industrial Institute ¹	137	123	5	3	10	16	10	16
Denver Normal School	1	2	1	2	0	0	1	2
Ricks Normal School	16	6	6	1	4	2	6	3
Concordia Teachers College	18	0	6	0	0	0	6	0
Tri-State College	8	9	4	7	6	8	6	8
Wartburg Normal College	12	8	2	3	0	0	2	3
Ammendale Normal Institute	8	0	8	0			8	0
Lutheran Normal School	4	4	4	4	0	0	4	4
Dr. Martin Luther College	12	0	8	0	0	0	8	0
The Lutheran Seminary	11	1	11	1	0	0	11	1
Asheville Normal School	33	34	5	22	33	24	33	34
St. Augustine's School ¹	10	17	0	5	0	0	0	5
Normal School of the Precious Blood	1	12	1	7	1	8	1	12
Mount Angel Normal School	2	23	2	14	0	14	2	16
Marylhurst Normal School	1	16	0	7	1	11	1	16
Gratz College	6	0	6	0	0	0	6	0
Avery Normal Institute ¹	2	11	1	3	0	0	1	3
Lutheran Normal School	5	12	4	10	0	0	4	10
Augustana College and Normal School	13	11	2	2	0	0	2	2
Hall-Moody Normal School	9	4	3	1	3	1	4	1
Le Moyne Normal Institute ¹	4	18	4	18	0	0	4	18
Morristown Normal and Industrial College ¹	14	18	5	7	0	0	5	7
Dixie Normal College	13	11	6	1	0	0	6	1
Hampton Normal and Agricultural Institute ¹	76	66	11	3	24	32	23	31
Holy Names Academy and Normal School, Seattle	0	29	0	5	0	3	0	5
Holy Names Academy and Normal School, Spokane	0	24	0	9	0	0	0	9

¹ A number of part-time teachers also are employed.² Estimated.³ For colored persons.

TABLE 36.—Private normal schools—Students, 1923-24

Institution (for location see Table 34)	Total resident students in all courses, excluding duplicates		Resident students in normal courses						Nonresident students in extension and correspondence courses	Attendance weeks of resident students	
	Men	Women	Regular session		Summer session		Total, excluding duplicates			Teachers' training courses	Other courses
			Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12
<i>I. Kindergarten training schools</i>											
Miss Fulmer's School	0	70	0	41	0	30	0	70			
Broadoaks School	0	81	0	81	0	0	0	81			
Connecticut-Froebel Normal Training School	0	43	0	43	0	0	0	43			
Fannie A. Smith Froebel Kindergarten Training School	0	65	0	65	0	0	0	65			
Culver-Smith Kindergarten Training School	0	45	0	44	0	0	0	44			
Columbia Kindergarten Training School	0	20	0	20	0	0	0	20		640	
Chicago Teachers College	0	88	0	88	0	0	0	88	20	3,168	
Pestalozzi-Froebel Kindergarten Training School	0	214	0	161	0	61	0	214		5,430	
Affordby Kindergarten-Primary Normal School	0	22	0	22	0	0	0	22		720	
Miss Neil's Kindergarten-Primary Training School	0	36	0	36	0	0	0	36			
Perry Kindergarten Normal School	0	83	0	83	0	0	0	83		2,805	
Wheelock Kindergarten Training School	0	238	0	238	0	0	0	238			
Lesley Normal School	0	325	0	325	0	0	0	325			
Miss Wood's Kindergarten and Primary Training School	0	180	0	180	0	0	0	180			
Wilson Kindergarten-Primary Institute	0	5	0	5	0	0	0	5			
Ethical Culture School	319	496	0	66	0	0	0	66			
Froebel League Training School	0	49	0	49	0	0	0	49			
Harriette M. Mills Kindergarten Training School	0	180	0	180	0	0	0	180			
Jenny Hunter Kindergarten Training School	0	90	0	90	0	0	0	90		13,384	
Montessori Training School of Child Education Foundation	0	33	0	33	0	0	0	33		1,900	
Cincinnati Kindergarten Association Training School	0	80	0	76	0	0	0	76		2,718	
Cincinnati Missionary Training School	0	74	0	23	0	0	0	23		782	1,440
Cleveland Kindergarten Training School	0	126	0	126	0	0	0	126			
Oberlin Kindergarten Normal Training School	0	161	0	161	0	0	0	161		5,473	
Froebel Kindergarten Training School	0	15	0	15	0	0	0	15			
Miss Illman's School for Kindergartners	0	127	0	127	0	0	0	127		4,536	
Kindergarten Training School	0	42	0	42	0	0	0	42		1,512	
<i>II. Physical training schools</i>											
New Haven Normal School of Gymnastics	21	211	21	205	3	10	21	211		7,444	
Marjorie Webster School of Expression and Physical Education	0	125	0	50	0	0	0	50	0		
American College of Physical Education	71	106	50	75	40	59	70	106		5,094	
Chicago Normal School of Physical Education	0	286	0	256	0	60	0	286		9,396	
Columbia Normal School of Physical Education	8	201	2	111	1	73	3	176		2,921	
Normal College of the American Gymnastic Union	42	89	42	89	18	41	42	89		4,716	
Boston School of Physical Education	0	152	0	152	0	0	0	152		3,320	
Posse Nissen Normal School of Gymnastics	3	211	0	201	0	4	0	201			
Sargent School for Physical Education	0	550	0	550	0	0	0	550			
Newark Normal School of Physical Education and Hygiene	50	54	50	54	0	0	50	54	9	3,744	
Ithaca School of Physical Education	30	53	30	53	0	0	30	53			
Chalf Russian Normal School of Dancing	7	79	1	10	0	0	1	10			
Savage School for Physical Education	76	236	76	236	0	0	76	236	0	9,984	

1 Estimated.

TABLE 36—Private normal schools—Students, 1923-24—Continued

Institution (for location see Table 34)	Total resident students in all courses, excluding duplicates		Resident students in normal courses						Nonresident students in extension and correspondence courses	Attendance weeks of resident students	
	Men	Women	Regular session		Summer session		Total, excluding duplicates			Teachers' training courses	Other courses
			Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12
III. Schools for general training											
Tuskegee Normal and Industrial Institute ¹	1,112	1,212	0	45	45	370	45	415			
Denver Normal School	20	75	20	75	0	0	20	75			
Ricks Normal School	255	243	50	52	75	88	125	140	22	4,311	8,244
Concordia Teachers College	316	0	75	0	0	0	75	0		3,000	
Tri-State College	65	242	20	60	45	182	65	242	77		
Wartburg Normal College	98	97	2	16	0	0	2	16	0	648	5,991
Ammendale Normal Institute	34	0	16	0	0	0	16	0			
Luther Normal School	38	58	38	58	0	0	38	58		2,670	
Dr. Martin Luther College	112	81	3	17	0	0	3	17			
The Lutheran Seminary	108	30	32	6	0	0	32	6		7,128	
Asheville Normal School	50	1,638	0	340	501	438	50	1,638		21,168	
St. Augustine's School ²	145	239	4	12	0	0	4	12			
Normal School of the Precious Blood	0	135	0	39	0	96	0	135	37	1,385	
Mount Angel Normal School	0	211	0	52	0	49	0	101	0		
Marylhurst Normal School	0	157	0	24	0	135	0	157	31	1,596	
Oratz College	51	20	51	29	0	0	51	20	31		
Avery Normal Institute ²	108	165	0	22	0	0	0	22		704	
Lutheran Normal School	78	176	35	112	0	0	35	112	2	4,860	2,604
Augustana College and Normal School	108	213	3	99	0	0	3	99		3,412	7,560
Hall-Moody Normal School	127	150	26	28	11	107	31	120			
Le Moyne Normal Institute ²	98	252	08	252	0	0	98	252			
Morristown Normal and Industrial College ²	158	230	36	76	0	0	36	76			
Dixie Normal College	141	161	12	15	0	0	12	15			
Hampton Normal and Agricultural Institute ²	715	1,040	38	37	135	719	173	756	79		
Holy Names Academy and Normal School, Seattle	0	493	0	64	0	35	0	99			
Holy Names Academy and Normal School, Spokane	0	242	0	42	0	0	0	42	0	1,425	7,200

¹ For colored persons.

TABLE 37.—Private normal schools—Property, receipts, and expenditures, 1923-24

Institution (for location, see Table 34)	Property				Receipts				Expenditures					
	Bound volumes in the library	Value of library, apparatus, machinery, furniture	Value of grounds, buildings, and equipment	Student fees	Private benefactions for—		All other sources	Administration and instruction		Other current expenditures	Total current expenditures	Outlays and payment of debt		
					Increase of plant and endowment	Current expenditures		Salary of principal instructors	Other expenditures					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<i>I. Kindergarten training schools</i>														
Miss Fulmer's School.....	800	\$1,500	\$22,800	\$14,900					\$7,200	\$7,834	\$2,500	\$5,988	\$15,000	
Broad Oaks School.....			5,700	18,131	\$14,756								23,532	
Connecticut-Froebel Normal Training School.....														
Fannie A. Smith Froebel Kindergarten Training School.....	1,500	3,500	50,000	25,065					0	9,805	1,600	7,222	18,627	
Culver-Smith Kindergarten Training School.....	500	7,200		7,200										
Columbia Kindergarten Training School.....	2,421	8,500	5,000	1,200	1,320		\$1,345		1,315	1,800	0	1,300	4,615	
Chicago Teachers College.....	1,000			28,331	20,017								48,197	\$2,000
Pestalozzi-Froebel Kindergarten Training School.....	825	4,500	35,000	28,990	11,414				2,700	14,921	3,710	15,349	36,680	9,000
Affordby Kindergarten-Primary Normal School.....	450	600		2,550										
Miss Nell's Kindergarten-Primary Training School.....	500													
Perry Kindergarten Normal School.....	1,000	2,000	80,500	11,415				460	2,104	1,498	3,965	2,620	10,213	293
Wheeler Kindergarten Training School.....	600	1,500		30,000	29,000				0	16,509	9,571	22,892	48,972	2,365
Miss Wood's Kindergarten and Primary Training School.....	665	1,000		28,346				281	5,700	16,772	3,885	2,191	28,548	
Ethical Culture School.....	11,171	46,757	81,800	9,250					4,000					
Froebel League Training School.....	800	6,700		17,000					(1)	15,000	900	5,000	21,500	
Jenny Hunter Kindergarten Training School.....														
Montessori Training School of Child Education Foundation.....	300	1,910		7,050	5,400			300	3,600		1,788	5,356		
Cincinnati Kindergarten Association Training School.....			17,000	5,680	32		10,140			11,960	1,230	2,577	15,767	

(For footnotes see page 60)

	6,000	3,900	\$ 215,000	10,915	5,875	9,076	615	3,600	4,700	1,550	9,965	19,815	
Cincinnati Missionary Training School	6,000	3,900	37,500	10,915	5,875			3,600	4,700	1,550	9,965	19,815	
Cleveland Kindergarten Training School	6,900	2,000	130,000	32,089	4,711			3,300	17,857	5,422	62,090	87,969	
Oberlin Kindergarten Normal Training School	0	4,000	22,000	3,410	12,257	\$271		2,200	1,000	0	354	2,304	
Froebel Kindergarten Training School	100	4,000	22,000	16,938	12,257		204	3,000	3,424	1,619	2,341	10,384	
Miss Illman's School for Kindergartners	500							2,000	2,500	0	0	4,500	
Kindergarten Training School													
II. Physical training schools													
New Haven Normal School of Gymnastics	1,600	46,500	290,000	57,600	86,400		20,300	7,500	19,300	6,900	114,000	147,700	
Marjorie Webster School of Expression and Physical Education	500	15,000											
American College of Physical Education	4,000	4,000					433	3,300	13,850	13,733	17,068	47,951	
Chicago Normal School of Physical Education	1,000	32,660	193,711	89,422	73,681		76,435	3,480	27,320	29,415	83,117	143,332	
Columbia Normal School of Physical Education	900	8,400					4,372	1,920	17,486	7,986	32,543	59,935	
Normal College of the American Gymnastic Union	1,400	13,945	4,950	16,782	38,797	311	6,000	4,800	9,550	3,800	40,664	58,814	
Boston School of Physical Education	396	1,000	80,000	56,422	38,797	1,000		3,000	19,261	3,563	7,837	33,691	
Pose Nissen Normal School of Gymnastics	200	900						4,350	9,488			13,838	
Newark Normal School of Physical Education and Hygiene	400	5,000	75,000	21,110	11,000			3,000	8,140	1,960	3,138	16,238	
Ithaca School of Physical Education	500	2,000						3,900	10,844	0	11,724	26,251	
Chalfi Russian Normal School of Dancing				8,500				5,000	25,605	12,738	16,260	59,603	
Savage School for Physical Education				67,637									
III. Schools for general training													
Tuskegee Normal and Industrial Institute	14,681	234,647	4,636,347	29,561	171,853	\$ 10 307,326	65,578	5,926	182,270	72,742	237,359	498,297	
Denver Normal School	500	17,500	150,000	8,619	32,400			3,000	28,064	3,123	8,237	42,424	
Ricks Normal School	3,300	100,000	1,500,000				802	7,000	42,100	2,000	23,000	74,100	
Concordia Teachers College	5,000	22,000	61,000					2,000	26,590	3,240	21,549	53,379	
Wartburg Normal College	3,065	30,000	205,000	7,810	20,225		760	2,000	28,500	1,000	7,643	20,043	
Amundale Normal Institute	10,000	20,000	350,000				5,000	2,500	9,500	400	7,643	20,043	
Lutheran Normal School	3,500	5,100	147,800	4,264	2,287		2,812	2,400	25,600	400	21,000	49,000	
Dr. Martin Luther College	3,800	15,000	225,000	0	15,000			2,400	20,000	0	35,000	57,340	
The Lutheran Seminary	2,050	25,000	400,000					6,500	60,750	16,372	35,228	118,788	
Rider College	1,000	42,303	371,000	102,855	3,345	\$ 15 215	15,010	3,000	27,850	6,600	61,050	98,500	
Asheville Normal School	3,800	5,000	800,000					2,400	17,998	6,475	43,975	70,848	
St. Augustine's School	7,500	24,152	298,263	3,681	26,629		5,880	18 2 400				18,226	
Normal School of the Precious Blood	3,000	4,500	104,000					0	0	9,800	8,100	17,900	
Mount Angel Normal School	4,708	30,000	75,000	6,000	11,000		1,000	0	0	0	0	0	
Maryhurst Normal School	5,000	2,000	70,000					2,500	10,722	1,726	2,737	17,685	
Graft College	5,000	10,000	17,239,783	18,000	0		8,300	2,500	10,722	1,726	2,737	17,685	
Avery Normal Institute	2,100	3,000	25,000	5,004	0		8,032	1,655	8,800	0	0	12,933	
Lutheran Normal School	1,700	15,345	157,500	10,000	3,750		26,976	2,500	17,084	2,800	27,342	48,726	
Augustana College and Normal School	5,000	216,701	20,035	20,035	24,037		42,257	9,702	39,300	9,702	37,828	86,828	
Hall-Moody Normal School	3,000	20,159	132,569	13,309	3,316		9,857	3,000	13,166	1,785	11,485	29,436	

TABLE 37.—Private normal schools—Property, receipts, and expenditures, 1923-24—Continued

Institution (for location, see Table 34)	Property			Receipts				Expenditures				Outlays and pay-ment of debt		
	Bound vol-umes in the library	Value of library, appara-tus, ma-chinery, furniture	Value of grounds, buildings, and en-dowment	Student fees		Private benefactions for—		Administration and instruction		Other current ex-pen-ditures	Total current ex-pen-ditures			
				Tui-tion, etc.	Board, rooms, etc.	Increase of plant and endow-ment	Current ex-pen-ditures	Salary of prin-cipal in-struct-ors	Other ex-pen-ditures					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<i>III. Schools for general training</i>														
Le Moyne Normal Institute ¹	4,000	\$450	\$75,000	\$9,700	0	0	0	\$9,225	\$1,800	\$11,240	\$1,510	\$4,375	\$18,925	\$122,397
Morristown Normal and Industrial College ²	12,000	30,000	18,725,000	4,219	\$1,448	\$122,526	\$17,508	0	2,200	19,038	1,624	4,065	28,927	33,873
Dixie Normal College	58,385	50,000	200,000	5,311	0	2,000	19,32,235	735	2,750	20,521	1,276	9,328	33,873	1,146
Hampton Normal and Agricultural Institute ³		341,559	6,454,602	0	161,774	133,086	402,617		7,158	224,774	46,571	189,962	498,765	41,453
Holy Names Academy and Normal School, Seattle	6,510	79,000	533,500	29,200	24,500	6,000		21,130	0	0	2,600	64,600	67,200	1,700
Holy Names Academy and Normal School, Spokane	5,600	62,180	150,000										45,048	

¹ Figures for 1921-'22.² Prorated.³ Included in column 11.⁴ Endowment.⁵ Includes \$90,000 endowment fund.⁶ Only one-third charged to school.⁷ Colored.⁸ Includes \$2,824,415 endowment fund.⁹ Includes \$15,451 from Federal funds.¹⁰ Includes \$13,742 from State funds.¹¹ Includes \$5,000 endowment fund.¹² Includes \$15,000 endowment fund.¹³ Includes \$1,000 endowment fund.¹⁴ Includes \$15,142 from Federal funds.¹⁵ Includes \$53,674 endowment fund.¹⁶ Plus house.¹⁷ Includes \$155,687 endowment fund.¹⁸ Includes \$325,000 endowment fund.¹⁹ Includes \$3,235 from public funds.²⁰ Includes \$4,916,102 endowment fund.²¹ Includes \$1,200 from public funds.²² Includes \$33,500 endowment fund.

CHAPTER XXIV

STATISTICS OF PUBLIC HIGH SCHOOLS, 1923-24

CONTENTS.—Introduction—Enrollment—Military drill—Teachers—Size of high school—Graduates—
Type of high school—Survivals—Statistical tables

INTRODUCTION

The Bureau of Education has a record of 19,442 public high schools in the United States. Reports were received from 14,827 for the school year 1923-24, of which number 704 are classified as junior high schools, 1,316 as junior-senior high schools, and 181 as three-year senior high schools. In 1924, reports were received from 771 more schools than reported in 1922. There were 16,300 public high schools in 1918.

All two-year, three-year, and four-year junior high schools which are separately organized have been included in the statistics of junior high schools. The junior portions of junior-senior high schools have been included in the junior-senior statistics. All types of junior-senior high schools, whether organized on the 2-4, 4-2, 2-3, 3-2, 3-3, or 6-year undivided plan, are included in the statistics of junior-senior high schools. Only three-year high schools containing grades corresponding to the traditional 10, 11, and 12, when separately organized as senior high schools, have been included in the statistics of senior high schools. In tables showing enrollment in elementary grades, the sixth and seventh grades of those schools having only seven years in the elementary course are tabulated with the seventh and eighth grades of schools having eight years of elementary work.

ENROLLMENT

The total enrollment reported for 1924 is 2,538,381, which is an increase of 308,974 over that reported for 1922. The State departments of education report a total of 3,407,801 in public high schools in the various States, which indicates that State department reports are more complete than those of the Bureau of Education. The total number of colored students reported for 1924 is 51,745, an increase of 16,014, or 44.8 per cent over 1922. The greatest increase is in the number of colored girls enrolled, 46.2 per cent. The increase for all types of students reported is 13.9 per cent. The increases for the several years of high school are as follows: First year, 7.5 per cent; second year, 13.9 per cent; third year, 18.7 per cent; fourth year, 25.3 per cent. These figures indicate a healthy growth for the

public high school, and that the students already enrolled are staying in school longer.

Enrollments were taken by course of study, with instructions not to include single subjects of study, but subjects organized in groups. Academic courses were reported by 14,783 schools, with 2,318,363 students taking such courses; 3,742 schools have 430,975 in commercial courses; 3,860 schools have 160,140 in home economics courses; 2,089 schools have 155,167 in manual training courses; 2,604 schools have 56,469 in agriculture courses; 434 schools have 41,998 in industrial or trade courses, and 1,453 schools have 34,138 in teacher-training courses. The same data were gathered in 1918. The increase in number taking industrial and trade courses since 1918 is 153 per cent; in academic courses, 86 per cent; in manual training courses, 60 per cent; in home economics courses, 57 per cent; in commercial courses, 55 per cent; in agriculture courses, 46 per cent; and in teacher-training courses, 28 per cent. The greatest per cent of increase, therefore, is in industrial and trade courses, and the least in teacher-training courses.

MILITARY DRILL

In 1918, 1,276 public high schools were offering military drill to 112,683 boys. In 1920, there were 688 such schools, offering it to 98,831 boys; and in 1924, 300 schools offering military training to 53,964 boys. In 1914, only 82 schools offered military training, to 9,532 boys. These figures show the ability of the public high school to meet an emergency and then to direct attention elsewhere when the emergency passes.

TEACHERS

The number of public high-school teachers reported for 1924 is 133,395, or an increase of 35,741 over 1920. This is an increase of 40.6 per cent for men teachers, and 34.4 per cent for women. The number of students per teacher has increased from 20.5 in 1920 to 22.1 in 1922.

SIZE OF HIGH SCHOOL

No tabulation is presented showing size of high school by States. There are reported 5,110 schools with 50 students or less, and 9,150 with 100 or less. With from 101 to 200 students there are 2,618 schools; with 201 to 500, 1,728 schools; with 501 to 1,000, 717 schools; and with more than 1,000 students, 614 schools. There are 13 high schools with an enrollment of more than 5,000 each one having 8,410 students. The average size has increased from 140 students in 1920 to 199 in 1924.

GRADUATES

In 1918, 14.5 per cent of the public-high school pupils were enrolled in the fourth year of work, and 93.8 per cent of the senior class graduated. In 1924, 15.7 per cent of the pupils were in the fourth year of work, and 91.3 per cent of the senior class graduated. From the graduating class of 1917, 38.1 per cent of the boys went to college the following year, and from the 1923 class, 37.2 per cent went to college. From the 1917 class, 21.4 per cent of the girls went to college the year following graduation, and from the 1923 class, 25.9 per cent went to college. The per cent going to other institutions is about the same for each year: 9 per cent of the boys and 17 per cent of the girls were attending some other institution the year following graduation. In 1917, 42 per cent of the graduates attended some higher institution the year following graduation, and in 1923, 44.5 per cent attended some higher institution.

TYPE OF HIGH SCHOOL

There are 19 public high schools of the distinctively business and commercial type, and 139 of the vocational and technical type. Many of these schools are equipped with modern machinery, and use up-to-date methods of instruction in the various trades, vocations, and occupations.

SURVIVALS

No adjustments have been made for increase in population, deaths, immigration, retardation, or duplication, in obtaining the percentage in Table 2. The first year enrollments are taken as bases, and divided into the enrollments of the second, third, and fourth year of the high school for the first, second, and third year following the basic year.

TABLE 1.—Review of statistics of public high schools, 1890-1924 (excluding statistics of elementary grades in junior high schools)

Items	1890	1900	1910	1920	1924
Schools reporting	2,526	6,005	10,213	14,326	14,827
Per cent reporting (based on all secondary schools reporting)	60.8	75.2	85.2	87.3	87.5
Teachers:					
Men	3,597	10,172	18,890	24,396	48,359
Women	5,280	10,200	22,777	63,258	85,036
Total	19,120	20,372	41,667	87,654	133,395
Students:					
Boys	85,451	216,207	398,525	822,967	1,183,067
Girls	116,351	303,041	516,536	1,031,188	1,555,314
Total	202,963	519,251	915,061	1,857,155	2,738,381
Total population	62,622,250	75,967,687	91,972,296	105,710,620	112,078,611
Per cent of total population in public high schools	0.32	0.68	1.00	1.76	2.26
Per cent of all secondary students enrolled in public high schools	56.7	74.6	82.3	88.2	90.7
Per cent of all public and private secondary students enrolled in public high schools	68.1	82.4	88.6	91.0	92.1
Colored students included above:					
Boys	2,512	2,655	4,306	9,497	18,898
Girls	3,397	5,740	8,330	18,134	32,847
Total	15,983	8,395	12,636	27,631	51,745
Graduates:					
Boys	7,692	22,575	43,657	90,516	155,698
Girls	14,190	39,162	67,706	140,386	206,538
Total	21,882	61,737	111,363	230,902	362,236
Military drill:					
Schools offering				688	300
Students taking		10,155		98,831	55,964
Libraries:					
Schools reporting		4,899	8,069		14,004
Volumes	956,832	2,727,003	5,032,811		11,853,669
Average volumes to a school		557	561		846
Buildings and grounds:					
Schools reporting		4,742	8,481		14,045
Value	\$49,171,542	\$96,131,695	\$217,803,714		\$1,323,460,137
Average value		\$20,272	\$25,692		\$94,230
Scientific apparatus, furniture, etc.:					
Schools reporting	(*)	(*)	7,888		13,883
Value	(*)	(*)	\$13,435,789		\$120,927,154
Average value			\$1,703		\$8,710
Amount spent for new buildings, grounds, and improvements:					
Schools reporting			2,596		6,266
Amount			\$19,366,049		\$163,198,430
Teachers to a school	3.6	3.4	4.1	6.8	9.0
Students to a school	80.4	86.5	89.6	139.5	199.0
Students to a teacher	22.3	25.5	22.0	20.5	22.1
High schools for boys only			34	39	52
High schools for girls only			26	37	50

* Includes those not reported by sex.

† Includes 1,361 men and 5,069 women teaching in junior high schools.

‡ Includes 3,299 men and 11,697 women teaching in junior high schools.

§ Included in buildings and grounds.

|| Computation includes teachers in elementary grades in junior high schools.

¶ Computation includes pupils in elementary grades in junior high schools.

TABLE 2.—Distribution of pupils in the several grades of public high schools, 1908-1924 (excluding statistics of elementary grades in junior high schools.)

Items	1908	1909	1910	1911	1912	1913	1914	1915	1916	1918	1920	1922	1924
Pupils in first year.	353,274	364,138	392,505	421,335	461,288	464,625	497,110	543,026	590,110	654,835	712,420	869,100	934,192
Per cent of total number.....	43.3	43.3	42.9	42.8	41.7	41.0	40.8	40.8	40.5	39.8	40.1	39.1	38.9
Pupils in second year.	209,265	220,129	247,936	263,213	298,304	305,678	325,940	354,705	391,301	441,864	498,796	607,762	692,558
Per cent of total number.....	27.2	26.9	27.1	26.7	26.7	26.9	26.7	26.7	26.9	26.9	27.0	27.4	27.4
Pupils in third year.	137,526	149,955	163,176	176,940	201,311	211,352	226,999	245,380	288,762	309,208	345,684	426,933	506,296
Per cent of total number.....	17.8	17.8	17.8	18.0	18.2	18.6	18.6	18.5	18.5	18.8	18.8	19.2	20.0
Pupils in fourth year.	90,391	101,051	111,444	123,139	143,457	153,116	168,735	185,873	205,888	239,160	261,369	316,811	396,853
Per cent of total number.....	11.7	12.0	12.2	12.5	13.0	13.5	13.9	14.0	14.1	14.5	14.1	14.3	15.7
Four-year schools reporting.	.....	.....	6,421	6,732	7,686	7,839	8,275	8,440	8,906	10,638	11,090	11,323	12,021
Per cent of total number reporting.....	.....	.....	62.9	65.8	68.5	69.5	71.9	72.3	74.2	76.3	77.3	80.6	81.1
Teachers in four-year schools:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Men.....	.....	.....	14,556	16,004	18,756	19,589	21,619	23,487	25,749	25,283	29,837	37,187	42,860
Women.....	.....	.....	20,776	22,776	26,724	28,199	30,872	33,383	36,894	50,021	54,678	64,222	71,597
Total.	.....	.....	35,332	38,780	45,480	47,788	52,492	56,870	62,643	75,304	84,515	101,409	114,457
Pupils in four-year schools:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Boys.....	.....	.....	348,587	379,046	439,854	457,694	501,841	541,573	618,851	671,774	791,343	91,004,355	1,156,300
Girls.....	.....	.....	488,247	490,611	557,707	577,246	624,615	674,526	743,663	892,378	982,969	1,156,606	1,319,096
Total.	.....	.....	806,834	869,557	997,555	1,034,940	1,126,456	1,236,099	1,362,514	1,564,152	1,781,312	1,2,160,861	12,475,386
Per cent of number of secondary pupils in all high schools.	.....	.....	88.2	88.3	90.3	91.2	92.4	93.0	93.6	95.1	95.9	96.9	97.5
Survival percentages:	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
First year.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Second year.....	.....	67.9	68.1	67.1	71.0	66.3	70.1	71.4	72.1	71.0	71.4	75.4	75.4
Third year.....	.....	.....	49.0	48.6	51.3	50.2	49.2	52.8	54.1	52.4	52.9	57.5	58.3
Fourth year.....	.....	.....	.....	36.9	39.4	39.0	40.1	40.3	44.3	44.0	42.0	45.3	49.3

1 Includes 259 senior high schools having the last three years of the high-school course.
 2 Includes 91 senior high schools having the last three years of the high-school course.
 3 Includes 181 senior high schools having the last three years of the high-school course.
 4 Not including teachers of pupils in the third year of three-year junior high schools.
 5 Includes pupils in senior high schools and in the third year of junior high schools.
 6 The survival percentages for 1917 are, for second year, 70.6; third year, 53.2; fourth year, 44.8.
 7 The survival percentages for 1919 are, for second year, 63.4; for third year, 52.7; fourth year, 42.4.
 8 The survival percentages for 1921 are, for the second year, 74.6; third year, 55.3; fourth year, 39.6.
 9 The survival percentages for 1923 are, for the second year, 74.8; third year, 57.9; fourth year, 49.2.

TABLE 3.—White teachers in all types of public high schools, 1923-24

State	In regular high schools			In junior high schools			In junior-senior high schools			In senior high schools			Total white teachers
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States.....	36,813	58,081	94,894	3,248	11,595	14,843	5,524	10,658	16,182	2,026	3,752	5,778	131,697
Alabama.....	338	641	979	11	21	32	79	114	193				1,204
Arizona.....	122	205	327	13	29	42	48	98	146	7	15	22	537
Arkansas.....	288	329	617	15	79	94	118	227	345	14	38	52	1,108
California.....	2,215	3,513	5,728	304	967	1,271	1,541	337	491	234	306	630	8,120
Colorado.....	391	615	1,006	53	245	298	165	303	468	15	44	59	1,831
Connecticut.....	404	896	1,300	35	135	170	37	70	107	16	63	79	1,656
Delaware.....	81	123	204										217
District of Columbia.....	108	267	375	18	105	123		9	13				496
Florida.....	140	248	388	6	71	77	5	177	236	13	28	41	742
Georgia.....	434	666	1,100	74	159	233	27	25	52	76	20	96	1,481
Idaho.....	249	285	534	2	25	27	46	118	164	7	14	21	746
Illinois.....	2,992	4,777	7,769	48	171	219	39	94	133	25	68	93	8,214
Indiana.....	1,627	2,104	3,731	142	363	505	530	52	1,182	47	71	118	5,536
Iowa.....	1,260	2,255	3,515	64	313	377	273	40	913	70	181	260	5,065
Kansas.....	1,089	1,645	2,734	125	499	624	141	278	419	118	263	381	4,158
Kentucky.....	531	712	1,243	4	41	45			158				1,446
Louisiana.....	420	753	1,173	8	26	34	45	113					1,225
Maine.....	278	481	759	9	53	62	24	52	76	15	33	48	945
Maryland.....	391	487	878	37	253	290	4	10	14				1,182
Massachusetts.....	1,324	2,341	3,665	231	1,159	1,420	129	240	369	154	353	507	5,961
Michigan.....	1,133	1,756	2,889	230	603	833	448	886	1,334	143	268	411	5,467
Minnesota.....	919	1,704	2,623	77	304	381	244	717	961	52	107	159	4,124
Mississippi.....	274	407	681	0	16	16	81	187	268				965
Missouri.....	1,142	1,724	2,866	77	257	334	107	213	320	100	193	293	3,813
Montana.....	273	498	771	3	35	38	32	61	93	2	2	4	906
Nebraska.....	776	1,463	2,239	25	108	133	67	176	243	14	35	49	2,664
Nevada.....	34	53	87						12				116
New Hampshire.....	138	270	408	18	93	111	67	126	193	17	18	35	747
New Jersey.....	1,009	1,748	2,757	99	321	420	48	131	179	38	86	124	3,480
New Mexico.....	98	162	260	3	21	24	14	12	26				310
New York.....	3,302	5,932	9,234	322	1,283	1,605	320	829	1,140	41	61	102	12,090
North Carolina.....	595	1,017	1,612	6	29	35	36	127	163				1,810
North Dakota.....	431	495	926	9	33	42	48	90	138				1,106
Ohio.....	2,310	2,906	5,216	353	1,126	1,479	582	1,012	1,594	257	336	593	8,882
Oklahoma.....	674	928	1,602	56	163	219	284	501	785	69	146	215	2,821
Oregon.....	499	853	1,352	8	40	48	19	19	38	7	35	42	1,490
Pennsylvania.....	2,959	3,530	6,489	402	966	1,368	486	802	1,288	183	221	404	9,549
Rhode Island.....	159	339	498	1	2	3	3	6	9				510
South Carolina.....	249	425	674										674
South Dakota.....	432	615	1,047	6	35	41	29	51	80	5	14	19	1,187
Tennessee.....	469	718	1,187	21	91	112	33	58	91				1,390
Texas.....	1,189	1,946	3,135	90	345	435	6	9	15	62	195	257	3,842
Utah.....	136	105	241	47	136	183	103	84	187	57	115	172	783
Vermont.....	71	151	222	9	35	44	81	167	248				514
Virginia.....	478	988	1,466	41	255	296	30	69	99	38	70	108	1,999
Washington.....	883	1,329	2,212	7	23	30	73	179	252				2,494
West Virginia.....	391	568	959	53	172	225	152	227	379	46	67	113	1,676
Wisconsin.....	1,002	1,944	2,946	82	341	423	159	269	428	73	180	253	4,050
Wyoming.....	106	164	270	4	18	22	38	76	114				406
<i>Outlying possessions</i>													
Alaska.....	13	21	34				1	2	3				37
Canal Zone.....	4	13	17										17
Hawaii.....	27	70	97	4	10	14	2	5	7	3	12	15	133
Philippine Islands.....	368	196	564										564
Porto Rico.....	58	103	161										161

TABLE 4.—Colored teachers in all types of public high schools for colored, 1923-24

State	Schools for colored pupils only	In regular high schools			In junior high schools			In junior-senior high schools			In senior high schools			Total colored teachers
		Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States.....	271	546	644	1,190	51	102	153	137	193	330	14	11	25	1,698
Alabama.....	13	14	25	39	2	8	10	12	18	30				79
Arkansas.....	5	8	17	25				14	27	41				68
Delaware.....	1	6	4	10										10
District of Columbia.....	4	62	60	122	10	31	41							163
Florida.....	4	3	2	5	2	2	4	3	9	12				21
Georgia.....	13	16	18	34	5	16	21							55
Illinois.....	9	25	46	71										71
Indiana.....	4	9	4	13				4	6	10				23
Kansas.....	2				6	14	20				9	6	15	35
Kentucky.....	26	31	46	77				18	34	52				129
Louisiana.....	1	2	0	2										2
Maryland.....	11	40	43	83										83
Mississippi.....	11	12	13	25	3	4	7	2	5	7				39
Missouri.....	11	73	59	132				3	4	7				139
North Carolina.....	18	33	26	50		1	2							61
Ohio.....	1	2	3	5										5
Oklahoma.....	18	7	12	19				47	55	102				121
Pennsylvania.....	2				6	8	14							14
South Carolina.....	13	18	30	48										48
Tennessee.....	13	40	52	92	7	8	15							107
Texas.....	67	109	120	229	8	8	16				5	5	10	255
Virginia.....	11	30	59	80	1	2	3							92
West Virginia.....	13	6	5	11				34	35	69				80

TABLE 5.—White teachers in public high schools, classified according to population of district, 1923-24

State	In cities having population of 2,500 or more			In places having population of less than 2,500			Total		
	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women
1	2	3	4	5	6	7	8	9	10
Continental United States	3,082	27,162	50,069	11,474	20,449	28,017	14,556	47,611	84,086
Alabama	27	144	394	144	281	382	171	428	776
Arizona	16	119	253	26	71	94	42	190	347
Arkansas	38	155	371	166	280	302	204	435	673
California	154	2,257	4,229	172	650	984	326	2,907	5,213
Colorado	39	338	794	122	285	413	161	624	1,207
Connecticut	59	452	1,088	21	40	76	80	492	1,164
Delaware	4	43	77	16	42	55	20	85	132
District of Columbia	9	126	372				9	126	372
Florida	22	88	319	77	130	205	99	218	524
Georgia	50	332	505	198	279	365	248	611	870
Idaho	16	104	200	102	200	242	118	304	442
Illinois	167	1,922	3,551	628	1,182	1,559	795	3,104	5,110
Indiana	113	1,033	1,893	543	1,313	1,297	656	2,346	3,190
Iowa	89	586	1,511	654	1,090	1,878	743	1,678	3,398
Kansas	87	467	1,254	523	1,006	1,431	610	1,473	2,685
Kentucky	45	214	436	305		430	350	580	866
Louisiana	25	109	334	200		461	225	430	756
Maine	40	170	429	122	156	190	162	326	619
Maryland	26	274	513	100	158	237	126	432	750
Massachusetts	225	1,711	3,919	69	127	204	294	1,838	4,123
Michigan	115	1,248	2,528	390	706	985	505	1,954	3,513
Minnesota	74	619	1,757	374	673	1,075	148	1,292	2,872
Mississippi	19	51	213	190	304	397	209	355	610
Missouri	72	613	1,324	521	813	1,063	593	1,426	2,387
Montana	16	81	298	146	229	298	162	310	596
Nebraska	37	249	683	431	633	1,099	468	882	1,782
Nevada	2	8	16	18	38	54	20	46	70
New Hampshire	35	152	327	61	88	180	96	240	507
New Jersey	104	1,074	2,029	47	120	257	151	1,194	2,286
New Mexico	8	24	66	53	91	129	61	115	195
New York	217	3,346	6,564	484	639	1,541	701	3,985	8,105
North Carolina	40	178	513	283	461	660	323	637	1,173
North Dakota	9	54	120	327	434	498	336	488	618
Ohio	212	2,086	3,902	749	1,416	1,478	960	3,502	5,380
Oklahoma	52	403	913	378	680	825	430	1,083	1,738
Oregon	30	245	550	190	288	397	220	533	947
Pennsylvania	316	2,840	4,382	615	1,190	1,137	931	4,030	5,519
Rhode Island	19	160	341	3	3	6	22	163	347
South Carolina	21	78	172	111	173	253	132	249	425
South Dakota	13	78	187	249	394	528	262	472	715
Tennessee	38	207	502	180	316	365	218	593	867
Texas	103	649	1,693	389	698	802	492	1,347	2,495
Utah	18	172	310	26	171	130	44	343	440
Vermont	23	83	211	53	78	142	76	161	353
Virginia	39	217	671	310	370	711	349	587	1,382
Washington	45	532	920	220	431	611	265	963	1,531
West Virginia	43	287	574	138	355	460	181	642	1,094
Wisconsin	103	749	1,758	305	567	976	408	1,316	2,734
Wyoming	8	39	103	46	109	155	54	148	258
<i>Outlying possessions</i>									
Alaska	2	4	6	9	10	17	11	14	23
Canal zone	2	4	13				2	4	13
Hawaii	2	20	62	7	18	35	9	36	97
Philippine Islands	34	368	191				34	368	191
Porto Rico	11	58	103				11	58	103

TABLE 6.—Colored teachers in public high schools for colored, classified according to population of district, 1923-24

State	In cities having population of 2,500 or more			In places having population of less than 2,500			Total		
	Schools reporting	Men	Women	Schools reporting	Men	Women	Schools reporting	Men	Women
1	2	3	4	5	6	7	8	9	10
Continental United States	202	651	863	69	97	87	271	748	950
Alabama	11	24	46	2	4	5	13	28	51
Arkansas	5	22	44				5	22	44
Delaware	1	6	4				1	6	4
District of Columbia	4	72	91				4	72	91
Florida	4	8	13				4	8	13
Georgia	7	13	26	6	8	8	13	21	34
Illinois	9	25	46				9	25	46
Indiana	4	13	10				4	13	10
Kansas	2	15	20				2	15	20
Kentucky	21	43	78	5	6	2	26	49	80
Louisiana				1	2	0	1	2	0
Maryland	8	35	39	3	5	4	11	40	43
Mississippi	8	12	18	3	5	4	11	17	22
Missouri	11	76	63				11	76	63
North Carolina	7	19	15	11	15	12	18	34	27
Ohio	1	2	3				1	2	3
Oklahoma	13	48	55	5	6	12	18	54	67
Pennsylvania	2	6	8				2	6	8
South Carolina	13	18	30				13	18	30
Tennessee	12	45	60	1	2	0	13	47	60
Texas	42	94	111	25	28	22	67	122	133
Virginia	9	29	59	2	2	2	11	31	61
West Virginia	8	26	24	5	14	16	13	40	40

TABLE 7.—White and colored pupils enrolled in public high schools, 1923-24

State	Schools reporting	Seventh grade		Eighth grade		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Continental United States.....	14,827	104,382	104,959	99,129	103,557	449,411	484,781	322,332	370,226	231,677	274,609	176,226	220,627	3,421	5,071	1,386,578	1,563,830
Alabama.....	184	585	741	484	716	4,573	5,231	3,638	4,553	2,740	3,504	2,033	2,749	27	19	14,080	17,513
Arizona.....	42	412	428	326	337	1,504	1,497	1,107	1,166	826	922	646	711	9	23	4,830	5,084
Arkansas.....	209	1,704	1,885	1,504	1,673	3,682	4,162	2,701	3,171	1,919	2,391	1,403	1,730	55	33	12,968	15,045
California.....	326	6,312	5,923	6,245	6,121	25,899	25,542	19,002	20,142	13,278	14,635	9,706	11,225	653	731	81,105	84,319
Colorado.....	161	2,403	2,376	2,305	2,396	5,038	5,340	3,781	4,390	2,804	3,238	2,287	2,979	40	70	18,658	20,778
Connecticut.....	80	1,140	1,125	894	882	6,112	6,197	4,453	4,942	3,185	3,597	2,408	3,204	88	81	18,280	20,028
Delaware.....	21	40	40	28	21	1,041	1,112	622	657	380	479	248	327	1	5	2,260	2,641
District of Columbia.....	13	656	576	627	691	2,234	2,710	1,488	1,860	1,053	1,189	909	934			6,467	7,960
Florida.....	103	1,222	1,311	1,152	1,152	2,211	2,770	1,547	1,957	1,106	1,427	786	1,122	0	1	7,869	9,740
Georgia.....	261	1,787	1,887	1,517	1,717	4,177	5,123	3,850	4,581	2,633	3,591	2,071	2,754	70	112	16,405	19,765
Idaho.....	118	578	626	517	540	2,575	2,806	1,733	2,088	1,316	1,662	1,007	1,261	3	5	7,728	8,888
Illinois.....	804	1,143	1,152	1,082	1,206	32,748	33,459	23,347	25,172	15,750	16,544	12,238	13,734	213	473	86,821	91,710
Indiana.....	660	4,470	4,556	4,605	4,525	16,117	16,772	11,927	13,169	9,011	9,891	7,442	8,808	35	51	53,607	57,772
Iowa.....	743	2,848	2,975	2,758	2,907	12,678	14,121	10,191	12,192	8,025	10,064	6,697	8,866	65	116	43,262	51,241
Kansas.....	612	4,029	4,190	3,501	3,896	10,455	11,247	8,298	9,644	6,232	7,726	5,188	6,953	58	161	37,761	43,807
Kentucky.....	376	767	900	635	734	5,733	7,388	3,424	4,944	2,420	3,488	1,819	2,811	0	8	14,828	20,273
Louisiana.....	226	19	28	171	181	3,855	4,853	2,658	3,546	1,932	2,681	1,428	2,082	6	35	10,069	13,376
Maine.....	162	414	397	427	439	2,950	3,211	2,261	2,688	1,865	2,276	1,517	1,886	51	23	9,483	10,920
Maryland.....	137	1,995	1,928	1,288	1,243	4,276	4,970	2,945	3,735	1,836	2,657	1,485	2,126	1	0	13,886	16,661
Massachusetts.....	294	6,555	6,895	6,863	7,187	19,239	19,363	14,363	15,587	10,412	12,263	7,933	9,854	483	408	65,978	71,557
Michigan.....	505	5,830	5,760	5,706	5,874	16,901	18,067	12,330	13,944	8,797	10,668	7,010	8,560	117	137	56,683	63,830
Minnesota.....	448	3,524	3,457	3,367	3,497	11,290	11,045	8,412	11,542	6,239	8,316	4,832	7,166	53	382	37,773	48,420
Mississippi.....	220	795	811	649	784	2,296	2,794	1,747	2,289	1,296	1,773	955	1,264	7	10	7,745	9,735
Missouri.....	604	2,217	2,444	1,707	1,784	13,861	15,543	9,935	11,901	7,414	9,493	6,042	7,480	25	50	41,701	48,701
Montana.....	162	418	400	352	409	2,521	2,882	1,609	2,109	1,482	1,907	1,121	1,451	31	106	7,844	9,564
Nebraska.....	468	1,063	1,140	965	1,006	7,776	8,847	5,583	7,187	4,539	6,004	3,514	5,118	74	138	23,504	29,442
Nevada.....	20	56	43	60	49	207	220	163	191	117	165	117	149	17	9	6,953	7,777
New Hampshire.....	96	706	701	735	703	2,170	2,301	1,404	1,663	1,084	1,264	830	1,236	14	17	4,943	5,777
New Jersey.....	151	2,059	1,929	1,930	2,029	16,488	15,991	10,111	10,657	6,835	7,212	5,065	5,734	37	39	42,545	43,591
New Mexico.....	61	163	167	163	176	1,010	1,067	593	720	422	406	357	440	7	81	2,715	3,148

New York.....	701	12, 258	11, 213	10, 538	10, 111	54, 044	54, 068	35, 514	22, 258	23, 226	15, 159	371	560	149, 282	160, 065
North Carolina.....	341	221	262	648	735	6, 946	7, 898	5, 900	3, 319	4, 634	2, 403	44	41	18, 116	22, 004
North Dakota.....	336	382	411	373	404	2, 790	3, 697	1, 785	1, 523	2, 157	1, 141	7	9	8, 601	11, 317
Ohio.....	961	11, 558	11, 274	10, 991	11, 105	29, 625	30, 030	23, 376	15, 465	17, 122	11, 908	158	77	101, 340	107, 180
Oklahoma.....	448	3, 275	3, 477	3, 324	3, 886	8, 838	10, 346	8, 033	4, 602	5, 706	3, 569	62	101	30, 309	36, 222
Oregon.....	220	298	258	275	298	5, 940	5, 889	4, 339	3, 084	3, 290	2, 258	47	92	16, 011	16, 958
Pennsylvania.....	933	10, 181	10, 507	8, 869	9, 381	35, 108	37, 725	28, 514	17, 854	21, 427	13, 310	31	107	110, 201	124, 116
Rhode Island.....	22	36	48	29	25	2, 512	2, 451	1, 706	1, 992	1, 197	613	22	31	5, 910	6, 521
South Carolina.....	145	29	29	29	25	2, 291	3, 034	2, 384	1, 424	2, 146	984	0	121	6, 540	9, 398
South Dakota.....	262	257	284	262	261	3, 032	3, 839	3, 130	1, 700	2, 462	1, 456	14	41	8, 863	12, 115
Tennessee.....	231	946	1, 007	846	944	5, 533	6, 644	4, 698	2, 592	3, 630	1, 862	34	48	15, 431	19, 751
Texas.....	559	1, 222	1, 303	2, 195	2, 348	14, 480	16, 916	13, 387	944	10, 144	5, 960	10	25	42, 822	52, 107
Utah.....	44	847	833	1, 303	1, 332	2, 276	2, 284	2, 535	347	1, 773	1, 128	9	11	9, 511	10, 098
Vermont.....	76	604	638	544	576	1, 263	1, 347	1, 137	737	948	1, 776	0	29	4, 694	5, 451
Virginia.....	360	1, 191	1, 285	1, 753	1, 945	5, 904	7, 882	5, 748	3, 142	4, 588	2, 225	86	16	18, 522	25, 212
Washington.....	265	835	769	692	744	10, 108	10, 380	7, 786	5, 174	5, 916	4, 216	29	89	27, 820	30, 923
West Virginia.....	194	2, 010	2, 372	1, 723	1, 986	4, 465	5, 416	4, 313	2, 442	3, 234	1, 979	28	111	16, 101	20, 139
Wisconsin.....	408	1, 964	2, 020	2, 026	2, 277	11, 863	13, 228	11, 140	7, 546	8, 817	6, 027	178	152	39, 985	45, 153
Wyoming.....	54	289	333	318	321	1, 070	1, 200	958	536	658	7, 519	50	90	3, 415	4, 101
<i>Outlying possessions</i>															
Alaska.....	11				3	87	74	45	47	45	36	0	2	215	196
Canal Zone.....	2					67	66	28	15	35	12	4	9	126	171
Hawaii.....	9	80	56	55	41	666	529	397	320	255	201	18	4	1, 943	1, 483
Philippine Islands.....	34					7, 962	4, 489	4, 306	2, 847	1, 041	1, 760			16, 875	8, 283
Porto Rico.....	11					603	648	420	362	388	210			1, 617	1, 683

TABLE 8.—Colored pupils enrolled in all public high schools, 1923-24

State	Seventh grade		Eighth grade		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total		Number of schools for colored only
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Continental United States.....	2,850	3,687	2,103	3,020	8,705	14,075	5,295	9,111	2,983	5,675	1,983	3,908	22	48	23,851	39,554	271
Alabama.....	84	200	50	113	230	455	100	310	73	163	54	145	..	..	651	1,406	13
Arizona.....	0	1	2	0	26	21	4	13	3	4	6	5	..	..	41	44	..
Arkansas.....	124	195	95	186	102	168	30	95	39	81	38	71	..	..	428	795	5
California.....	101	149	77	123	253	268	133	169	85	116	70	83	..	..	704	908	..
Colorado.....	5	9	8	5	47	70	16	28	9	20	7	12	1	1	96	145	..
Connecticut.....	7	8	6	10	48	71	33	58	24	38	15	29	0	2	133	216	1
Delaware.....	178	192	171	166	346	429	320	494	188	289	119	197	..	..	88	151	4
District of Columbia.....	46	104	23	72	28	53	15	43	9	19	3	18	..	..	1,562	2,267	4
Florida.....	127	190	36	89	125	288	57	127	32	68	13	35	..	..	390	797	13
Georgia.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Idaho.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Illinois.....	17	10	11	11	652	973	373	522	231	280	120	221	5	9	1,409	2,026	9
Indiana.....	52	66	55	42	368	414	191	326	123	190	78	123	..	..	867	1,167	4
Iowa.....	51	62	27	32	65	78	32	51	26	30	14	23	..	..	215	276	..
Kansas.....	223	232	150	200	196	306	185	278	128	173	56	137	..	..	938	1,326	2
Kentucky.....	94	144	55	101	339	560	197	349	100	208	67	160	..	..	852	1,522	26
Louisiana.....	1	0	..	..	1	6	4	2	2	2	1	3	..	..	8	10	1
Maine.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Maryland.....	1	0	..	..	2	5	4	4	2	3	1	9	..	..	9	15	..
Massachusetts.....	56	40	62	59	314	535	304	372	110	200	78	177	2	5	706	1,374	11
Michigan.....	57	55	42	38	178	251	115	127	64	84	35	43	0	2	491	587	..
Minnesota.....	6	4	4	7	28	47	21	24	8	16	8	13	..	..	75	111	..
Mississippi.....	27	46	25	46	79	182	60	130	26	52	8	36	0	5	225	497	11
Missouri.....	11	13	14	10	455	735	316	507	187	317	153	274	1	18	1,137	1,876	11
Montana.....	1	0	2	2	1	2	3	3	2	2	1	1	..	..	7	9	..
Nebraska.....	6	6	9	10	61	96	20	35	17	26	10	19	2	1	125	183	..
Nevada.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
New Hampshire.....	2	1	..	0	0	0	1	2	0	2	0	1	..	..	0	3	..
New Jersey.....	13	19	15	67	361	467	167	321	132	192	72	134	1	0	791	1,230	7
New Mexico.....	14	6	4	3	..	..	..	..	..	..	..	..	..	..	11	12	..

New York	197	275	122	215	318	620	131	445	81	263	42	112	0	1	841	1,481	18
North Carolina	4	10	3	7	185	385	117	280	19	141	27	52			115	478	16
North Dakota															0	3	
Ohio	582	585	400	507	641	908	338	440	207	287	133	263			2,321	2,848	1
Oklahoma	242	337	212	313	283	372	136	284	80	184	92	164	4	1	999	1,655	14
Oregon	1	0			6	8	4	8	3	8	6	0			20	33	
Pennsylvania	282	318	196	254	740	1,082	350	585	206	359	143	303	1	2	1,897	2,911	2
Rhode Island					25	25	16	24	6	19	5	9			53	79	
South Carolina					162	391	115	260	50	133	13	59			340	492	13
South Dakota					5	2	3	2	0	1	3	2			11	7	
Tennessee	33	40	32	86	423	774	256	400	130	330	58	157			932	1,877	15
Texas	69	95	65	74	795	1,462	594	1,009	332	752	225	478			2,082	3,860	67
Utah					3	2	3	1	3	3	2	3			11	9	
Vermont	3	0	0	1	1	1	1	0	1	1	0	2			5	4	
Virginia	7	17	3	5	358	682	194	443	103	267	70	186			755	1,900	11
Washington					49	35	37	41	30	13	15	13		1	134	104	
West Virginia	137	210	86	129	103	187	64	143	55	83	55	107			500	859	13
Wisconsin	13	14	7	14	8	15	8	10	1	3	7	4			44	60	
Wyoming	4	1	1	2	8	0	2	2	1	1	-	1		17	7		

TABLE 9.—White pupils enrolled in regular high schools, by years, 1923-24

State	Schools reporting	First year		Second year		Third year		Fourth year		Postgraduate and special		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		3	4	5	6	7	8	9	10	11	12	13	14
Continental United States.....	12,416	350,961	374,844	259,436	296,561	180,317	222,973	183,099	178,468	2,786	4,277	945,629	1,077,123
Alabama.....	131	3,937	4,253	3,198	3,812	2,431	2,990	1,790	2,367	27	19	11,293	13,441
Arizona.....	28	1,039	1,034	783	769	614	674	468	502	4	9	2,928	2,968
Arkansas.....	162	2,267	2,584	1,746	2,009	1,143	1,448	755	923	2	2	5,911	6,966
California.....	254	20,259	19,594	15,349	16,279	10,900	12,041	7,830	9,033	517	581	54,845	57,528
Colorado.....	102	2,937	3,296	2,730	3,150	2,023	2,281	1,989	2,365	32	50	9,411	10,972
Connecticut.....	60	5,259	5,323	3,981	4,331	2,853	3,239	2,160	2,882	88	79	14,251	15,897
Delaware.....	19	992	1,046	474	595	348	415	215	273	1	5	2,030	2,334
District of Columbia.....	5	1,467	1,482	1,366	1,365	865	900	690	737			4,090	4,455
Florida.....	74	1,282	1,699	850	1,152	655	845	476	650			3,253	4,347
Georgia.....	227	3,691	4,416	2,856	4,002	2,239	3,309	1,536	2,522	70	112	10,412	14,361
Idaho.....	103	2,069	2,194	1,371	1,592	984	1,232	761	957	3	5	5,128	5,980
Illinois.....	798	30,920	31,990	22,337	23,953	15,069	15,704	11,781	13,055	208	464	80,315	84,476
Indiana.....	487	12,155	12,623	9,272	10,116	7,049	7,718	5,759	6,879	28	42	34,263	37,369
Iowa.....	619	9,795	10,838	7,676	9,204	6,054	7,681	4,979	6,729	45	107	28,549	34,549
Kansas.....	521	7,042	7,556	5,741	6,777	4,192	5,610	3,836	5,081	53	133	21,164	23,157
Kentucky.....	328	4,858	6,217	2,978	4,271	2,131	3,022	1,632	2,157	0	8	11,599	15,975
Louisiana.....	218	3,704	4,654	2,580	3,459	1,980	2,623	1,407	2,018	6	35	9,377	12,819
Maine.....	115	2,524	2,749	1,950	2,277	1,405	1,908	1,292	1,582	50	23	7,121	8,342
Maryland.....	116	3,293	3,393	2,771	3,451	1,713	2,337	1,399	1,931	1	0	9,177	10,902
Massachusetts.....	189	14,558	13,359	11,331	12,382	8,246	9,823	6,427	7,881	372	346	39,854	43,791
Michigan.....	359	10,379	11,512	7,955	9,071	5,619	6,820	4,563	5,519	99	96	28,613	33,048
Minnesota.....	385	7,713	9,793	6,068	8,441	4,940	6,264	3,430	5,386	44	261	22,115	26,145
Mississippi.....	173	1,706	1,967	1,308	1,603	1,069	1,351	756	982	7	5	4,829	5,998
Missouri.....	543	10,276	11,406	7,143	8,969	6,074	7,212	4,659	5,588	24	31	28,286	33,136
Montana.....	147	2,300	2,634	1,795	2,241	1,362	1,758	1,047	1,328	31	106	6,508	8,070
Nebraska.....	431	6,628	7,577	4,949	6,283	3,925	5,308	3,114	4,182	65	123	18,751	23,773
Nevada.....	17	158	164	118	147	96	128	80	122	17	9	476	590
New Hampshire.....	50	1,323	1,379	984	1,225	774	925	573	821	6	15	3,664	4,365
New Jersey.....	127	14,054	13,331	8,908	9,154	6,000	6,215	4,501	4,971	30	23	33,493	43,694
New Mexico.....	53	902	995	563	637	394	482	342	425	6	49	2,207	2,588

New York	606	44,160	43,948	31,424	31,338	20,810	21,229	14,295	14,223	346	5-0	111,032	111,388
North Carolina	316	6,212	6,908	4,072	5,198	3,082	4,178	2,205	3,150	15	41	15,886	19,435
North Dakota	311	2,468	3,257	1,604	2,431	1,348	1,934	1,004	1,703	7	9	6,431	9,334
Ohio	783	19,391	19,941	15,027	16,116	10,826	11,905	8,184	9,730	122	77	53,550	57,769
Oklahoma	343	5,502	6,601	3,829	4,820	2,852	3,389	2,152	2,846	49	83	14,384	17,939
Oregon	212	5,689	5,650	3,785	3,962	2,884	3,062	2,105	2,592	47	92	14,510	15,358
Pennsylvania	801	26,758	28,823	19,697	22,650	14,387	17,282	10,287	13,064	16	21	71,445	81,940
Rhode Island	20	2,468	2,409	1,671	1,768	1,978	1,167	607	937	21	20	5,745	6,310
South Carolina	132	2,129	2,643	1,726	2,285	1,374	2,013	971	1,454	0	121	6,200	8,516
South Dakota	248	2,721	3,331	1,984	2,878	1,507	2,264	1,329	1,923	14	41	7,625	10,637
Tennessee	202	4,839	5,543	3,203	4,025	2,337	3,140	1,704	2,503	32	48	12,115	15,259
Texas	468	11,745	13,400	8,853	10,695	6,823	8,449	4,994	6,005	10	25	32,445	39,174
Utah	20	11,941	973	823	947	617	561	414	485	3	6	2,788	3,993
Vermont	35	835	832	590	640	473	501	341	456	0	29	2,242	2,538
Virginia	315	4,418	5,064	3,290	4,343	2,520	3,708	1,772	3,031	3	6	11,973	16,752
Washington	244	9,239	9,550	6,279	7,203	4,775	5,464	3,892	4,842	29	88	24,214	27,147
West Virginia	117	3,222	3,862	2,339	2,856	1,690	2,195	1,370	1,831	25	85	8,646	10,820
Wisconsin	358	9,084	10,239	7,654	8,749	6,236	7,369	4,966	6,309	154	113	28,083	32,779
Wyoming	37	816	942	588	753	426	519	313	442	39	74	2,182	2,730
<i>Outlying possessions</i>													
Alaska	10	83	72	45	36	46	44	36	31	9	2	210	185
Canal Zone	2	67	66	28	47	15	35	12	14	4	9	126	171
Hawaii	5	611	480	414	311	256	201	299	177	18	4	1,508	1,143
Philippine Islands	34	7,962	4,489	4,306	2,186	2,847	1,041	1,759	577			16,874	8,263
Porto Rico	11	463	531	341	352	284	301	193	180			1,281	1,364

TABLE 10.—Colored pupils enrolled in regular high schools, by years, 1923-24

State	Schools reporting	First year		Second year		Third year		Fourth year		Postgraduate and special		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	11,376	6,943	11,345	4,357	7,679	2,435	4,726	1,574	3,144	30	48	15,329	26,916
Alabama.....	14	177	130	259	138	59	168	18	120			422	477
Arizona.....	5	19	3	12	4	2	4	6	5			30	39
Arkansas.....	11	3	1	3	4	4	4					8	17
California.....	78	151	114	150	114	66	104	52	71	5	0	388	513
Colorado.....	9	40	15	25	15	9	15	7	9	0	1	71	113
Connecticut.....	31	40	28	53	34	24	31	12	26	0	2	104	172
Delaware.....	11	18	31	41	20	40	40	19	40	0		88	151
District of Columbia.....	12	496	320	194	188	188	267	119	197			1,123	1,766
Florida.....	12	9	9	12	5	9	9					23	29
Georgia.....	111	75	175	97	42	32	68	13	35			162	375
Idaho.....	2	0	1	0	1	0	1	0	0			1	3
Illinois.....	117	641	371	520	371	230	279	119	217	5	9	1,366	1,940
Indiana.....	59	328	166	298	166	106	166	60	109			660	926
Iowa.....	35	43	24	30	24	17	22	12	17			96	128
Kansas.....	64	57	52	83	52	38	55	20	38			167	263
Kentucky.....	20	251	149	257	149	61	134	41	112			302	443
Louisiana.....	11	1	1	2	5	2	2	2	2			8	10
Maine.....	4	2	2	4	3	2	3		3			8	15
Maryland.....	11	314	204	372	204	110	290	78	177			706	1,374
Massachusetts.....	68	62	138	149	51	24	69	33	61	2	5	172	422
Michigan.....	85	151	209	106	94	55	67	30	37	0	2	380	421
Minnesota.....	13	20	40	19	16	7	15	8	12	0	0	51	86
Mississippi.....	18	59	142	107	41	26	43	6	25	0	5	132	322
Missouri.....	10	442	718	407	308	186	309	150	264	1	18	1,087	1,806
Montana.....	5	0	2	3	2	2	1	1	1			5	7
Nebraska.....	12	54	89	35	20	17	26	10	19	2	1	103	170
Nevada.....	2	0	0	0	0	0	1	0	0			0	3
New Hampshire.....	4	1	1	1	1	0	0	0	0			4	4
New Jersey.....	83	327	423	259	146	83	158	66	115			622	965
New Mexico.....	2	2	1	1	2	2	1	1	2			2	1

New York	121	235	473	149	423	76	251	41	102	0	1	501	1,250
North Carolina	117	182	383	147	280	49	144	27	52	0	1	405	859
North Dakota	2	0	0	0	2	0	0	0	0	0	0	0	3
Ohio	390	390	418	211	246	124	149	75	118	4	1	770	951
Oklahoma	49	49	75	24	53	17	41	18	26	0	0	112	196
Oregon	6	6	8	4	6	3	8	0	9	0	0	19	31
Pennsylvania	176	571	850	284	496	163	598	110	257	1	2	1,128	1,901
Rhode Island	12	25	25	16	24	6	19	5	9	0	0	53	79
South Carolina	113	162	391	115	260	50	133	13	59	0	0	440	862
South Dakota	7	5	2	3	2	0	1	3	2	0	0	11	7
Tennessee	111	403	727	247	439	120	316	56	146	0	0	826	1,648
Texas	65	734	1,361	562	955	302	690	211	433	0	0	1,809	3,439
Utah	1	1	1	1	0	0	1	0	1	0	0	0	1
Vermont	4	354	677	184	443	103	267	70	186	0	0	2	2
Virginia	10	1	1	1	1	1	1	1	1	0	0	721	1,573
Washington	25	48	35	37	38	30	13	15	13	0	1	130	100
West Virginia	4	19	26	4	21	13	18	11	19	0	0	47	84
Wisconsin	8	1	0	2	2	1	1	1	2	0	0	5	5
Wyoming	5	5	0	2	2	1	1	1	1	0	0	9	4
<i>Outlying possessions</i>													
Alaska	1	140	117	79	87	78	87	0	1	0	0	0	1
Porto Rico	11							39	30			336	321

* One for colored only.

* Two for colored only.

* Nine for colored only.

* For colored only.

* For colored only, 210.

TABLE 11.—White pupils enrolled in junior high schools, 1923-24

State	Schools reporting	Seventh grade		Eighth grade		Ninth grade		Tenth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	688	67,062	66,604	65,252	66,158	51,832	55,147	626	1,089	184,772	189,028
Alabama	9	90	108	94	122	70	106	17	17	271	353
Arizona	4	129	134	103	85	118	112	4	6	354	337
Arkansas	4	481	573	424	413	389	385			1,294	1,371
California	40	5,237	4,917	5,263	5,071	4,279	4,552			14,779	14,540
Colorado	12	1,348	1,333	1,311	1,314	1,032	877	7	8	3,698	3,532
Connecticut	10	875	860	670	675	592	585			2,137	2,120
District of Columbia	4	478	384	456	525	281	299			1,215	1,268
Florida	6	511	577	368	405	313	348			1,192	1,330
Georgia	9	1,544	1,593	1,368	1,491	275	322			3,187	3,406
Idaho	2	135	111	136	112	98	124			369	347
Illinois	15	892	892	889	950	800	871	1	3	2,672	2,722
Indiana	27	2,219	2,214	2,296	2,201	1,142	1,202			5,657	5,617
Iowa	20	1,345	1,415	1,508	1,484	1,145	1,294			3,998	4,193
Kansas	40	3,067	3,217	2,695	3,008	2,339	2,466			8,101	8,601
Kentucky	5	246	317	233	228	145	145	3	3	627	693
Louisiana	6	19	28	171	181	150	163	2	3	342	375
Maine	6	234	224	301	303	261	292			796	819
Maryland	9	1,947	1,887	1,263	1,200	630	1,091			3,840	4,178
Massachusetts	69	5,984	6,260	6,229	6,509	4,728	5,004			16,941	17,773
Michigan	33	3,179	3,131	3,219	3,349	3,325	3,663	22	28	9,745	10,171
Minnesota	14	1,442	1,659	1,622	1,733	429	1,847			4,493	5,219
Mississippi	1	141	159	120	134					261	293
Missouri	16	1,504	1,670	1,059	1,157	2,339	2,563			4,902	5,390
Montana	3	201	210	185	207	36	35			422	472
Nebraska	10	647	705	597	604	572	593			1,816	1,902
New Hampshire	19	282	307	391	361	473	533	19	35	1,165	1,236
New Jersey	14	1,714	1,589	1,634	1,685	1,692	1,753			5,040	5,027
New Mexico	4	116	116	110	114	50	70			276	306
New York	36	9,368	7,803	7,957	6,873	6,844	6,143			24,160	20,819
North Carolina	2	172	193	152	153	106	110			430	456
North Dakota	3	172	193	198	193	97	106	2	1	409	493
Ohio	56	6,656	6,628	6,776	6,697	4,802	4,876			18,234	18,201
Oklahoma	12	1,061	1,148	1,179	1,395	1,001	1,073	86	98	3,327	3,714
Oregon	5	267	240	197	234	96	93			560	567
Pennsylvania	48	7,107	7,288	5,936	6,271	4,495	4,619	117	169	17,655	18,347
Rhode Island	1	10	9	8	6	8	8	2	4	28	27
South Dakota	4	134	156	144	144	151	146			429	446
Tennessee	7	719	727	642	622	64	65	13	8	1,438	1,422
Texas	17	1,122	1,174	2,103	2,242	1,893	2,021	260	260	5,378	5,736
Utah	8	440	410	906	909	823	813	42	58	2,211	2,190
Vermont	7	210	225	212	218	24	30	17	25	463	498
Virginia	26	938	968	1,542	1,660	909	1,218			3,389	3,846
Washington	5	175	103	167	154	39	39			371	296
West Virginia	13	1,105	1,265	1,042	1,046	402	458			2,549	2,769
Wisconsin	22	1,290	1,418	1,254	1,577	1,263	2,014	8	279	3,812	5,288
Wyoming	5	109	126	132	137	22	14	7	15	270	292
<i>Outlying possession</i>											
Hawaii	2	48	82	88	29	42	87	22	8	140	106

TABLE 12.—Colored pupils enrolled in junior high schools, 1923-24

State	Schools reporting	Seventh grade		Eighth grade		Ninth grade		Tenth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	1 286	1,786	2,157	1,329	1,756	976	1,517	37	59	4,128	5,480
Alabama	13	38	80	23	42	27	74	6	15	94	211
Arizona	2			1	0	3	1			4	1
California	23	95	136	71	121	80	72			246	329
Colorado	4	6	5	7	4	6	4			19	13
Connecticut	5	5	6	5	8	7	10			17	24
District of Columbia	12	178	192	171	166	90	143			439	501
Florida	11	6	20	7	29	4	13	3	4	20	66
Georgia	12	127	190	36	89	50	113	15	30	228	422
Idaho	1			1	1					1	1
Illinois	5	14	9	8	10	10	8			32	27
Indiana	12	28	35	36	26	16	34			80	95
Iowa	11	39	42	19	20	15	9			73	71
Kansas	125	194	213	132	161	125	202			451	576
Massachusetts	28	50	34	56	55	28	35			134	124
Michigan	18	36	30	28	24	16	28			80	82
Minnesota	4	1	3	3	6	4	4			8	13
Mississippi	12	15	21	15	23	12	26	12	10	54	80
Montana	3	1	0	0	2	1	0			2	2
Nebraska	4	6	3	7	8	6	6			19	17
New Hampshire	2	1	0	1	0	0	1			2	1
New Jersey	10	40	43	38	60	25	34			103	137
New Mexico	2	4	6	4	3	1	2			9	11
New York	23	156	262	115	228	69	158			340	648
North Carolina	11	4	10	3	7	3	2			10	19
Ohio	46	443	442	317	373	195	270			955	1,085
Oregon	1	1	0							1	0
Pennsylvania	129	209	248	152	198	112	151			473	597
Texas	11	69	95	65	74	61	101			195	270
Utah	3					3	2	1	0	4	2
Vermont	2	1	0	0	1					1	1
Virginia	11	7	17	3	5	4	5			14	27
Washington	1	0	1							0	1
Wisconsin	8	10	14	5	11	3	9			18	24
Wyoming	1	2	0	0	1					2	1

1 Schools for colored only, 16.

2 For colored only.

3 Includes one school for colored only.

4 Includes two schools for colored only.

TABLE 13.—White pupils enrolled in junior-senior high schools, 1923-24

State	Schools reporting	Seventh grade in junior high schools		Eighth grade in junior high schools		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental United States.....	1,273	34,470	34,608	31,774	34,379	37,893	40,715	29,652	33,738	26,571	24,924	16,001	20,239	169	320	170,520	188,923
Alabama.....	31	411	433	340	481	336	417	353	414	236	321	189	247	5	14	1,865	2,313
Arizona.....	9	283	293	221	232	301	330	217	274	156	188	130	141			1,313	1,492
Arkansas.....	36	1,089	1,117	965	1,074	924	1,025	641	754	500	590	418	528			4,567	5,088
California.....	17	857	974	857	927	1,128	1,128	726	766	457	485	352	404	8	4	4,560	4,571
Colorado.....	44	1,047	1,033	966	1,067	1,022	1,107	733	876	562	706	419	567	7	19	4,776	5,377
Connecticut.....	8	258	257	218	197	213	178	145	135	110	93	74	90			1,018	940
Delaware.....	1	40	40	28	21	31	36	17	17	12	24	14	14			1,142	156
Florida.....	17	665	630	606	675	670	670	471	518	304	386	197	260			2,831	3,139
Georgia.....	9	116	104	113	137	80	97	58	87	50	57	41	25			2,464	507
Idaho.....	12	443	415	380	427	468	487	287	397	261	341	193	243			2,042	2,310
Illinois.....	10	234	250	182	239	286	285	226	240	184	228	158	186			1,270	1,428
Indiana.....	138	2,150	2,276	2,274	2,282	2,452	2,533	1,996	2,203	1,518	1,669	1,341	1,405			11,767	12,441
Iowa.....	96	1,452	1,498	1,223	1,391	1,673	1,911	1,388	1,663	1,106	1,408	973	1,245			7,832	9,183
Kansas.....	30	739	731	656	688	878	919	671	758	562	673	469	616			3,975	4,392
Kentucky.....	17	437	439	347	405	391	468	246	321	189	258	150	194			1,750	2,085
Maine.....	7	179	173	126	136	163	165	109	170	106	139	56	118			708	907
Maryland.....	1	48	41	35	45	39	41	30	32	13	30	8	18			163	207
Massachusetts.....	20	615	595	572	619	859	821	712	807	470	766	372	381			3,601	4,286
Michigan.....	101	2,594	2,574	2,447	2,187	3,019	3,541	2,414	2,664	1,732	2,073	1,362	1,724	1	8	13,576	15,050
Minnesota.....	45	2,076	2,780	1,741	1,757	2,126	2,338	1,769	2,306	1,161	1,520	894	1,324	9	107	9,776	11,170
Mississippi.....	35	627	606	504	614	511	647	479	466	261	370	148	246			2,430	2,947
Missouri.....	27	702	759	634	791	791	839	574	679	496	565	374	520	0	1	3,571	3,960
Montana.....	11	216	190	167	200	144	211	139	156	111	139	67	118			879	1,013
Nebraska.....	19	410	429	340	304	515	581	426	581	362	448	273	465			2,435	2,896
Nevada.....	3	56	43	60	49	52	34	45	44	21	36	27	27			261	333
New Hampshire.....	25	422	393	343	342	372	388	275	278	221	221	148	184			1,788	1,908
New Jersey.....	6	302	291	251	277	381	440	408	433	282	295	205	287			1,835	2,050
New Mexico.....	4	43	41	49	58	55	53	30	23	28	13	15	15			221	239
New York.....	56	2,721	3,135	2,469	3,043	2,732	3,537	2,725	3,073	1,959	1,908	509	728	0	0	12,267	14,805
North Carolina.....	5	45	49	463	575	443	535	2,265	3,422	3,008	1,312	171	242	5	0	1,684	2,183

North Dakota	210	218	175	211	357	351	179	253	175	223	137	248	17	0	1,101	1,487
Ohio	4,318	4,061	3,815	3,201	4,777	4,407	3,492	3,476	2,403	2,400	1,916	2,046	17	0	20,802	20,411
Oklahoma	1,972	1,762	1,333	2,178	2,102	2,300	1,547	1,636	947.6	1,132	695	9,930	5	10	9,169	10,169
Oregon	2	30	78	64	149	138	81	90	56	77	67	66			4,461	453
Pennsylvania	2,812	2,901	2,737	2,856	3,115	3,251	2,615	2,846	1,850	2,181	1,435	1,738			14,564	15,723
Rhode Island	1	26	21	19	11	9	17	22	8	11	1	5			84	105
South Dakota	9	123	118	117	155	160	81	171	92	115	71	104			640	795
Tennessee	9	194	172	236	207	262	146	175	125	160	100	120			946	1,193
Texas	2	31	27	32	27	33	20	23	18	24	26	23			149	1,169
Utah	12	407	397	423	509	496	428	428	303	367	175	261			2,219	2,398
Vermont	34	391	332	357	403	484	382	452	274	387	212	318			1,984	2,411
Virginia	6	246	208	280	219	318	208	231	167	212	100	143			1,146	1,484
Washington	16	660	532	590	781	762	440	342	368	439	309	378			3,101	3,376
West Virginia	47	768	525	811	738	909	558	703	378	508	322	441			3,362	4,297
Wisconsin	19	661	765	686	1,208	960	793	822	573	921	482	497			4,488	4,190
Wyoming	12	176	185	182	224	244	155	188	109	138	86	98			4,946	1,072
<i>Outlying possessions</i>																
Alaska	1		0	3	4	2	0	3	1	1	0	1			5	5
Hawaii	1		22	12	13	12	12	9	8	6					92	92

TABLE 14.—Colored pupils enrolled in junior-senior high schools, 1923-24

State	Schools reporting	Seventh grade in junior high schools		Eighth grade in junior high schools		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Continental United States.....	1 247	1,064	1,530	774	1,264	786	1,223	467	878	298	585	275	527	2	0	3,666	6,007
Alabama.....	16	46	120	27	71	26	51	16	36	14	25	6	15			135	318
Arizona.....	3	0	1	1	0	1	2	1	1	1	0					420	779
Arkansas.....	14	124	195	95	186	99	134	29	92	35	77	38	71			15	61
California.....	5	6	13	6	2	2	2	0	0	1	0	0	3			5	19
Colorado.....	5	2	4	1	1	1	3	0	3	0	5	0	3			1	9
Connecticut.....	6	2	2	1	2	1	1	3	0	0	1	2	1			9	7
Florida.....	1	40	84	16	43	15	32	6	27	4	10	3	18			84	214
Illinois.....	3	3	1	1	1	1	0	0	0	0	1	0	1			7	4
Indiana.....	19	24	31	19	16	24	27	20	17	10	19	12	8			109	118
Iowa.....	5	12	20	8	12	7	10	2	7	4	6	1	2			34	57
Kansas.....	11	29	19	18	39	14	17	13	10	6	10	0	10			80	100
Kentucky.....	16	94	144	55	101	98	120	48	92	39	74	26	48			350	579
Maine.....	1	1	0													1	0
Massachusetts.....	8	6	6	6	4	4	6	4	4	2	7	2	3			24	30
Michigan.....	13	21	25	14	14	11	11	9	10	2	6	2	6			59	76
Minnesota.....	9	5	1	1	1	4	3	2	2	0	1	2	1			12	8
Mississippi.....	11	12	25	10	23	8	14	7	13	0	9	2	11			39	95
Missouri.....	11	11	15	14	10	13	17	8	10	1	8	3	10			50	70
Nebraska.....	4	0	3	2	2	1	1	0	0	0	0	0	0			3	6
New Hampshire.....	3	1	1	1	1	1	0	0	1	1	1	0	0			2	2
New Jersey.....	5	3	6	7	7	9	10	12	30	12	16	5	14			49	83
New York.....	16	11	13	7	7	14	19	2	13	5	10	1	7			40	69
Ohio.....	41	139	143	83	134	86	118	47	78	30	64	34	41			439	578
Oklahoma.....	111	242	337	212	313	184	297	112	231	63	143	74	138			887	1,459
Pennsylvania.....	53	53	70	44	56	57	81	36	30	17	18	13	18			220	282
Tennessee.....	12	33	40	32	86	20	47	9	31	10	14	2	11			106	229
Utah.....	1	1	0					0	0	0	0	0	0			0	1
Vermont.....	3	2	0													2	1

Washington	3	19	137	210	3	0	1	0	0	3	42	65	44	88	4	775
West Virginia					86	129	84	161	60	122	0	1	5	1	453	16
Wisconsin		7	3	0	2	3	4	6	1	5	0	1	5	1	15	2
Wyoming		2	2	1	1	1	3	0	0	0	0	0	0	0	6	2

1 Includes two schools for colored only.

2 For colored only.

3 Schools for colored only, 43.

TABLE 15.—Pupils enrolled in three-year senior high schools, 1923-24

State	Schools reporting	White												Colored							
		Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total		Schools reporting		Tenth grade		Eleventh grade		Twelfth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Continental United States	179	27,413	29,727	18,806	21,037	15,143	18,012	444	426	61,806	69,202	184	344	545	250	364	134	233	728	1,142	
Arizona	1	99	104	53	56	42	63	55	31	104	223										
Arkansas	2	284	313	217	272	182	204	123	146	798	824										
California	16	2,794	2,928	1,836	1,963	1,464	1,705	187	247	5,217	6,772	7	19	18	18	12	18	12	56	42	
Colorado	3	205	328	210	231	172	195			677	754	1	1	0					1	0	
Connecticut	2	394	415	188	227	159	213			741	855	2	2	5	0	6	1	2	3	13	
Florida	2	208	244	138	177	120	194			466	615										
Georgia	3	879	965	592	157	481	172	1,952	694	1,852	694										
Idaho	1	64	99	71	88	52	60			187	247										
Illinois	2	410	474	294	332	179	272			855	1,058	1	2	2	1	0	1	3	4	5	
Indiana	4	468	521	321	308	264	349			1,053	1,178	3	5	11	7	11	6	6	18	28	
Iowa	8	1,095	1,270	839	867	731	869	3	4	2,668	3,030	4	6	14	5	2	1	4	12	20	
Kansas	16	1,701	1,831	1,050	1,270	827	1,119	5	21	3,583	4,241	15	120	185	84	113	36	89	240	387	
Louisiana	1	71	82	50	56	21	34			142	172										
Maine	4	199	237	150	226	138	180			488	643										
Massachusetts	16	2,281	2,135	1,662	1,588	1,163	1,320	88	49	5,224	5,062	7	14	19	8	10	6	8	28	37	

1 No colored pupils are reported as doing postgraduate or special work in these schools.

2 Schools for colored only, 2.

3 Includes one school for colored only.



TABLE 15.—Pupils enrolled in three-year senior high schools, 1923-24—Continued

State	Schools reporting	White										Colored									
		Tenth grade		Eleventh grade		Twelfth grade		Postgrad-uate and special		Total		Schools reporting		Tenth grade		Eleventh grade		Twelfth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Michigan	12	1,816	1,974	1,382	1,694	1,050	1,344	10	12	4,258	4,924	12	11	7	8	3	0	22	19		
Minnesota	4	1,684	1,771	1,410	1,527	1,320	443	0	14	1,314	1,755	1	3	1	0	0	1	4	4		
Missouri	7	1,602	1,816	1,157	1,369	1,046	1,104	4	4	3,805	1,319	28	20	20	20	20	20	20	20		
Montana	1	15	7	7	9	6	4	7	14	28	20	20	20	20	20	20	20	20	20		
Nebraska	4	188	268	165	222	117	152	7	14	477	679	4	4	4	4	4	4	4	4		
New Hampshire	2	121	125	97	116	109	120	1	0	328	361	4	9	7	18	1	3	17	15		
New Jersey	4	623	729	451	510	367	342	25	4	1,386	1,581	2	0	0	2	0	0	0	14		
New York	3	354	458	302	326	252	274	4	4	933	1,062	12	80	53	74	24	44	157	214		
Ohio	17	2,739	3,324	2,049	2,430	1,645	2,197	4	7	6,433	7,051	12	116	116	116	24	44	157	214		
Oklahoma	7	1,041	1,195	725	801	630	743	4	7	2,400	2,746	1	0	2	2	2	2	2	2		
Oregon	1	239	279	141	133	80	135	15	86	460	547	1	0	2	43	20	28	76	131		
Pennsylvania	12	2,069	2,254	1,411	1,605	1,145	1,350	15	86	4,640	5,295	10	30	26	26	20	28	76	131		
South Dakota	1	64	79	41	82	53	69	6	3	158	210	1	1	1	1	1	1	1	1		
Texas	5	1,273	1,361	771	919	724	898	6	3	2,788	3,178	1	34	30	62	14	25	78	141		
Utah	4	1,105	1,121	624	723	537	559	6	3	2,272	2,408	2	2	3	2	2	2	2	2		
Virginia	2	559	731	354	401	283	358	83	10	1,279	1,530	1	5	0	1	1	1	6	5		
West Virginia	4	553	609	319	448	212	328	18	23	1,104	1,385	1	3	0	1	1	1	6	5		
Wisconsin	9	1,221	1,290	737	824	572	709	18	23	2,548	2,830	1	5	3	1	1	1	6	5		
Outlying possessions																					
Hawaii	1	91	69	56	48	36	54			363	171										

¹ For colored only.

TABLE 16.—Enrollment of white and of colored pupils according to population of district, in schools having a term of 160 days or less, 1923-24

State	In cities of 2,500 or more			In places under 2,500			Total		
	Schools	Boys	Girls	Schools	Boys	Girls	Schools	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States...	31	3,990	4,244	1,534	38,588	44,061	1,565	42,578	49,205
Alabama.....	2	21	64	15	280	393	17	301	457
Arkansas.....	1	22	21	68	1,166	1,368	69	1,188	1,389
California.....	1			1	210	201	1	210	201
Colorado.....				1	23	22	1	23	22
Florida.....	6	163	356	45	868	1,289	51	1,031	1,645
Georgia.....	3	118	177	35	492	626	38	610	803
Idaho.....				5	254	288	5	254	288
Illinois.....	1	1,444	1,628	7	78	96	8	1,522	1,724
Indiana.....	2	203	239	427	15,367	16,464	429	15,570	16,703
Iowa.....				2	71	63	2	71	63
Kentucky.....	1	6	17	32	288	402	33	294	419
Louisiana.....				2	12	18	2	12	18
Maryland.....	2	14	64	1	19	11	3	33	75
Minnesota.....				3	29	62	3	29	62
Mississippi.....				94	2,099	2,635	94	2,099	2,635
Missouri.....				55	569	701	55	569	701
Montana.....				1	13	8	1	13	8
Nebraska.....				2	104	85	2	104	85
New York.....				1	55	57	1	55	57
North Carolina.....	2	124	145	218	6,921	8,690	217	7,045	8,835
North Dakota.....				3	40	58	3	40	58
Ohio.....	3	1,420	964	202	3,968	4,296	205	5,388	5,260
Oklahoma.....				40	630	851	40	630	851
Pennsylvania.....				129	1,850	2,474	129	1,850	2,474
South Carolina.....	2	30	72	5	63	73	7	93	145
Tennessee.....				9	106	134	9	106	134
Texas.....	4	60	139	107	1,949	2,390	111	2,009	2,529
Utah.....	2	365	358	8	857	885	10	1,222	1,243
Virginia.....				15	121	194	15	121	194
Washington.....				3	78	109	3	78	109
Wisconsin.....				1	8	18	1	8	18
<i>Outlying possession</i>									
Alaska.....				1	7	5	1	7	5

TABLE 17.—Enrollment of white and of colored pupils, according to population of district in schools having a term of 161 to 180 days, 1923-24

State	In cities of 2,500 or more			In places under 2,500			Total		
	Schools	Boys	Girls	Schools	Boys	Girls	Schools	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States.....	1,748	352,389	410,396	8,736	291,466	361,157	10,484	643,855	771,553
Alabama.....	36	6,851	8,968	131	6,928	8,058	167	13,779	17,066
Arizona.....	8	2,479	2,586	22	924	966	30	3,403	3,552
Arkansas.....	42	7,954	9,089	96	3,641	4,377	138	11,595	13,466
California.....	63	20,838	22,005	113	7,440	7,946	176	28,278	30,041
Colorado.....	19	4,359	4,964	114	5,116	6,031	133	9,475	11,025
Connecticut.....	12	1,543	2,153	2	69	106	14	1,612	2,259
Delaware.....	2	122	144	11	349	458	13	471	602
District of Columbia.....	13	6,867	7,960				13	6,867	7,960
Florida.....	20	5,289	6,101	32	1,549	1,994	52	6,838	8,095
Georgia.....	45	7,410	6,813	167	4,933	6,434	212	12,343	13,247
Idaho.....	14	2,998	3,436	96	3,571	4,245	110	6,569	7,681
Illinois.....	61	10,961	12,621	308	12,782	14,831	459	23,743	27,452
Indiana.....	89	22,710	24,304	115	5,413	6,225	204	28,123	30,529
Iowa.....	68	14,671	17,197	649	21,041	25,661	716	35,712	42,858
Kansas.....	88	20,120	23,197	524	17,641	20,610	612	37,761	43,807
Kentucky.....	35	2,793	3,512	271	5,889	8,513	306	8,682	12,325
Louisiana.....	25	4,617	6,424	198	5,397	6,879	223	10,014	13,303
Maine.....	35	5,035	5,418	116	2,553	3,217	151	7,588	8,635
Maryland.....	3	50	83	21	604	889	24	654	972
Massachusetts.....	63	16,593	17,250	16	470	485	79	17,063	17,735
Michigan.....				154	3,958	4,757	154	3,958	4,757
Minnesota.....	43	7,384	10,580	364	11,743	16,596	407	19,727	27,176
Mississippi.....	26	2,855	3,829	98	2,712	3,224	124	5,567	7,053
Missouri.....	60	10,750	12,870	463	15,416	18,962	523	26,146	31,832
Montana.....	10	2,478	3,058	142	3,524	4,131	152	6,002	7,189
Nebraska.....	33	6,908	8,204	429	12,792	16,966	462	19,700	25,170
Nevada.....	2	217	185	14	432	536	16	649	721
New Hampshire.....	26	2,828	3,136	57	1,928	2,115	83	4,756	5,251
New Jersey.....	11	1,470	1,620	6	505	610	17	1,975	2,230
New Mexico.....	8	1,004	1,131	53	1,711	2,014	61	2,715	3,145
New York.....	17	2,746	3,115	104	2,996	3,741	121	5,742	6,856
North Carolina.....	42	6,700	8,477	79	3,283	4,346	121	9,983	12,822
North Dakota.....	5	717	1,030	322	6,240	9,060	327	6,957	10,090
Ohio.....	82	16,509	18,514	527	18,984	21,743	609	35,493	40,297
Oklahoma.....	65	16,867	19,472	342	12,799	15,870	407	29,666	35,342
Oregon.....	17	3,184	3,820	189	5,383	6,110	206	8,567	9,930
Pennsylvania.....	177	32,530	36,709	447	15,696	19,484	624	48,226	56,193
Rhode Island.....	7	2,314	3,596				7	2,314	3,596
South Carolina.....	30	2,947	4,629	105	3,415	4,394	135	6,362	9,023
South Dakota.....	8	1,373	1,757	248	6,052	8,725	256	7,425	10,482
Tennessee.....	47	7,851	10,272	172	5,809	7,176	219	13,660	17,448
Texas.....	140	29,205	34,817	303	11,458	14,529	443	40,663	49,346
Utah.....	9	3,425	3,666	18	2,693	2,942	27	6,118	6,608
Vermont.....	10	1,257	1,480	50	1,384	1,788	60	2,641	3,268
Virginia.....	33	6,128	7,896	293	7,039	10,304	326	13,167	18,199
Washington.....	13	2,604	3,008	194	7,122	8,052	207	9,726	11,060
West Virginia.....	45	7,630	9,510	143	6,960	8,818	188	14,590	18,328
Wisconsin.....	35	6,026	8,047	284	11,224	13,996	319	17,850	22,043
Wyoming.....	6	1,042	1,294	45	1,898	2,243	51	2,940	3,537
<i>Outlying possessions</i>									
Alaska.....	2	66	66	8	142	125	10	208	191
Canal Zone.....	2	126	171				2	126	171
Hawaii.....	1	203	171	3	177	131	4	380	302

TABLE 18.—Enrollment of white and of colored pupils, according to population of district, in schools having a term of 181 days or more, 1923-24

State	In cities of 2,500 or more			In places under 2,500			Total		
	Schools	Boys	Girls	Schools	Boys	Girls	Schools	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	1,507	640,663	670,476	1,271	53,482	63,596	2,778	700,145	743,072
Arizona	8	1,260	1,370	4	167	162	12	1,427	1,532
Arkansas				2	185	190	2	185	190
California	91	48,555	49,701	58	4,062	4,376	149	52,617	54,077
Colorado	21	8,891	9,393	6	289	338	27	9,180	9,731
Connecticut	47	15,673	16,671	19	995	1,098	66	16,668	17,769
Delaware	3	1,431	1,596	5	358	443	8	1,789	2,039
Georgia	9	3,415	5,658	2	37	57	11	3,452	5,715
Idaho	2	858	856	1	47	63	3	905	919
Illinois	115	53,655	53,654	222	7,601	8,880	337	61,256	62,534
Indiana	26	9,874	10,500	1	40	40	27	9,914	10,540
Iowa	21	7,295	8,079	4	184	211	25	7,479	8,290
Kentucky	30	5,662	7,332	7	190	197	37	5,852	7,529
Louisiana	6	1,711	2,028	1	43	55	1	43	55
Maine	29	10,060	12,229	5	184	257	11	1,895	2,285
Maryland	29	10,060	12,229	81	2,539	3,385	110	13,199	15,614
Massachusetts	162	46,993	51,719	53	1,922	2,103	215	48,915	53,822
Michigan	115	42,598	46,477	236	10,127	12,596	351	52,725	59,073
Minnesota	31	17,335	20,403	7	682	779	38	18,017	21,182
Mississippi	1	6	4	1	73	43	2	79	47
Missouri	23	14,812	15,963	3	174	175	26	14,986	16,138
Montana	6	1,741	2,255	3	88	112	9	1,829	2,367
Nebraska	4	3,700	4,187				4	3,700	4,187
Nevada				4	88	105	4	88	105
New Hampshire	9	1,999	2,281	4	198	245	13	2,197	2,526
New Jersey	93	37,593	37,786	41	2,977	3,575	134	40,570	41,361
New York	200	131,436	128,149	379	12,049	14,993	579	143,485	143,142
North Carolina	3	1,087	1,246				3	1,087	1,246
North Dakota	4	993	1,146	2	11	23	6	1,004	1,169
Ohio	128	59,390	60,517	19	1,079	1,146	147	60,459	61,663
Oklahoma				1	13	29	1	13	29
Oregon	13	7,420	7,012	1	24	16	14	7,444	7,028
Pennsylvania	141	56,183	61,225	39	3,942	4,224	180	60,125	65,449
Rhode Island	12	3,647	2,869	3	49	56	15	3,596	2,925
South Carolina	2	78	225	1	7	5	3	85	230
South Dakota	5	1,369	1,539	1	69	94	6	1,438	1,633
Tennessee	3	1,665	2,169				3	1,665	2,169
Texas	1	43	60	4	107	172	5	150	232
Utah	7	2,171	2,247				7	2,171	2,247
Vermont	13	1,862	1,931	3	191	252	16	2,053	2,183
Virginia	15	5,107	6,636	4	127	183	19	5,234	6,819
Washington	32	16,526	18,093	23	1,490	1,661	55	18,016	19,754
West Virginia	6	1,571	1,811				6	1,571	1,811
Wisconsin	66	20,066	21,906	20	1,061	1,186	86	21,127	23,092
Wyoming	2	442	523	1	33	41	3	475	564
<i>Outlying possessions</i>									
Hawaii	1	1,166	889	4	397	292	5	1,563	1,181
Philippine Islands	34	16,875	8,293				34	16,875	8,293
Porto Rico	11	1,617	1,685				11	1,617	1,685

TABLE 19.—*Graduates from public high schools and number of graduates continuing their education in 1923-24*

State	Graduates in 1924										Graduates in 1923						Total students continuing their education				
	Schools reporting	Boys		Girls		Total	Schools reporting	Boys		Girls		Total	Going to college			Going to other institutions			Boys	Girls	Total
		2	3	4	5			6	7	8	9		10	11	12	13	14	15				16	17	18
Continental United States.....	13,070	155,698	206,536	362,231	11,860	136,389	184,068	321,077	30,706	47,800	98,306	12,184	32,195	44,379	62,890	79,995	142,885				
Alabama.....	157	1,729	2,503	4,232	149	1,473	2,245	3,718	639	734	1,373	101	346	472	745	1,100	1,845				
Arizona.....	37	489	646	1,085	34	349	480	829	150	163	313	30	106	136	180	269	449				
Arkansas.....	177	1,244	1,645	2,889	157	1,114	1,493	2,607	433	525	958	102	219	321	535	744	1,279				
California.....	282	8,147	9,766	17,913	273	7,311	8,940	16,251	2,572	2,648	5,180	288	1,103	1,391	2,660	3,711	6,571				
Colorado.....	141	2,015	2,772	4,787	128	1,640	2,414	4,063	713	867	1,580	88	194	282	401	1,061	1,862				
Connecticut.....	65	2,106	2,824	4,930	64	1,866	2,580	4,446	614	806	1,410	144	301	405	538	1,107	1,865				
Delaware.....	21	224	329	553	19	205	259	464	88	108	196	17	42	59	105	110	212				
District of Columbia.....	7	717	912	1,629	7	725	914	1,639	379	283	662	48	262	310	427	545	975				
Florida.....	83	657	1,002	1,659	73	546	834	1,400	401	484	885	36	70	106	337	454	790				
Georgia.....	223	1,783	2,558	4,341	187	1,614	2,178	3,792	765	831	1,626	122	256	378	917	1,087	2,041				
Idaho.....	102	905	1,156	2,061	93	771	1,071	1,842	288	398	556	67	223	290	355	491	846				
Illinois.....	765	11,241	14,014	25,255	709	10,074	12,232	22,266	3,175	3,127	6,602	612	1,100	1,772	1,087	4,287	8,374				
Indiana.....	586	6,637	7,955	14,592	554	5,809	7,019	12,838	2,150	2,197	4,347	554	1,078	1,632	2,704	3,275	5,970				
Iowa.....	697	5,982	8,229	14,191	623	5,479	7,380	12,859	1,785	2,231	4,016	267	616	883	2,052	2,847	4,899				
Kansas.....	531	4,764	6,598	11,362	493	4,118	5,741	9,839	1,414	1,354	2,768	312	584	896	1,736	1,938	3,664				
Kentucky.....	302	1,673	2,605	4,278	242	1,340	2,104	3,444	606	685	1,291	118	481	599	724	1,166	1,890				
Louisiana.....	209	1,322	2,047	3,369	181	1,063	1,526	2,528	495	656	1,151	102	263	365	597	919	1,516				
Maine.....	140	1,350	1,792	3,142	135	1,263	1,753	3,016	292	172	464	152	346	498	444	518	962				
Maryland.....	110	1,361	1,959	3,320	68	1,120	1,746	2,866	428	390	688	67	494	561	495	751	1,249				
Massachusetts.....	224	7,401	9,428	16,829	219	6,660	8,850	15,510	1,646	967	2,943	751	1,869	2,620	2,697	2,866	5,563				
Michigan.....	443	6,039	7,809	13,848	406	5,656	7,485	13,141	1,923	2,055	3,978	418	1,303	1,721	2,341	3,356	5,099				
Minnesota.....	400	4,500	7,073	11,573	369	4,039	6,375	10,414	1,380	1,210	2,590	326	1,711	2,037	1,700	2,921	4,627				
Mississippi.....	183	910	1,265	2,175	152	817	1,168	1,985	372	535	907	60	100	160	403	635	1,067				
Missouri.....	546	5,543	7,165	12,708	479	4,996	6,917	11,913	1,793	2,213	4,006	369	580	959	2,162	2,803	4,559				
Montana.....	128	1,008	1,356	2,364	112	811	1,280	2,101	306	337	643	41	141	182	317	478	786				

Nebraska.....	422	3,353	4,951	4,314	390	2,926	4,442	7,258	510	924	1,531	1,531	119	270	970	1,333	2,313
Nevada.....	16	100	134	240	13	678	101	170	28	27	55	55	3	4	32	31	63
New Hampshire.....	70	691	983	1,674	69	675	948	1,583	208	102	410	410	4	312	352	369	432
New Jersey.....	128	4,189	5,068	9,257	125	3,745	4,459	8,204	1,397	675	2,072	2,072	1,513	2,030	1,014	2,188	4,102
New Mexico.....	51	311	398	709	45	208	362	570	72	78	150	150	12	53	84	119	203
New York.....	602	11,727	13,740	25,467	575	10,009	12,900	22,989	1,914	2,896	7,890	7,890	3,043	1,384	6,255	3,920	12,184
North Carolina.....	312	1,033	3,047	4,980	298	1,427	2,384	3,811	903	1,212	2,115	2,115	88	317	591	1,141	2,432
North Dakota.....	265	1,054	1,844	2,898	226	968	1,746	2,714	320	332	652	652	353	401	391	685	1,056
Ohio.....	82	11,191	13,661	24,852	775	9,681	12,120	21,801	3,401	3,321	6,722	6,722	1,994	2,841	4,248	3,315	9,563
Oklahoma.....	368	3,170	4,349	7,519	307	2,413	3,474	5,887	979	1,388	2,367	2,367	1,394	595	1,210	1,752	2,962
Oregon.....	300	1,757	2,628	4,385	184	1,621	2,325	3,946	504	602	1,106	1,106	62	336	766	876	1,442
Pennsylvania.....	869	13,157	16,728	26,885	830	11,515	15,050	26,565	3,636	2,272	5,908	5,908	1,745	3,902	5,381	6,429	11,810
Rhode Island.....	22	847	871	1,438	21	599	781	1,363	237	104	351	351	152	206	301	256	557
South Carolina.....	125	870	1,418	2,288	108	699	1,157	1,826	420	630	1,050	1,050	81	116	455	711	1,196
South Dakota.....	231	1,381	2,068	3,440	197	1,084	1,700	2,784	397	387	784	784	82	367	479	672	1,151
Tennessee.....	204	1,662	2,618	4,280	177	1,390	2,284	3,544	446	646	1,662	1,662	135	406	581	917	1,498
Texas.....	506	5,013	7,188	12,201	456	4,359	6,145	10,504	2,255	2,873	5,128	5,128	301	728	2,556	3,300	5,856
Utah.....	36	902	1,159	2,061	31	705	821	1,536	371	371	742	742	51	81	401	522	823
Vermont.....	64	541	1,741	1,282	58	494	736	1,230	165	150	315	315	49	262	214	363	577
Virginia.....	313	1,744	3,135	4,879	293	1,562	2,828	4,390	783	948	1,731	1,731	127	876	910	1,697	2,607
Washington.....	244	3,440	4,452	7,892	230	3,013	4,247	7,290	1,111	1,021	2,132	2,132	249	1,067	1,360	1,839	3,109
West Virginia.....	164	1,807	2,608	4,415	140	1,307	2,017	3,414	637	668	1,305	1,305	131	314	768	951	1,719
Wisconsin.....	382	5,044	6,868	11,912	366	4,827	6,321	11,148	1,268	1,012	2,290	2,290	652	2,454	1,920	2,414	4,734
Wyoming.....	45	351	503	854	40	265	423	680	97	105	202	202	19	66	116	152	268
<i>Outlying possessions</i>																	
Alaska.....	8	30	28	68	8	31	35	66	14	16	30	30	4	9	18	21	39
Hawaii.....	4	231	183	414	4	172	123	295	17	15	32	32	14	34	31	35	66
Philippine Islands.....	29	1,258	399	1,657	24	937	294	1,231	293	73	366	366	113	186	408	146	552
Porto Rico.....	10	209	172	381	8	96	122	218	40	27	67	67	10	45	50	62	112

TABLE 20.—Graduates of public high schools in places having a population of less than 2,500, and number of graduates continuing their education in 1923-24

State	Graduates in 1924						Graduates in 1923											
	Schools reporting	Boys	Girls	Total	Total number			Going to college			Going to other institutions			Total students continuing their education				
					Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Continental United States.....	10,470	54,393	75,997	130,390	9,340	46,369	65,535	111,904	14,810	16,421	31,231	5,378	14,221	19,599	20,188	30,642	50,830	
Alabama.....	126	965	1,315	2,271	118	862	1,196	2,058	351	392	743	73	283	336	424	655	1,079	
Arizona.....	23	117	133	250	22	91	132	223	25	33	58	58	12	48	37	81	118	
Arkansas.....	140	575	1,228	1,821	119	519	709	1,228	193	208	401	60	129	189	253	837	590	
California.....	166	1,535	1,765	3,300	158	1,233	1,572	2,905	396	351	737	103	399	502	489	750	1,239	
Colorado.....	111	645	1,922	1,567	99	461	700	1,161	179	230	409	21	75	96	200	305	505	
Connecticut.....	17	116	157	273	17	99	152	261	26	45	71	19	51	70	45	70	115	
Delaware.....	16	91	146	237	15	78	105	183	33	28	61	17	32	49	50	60	110	
Florida.....	60	234	378	612	40	181	294	475	95	110	205	16	39	55	111	149	260	
Georgia.....	172	708	1,181	1,889	143	594	840	1,524	229	355	684	77	144	221	306	499	807	
Idaho.....	88	456	1,583	1,949	80	384	538	922	135	118	253	39	167	206	174	285	479	
Illinois.....	602	3,607	4,658	8,265	553	2,998	3,823	6,821	827	774	1,601	255	525	780	1,062	1,299	2,261	
Indiana.....	493	3,015	3,510	6,525	463	2,623	3,162	5,785	868	960	1,828	345	612	957	1,213	1,572	2,785	
Iowa.....	627	3,407	4,622	8,029	559	3,034	3,986	7,020	946	1,253	2,201	304	490	694	1,152	1,743	2,895	
Kansas.....	490	2,914	3,840	6,754	444	2,481	3,350	6,831	790	663	1,443	204	374	578	984	1,037	2,021	
Kentucky.....	247	872	1,357	2,229	191	676	1,070	1,746	283	367	650	74	223	297	357	590	947	
Louisiana.....	185	758	1,131	1,889	159	565	849	1,414	237	355	592	61	132	193	298	487	785	
Maine.....	105	435	585	1,020	100	379	531	910	55	35	90	48	139	207	103	194	297	
Maryland.....	87	413	691	1,109	76	312	522	834	104	71	175	34	182	216	138	253	391	
Massachusetts.....	64	342	403	745	64	287	342	649	66	35	101	43	130	173	109	165	274	
Michigan.....	355	1,972	2,777	4,749	320	1,797	2,619	4,410	407	568	975	206	639	845	613	1,207	1,820	
Minnesota.....	339	1,816	3,089	4,905	311	1,555	2,606	4,161	474	432	906	196	1,001	1,197	670	1,133	2,108	
Mississippi.....	162	658	850	1,508	133	581	740	1,341	234	327	561	52	80	132	286	407	693	
Missouri.....	477	2,436	3,251	5,687	410	2,348	3,209	5,294	241	373	614	241	373	614	908	1,297	2,205	
Montana.....	114	523	625	1,148	98	477	625	926	125	130	255	21	105	128	146	235	381	
Nebraska.....	303	2,128	3,266	5,394	362	1,911	2,774	4,685	440	404	904	136	346	483	576	811	1,378	

PUBLIC HIGH SCHOOLS

Nevada.....	14	86	105	191	11	63	89	144	26	25	61	4	4	19	34	29	69
New Hampshire.....	45	220	271	491	45	196	218	444	65	29	94	03	03	112	34	122	206
New Jersey.....	41	427	681	1,108	40	329	594	923	118	65	183	209	240	158	274	432	406
New Mexico.....	45	212	274	486	39	139	245	384	54	60	114	37	46	63	97	160	180
New York.....	428	1,429	2,321	3,750	403	1,227	2,035	3,262	401	364	765	796	1,024	629	1,160	1,786	1,786
North Carolina.....	270	1,173	1,842	3,015	230	848	1,406	2,254	505	638	1,163	171	239	573	829	1,402	1,402
North Dakota.....	258	858	1,560	2,418	219	790	1,425	2,215	228	245	473	302	368	294	547	841	841
Ohio.....	708	3,816	4,653	8,469	629	3,283	4,083	7,366	903	1,010	1,913	1,052	1,486	1,346	2,062	3,408	3,408
Oklahoma.....	316	1,576	2,172	3,748	262	1,248	1,770	3,008	487	687	1,174	204	329	1,342	2,891	3,408	3,408
Oregon.....	175	709	984	1,683	159	566	820	1,386	159	203	362	170	204	612	891	1,503	1,503
Pennsylvania.....	598	3,315	4,586	7,901	564	2,910	3,987	6,897	673	410	1,083	1,594	2,306	1,386	2,004	3,389	3,389
Rhode Island.....	3	10	11	21	2	7	9	16	16	16	471	4	4	4	8	12	12
South Carolina.....	83	479	671	1,150	80	351	526	876	190	272	471	44	68	223	316	539	539
South Dakota.....	220	998	1,667	2,865	186	770	1,273	2,043	271	288	559	228	286	329	516	845	845
Tennessee.....	161	793	1,098	1,891	137	547	839	1,486	168	244	412	168	266	266	412	678	678
Texas.....	386	1,821	2,754	4,575	340	1,685	2,315	4,000	802	1,059	1,861	217	411	996	1,276	2,272	2,272
Utah.....	25	362	493	875	21	308	407	715	136	172	308	26	39	149	196	347	347
Vermont.....	44	169	275	444	39	167	237	404	54	44	98	97	116	73	141	214	214
Virginia.....	275	968	1,755	2,723	257	864	1,515	2,379	384	487	871	496	593	481	983	1,404	1,404
Washington.....	204	1,213	1,652	2,865	189	1,006	1,396	2,402	295	244	539	447	583	431	691	1,122	1,122
West Virginia.....	126	805	1,210	2,015	106	604	913	1,517	218	247	465	143	208	283	390	673	673
Wisconsin.....	299	1,997	2,785	4,782	285	1,903	2,539	4,442	445	358	803	962	1,315	798	1,320	2,118	2,118
Wyoming.....	38	208	291	499	33	150	251	401	52	48	100	34	46	64	82	146	146
<i>Outlying possessions</i>																	
Alaska.....	6	15	12	27	6	20	22	42	7	7	14	4	7	11	10	21	21
Hawaii.....	2	40	38	78	2	27	16	43	9	6	16	3	11	12	14	26	26

TABLE 21.—Graduates from high schools having a course of four years, and number of graduates continuing their education in 1923-24

State	Graduates in 1924						Graduates in 1923						Total students continuing their education		
	Schools reporting	Boys	Girls	Total	Schools reporting	Total number	Going to college			Going to other institutions			Boys	Girls	Total
							Boys	Girls	Total	Boys	Girls	Total			
1	7	3	4	5	6	9	10	11	12	13	14	15	16	17	18
Continental United States.....	11,722	151,753	200,531	352,284	10,735	312,338	50,326	47,250	97,576	11,473	31,055	42,528	61,799	78,306	140,104
Alabama.....	151	1,704	2,477	4,181	145	3,087	638	731	1,369	104	366	470	742	1,097	1,839
Arizona.....	37	499	586	1,085	34	839	150	163	313	30	106	136	180	269	449
Arkansas.....	134	1,145	1,462	2,607	127	2,366	412	495	907	89	182	271	501	677	1,178
California.....	282	8,147	9,766	17,913	7,311	16,251	2,572	2,608	5,180	288	1,103	1,391	2,860	3,711	6,571
Colorado.....	141	2,015	2,772	4,787	128	4,063	713	867	1,580	88	194	282	501	1,061	1,862
Connecticut.....	64	2,104	2,822	4,928	63	4,435	614	306	920	144	401	545	758	1,107	1,865
Delaware.....	20	222	327	549	18	462	88	98	126	17	43	59	105	110	215
District of Columbia.....	7	717	912	1,629	7	1,639	379	283	662	48	262	310	427	545	972
Florida.....	76	643	975	1,618	67	1,368	297	379	676	33	64	97	150	143	293
Georgia.....	185	1,699	2,423	4,122	158	3,621	775	804	1,579	108	227	335	483	1,031	1,914
Idaho.....	99	897	1,146	2,043	90	1,821	287	263	550	66	223	289	353	486	839
Illinois.....	586	10,674	13,327	24,001	551	21,079	3,142	3,067	6,229	519	1,074	1,593	3,961	4,161	8,122
Indiana.....	574	6,596	7,909	14,505	544	12,809	2,149	2,194	4,343	554	1,075	1,629	2,703	3,280	5,972
Iowa.....	647	5,837	8,080	13,917	587	12,641	1,780	2,226	4,006	256	597	853	2,036	2,823	4,859
Kansas.....	523	4,747	6,569	11,316	489	9,842	1,414	1,554	2,768	311	583	894	1,725	1,957	3,682
Kentucky.....	261	1,638	2,519	4,157	229	3,361	603	674	1,277	146	473	589	719	1,147	1,866
Louisiana.....	206	1,315	1,896	3,211	178	3,390	495	656	1,151	102	263	365	597	919	1,516
Maine.....	132	1,330	1,763	3,093	140	2,900	262	172	464	119	340	489	441	512	953
Maryland.....	90	1,319	1,860	3,179	81	1,688	426	290	686	62	173	235	488	733	1,221
Massachusetts.....	224	7,401	9,428	16,829	219	15,519	1,946	997	2,943	751	1,869	2,620	2,697	2,866	5,563
Michigan.....	399	5,934	7,698	13,632	378	12,364	1,922	2,055	3,977	417	1,297	1,714	2,339	3,362	5,691
Minnesota.....	402	4,466	6,896	11,362	361	10,246	1,390	1,206	2,596	326	1,711	2,427	1,706	2,917	4,623
Mississippi.....	155	852	1,152	2,004	125	1,863	366	508	874	52	176	258	418	584	1,002
Missouri.....	448	5,229	6,816	12,045	398	11,367	1,772	2,193	3,965	421	1,34	1,771	2,096	2,747	4,843
Montana.....	119	988	1,350	2,348	102	2,147	304	332	636	37	134	171	341	466	807

Nebraska.....	387	3,244	4,846	8,090	372	2,846	4,225	7,071	804	910	1,714	141	396	537	945	1,306	2,261	
Nevada.....	16	106	134	240	13	74	101	179	28	27	85	4	4	8	32	31	63	
New Hampshire.....	70	691	983	1,674	69	675	908	1,583	208	102	310	45	267	312	253	369	672	
New Jersey.....	126	4,177	5,057	9,234	123	3,736	4,448	8,184	1,397	675	2,072	517	1,513	2,030	1,914	2,188	4,102	
New Mexico.....	47	304	386	690	41	203	350	553	72	78	150	12	33	45	84	111	195	
New York.....	585	11,086	13,680	25,376	561	10,081	12,857	22,038	4,914	2,886	7,800	1,341	3,035	4,376	6,255	5,921	12,176	
North Carolina.....	299	1,905	3,008	4,913	259	1,406	2,352	3,788	899	1,200	2,099	84	308	308	983	1,424	2,407	
North Dakota.....	257	1,047	1,828	2,875	219	960	1,738	2,698	319	331	650	66	328	394	559	1,044	1,447	
Ohio.....	709	10,744	13,184	23,928	452	9,340	11,723	21,063	3,398	3,308	6,696	802	1,922	2,724	4,190	5,230	9,420	
Oklahoma.....	345	3,135	4,265	7,400	286	2,367	3,397	5,764	969	1,360	2,329	224	353	577	1,193	1,713	2,906	
Oregon.....	198	1,755	2,463	4,218	183	1,621	2,179	3,800	504	602	1,106	62	256	318	566	858	1,424	
Pennsylvania.....	607	12,166	15,281	27,447	581	10,571	13,584	24,165	3,576	2,230	5,806	1,431	3,635	5,066	5,007	5,865	10,872	
Rhode Island.....	21	585	866	1,451	20	593	780	1,373	247	104	351	51	148	199	298	252	550	
South Carolina.....	109	798	1,285	2,093	94	604	1,060	1,994	381	594	975	23	55	78	404	649	1,033	
South Dakota.....	210	1,344	2,010	3,354	186	1,068	1,673	2,741	396	386	782	77	274	351	473	660	1,133	
Tennessee.....	180	1,565	2,442	4,007	155	1,169	2,133	3,302	443	638	1,081	123	244	367	566	882	1,448	
Texas.....	368	4,654	6,602	11,256	338	4,021	5,638	9,679	2,133	2,679	4,812	244	390	604	2,377	3,039	5,416	
Utah.....	36	902	1,159	2,061	31	705	1,026	1,526	371	371	742	30	51	81	401	422	823	
Vermont.....	59	527	731	1,258	54	486	726	1,212	165	150	315	46	209	255	211	350	570	
Virginia.....	295	1,712	3,076	4,788	276	1,530	2,760	4,299	783	945	1,728	119	734	853	902	1,679	2,581	
Washington.....	240	3,432	4,448	7,880	225	3,008	4,239	7,245	1,111	1,018	2,129	247	817	1,064	1,358	1,835	3,193	
West Virginia.....	157	1,795	2,583	4,378	134	1,384	1,970	3,354	637	638	1,295	125	294	389	1,762	2,922	1,684	
Wisconsin.....	378	5,014	6,847	11,861	363	4,799	6,301	11,100	1,268	1,012	2,280	650	1,800	2,450	1,918	2,812	4,730	
Wyoming.....	41	335	488	823	38	262	417	679	97	105	202	18	44	62	115	149	264	
<i>Outlying possessions</i>																		
Alaska.....	8	30	28	58	8	31	35	66	14	16	30	4	5	9	18	21	39	
Hawaii.....	4	231	183	414	4	172	123	285	17	15	32	14	20	34	31	35	66	
Philippine Islands.....	29	258	399	1,657	24	937	294	1,231	293	73	366	113	73	186	406	196	532	
Porto Rico.....	10	209	172	381	6	96	122	218	40	27	67	10	33	45	50	62	112	

TABLE 22.—Value of high-school property and equipment and size of libraries, 1923-24

State	Libraries		Grounds and buildings		Scientific apparatus, furniture, and equipment		Expenditures for sites, buildings, and improvements	
	Schools reporting	Volumes	Schools reporting	Value	Schools reporting	Value	Schools reporting	Amount
1	2	3	4	5	6	7	8	9
Continental United States.....	14,004	11,853,669	14,045	\$1,323,460,137	13,883	\$120,927,154	6,266	\$163,198,300
Alabama.....	171	94,428	175	9,371,525	175	856,345	105	2,272,837
Arizona.....	40	46,761	39	5,394,631	39	711,116	18	586,100
Arkansas.....	190	102,462	198	9,511,569	183	778,065	68	441,178
California.....	305	716,767	306	74,905,900	311	9,679,319	205	16,523,946
Colorado.....	152	165,152	150	15,635,689	147	1,272,425	70	1,594,181
Connecticut.....	73	91,210	73	17,701,574	69	1,492,142	24	497,669
Delaware.....	19	14,080	19	2,009,531	20	253,726	4	203,415
District of Columbia.....	11	24,882	12	7,188,580	12	1,142,602	1	200,000
Florida.....	100	63,776	99	6,188,450	98	616,792	64	1,242,231
Georgia.....	228	146,009	249	10,994,600	232	876,236	111	1,287,593
Idaho.....	115	88,570	113	5,829,460	110	552,776	47	181,738
Illinois.....	790	660,929	720	98,593,603	774	9,825,500	322	12,389,901
Indiana.....	632	474,740	646	56,000,836	647	4,201,267	266	6,789,233
Iowa.....	723	514,519	713	57,736,277	706	4,593,584	289	5,239,558
Kansas.....	590	394,307	570	36,132,413	581	3,613,512	249	4,482,952
Kentucky.....	349	117,307	362	11,727,708	335	777,515	172	1,790,453
Louisiana.....	216	103,007	212	11,157,447	211	880,048	118	2,131,203
Maine.....	148	47,451	154	7,531,400	152	744,655	51	1,235,245
Maryland.....	131	89,086	127	6,651,550	125	759,052	52	388,915
Massachusetts.....	257	202,904	259	61,330,965	249	4,627,953	58	2,719,413
Michigan.....	465	582,860	473	66,231,809	455	6,450,422	193	11,072,628
Minnesota.....	426	594,684	424	49,852,576	419	3,868,459	183	2,479,003
Mississippi.....	204	93,742	210	7,307,026	198	670,735	135	967,684
Missouri.....	591	609,476	577	29,919,390	587	3,098,336	284	4,855,662
Montana.....	159	140,812	159	8,065,739	159	1,182,956	51	123,296
Nebraska.....	455	189,875	460	30,183,593	455	2,483,688	200	7,364,043
Nevada.....	18	13,522	18	1,105,275	18	165,961	9	247,730
New Hampshire.....	70	31,526	91	5,021,000	90	484,223	17	24,425
New Jersey.....	136	183,979	144	37,294,731	141	3,393,243	41	5,021,187
New Mexico.....	55	20,023	56	3,032,550	55	244,495	21	153,854
New York.....	673	1,094,589	663	119,444,883	668	10,619,208	216	13,862,537
North Carolina.....	320	174,080	327	19,150,971	296	1,233,282	200	3,881,388
North Dakota.....	328	186,161	321	11,431,495	323	783,721	156	887,769
Ohio.....	908	742,776	892	108,328,948	880	8,696,398	350	16,442,407
Oklahoma.....	428	270,796	430	24,719,252	419	2,459,408	249	3,036,557
Oregon.....	216	154,207	209	10,053,403	216	1,291,328	85	1,142,894
Pennsylvania.....	859	512,266	895	107,675,266	887	9,661,728	374	9,043,346
Rhode Island.....	22	25,647	21	4,587,764	22	453,450	5	98,543
South Carolina.....	123	52,575	136	6,620,000	125	432,050	73	1,326,420
South Dakota.....	250	165,645	246	12,651,874	248	1,002,612	113	1,246,242
Tennessee.....	209	113,369	218	12,251,888	202	905,382	113	957,810
Texas.....	505	415,983	527	33,202,801	503	3,062,875	247	4,875,201
Utah.....	34	40,548	40	5,604,097	40	548,242	12	67,642
Vermont.....	64	33,037	71	2,888,500	69	252,210	28	41,165
Virginia.....	352	193,462	354	16,111,581	346	1,147,225	199	2,407,747
Washington.....	260	306,847	262	18,515,133	258	2,176,650	100	1,025,643
West Virginia.....	187	187,064	185	15,218,885	186	1,560,795	119	2,297,489
Wisconsin.....	396	553,864	388	41,587,519	393	3,990,150	178	5,739,897
Wyoming.....	51	32,817	52	3,709,500	49	353,032	21	313,861
<i>Outlying possessions</i>								
Alaska.....	10	10,385	11	264,500	11	27,700	4	4,604
Canal Zone.....							2	989
Hawaii.....	9	8,304	9	954,821	9	96,968	6	40,315
Philippine Islands.....	33	75,321	30	1,903,372	30	266,667	12	44,582
Porto Rico.....	9	8,789	10	492,000	10	74,700	2	63,500

TABLE 23.—Enrollment of pupils in public high schools by courses of study, 1923-24—PART I

State	In academic courses				In commercial courses				In technical or manual training courses			
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total
	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.....	14,783	1,113,831	1,204,532	2,318,363	3,742	143,991	246,984	430,975	2,089	148,736	6,431	155,167
Alabama.....	184	13,142	16,056	29,198	19	477	1,102	1,579	31	787	14	801
Arizona.....	42	4,278	4,484	8,762	15	227	330	557	9	335	2	337
Arkansas.....	209	12,550	14,419	26,969	25	529	758	1,287	21	1,519	165	1,684
California.....	324	60,065	61,539	121,604	196	7,590	16,199	23,789	117	8,401	590	8,991
Colorado.....	161	16,814	18,457	35,271	60	1,209	2,090	3,308	29	1,340	85	1,425
Connecticut.....	78	12,782	10,348	23,130	62	3,798	8,175	11,973	18	1,519	177	1,696
Delaware.....	21	1,750	1,776	3,526	3	216	644	860	5	330	0	330
District of Columbia.....	10	3,907	4,447	8,354	9	859	2,091	2,950	7	2,245	687	2,932
Florida.....	103	7,741	9,651	17,392	4	40	33	73	8	512	0	512
Georgia.....	256	13,596	17,129	30,725	19	1,233	2,350	3,583	15	2,710	10	2,720
Idaho.....	118	211	8,077	15,298	27	344	652	996	19	355	10	365
Illinois.....	799	58,541	61,913	120,454	234	8,615	23,161	31,776	131	17,972	29	18,001
Indiana.....	998	46,113	49,385	95,498	118	2,596	5,720	8,316	82	4,314	130	4,444
Iowa.....	743	39,172	43,258	82,430	117	3,033	4,390	7,423	167	3,440	28	3,468
Kansas.....	612	34,055	36,828	70,881	165	3,016	4,183	7,209	147	4,510	221	4,731
Kentucky.....	376	14,216	18,808	33,022	25	625	1,319	1,944	14	601	0	601
Louisiana.....	225	8,085	11,917	20,002	30	416	1,353	1,769	6	136	0	136
Maine.....	161	7,428	7,650	15,078	61	1,759	3,404	5,163	16	949	49	993
Maryland.....	136	6,241	12,324	21,565	42	1,505	4,389	5,894	32	4,834	0	4,834
Massachusetts.....	276	39,327	35,493	75,020	195	14,985	27,606	42,591	77	7,646	197	7,843
Michigan.....	495	42,329	47,661	89,990	148	4,114	9,808	13,922	68	6,314	537	6,851
Minnesota.....	447	32,493	40,554	73,047	92	2,631	6,189	8,820	65	4,548	51	4,599
Mississippi.....	255	1,576	9,500	17,076	25	260	6,303	6,563	13	220	7	227
Missouri.....	600	32,550	37,231	69,781	115	3,572	5,818	9,190	47	4,468	111	4,579
Montana.....	162	6,544	7,250	13,794	54	643	1,443	2,086	6	468	0	468

TABLE 23.—Enrollment of pupils in high schools by courses of study, 1923-24—PART I—Continued

State	In academic courses			In commercial courses			In technical or manual training courses					
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total
1	3	3	4	5	6	7	8	9	10	11	12	13
Nebraska.....	468	20,290	24,559	44,849	80	2,393	3,014	6,007	72	2,767	20	2,787
Nevada.....	20	675	749	1,424	6	46	68	114	3	41	0	41
New Hampshire.....	95	5,255	5,144	10,399	44	1,018	2,234	3,252	20	1,006	0	1,006
New Jersey.....	151	29,832	24,650	54,482	124	8,137	16,314	24,451	20	4,061	87	4,168
New Mexico.....	61	2,402	2,695	5,097	24	1,229	452	1,681	16	357	4	361
New York.....	693	114,707	106,023	220,730	202	23,870	38,671	62,541	50	8,875	1,888	10,763
North Carolina.....	341	17,455	21,637	39,092	31	600	1,005	1,605	13	461	17	478
North Dakota.....	336	7,335	9,750	17,085	55	525	790	1,315	22	208	11	219
Ohio.....	955	83,583	83,877	167,460	271	8,966	20,398	29,364	187	15,741	829	16,570
Oklahoma.....	448	27,960	33,189	61,149	73	1,426	1,990	3,416	52	1,921	109	2,030
Oregon.....	218	13,761	12,112	25,873	71	1,417	3,141	4,558	27	3,981	2	3,983
Pennsylvania.....	931	64,956	89,495	174,448	300	13,602	32,694	46,296	70	10,011	96	10,106
Rhode Island.....	21	2,984	2,640	5,624	19	107	3,000	4,107	7	1,463	3	1,465
South Carolina.....	144	3,870	8,538	14,408	15	368	495	863	2	153	0	153
South Dakota.....	262	8,251	10,602	18,853	37	422	648	1,070	33	750	0	750
Tennessee.....	231	14,762	18,763	33,525	20	530	698	1,218	25	1,240	11	1,251
Texas.....	559	40,688	48,920	89,608	88	2,540	3,758	6,298	74	3,776	168	3,944
Utah.....	43	8,002	8,221	16,223	18	888	1,484	2,372	16	1,166	0	1,166
Vermont.....	76	4,349	4,810	9,159	26	564	1,051	1,615	11	418	0	418
Virginia.....	360	17,010	23,020	40,030	38	1,024	2,007	3,031	17	672	0	672
Washington.....	266	22,263	22,022	44,885	93	2,465	5,316	7,781	77	2,814	69	2,883
West Virginia.....	104	14,675	18,064	32,739	50	1,349	2,132	3,481	23	1,089	0	1,089
Wisconsin.....	405	31,836	34,769	66,605	166	6,023	10,904	16,927	86	5,230	18	5,248
Wyoming.....	54	2,947	3,512	6,459	29	390	609	999	15	347	2	349
Outlying possessions												
Alaska.....	11	200	177	377	6	32	55	87	1	5	0	5
Canal Zone.....	2	126	171	297								
Hawaii.....	9	1,330	862	2,192	4	546	844	890	1	90	0	90
Philippine Islands.....	31	14,610	6,908	21,513	1	40	175	414	1	655	0	655
Porto Rico.....	11	1,348	1,573	2,921	7	286		461	1	60	0	60

TABLE 23.—Enrollment of pupils in public high schools by courses of study, 1923-24—PART II

State	In teacher training courses			In agricultural courses			In home-economics courses			In industrial or trade training courses			Military drill	
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Students
	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States.....	1,453	4,571	29,567	2,604	48,139	8,330	3,860	288	159,852	434	32,709	9,289	300	55,964
Alabama.....	5	7	60	47	1,218	50	73	1	2,802	4	57	17	9	928
Arizona.....	6			6	113		14	0	421	2	28	5	4	671
Arkansas.....	27	111	285	51	1,835	210	71	56	3,434	7	253	76	7	317
California.....	37	186	1,183	86	1,505	61	133	19	6,810	63	4,969	1,069	33	7,169
Colorado.....	11	6	145	39	742	44	49	1	1,454	4	48	1	9	595
Connecticut.....	13	7	879	12	130	0	24	0	1,737	12	158	43	1	32
Delaware.....				8	134	0	12	0	601					
District of Columbia.....							5	0	1,290					
Florida.....	4	15	44	15	277	57	15	0	940	5	170	0	9	2,262
Georgia.....	16	34	156	38	1,361	222	67	0	3,319				13	3,753
Idaho.....	2	3	14	14	263	2	21	0	573	1	4	0	2	158
Illinois.....	37	177	953	123	2,517	107	210	12	8,995	23	3,478	1,407	26	6,550
Indiana.....	1	11	0	115	2,120	48	158	3	5,927	23	1,258	200	6	1,340
Iowa.....	152	298	3,959	161	1,694	863	190	14	4,591	13	208	4	5	1,080
Kansas.....	226	545	3,242	201	2,449	1,351	224	14	6,475	16	435	1	1	2,205
Kentucky.....	6	7	65	50	1,034	333	63	7	2,379	4	35	25	5	1,678
Louisiana.....	2	2	308	25	542	0	121	0	3,688	2	19	0	4	1,152
Maine.....	2	23	18	11	199	0	23	0	1,145	2	76	0	3	740
Maryland.....				25	445	47	43	0	3,212	1	62	0	1	34
Massachusetts.....	17	168	1,651	16	566	11	71	5	2,718	15	1,386	1,131	21	9,805
Michigan.....	9	15	66	90	2,082	460	101	2	4,298	13	685	33	10	1,053
Minnesota.....	52	59	678	42	690	41	104	0	4,771	11	1,067	1,000	3	85
Mississippi.....	13	150	233	62	1,837	29	85	2	2,636	1	10	30	2	83
Missouri.....	90	343	1,737	219	2,685	1,489	122	7	4,975	10	301	169	11	1,581
Montana.....	16	15	567	22	348	23	19	0	541	3	71	19	3	80
Nebraska.....	192	708	4,361	59	881	345	109	35	4,304	8	806	57	4	764
Nevada.....				3	33	0	6	0	66		1	0		
New Hampshire.....				12	142	0	42	0	986	3	203	0		

TABLE 23.—Enrollment of pupils in public high schools by courses of study, 1923-24—PART II

State	In teacher training courses			In agricultural courses			In home-economics courses			In industrial or trade training courses			Military drill	
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Students
1	3	3	4	5	5	7	8	9	10	11	12	13	14	15
New Jersey.....	15	40	2,312	13	257	2	16	0	796	0	1,282	451	2	33
New Mexico.....	2	6	25	18	259	14	30	0	736	0	0	0	2	0
New York.....	37	68	617	59	1,105	5	125	0	5,471	32	3,650	2,283	3	280
North Carolina.....	10	24	89	42	1,205	12	99	0	3,829	6	195	2	3	73
North Dakota.....	141	333	1,137	37	502	212	54	0	868	5	14	18	5	98
Ohio.....	33	95	267	188	3,104	391	176	76	13,390	32	2,455	302	15	3,485
Oklahoma.....	37	110	588	106	1,739	735	128	2	4,612	13	469	55	6	164
Oregon.....	32	11	206	16	359	19	48	0	2,195	7	328	253	7	270
Pennsylvania.....	6	16	214	64	1,465	45	123	0	6,036	32	6,176	13	5	214
Rhode Island.....	1	0	63	4	38	0	5	0	779	1	49	0	4	409
South Carolina.....	2	2	13	39	755	19	37	0	1,371	2	98	0	3	245
South Dakota.....	57	197	1,044	33	517	14	62	0	1,707	2	5	0	0	0
Tennessee.....	69	435	915	78	1,646	109	330	0	5,701	5	29	7	19	2,889
Texas.....	11	55	143	112	1,905	447	172	18	8,927	10	318	132	16	3,366
Utah.....	2	9	15	11	404	0	20	0	1,653	3	229	0	4	1,373
Vermont.....	10	80	175	13	234	6	27	0	804	2	105	0	1	30
Virginia.....	3	4	24	61	1,047	98	96	8	2,496	4	175	0	0	712
Washington.....	2	72	70	23	407	60	84	0	3,654	12	354	1	3	198
West Virginia.....	22	48	253	31	515	265	63	4	2,598	4	135	0	2	58
Wisconsin.....	25	68	814	81	2,319	33	156	0	6,942	8	992	685	7	283
Wyoming.....	17	8	158	17	286	55	20	2	489	3	67	0	2	383
Outlying possessions														
Alaska.....							1	0	2					
Hawaii.....					41	0	3	0	312					
Philippine Islands.....					883	0	4	0	531					
Porto Rico.....	9	732	859	2			1	0	119				27	13,896

CHAPTER XXV

STATISTICS OF PRIVATE HIGH SCHOOLS AND ACADEMIES, 1923-24

For the school year ending June 30, 1924, a total of 2,124 private high schools and academies sent statistical reports to the Bureau of Education. This represents an increase of 161 schools over the number of 1922, 31 over 1920, and a loss of 124 since 1915. The average size of school increased from 96 in 1922 to 102 in 1924. The largest increase in enrollment is reported by the State of New York, where 5,065 more pupils are reported than in 1922. Ohio, Illinois, and Massachusetts follow with increases of between 2,000 and 3,000 pupils each, and the District of Columbia, Virginia, California, and New Jersey report increases of more than 1,000 each over enrollments in 1922. Eleven more States report increases of more than 500 each in enrollment for this two-year period. These gains are confined chiefly to the eastern and southeastern portions of the United States. The total enrollment for 1924 is 216,522, an increase of 29,881 over that reported for 1922.

While the enrollment was increasing 16 per cent over that for 1922, the number of graduates increased 27 per cent, the number of fourth-year pupils 29 per cent, and the number above fourth year 51 per cent. The number of boys enrolled increased 19 per cent, and the number of girls 13 per cent. In the four-year schools, the rates of increase are a little higher than for all schools. In schools for boys only the increase in enrollment is 18 per cent, and in those for girls only it is 8 per cent.

The increase in number of teachers in 1924 over that of 1922 has not kept pace with the increase in the number of students. The rate of increase for teachers is 10.3 per cent. For men teachers it is 13.7 per cent and for women teachers 8.2 per cent. The number of students per teacher, 13.8, is an increase of approximately one since 1922. The value of buildings and grounds is reported as 27.3 per cent higher than in 1922, and of furniture and scientific apparatus as 15 per cent higher. The increase in endowment reported for the two-year period is 21.9 per cent, or a little more than \$11,000,000.

The number of pupils in schools for the negro race increased 16.7 per cent from 1922 to 1924. The number of pupils per teacher in these schools was 15.6 in 1924, which was approximately 2 more than the number for each teacher in schools for white pupils.

TABLE 1.—Review of statistics of private high schools and academies, 1890 to 1924

Items	1890	1895	1900	1905	1910	1915	1920	1924
Schools reporting	1,632	2,180	1,978	1,627	1,781	2,248	2,093	2,124
Instructors:								
Men	3,272	3,991	4,275	4,065	4,512	5,776	5,696	6,192
Women	3,937	4,568	5,842	5,785	6,634	8,250	9,248	9,511
Total	7,209	8,559	10,117	9,850	11,146	14,026	14,944	15,703
Secondary students:								
Boys	47,534	57,354	55,734	51,778	55,474	73,208	84,222	100,116
Girls	47,397	60,963	55,063	55,429	61,926	81,846	99,931	116,406
Total	94,931	118,317	110,797	107,207	117,400	155,054	184,153	216,522
Colored students, included above:								
Boys		1,110	990	1,013	1,408	2,222	3,185	3,741
Girls		2,233	1,400	1,761	2,480	4,316	6,341	7,150
Total		3,343	2,390	2,774	3,888	6,538	9,526	10,891
Graduates:								
Boys		6,052	6,226	6,268	6,876	10,419	10,590	15,528
Girls		5,908	5,990	6,601	7,533	11,866	13,576	18,704
Total	8,070	11,960	12,216	12,869	14,409	22,285	24,166	34,232
Military drill:								
Schools having it						113	205	127
Students in it		6,237	8,900	8,919		8,836	24,056	15,100
Schools:								
For boys only				327	348	451	385	403
For girls only				308	511	799	728	739
Coeducational				792	922	968	980	982
Enrollment in:								
Boys' schools				23,780	26,838	39,543	47,925	56,809
Girls' schools				27,438	28,317	46,945	55,658	64,819
Coeducational schools				55,089	62,245	68,556	80,570	94,894
Secondary teachers to a school	4.4	3.9	5.1	6.1	6.3	6.2	7.1	7.4
Secondary students to a school	58.2	54.0	56.0	65.9	65.9	70.0	88.0	101.9
Secondary students to a teacher	13.2	14.0	10.9	10.8	10.5	11.1	12.3	13.8
Libraries:								
Schools reporting		1,361	1,372	1,381	1,222	1,577	1,801	1,980
Volumes (in thousands)	961	1,498	1,734	2,360	1,976	2,817	3,622	4,230
Average number of volumes per school		1.101	1.264	1.709	1.617	1.786	2.011	2.152

TABLE 2.—Review of statistics of private high schools and academies for five-year periods, 1895-1924, as to denominational control

Denominations	1895	1900	1905	1910	1915	1920	1924
Baptist:							
Schools	109	98	74	74	105	107	103
Students	7,424	7,173	6,450	6,983	7,439	10,903	11,578
Congregational:							
Schools	56	51	41	45	31	29	23
Students	2,882	2,671	2,402	2,322	2,231	2,348	1,714
Episcopal:							
Schools	119	98	91	71	99	91	95
Students	5,852	5,145	5,460	4,788	6,389	7,761	7,623
Friends:							
Schools	57	55	46	48	36	28	26
Students	3,851	3,428	3,526	2,243	2,444	2,324	2,416
Latter Day Saints:							
Schools					18	12	4
Students					4,765	3,959	1,796
Lutheran:							
Schools	36	32	28	42	57	47	34
Students	1,908	2,032	1,819	3,339	3,881	4,005	3,899
Methodist:							
Schools	60	65	60	67	77	71	65
Students	5,958	5,533	6,328	6,007	6,506	7,902	9,190
Methodist Episcopal South:							
Schools	51	39	36	25	33	21	21
Students	3,871	2,869	3,035	2,281	3,044	2,200	2,498

TABLE 2.—Review of statistics of private high schools and academies for five-year periods, 1895-1924, as to denominational control—Continued

Denominations	1895	1900	1905	1910	1915	1920	1924
Presbyterian:							
Schools.....	102	93	68	67	65	64	
Students.....	4,634	4,574	3,511	3,570	3,734	5,267	4,227
Roman Catholic:							
Schools.....	280	361	349	630	975	976	1,021
Students.....	12,777	15,872	20,150	30,124	56,182	76,054	104,361
Seventh Day Adventist:							
Schools.....					20	22	33
Students.....					1,834	1,992	3,050
Other denominations:							
Schools.....	40	56	50	84	70	58	64
Students.....	3,564	4,344	6,575	9,490	5,380	5,305	7,506
Total denominational:							
Schools.....	910	945	883	1,143	1,586	1,527	1,553
Students.....	52,441	53,624	59,226	71,147	103,829	130,019	160,418
Nonsectarian:							
Schools.....	1,270	1,033	744	638	662	566	591
Students.....	65,906	57,173	47,951	46,233	51,215	54,134	57,998

TABLE 3.—Distribution of students in private high schools and academies 1907-1924¹

	1907	1910	1915	1920	1924
Unclassified students:					
Boys.....				4,724	4,594
Girls.....				6,048	6,952
Total.....				10,772	11,546
Students in first year:					
Boys.....	11,008	17,880	23,745	27,499	30,149
Girls.....	10,848	19,895	26,921	33,409	34,875
Total.....	21,856	37,775	50,666	61,358	64,324
Per cent.....	33.1	35.2	34.4	36.1	32.5
Students in second year:					
Boys.....	9,223	13,851	18,622	21,265	24,459
Girls.....	8,387	15,285	20,474	24,384	27,726
Total.....	17,610	29,136	39,096	45,649	52,185
Per cent.....	26.5	27.1	26.6	26.8	26.4
Students in third year:					
Boys.....	7,787	10,812	14,227	16,355	20,577
Girls.....	7,030	11,881	15,997	18,850	23,059
Total.....	14,817	22,693	30,224	35,205	43,636
Per cent.....	22.4	21.2	20.6	20.5	22.1
Students in fourth year:					
Boys.....	6,141	8,251	12,721	12,489	17,494
Girls.....	5,825	9,423	14,387	15,700	20,092
Total.....	11,966	17,674	27,108	28,189	37,586
Per cent.....	18.0	16.5	18.4	16.6	19.0
Students above fourth year:					
Boys.....				1,440	2,843
Girls.....				1,540	4,402
Total.....				2,980	7,245

¹ No data collected prior to 1907.

² Per cent of students classified as first, second, third, and fourth year students.

TABLE 4.—Classification of private high schools and academies, instructors, and secondary students according to religious influence or control, 1923-24

Religious denominations	Schools	Secondary instructors		Enrollment by years											
		Men	Women	Unclassified		In first year		In second year		In third year		In fourth year		Above fourth year	
				Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	7	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Baptist.....	103	343	363	234	320	1,675	1,637	1,378	1,231	1,276	1,204	1,064	1,025	213	291
Brethren.....	2	2	2	18	33	5	8	5	6	1	3	2	0	1	0
Christian.....	5	13	17	18	33	52	84	34	76	17	47	20	65	5	10
Christian Catholic Apostolic.....	1	6	4	4	2	16	34	11	20	11	16	12	24	5	10
Christian Reformed.....	1	14	2	14	2	84	105	52	98	33	30	32	36	8	10
Church of Christ.....	5	16	12	6	23	48	53	37	42	21	23	34	40	78	96
Church of Christ of Reorganized Latter Day Saints.....	1	2	3	59	180	22	18	12	10	6	4	4	2	2	2
Church of New Jerusalem.....	3	8	18	13	13	13	18	13	14	19	23	6	21	2	0
Congregational.....	23	75	90	20	54	261	278	229	220	174	149	162	168	7	12
Disciples of Christ.....	5	12	17	1	4	27	77	21	48	21	40	9	24	7	9
Episcopal.....	95	423	411	409	184	1,034	720	4,036	3,693	1,047	629	839	653	160	219
Evangelical Free Church.....	2	8	6	15	99	7	4	12	7	17	7	15	1	46	25
Friends.....	26	109	117	4	5	286	343	283	310	273	276	251	305	58	22
Holiness.....	1	1	4	22	43	2	8	3	7	41	25	36	25	7	28
Jewish.....	2	18	8	3	2	103	8	79	99	44	50	53	42	50	83
Latter Day Saints.....	4	47	25	583	676	36	52	68	99	375	233	351	242	244	57
Lutheran.....	34	177	71	270	356	527	326	456	262	29	48	55	46	68	75
Mennonite.....	3	28	10	32	53	71	76	51	53	29	48	55	46	88	75
Methodist.....	65	272	282	365	596	1,022	1,192	835	1,071	795	843	635	837	484	465
Methodist Episcopal South.....	21	65	87	121	135	337	328	245	255	240	238	242	204	60	93
Moravian.....	2	8	7	8	11	11	12	11	17	10	16	6	17	17	17
Nazarene.....	9	25	39	81	84	124	126	90	97	68	85	69	96	41	40
Presbyterian.....	64	183	225	9	72	762	940	538	628	436	585	345	487	30	85
Reformed Church.....	8	68	9	0	2	191	63	330	37	257	31	146	42	30	85
Roman Catholic.....	1,021	1,646	4,848	310	1,859	15,230	21,366	10,891	16,488	7,048	12,589	6,155	10,323	556	646
Schwenkfelder.....	33	131	119	46	91	19	0	17	0	28	0	65	0	1	0
Seventh Day Adventist.....	2	11	5	6	14	436	555	364	401	259	338	215	289	75	91
Swedish Evangelical Mission Covenant.....	2	5	5	6	14	68	50	40	42	30	49	31	30	4	2
Unitarian.....	5	15	15	50	82	16	9	14	15	12	12	16	12	65	93
United Brethren.....	3	16	14	10	4	30	47	36	32	29	37	49	53	65	93
Universalist.....	3	16	14	10	4	30	18	38	18	59	26	113	48	4	2
Total.....	1,553	3,724	6,775	2,664	4,951	22,590	28,439	17,246	22,346	13,576	17,656	11,040	15,107	2,302	2,532

TABLE 5.—Private high schools and academies—Schools, instructors, students, military drill, and property, 1923-24

States	Schools reporting	Secondary instructors		Elementary instructors		Elementary pupils		Students in military drill	Bound volumes in libraries	Value of buildings and grounds (thous. dollars)	Value of scientific apparatus, furniture, etc. (hundreds of dollars)	Permanent endowment funds (thous. dollars)	Schools maintaining boarding departments		
		Men	Women	Men	Women	Boys	Girls							Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Cont. United States	2,124	6,192	9,511	100,116	116,406	874	7,477	109,908	139,638	15,100	4,260,015	310,025	251,741	61,417	1,241
Alabama	49	93	139	1,627	2,274	11	186	2,860	3,707	393	58,310	3,091	2,921	520	28
Arizona	5	20	21	220	280	0	5	86	128	.....	4,779	182	242	7	3
Arkansas	17	32	44	462	741	3	38	428	638	.....	12,852	805	669	41	15
California	97	235	547	3,098	6,250	67	388	5,778	7,748	650	295,195	10,383	9,327	202	59
Colorado	10	13	56	217	594	3	45	918	1,092	.....	13,700	1,221	490	5	5
Connecticut	56	202	322	3,430	3,266	18	91	576	766	40	141,686	10,622	10,416	5,140	39
Delaware	6	24	27	303	265	0	39	268	369	.....	6,170	1,265	1,020	245	2
District of Columbia	27	80	193	1,378	1,752	10	98	509	1,448	50	47,500	2,913	2,531	.....	17
Florida	21	42	66	463	761	8	93	996	1,636	155	21,028	2,963	2,001	19	16
Georgia	41	117	129	1,878	2,029	16	83	956	1,937	630	61,691	3,845	3,136	182	28
Idaho	8	8	35	119	337	0	19	195	446	.....	10,735	465	751	30	7
Illinois	93	292	540	5,073	7,600	34	371	7,399	7,399	609	218,557	18,845	14,888	2,772	62
Indiana	34	131	113	1,952	1,527	8	96	1,646	2,326	1,039	82,249	5,695	8,913	436	20
Iowa	97	96	337	1,756	3,719	21	357	5,944	6,456	94	129,493	6,718	3,069	161	43
Kansas	31	82	125	1,454	1,993	4	45	448	584	165	64,671	4,651	3,059	94	20
Kentucky	73	104	247	1,666	3,025	14	203	2,683	3,881	59	125,988	7,144	5,127	607	49
Louisiana	45	83	147	1,298	1,447	26	175	2,305	3,695	218	64,949	4,131	2,738	227	27
Maine	47	111	171	2,170	2,414	3	51	686	737	.....	73,479	3,149	2,928	1,853	22
Maryland	39	151	149	1,673	1,408	23	151	1,354	2,211	103	87,811	7,714	6,820	2,951	23
Massachusetts	110	429	672	5,917	7,686	46	511	8,361	10,901	147	251,223	23,928	24,565	9,439	58
Michigan	63	92	295	3,114	4,201	22	372	8,210	9,227	40	113,873	9,220	4,372	571	16
Minnesota	48	148	222	2,450	2,892	6	153	2,450	2,775	840	159,639	7,354	5,827	1,222	23
Mississippi	28	86	98	1,598	1,373	32	67	1,187	1,141	919	39,708	2,700	2,653	1,165	33
Missouri	51	164	244	2,756	3,072	28	197	1,839	3,029	773	149,812	8,751	4,285	452	34
Montana	8	10	43	330	615	0	11	232	291	.....	21,760	630	4,224	452	4

TABLE 5.—Private high schools and academies—Schools, instructors, students, military drill, and property, 1923-24—Continued

States	Schools reporting	Secondary instructors		Secondary students		Elementary instructors		Elementary pupils		Students in military drill	Bound volumes in libraries	Value of buildings and grounds (thousands of dollars)	Value of scientific apparatus, furniture, etc. (hundreds of dollars)	Permanently-endowment funds (thousands of dollars)	Schools maintaining boarding-departments
		Men	Women	Boys	Girls	Men	Women	Boys	Girls						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Nebraska	31	28	131	438	1,460	4	108	1,710	3,919	.....	50,300	3,146	2,056	211	24
New Hampshire	19	15	58	1,808	758	11	5	434	470	.....	82,700	4,142	3,833	7,489	15
New Jersey	70	329	321	4,038	3,288	43	311	4,050	4,783	276	191,687	12,914	11,921	6,612	34
New Mexico	10	12	28	115	296	8	33	487	693	.....	18,797	1,348	1,128	2	9
New York	229	765	1,232	12,543	14,102	174	1,012	13,632	16,064	2,068	335,193	42,501	33,635	11,576	96
North Carolina	59	165	193	2,545	3,425	15	172	2,646	3,417	256	73,576	8,214	1,287	692	55
North Dakota	9	11	38	113	352	3	27	391	465	.....	11,027	831	354	9	9
Ohio	86	229	486	4,926	6,107	28	338	5,266	7,272	123	292,288	12,311	9,819	1,760	26
Oklahoma	31	41	97	575	797	8	90	1,636	1,796	.....	41,084	2,094	1,161	420	13
Oregon	16	36	61	590	643	3	45	496	775	.....	27,960	2,005	1,279	70	14
Pennsylvania	137	459	698	8,873	7,468	83	691	11,855	13,034	376	290,341	20,953	28,234	7,394	63
Rhode Island	15	73	36	1,247	1,980	16	69	1,314	1,321	.....	40,032	3,009	1,161	324	9
South Carolina	26	40	69	1,439	1,914	7	74	1,208	1,626	233	37,637	2,791	1,372	613	21
South Dakota	13	24	46	365	577	2	29	602	598	19	29,770	1,030	756	332	12
Tennessee	49	188	132	3,061	1,789	20	73	963	1,068	1,064	73,086	5,079	2,962	394	42
Texas	48	118	181	1,586	2,336	15	121	1,436	2,115	312	94,838	7,505	5,206	36	44
Utah	7	36	49	657	1,071	0	18	45	308	.....	24,398	1,278	1,064	.....	6
Vermont	17	51	90	1,057	1,140	47	47	814	760	.....	25,909	2,122	1,908	1,272	12
Virginia	64	247	174	3,397	2,347	15	139	1,662	2,843	2,045	68,431	7,436	5,402	153	54
Washington	23	51	95	717	1,092	3	98	1,253	2,019	.....	51,696	2,457	1,832	200	18
West Virginia	16	47	76	728	789	9	44	898	704	297	36,775	2,096	2,110	115	10
Wisconsin	32	104	174	1,946	2,580	5	61	732	867	477	100,765	6,084	6,507	366	21
Wyoming	3	9	7	124	124	0	7	101	112	.....	2,800	214	132	.....	2
Outlying Possessions															
Hawaii	10	43	49	912	431	23	42	1,441	372	278	36,503	1,748	1,093	1,510	9
Porto Rico	10	11	53	183	378	6	32	274	412	157	4,452	1,010	458	3	5

TABLE 6.—Graduates in private high schools and academies and graduates continuing their education, 1923-24

States	Graduates in 1924				Graduates, class of 1923, who went to college in 1924				Graduates, class of 1923, who went to other institutions in 1924			
	Boys	Girls	Total	Per cent of total enrollment graduating	Boys	Girls	Total	Per cent of graduates in 1923	Boys	Girls	Total	Per cent of graduates in 1923
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.....	15,528	18,704	34,232	15.1	8,442	5,238	13,680	42.8	1,067	4,277	5,344	16.7
Alabama.....	200	344	604	15.5	122	87	209	33.6	17	91	108	17.3
Arizona.....	25	40	65	13.0	12	14	26	35.1	2	8	10	13.5
Arkansas.....	51	82	133	11.1	24	24	48	33.1	9	14	23	15.9
California.....	442	941	1,383	15.0	234	359	593	46.9	111	209	220	17.4
Colorado.....	13	84	101	12.9	9	39	48	36.1	1	23	24	17.5
Connecticut.....	616	639	1,255	18.7	434	164	598	50.9	13	172	185	15.8
Delaware.....	56	31	87	17.1	22	14	36	56.2	4	8	12	18.8
District of Columbia.....	199	264	463	14.8	49	94	143	30.7	14	57	71	15.2
Florida.....	46	86	132	10.5	23	42	65	46.1	7	14	21	14.9
Georgia.....	282	369	651	16.7	151	86	237	40.4	20	76	96	10.4
Idaho.....	22	56	78	17.1	5	16	21	25.3	0	13	13	15.7
Illinois.....	724	1,092	1,816	14.3	381	250	631	37.8	30	360	390	23.3
Indiana.....	336	243	579	16.6	218	58	276	53.7	16	42	58	11.3
Iowa.....	282	749	1,031	18.8	112	139	251	25.4	41	186	227	23.0
Kansas.....	240	333	573	16.6	87	98	185	30.0	21	43	64	10.4
Kentucky.....	227	445	672	14.3	59	135	194	37.5	11	103	114	22.0
Louisiana.....	200	246	446	16.3	96	87	183	46.8	15	75	90	23.0
Maine.....	383	464	847	18.4	144	71	215	26.5	47	105	152	18.8
Maryland.....	257	189	446	14.5	165	60	225	53.0	11	61	72	16.9
Massachusetts.....	1,129	1,484	2,613	19.2	788	361	1,149	48.1	43	326	369	15.5
Michigan.....	455	662	1,117	15.3	162	138	300	27.8	47	190	237	21.9
Minnesota.....	376	516	892	16.7	209	149	358	40.0	47	186	233	26.0
Mississippi.....	222	170	392	13.2	95	44	139	34.8	14	23	37	9.3
Missouri.....	428	410	838	14.4	214	161	375	48.0	10	74	84	10.7
Montana.....	56	112	168	17.8	24	45	72	43.1	6	35	41	24.0
Nebraska.....	77	257	334	17.6	41	49	90	26.4	8	31	39	11.5
New Hampshire.....	401	150	551	20.7	243	22	265	55.6	18	35	53	11.1
New Jersey.....	795	541	1,336	16.7	516	152	668	58.9	64	165	229	20.2
New Mexico.....	10	37	47	10.7	10	8	18	38.3	2	10	12	25.5
New York.....	1,770	2,125	3,895	14.5	1,149	696	1,845	52.2	192	499	651	18.4
North Carolina.....	361	592	953	16.0	174	122	296	39.9	13	75	88	11.9
North Dakota.....	13	59	72	14.5	11	11	22	25.3	5	31	36	41.4
Ohio.....	737	961	1,698	15.4	218	300	518	35.0	55	190	254	17.2
Oklahoma.....	72	102	174	12.7	28	36	64	31.7	12	22	34	16.8
Oregon.....	94	114	208	17.4	22	34	56	35.0	4	4	8	5.0
Pennsylvania.....	1,476	1,288	2,764	16.9	854	368	1,222	43.5	143	268	411	14.6
Rhode Island.....	180	206	386	17.3	152	40	192	52.0	8	40	48	13.0
South Carolina.....	197	136	333	13.5	101	30	131	63.3	5	6	11	5.3
South Dakota.....	57	93	150	17.0	13	56	69	51.9	3	13	16	12.0
Tennessee.....	475	248	723	14.9	254	100	354	56.2	26	38	64	10.1
Texas.....	185	318	503	12.2	97	139	236	51.4	14	62	76	16.6
Utah.....	121	238	359	20.8	6	19	25	6.9	0	22	22	6.0
Vermont.....	198	193	391	17.8	94	38	132	28.2	12	57	69	14.7
Virginia.....	508	315	823	13.8	334	90	424	60.1	18	49	67	9.5
Washington.....	77	156	233	12.9	56	49	105	40.7	15	50	65	25.2
West Virginia.....	91	106	197	13.0	41	32	73	39.9	6	19	25	13.7
Wisconsin.....	297	399	696	15.4	186	102	288	40.0	27	85	112	15.6
Wyoming.....	9	15	24	11.2	3	7	10	30.3	0	3	3	9.1
Outlying Possessions												
Hawaii.....	156	99	255	16.8	61	14	75	50.0	7	6	13	8.7
Porto Rico.....	30	28	58	10.3	9	2	11	31.4	11	8	19	54.3

TABLE 7.—Classification of students enrolled in private high schools and academies by years, 1923-24

States	Unclassified		In first year		In second year		In third year		In fourth year		Above fourth year	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.....	4,594	6,952	30,149	34,175	24,450	27,726	20,577	23,059	17,494	20,092	2,843	4,402
Alabama.....	71	46	483	699	416	661	329	470	274	375	49	23
Arizona.....	68	24	19	44	59	98	37	48	27	45	10	23
Arkansas.....	19	69	156	227	95	194	83	119	73	103	36	29
California.....	44	263	919	1,862	754	1,513	622	1,334	576	1,026	93	232
Colorado.....	2	30	71	173	65	135	66	132	13	94		
Connecticut.....	35	63	877	832	814	824	781	728	711	668	212	151
Delaware.....	7	38	74	61	86	38	68	33	63	33	5	2
District of Columbia.....	293	259	360	324	301	286	198	372	224	308	0	203
Florida.....	56	88	18	244	113	149	111	152	71	100	12	28
Georgia.....	114	115	49	510	439	468	397	400	351	386	84	150
Idaho.....	0	1	45	109	34	95	15	68	25	64		
Illinois.....	32	436	1,865	2,534	1,324	1,970	960	1,436	752	1,142	140	82
Indiana.....	58	49	473	537	615	407	435	286	356	248	115	0
Iowa.....	32	134	551	1,049	460	934	369	809	287	758	56	35
Kansas.....	89	183	394	515	341	386	220	362	262	350	148	197
Kentucky.....	76	204	662	1,057	438	720	237	524	229	472	24	48
Louisiana.....	8	3	464	448	319	416	284	309	221	237	0	34
Maine.....	65	12	636	754	521	636	458	514	473	495	17	23
Maryland.....	50	54	494	465	457	387	353	279	312	213	7	10
Massachusetts.....	277	106	1,421	2,149	1,367	1,746	1,320	1,654	1,392	1,631	140	400
Michigan.....	46	118	1,129	1,409	799	1,069	564	840	510	709	66	56
Minnesota.....	133	267	792	839	587	643	471	547	400	541	67	45
Mississippi.....	95	55	432	347	381	273	384	348	280	215	26	135
Missouri.....	96	354	838	870	582	625	554	540	439	476	247	207
Montana.....	4	20	102	199	99	158	60	120	59	118		
Nebraska.....	34	45	156	426	91	328	76	335	77	281	4	45
New Hampshire.....	18	8	452	213	469	206	476	181	475	144	8	6
New Jersey.....	70	186	1,316	968	1,208	798	1,115	658	878	584	111	94
New Mexico.....	22	41	70	96	31	52	12	69	10	38		
New York.....	276	734	4,240	4,324	3,312	3,575	2,534	2,750	2,037	2,492	104	617
North Carolina.....	90	160	779	1,032	612	758	582	680	433	684	49	111
North Dakota.....	0	20	64	114	46	82	18	74	14	61		1
Ohio.....	253	170	1,650	2,049	1,249	1,589	1,013	1,166	749	996	12	137
Oklahoma.....	43	36	185	238	122	209	109	171	83	116	33	27
Oregon.....	2	10	148	179	117	162	146	134	150	106		
Pennsylvania.....	767	710	2,611	1,944	2,115	1,682	1,792	1,514	1,476	1,339	112	279
Rhode Island.....	3	13	425	301	329	217	234	201	220	212	36	36
South Carolina.....	55	121	445	282	324	205	331	185	245	163	59	48
South Dakota.....	9	20	84	160	82	131	56	104	62	95	12	67
Tennessee.....	65	95	942	529	747	415	653	336	534	273	120	141
Texas.....	91	324	358	626	317	449	319	410	256	427	245	294
Utah.....	535	647	20	114	26	91	22	82	14	77	40	60
Vermont.....	22	95	351	316	233	264	230	251	211	206	10	8
Virginia.....	302	427	903	589	826	474	766	366	668	347	132	144
Washington.....	39	24	216	301	173	256	226	239	88	175	75	97
West Virginia.....	18	47	240	232	184	207	163	152	114	112	9	39
Wisconsin.....	110	28	577	835	455	715	407	640	309	427	87	26
Wyoming.....			37	60	25	82	15	22	11	20	3	0
<i>Outlying Possessions</i>												
Hawaii.....	27	32	310	140	228	113	188	78	158	73	1	0
Porto Rico.....	3	15	45	152	49	115	43	56	35	39	8	1

TABLE 8.—Miscellaneous comparisons and a classification of private high schools and academies according to sex of students admitted, 1923-24

States	Sec- ond- ary teach- ers to a school	Sec- ond- ary stu- dents to a school	Sec- ond- ary stu- dents to a teach- er	Grad- uates to a school	Schools for boys only		Schools for girls only		Coeducational schools		
					Num- ber	Stu- dents	Num- ber	Stu- dents	Num- ber	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States.....	7.4	101.9	13.8	16.1	403	56,809	739	64,819	982	43,307	51,587
Alabama.....	4.7	79.5	16.8	12.3	8	534	13	726	28	1,088	1,548
Arizona.....	8.2	100.0	12.2	13.0	1	20			4	200	280
Arkansas.....	4.5	70.8	15.8	7.8			1	119	16	462	622
California.....	8.1	95.2	11.8	14.3	23	1,825	49	4,712	25	1,183	1,518
Colorado.....	6.9	78.1	11.3	10.1	1	6	4	252	5	211	312
Connecticut.....	11.0	119.6	10.9	22.4	22	2,489	24	2,380	10	941	886
Delaware.....	8.5	84.7	10.0	14.5	1	171	2	89	3	132	116
District of Columbia.....	10.1	115.9	11.5	17.1	5	1,022	19	1,549	3	354	203
Florida.....	5.1	59.7	11.6	6.3	4	146	6	249	11	347	512
Georgia.....	6.0	95.3	15.9	15.9	7	777	8	797	28	1,101	1,232
Idaho.....	5.4	57.0	10.6	9.8			2	114	6	119	223
Illinois.....	8.9	136.3	15.2	19.5	19	3,761	44	6,134	30	1,312	1,466
Indiana.....	7.2	102.3	14.3	17.0	6	1,573	17	1,193	11	379	334
Iowa.....	4.5	56.4	10.6	11.2	4	198	16	1,598	77	1,557	2,121
Kansas.....	6.7	111.2	18.5	16.7	2	157	7	557	22	1,297	1,436
Kentucky.....	4.8	64.3	13.4	9.2	5	671	23	1,333	45	995	1,092
Louisiana.....	5.1	61.0	11.9	9.8	11	1,157	25	1,192	9	139	255
Maine.....	6.0	98.0	10.3	18.0	4	264	4	332	39	1,906	2,102
Maryland.....	7.7	79.0	10.3	11.4	15	1,209	16	1,039	8	464	369
Massachusetts.....	10.0	123.7	12.4	23.8	28	3,851	58	5,802	24	2,066	1,884
Michigan.....	6.1	116.1	18.9	17.7	6	1,126	15	1,359	42	1,988	2,842
Minnesota.....	7.7	111.1	14.4	18.6	10	1,337	11	1,355	27	1,113	1,527
Mississippi.....	6.6	106.1	16.1	14.0	9	892	6	446	13	706	927
Missouri.....	6.7	95.5	14.3	13.7	12	2,060	27	2,115	22	696	957
Montana.....	6.6	118.1	17.8	21.0	1	56	3	296	4	274	319
Nebraska.....	5.1	61.2	11.9	10.8			9	629	22	438	831
New Hampshire.....	11.1	139.8	12.5	29.0	6	1,305	2	220	11	593	538
New Jersey.....	9.3	111.1	12.3	19.1	24	3,962	29	2,113	17	736	1,175
New Mexico.....	4.0	41.1	11.0	4.7	4	133	5	244	1	12	52
New York.....	8.7	117.5	13.5	17.0	59	9,185	94	10,289	76	3,318	4,113
North Carolina.....	6.1	101.2	10.7	16.2	4	343	10	674	45	2,202	2,751
North Dakota.....	5.4	55.0	10.1	8.0			1	63	8	143	289
Ohio.....	8.3	128.3	15.4	19.7	10	2,071	29	3,496	47	2,855	2,611
Oklahoma.....	4.4	44.3	9.9	5.6	2	99	3	90	26	476	707
Oregon.....	6.1	74.6	12.3	13.0	3	463	6	359	7	127	244
Pennsylvania.....	8.4	119.3	14.1	20.2	28	5,225	52	3,861	57	3,648	3,607
Rhode Island.....	11.1	148.5	13.4	25.7	3	923	8	795	4	324	185
South Carolina.....	5.7	94.7	16.5	12.8	5	921	5	189	16	538	816
South Dakota.....	5.4	67.8	12.6	11.5			3	119	10	305	458
Tennessee.....	6.5	98.9	15.2	14.8	10	1,362	7	498	32	1,699	1,291
Texas.....	6.2	85.9	13.8	10.5	6	513	19	1,045	23	1,073	1,491
Utah.....	12.1	246.9	20.3	51.3			4	313	3	657	758
Vermont.....	8.3	129.2	15.6	23.0	1	90	3	206	13	661	934
Virginia.....	6.6	92.9	14.1	12.9	20	2,919	19	1,231	25	678	1,116
Washington.....	6.3	78.7	12.4	10.1	3	418	14	706	6	299	386
West Virginia.....	7.7	94.8	12.3	14.9	4	496	6	527	6	232	262
Wisconsin.....	8.7	141.4	16.3	21.8	6	1,054	11	1,414	15	891	1,166
Wyoming.....	5.3	71.7	13.4	8.0	1	19			2	72	124
<i>Outlying possessions</i>											
Hawaii.....	9.2	134.3	14.6	22.5	4	593	3	167	3	319	264
Porto Rico.....	6.3	58.1	8.9	5.8	1	27	6	267	3	156	111

TABLE 9.—Four-year private high schools and academies—Schools, instructors, students, and graduates, 1923-24

State	Four-year schools reporting	Secondary instructors			Secondary students			Graduates				
		Men	Women	Total	Boys	Girls	Total	Boys	Girls	Total	Per cent of total enrollment	Per cent of fourth year enrollment
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.....	2,028	6,188	9,463	15,048	99,047	114,827	213,874	15,400	18,483	33,883	15.8	90.2
Alabama.....	45	90	131	221	1,575	2,188	3,763	246	337	573	15.2	88.3
Arizona.....	5	20	21	41	220	280	500	25	40	65	13.0	90.3
Arkansas.....	17	32	44	76	462	741	1,203	51	82	133	11.1	75.6
California.....	90	229	534	763	2,925	6,103	9,028	438	926	1,364	15.1	85.1
Colorado.....	10	13	56	69	217	564	781	13	88	101	12.9	94.4
Connecticut.....	55	292	320	612	3,428	3,262	6,690	616	639	1,255	18.8	91.0
Delaware.....	6	24	27	51	303	205	508	56	31	87	17.1	90.6
District of Columbia.....	27	80	193	273	1,376	1,752	3,128	199	264	463	14.8	87.0
Florida.....	20	41	65	106	486	750	1,236	44	83	127	10.3	74.3
Georgia.....	39	116	126	242	1,869	1,980	3,849	279	354	633	16.4	85.9
Idaho.....	8	8	35	43	119	337	456	22	56	78	17.1	87.6
Illinois.....	90	285	532	817	4,965	7,566	12,531	684	1,079	1,763	14.1	93.1
Indiana.....	32	129	109	238	1,891	1,447	3,338	234	565	799	16.9	93.5
Iowa.....	86	89	318	407	1,661	3,580	5,241	710	983	1,693	18.8	94.8
Kansas.....	30	80	124	204	1,435	1,981	3,416	324	560	884	16.4	91.5
Kentucky.....	72	103	246	349	1,663	3,023	4,686	226	444	670	14.3	95.6
Louisiana.....	42	82	140	222	1,271	1,329	2,600	193	202	395	15.2	88.2
Maine.....	47	111	171	282	2,170	2,434	4,604	383	464	847	18.4	87.5
Maryland.....	39	151	149	300	1,673	1,408	3,081	257	189	446	14.5	85.0
Massachusetts.....	109	429	668	1,097	5,017	7,574	13,491	1,129	1,465	2,594	19.2	85.8
Michigan.....	63	92	295	387	3,114	4,201	7,315	455	662	1,117	15.3	91.6
Minnesota.....	47	146	219	365	2,439	2,873	5,312	376	516	892	16.8	94.8
Mississippi.....	27	86	97	183	1,594	1,367	2,961	220	169	386	13.0	78.0
Missouri.....	53	161	230	391	2,715	2,979	5,694	420	397	817	14.3	89.3
Montana.....	7	9	41	50	326	603	929	56	112	168	18.1	94.9
Nebraska.....	31	28	131	159	438	1,460	1,898	77	257	334	17.6	93.3
New Hampshire.....	19	154	58	212	1,898	758	2,650	401	150	551	20.7	89.0
New Jersey.....	68	330	322	649	4,690	3,275	7,965	795	641	1,336	16.8	91.4
New Mexico.....	9	16	26	42	145	288	433	10	37	47	10.9	97.7
New York.....	212	764	1,256	2,020	12,300	14,194	26,494	1,769	2,120	3,889	14.7	87.7
North Carolina.....	59	165	196	361	2,545	3,425	5,970	361	592	953	16.0	85.3
North Dakota.....	7	10	34	44	126	326	452	13	59	72	15.9	96.0
Ohio.....	81	234	479	713	4,871	6,034	10,905	733	957	1,690	15.5	96.8
Oklahoma.....	31	41	97	138	575	797	1,372	72	174	247	12.7	87.4
Oregon.....	15	36	59	95	581	586	1,167	90	106	196	16.8	76.6
Pennsylvania.....	130	479	720	1,199	8,769	7,348	16,117	1,471	1,284	2,755	17.1	97.9
Rhode Island.....	15	73	93	166	1,247	980	2,227	180	206	386	17.3	89.3
South Carolina.....	25	80	74	154	1,450	987	2,437	197	130	333	13.7	81.6
South Dakota.....	12	23	44	67	294	560	854	57	93	150	17.6	95.5
Tennessee.....	44	183	126	309	2,028	1,735	4,763	474	247	721	15.1	89.3
Texas.....	47	118	189	307	1,586	2,531	4,117	185	318	503	12.2	73.6
Utah.....	6	35	46	81	643	1,060	1,708	121	238	359	21.1	(¹)
Vermont.....	17	51	90	141	1,057	1,149	2,197	198	193	391	17.8	93.8
Virginia.....	62	258	185	443	3,579	2,313	5,892	505	310	815	13.8	80.3
Washington.....	23	51	95	146	717	1,092	1,809	77	156	233	12.9	88.6
West Virginia.....	16	46	73	119	713	781	1,494	89	104	193	12.9	85.4
Wisconsin.....	31	106	172	278	1,890	2,506	4,396	297	399	696	15.8	94.6
Wyoming.....	3	9	7	16	91	124	215	9	15	24	11.2	77.4
<i>Outlying possessions</i>												
Hawaii.....	10	43	49	92	912	431	1,343	166	69	225	16.8	97.4
Porto Rico.....	9	11	48	59	178	357	535	30	28	58	10.8	78.4

¹ Because one school in Utah did not distribute its students by years, but reported 273 graduates, this percentage can not be arrived at.

TABLE 10.—Distribution, by years, of students in four-year private high schools and academies, and graduates from such schools continuing their education, 1923-24

State	First year		Second year		Third year		Fourth year		Total students in first, second, third, and fourth years	Other students, excluding elementary	Graduates, class of 1923, who went to college, 1923-24		Graduates, class of 1923, who went to other institutions, 1923-24
	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total			Number	Per cent of entire class graduating, 1923	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	62,878	32.2	51,298	26.3	43,340	22.2	37,572	19.3	195,088	18,786	13,610	43.0	5,277
Alabama	1,103	30.9	1,034	28.9	788	22.0	649	18.2	3,574	189	199	34.7	95
Arizona	63	16.8	155	41.3	85	22.7	72	19.2	375	125	26	35.1	10
Arkansas	383	36.5	280	27.5	202	19.2	176	16.8	1,050	153	48	33.1	23
California	2,686	32.0	2,182	26.0	1,926	22.9	1,602	19.1	8,396	632	585	46.7	216
Colorado	244	32.6	200	26.7	198	26.4	107	14.3	749	32	48	35.0	24
Connecticut	1,705	27.4	1,636	26.3	1,509	24.2	1,379	22.1	6,229	461	598	50.9	185
Delaware	135	29.6	121	27.2	101	22.1	96	21.1	456	52	36	56.3	12
Dist. of Columbia	684	28.8	587	24.8	570	24.0	532	22.4	2,373	755	143	30.7	71
Florida	367	34.9	256	21.3	258	21.5	171	16.3	1,052	184	64	47.1	21
Georgia	968	28.6	891	26.3	791	23.3	737	21.8	3,387	462	235	41.0	89
Idaho	154	33.8	129	28.4	83	18.2	89	19.6	455	1	21	25.3	13
Illinois	4,320	36.5	3,238	27.3	2,389	20.2	1,894	16.0	11,841	690	596	36.7	390
Indiana	933	29.9	873	28.0	706	22.7	604	19.4	3,116	222	276	53.7	58
Iowa	1,481	29.7	1,312	26.3	1,154	23.2	1,037	20.8	4,984	257	251	26.6	214
Kansas	888	31.7	717	25.0	582	20.8	612	21.9	2,799	617	185	30.0	64
Kentucky	1,716	39.6	1,156	26.7	761	17.5	701	16.2	4,334	352	194	37.5	114
Louisiana	853	33.4	673	26.3	571	22.4	458	17.9	2,555	45	178	51.9	72
Maine	1,300	31.0	1,157	25.8	972	21.6	968	21.6	4,487	117	215	26.5	152
Maryland	959	32.4	844	28.5	632	21.4	625	17.7	2,990	121	225	52.9	72
Massachusetts	3,511	27.9	3,079	24.5	2,955	23.5	3,023	24.1	12,568	923	1,149	48.5	368
Michigan	2,538	36.1	1,868	27.2	1,404	20.0	1,219	17.3	7,029	286	300	27.8	237
Minnesota	1,629	33.9	1,219	25.4	1,014	21.1	941	19.6	4,800	512	358	40.0	233
Mississippi	775	29.2	648	24.5	732	27.6	495	18.7	2,650	311	139	35.3	37
Missouri	1,653	34.5	1,140	21.0	1,073	22.4	915	19.1	4,790	904	373	48.8	80
Montana	289	31.9	253	28.0	180	20.5	177	19.6	905	24	72	43.1	41
Nebraska	582	32.9	419	23.7	411	23.2	358	20.2	1,770	128	90	26.5	39
New Hampshire	665	25.4	675	25.8	657	25.1	619	23.7	2,616	40	265	55.6	53
New Jersey	2,274	30.3	1,995	26.6	1,773	23.6	1,462	19.5	7,504	461	668	58.9	229
New Mexico	161	43.4	81	21.8	81	21.8	48	13.0	371	62	18	38.3	12
New York	8,260	33.4	6,793	27.4	5,277	21.3	4,433	17.9	24,763	1,731	1,845	52.3	651
North Carolina	1,811	32.6	1,370	24.0	1,262	22.7	1,117	20.1	5,560	410	296	39.9	88
North Dakota	159	34.9	113	26.3	92	21.4	75	17.4	430	22	22	25.3	36
Ohio	3,625	35.1	2,796	27.0	2,167	21.0	1,745	16.9	10,333	572	517	35.1	253
Oklahoma	423	34.3	331	26.9	280	22.7	199	16.1	1,233	139	64	31.7	34
Oregon	313	28.1	267	23.9	280	25.1	256	22.9	1,116	51	56	37.1	8
Pennsylvania	4,442	31.2	3,727	26.1	3,268	22.9	2,815	19.8	14,252	1,865	1,218	43.6	410
Rhode Island	720	34.0	546	25.5	435	20.3	432	20.2	2,139	88	192	52.0	48
South Carolina	717	33.3	622	24.2	507	23.5	408	19.0	2,154	283	131	63.3	11
South Dakota	234	31.4	201	26.9	154	20.6	157	21.1	746	108	69	51.9	16
Tennessee	1,420	32.7	1,128	26.0	967	22.7	807	18.6	4,342	421	352	56.1	63
Texas	970	31.0	760	24.2	735	23.2	683	21.6	3,163	954	236	51.4	76
Utah	121	28.8	111	26.4	98	23.3	91	21.6	421	1,282	25	6.8	22
Vermont	667	32.4	497	24.1	481	23.3	417	20.2	2,062	135	132	28.1	69
Virginia	1,463	29.9	1,289	26.4	1,120	22.9	1,015	20.8	4,887	1,005	424	60.7	63
Washington	517	32.8	429	27.3	365	23.2	263	16.7	1,574	235	105	40.7	65
West Virginia	463	33.5	383	27.7	309	22.4	226	16.4	1,391	113	73	39.9	25
Wisconsin	1,354	32.7	1,133	27.3	922	22.2	736	17.8	4,145	251	288	40.0	112
Wyoming	87	41.0	67	26.9	37	17.5	31	14.6	212	3	10	30.3	3
Outlying Possessions													
Hawaii	456	35.1	341	26.6	261	20.3	231	18.0	1,283	60	75	50.0	13
Porto Rico	180	35.4	155	30.6	99	19.5	74	14.6	508	27	11	31.4	19

TABLE 11.—Statistics of private high schools and academies for the negro race, 1923-24—PART I

State	Schools reporting	Secondary instructors		Secondary students		Elementary instructors		Elementary pupils	
		Men	Women	Boys	Girls	Men	Women	Boys	Girls
1	2	3	4	5	6	7	8	9	10
United States.....	111	305	393	3,697	7,115	42	422	6,317	9,504
Alabama.....	15	27	45	452	844		96	1,618	2,321
Arkansas.....	6	18	13	172	247	1	12	186	262
District of Columbia.....	1	0	7	40	43	0	2	0	48
Florida.....	5	17	19	144	232	1	25	294	467
Georgia.....	10	20	40	243	811	4	32	290	655
Kansas.....	1	12	8	139	146				
Kentucky.....	2	3	4	5	53	1	2	2	21
Louisiana.....	4	8	7	64	113	0	10	150	269
Maryland.....	1	0	4	0	19	0	3	0	47
Mississippi.....	7	35	41	584	736	12	37	462	721
Missouri.....	1	5	5	54	52	1	1	5	1
North Carolina.....	20	53	61	617	1,253	10	91	1,492	2,103
South Carolina.....	9	26	27	270	507	4	36	788	1,041
Tennessee.....	7	21	23	292	361	1	16	235	295
Texas.....	9	33	49	494	971	1	16	108	212
Virginia.....	13	24	40	167	727	2	43	687	1,041

State	Graduates		Number in military drill	Volunteers in library	Value of buildings and grounds (thousands of dollars)	Value of furniture and scientific apparatus, etc. (hundreds of dollars)	Permanent endowment funds (thousands of dollars)
	Boys	Girls					
1	11	12	13	14	15	16	17
United States.....	398	883	753	128,281	10,693	9,879	774
Alabama.....	48	88	52	17,015	1,028	1,221	195
Arkansas.....	14	10		2,052	271	339	35
District of Columbia.....	0	5		4,000	91	507	
Florida.....	9	26	104	6,679	548	804	
Georgia.....	38	133	68	16,464	926	1,051	50
Kansas.....	21	34	100	2,300	325	580	
Kentucky.....	0	6		3,100	38	51	4
Louisiana.....	10	35		1,019	85	53	4
Maryland.....				1,700	90	10	
Mississippi.....	63	70	407	8,461	620	1,055	25
Missouri.....	7	5		2,000	53	39	
North Carolina.....	66	193	22	15,905	2,610	1,038	208
South Carolina.....	33	57		9,700	990	1,093	157
Tennessee.....	34	43		7,455	565	409	25
Texas.....	38	86		16,896	1,258	1,080	
Virginia.....	17	92		13,535	1,200	549	71

TABLE 11.—Statistics of private high schools and academies for the negro race, 1923-24—PART II

States	Enrollment by years						Enrollment by course of study							Four-year schools			
	Unclassified	In first year	In second year	In third year	In fourth year	Above fourth year	Academic	Commercial	Technical or manual training	Training courses for teachers	Agricultural	Home economics	Trade courses	Schools reporting	Students		Graduates
															Boys	Girls	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
United States.....	752	3,287	2,478	1,839	1,476	880	8,398	426	548	806	687	2,518	566	101	3,409	6,362	1,202
Alabama.....	3	507	443	198	123	22	839	22	123	75	184	518	101	11	402	758	105
Arkansas.....		134	96	71	53	65	412	13		26	1	114		6	172	247	24
District of Columbia.....		17	8	12	6			13				9	23	1	0	43	5
Florida.....	125	88	64	54	32	13	360	4	16	27	54	180	25	4	90	143	30
Georgia.....	41	313	215	221	182	82	763		14	143		116	90	9	234	760	166
Kansas.....	83	38	38	26	55	45	157	24	138	9	5	14	18	1	103	99	55
Kentucky.....	6	46	2	4			46			5		8		2	5	47	6
Louisiana.....		71	62	26	18		177			5			15	3	48	66	17
Maryland.....		7	6	6			19							1	0	19	
Mississippi.....	64	327	275	418	192	44	445	45	114	86	142	266	104	7	563	663	133
Missouri.....	30	11	14	14	12	25	93	7		6		3		1	41	35	12
North Carolina.....	72	708	466	290	288	46	1,845	6	53	170	41	475		20	587	1,211	259
South Carolina.....	14	231	191	144	112	85	696	3	25	55	61	135	42	8	261	476	90
Tennessee.....	28	195	152	126	80	72	588	73		69		217		6	279	334	75
Texas.....	139	315	222	212	196	381	1,253	117	35	84	199	373	80	9	480	846	124
Virginia.....	147	279	224	117	127		705	99	30	46		92	68	12	144	565	101

TABLE 12.—Private high schools and academies—Enrollment of secondary students by courses of study, 1923-24

States	Academic courses				Commercial courses				Technical or manual training courses			
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total
	2	3	4	5	6	7	8	9	10	11	12	13
Cont. United States	2,115	92,852	102,088	194,940	740	6,269	11,941	18,210	77	1,321	656	1,980
Alabama	49	1,481	1,806	3,377	11	14	86	100	7	107	55	162
Arizona	5	192	231	423	3	26	17	43				
Arkansas	17	413	637	1,050	4	1	64	65	2	16	0	16
California	97	2,873	5,792	8,665	28	146	394	540	1	17	0	17
Colorado	10	210	492	702	6	13	84	97				
Connecticut	56	3,011	2,669	5,710	14	119	486	605	2	111	182	293
Delaware	6	297	200	497	2	6	5	11				
Dist. of Columbia	26	1,310	1,576	2,886	6	44	150	194	1	22	0	22
Florida	21	470	738	1,208	8	28	22	50	1	16	0	16
Georgia	41	1,728	1,650	3,387	11	148	68	216	1	14	0	14
Idaho	8	119	326	445	3	1	35	36				
Illinois	92	4,674	6,388	11,062	42	306	173	479	1	108	0	108
Indiana	33	1,762	1,300	3,062	19	287	349	636				
Iowa	97	1,687	3,500	5,187	31	122	328	450	4	22	0	22
Kansas	31	1,242	1,695	2,937	17	165	213	378	3	90	93	183
Kentucky	72	1,530	2,796	4,326	21	133	309	442	4	54	15	69
Louisiana	45	1,233	1,397	2,630	10	63	40	103	2	0	28	28
Maine	47	1,659	1,575	3,234	20	372	579	951	3	43		43
Maryland	39	1,636	1,287	2,923	11	37	149	186				
Massachusetts	110	5,630	6,583	12,213	43	261	1,394	1,655	1	37	0	37
Michigan	62	2,961	3,863	6,824	31	219	598	847	1	5	8	13
Minnesota	48	2,116	2,605	4,721	22	353	269	622	3	29	42	71
Mississippi	27	1,214	831	2,045	9	20	101	121	2	97	17	114
Missouri	60	2,462	2,554	5,016	27	149	293	442	2	47	18	65
Montana	8	263	452	715	5	67	163	230				
Nebraska	31	393	1,228	1,621	10	36	79	115	1	0	15	15
New Hampshire	19	1,808	517	2,325	5	91	122	213				
New Jersey	69	4,524	2,848	7,372	18	158	544	702	2	22	1	23
New Mexico	10	145	251	396	2	0	40	40	1	15	0	15
New York	229	12,092	13,419	25,511	59	419	1,141	1,560	2	0	27	27
North Carolina	59	2,436	3,143	5,579	13	123	187	310	0	75	70	145
North Dakota	9	138	331	469	2	18	8	26	1	6	0	6
Ohio	85	4,574	5,280	9,854	32	309	853	1,162	6	150	24	174
Oklahoma	31	531	726	1,257	11	60	72	132	2	27	0	27
Oregon	16	530	586	1,116	6	65	30	95	2	30	37	67
Pennsylvania	137	8,338	6,606	14,944	57	672	963	1,635	1	0	3	3
Rhode Island	15	1,061	795	1,856	9	186	186	372				
South Carolina	26	1,208	876	2,084	8	237	51	288	4	31	14	45
South Dakota	13	261	494	755	5	30	40	70				
Tennessee	49	2,942	1,592	4,534	15	59	124	183	1	28	0	28
Texas	48	1,433	2,249	3,682	22	153	188	341	8	28	7	35
Utah	7	642	1,027	1,669		15	44	59				
Vermont	17	889	813	1,702		760	208	458		15	0	15
Virginia	64	3,488	2,067	5,555	19	104	213	317	2	40	0	40
Washington	23	683	996	1,679	7	22	83	105	1	12	0	12
West Virginia	16	678	773	1,451	7	50	27	77				
Wisconsin	32	1,794	2,277	4,071	18	172	279	451				
Wyoming	3	91	124	215								
Outlying Possessions												
Hawaii	10	722	356	1,078	6	190	75	265	1	7	0	7
Porto Rico	10	183	260	472	3	0	89	89	1	67	0	67

TABLE 13.—Private high schools and academies—Enrollment of secondary students by courses of study, 1923-24

States	Teacher training courses				Agricultural courses				Home economics courses				Industrial or trade courses			
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental United States.....	161	395	2,102	2,497	71	861	537	1,398	254	97	6,075	6,772	27	176	569	745
Alabama.....	6	8	78	86	4	83	132	215	14	16	654	670	2	21	80	101
Arizona.....					1	24	0	24	2	0	35	35				
Arkansas.....	6	35	72	107	2	21	0	21	4	0	165	165				
California.....	1	2	3	5	1	17	0	17	4	0	27	27	1	4	3	7
Colorado.....									1	0	12	12				
Connecticut.....	1	0	44	44	3	28	0	28	5	0	87	87				
District of Columbia.....	1	0	4	4					6	0	66	66	1	0	23	23
Florida.....	4	5	22	27	3	73	0	73	4	0	233	239	1	25	0	25
Georgia.....	8	33	177	210	1	20	0	20	9	40	256	296	2	0	90	90
Idaho.....									1	0	6	6				
Illinois.....		11	45	56					13	0	581	581	1	53	0	53
Indiana.....									1	0	30	30				
Iowa.....	5	10	34	46	2	11	28	39	10	0	250	250	1	10	0	10
Kansas.....	7	8	46	54	4	18	19	37	4	0	71	71	1	18	0	18
Kentucky.....	7	19	61	80	5	51	25	76	9	0	169	169				
Louisiana.....	3	2	34	36	1	0	37	37	2	0	65	65	1	0	15	15
Maine.....	10	10	150	160	9	115	0	115	12	0	271	271	1	8	8	16
Maryland.....									4	0	165	165				
Massachusetts.....	1	0	4	4					6	0	73	73				
Michigan.....	2	0	17	17					2	0	44	44				
Minnesota.....	5	23	43	66					6	0	99	99	1	3	6	9
Mississippi.....	4	10	76	86	6	109	51	160	8	4	302	306	1	0	104	104
Missouri.....	0	16	52	68	1	2	6	8	6	0	109	109				
Nebraska.....	15	24	277	301					1	0	16	16	1	0	1	1
New Hampshire.....					2	21	0	21	7	0	199	199				
New Jersey.....	3	0	90	90					3	0	40	40				
New Mexico.....	1	0	8	8					2	0	34	34				
New York.....	7	46	53	99	1	0	7	7	13	0	290	290	1	4	0	4
North Carolina.....	12	35	248	283	4	45	12	57	18	2	638	640	2	3	36	39
North Dakota.....	1	1	6	7					1	0	6	6				
Ohio.....	4	4	36	40	1	6	0	6	8	0	154	154				
Oklahoma.....					2	16	0	16	2	2	28	28				
Oregon.....	5	16	20	36					2	0	18	18	2	13	21	34
Pennsylvania.....					1	14	0	14	9	0	133	133	1	0	6	6
South Carolina.....	4	14	51	65	2	19	42	61	10	0	229	229	3	4	38	42
South Dakota.....	2	13	60	73	2	12	7	19	2	0	19	19				
Tennessee.....	10	26	74	100	5	81	30	111	11	19	316	335				
Texas.....	6	18	95	113	8	75	141	216	15	8	426	434	2	10	70	80
Vermont.....	2	0	35	35					3	0	76	76				
Virginia.....	2	6	40	46					9	0	176	176	1	0	68	68
Washington.....									2	0	28	28				
West Virginia.....	1	0	6	6												
Wisconsin.....	2	0	43	43					3	0	34	34				
<i>Outlying possessions</i>																
Hawaii.....									1	0	76	76				
Porto Rico.....									4	0	91	91				

TABLE 14.—Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923-24

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library	
						Men	Women	Boys	Girls	Boys	Girls				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
ALABAMA															
Birmingham	Lottie Compton Seminary	Nonsect.	Yes	Yes	4	0	8	0	213	0	19			3,000	
Boaz	John H. Snead Seminary	M. E. S.	Yes	Yes	4	6	7	158	229	27	49		5	1,500	
Brewton	Dowling Industrial School	M. E. S.	Yes	Yes	4	1	4	0	100	0	18			1,000	
Eldridge	Eldridge Academy	Bapt.	Yes	No	4	2	2	52	63	8	11			1,000	
Haleyville	Northwest Alabama High School	M. E. S.	No	No	4	3	2	74	97	21	14			1,000	
Huntsville	Huntsville Junior College	Nonsect.	Yes	Yes	4	2	2	71	38	25	8			1,400	
Mobile	McGill Institute	R. C.	No	Yes	4	5	0	120	0	12	0		300	1,318	
Do.	University Military School	Nonsect.	No	Yes	4	6	0	101	0	19	0	101		756	
Newton	Newton Institute	Bapt.	Yes	No	4	4	4	90	85	22	26		20	2,000	
ARIZONA															
Snowflake	Snowflake Stake Academy	L. D. S.	No	No	4	5	3	95	90	8	10		7	919	
Thatcher	Gila Academy	L. D. S.	No	No	4	7	4	83	119	16	18			2,200	
ARKANSAS															
Ingopden	Sloan-Bendrix Academy	M. E. S.	Yes	No	4	2	2	59	50	8	5		5	800	
Little Rock	Mount St. Mary's Academy	R. C.	Yes	Yes	4	0	4	0	119	0	17			4,000	
Magazine	Magazine Industrial Institute	Nonsect.	Yes	No	4	2	7	54	66	6	6			300	
Mountain Home	Mountain Home College	Bapt.	Yes	Yes	4	3	3	59	62	9	19			1,800	
CALIFORNIA															
Arlington	La Sierra Academy	S. D. A.	Yes	Yes	4	5	4	91	114	15	17			1,900	
Berkeley	The Anna Head School	Nonsect.	Yes	Yes	4	1	19	0	217	0	59			2,680	
Do.	St. Joseph's Presentation Academy	R. C.	Yes	No	4	0	5	0	115	0	18			200	
Fresno	St. John's High School	R. C.	No	Yes	4	0	3	15	87	4	8			200	
La Verne	La Verne College	Breth.	Yes	No	4	6	3	85	128	16	17		85	1,450	
Leodi	Leodi Academy	S. D. A.	Yes	Yes	4	9	7	120	128	12	20			2,500	
Long Beach	St. Anthony High School	R. C.	No	Yes	4	0	6	53	80	3	6			2,500	

TABLE 14.—Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923-24—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors			Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls				
CONNECTICUT—contd.															
Wadsworth	The Taft School	Nonsect.	Yes	No	5	7	8	9	10	11	12	13	14	15	
West Hartford	Mount St. Joseph Academy	R. C.	Yes	Yes	4	23	0	263	0	42	0	47		2,500	
Windsor	The Loomis Institute	Nonsect.	Yes	No	4	0	13	0	209	0	0	0		3,725	
Winsted	The Gilbert School	Nonsect.	No	No	4	17	0	218	0	31	0	0	2,437	2,960	
						6	14	173	204	24	26		1,006	14,190	
BELLAIRE															
Dover	Wesley Collegiate Institute	M. E.	Yes	No	4	6	5	60	57	10	5		235	2,000	
Wilmington	Salesianum School	R. C.	No	No	4	9	0	171	0	35	0				
DISTRICT OF COLUMBIA															
Washington	Academy of the Holy Cross	R. C.	Yes	Yes	4	0	14	0	113	0	30			1,500	
Do.	Academy of the Visitation	R. C.	Yes	No	4	0	10	9	101	0	24			8,000	
Do.	Columbia University School	Nonsect.	No	No	4	6	0	100	25	18	4			500	
Do.	Dewitt Preparatory School	Nonsect.	No	No	4	10	0	124	0	26	0			1,500	
Do.	Emerson Institute	Nonsect.	No	No	4	22	0	550	0	100	0			1,200	
Do.	Gonzaga College	R. C.	No	No	4	14	0	272	0	34	0			5,000	
Do.	Holton-Arms School	Nonsect.	Yes	Yes	5	0	14	0	175	0	25	80		5,000	
Do.	Miss Madeira's School for Girls	Nonsect.	Yes	No	4	0	12	0	154	0	22			1,000	
Do.	Mount Vernon Seminary	Nonsect.	Yes	No	4	0	24	0	121	0	17			2,500	
Do.	National Cathedral School for Girls	P. E.	Yes	Yes	5	0	27	0	196	0	24				
Do.	Notre Dame Academy	R. C.	No	Yes	4	0	12	0	119	0	23			4,200	
Do.	Washington Y. M. C. A. Preparatory School	Nonsect.	No	Yes	4	13	0	214	150	7	4				
FLORIDA															
Miami	St. Catherine's High School	R. C.	Yes	No	4	0	5	53	50	3	7		15	865	
Montverde	The Montverde School	Nonsect.	Yes	No	4	5	4	50	61	6	6			1,000	

TABLE 14.—Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923-24.—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent fund (thousands of dollars)	Bound volumes library
						Men	Women	Boys	Girls	Boys	Girls			
ILLINOIS—continued														
1	3	3	4	5	6	7	8	9	10	11	12	13	14	15
Jacksonville	Routt College	R. C.	Yes	No.	4	3	2	70	57	9	4	0	300	3,900
Jadot	St. Francis Academy	R. C.	Yes	Yes	4	0	12	0	104	0	23	0		6,000
Lake Forest	Ferry Hall	Nonsect	Yes	No.	4	0	18	0	152	0	29	0	1,500	6,000
Do	Lake Forest Academy	Nonsect	Yes	No.	4	13	0	174	0	40	0	108		6,000
Mooseheart	Mooseheart High School	Nonsect	Yes	Yes	4	3	10	104	101	16	17	0		3,000
Peoria	Academy of Our Lady	R. C.	Yes	Yes	4	0	11	0	188	0	25	0		1,850
Do	Spalding Institute	R. C.	No.	No.	4	6	0	147	0	19	0	0		1,000
Peru	St. Bède College	R. C.	Yes	No.	4	20	0	142	0	16	0	0		2,000
Quincy	Quincy College	R. C.	Yes	No.	4	18	0	191	0	26	0	0		11,703
Rockford	St. Thomas High School	R. C.	Yes	No.	4	2	10	102	161	25	18	0		3,200
Rock Island	St. Joseph High School	R. C.	No.	No.	4	1	10	79	105	7	10	0		1,625
Springfield	Sacred Heart Academy	R. C.	Yes	Yes	4	0	9	0	157	0	16	0		2,000
Do	St. Joseph's Ursuline Academy	R. C.	Yes	Yes	4	0	11	0	120	0	21	0		2,200
Sterling	St. Mary's High School	R. C.	No.	No.	4	1	5	50	59	12	11	0	155	2,000
Zion	Zion Preparatory College	(?)	No.	Yes	4	5	4	55	113	12	23	0		2,750
INDIANA														
Collegeville	St. Joseph's College	R. C.	Yes	No.	4	16	0	250	0	43	0	0	300	15,000
Culver	Culver Military Academy	Nonsect	Yes	No.	4	49	0	684	0	160	0	684		8,500
Fort Wayne	Central Catholic High School	R. C.	No.	No.	4	7	0	194	0	32	0	0		3,300
Do	Concordia College	E. V. Luth.	Yes	Yes	4	15	0	318	0	32	0	264		11,161
Do	St. Catherine Academy	R. C.	No.	No.	4	0	5	0	104	0	14	0		850
Howe	Howe School	R. C.	Yes	Yes	4	16	2	111	1	16	1	111	125	2,000
Indianapolis	St. Agnes Academy	R. C.	Yes	No.	4	0	9	0	128	0	20	0		2,300
Do	St. John Academy	R. C.	Yes	Yes	4	0	8	0	146	0	36	0		3,600
Do	Tudor Hall School for Girls	Nonsect	Yes	Yes	4	0	15	0	155	0	39	0		2,000
Jasper	Jasper College	R. C.	Yes	No.	4	6	0	117	0	12	0	0		4,000
Oldenburg	Academy of the Immaculate Conception	R. C.	Yes	No.	4	0	5	0	101	0	21	0		4,000
Washington	Washington Catholic High School	R. C.	No.	No.	4	3	4	61	79	11	5	0		1,383

¹ Christian Catholic Apostolic.

TABLE 14.—Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923-24—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates 1924		Number military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	3	3	4	5	6	7	8	9	10	11	12	13	14	15
MAINE														
Bangor	Bangor Catholic High School	R. C.	No.	Yes	4	0	7	0	154	0	11			1,000
Bethel	Gould's Academy	Nonsect.	Yes	No.	4	3	9	69	94	15	17		43	3,000
Bucksport	East Maine Conference Seminary	M. F.	Yes	No.	4	3	4	63	62	3	15			225
Calais	Calais Academy	Nonsect.	No.	No.	4	4	7	141	200	19	44			1,700
Charleston	Higgins Classical Institute	Bapt.	Yes	No.	4	2	3	58	44	14	14		20	300
East Machias	Washington Academy	Nonsect.	No.	No.	4	2	2	58	62	7	13		40	1,400
Forscroft	Forscroft Academy	Nonsect.	No.	No.	4	3	7	99	81	16	14		16	400
Fryeburg	Fryeburg Academy	Nonsect.	Yes	No.	4	3	4	51	50	13	12		10	212
Hampden	Hampden Academy	Nonsect.	No.	No.	4	1	4	56	71	4	13		5	3,602
Harland	Harland Academy	Nonsect.	Yes	No.	4	2	2	52	49	10	3		222	2,300
Hebron	Hebron Academy	Bapt.	Yes	No.	4	10	0	150	0	42	0		22	7,000
Houlton	Ricker Classical Institute	Bapt.	Yes	No.	4	3	3	71	73	9	15		297	150
Kents Hill	Maine Wesleyan Seminary	M. E.	Yes	No.	4	6	9	106	80	25	25		30	2,500
Kittery	R. W. Traip Academy	Nonsect.	No.	No.	4	2	3	64	78	13	12		37	500
North Bridgton	Bridgton Academy	Nonsect.	Yes	No.	4	2	3	66	44	13	7		58	10,000
Pittsfield	Maine Central Institute	Bapt.	Yes	No.	4	4	7	92	116	12	24		43	4,000
Saco	Thornton Academy	Nonsect.	Yes	No.	4	4	4	122	158	14	22		68	1,000
South Berwick	Berwick Academy	Nonsect.	No.	No.	4	1	6	65	67	11	8		8	4,000
Waterville	Coburn Classical Institute	Bapt.	Yes	No.	4	6	5	87	65	23	27		68	1,000
Wilton	Wilton Academy	Nonsect.	No.	No.	4	2	5	68	81	13	13		8	3,000
MARYLAND														
Baltimore	Calvert Hall	R. C.	No.	No.	4	10	0	282	0	41	0			6,500
Do.	Friends School	Friends	No.	Yes	4	6	8	78	85	11	23		125	2,000
Do.	Gary's Army-Navy Preparatory School	Nonsect.	No.	No.	4	5	0	100	0	20	0			8,000
Do.	Gilman Country School	Nonsect.	Yes	Yes	4	18	0	130	0	25	0			8,000
Mount Washington	Mount St. Agnes High School	R. C.	Yes	Yes	4	0	8	0	136	0	11		2,744	16,050
Port Deposit	Jacob Tome-Institute	Nonsect.	Yes	Yes	4	22	9	217	89	24	17			
MASSACHUSETTS														
Andover	Abbott Academy	Nonsect.	Yes	No.	5	1	23	0	170	0	46		120	5,123
Do.	Phillips Academy	Nonsect.	Yes	No.	4	35	0	650	0	142	0		2,868	16,000

TABLE 14.—Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923-24—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MICHIGAN														
Bay City	St. James School	R. C.	No.	No.	4	0	5	75	55	16	9			2,000
Detroit	Annunciation Academy	R. C.	No.	Yes	4	2	0	69	161	8	28			1,350
Do.	Holy Redeemer Boys' School	R. C.	No.	No.	4	6	0	224	0	35	0			1,800
Do.	Holy Redeemer Girls' School	R. C.	No.	Yes	4	0	7	0	244	0	45			1,500
Do.	Holy Rosary High School	R. C.	No.	Yes	4	3	7	90	128	17	16			2,000
Do.	Laggett School	Nonsect.	No.	Yes	5	0	0	146	0	23	6			4,000
Do.	St. Theresa High School	R. C.	No.	Yes	4	0	6	85	94	5	0			4,400
Do.	St. Joseph's College	R. C.	No.	No.	4	0	0	185	0	34	0			650
Escanaba	St. Joseph's High School	R. C.	No.	Yes	4	0	6	66	81	7	7			3,200
Flint	St. Michael's High School	R. C.	No.	Yes	4	0	4	68	81	6	10			2,900
Grand Rapids	Boys' Catholic Central High School	R. C.	No.	Yes	4	0	13	305	0	36	0			1,250
Do.	Girls' Catholic Central High School	R. C.	No.	Yes	4	1	0	0	241	0	56			1,325
Do.	Grand Rapids Christian High School	R. C.	No.	No.	4	14	2	201	269	21	28			1,650
Holly	Adelphian Academy	Chr. Ref.	Yes	Yes	4	4	3	48	78	4	10			3,000
Ironwood	St. Ambrose High School	R. C.	No.	Yes	4	0	4	39	61	11	12			2,050
Jackson	St. John High School	R. C.	No.	Yes	4	1	6	64	91	16	15			2,000
Do.	St. Mary's School	R. C.	No.	Yes	4	0	6	70	86	18	9			1,500
Lansing	Sacred Heart School	R. C.	No.	Yes	4	1	5	50	57	8	5			1,500
Mount Clemens	St. Mary's School	R. C.	No.	Yes	4	0	6	71	90	6	5			1,500
Mount Pleasant	Sacred Heart Academy	R. C.	No.	Yes	4	0	4	46	59	4	10			1,000
Orchard Lake	St. Mary's High School and College	R. C.	Yes	No.	4	13	0	319	0	41	0			5,500
Port Huron	St. Stephen's High School	R. C.	No.	Yes	4	0	4	84	54	12	8			900
Beginaw	St. Andrew's High School	R. C.	No.	No.	4	1	4	46	54	6	8			950
Do.	St. Mary's High School	R. C.	No.	Yes	4	0	5	63	68	9	19			2,500
Traverse City	St. Francis High School	R. C.	Yes	Yes	4	1	4	42	78	3	14			2,015
Wyandotte	St. Patrick's High School	R. C.	No.	Yes	4	5	1	73	71	12	7			1,800
MINNESOTA														
Albert Lea	Luther Academy	Luth.	Yes	No.	4	4	4	51	105	10	15		4	4,500
Duluth	Cathedral High School	R. C.	No.	No.	4	9	0	215	6	35	0			3,200
Faribault	Bethlehem Academy	R. C.	Yes	Yes	4	0	8	0	120	0	23			6,000
Do.	Shattuck School	P. E.	Yes	No.	4	22	0	183	0	33	0	193	202	

Jersey City	R. C.	No.	No.	0	7	0	216	0	23	0	0	0	300
St. Aloysius Academy	R. C.	No.	No.	0	8	0	0	0	0	0	0	0	1,000
St. Dominic Academy	R. C.	No.	No.	0	8	0	112	0	12	0	0	0	46,000
St. Peter's High School	R. C.	No.	No.	28	0	0	0	0	0	0	0	0	8,300
Lawrenceville School	Nonsect	Yes	No.	42	0	0	524	0	0	0	0	0	1,237
Kimberly School	Nonsect	Yes	No.	0	0	0	114	0	21	0	0	0	4,200
Montclair Academy	Nonsect	Yes	No.	12	0	0	0	0	0	0	0	0	4,600
Do	Nonsect	Yes	No.	12	0	0	121	0	16	0	0	0	1,000
Bayley High School	R. C.	Yes	No.	1	5	0	53	0	0	0	0	0	9,000
Newark Academy	Nonsect	Yes	No.	15	0	0	175	0	0	0	0	0	1,400
Do	R. C.	No.	No.	24	0	0	653	0	0	0	0	0	1,000
St. Benedict's Preparatory School	R. C.	Yes	No.	4	18	0	955	0	41	0	0	0	1,450
St. Vincent's Academy	R. C.	Yes	No.	0	10	0	122	0	36	0	0	0	855
St. Peter's High School	R. C.	Yes	No.	0	20	0	146	0	35	0	0	0	800
Miss Beard's School for Girls	Nonsect	Yes	No.	0	0	0	0	0	0	0	0	0	2,000
St. John's School	R. C.	No.	No.	0	7	0	13	0	24	0	0	0	1,200
Hatridge School	Nonsect	Yes	No.	0	11	0	112	0	9	0	0	0	1,505
Princeton Preparatory School	Nonsect	Yes	No.	12	0	0	100	0	0	0	0	0	3,000
St. Mary's School	R. C.	Yes	No.	2	7	0	74	0	17	0	0	0	3,000
Kent Place School	Nonsect	Yes	No.	0	24	0	0	0	0	0	0	0	2,500
St. Michael's High School	R. C.	No.	No.	0	8	0	79	0	7	0	0	0	2,500
Albany	R. C.	Yes	Yes	0	8	0	155	0	31	0	0	0	1,000
Do	Nonsect	No.	No.	10	0	0	337	0	0	0	0	0	3,000
Do	R. C.	Yes	No.	1	9	0	107	0	17	0	0	0	3,650
St. Agnes School for Girls	P. E.	Yes	No.	1	4	0	44	0	9	0	0	0	3,000
St. Joseph's Academy	R. C.	Yes	No.	3	9	0	60	0	0	0	0	0	5,929
Do	R. C.	Yes	No.	0	20	0	0	0	21	0	0	0	2,900
Vincennes Institute	R. C.	Yes	Yes	0	0	0	137	0	36	0	0	0	6,374
Academy of St. Joseph	Nonsect	Yes	Yes	0	20	0	0	0	0	0	0	0	11,700
Mrs. Dow's School	Nonsect	Yes	Yes	11	0	0	153	0	0	0	0	0	12,465
Concordia Collegiate Institute	Luth.	Yes	No.	28	0	0	537	0	0	0	0	0	4,681
Brooklyn College Preparatory School	R. C.	No.	No.	0	0	0	117	0	103	0	0	0	1,954
Holy Trinity High School	R. C.	No.	No.	4	4	0	0	0	0	0	0	0	1,894
Packer Collegiate Institute	Nonsect	No.	Yes	29	0	0	639	0	0	0	0	0	3,900
Polytechnic Preparatory Country Day School	Nonsect	No.	Yes	0	0	0	333	0	0	0	0	0	3,275
St. Angela Hall Academy	R. C.	No.	Yes	0	11	0	224	0	32	0	0	0	3,683
St. Augustine Academy	R. C.	No.	Yes	0	6	0	263	0	39	0	0	0	6,000
St. Francis Xavier Academy	R. C.	No.	Yes	0	10	0	256	0	45	0	0	0	2,528
St. James Academy	R. C.	No.	Yes	6	8	0	213	0	20	0	0	0	3,360
St. Saviour School	R. C.	No.	Yes	0	9	0	207	0	14	0	0	0	2,408
Buffalo Academy of the Sacred Heart	R. C.	Yes	Yes	0	17	0	925	0	24	0	0	0	1,624
Do	Nonsect	No.	No.	28	0	0	160	0	27	0	0	0	2,800
Canisius High School	R. C.	No.	No.	0	8	0	704	0	18	0	0	0	4,290
Do	R. C.	Yes	Yes	0	8	0	147	0	25	0	0	0	1,890
Mount Mercy Academy	R. C.	Yes	Yes	0	8	0	219	0	19	0	0	0	1,825
Do	R. C.	Yes	Yes	0	8	0	141	0	23	0	0	0	1,825
Mount St. Joseph Academy	R. C.	No.	Yes	12	0	0	175	0	0	0	0	0	1,825
Nardin Academy	Nonsect	No.	No.	12	0	0	351	0	0	0	0	0	1,825
Nichols School	R. C.	Yes	No.	14	0	0	103	0	28	0	0	0	1,825
St. Joseph's Collegiate Institute	M. E.	Yes	Yes	6	7	0	80	0	19	0	0	0	1,825
Drew Seminary	M. E.	Yes	No.	1	5	0	43	0	13	0	0	0	1,825
Cazenovia Seminary	R. C.	No.	No.	0	6	0	52	0	9	0	0	0	1,825
St. Bernard's Academy	R. C.	Yes	Yes	0	0	0	120	0	0	0	0	0	1,825
St. Agnes Academic School	Nonsect	Yes	Yes	0	11	0	214	0	0	0	0	0	1,825
Knox School	Nonsect	Yes	Yes	0	0	0	0	0	0	0	0	0	1,825
New York Military Academy	Nonsect	Yes	Yes	20	0	0	0	0	0	0	0	0	1,825

NEW YORK



TABLE 14.—Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923-24—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
NEW YORK—contd.														
1		3	4	5	6	7	8	9	10	11	12	13	14	15
Dobbs Ferry	Masters School	Nonsect	Yes	Yes	4	0	25	0	208	0	22			3,516
Dunkirk	St. Mary's Academy	R. C.	No.	Yes	4	0	6	57	67	8	10			1,525
Garden City	St. Paul's School	P. E.	Yes	Yes	4	9	0	113	0	21	0		974	2,500
Glen Falls	St. Mary's Academy	R. C.	No.	Yes	4	1	11	175	208	24	19			2,335
Lima	Genesee Wesleyan Seminary	M. E.	Yes	Yes	4	8	10	105	105	22	21			6,150
Little Falls	St. Mary's Academy	R. C.	No.	Yes	4	2	5	47	63	6	9			1,946
Locust Valley	Friends Academy	Friends	Yes	Yes	4	5	10	53	53	9	14		98	3,000
Millbrook	Bennett School	Nonsect	Yes	No.	4	1	18	0	195	0	29			5,874
Montour Falls	Cook Academy	Bapt.	Yes	Yes	4	6	1	116	53	11	9		15	2,860
New York	Academy of Mount St. Ursula	R. C.	Yes	Yes	4	1	14	0	344	0	32		75	4,208
Do.	All Hallows Institute	R. C.	No.	Yes	4	8	0	198	0	38	0			2,765
Do.	Brearley School, Ltd.	Nonsect	No.	Yes	4	2	25	0	113	0	20		381	2,052
Do.	Cathedral High School	R. C.	No.	Yes	4	6	13	112	404	0	50		30	3,145
Do.	Clason Point Military Academy	R. C.	Yes	No.	4	13	0	203	0	28	0	203		6,900
Do.	Columbia Grammar School	Nonsect	No.	Yes	4	12	0	125	0	35	0			1,800
Do.	De La Salle Institute	R. C.	Yes	Yes	4	10	0	329	0	32	0	325		6,000
Do.	Dwight School	Nonsect	No.	Yes	4	8	0	186	0	43	0			950
Do.	Eron Preparatory School	Nonsect	No.	No.	4	21	1	510	148	76	20			3,000
Do.	Holy Cross Academy of Manhattan	R. C.	No.	Yes	4	3	10	0	197	0	27			2,889
Do.	Jacobi School	Nonsect	No.	Yes	4	1	22	0	113	0	24			1,500
Do.	Lenox School	Nonsect	Yes	Yes	4	0	32	0	162	0	13			750
Do.	McBurney School	Nonsect	No.	Yes	4	11	0	129	0	28	0			50,000
Do.	Regis High School	R. C.	No.	No.	4	25	0	659	0	102	0		1,015	5,000
Do.	Riverdale Country School	Nonsect	Yes	Yes	4	17	0	109	0	14	0			1,000
Do.	St. Agatha High School	P. E.	No.	Yes	4	0	16	0	104	0	20		2,721	3,000
Do.	St. Ann's Academy	R. C.	Yes	Yes	4	9	0	149	0	16	0		75	1,900
Do.	St. Catherine's High School	R. C.	No.	Yes	4	0	7	0	134	0	22			1,207
Do.	St. Lawrence Academy of Manhattan	R. C.	No.	Yes	4	0	6	0	101	0	12			1,540
Do.	St. Paul's school	R. C.	No.	Yes	4	0	16	0	18	85	0			2,980
Do.	Scudder School	Nonsect	Yes	No.	4	2	0	169	0	109	0			4,500
Do.	Miss Spence's School	Nonsect	Yes	No.	5	0	47	0	341	0	58			810
Do.	Talmudical Academy	Jewish	Yes	Yes	4	18	0	269	0	30	0			

TABLE 14.—Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923-24—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
OHIO—continued														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Cleveland	Cathedral Latin School	R. C.	No.	No.	4	26	0	731	0	111	0			2,000
Do.	Central Institute	Nonsect.	No.	Yes	4	6	3	251	110	11	1			800
Do.	Cleveland Preparatory School	Nonsect.	No.	No.	4	7	2	132	69	52	14			1,800
Do.	Girls Catholic High School	R. C.	No.	No.	4	0	8	0	213	0	30			2,000
Do.	Hathaway Brown School	Nonsect.	Yes	Yes	4	0	18	0	141	0	27			3,500
Do.	Holy Name High School	R. C.	No.	Yes	4	1	8	142	127	12	13			3,025
Do.	Laural School	Nonsect.	Yes	Yes	4	0	22	0	156	0	40			4,000
Do.	Notre Dame Academic High School	R. C.	No.	Yes	4	1	20	0	411	0	55			1,000
Do.	Our Lady of Lourdes Academy	R. C.	No.	Yes	4	0	7	0	219	0	34			1,400
Do.	State High School	Nonsect.	Yes	No.	4	6	1	140	32	35	7			1,400
Do.	University School	Nonsect.	Yes	Yes	4	14	2	188	0	40	0			6,973
Do.	Y-Preparatory School	Nonsect.	No.	Yes	4	19	1	305	0	36	0			3,000
Columbus	Aquinas High School	R. C.	Yes	No.	4	17	0	390	0	68	0			1,500
Do.	Columbus School for Girls	Nonsect.	Yes	Yes	4	0	22	0	162	0	37			1,200
Dayton	Academy of Notre Dame	R. C.	No.	Yes	4	0	10	0	158	0	30			1,100
Do.	St. Mary's School	R. C.	No.	Yes	4	0	5	51	65	5	8			1,100
Do.	St. John's High School	R. C.	No.	Yes	4	0	6	71	61	12	14			2,004
Delphos	St. Joseph's High School	R. C.	No.	Yes	4	2	5	52	59	5	13			1,900
Fremont	Hamilton Catholic High School	R. C.	No.	No.	4	7	0	149	0	31	0			2,100
Hamilton	Hamilton Catholic High School	R. C.	No.	No.	4	0	12	0	157	0	16			4,400
Do.	Notre Dame Academy	R. C.	No.	Yes	4	0	9	82	35	15	12		1,300	2,000
Hudson	Western Reserve Academy	Nonsect.	Yes	No.	4	9	1	67	68	9	12			2,778
Lima	St. Rose High School	R. C.	No.	Yes	4	2	7	67	62	8	6			20,000
Marion	St. Mary's High School	R. C.	No.	Yes	4	0	5	43	62	8	6			2,000
Mount St. Joseph	Academy of Mount St. Joseph	R. C.	Yes	Yes	4	9	5	82	104	8	18			2,225
Mount Vernon	Mount Vernon Academy	S. D. A.	Yes	No.	4	2	6	43	65	4	11			2,300
Sandusky	St. Mary's School	R. C.	No.	No.	4	11	17	313	200	41	30			4,000
Toledo	Central Catholic High School	R. C.	No.	No.	4	1	12	0	156	0	24			4,000
Do.	Notre Dame Academy	R. C.	Yes	Yes	4	1	10	0	209	0	40			1,000
Do.	St. Ursula's Academy	R. C.	No.	No.	4	0	7	0	146	0	20			1,000
Youngstown	Ursuline Academy	R. C.	No.	No.	4	0	7	0	146	0	20			1,000

TABLE 14.—Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923-24—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors			Secondary students		Graduates, 1924		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls				
PENNSYLVANIA—CON.															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Pittsburgh.....	Mount Mercy Academy.....	R. C.....	No.....	Yes.....	4	1	2	0	150	0	22				
Do.....	Sacred Heart High School.....	R. C.....	No.....	No.....	4	0	8	95	131	20	25			3,000	
Do.....	St. Mary of the Mount School.....	R. C.....	No.....	Yes.....	4	0	7	88	103	6	6			1,300	
Do.....	Winchester School.....	Nonsect.....	Yes.....	Yes.....	4	2	13	0	118	0	29			2,000	
Pittston.....	St. John's High School.....	R. C.....	No.....	Yes.....	4	0	0	116	132	26	23			5,000	
Pottstown.....	Hill School.....	Nonsect.....	Yes.....	Yes.....	4	40	0	318	0	75	0			3,600	
Reading.....	Schuykill Seminary.....	Ev. Ass'n.....	Yes.....	No.....	4	8	3	101	134	12	11		603		
Renovo.....	St. Joseph's High School.....	R. C.....	No.....	Yes.....	4	0	5	50	61	8	11		261		
Rydal.....	Ogontz School.....	Nonsect.....	Yes.....	Yes.....	4	0	0	0	141	0	29	111		2,000	
Balsburg.....	Kiskiminetus Springs School.....	Nonsect.....	Yes.....	Yes.....	4	16	0	215	1	30	0			6,000	
Scranton.....	St. Thomas College.....	R. C.....	No.....	No.....	4	15	0	317	0	86	0		800	2,000	
Shamokin.....	St. Edward's High School.....	R. C.....	No.....	Yes.....	4	0	5	52	75	4	9		1	7,000	
Swarthmore.....	Mary Lyon School.....	Nonsect.....	Yes.....	Yes.....	4	4	20	0	117	0	27		1,288	1,750	
Westtown.....	Westtown School.....	Friends.....	Yes.....	Yes.....	4	10	10	92	102	25	25		8	1,800	
Do.....	St. Ann's Academy.....	R. C.....	Yes.....	Yes.....	4	1	10	0	108	0	16		8	6,000	
Do.....	St. Mary's High School.....	R. C.....	No.....	Yes.....	4	0	10	151	164	27	15		262	2,000	
Do.....	Williamsport Dickinson Seminary.....	M. E.....	Yes.....	Yes.....	4	7	5	138	62	18	15			6,000	
PORTO RICO															
San German.....	Polytechnic Institute of Porto Rico.....	Presb.....	Yes.....	Yes.....	4	5	5	144	63	29	20	130		800	
RHODE ISLAND															
East Greenwich.....	East Greenwich Academy.....	M. E.....	Yes.....	Yes.....	4	6	5	78	65	16	14		49	3,092	
Newport.....	St. George's School.....	P. E.....	Yes.....	Yes.....	4	17	0	128	0	26	0		26	3,000	
Providence.....	La Salle Academy.....	R. C.....	No.....	No.....	4	25	0	709	0	104	0		50	1,000	
Do.....	Mary C. Wheeler School, Inc.....	Nonsect.....	Yes.....	Yes.....	5	6	17	0	149	0	24		200	10,000	
Do.....	Moses Brown School.....	Friends.....	Yes.....	Yes.....	5	12	6	186	18	25	3			5,500	
Do.....	St. Francis Xavier Academy.....	R. C.....	No.....	No.....	4	0	12	0	311	0	82				

PRIVATE HIGH SCHOOLS AND ACADEMIES

State	School Name	M. E. S.	Yes	No	4	1	3	48	52	3	10	123	300	
SOUTH CAROLINA	AYNOF.....	M. E. S.	Yes	No	4	1	3	48	52	3	10	123	300	
	Charleston.....	Nonsect	No	No	4	21	0	550	0	51	0	123	276	
	Do.....	P. E.	Yes	Yes	4	8	0	149	0	22	0	20	3,000	
	Greenwood.....	Nonsect	Yes	No	4	9	0	107	0	18	0	107	630	
	Tigerville.....	Bapt	Yes	Yes	4	4	3	94	60	20	18		600	
SOUTH DAKOTA	Freeman.....	Menn	Yes	No	4	6	3	60	67	12	11	40	1,800	
	Mitchell.....	R. C.	Yes	Yes	4	2	7	37	141	10	13		3,200	
	Sioux Falls.....	R. C.	No	Yes	4	0	6	46	82	6	17		1,250	
	Do.....	Nonsect	Yes	No	4	8	1	295	20	26	2		6,000	
	Do.....	Nonsect	No	Yes	4	11	0	203	0	36	0	201	1,146	
TENNESSEE	Chattanooga.....	Nonsect	Yes	Yes	4	0	7	0	107	0	14		1,760	
	Do.....	Nonsect	No	Yes	4	14	0	240	0	43	0	236	3,000	
	Do.....	Nonsect	Yes	No	4	10	0	125	0	26	0	125	2,000	
	Columbus.....	Nonsect	Yes	Yes	4	3	1	90	17	19	1		4,000	
	Gallatin.....	Ch. of Chr	Yes	No	4	4	2	54	61	11	9		2,000	
	Henderson.....	Nonsect	Yes	No	4	12	0	152	0	33	0	152	1,150	
	Lebanon.....	Nonsect	Yes	Yes	4	3	4	62	73	18	18		4,000	
	Maryville.....	Ch. of Chr	Yes	Yes	4	6	1	90	98	12	12	50	5,000	
	Nashville.....	Nonsect	No	No	4	5	1	114	1	16	0		1,000	
	Do.....	Nonsect	No	No	4	5	2	135	0	19	0	65	2,000	
	Do.....	Nonsect	Yes	No	4	1	7	54	54	7	8		2,400	
	Do.....	Nazarene	Yes	No	4	8	13	96	109	9	20		3,500	
	Do.....	S. D. A.	Yes	Yes	4	8	5	110	0	19	0	104	1,850	
	Do.....	M. E.	Yes	No	4	5	1	87	87	11	14		1,200	
	Do.....	M. F.	Yes	Yes	4	5	4	40	61	3	0		1,500	
	Do.....	Bapt	Yes	No	4	3	0	40	81	3	0		400	
	Do.....	Braham and Hughes Military Academy	Nonsect	Yes	No	4	7	1	118	0	26	0	115	400
	Do.....	Tennessee Military Institute	Nonsect	Yes	No	4	10	0	151	0	40	0	151	1,200
	Do.....	Sweetwater	Presb	Yes	Yes	4	3	3	63	84	4	9	109	3,200
	TEXAS	Dallas.....	Nonsect	Yes	Yes	5	0	11	0	146	0	12		4,000
Do.....		Nonsect	Yes	Yes	4	10	2	140	0	25	0		1,000	
Jacksonville.....		Miss. Bapt	Yes	No	4	4	5	54	51	3	6	12	3,000	
Keene.....		S. D. A.	Yes	Yes	4	3	3	104	112	13	16		3,685	
San Antonio.....		Nonsect	Yes	No	4	1	4	100	0	0	4		500	
Do.....		P. F.	Yes	Yes	4	7	0	132	0	18	0	132	1,250	
Do.....		Bapt	Yes	Yes	4	8	5	152	63	36	24	127	2,000	
Do.....		Nonsect	Yes	Yes	4	5	6	68	55	11	15		1,700	
Do.....		Presb	Yes	No	4	30	15	575	692	110	163		6,548	
Do.....		L. D. S.	Yes	Yes	4	0	7	0	124	0	24		11,000	
UTAH	Wasatch Academy.....	H. C.	Yes	Yes	4	5	6	68	55	11	15		1,700	
	Do.....	L. D. S.	No	No	4	30	15	575	692	110	163		6,548	
Do.....	H. C.	Yes	Yes	4	0	7	0	124	0	24		11,000		

TABLE 14.—Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1923-24—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1924		Number in military drill	Permanent fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	3	3	4	5	6	7	8	9	10	11	12	13	14	15
VERMONT														
Barre	Goddard Seminary	Univ.	Yes	No	4	7	4	73	32	28	4		169	1,000
Burlington	Cathedral High School	R. C.	No	Yes	4	2	7	122	63	20	10			4,500
Lyndon Center	Lyndon Institute	Nonsect.	Yes	No	4	4	10	131	156	30	33		250	600
Manchester	Burr and Burton Seminary	Nonsect.	Yes	No	4	3	3	56	66	8	9		96	
Montpelier	Montpelier Seminary	M. F.	Yes	No	4	4	9	107	139	19	31		116	
Poultney	Troy Conference Academy	M. F.	Yes	Yes	4	7	8	95	105	17	25		40	951
Rutland	Mount St. Joseph Academy	R. C.	Yes	Yes	4	0	10	138	0	17	0		200	1,000
St. Johnsbury	St. Johnsbury Academy	Nonsect.	Yes	No	4	5	9	136	188	17	21		88	3,000
Bartons River	Vermont Academy	Bapt.	Yes	No	4	6	6	119	71	24	13			
VIRGINIA														
Alexandria	Episcopal High School	P. E.	Yes	No	6	13	0	188	0	12	0			2,500
Bedford	Randolph-Macon Academy	M. E. S.	Yes	No	4	9	0	171	0	46	0	156		500
Blackstone	Blackstone Military Academy	Nonsect.	Yes	No	4	9	0	108	0	11	0	108		500
Buena Vista	Southern Seminary, Inc.	Nonsect.	Yes	No	4	0	10	0	117	0	18			600
Chatham	Chatham Training School	Bapt.	Yes	Yes	4	9	1	163	0	29	0	154		675
Danville	Randolph-Macon Institute	M. E. S.	Yes	Yes	4	1	8	2	140	0	29			2,875
Dayton	Shenandoah Collegiate Institute	U. Breth.	Yes	No	4	3	4	97	107	11	12		50	4,000
Ferrum	Ferrum Training School	M. F. S.	Yes	Yes	4	3	5	81	111	24	18		7	3,000
Fork Union	Fork Union Military Academy	Bapt.	Yes	No	4	12	0	140	0	24	0	140		500
Fort Defiance	Augusta Military Academy	Nonsect.	Yes	No	4	15	0	293	0	26	0	293		850
Front Royal	Randolph-Macon Academy	M. E. S.	Yes	No	4	10	0	159	0	38	0	159	15	1,400
Lynchburg	Virginia Episcopal School	P. E.	Yes	Yes	4	10	0	130	0	14	0	125		1,500
Richmond	Benedictine Academy	R. C.	No	No	6	9	0	135	0	11	0			1,300
Do.	McGuire's University School	Nonsect.	No	Yes	6	9	0	142	0	18	0			1,800
Staunton	Staunton Military Academy	Nonsect.	Yes	Yes	4	35	0	500	0	89	0	500		3,000
Do.	Stuart Hall	P. E.	Yes	Yes	4	0	16	0	158	0	22		5	2,700
Waynesboro	Fairfax Hall	Nonsect.	Yes	No	4	1	12	0	116	0	17			1,200
Do.	Fishburne Military School	Nonsect.	Yes	No	4	9	0	153	0	33	0	153		
Woodberry Forest	Woodberry Forest School	P. E.	Yes	No	5	14	0	199	0	26	0	153		600

WASHINGTON

Granger.....	S. D. A.	4	3	5	58	47	8	10	2,500
Parkland.....	Nor. Luth.	4	7	2	71	46	5	3	6,000
Seattle.....	R. C.	4	0	5	0	141	0	11	2,000
Do.....	R. C.	4	1	6	40	92	2	11	2,000
Do.....	R. C.	4	14	0	242	0	30	0	3,500
Do.....	F. Meth.	4	5	7	100	124	8	7	1,200
Tacoma.....	R. C.	4	9	1	105	0	12	0	5,000

WEST VIRGINIA

Alderson.....	Bapt.	4	4	10	57	61	13	9	2,000
Barboursville.....	M. E. S.	4	4	3	83	102	10	12	3,000
Lewisburg.....	Presb.	4	0	8	0	135	0	19	2,000
Do.....	Presb.	4	13	0	203	0	20	0	500
Wheeling.....	R. C.	4	8	0	103	0	18	0	2,500
Do.....	R. C.	4	0	8	0	118	0	13	

WISCONSIN

Beaver Dam.....	Bapt.	4	6	3	64	48	5	5	4,729
Bethel.....	S. D. A.	4	0	4	43	67	6	15	1,763
Chippewa Falls.....	R. C.	4	0	7	88	170	17	30	2,000
Deladfield.....	P. E.	4	16	0	341	0	84	0	1,600
Evan Claire.....	R. C.	3	0	5	55	74	0	23	1,200
Green Bay.....	R. C.	4	0	9	0	166	0	0	2,070
Lake Geneva.....	Nonsect.	4	11	0	136	0	24	0	2,128
Marinette.....	R. C.	4	0	8	60	83	11	8	1,800
Milwaukee.....	Ev. Luth.	4	8	0	240	0	39	0	7,000
Do.....	R. C.	4	0	11	0	292	0	43	3,600
Do.....	Luth.	4	5	3	82	119	3	9	2,000
Do.....	Nonsect.	4	0	12	0	164	0	35	6,500
Do.....	R. C.	4	0	7	0	181	0	11	2,600
Do.....	R. C.	4	0	15	180	229	11	29	450
Oshkosh.....	R. C.	4	1	5	54	94	5	19	1,000
Racine.....	R. C.	4	1	12	0	194	0	29	6,300
St. Francis.....	R. C.	4	8	0	115	0	15	0	1,800
Scandinavia.....	Nor. Luth.	4	5	5	65	74	13	14	1,800
West De Pere.....	R. C.	4	13	0	181	0	20	0	8,000

WYOMING

Cowley.....	L. D. S.	4	5	3	61	81	6	9	300
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TABLE 15.—Private high schools and academies for negroes, which enrolled 100 or more secondary pupils, 1923-24

Location	School	Religious influence	Board- ing depart- ment	Ele- men- tary depart- ment	Years in course	Secondary in- structors				Secondary students		Graduates, 1924		Value of per- manent endow- ment fund in (thou- sands of dollars)	Bound vol- umes in library
						Men	Women	Boys	Girls	Boys	Girls	Boys	Girls			Number in mili- tary drill
1		3	4	5	6	7	8	9	10	11	12	13	14	15	
ALABAMA															
Birmingham	Miles Memorial College	M. E.	Yes	Yes	4	5	4	4	149	166	10	1		1,000	
Greenville	Lomar-Hannon College	A. M. F. Z.	Yes	Yes	4	2	4	56	134	4	9	35		3,000	
Mobile	Emerson Normal and Industrial Institute	Cong.	No.	Yes	4	2	7	28	87	1	17			1,000	
Selma	Selma University	Bapt.	Yes	Yes	4	5	2	78	168	10	23			500	
ARKANSAS															
Little Rock	Philander Smith College	M. E.	Yes	Yes	4	6	5	113	114	12	3			1,000	
FLORIDA															
Daytona	Daytona-Cookman Collegiate Institute	M. P.	Yes	Yes	4	5	5	50	83	1	7			4,839	
St. Augustine	Florida Normal and Industrial Institute	Bapt.	Yes	Yes	4	3	6	54	87	0	13				
GEORGIA															
Atlanta	Spelman Seminary	Bapt.	Yes	Yes	4	0	7	0	354	0	48		50	7,719	
Augusta	Haines Normal and Industrial Institute	Presb.	Yes	No.	4	6	8	68	156	13	23			3,500	
Do.	Walker Baptist Institute	Bapt.	Yes	Yes	4	3	1	57	81	10	15			1,500	
Macon	Ballard Normal School	Cong.	No.	Yes	4	4	4	39	85	7	23			2,200	
KANSAS															
Kansas City	Western University	A. M. F.	Yes	No.	4	12	8	139	146	21	34			2,300	
MISSISSIPPI															
Greenville	Greenville Home Industrial Institute	Mis. Bapt.	Yes	Yes	4	5	12	208	265	27	28			2,336	
Meridian	Haven Institute	M. E.	Yes	Yes	4	10	11	100	150	26	22			1,500	
Utica Institute	Utica Normal and Industrial Institute	Nonsect.	Yes	Yes	4	12	5	139	211	2	11		25		

State	Name	M. E.	Yes	No	4	5	5	54	52	7	5	2,000		
MISSOURI	Sedalia.....	George S. Smith College.....	Yes	No	4	5	5	54	52	7	5	2,000		
	NORTH CAROLINA	Concord.....	Scotia Women's College.....	Yes	Yes	4	0	7	0	125	0	17	3,000	
		Elizabeth City.....	Roanoke Institute.....	Yes	Yes	4	2	3	45	70	7	15	1,000	
		Franklin.....	Albion Academy.....	Yes	Yes	4	4	4	60	101	4	12	700	
		Greensboro.....	Bennett College.....	Yes	Yes	4	3	4	84	152	10	48	557	
		Henderson.....	Henderson Institute.....	Yes	Yes	4	3	2	51	84	1	13	550	
		Kittrell.....	Kitrell College.....	Yes	Yes	4	5	5	69	113	6	13	700	
		Oxford.....	Mary Potter Memorial School.....	Yes	Yes	4	3	3	59	75	6	13	700	
		SOUTH CAROLINA	Orangeburg.....	Clafin University.....	Yes	Yes	4	7	6	119	209	13	17	6,000
			Seneca.....	Seneca Institute.....	Yes	No	4	2	3	28	83	6	10	
Memphis.....			Howe Institute.....	Yes	Yes	4	2	3	69	63	12	11	1,500	
TENNESSEE	Nashville.....	Roger Williams University.....	Yes	No	4	4	5	79	66	9	6	1,105		
	Do.....	Walden Academy.....	Yes	Yes	4	7	9	71	92	3	12	2,500		
	TEXAS	Austin.....	Samuel Huston College.....	Yes	No	4	3	3	89	146	7	14	2,006	
		Do.....	Tillotson College.....	Yes	Yes	4	6	12	42	137	3	12	2,000	
		Marshall.....	Wiley College.....	Yes	Yes	4	5	5	158	304	2	3	4,500	
Tyler.....		East Texas Academy.....	Yes	Yes	4	3	4	44	70	8	16	150		
Do.....		Texas College.....	Yes	No	4	3	4	65	117	12	18	4,000		
VIRGINIA	Chase City.....	Thyne Institute.....	Yes	Yes	4	2	4	35	71	2	10	1,000		
	Richmond.....	Hartsberrn Memorial College.....	Yes	Yes	4	0	7	0	140	0	38	2,800		
	Do.....	Van de Vyver College.....	No	Yes	4	1	4	21	164	3	0	1,200		
	Do.....	Do.....	Yes	Yes	4	1	4	21	164	3	0	1,200		

CHAPTER XXVI

STATISTICS OF KINDERGARTENS, 1923-24

This report contains statistics of public and of private kindergartens for the school year 1923-24. Increases appear in the number of kindergartens, number of teachers, and in the number of pupils enrolled, over those reported in 1922. The largest increase is in California, where the kindergarten enrollment increased 29 per cent during this two-year period, and the public-school enrollment increased 22 per cent.

Reports were received from 126 more private kindergartens in 1924 than in 1922, but 567 fewer pupils were enrolled. In villages having a population of fewer than 2,500, reports were received from 896 public kindergartens, a gain of 204 over 1922. In cities of 2,500 and over, reports were received from 7,619 public kindergartens, an increase of 615 over 1922. The total enrollment for all types of kindergartens in 1924 is 618,819, which is 12.8 per cent of all children in the United States of ages 4 and 5. A total of 12,992 teachers were employed in 9,834 schools.

In the public kindergartens the average annual salary of a supervisor for 1924 is \$2,472, and of a teacher \$1,564, both salaries being slight increases over 1922. In the private kindergartens the average annual salary of a director is \$1,720, of a teacher \$914, and of an assistant teacher \$648, all of which are decreases from 1922.

In 1914 the bureau received reports from 1,571 private kindergartens, having 2,139 teachers, 74,725 pupils, and an average daily attendance of 51,684. In the same year 7,254 public kindergartens reported 8,430 teachers, 391,143 pupils, and an average daily attendance of 224,978. In 1924, 1,319 private kindergartens reported 1,390 teachers, 54,456 pupils, and an average daily attendance of 36,564. In 1924, 8,515 public kindergartens reported 10,852 teachers, 564,363 pupils, and an average daily attendance of 330,154. The loss in enrollment in the private kindergartens is due largely to the absorption of the private kindergarten in some localities by the public school systems. The increase noted in the public kindergartens is due to several causes; namely: (1) Continuous healthy growth of kindergartens; (2) absorption of the private kindergartens; (3) increase in school attendance in general; (4) growth of cities; and (5) more complete returns.

The urban population has increased from 47,021,513 in 1914 to 59,159,996 in 1924. The total number of children in kindergartens in 1914 is 465,868, which is less than 1 per cent of the urban population. For 1924 the number in kindergartens is 618,819, which is

1.04 per cent of the urban population. This is a gain of five hundredths of 1 per cent during the past decade. At present more than one-half of the population of the United States lives in cities. If the 4,848,902 children 4 and 5 years of age are about evenly divided between urban and rural, the public schools of the cities furnish 85 per cent of the children in kindergartens in 1924.

The accompanying tables furnish statistical data by States.

TABLE 1.—Summary of public and private kindergartens, 1923-24

States	Kindergartens	Super- visors	Teachers	Pupils	Average daily attendance	Children 4 and 5 years of age, estimated from 1910 and 1920 Federal censuses	Per cent of chil- dren of kinderg- arten age enrolled in kindergartens
1	2	3	4	5	6	7	8
Continental United States	9,834	242	12,992	618,849	396,718	4,848,902	12.8
Alabama	44	3	72	2,167	1,439	127,783	1.7
Arizona	46	3	49	1,965	1,103	18,035	10.9
Arkansas	15		18	359	274	90,731	.4
California	912	21	969	54,000	26,323	125,877	42.9
Colorado	103	3	119	7,222	3,948	38,135	18.9
Connecticut	274	4	398	17,202	11,259	64,773	26.6
Delaware	9		11	319	235	9,034	3.8
District of Columbia	113	3	207	5,282	2,978	12,331	42.8
Florida	45	3	74	2,451	1,589	47,069	5.2
Georgia	88	1	114	3,629	2,836	152,584	2.4
Idaho	3		4	153	99	23,436	.7
Illinois	553	20	919	51,855	29,590	279,316	19.6
Indiana	212	9	296	13,739	9,644	119,196	11.5
Iowa	370	3	347	14,044	9,249	101,203	13.9
Kansas	163	3	117	6,211	4,077	73,686	8.4
Kentucky	78	2	102	4,487	2,538	117,870	3.8
Louisiana	66	2	76	4,171	3,269	88,302	4.7
Maine	53		76	1,881	1,369	39,077	6.3
Maryland	82	1	143	5,116	3,148	59,729	8.6
Massachusetts	459	17	897	28,655	18,191	159,982	17.9
Michigan	816	22	825	48,417	29,038	171,146	28.3
Minnesota	408	12	455	21,648	12,300	108,827	19.9
Mississippi	19	1	21	675	500	92,474	.7
Missouri	306	4	393	16,989	11,792	134,156	12.7
Montana	33		27	1,258	767	29,674	4.2
Nebraska	267	6	293	9,671	6,931	57,718	16.8
Nevada	12		11	382	257	2,885	13.2
New Hampshire	51	1	74	2,123	1,339	16,945	12.5
New Jersey	617	3	780	41,563	23,852	145,959	28.5
New Mexico	15	1	18	519	397	19,300	2.7
New York	1,418	30	2,281	122,140	64,963	424,623	28.8
North Carolina	12		16	461	288	149,197	.3
North Dakota	17		17	665	360	37,595	1.8
Ohio	502	13	601	35,121	23,519	246,710	14.2
Oklahoma	30	1	93	4,778	3,223	105,375	4.5
Oregon	11	1	19	702	385	31,253	2.2
Pennsylvania	516	14	703	28,795	19,343	421,335	6.8
Rhode Island	102	1	118	5,758	3,376	24,818	23.2
South Carolina	28	2	41	1,211	677	97,528	1.2
South Dakota	25	1	26	1,087	754	32,044	3.4
Tennessee	34	2	39	1,258	672	114,450	1.1
Texas	150	7	155	8,326	4,497	226,937	3.7
Utah	28	1	46	1,906	1,174	24,877	7.7
Vermont	20		21	635	447	13,783	4.6
Virginia	68	2	84	2,620	1,775	113,591	2.3
Washington	85	4	67	3,117	1,734	54,717	5.7
West Virginia	32	1	34	1,051	926	81,772	1.3
Wisconsin	511	14	626	27,430	17,801	120,691	22.7
Wyoming	12		13	575	452	9,550	6.0
<i>Outlying possessions</i>							
Alaska	3		2	58	28		
Hawaii	19	5	84	2,025	1,483		
Porto Rico	4	1	6	300	200		

KINDERGARTENS

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TABLE 2.—Public school kindergartens in cities, towns, and villages, 1923-24

States	Systems reporting	Kindergartens	Super-visors	Teach-ers	Pupils	Average daily attendance	Expended for salaries of—	
							Super-visors	Teachers
1	2	3	4	5	6	7	8	9
Continental United States	1,479	8,515	89	10,852	564,363	330,154	\$220,537	\$16,966,558
Alabama	7	14		25	744	480		17,483
Arizona	13	38		37	1,077	877		44,973
Arkansas	2	3		3	58	41		1,197
California	161	875	15	910	52,531	25,492	37,314	1,391,186
Colorado	12	96	1	102	6,954	3,776	2,977	50,181
Connecticut	32	232	2	335	15,642	10,131	4,100	476,464
Delaware	1	2		2	72	64		2,772
District of Columbia	1	107	2	195	4,981	2,833	4,980	251,623
Florida	10	19		33	1,338	905		24,801
Georgia	3	62		79	2,734	2,274		79,873
Idaho	1	1		2	110	60		2,400
Illinois	39	465	4	713	50,626	26,801	8,170	1,364,246
Indiana	26	156	3	192	9,053	6,216	4,860	254,683
Iowa	93	351	2	320	13,272	8,685	5,050	403,665
Kansas	34	154		105	5,968	3,888		135,812
Kentucky	7	55	1	71	3,830	2,081	1,950	85,422
Louisiana	5	56	1	58	3,699	2,938	2,500	78,680
Maine	10	46		69	1,761	1,267		65,208
Maryland	1	56		101	4,161	2,500		148,700
Massachusetts	43	384	7	755	26,255	16,535	17,477	1,048,992
Michigan	210	795	14	787	47,641	28,511	28,885	1,079,927
Minnesota	53	380	2	408	20,379	11,656	4,200	574,136
Mississippi	5	12		13	505	375		13,325
Missouri	10	278	2	347	15,815	11,002	7,518	536,969
Montana	4	30		21	1,158	681		30,999
Nebraska	104	251	1	266	9,238	6,596	2,707	357,498
Nevada	5	8		7	290	178		10,894
New Hampshire	10	45		64	1,884	1,171		73,747
New Jersey	123	583	2	725	40,338	22,996	6,300	1,197,006
New Mexico	6	9		8	345	243		8,944
New York	156	1,161	11	1,880	110,387	57,254	28,925	3,847,311
North Carolina	2	4		4	110	97		3,003
North Dakota	3	13		10	528	244		13,200
Ohio	33	441	7	604	32,408	21,904	19,829	968,300
Oklahoma	13	15	1	76	4,456	2,977	3,433	107,542
Oregon	2	5		9	524	241		13,162
Pennsylvania	37	400	5	513	24,707	16,330	17,603	865,868
Rhode Island	11	93	1	105	5,343	3,002	2,659	139,961
South Carolina	4	8		8	303	156		7,100
South Dakota	4	19		18	761	558		22,452
Tennessee	2	21	1	20	739	372	1,350	16,705
Texas	23	123	1	111	6,926	3,717	1,800	131,892
Utah	1	25	1	42	1,831	1,107	2,850	44,675
Vermont	5	12		11	444	296		12,300
Virginia	5	40	1	44	1,604	1,169	1,200	53,946
Washington	7	56		31	2,260	1,195		49,442
West Virginia	3	23		22	823	744		26,407
Wisconsin	133	483	1	560	20,545	17,106	1,900	785,196
Wyoming	4	11		11	555	432		15,770
<i>Outlying possession</i>								
Alaska	2	3		2	58	28		3,000

TABLE 3.—Public school kindergartens in cities having a population of 2,500 or more, 1923-24

States	Systems reporting	Kindergartens	Super-visors	Teach-ers	Pupils	Average daily attendance	Expended for salaries of—	
							Super-visors	Teachers
1	2	3	4	5	6	7	8	9
Continental United States	861	7,619	89	10,093	538,223	311,652	\$220,537	\$16,118,095
Alabama	3	10		18	519	330		13,878
Arizona	12	37		36	1,647	855		43,673
Arkansas	1	1		2	18	11		567
California	79	770	15	811	48,347	23,050	37,314	1,255,876
Colorado	9	93	1	99	6,816	3,705	2,977	49,751
Connecticut	28	225	2	330	15,402	10,016	4,100	471,694
Delaware	1	2		2	72	64		2,772
District of Columbia	1	107	2	195	4,981	2,833	4,980	281,623
Florida	5	11		19	1,011	640		13,061
Georgia	3	62		79	2,734	2,274		79,873
Idaho	1	1		2	110	60		2,400
Illinois	33	458	4	707	50,422	26,668	8,170	1,357,246
Indiana	25	155	3	191	9,031	6,196	4,860	233,558
Iowa	38	279	2	261	11,527	7,296	5,050	342,014
Kansas	20	134		88	5,459	3,510		119,029
Kentucky	6	54	1	70	3,810	2,066	1,950	84,422
Louisiana	4	55	1	57	3,639	2,887	2,500	77,780
Maine	10	46		69	1,701	1,267		65,298
Maryland	1	56		101	4,161	2,500		148,700
Massachusetts	42	382	7	754	26,225	16,508	17,477	1,047,492
Michigan	73	599	14	625	42,574	24,684	28,885	910,650
Minnesota	29	335	2	372	19,246	10,791	4,200	527,953
Mississippi	4	11		12	483	357		11,825
Missouri	8	276	2	345	15,780	10,078	7,518	835,159
Montana	4	30		21	1,148	681		30,999
Nebraska	21	149	1	177	6,960	4,897	2,707	271,675
Nevada	2	4		4	159	81		6,394
New Hampshire	7	42		61	1,827	1,130		71,497
New Jersey	74	498	2	658	37,409	21,007	6,300	1,110,017
New Mexico	3	4		4	160	108		5,019
New York	115	1,100	11	1,832	108,650	56,022	28,925	3,790,731
North Carolina	1	1		1	15	7		900
North Dakota	3	13		10	528	244		13,200
Ohio	32	440	7	603	32,369	21,870	19,829	967,360
Oklahoma	7	9	1	70	4,293	2,853	3,433	101,357
Oregon	2	5		9	524	241		13,162
Pennsylvania	25	370	5	490	23,864	15,709	17,603	838,297
Rhode Island	10	92	1	104	5,313	2,978	2,659	138,961
South Carolina	3	7		7	293	148		6,700
South Dakota	3	18		17	728	532		21,327
Tennessee	2	21	1	20	739	372	1,350	16,705
Texas	18	116	1	103	6,594	3,459	1,800	124,332
Utah	1	25	1	42	1,831	1,107	2,850	44,675
Vermont	4	11		10	410	266		11,500
Virginia	5	40	1	44	1,064	1,169	1,200	53,946
Washington	6	55		30	2,213	1,164		48,042
West Virginia	2	6		5	178	124		6,007
Wisconsin	73	306	1	517	24,107	15,552	1,900	719,821
Wyoming	2	8		9	472	379		12,890

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TABLE 4.—Public-school kindergartens in towns and villages having a population less than 2,500 in 1923-24

States	Villages reporting	Kinder-gartens	Teachers	Pupils	Average daily attendance	Total salaries of teachers
1	2	3	4	5	6	7
Continental United States.....	618	896	759	26,140	18,502	\$848,463
Alabama.....	4	4	7	225	150	4,075
Arizona.....	1	1	1	30	22	1,300
Arkansas.....	1	2	1	40	30	630
California.....	82	105	99	4,184	2,442	135,316
Colorado.....	3	3	3	138	71	3,450
Connecticut.....	4	7	5	240	115	5,370
Florida.....	5	8	14	327	205	11,740
Illinois.....	6	7	6	204	133	7,000
Indiana.....	1	1	1	22	20	1,125
Iowa.....	55	72	59	1,745	1,389	61,651
Kansas.....	14	20	17	509	378	16,783
Kentucky.....	1	1	1	20	15	1,000
Louisiana.....	1	1	1	60	51	900
Massachusetts.....	1	1	1	30	27	1,500
Michigan.....	137	196	162	5,067	3,827	169,277
Minnesota.....	24	45	36	1,133	862	46,183
Mississippi.....	1	1	1	22	18	1,500
Missouri.....	2	2	2	35	24	1,80
Nebraska.....	3	102	89	2,278	1,699	85,823
Nevada.....	3	4	3	131	94	4,500
New Hampshire.....	3	3	3	57	41	2,250
New Jersey.....	49	85	67	2,029	1,989	86,989
New Mexico.....	3	5	4	185	135	3,925
New York.....	41	61	48	1,737	1,232	56,580
North Carolina.....	1	3	3	95	90	2,103
Ohio.....	1	1	1	39	34	1,000
Oklahoma.....	6	6	6	163	124	6,185
Pennsylvania.....	12	30	23	843	621	27,571
Rhode Island.....	1	1	1	30	24	1,000
South Carolina.....	1	1	1	10	8	400
South Dakota.....	1	1	1	33	26	1,125
Texas.....	5	7	8	332	258	7,560
Vermont.....	1	1	1	34	30	800
Washington.....	1	1	1	47	31	1,400
West Virginia.....	1	17	17	645	620	20,400
Wisconsin.....	60	87	63	2,438	1,554	65,372
Wyoming.....	2	3	2	83	53	2,880
<i>Outlying possession</i>						
Alaska.....	2	3	2	58	28	3,000

TABLE 5.—Kindergartens other than city public-school, 1923-24

States	Kinder- garden systems re- ported	Num- ber of kinder- gartens	Direc- tors	Teach- ers	Assist- ant teach- ers	Pupils en- rolled	Aver- age daily atten- dance	Monthly tuition		Num- ber of days in ses- sion
								Num- ber of systems report- ing tuition charge	Aver- age charge	
1	2	3	4	5	6	7	8	9	10	11
Continental United States	1,055	1,319	153	1,300	750	54,456	36,564	547	\$8.05	180
Alabama	25	30	3	32	15	1,423	959	10	2.69	175
Arizona	6	8	3	7	5	288	226	1	11.00	192
Arkansas	11	13		14	1	281	233	8	6.06	174
California	36	37	6	39	20	1,469	831	24	12.41	189
Colorado	7	7	2	4	10	268	172	5	6.02	176
Connecticut	30	42	2	46	17	1,560	1,098	14	12.49	176
Delaware	7	7		7	2	277	171	7	3.70	171
District of Columbia	6	6	1	7	5	301	165	4	6.50	214
Florida	23	26	3	29	12	1,113	675	18	6.30	171
Georgia	20	26	1	28	7	895	562	11	4.62	180
Idaho	2	2		2		43	39	1	8.00	188
Illinois	75	88	16	85	121	4,229	2,699	35	8.00	187
Indiana	12	56	6	97	7	4,686	3,422	3	5.25	192
Iowa	18	19	1	25	2	772	561	5	3.02	182
Kansas	7	9	3	4	8	243	189	4	2.21	197
Kentucky	23	23	1	26	5	657	457	18	7.86	175
Louisiana	7	10	1	11	7	472	364	3	2.13	197
Maine	5	7		7		120	102	3	7.33	168
Maryland	24	26	1	28	14	955	648	12	8.22	177
Massachusetts	71	76	10	83	59	2,400	1,656	39	10.17	173
Michigan	18	21	8	23	15	776	527	6	13.61	188
Minnesota	24	28	10	23	24	1,269	734	10	7.69	179
Mississippi	7	7	1	6	2	170	125	6	3.51	177
Missouri	27	28	2	34	12	1,174	790	13	8.71	195
Montana	3	3		3	3	110	86	1	1.00	180
Nebraska	14	16	5	11	16	433	335	3	5.67	180
Nevada	2	4		4		92	89			190
New Hampshire	6	6	1	8	2	239	168	3	6.35	172
New Jersey	34	34	1	38	17	1,225	856	19	10.37	177
New Mexico	6	6	1	6	4	174	154	4	4.53	181
New York	148	257	19	251	150	11,753	7,700	66	11.16	182
North Carolina	8	8		8	4	351	191	3	4.50	156
North Dakota	4	4		5	2	157	116	1	5.50	213
Ohio	49	61	6	58	29	2,713	1,615	23	7.60	178
Oklahoma	14	15		15	2	322	246	12	7.39	174
Oregon	6	6	1	6	4	178	144	4	5.75	172
Pennsylvania	106	116	9	137	53	4,088	3,013	61	8.44	182
Rhode Island	9	9		12	1	416	374	3	2.53	170
South Carolina	15	20	2	19	14	908	521	6	4.66	169
South Dakota	6	6	1	6	2	320	196	1	5.50	188
Tennessee	12	13	1	14	5	519	300	7	10.05	180
Texas	24	27	6	22	22	1,100	780	9	3.65	180
Utah	2	3		4		75	67	1	1.00	208
Vermont	8	8		9	1	191	151	5	6.60	175
Virginia	26	28	1	32	8	956	606	18	4.94	164
Washington	28	29	4	25	11	857	539	22	5.55	176
West Virginia	9	9	1	9	3	228	182	8	10.03	167
Wisconsin	23	28	13	20	26	885	695	7	9.38	184
Wyoming	1	1		1	1	20	20	0		262
<i>Oullying possessions</i>										
Hawaii	9	19	5	20	64	2,025	1,483	4	3.01	180
Porto Rico	1	4	1	4	2	300	200	1	.20	246

TABLE 6.—*Kindergartens other than public-school, according to type, 1923-24*

Types	Kin-der-gar-ten sys-tems re-ported	Kin-der-gar-ten re-ported	Direc-tors	Teach-ers	Assist-ant teach-ers	Pupils en-rolled	Aver-age daily attend-ance	Monthly tui-tion charge		Num-ber of days in ses-sion
								Num-ber of sys-tems re-port-ing	Aver-age tui-tion charge	
1	2	3	4	5	6	7	8	9	10	11
Continental United States and outlying possessions.....	1,065	1,342	159	1,414	816	56,781	38,247	552	\$8.02	180
Association.....	28	167	14	195	124	11,077	7,092	9	2.05	177
Backward children.....	45	61	4	66	14	1,837	1,592	4	29.06	208
Blind.....	17	17		20	7	361	322	2	10.90	193
Deaf.....	18	26	1	28	2	477	406	2	25.00	187
Dependent or neglected children.....	8	11	3	22	1	1,172	714			188
Hospital.....	7	7		11		238	141			186
Indian.....	13	17	1	19		564	539			206
Mill or factory.....	35	46	5	54	34	3,074	1,899	3	2.25	178
Mission.....	66	102	15	93	100	5,871	3,642	26	1.57	184
Orphanage.....	94	98		112	13	3,769	2,896	5	.88	187
Parochial.....	135	141	5	173	46	7,354	5,547	62	3.97	179
Individual private.....	201	205	7	214	54	4,828	3,294	189	6.92	172
In private grade schools.....	196	202	17	199	104	4,931	3,552	189	12.94	172
Settlement.....	104	118	20	122	119	6,077	3,345	30	2.33	190
Normal and training schools.....	98	123	67	76	199	5,154	3,391	31	1.71	178

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